

tions and other licensing bodies. It is, therefore, crucial that the federal government is assured that the evaluation methodology is equitable. Furthermore, it is in the interests of the federal immigration program that immigrants to Canada are not subject to unwarranted hardship after they arrive.

**Re-examined:** There is a need for foreign educational institutions to be re-examined and a list compiled of those accredited. Some Canadian universities use a 1969 study by the Association of Universities and Colleges of Canada to assist them in assessing universities in India. The documentation is dated and concern has been expressed about the accuracy of some of the evaluations. One Canadian university requires virtually all students with origins in India to have a Bachelor's degree with first class standing in order to be admitted to the first year of the university's Bachelor's degree program. The institutions selected for evaluation should be representative of those nations from which Canada is now receiving immigrants.

**Artificial:** In addition to the problem with foreign credential evaluation, artificial restrictions posed by certain licensing practices present entry barriers to various professions, skilled trades and apprenticeships. Studies in Canada and the United States have found, for instance, cases of excessive educational entry requirements, nepotism, prohibitive costs and subjective interpretation of eligibility requirements.

**Haphazard:** The Committee views the current state of affairs in Canada as haphazard, arbitrary and inequitable. In the recommended investigation, the federal government and provincial authorities should look to Australia's Committee on Overseas Professional Qualifications which assesses professional, technical and general qualifications.

#### **RECOMMENDATION:**

**The Federal Government should, in co-operation with the provincial governments, investigate the methods and organizations for evaluating non-Canadian degrees and credentials, and the licensing and other practices of professions, trades and apprenticeships.**