BUILDING RESILIENCE SYSTEMS TO SUPPORT INTERNATIONAL STUDENTS TO CANADA

PATHWAYS TO PROSPERITY VIRTUAL WORKSHOP SERIES

MARCH 4TH 2021

Chair: Valerie Preston

Panelists: Margaret Walton Roberts, Sutama Ghosh,

Francine Schlosser, and Luisa Veronis

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Indian international students in Canada: Migration trajectories, educational experience and economic outcomes

Margaret Walton-Roberts, Wilfrid Laurier University

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Resilience

- The **Building Migrant Resilience in Cities** explores resilience in a broad sense that goes beyond economic success, and poses the question of how migrants **develop capacities** to overcome settlement challenges (Akbar & Preston 2019). We also pay close attention to **views of resilience** among key actors in settlement, such as policymakers, service providers, employers, and migrants themselves (Bushell & Shields 2018).

- The project argues that deeper understanding of resilience is crucial for enhancing migrant settlement, and this includes **institutional resilience.** We ask what kind of supports and systems can foster resilience and effectively respond to structural crisis and change, such as the COVID-19 pandemic (Sheilds & Alrob 2020).

- Strategies, resources, and networks that migrants employ to cope with daily challenges and major shocks in order to 'bounce back' are important, but to cope with and adapt to adversity, **policies and institutions** must be also be assessed in terms of how they model resilience (Veres, Schlosser, Shahbazi 2018).

- For **international students** we need to understand how resilience works when students are away from their families and moving along multiple/parallel migrant pathways- PR on arrival, vs. "Two step" / temporary/work visa PR.

- Also, we need to understand how resilient the **policy structures** are in terms of operation, composition and outcomes.

International Students in Canada

➢ 642,480 international students in Canada as of December 31, 2019

➢ India is the top sending country, over 34%

Rank	Country of Citizenship	2018	2019
1	India	171730	219855
2	China	141995	141400
3	South Korea	24070	24180
4	France	22540	24045
5	Vietnam	20185	21595
6	United States of America	14440	15015
7	Iran	10535	14745
8	Brazil	13770	14560
9	Nigeria	11190	11985
10	Mexico	7805	8710

Source: https://open.canada.ca/data/en/dataset/90115b00-f9b8-49e8-afa3-b4cff8facaee

Subject areas studied 2009 – 2020 International students (Total and India)

Area of Study	Total	India	Percent (%)
Agriculture, Agriculture Operations and Related Sciences	3,539	809	22.86
Architecture and Related Services	5,696	1,174	20.61
Arts, Fine/Visual/Performing	38,568	3,970	10.29
Arts/Humanities/Social Science	165,349	19,399	11.73
Biological and Biomedical Sciences	9,262	1,466	15.83
Business, Management, Marketing and Related Support Services	75,530	36,957	48.93
Business/Commerce	292,474	107,871	36.88
Computing/IT	155,369	80,696	51.94
ESL/FSL	118,193	251	0.21
Flight Training	7,787	986	12.66
Hospitality/Tourism	56,228	18,375	32.68
Law	9,164	1,700	18.55
Medicine	5,056	765	15.13
Other	273,706	60,613	22.15
Science, Applied	153,765	54,840	35.66
Sciences, General	79,246	19,193	24.22
Sciences, Health	70,205	35,118	50.02
Theology/Religious Studies	5,453	149	2.73
Trades/Vocational	23,166	3,924	16.94
Unspecified	1,242,955	104,630	8.42

Number of Study Permits Issued (Including Extensions) between January 1, 2009 - April 30, 2020. Broken Down by Year, Field of Study and Country of Citizenship (Data source: COGNOS (MBR) extracted as of June 11, 2020).

Pathway to PR (express entry) also focused on IT, and business and financial services.

Table 21: Most common primary occupations, upon invitation in 2019 - total

Primary occupation	Skill type	2017	2018	2019
2173 Software engineers and designers	A	4,873	6,126	6,529
2171 Information systems analysts and consultants	A	5,199	5,429	4,645
2174 Computer programmers and interactive media developers	A	3,423	3,450	3,819
1111 Financial auditors and accountants	A	2,392	2,483	2,607
1241 Administrative assistants	B	1,914	2,335	2,407
1122 Professional occupations in business management consulting	A	1,636	1,915	1,838
1123 Professional occupations in advertising, marketing and public relations	A	1,887	2,049	1,808
1221 Administrative officers	B	1,409	1,456	1,694
4011 University professors and lecturers	A	1,825	1,942	1,684
0124 Advertising, marketing and public relations managers	0	1,501	1,775	1,588
1112 Financial and investment analysts	A	1,760	1,921	1,549
6311 Food service supervisors	B	1,311	1,435	1,544
1311 Accounting technicians and bookkeepers	B	1,073	1,196	1,484
2132 Mechanical engineers	A	1,369	1,274	1,416
2172 Database analysts and data administrators	A	795	1,038	1,312
Other		53,655	53,976	49,376
Total		**86,022**	**89,800**	**85,300**

Source: MBR_FACT_EE_ITA as of January 29, 2020

Data is operational and as such should be considered preliminary and subject to change.

Express Entry invitations focused on those **resident** in Canada, or India or USA

Table 27: Most common countries of residence among candidates who received an invitation in 2019, total

Country of residence	2017	2018	2019
Canada	42,233	39,936	40,550
India	14,910	17,636	14,926
United States	5,829	9,981	10,185
Nigeria	2,910	3,724	3,819
United Arab Emirates	2,436	2,029	1,708
Pakistan	1,331	1,365	1,180
Morocco	255	585	860
Australia	673	831	791
China	985	871	768
United Kingdom	1,560	1,186	699
Other	12,900	11,656	9,814
Total	**86,022**	**89,800**	**85,300**

Source: MBR_FACT_EE_ITA as of January 29, 2020

Data is operational and as such should be considered preliminary and subject to change.

Majority of Express Entry are of Indian citizenship

Table 30: Most common country of citizenship in 2019, total

Country of citizenship	2017	2018	2019
India	36,308	41,678	40,275
Nigeria	5,128	6,025	5,886
China	7,467	6,247	5,668
Pakistan	3,337	3,108	2,509
United Kingdom	2,660	2,549	2,128
Brazil	1,686	1,847	1,801
United States	2,047	1,803	1,561
Iran	1,379	1,299	1,475
France	1,248	1,371	1,455
Korea, South	1,251	1,254	1,225
Other	23,511	22,619	21,317
Total	**86,022**	**89,800**	**85,300**

Source: MBR_FACT_EE_ITA as of January 29, 2020

Data is operational and as such should be considered preliminary and subject to change.

Two step immigration selection-risks &rewards

- Indian international students are concentrated in subjects that are **in demand** in terms of invitation to apply through Express Entry- Business, Computing and IT.
- **Rewards-** Better labour market integration, better job matching, better levels of income, addresses regional labour market shortages,
- **Risks**- temporary migrant visas with work privileges are "privatized and uncapped", but permanent visa allocation is 'government-led and capped' (Gregory, 2014). Uncapped temporary migration may become a means to an end (PR) (Hou, Picot, and Crossman 2020).
- Resilience at the level of system and policy may be challenged by the geographical and occupational concentration building in international student flows.

Investigating the Assemblages of Indian International Students in GTA Colleges

Sutama Ghosh. Rverson University

International students in Canada

➢ In 2019: 642,000 international students

- India (47%)

- Almost one half settled in Ontario

- Over 40% of international students are enrolled in COLLEGES (CBIE 2019)

- Currently, 85,000 international students **are enrolled in colleges** (OCAS 2020)

- In 2020: more than 85% of all Indian international students were enrolled in colleges

Why Study Colleges?

- **Canadian Post-Secondary System**
  - Universities
    - Government Funded (Ryerson U) and Private (OCAD)
  - Colleges
    - **Community** (George Brown)
      5 in the GTA
    - **Private Career** (Canadian Academy)
      440 in Ontario
- **Tuition Fees**
- **Admission Requirements**
- **Permitted Work Hours and Regulations**
- **"Value" of Diploma and Employment Opportunities**

RESEARCH

- QUESTIONS:
  - Why are so many Indian students choosing to come and study in GTA colleges?
  - Do they have a specific profile -- in terms of age, educational qualifications, and socio-economic class backgrounds?
  - How are they "choosing" these institutions?
- METHODS:
  - India: Multiple college campuses in the NCR, edu-expo, in-depth, semi-structured, topical interviews with 5 key informants, including education agents and college lecturers
  - GTA: Analysis of web-pages of all community colleges and forty private career colleges, semi-structured, topical interviews with 10 key informants, including college staff (administrators/recruitment officers) and instructors at community and private colleges in the GTA, as well as Canadian education consultants; semi-structured, topical interviews with 30 ISs (19 from community colleges, and 11 from private career colleges)

Federal Government Policies
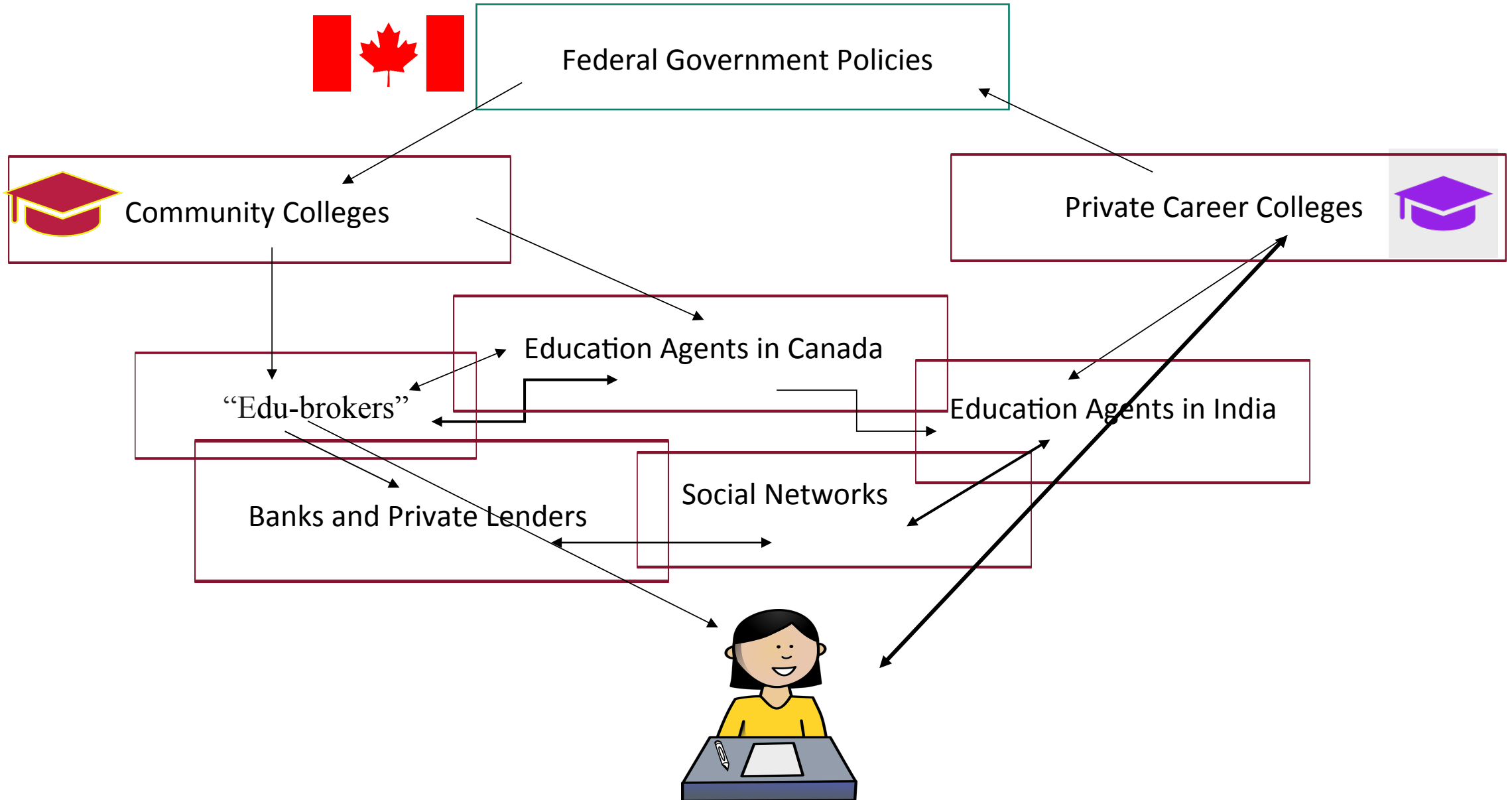
Community Colleges

Private Career Colleges

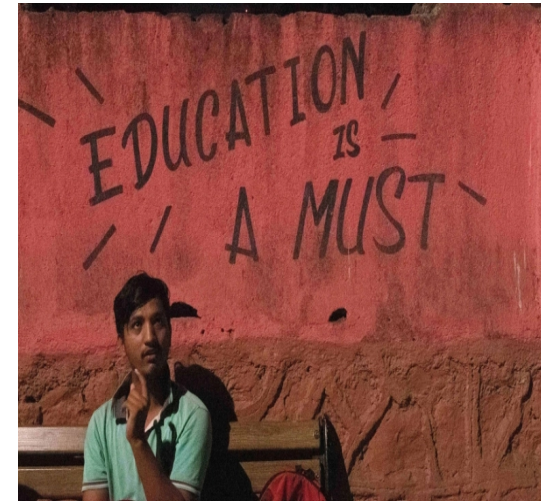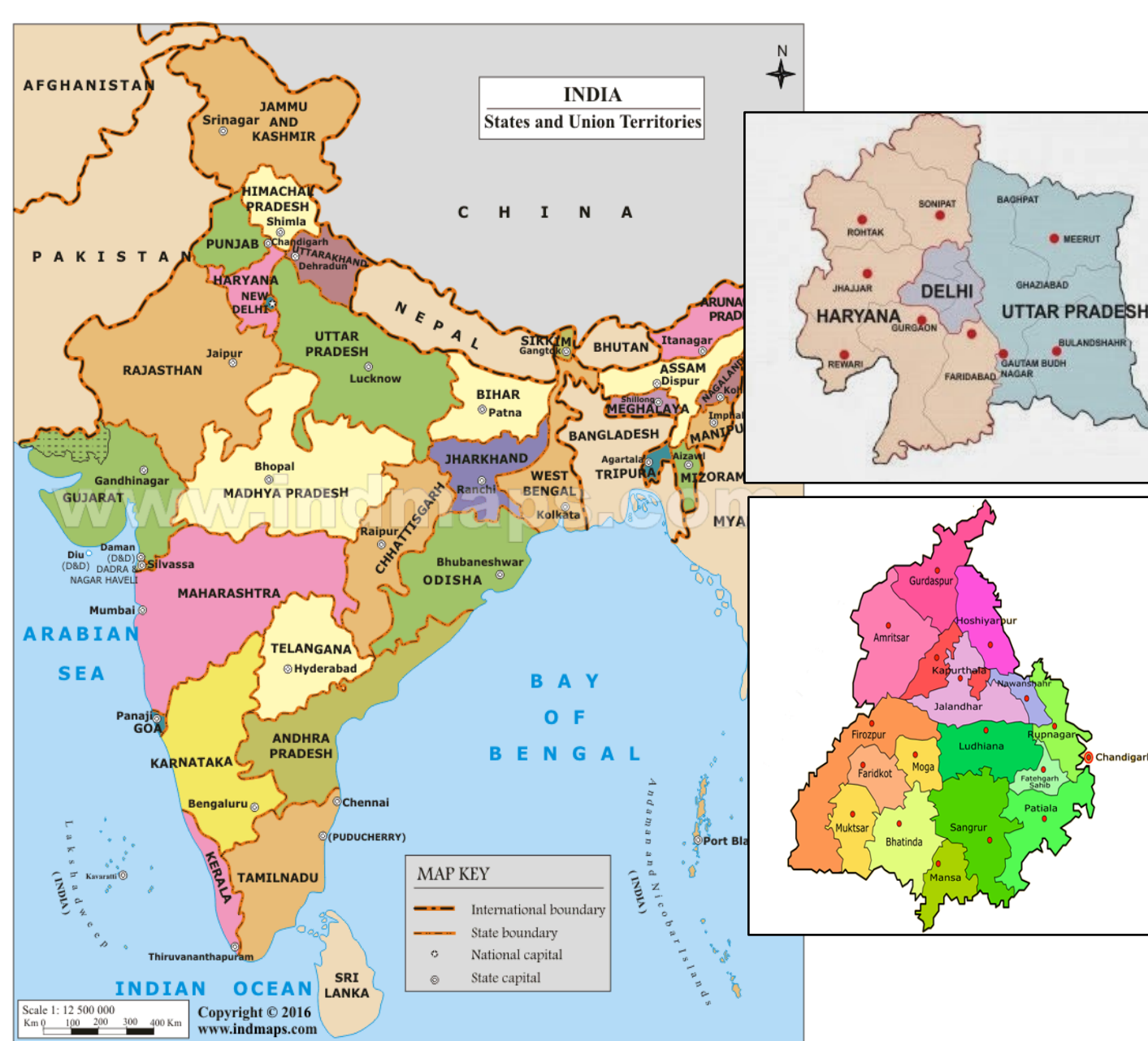Education Agents in Canada

"Edu-brokers"

Education Agents in India

Banks and Private Lenders

Social Networks

Foreign dreams: What's driving the exodus of youth from Punjab?

https://www.sbs.com.au/language/english/foreign-dreams-what-s-driving-the-exodus-of-youth-from-punjab

Supporting a path to post-education resilience for Edu-immigrants

Francine Schlosser

Odette School of Business
University of Windsor

Edu-immigrants

- 642,480 international students studied in Canada (IRCC, 2019)
- 60% of these students planned to apply for permanent residency in Canada (OECD, 2019)
- 75% sought post-graduation work placements

International Education = Pathway to Permanence

Research Imperative

- Need to understand the experience of edu-immigrants coping with new social, political, and environmental structures in order to integrate into their adopted countries' labour market and society;

- How can regional and community stakeholders such as post-secondary institutions, settlement agencies, and local businesses support edu-immigrant resilience?

Edu-immigrants: Needs and Supports
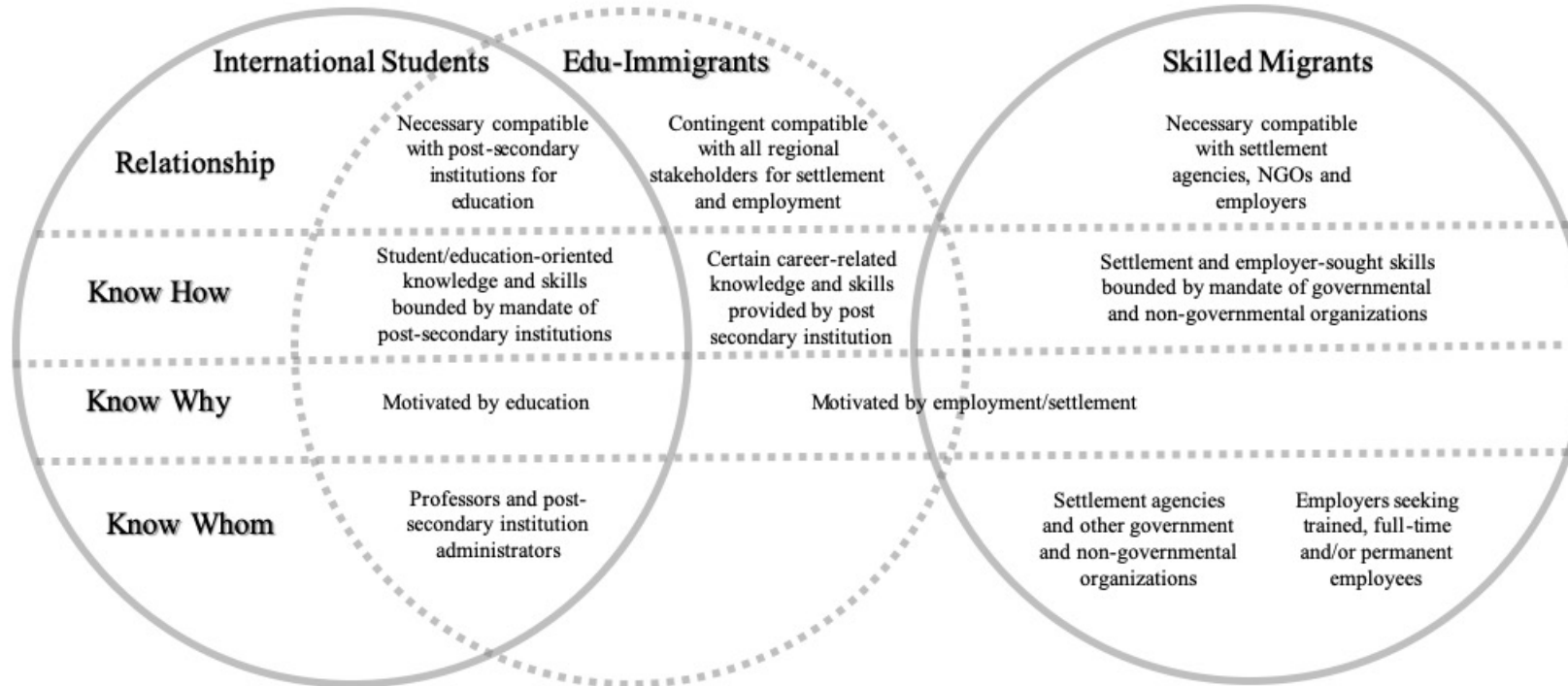
Issues

- Having clear educational and career goals
- Most edu-immigrants know why and how to enhance their skills and competencies.
- They don't know whom to turn to for help in acquiring social connections, which are very important to access a spectrum of work experiences.
- It is difficult for edu-immigrants to develop higher-level social capital/ contacts without the support of campus and external stakeholders.

Service Gaps

- Settlement agencies do not receive funding to support international students/edu-immigrants.

- New ideas for more settlement support are not viewed as core to the educational mission of post-secondary institutions.

Solution: Cross-institutional Collaboration

- Post-secondary institutions can help edu-immigrants by focusing on nurturing the three types of 'knowing' – ensuring they know their goals, aiding in the creation of the skills needed for lasting careers, and facilitating the establishment of a career-relevant social and professional network.

- Cross-institutional collaboration among educational institutions, religious institutions, settlement agencies, and business members to provide and fund necessary services and develop new programs.

Entanglements of Canada's Immigration and Official Language policies:
Multilayered resilience

Luisa Veronis, University of Ottawa

Entanglements of Canadian policies

Francophone Minority Communities
International Students

Official Languages Act, 1969

Charter of Rights and Freedoms, 1982

Language policies

Immigration policies

Immigration and Refugee Protection Act, 2001

Immigration and the vitality of Francophone communities & institutions

"The University of Ottawa wishes to carry a vision of the Francophonie that is a constant building block within a stronger, more powerful and more vibrant community. Through the values it conveys, the Francophonie can and must help consolidate ties and construct new forms of solidarity based on the sharing of the French language.

The recent upheavals in French-language postsecondary education in Ontario demonstrate more than ever that the Franco-Ontarian community must show resilience. In this context, the University of Ottawa, with its 13,000 Francophone students and thousands of Francophiles, remains more relevant than ever in our collective efforts to promote the Francophonie both here and abroad. Our actions contribute to the vitality of the Francophone community."

Sanni Yaya, Vice-President, International and Francophonie, March 1, 2021

The University of Ottawa

- The largest English-French bilingual university in the world
  - All on-campus services are offered in both English and French
  - Not all academic programs / courses are available in both languages
- Internationalization
  - 2019: international students account for 31.9% of all graduate students, of which over 90% were enrolled in English programs
- Maintain & promote bilingualism
  1) Since 2014, a tuition fee rebate for international students studying in French
  2) English or French as a second language courses for full-time graduate students at no cost.
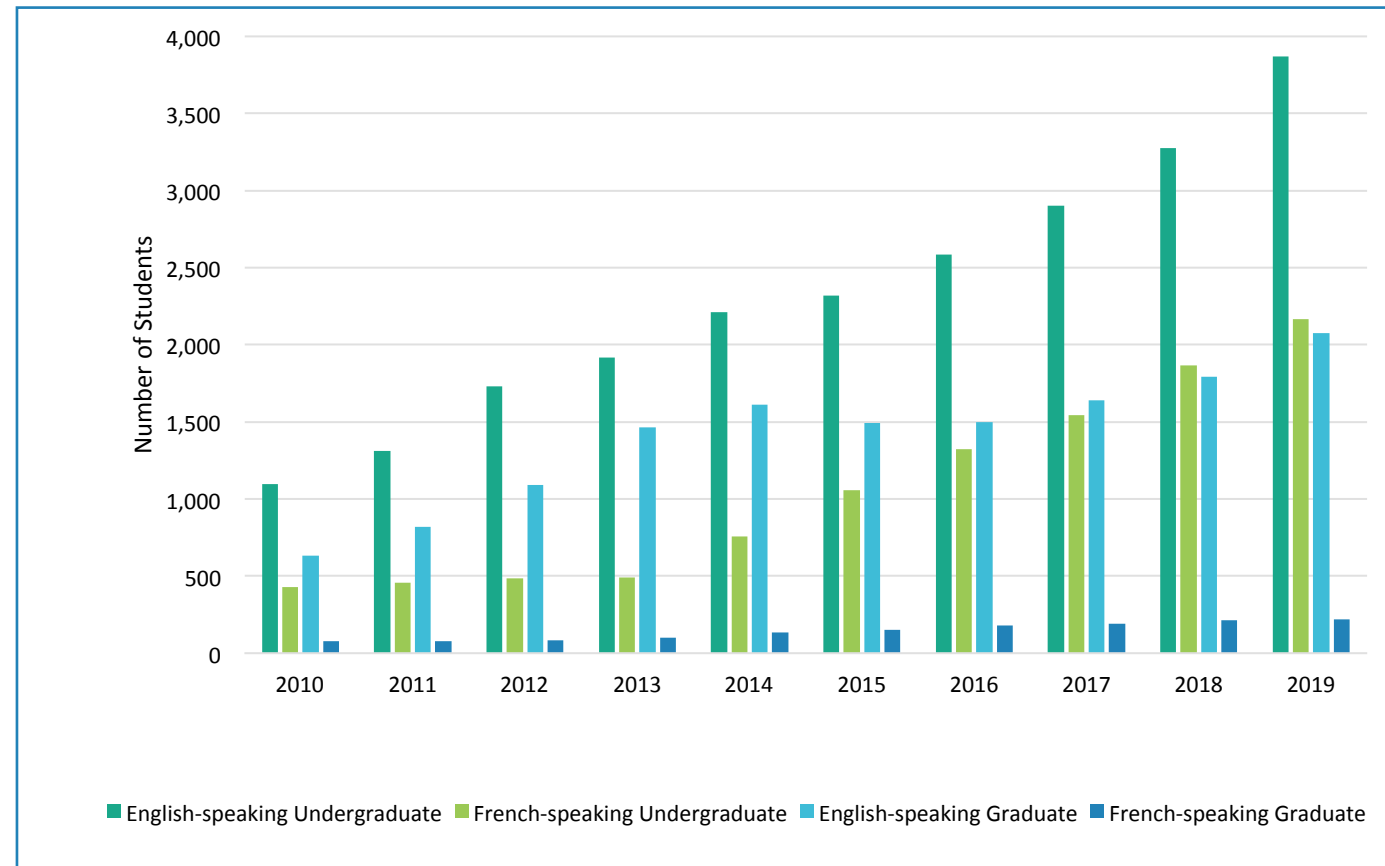
Figure 1. Number of international students enrolled at uOttawa from 2010 to 2019, by language and level of study. Source: uOttawa (n.d.).
Student registrations by level of study, attendance status, student's gender, language in use, immigration status, and co-op enrollment.

Context & research objectives

- Most existing research examines challenges international students face in unilingual (English-language) contexts

➢ Bilingual context: **uOttawa** and **Ottawa-Gatineau**

- 19 participants: international graduate students (MA/PhD) from diverse countries of origins
  - 13 English-speaking & 6 French-speaking

- Experiences with bilingualism:
  - Academics, social networks, employment, etc.

Table 1. Self-rated official language proficiency of interview participants

Self-rated official language proficiency		English-speaking participants (n=13)	French-speaking participants (n=6)
English	Elementary or no knowledge	0	0
	Intermediate	2	1
	Advanced or fluent	10	5
French	Elementary or no knowledge	10	0
	Intermediate	2	0
	Advanced or fluent	0	6

International students & linguistic capital

Academics: "The choices are a lot more limited. Forget about summer. Plus, in Education we have sub-programs. […] I'm in the health sub-program; there are even fewer courses. Inevitably we have to take whatever is available. No choice." (Western Europe; translated from French)

On campus employment: "I can't apply for any mentorship [job] here [at uOttawa] because they need someone with French language. […] you have other languages like Russian and Belorussian. Who cares about those languages? Because those aren't mainstream languages here. It's not very pleasant because you can't really use opportunities to earn money." (Eastern Europe)

Off campus employment: "I'm a Ph.D. student studying grand philosophical theories and I probably cannot get basic kinds of employment because they tell you: '*you need to be bilingual*'." (Central America)

Campus tolerance: "Maybe that's one of the reasons why it's such a multicultural place. Because if you embrace both languages, you equally respect those languages and it shows there's not a superior one and you increase the possibility of other people coming here." (South America)

Multilayered resilience

- International students at uOttawa
  - Academics: bilingualism operates differently depending on academic programs = varied language requirements and experiences
  - Employment: bilingualism presents unique linguistic challenges & opportunities for accessing employment depending on language skills and field of study
  - Campus tolerance: International students celebrate the linguistic diversity attributed to bilingualism, but they are aware of its limitations in terms of supporting non-official languages
- Post-secondary institutions
  - How to attract and support international students
- Francophone communities & vitality
  - How to maintain essential post-secondary (and other) institutions

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- We thank our community partners, research participants & research teams

- For more information on the project: http://bmrc-irmu.info.yorku.ca/

Social Sciences and Humanities Research Council of Canada

Conseil de recherches en sciences humaines du Canada

Canada

Upcoming Webinar:

Ottawa, is there a problem? International student numbers, job experiences and pathways to permanent residence

March 9, 1:30-3:00 PM
Contact:
bmrcirmu@yorku.ca

SAVE THE DATE

WEBINAR
MARCH 9, 2021
1:30-3:00PM EST

Ottawa, is there a problem?
International student numbers, job experiences and pathways to permanent residence

This webinar will examine the problems and opportunities associated with the growing numbers of international students in Canada, and the policies related to their pathways to post-graduate work and permanent residency. The majority of the more than 600,000 international students studying in Canada hope to work and live in Canada after graduation. While Canadian-educated graduates represent an unparalleled supply of workers, the large numbers also pose challenges for policies concerning admission of skilled workers and provision of settlement services. Participants will address the question from the perspectives of international students themselves, post-secondary institutions, labour economics, public policy, and employers. Each participant will be asked to discuss the gaps evident in current policies and practices determining the numbers of international students admitted to Canada and the number who eventually secure permanent residency here.

For more information, contact bmrcirmu@yorku.ca

Organized by Building Migrant Resilience in Cities-Immigration et résilience en milieu urbain (BMRC-IRMU) partnership at York University.

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