Challenges Faced by Immigrants with Higher Education in the Swedish Labour Market

A Qualitative Research of the Factors Influencing the Underutilization of Immigrants’ Foreign Educational Credentials in the Swedish labour market

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July 2016

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Abstract

Generally, immigrants face different challenges adapting to their new environment while starting a new life in the new environment. One of these problems is related to employment as they find it difficult finding jobs in their host countries. A number of them are often jobless or having jobs that do not correspond with their educational qualification. This is one of the factors that influence the earnings of immigrants in the Swedish labour market. This study focused on the factors influencing the underutilization of immigrant’s foreign educational credentials in the Swedish labour market. The study is based on human capital theory, cultural shock theory and discrimination theory. Through qualitative research design, rich detailed data about the phenomenon was collected from participants that participated in the study. Findings of the study revealed that the two major factors that influence the underutilization of immigrant’s foreign educational credential in the Swedish labour market are structural factors (lack of foreign educational credentials, lack of foreign work experiences, and discrimination) and individual factors (lack of social network with Swedish natives, inability to fluently communicate in Swedish, and loss of professional knowledge due to lack of practice).

Key words: underutilization, Devaluation of foreign credentials, highly educated-immigrant, Inequality in labour market, challenges and barriers
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List of Abbreviations

(EC) European Commission
(GPS) Global Positioning System
(GDP) Gross Domestic Product
(HEI) Highly educated-immigrant
(HENS) Highly educated-native Swedish
(HRST) Human Resources Services Team
(ISCO) International Standard Classification of Occupations
(ISCE) International standard classification of education
(OECD) Organisation for Economic Co-Operation and Development
(PLAR) Prior Learning Assessment Recognition
(SCB) Statistiska centralbyrån
(UHR) Universitets- och högskolerådet . Swedish Council for Higher Education
Acknowledgements

First of all, I thank Allah for giving me the ability and strength to complete this study. I would like to express my most sincere appreciation to individuals who always supported me during my study period. I am very thankful to my parents who always pushed me towards seeking knowledge and wisdom. I sincerely appreciate my wife, Ivan Raundusi for her support, encouragement, sacrifices throughout the study period and to my daughters Ronya, Ranya and my son, Faris, for they have encouraged me in their own ways to complete my study. To all my dearest sisters and brothers, I say a big thank you for their encouragement and support and adding colours to my life, may Allah bless you all. I am very thankful to my brother Shallow Nawprdany, and his friends taking their masters program in Health care in Malaysia for their insightful contribution to my research.

I remain grateful to Stockholm University which is one of best universities in Sweden for giving me a chance to take my master program in this reputable institution. Through this study I have acquired numerous knowledge and analytical skills in the research field of education. Also, I would like to express my most sincere thanks to my supervisor, Professor Ulf Fredriksson for his wisdom, knowledge, continuous support and patience during my entire study period in Stockholm University. His supervision, guidance, relevant contributions and feedback have significantly helped me sail through my research project. I feel tremendously thankful and could not have had a better supervisor for my research. I am very thankful to the staff of Institute of International Education at Stockholm University for their unending support especially, the student councillor, Emma West, for positive spirit and encouragement, Christine McNab and Mikiko Cars for motivating classes.

Finally, I would like to thank the research participants who gave to me their time during the research and shared their life experiences of the Swedish labour market. This was extremely important to me and helpful in completing the research.
Chapter one: Introduction

1.1 Background
In 2015, Europe experienced the highest number of refugees seeking asylum since the Second World War. Sweden has received a huge number of refugees estimated to be more than 160,000 asylum seekers that arrived in the country in 2015. Swedish immigrant population has increased dramatically in the recent decades. Not a single country in Europe is taking more immigrants per capita than Sweden. In 2015 approximately 16.5 percent of the Swedish inhabitants were born outside Sweden. It is estimated that 40 percent of the total immigrants in Sweden have higher education (those that have obtained tertiary education like bachelor’s degree master’s degree, and doctorate (PhD) (Migrationsverket.se 2015; SCB, 2014; Aljazeera.com, 2015; OECD, 2014). Global immigration has altered the face of Sweden forever. It is undeniable that the excessively increased immigration and multiculturalism have become a reality in many European countries especially in Sweden. Multicultural and ethnic variety has become a phenomenon that has received much attention from academics, policy makers, the general public, and social commentators. It is often highlighted in the political debate and in the broadcasts as well as social media (Joona, 2009; Unesco.org, 2003).

Although Sweden is one of the active countries advocating for fair opportunity and equal right for all individuals in the society including equal opportunity in housing, education, health care, daily activities and political rights, one of the major challenges faced by the Swedish administration is providing fair labour opportunities to all individuals particularly for immigrants (OECD, 2015; Galgoci, Leschke, & Watt, 2009). Immigrants in Sweden are faced with a lot of challenges in the Swedish labour market because their educational credentials and professional experiences are (Aldén and Hammarstedt, 2014). The condition of immigrants in the job market has gradually worsened in Sweden and in other OECD countries. Many immigrants are facing challenges in the labour market as highly educated-immigrants (HEI) are either more likely to be jobless or occupying positions lower than their educational qualifications compared to their native-Swedes counterpart (Eriksson, 2011). As OECD (2014, p.5) pointed out, “migrants face more difficulties finding employment compared with their native-born peers and Sweden is no exception in this regard”. Indeed, across the educational sector the large disparities in employment levels between immigrants and the native-born exist to some degree; Sweden is among the worst performers in the OECD (ibid).
In Sweden there is also a substantial earnings gap between native-Swedes and foreign-born. For instance, native-Swedes earn 17% more than foreign-born. Similarly, native-born people in other OECD countries face earning gap. For instance, in the United States native-born earns 21% more, Portugal (16%), and Germany (17%) whereas in Australia native-born earn 7% less than foreign-born (Taguma, Kim, Brink, & Teltemann, 2010). Furthermore, 90% of the highly educated native-Swedes aged between of 26-45, had a job while only 65% of highly educated-immigrant workers were employed in 2009. Moreover, it is more likely that Swedish native workers are more successful in securing employment than foreign born due to their educational qualifications (Andersson and Fejes, 2010; OECD, 2014; SCB 2009b).

Despite the fact that Sweden faces serious labour shortages in many sectors such as education, healthcare, engineering and IT, the recruitment of HEI to those labour needs is significantly low either due to lack of recognition of immigrants’ educational credentials, academic experience, and insufficient proficiency in the Swedish language, lack of social network or poor knowledge of social and cultural codes. Discrimination is one of the major factors that make a large number of HEI unable to occupy those areas of labour shortages (Lemaître, 2007; OECD, 2014).

Apart from the fact that the right to labour is being approved by Un declaration as one of the fundamental human rights, it is also one of the keystones of modern democratic society because it also plays a significant role in understanding other social rights and economical necessities of most of the modern countries including the modern ones such as Sweden which seems incapable of approaching and improving access to this right particularly for foreign-born. (Mossaad, 2014; Estévez, 2012).

1.2 Aims and objectives of the study
The main aim of this research work is to capture the different perspectives of the experiences of a group of highly-educated immigrants in the Swedish labour market with the following specific objectives:

1. To find out the impact of recognition/non-recognition of a group of highly educated immigrant’s foreign educational credentials and academic experiences on their opportunities to secure qualified jobs.

2. To investigate how knowledge of the Swedish language among them influences their opportunities to find jobs that correspond with their educational qualifications.
3. To find out major factors affecting the utilization of their educational credential in the Swedish labour market.

1.2.1 Research questions

1. What is the impact of recognition/non-recognition of a group of highly educated immigrant’s foreign educational credentials and academic experiences on their opportunities to secure qualified jobs?

2. How does knowledge of the Swedish language among them influence their opportunities to find jobs that correspond with their educational qualification?

3. What are major factors affecting the utilization of their educational credentials in the Swedish labour market?

1.3 Limitations and delimitations of the study

Qualitative research always involves the risk of being unable to interview all the intended participants (Bryman, 2012). This could occur due to the daily routines of the participants like work and family time. In this study two of the interviewees could not participate in the interview due to lack of time thereby forcing the researcher to find two other immigrants with higher education to participate in the research process; this was a setback for the researcher in terms of time.

Another limitation of the study was that not all of the interviewees speak English because English language is not their first language. Thus, the interviewer had to translate the interview into Swedish and Kurdish; the interview was therefore conducted in three different languages (English, Swedish and Kurdish). This made the process of transcription time and energy-consuming.

All the participants of this research are resident in Stockholm because the researcher was unable to contact other immigrants with higher education in other parts of Sweden due to the lack of contact.

Although, the researcher made an attempt to present the general viewpoints of the respondents, the outcomes of this research cannot be generalized to all immigrants with higher education living in Sweden as the experiences of others could be different from that of the six participants’ interviewed in this study. This means that the interviewees cannot be considered representative of the whole HEI population in Sweden.
1.4 Significance of the Study

Sweden is one of the countries which to a certain level accommodate immigrants that intend to study and work but unfortunately, it is quite difficult for immigrants to secure jobs or even jobs that correspond with their educational qualification. Not a single country in Europe is taking more humanitarian migrants (refugees) per capita than Sweden. Therefore, it is important for the country to make employment provisions which will be able to absorb these immigrants into the Swedish labour market. In this regard, research on the experiences of immigrants with higher education can shed more light on the challenges faced by immigrants in the Swedish labour. This knowledge could help the Swedish government in tailoring better policies aimed at absorbing the immigrants into the Swedish labour market as these immigrants could be of great support to the economic development of Sweden which is currently experiencing labour shortage in the educational, industrial and healthcare sectors.

Findings of the research can be a good guide for newly-arrived immigrants with higher education as it provides comprehensive information about the situation and demands of the Swedish labour market. It will help the immigrants to clearly understand the challenges which they could encounter in the Swedish labour market; this will help them to be more prepared and not taken by surprise by the situation of the Swedish labour market.

1.5 Structure of the Study

This research is organized into six chapters:

Chapter one contains an introduction which includes a brief background (1.1) which covers information on migrating to Sweden, the Swedish labour market situation for immigrants especially those who obtain their educational credential out Sweden, Swedish labour shortage and the barriers preventing immigrants from finding suitable employment which corresponds with their educational qualification. It also contains the aim and objectives of the study (1.2), Limitation and delimitation of the study (1.3), as well as the significance of the study (1.4).

Chapter Two presents a contextual background which sheds more light on migrating to Sweden (2.1), Swedish labour immigration policy (2.2), recognition of foreign educational credentials (2.3), The rate of immigrants with higher education (2.4), The Labour Market Situation for immigrants with higher education (2.5), Challenges and Barriers faced by immigrant with higher education(2.6) other issues related to migrating to Sweden which will help the reader understand the data and information presented in the later part of the research.
Chapter Three provides the theoretical framework and related theories which this work is based on the theories presented in this chapter include, Human capital theory (3.1), culture shock theory (3.2), theory of discrimination (3.3)

Chapter Four contains the methodology of the research which covers the Research Strategy and Design(4.1), The study Sample(4.2), source of data collection (4.3), Interview Guide (4.3.1), The draft of the interview guide (4.3.2) Method of Data Collection (4.4), Data analysis(4.5), Reliability and validity(4.6), and Ethical Consideration (4.7).

Chapter Five presents the findings of the research which includes the Presentation of interviewees (5.1), The respondent’s experiences in Swedish labour and other host countries (5.2) The main factors influencing the job status of immigrants as well as the barriers limiting respondents from finding jobs matching their educational qualifications (5.3). Chapter six discussion and concluding remarks which includes Summary of findings (6.1), the underutilization of immigrants’ foreign educational credentials (6.2), limitations (6.3), conclusion (6.4), and suggestion for future research (6.5).
Chapter two: Contextual Background

2.1 Emigration to Sweden
Migration propensities in Sweden have grown histrionically within the last three decades. In the latter half of the nineteenth century, particularly from 1850 to 1930 Sweden was a country of net emigration, so the country traditionally was an emigration country until the Second World War when large exoduses to other countries was experienced by Sweden. It was estimated that 1.5 million Swedes had moved out of Sweden to countries like the United States of America and Australia. The main reason for this movement was to escape poverty and religious discrimination. During the Second World War Sweden began to receive refugees from the Nordic, Baltic, and other European countries, therefore, Sweden changed from the country of net emigrant to the country of net immigration (Lemaître, 2007; Sweden se, 2015).

2.1.1 The Labour Immigration Period (1945-1975)
Since the Second World War, majority of the people who came to Sweden were labour immigrants seeking to work (Chaloff, Lemaître and Mestres, 2011). After the Second World War the Swedish manufacturing and industrial sectors were still relevant and beneficial because of their undamaged production capital and infrastructure which was combined with low fabrication and production costs and high consumption demand. Both internationally and nationally, this gave rise to the demand for labour in the industrial sector particularly in the fabric sector. From 1950 to 1973 the Swedish economy had dramatically grown from about 4% per year to 7% between 1959 and 1965 (Lemaitre, 2007). Moreover, the Sweden labour shortage during 1950 to 1965 opened up the Swedish labour market for more labour thereby giving immigrants the opportunity to enter the country in order to find jobs, especially low-skilled workers. As a result, Sweden had hired a great number of workers from other countries (Chaloff, Lemaître and Mestres, 2011).

During 1950s and 1960s, immigration was mainly regulated by a guest workers program, or by labour immigration (Andersson and Osman, 2008). Earlier in 1950, the liberalization of general immigration policy gave foreign workers the right to become Swedish residents as long as they remained workers (Aldén and Hammarstedt, 2014). Even though, the Swedish obligation for job certifications for Nordic residents had earlier been eliminated in 1943, the Nordic Union passport was recognized in 1954 in the Swedish labour market because it gave its bearers the opportunity to work in Sweden. Between the 1950s and 1960s the average net exodus of Finnish residents was approximately 9,000 individuals per year. In order to facilitate and simplify the active enrolment of non-Nordic residents, Sweden signed bilateral
contracts with Hungary, Italy and other European countries. Also, the Swedish Labour Market Board co-operated with authorities in the Netherlands, western Austria, Germany, Belgium, and Italy in 1950s to recruit employees (Gustafsson et al., 2004; Lemaitre, 2007). This initiative led to a rise in net migration in 1965 which increased to 34,000 thereby resulting into unemployment among the foreign workers. Due to this problem, Sweden established more restrictive regulations for foreign workers in Sweden. Under the new regulation, foreign workers had to get work licenses before their arrival into the country, but the Swedish labour market was not closed to Nordic workers (Aldén and Hammarstedt, 2014; Lemaitre, 2007). In addition, between 1969 and 1970 about 80,000 of Finnish people immigrated into the country due to financial and economic crisis faced by Finland.

At the end of the 1960s the industrial sector had begun to decrease and having little significance both in terms of production and employment as a percentage of Gross Domestic Product (GDP) (Emilsson et al., 2014; Lemaitre, 2007). At the beginning of the 1970s Swedish economy experienced a decline as well as a slowdown in economic growth which was caused by a decrease in the manufacturing sector. This economic slowdown led to a higher rate of unemployment among certain groups like labour immigrants, women and youth. One of the main factors for this lessening was the growing competition from abroad especially in the textile industry, manufacturing sector and ship-building which had previously been high-growth sectors with higher number of labour immigrants. The decrease lessened the need for emplacement with the result that the country became progressively reserved and reticent to admit more labour (Gustafsson et al. 2004; Lemaitre, 2007). One of the other reasons was a global oil crisis during the 1970s, which had a bad impact on the economic growth of many developing countries such as Sweden; it altered immigration patterns which led to the decline in demand for workforce as well as the growing rate of unemployment that occurred at that time which in turn resulted into more restrictive immigration policies (Rydgren 2004). In 1972 Sweden closed the borders for foreign workers.

2.1.2 The Refugee Immigration Period (1970-2015)
In the mid-1970s after the oil crisis which was followed by the decline in manufacturing and labour, there was a dramatic down turn of labour immigration but on the other hand, refugees started to migrate to the country thereby making them a major source of immigrants. From 1973 to the end of the 1970s most of the refugees came from Latin America especially from Chile (Bevelander, 2013; Lemaitre, 2007). Also most of the refugees that migrated into Sweden were refugees that fled the bloody war between Iraq and Iran which began in the 1980s and lasted for
about eight years. The war was one of the major reasons why people fled the Middle East especially Iraq and Iran for European countries including Sweden; these people made up majority of asylum seekers in Sweden (Sweden. se, 2015; Gibney and Loescher, 2010). According to Ekberg (1995), more than 50 percent of the total migrants in Sweden came from Iraq during the 1980s. During the 1980s and 1990s Many Kurdish people were forced to leave their land and migrate to Sweden in order to escape the brutality of the Saddam Hussein regime. According to Sweden.se (2015), during 1980s Sweden received approximately 7,000 asylum seeker from Iraq and 27,000 from Iran.

Furthermore, in 1990s, for the first time since the Second World War, the Balkans fled their countries to Sweden because of war. For instance, in 1992 Sweden received more than 84,000 refugees from former Yugoslavia, mostly Bosnians (ibid). Again, during military conflicts from 1990 to 1999 in Africa continent, especially in Somalia and Eritrea a vast number of humanitarian immigrants entered into Sweden.

In 1991, United Nations announced First Gulf War against the Iraqi regime to expel occupying Iraqi forces from Kuwait and consequently the second wave of Iraqi people came to Sweden (Migrationsverket.se, 2016; UNHCR, 2003). According to Lemaitre (2007), in the 1990s there was a significant increase in the amount of refugees that moved to Sweden from different countries by 84,000 applications in 1992. In mid 1990s the amount of applicants declined to 5,700 and later increased to 30,000 per year from 1996.

The 2003 US invasion of Iraq, the fall of Dictator Saddam Hussain alongside the beginning of a civil war made thousands of people from Iraq to flee the country thereby relocating to other countries. Sweden is one of the countries that has been opening its doors to Iraqi immigrants. Today Iraqi-born Swedes are one of the largest ethnic minority groups in Sweden. It is estimated to be over 130,000 individuals. Within 2000 to 2010 immigrants from Somalia, Afghanistan, Eritrea, Iraq and some other countries migrated to Sweden (SCB, 2015c; Sassoon, 2009; Aljazeera, 2013; Sweden. se, 2015).
Within 2012 to 2015, humanitarian Refugees have increased dramatically in Sweden particularly those from active war zones like Syria, Afghanistan, Eritrea, and some other countries. In 2014, Sweden had more than 80,000 asylum seeker applicants (Sweden. se, 2015; Migrationsverket.se, 20159). According to Migrationsverket.se (2015), in 2015 Sweden received approximately 160,000 asylum seekers mainly from Syria; this is one of the highest recorded arrivals of asylum seekers since the Second World War. Presently, Sweden has a high proportion of foreign born. According to SCB (2014a), in Sweden, the number of foreigners born and Swedish-born with two foreign-born parents was about 1,603,551 individuals which are approximately 16.5 % of the Swedish population. Also, as of 2014 about 937,016 foreigners have Swedish citizenship.
2.2 Swedish Labour Immigration Policy
A focus on minority groups is being experienced due to the increasing number of immigrants from different backgrounds and origin. This increase in the number of immigrants led to the Swedish constitution amendment in 1979 which required that language, religious and ethnic minorities should be encouraged to preserve and further develop social and cultural life (Lemaître, 2007). Also the Swedish government made efforts to integrate the immigrants into the labour market by converting their foreign educational qualifications into Swedish equivalent since they were now the major target of certain labour market. The responsibility of integrating new immigrants was saddled on the Swedish Immigration Board from 1985 and they were in charge of asylum applications. The Immigration Board was also responsible for preventing the concentration of immigrants in the three metropolitan areas of Stockholm, Göteborg, Malmö. In order to prevent this concentration, the Swedish Immigration Board initiated the placement policy in 1985 where asylum seekers and immigrants that had newly arrived were assigned to different municipal areas throughout the country (Lemaître and Liebig, 2007). Due to an increase in the number of immigrants that arrived Sweden, accommodation became a limitation so the government began assigning the immigrants to municipalities that had adequate housing which could accommodate all the new immigrants without considering the status of the local
labour market. The immigrants were permitted to relocate from the areas where they were originally placed if they found accommodation elsewhere, but it was mandatory for them to take part in the 18-month introduction scheme in the municipality where they were initially placed so that they could receive social assistance (ibid).

Subsequently, an increase in the number of immigrants and asylum seekers resulted into the abandonment of the dispersal policy. Later in 1998 the Swedish government transferred the responsibility of integrating new immigrants into the Swedish community to the Swedish Integration Board which was introduced and established in the same year (1998); the board is in charge of distributing introduction allowance to municipalities as well as publishing the integration guidelines, while the municipalities were directly responsible for newly arrived immigrants (Lemaitre, 2007).

Between 1950’s and 1960’s there were no feasible policies for the integration of immigrants because it was assumed that immigrants from the Scandinavian countries could adapt to the Swedish culture as they shared similar culture Gayibor (2015). Even though there were other immigrants that were not from Scandinavian countries, most of the immigrants at that time were from Denmark and Finland which were neighbouring countries.

In 1965 the Swedish government made a decision to provide immigrants with education in Swedish language as it was very important for immigrants that newly arrived. It was compulsory for these new immigrants to enrol into the language classes which were often held during the weekends; it was not professional. By 1973, the need for immigrants to learn Swedish became more important as the demand had greatly increased so SFI was introduced to universities during that period. The main objective of this initiative was for immigrants to learn the language so that they could easily find jobs in the labour market as well as integrate into the Swedish society (Schou, 2010).

In order to enhance better integration of immigrants into the Swedish labour market, since the year 2000 numerous programmes have been introduced at the national level. Presently, funds are being allocated by the Swedish Labour Market to strengthen human resource capacity especially at job locations where most of the workers are foreigners or at job locations where the market conditions are not favourable. Labour board staffs often make more efforts to deal with the issues related to unemployed immigrants even though there are no labour market measures which are directed at immigrants (Lemaitre, 2007). The Swedish Labour Market was instructed between 2003 and 2005 to launch a labour experiment called “Work Place Introduction” for immigrants with the aim of supporting both the employer and the job seeker
during the early phases of employment. With this, support is given to both the employer and job seeker in the sense that instructors are responsible for checking the qualifications of the job seekers and matching them with the suitable employer as well as initiating training programs for such immigrants at their workplace. The training program known as Work Place Introduction Programme lasts for a period of six months. The main aim of this initiative is to assist foreign employees who have no experience of the Swedish labour market gain easy access. People with weak Swedish knowledge as well as handicapped people are excluded from this because they have separate measures. One of the main targets of the programme is women because it has been observed that women find it more difficult penetrating the labour market (Lemaître and Liebig, 2007).

Furthermore, there is another labour market program which is designed for people that are over qualified but are offered jobs that are lower than their qualification. In this case if the employee is able to complete supplementary education, then the employer is expected to pay regular salary else compensation is given the employee during his/her study period (Lemaître, 2007). The main objective of this program is to boost sectors with inadequate labour.

In 2004, the Swedish government directed the Swedish Labour Market Board to give priorities to foreign-born that were unemployed. The government also directed the job centres to ensure that participation of newly-arrived immigrants was made strong. The Labour Board was directed to actively co-operate with the Integration Board, the National Agency for Education and the Migration board. Presently, the various responsibilities of different authorities related to migration and integration of immigrants are being reviewed. General labour market measures can be of great benefit to the long-term unemployed immigrant through the labour market program known as activity guarantee; this is an equivalent of unemployment benefit. Workers are better educated on ways through which they can respond to the demand in the market through the program called Labour market education. The main courses are within manufacturing, technical and computer occupations and health services (ibid).

2.3 Recognition of Foreign Educational Credentials.
When talking about qualifications in the labour market, the major components are educational and professional qualifications which are referred to as formal education. This as well as informal qualifications and achievements play an important role in securing a job in the labour market. Formal qualifications could be legal entitlement confirming an individual’s competence
in the areas of skills possessed, ability to perform given tasks and knowledge possessed by the individual (Schuster, Desiderio & Urso, 2013).

Foreign qualifications in Sweden are evaluated through the authorized Swedish national system; this system evaluates and verifies foreign qualifications in terms of their equivalence to Swedish qualification. Higher education programmes are evaluated by the National Agency for Higher Education which results into a recognition of a given qualification for at least two years (Guo and Andersson, 2006). This assessment only serves as a means of validation of foreign qualifications and does not imply the awarding of Swedish qualification. This process is only for those who have complete and documented credentials. People like refugees who fled their countries without their credentials are not included in this evaluation process. This assessment does not mean that a qualification is being equated to Swedish qualification. It only serves as a means of recommendation for employment and for enrolment into further studies in higher institutions (Andersson and Guo 2009).

For one’s qualifications to be recognized in terms of Swedish qualification, the individual must enrol into a required programme in a Swedish University or university college so the institutions can evaluate the competency of such individual. Furthermore, the government has made this assessment initiative part of the requirements for admission into educational institutions (Schuster et al, 2013). However, even this first step of assessment in terms of admission can be problematic for foreign professionals. The aim of this is just to give the educational credentials recognition and so therefore it is still important to be able to speak and read Swedish (Andersson and Fejes, 2010).

Secondly, for those who are able to gain admission, it is important for them to have recognition for credit and this is determined by National Agency of Higher Education (Andersson and Guo 2009). Even though having credit in the evaluation can make shorter the route to Swedish qualification, the evaluation itself is not a guarantee for credit. On the hand there is no system or body assigned to evaluate professional competence of immigrants. This is excluded in the systems because professional experience cannot be measured by educational qualification (ibid).

In Sweden the only system that evaluates foreign qualifications, professional experience and competence only does so for ‘regulated’ professions such physicians, teachers and lawyers; the qualifications of such professionals is subject to evaluation by their regulatory and professional bodies (Andersson and Guo 2009). For example, the qualifications of a physician and that of other health care professions are evaluated by the National Board of Health and
Welfare while that of teacher is assessed by the National Agency for Higher Education. This recognition system is quite different from that of the non-regulated professions because it looks at workplace skills and competencies (Andersson and Fejes, 2010).

Although efforts are being made to recognize foreign educational certifications as well as professional experience, the level of recognition by employers is still not clear. A limited survey conducted among immigrants revealed that this evaluation initiative plays no role in their ability to secure a job or getting hired (Lemaître and Liebig, 2007). According to Sumption (2013), having degree and diploma certificates does not automatically guarantee professional competence because graduates belonging to the same academic specialization might have varying skills and competences. Often times, professional experience is more valued than educational qualification.

For the employers, they do not consider the evaluation because they feel that it does not contain the information they need but on the contrast it is evident that this evaluation is packed-full of benefits because it certifies the qualifications as equal to that of Sweden. Thus, it cannot be disputed that having a Swedish certificate increases the possibility of getting jobs that correspond with educational qualifications. Findings of a survey showed that there is a great difference between kind of jobs and positions being held among immigrants and native-born Swedish compared to what is obtainable in other European countries (Lemaître, 2007). This is the exact case of people that have foreign certificates as they often occupy medium-skilled positions compared to the five per cent of the Swedish counterparts.

Schuster et al (2013), opines that while qualifications are relevant and play a vital role in the success of an individual in the labour market, it is still important to possess Swedish language skills and other knowledge related to the Swedish Socio-cultural context. This can be an explanation for the condition in which immigrants find themselves in in the Swedish labour market. It should be noted that right from time, Swedish employers have always excluded immigrants from recruitment process because they find it difficult evaluating the competences of these immigrants and being able to incorporate the immigrants into a socio-cultural working environment in a Swedish company. Discrimination against religion, race, ethnicity, gender and physical disabilities abound in the Swedish labour market whether consciously or unconsciously, direct or indirect. Causal rankings of perceived discrimination would place immigrant women of certain ethnic/national origin in potentially the worst position in the labour market (ibid).
2.4 The Rate of highly Educated-Immigrant, and Their Field of Education

Many immigrants who arrived in Sweden during the last decade have higher educational qualification when compared with those that had arrived much earlier (SCB, 2014b). The level of education of these individuals is even higher than that of the Swedish-born individuals. For instance, from 2000 to 2013 about 29% of immigrants who arrived Sweden had Post-secondary education of 3 years or more, compared with 25% of Swedish-born. Furthermore, 44% of the immigrants with high educational qualification that had arrived in the last decade were young people aged 25-34 years (ibid). According to OECD (2014), Sweden is the second country behind Denmark in OECD countries which has a large proportion of immigrants that are highly educated. It is estimated that about 40% of the immigrants that arrived from 2011 to 2012 are possess higher education.

Source: OECD (2014)

Figure 3: Share of highly qualified individuals born in non-OECD countries Persons aged 25-64 who obtained their education outside the host country, selected OECD countries, 2011-12

The proportion of highly educated-immigrants differs between regions. For instance a large proportion of immigrants from EU, especially Nordic countries and North America are highly educated, 50% and 37% respectively for the last two mentioned regions. These individuals have at least Tertiary education (SCB, 2014b).
According to SCB (2015d), in 2014 the total population of foreign-born who had tertiary education or post-secondary education more than three years had it in the following areas: (teaching method about 35,000 individuals), (educational attainment humanities and arts approximately 27,000 individuals), (in social sciences, law, commerce, administration approximately 72,000 individuals), (natural sciences, mathematics and computing about 32,000 individuals), (engineering and manufacturing approximately 53,000 individuals), (agriculture and forestry, veterinary medicine about 4500 individuals) (health care and nursing, social care about 55,000 individuals) and (other field of education about 20,000). SCB, (2009b) pointed out that 82 percent of the total population of foreign-born with high educational level had trained aboard or had foreign educational certifications while 18 percent of them trained in Sweden or have Swedish education certifications.

Source: SCB (2015d)

Figure 4: Population of foreign-born, 16-75 years of age, and field of education 2014

Among the advanced degree programmes, there are also large numbers of immigrants that hold advanced degrees like masters and doctoral degrees. According to Shklyar (2012), in 2010 the Migration Board of Sweden decided that residence permit is given to engineers, 2,208 computer specialists, 857 immigrants with masters in architecture and many others. Moreover, many of the immigrants with Bachelor’s degree obtained their education outside Sweden but often enrol into the advanced degree programmes in Sweden so as to gain better position in the Swedish labour market. For instance, in the academic year of 2012/2013 about 76% of individuals with
Masters of Science in pharmacy had foreign certifications. Also, the number of immigrants with foreign educational background that enrolled into Masters Programmes in engineering and economics in that same academic year was high (SCB, 2014c; Lemaitre, 2007).

During the academic year of 2012/2013 1 out of 4 doctoral students was an immigrant with foreign educational background. It is estimated that 23% of new doctoral students had immigrant background. The number of immigrants who had enrolled into the PhD programs was 420 individuals and 60 of them were born in Sweden with two immigrant parents while the other 360 were born outside Sweden. There was no dissimilarity in the distribution of the genders between PhD candidates with immigrant background and Swedish backgrounds. Among the PhD candidates with an immigrant background 49% of them were males and 51% of them were females. Among the PhD candidates with Swedish background, 47% were males and 53% were females. Most of the PhD candidates with an immigrant background come from Asia and EU. As of 2013, the largest single country was Iran (SCB, 2013b; SCB, 2014c).

2.5 The Labour Market Situation for highly educated-immigrant
As of 2013 in the EU and OECD countries, over one-third of immigrants with higher education held lower positions in their work places compared to their native-born counterparts. Proportions are as high as 50% in current arrival destinations like Spain, Italy and Greece; in those countries the rate of over-qualification is quite high among immigrants compared with native-people. It is twice as many foreign- as native-born labours as it is in the Nordic countries. Until now amongst a little exception are the Switzerland, New Zealand, and United States (OECD, 2015)

In the previous years, employment has increased slightly in Sweden. It is estimated that 400,000 individuals aged between 16-64 years have been absorbed into the Swedish labour market. It has continued to increase gradually during 2015 and 2016. The number of unemployed individuals dropped by 40,000 and later increased to 349,000 in 2015. The unemployment rate declined by 0.8 percent which increased by 6.7 percent in 2015 (Arbetsförmedlingen, 2015). On the other hand, the pace of economic growth is still a disadvantage for immigrants particularly those that are not from EU countries. The number of non-European immigrants that are registered as jobless has increased steadily from 40,000 individuals in 2008 to 130,000 persons in April 2015. This is primarily due to the fact that the refugees are coming in large numbers and stay jobless for a long time (Arbetsförmedlingen, 2015; SCB, 2015a). Furthermore, in recent years, the failure and inability of the Swedish labour
market to utilize competent and qualified immigrants with higher educational qualification has received greater attention. Findings of previous studies have shown that immigrants with high educational qualification and academic experiences have a lower occupation rate than natives with similar educational qualification. More so, HEIs are the ones that engage in lower-skilled jobs to a greater extent than natives. In Sweden, HEIs experience more difficulties getting jobs that match their educational qualification compared with their native counter-parts. The gap between immigrants and native-peers is wider than that which exists elsewhere. Indeed, across the educational distribution the great inequalities in occupational levels between native-born and foreign-born place Sweden among the worst performers in the OECD (OECD, 2014).

Labour inequality between Highly Educated Immigrants (HEI) and Highly Educated-native (HEN) is high. In 2009, the rate of unemployment among HEI was about 10%, compared with educated-native which was just 3% (SCB, 2009a). Furthermore, there are also high contrast between the wages and job positions of HEI and educated-Swedes in the labour market. In 2014 nearly 30% of immigrants with higher educational level held lower-positions which were unequal to their educational qualification at their workplaces compared with 10% of their native Swedes counterparts (OECD, 2014). It seems that Swedish labour market is more favourable for HEI in the secondary occupation, such as communication sector, transport sector (taxi and bus driver), service sector like cleaner, housekeeping, hotel and restaurants. For instance, nearly 19% of employed immigrants that arrived Sweden in 2008 and 2011 worked in the service sector areas like restaurants and hotels, which are the worst-paid sectors while only 4% of natives worked in such places (Migrationsverket, 2013; Bevelander and Irastorza, 2014; Emilsson et al., 2014). Schuster et al (2013), states that Swedes might sometimes informally mention that they have the most educated taxi and bus drivers in the world. He indicated that difference rises rather extremely when considering the situation of HEI living in Sweden, whose occupational level is far lower (about 10% higher joblessness than among native individuals). He clarified that if the real vocations of people with higher education is compared to the kind of jobs they are practically doing, it can be seen that a wider gap exists.

In Sweden, there are also other inequalities which exist within a group of immigrants by region or countries. For instance, there is a gap between western immigrants and non-western immigrants in terms of employment, job positions, and earnings. In 2009, the rate of unemployment among HEI from Nordic countries was recorded as (3% men, and 4.2% women), Countries from the former Soviet union (7% men, and 8% women), Africa (17% men, and 9% women), North America (8% men, and 10% women), Asia about (12% men, and 15 women)
and south America, Oceania unknown (19% men, and 7% women) (SCB, 2009a). According to Andersson and Fejes, (2010), there is also a substantial wage gap between groups of immigrants depending on country of origin. Immigrants from Western Europe, North America, and Nordic countries, who are primarily working class immigrants have slightly lower earnings, and immigrants from countries outside EU, who are primarily refugees, have much lower earnings. Southern and Eastern Europe are somewhere in between but there are also dissimilarities depending on when different groups came to Sweden. For instance in 1999, men from USA earned 96% of the earnings of Swedish-born men, and women from USA 80 % of Swedish-born women. The corresponding figures for individuals from the Finland were 82% for men And 100% for women; the figures for Somalia were 16% for men, and 17% for women, for Hungary were 71% men and 87% women, for Bosnia 43% men and 44% women, for Chile 55% men, and 68% women, for Iraq 21% men and 16% women.

Lemaitre (2007) indicated that revenues allocated to formal diplomas and wages are lower for male immigrants than for their Swedish-born counter-parts with immigrants from non-Western countries showing the biggest hindrances to salary progression. In addition, foreign born individuals with Swedish educational certifications earn better wages than foreign-born individuals with foreign certifications, though both have lower wages and occupation rates than native-born individuals with Swedish credentials.

Source: SCB (2009a)

Figure 5: The rate of unemployment among highly educated-native and highly educated-immigrant by regions in 2009
A study conducted by Aldén and Hammarstedt (2014) shows the dissimilarities in term of holding qualified job and managerial position between HEI, native-swedes and HEI depending on country of origin. For instance, in 2012 the ratio of educated native-swedes holding managerial positions or high positions was recorded as follows: (men 67.3% qualified employment, and 8.2% managerial position _ women 73.3% qualified employment, and 4.4% managerial employment) Nordic countries (men 64.5% qualified, and 7.8% managerial _ women 72.6% qualified, and 4.5% managerial), other European countries (men 51.9% qualified, and 4.1% managerial _ women 58.3% qualified, and 2.1% managerial), the worst situation recorded was that of African and Asian educated persons, which was only 32.2% qualified employment, and 1.6% managerial positions. About the educated African women about 40.3% qualified, and only 0.8% managerial positions), Asian (men 46.3% qualified, and 3.0% managerial _ women 51.5% qualified, and 1.2% managerial), South America (men 46.7% qualified, and 2.6% managerial _ women 53.5% qualified, and 1.6% managerial), and North America (men 58.7% qualified, and 5.8% managerial _ women 63.9% qualified, and 3.2% managerial) (ibid).

Despite the fact that Sweden faces serious labour shortages in many sectors such as health care, engineering, IT specialist and education sector, the HEIs have not been actively recruited to occupy those job positions (OECD, 2011). For instance, currently in the education sector, Sweden needs 43,000 full-time teachers in almost all subjects especially in Mathematics and Swedish as a second language. It is estimated that in the next four years the country will miss 70,000 teachers because a third of all secondary school teachers and half of all special education teacher will retire (SCB, 2014c, Lararforbundet.se, 2014; Sveriges Radio, 2015). On the other hand, there are so many immigrants who have certifications in education and have not found a job in the education sector. From 2000 to 2004, close to 32 % of them were holding occupations that do not require a higher education (Lemaitre, 2007: SCB, 2004).

In the industrial sectors, Sweden need more workers like technical and IT specialist. In 2012, Sweden missed thousands of workers in engineering and IT specialist and it is estimated that by 2030 the shortage of engineers will increase by 51,000 (SCB, 2013a). On the other hand, the large number of immigrants who are qualified to work in the industrial sector areas like technical, engineering and IT specialist are out of labour or hold job positions which are below their educational level. From 2000 to 2004, close to 33% of them had jobs that do not require higher education (SCB, 2004).
In the healthcare sector, Sweden missed 4000 doctors, thousands of nurses and healthcare workers in 2015. Within the next 10 years, the country will be missing as many as 100,000 healthcare workers (SCB, 2015b; Musoke, 2012). Despite the fact that a large number of HEI who hold education in the field of healthcare have integrated into health care labour, some of them still have difficulties finding jobs in the healthcare sector. According to SCB (2004), about 19% of health care workers like doctors, nurses and other staff are unable to find a job that corresponds with their educational qualification. Due to this shortage of healthcare workers, there is high workload for existing health workers and long-waiting time for patients in the hospitals (Musoke, 2012).

![Chart showing the different percentages of Native and Foreign Born with Higher Education having jobs that corresponds with their Educational Field.](source)


Figure 6: An illustration showing the different percentages of Native and Foreign Born with Higher Education having jobs that corresponds with their Educational Field.

The highly educated persons of foreign origin are mostly mobile. They move to other countries when they are out of labour or hold lower-position jobs. During 1990 to 1998 a large proportion of immigrants having high level of education were out of labour. It was estimated that more than 80,000 of them were unemployed, including 3000 scientific researchers, 1700 engineers, 1100 highly skilled S&T professionals, 800 dentists, and 2500 nurses. As a consequence, many of them moved to other countries. For instance, from 1987 to 1998 26,714 highly qualified immigrants left Sweden out of which 4000 were researchers, 1300 nurses, and 3400 science and technology specialists (OECD, 2002). Inadequate utilization of highly skilled individuals in any society may have bad impact on the economic development and society in general.
particularly in a country like Sweden which have high labour shortage in some areas. It is a thing of concern to Sweden because there are more HEIs with no jobs while the level of labour shortage in some sectors is on the increase. This could be a problem to the economic development of Sweden (Gaillard, 2002). Therefore, it is important for Sweden to utilize HEIs give due recognition to foreign competence, review the immigration policy, reduce language barrier, discrimination, and reduce labour market barriers (Guo and Andersson, 2006). According to SCB (2015e), the problem of labour shortage can be solved through the hiring of foreign born individuals. It is predicted that in the future foreign born will cover a larger share of those in active working ages. Faced with the rising necessity that is predictable in the health care sector and other sectors, those individuals who arrive in Sweden with proficiency and expertise in healthcare are a significant advantage and asset.

In addition, close to 24% of doctors practicing in Sweden were practicing in a foreign country before they moved to Sweden in 2014. It is a growth of 10% points in the last decades. These health care employees, as well as some of those skilled in other precedence sectors have benefitted from their academic experience and having upgraded educational credentials through bridging courses. Up till now, those whose expertise do not relate to precedence sectors also have the potential to increase the productivity of the Swedish economy (OECD, 2014). Indeed, latest study in Sweden has indicated that very few of those who are in occupations for which they are over-qualified are capable of moving into more suitable employments – this is predominantly the case among immigrants (ibid)

In addition, when individuals occupy a job position of which she/he is over-qualified for, they do not find the job enjoyable. Sometimes it can be extremely difficult, demanding and stressful (Milczarek, Schneider and González, 2009). Danielsson (2008) highlighted that a number of groups in the Swedish labour market have experienced a serious deterioration in working conditions. Today, many of the low-paid jobs are available in the public and private service sectors; Danielsson (2008) argued that the worst employment situations are experienced by some HEIs particularly women in female-dominated unskilled jobs, as well as among young individuals in the public and private sectors. In some types of occupations, particularly in service sector, there is a new surge in sick leave. She further indicated that the most unfavourable working conditions are experienced by workers who work in the service sector like cleaning staff, transportation sectors like taxi and bus drivers, some restaurant staffs, and other jobs that are monotonous in nature. She mentioned that in some cases, workers cannot meet their children for a week because their schedule does not match that of their children (ibid).
According to Milczarek, et al (2009), Sweden is one of the countries where 40% of the workers in transport and communication encounter health problems due to the stress they go through at their workplaces.

2.6 Challenges and Barriers Faced by Immigrant with Higher Education

In the Swedish labour market a large number of immigrants with higher education are faced with some challenges such as unemployment or being employed in lower-skilled jobs; this is formally described as human resource waste. Findings of previous studies have revealed that there are different problems affecting the highly-educated immigrants in the Swedish labour market (OECD, 2014; OECD, 2002). The findings of previous studies further explained that some of the challenges faced by HEIs in the labour market are caused by the devaluation of their credentials in the labour market. For instance, non-recognition of HEI’s educational qualification and their academic experience is one of the main obstacles restricting HEI from finding jobs commensurate with their educational qualifications. In Sweden, a large number of HEI experience a devaluation of their competence and many others have difficulties in winning recognition and acceptance of their credentials as equal to that of Sweden (Emilsson et al., 2014; Guo and Andersson, 2006). According to Swedish Council for Higher Education (2015), as of 2015 only 40% of higher education qualifications have been verified and accepted as completely equal to Swedish educational qualification while the other 60% have not been fully accepted and as such must take complementary courses. In this case, nearly 60% of HEI have been unable to seek jobs that are equal to their educational level. Therefore, many of HEI hold lower-position jobs such as taxi and bus driver, housekeeping, cleaners, waiter/waitress, service workers, and building workers. This phenomenon is deemed as "brain waste." This often leads to a waste of human capital (Lemaître, 2007). Schuster et al (2013, p.162), argued that “Informally, Swedes may sometimes mention that they have the best educated bus and taxi drivers in the world, knowing unofficially that quite a number of migrants with an academic background facing long-lasting rejection as professionals in their field of specialization”.

Insufficient proficiency in the Swedish language is also one of the main barriers preventing the HEI from securing employment because Swedish system in not effective enough to integrate them into the job marketing (Osman, 2002; Rogova, 2014). Several other studies show that the poor knowledge of the Swedish language is one of the biggest obstacles limiting HEI from finding a qualified employment. Previous studies have demonstrated the significance of proficiency in the Swedish language when it comes to finding a suitable or qualified job.
According to SCB (2009b), 58% of immigrants with foreign education believe that they would have gotten a job that paid higher wages alongside greater career opportunities if they had better knowledge of Swedish Language. Today, Sweden is experiencing a shortage of skilled teachers as well as shortage of SFI teachers due to the recent sharp increase in refugee immigration. Thus, quality of Swedish language courses has been decreasing (Taguma et al., 2010; SvD.se, 2015). According to OECD (2014), in 2011 nearly 23% of SFI part-taking had dropped out while another 38% attained only the lowest passing grade. Many studies have showed that living in segregated locations which are mainly dominated by immigrants, poor quality of Swedish courses, lack of contact with native-peers are the major factors that hinders HEI from improving their skills to high level of Swedish language Skill (Torty, 2009; Bevelander and Irastorza, 2014; Lemaître, 2007, OECD, 2014).

Another issue linked with learning Swedish language is that compared with English, Spanish, and French, most immigrants have no background knowledge of Swedish language (Taguma et al., 2010). Moreover, discrimination is also one of main factors which limits majority of HEI from getting jobs that correspond with their educational qualification. Factors such as ethnicity, country of origin and race could also be considered as significant factors that play a role in the devaluation of immigrants’ educational credentials (Bursell, 2007; Danielsson, 2008; Lemaître, 2007; OECD, 2014). The findings of a study conducted by Carlsson and Rooth (2007), provides evidence that extensive ethnic discrimination exists in the Swedish labour market as job applications containing Swedish sounding names were given more attention than that with African and Arabic sounding names. These scholars provided a description of how employers pick up fictitious applications. It was further revealed that the applications that had Arabic sounding names were given 50% less attention than that with Swedish sounding names.

Moreover, Lack of social network is also one of main obstacles that immigrants have to overcome in order to be capable to have a competitive opportunity in the labour market (Gustavsson, 2004; Landos & Olofsson, 2014; Oxford Research, 2009). SCB (2009b), presented a report which shows that 73% of foreign-born individuals believed that their lack of social network is one of the main obstacles to finding jobs commensurate with their higher education. Nilsson (2011), stated that informal contacts helped about 70% of adults within the age range of 19-25 to find jobs and another report by Hensvik and Skans (2013) indicates that 60 to 70 percent of employers depend on informal recruitment channels. Behtoui (2004), also...
confirms that one of the informal ways of finding a job is through social contacts and personal relationships.

Other Barriers for newly-arrived immigrants such as long waiting time for asylum decision hinders them from getting jobs soon after arriving Sweden because they have to wait for some years before the decision is taken. The negative effect of this on the asylum seekers is a decrease in their professional knowledge and academic experiences (Sverige Radio, 2016).
Chapter three: Theoretical Framework

The aim of theoretical framework is to provide a framework for an investigator in order to enhance understanding of the research data as well as the entire investigation. Theories are formulated to understand, explain, and predict phenomena. In other words, it will be difficult to imagine social sciences without theories as they are essential in the organization of research objectives (specific and certain areas of emphasis) and findings (specific and certain data to collect).

In this research theories and concepts have been applied in order to make sense of the social world. Bryman (2012, p. 20), pointed out that, “Theory is important to the social researcher because it provides a backlit and the rationale for the research that is being conducted. It also provides a framework within which social phenomena can be understood and the research findings can be interpreted”. Therefore, through the theoretical framework the researcher in this study can illustrate the difficulties and challenges that HEIs are faced with it in Sweden particularly in the labour market as well as the reason(s) why they face such challenges.

The theoretical framework of this research is based on three theories which are; human capital theory, cultural shock theory, and discrimination theory. Through the discussion of these theories, readers will be able to understand the phenomenon which this research investigates.

3.1 Human capital theory
Human capital theory posits that individuals and civilization derive economic and profitable well-being from investments in individuals. Human capital theory is one of the key dynamic theories which support the integration of foreign born into the job market. In this view, individual characteristics, mainly the knowledge, academic experience, marital status, language skills, level of education, job experience, and physical abilities about social, cultural, political, economic circumstances are of the most important to the host country (Salmonsson and Mella, 2013 ; Mossaad, 2014).

According to Popovic (2012), normally human capital theory states that skills and understanding that individuals have gained through learning and education experience in a person’s life time are the things that improve an intuition for successful job performance due to a comprehensive set of professionals. In this view, both native and immigrants should have the
same advantage and profit in practice when looking for good jobs (ibid). But in the case of Sweden and many other countries, the highly-educated immigrants seem to be a waste of human capital. The credentials of foreign born are very much devalued in relation to the educational credentials of native Swedes. Salmonsson & Mella (2013), argued that high educational qualifications and academic experiences or specialized work experience would grow an immigrant’s employability. But when reviewing the literature on immigrants and employment, the researcher realized that an immigrant’s credentials are often devalued. This is referred to as a devaluation of human capital (ibid).

It seems that having a high educational background is not sufficient enough for too many immigrants in Sweden especially for those who come from outside EU/EEA. Therefore, a large number of HEI face challenges in the Swedish labour market. Many highly-educated immigrants remain out of the labour market or are employed in low-skill occupations (Schuster et al, 2013).

According to Gayibor (2015), human capital theory explains that the job market disadvantages for foreign born include academic experience, educational credential, etc. Following this theory, limited capital endowment limits the occupational opportunities in the job market for foreign born. He argued that having a good capital endowment does not always support foreign born to join the mainstream economy. Previous Studies by (Lemaître, 2007; Gayibor, 2015), illustrated that a large number of HEIs have difficulties finding suitable jobs. In other words, HEI is either more likely to be out of a job or less likely to occupy good job positions. In this view, the academic experience and educational credential imported by foreign born from their home countries are not valuable to them in the job market. This is the main reason why HEI accept job positions that are not suitable or do not match their professional experience and knowledge.

According to Manhiça (2012), the labour market segmentation illustrates that occupational attainment is not linked to the universal mechanism of job addressed by the human capital theory. The labour market segmentation hypothesis describes the economic marginalization of immigrant from certain ethnic groups. The labour market is segmented; these segments could have diverse wage, employment opportunities, job condition, and abilities for promotion and so on. Workers are placed into certain segments on the basis of their education, qualification and skills; it is also hypothesized that an individual’s appropriateness for productivity and labour is dependent on the nationality, colour of individuals’ skin, gender, and other unquantifiable individual characteristics (Ibid). In the case of many OECD countries, HEI
seems to be a waste of human capital. Human capital seems to be evaluated in a different way, depending on where the HEI comes from. In many cases the human capital potential of HEI tends to be under-utilized due to lack of acceptance of educational qualification, academic experience and segmented labour markets (Salmonsson & Mella, 2013).

According to Reitz’s report (2007), in many cases immigrants’ educational credentials and experience are not valued in the host countries. He argued that the labour market accepts native educational credentials. On the other hand, it is restricted to foreign educational credential; the market does not value the immigrant's academic experience. This could be described as ‘human capital devaluation’. In this way, the earnings and profits of human capital are less for immigrants. It is difficult to mention segmentation of labour market without noticing that the segmentation is based on immigrants’ background, gender, and ethnicity. There are some other segmentation dimensions of highly skilled-immigrants if they achieve their educational credential outside EU countries (Salmonsson & Mella, 2013). It could be described as postcolonial viewpoint. For instance, educational credentials of highly educated-people who come from developed countries, like Australia, Canada, US, and Western-Europe are completely recognized without much difficulties while highly educated people from poor developing places like Africa, Latin America, and Middle East are not evaluated using the same criteria. This gives emphasis to colonial prejudices that Europeans and non-Europeans are more or less suitable for the same groups of employments (Musoke, 2012).

3.2 Culture shock theory
Culture shock is an experience a person may have when one moves to a cultural environment that is not similar to one's own; it causes the person to be disoriented when encountering a new way of life which he/she is unfamiliar with. This usually occurs when an immigrant moves to a new country. When an individual migrates to a new land, he/she faces many difficulties and challenges which are sometimes overwhelming (Svensson, 2009). Individuals might feel frustrated, homesick, and anxious. Culture crash has a bad impact on immigrants. Many immigrants find it very difficult to cope with the new culture. Due to learning new cultural codes, new language, and new traditions, many immigrants’ are unable to integrate into the new society (Ibid). According to Granberg (2001, p. 20), “Language shock is the fear resulting from using the second weaker language and cultural shock is described as a disorientation resulting from the meeting of another culture and the anxieties resulting from this”. The effects of cultural shock could be both physical and emotional; this could be the results of an individual’s fear of their original cultural value to that of the host culture.
This theory was developed by (Torty, 2009; Landos & Olofsson, 2014; Guo and Andersson, 2006). The theory posits that HEIs express their feeling of antagonism, confusion, frustrations and irritation in the process of learning new social codes, language and looking for employment. Many of them experience shock, homesickness, trauma and pressure which could lead to an increase in negative and disagreeable attitudes toward the new culture or host country. Consequently, the motivation to learn host cultural codes and host’s language would decrease. Thus, many HEIs are unable to find a high position in the Swedish labour market and unable to fit into the new society. Chiswick and Miller (2007), argued that poor knowledge of the host language and socio-cultural codes significantly reduces the immigrants’ opportunities to get a high position in the labour market.

Moreover, breakdown might take place for the reason that some immigrants may be lacking cultural and social competence. Therefore, immigrants who lack social and cultural competence stand the risk of long term less desirable employments or unemployment. The cultural judgment on the part of employers is rooted in ethnicity, gender, citizenship of class which differentiates employers (Manhiça, 2012).

On the other hand, even very little cultural and social differences between persons of different cultures could make an employer pick up or select applicants from his or her own social and culture for some common motives; the employer fundamentally feels more relaxed and comfortable having persons of the same social codes as herself or himself, even though these social and cultural codes are irrelevant to employment performance. To select an applicant that is socially related to oneself is not a choice that is made, for it is presumed to take full advantage of earnings. It is made for the reason that it is hypothetical to have optimistic implications for the cultural and social atmosphere at the place of work. Individual can of course contend that there could be an optimistic association between a good societal atmosphere at the productivity and place of work (Bursell, 2007). Landos & Olofsson (2014), state that fear and anxiety could be rooted in the dissimilarities in human capital between countries that concern the person’s academic experience and education. This means doing things in a different way as defined in the case of dissimilarities in personality and mentality like philosophies, ways of thinking, value and standards. It can make the Swedish employers unconfident and uncertain if the immigrant graduates can or want to take the labour properly in a positive way that corresponds with their way of doing things which is often drawn from home culture.

According to Schuster et al (2013, p. 161), “major source of structural discrimination in the Swedish labor market is due to a “normative” view on competence – with Swedish
qualifications or “Swedishness” as a norm. This can also explain why adding a Swedish education form to an initial foreign degree, for instance, is more likely to lead to success in the labour market”. He argued that Swedish credentials are not just accepted based educational credentials and knowledge but also based on socio-cultural skills which reduces suspicion in potential employers because they employers believe that this will help the employee cope with Swedish working culture.

3.3 Discrimination
The Oxford English Dictionary defines discrimination as unjust treatment of one person or group, usually due to prejudice about age, race, ethnicity, religion, or gender (Oxforddictionaries.com, 2016). In this study, it is referred to as the unjust treatment of immigrants in the Swedish labour market due to their nationality, race or gender; this is one of the reasons why the HEIs in Sweden still have difficulties finding a suitable employment which corresponds with their educational qualification. In this case immigrants are being prejudiced in the labour market due to their nationality and this leads to their devaluation in the market (Behtoui 2004).

According to Magnusson (2014), natives’ negative attitudes increase in the foreign-born group’s based on colour and race. In other words, Natives have more positive attitudes towards those groups who are more similar to them in terms of language, appearance, religion and class. Here those who are more similar to them have the chance of getting better positions in the labour market. For instance, native-Swedes have better positions in the Swedish labour market compared with all other groups. The second group are immigrants who come from EU countries which have better position in the labour market compared with immigrants who come from Africa or Latin America. Thus, the groups who are more dissimilar from the native people will be discriminated and this makes such discriminated people have fewer opportunities in the labour market.

Borjas (2000), opines that in most cases workers having the same educational qualification do not have the same employment opportunities and same sufficient revenue when issues of gender, race, national, ethnic or social origin, religion of the workers are taken into consideration: job market discrimination. According to Borjas, the theory is based on the conception of taste discrimination which is mainly understood as a concept of ethnic prejudice in the language of economics.
According to Reyes (2006), the concepts of cultural variance limit individual’s opportunities of part-taking in the labour market. She argued that, it has become more recognized to define discrimination as structural to describe variances between immigrant and native-Swedes. She pointed out that choice of clothes, surname, and skin colour, might play significant role when someone is seeking for employment. Hence, to avoid discrimination many foreign-born try to be like native-Swedes as much as possible; in many cases they change their foreign-sounding names for Swedish names to get better position in the labour market. According to Carlsson and Rooth, (2007), an individual with a Swedish name often has 50% greater chance of being called for an interview and/or being offered a job than individuals with a foreign name.

According to Rydgren (2004), the key notion of the discriminatory approach is that there are some diverse mechanisms of elimination of foreign-born or certain groups of foreign-born from the labour market: Statistical discrimination, which is based on stereotypical thinking whereby employers discriminate certain groups of foreign born by making decisions about employment based on stereotypes. Gayibor (2015), pointed out that employers get the incorrect perception about the outputs of the person. For instance, immigrants can be seen as having a foreign education, professional experience and knowledge and so therefore might not be capable of meeting the domestic productivity standard.

The other one is the social network effect which is due to isolated, homogeneous nets; therefore, employers are likely to choose job applicant which belongs to the same ethnic background or net (Manhiça, 2012). According to Gayibor (2015), mainly 65% of individuals get a job through an informal channel based on personal contact. In addition, the Personal relationship between native-Swedes and immigrants might be difficult because personal relationship and social network are mainly based on ethnicity, race and class, therefore making the informal recruitment of workers difficult and hard for immigrants, leading to prejudice in the job market. This leads to the blockage of the minority group’s chances of getting employed.
Chapter four: Research Methodology

4.1 Research Strategy and Design
The qualitative research design is the most suitable approach for this study because it fully explores the experiences of highly educated-immigrants and their employability challenges. According to Bryman (2012), one of the major ways of conducting in-depth investigation is through the use of qualitative research design which enables the researcher to investigate human behaviour and the reasons for that behaviour. This research design allows the researcher to understand why people behave the way they do, why things occur and other such things; it basically investigates the why and how of a phenomena instead of investigating the when and what as done in quantitative study.

It makes use of stories that shed great light on the lived experiences of HEI in the Swedish labour market and in the Swedish society in general. According to Creswell (1998), qualitative research is a survey process which is based on different methodological approaches of survey that explore social phenomenon. The researcher builds a complex full picture, analyses words, reports detailed outlooks of participants and their behaviours in their natural environment.

According to Bryman (2012), a qualitative research is a methodical subjective approach, it is usually adopted in the social research area in order to describe life experiences as well as give them meaning. The purpose of the qualitative approach is it to gain deep insight and a rich data which reveals the complexity inherent in the phenomenon.

The main aim of qualitative research is not to generalize but to understand an issue in its own context and as such less emphasis is placed on generalization. Here the perspective of the interviewee is given more priority because it is through these perspectives that the researcher is able to make meanings. This research design is the most suitable research design for this study because it helps in exploring the challenges faced by immigrants in the labour market and why they face such challenges. It is only through qualitative research design that this issue could be better understood as the interviewees share detailed and rich information about their experiences in the Swedish labour market.

Phenomenological approach which is a type of qualitative research approach is being used in this study. Phenomenology is an approach which explores how issues are perceived from the perspectives of the actors which are the individuals affected by the issue being researched; the main aim of this approach is to bring to an open platform the experiences and perceptions of the individuals from their own perspectives (Lester, 1999). According to Lester, this approach is based on personal knowledge an subjectivity an so therefore they are the most suitable
approach which a researcher can use in understanding subjective experiences as well as gaining deep insights into the actions and motivations of people. Also this approach can be a powerful way of exploring factors and their effects on individuals’ cases. In this research, this approach is being used because the researcher explores the experiences of immigrants with high educational qualifications in the Swedish labour market as well as the challenges they face in the labour market; these experiences can only be shared by the main players which have had the experience(s). Furthermore, as one of the objectives of this study is to examine the factors that influence underutilization of immigrant’s foreign educational credential. This approach is the most suitable for gaining deep insights about the issue.

At the process of this research, the researcher made every effort to put aside every existing assumption(s) on the phenomenon being researched so that the data is not affected by such assumptions. The main aim of this is to be able to see the issue from just the interviewees’ perspectives; so that at the end of everything it is only the experiences of the research subjects that are presented instead of something different from the fact. The Researcher used phenomenological approach to the research in order to answer the research questions and achieve the study aims and objectives.

4.2 The Study Sample
The research is based on a purposive sampling technique, meaning that the people who participate in the research process as interviewees are selected on the basis of the characteristics they possess. According to Bryman (2012), the researcher does not choose the sample of the study on a random basis. According to (purposive sampling) the participants are chosen based on the research criteria; the participants must be suitable for the study and relevant enough to provide answers to the research questions. “Most sampling in qualitative research entails purposive sampling of some kind. What links the various kinds of purposive sampling approach is that the sampling is conducted with reference to the goals of the research, so that nits of analysis are selected in terms of criteria that will allow the research questions to be answered” (ibid, p. 418).

According to O’Reilly (2005), purposive sampling requires that all criteria of relevance are included such as ethnicity, gender, age, religion, social class and educational background. In snowballing, the investigator makes personalized exchange with a small set of individuals and then uses these to start exchanging with others (Bryman 2008). In the same way, the researcher’s study has moved in a snowballing method; the researcher was able to contact 3 highly educated-immigrant which are friends of the researcher. They helped in finding other
individuals that meet the same criteria; in research this technique of contacting respondents is known as snowballing. The selection criteria for this study are:

- A candidate must be born outside Sweden.
- Must be well-educated at least having a bachelor degree.
- Education credentials must be obtained outside of Sweden.
- Must have lived in Sweden for at least 3 years.

The research has selected 6 interviewees (both male and female). The sample covers a group of highly educated-immigrants that obtained their educational certificates such as Bachelor or master’s degree in their original country or other countries apart from Sweden. The target group must have lived in Sweden for at least for 3 years, in this way the target group is well-informed about the Swedish labour market and their employability challenges. The interviewees come from diverse geographic regions like Africa, Middle East, central Asia, and Europe. The reason for this diverse selection is to help the researcher identify any inequalities which may exist among different nationalities, continents, regions or races in the employment process in the Swedish labour market.

The ages of the interviewees ranged from 24 to 65 years and all of them live in Stockholm. One of them is single while the others are married and have families. Some of them are unemployed and some others have a part-time job in low skilled-employment. By selecting interviewees in different age, young and old, and single or married or having children, the researcher is able to understand if any of these variables affect the employment status of the HEI or if any of the factors are barriers that hinder HEIs from getting hired in the Swedish labour market. For more information on interviewees see (chapter five presentation).

4.3 Source of Data collection
In this thesis the researcher employed the use of both secondary and primary data. The primary data allows the researcher to examine the research problem more comprehensively as well as respond to the research question in a more reasonable and realistic way. The secondary data which is the background material consisting of books, academic literature, reports, journals, and statistics from official sources, particularly from Statistiska centralbyrån (SCB) only helps the researcher understand other issues related to the phenomena being explored. Secondary data in this study have only been used to build a common understanding of the phenomena and better understand the key theories related to the phenomena (Bryman 2012). It provided the researcher with more information on previous cases of waste of human capital, devaluation of
foreign credential discrimination and inequality in the labour market, as well as applicable statistics on the HEIs and immigrants in general such as their number, countries origins, time of immigration, rate of HEI, their types of educational qualification, their employments rate and so on. The secondary data have been obtained from libraries through online searches and electronic databases. The main databases which were used in chapter one, two and three are as follows:

1. Stockholm University, search for library’s books and journals in LIBRIS.
2. Stockholm University, search for articles in EDS.
3. Swedish Migration Agency-Migrationsverket
4. Google scholar, Google Books and google chrome
5. Organisation for Economic Co-Operation and Development (OECD)
6. Swedish Public Employment Service- Arbetsförmedlingen
7. Official statistics like, Statistiska centralbyrån (SCB) and sweden.se
8. Swedish Council for Working Life and Social Research (FAS)

Apart from the use of secondary data as background material, the main source of data of this research is primary data which was collected from the respondents of this research being Highly Educated Immigrants.

4.3.1 Interview Guide
At the beginning the researcher formed the first draft for the interview guide in English language. The researcher had considered the fact that English language for all interviewees is a second language and the researcher recognized the fact that not all of them might possess advanced English skills and as such could experience difficulty expressing their thoughts in English language. Also considering the fact that the researcher employed the use of qualitative research and needed to get detailed answers and full picture of the phenomena from the interviewees, the researcher translated the English version of the draft for the interview into two other languages which are Kurdish and Swedish languages. The interviewees were more confident and comfortable answering the interview questions because both the interviewees and interviewer originally come from Kurdistan-Iraq and spoke the same language. For the others who could not express their thoughts and stories in English, the Swedish language was used. This strategy helped in increasing the response rate of the research. The interview guide was
designed based on a review of literature and findings of previous studies. This helped the researcher to know the important things that should be included in the interview.

4.3.2 The Draft of Interview Guide
A successful questionnaire draws on an individual’s willingness to contribute and participate in the study. The researcher’s topic which is multifaceted employed the use of an in-depth exploration in order to understand the phenomena. For that reason, the researcher designed the interview guide in open-ended style to solicit more responses. The interview participants were allowed to answer the questions in their own way. According to Bryman (2012), using closed questions does not allow the interview participants the freedom to answer the question as they wish because they are given options which they must pick from. With an open question method the question does not suggest certain types of responses to interviewees thereby eliminating response bias. Therefore, interviewees’ levels of understanding and knowledge of subjects can be expressed in details. This allows the researcher to have rich detailed information about the phenomenon.

According to Ruane (2005), the interview guide should start with an introduction which would “sell” it to the interviewees. At the beginning the researcher introduced himself as well as what the research is all about, the categories of candidates the researcher needs to respond to the questions and why the researcher has chosen that category of interviewees and why it is so significant to the study.

It is crucial to build up the structure the interview guide in a well-organized and reasonable way. The interview guide has to flow sensibly and reasonably from one area to another. Moreover, the interview guide has to be easy to navigate with the interviewees finding the questions easy to understand. According to Gray (2004, p.199), the interview guide should be “going from easy to more difficult questions and from more concrete to abstract”. Thus, the researcher employed the use of this technique in conducting the interview for this study. Based on a review of literature the researcher was able to design the interview guide. For instance many studies have showed that lack of recognition of foreign credentials, and job experiences, inability in Swedish language, discrimination and lack of social network are major factors limiting HEI to find a job match with their education, so the researcher constructed the interview guide based on those challenges found in the literature. The researcher also tried to find other barriers that may exist alongside the reasons behind any such challenges and barriers.
4.4 Method of Data Collection
In order to have an in-depth understanding of the employability challenges faced by highly-educated immigrants and examine the major barriers in the labour market based on information obtained from those experiencing the problem, this study employed the use of in-depth face-to-face interviews. The technique of in-depth face-to-face interviews was used in capturing the narratives of the HEI. The interview questions were designed to obtain responses which will answer all five research questions of the study. Moreover, the interview questions were formulated in line with the goal of this research (Kvale, 1996). The questions captured all issues related to HEIs during their stay in Sweden in order to find out their experiences and expectations of the Swedish labour market.

The researcher in this study conducted semi-structured interview with every participant. The semi-structured interview guide contained about 32 questions (See Appendix I). A semi-structured interview guide with classified and open ended questions was used during the process of interview with all participants. Such a method allows participants to give more details or elaborate on their responses and the researcher to gain more authentic and reliable responses (Bryman, 2007). It was also used in order to provide more opportunity and freedom of choice to the participants so that they can fully express and share their own feelings and understanding without limitations. Ruane (2005, p. 146) stated that “promoting understanding and getting at the truth”. According to Desai and Potter (2006), semi-structured interviews follow a method of the interview timetable with proposed topics and themes. Hence, it does not only give the investigator the opportunity to cover the areas that investigator relies on being significant and crucial, but, there is a possibility for the participants to provide more elaborate responses and more information because of the freedom given to them by the researcher; share their own opinions and notions.

More so, Semi-structured in-depth interviews was the most suitable for this study because it gave the researcher the opportunity to elicit participants’ experiences of the labour market, devaluation of their educational credentials, the main barriers limiting them to finding jobs that match with their educational qualifications, reason behind those barriers.

Since the researcher had one category of participants, which was HEI, there was no need to formulate different interview guides. This made it easier to follow up the structure thereby covering topics with less misconception.
• The first interview was conducted in February 8th, 2016 in Stockholm, Skärholmens bibliotek (library), it took 32 minutes

• Second interview was conducted in February 15th, 2016 in Fridhemsplan cafe Espresso house, it took 28 minutes

• The third interview was conducted on February 17th, 2016 at Stockholms universitets bibliotek (library), it took 30 minutes.

• Fourth interview was conducted on February 19th, 2016 in Stockholm at the interviewee’s residence, it took 33 minutes.

• Fifth interview was conducted on February 20th, 2016 at participant’s workplace, it took 27 minutes.

• Sixth interview was conducted on February 22nd, 2016 at participant’s workplace, it took 32 minutes.

• Three other interviews were conducted at the workplace during lunch time, but the participants were uncomfortable because of the environment and could not express their feelings freely and it was too noisy; this affected the quality of the interview the researcher excluded all three.

• After transcription of the first interview, the research found some missing data, so the researcher conducted a supplementary interview with four participants in order to collect additional to replace the missing part. The second interviews took 12 to 15 minutes in different places like (libraries, work office and participant’s home).

The researcher wrote notes about the quality of the interview process after each interview. During the interview process the researcher used digital audio-recording devices which allowed the researcher transfer the interviews to the computer; this made the transcription process much easier. As Bryman (2012, p. 483) stated “Digital recordings can easily be backed up and can be played back again and again to listen to a portion that may be unclear without increasing any risk to the recording”

Before each interview the researcher was well prepared and completely conversant with the timetable. Bryman (2012, p. 217) noted that “Before interviewing anybody, an interviewer should be fully conversant with the schedule”. Even if the interviewer is the only person conducting interviews, he/she should know the inside out of the interview. Interviewing can be
stressful for interviewers and it is possible that under duress standard interview procedures can be compromised.

In the beginning of each interview, the researcher started with a brief explanation of the research in general and provided some clarifications about the aims and focus of the study. The researcher made every effort to create conducive atmosphere and establish trust between the interviewees and the researcher in order to gain detailed insight on the topic. The experiences and stories of the participants of this study were captured using digital audio-recording devices while taking notes so as to enhance the capturing of verbal and non-verbal cues. The research data which was collected in Kurdish and Swedish were translated from Swedish, and Kurdish directly to English. Afterwards, the researcher transcribed the data collected from the field in order to observe the emerging themes.

4.5 Data analysis
According to Bryman (2012), thematic analysis is one of the most used approaches in the analysis of qualitative data. A good qualitative study should be able to draw interpretations and provide explanations based on the collected data. Factor and variables that influence any issue generated by the participants can be detected and identified through thematic analysis. Thus, in understanding actions, behaviours and thoughts of participants the interpretation given by the participants should not be under-estimated. The potentials of a phenomenon can be better understood through thematic analysis (Marks and Yardley, 2004).

Boyatzis (1998), noted that thematic analysis which is a kind of analysis used in qualitative research can be used in the analysis of themes and classifications related to a phenomenon or an idea. Using this method of analysis allows the researcher to get more details on the issue being researched while touching on different subjects through interpretations. In research it is regarded as the most suitable method of analysis for any researcher that seeks to discover more through the use of interpretation because it presents the data in a systematic way such that the data is consistent with whole content. One of the benefits of this method is the accuracy and intricacy it gives to the findings of the research thereby bringing out the sense in the findings rather than having an unsystematic analysis which makes no sense. Through the thematic analysis, the researcher is given the opportunity to assign categories and codes to data which leads into the emergence of themes. For instance, the researcher is given the opportunity to code and categorize data into themes which project the perceptions of participants. According to Miles & Huberman (1994), it is possible to classify and display data showing similarities and
differences. For the researcher to be able to this, coding, categorization and noting of patterns must be carried out so as to also be able to analyse and illustrate the relationships and associations between different variables and factors in a systematic way (Braun and Clarke, 2006). More so, thematic analysis effectively shows the reality of data collection (Hayes, 1997).

Thematic analysis is a technique which helps the researcher summarize and organize the findings of the research (Pope, Mays & Popay, 2007). Major emerging themes and sub-themes were obtained from the data. The first step taken by the researcher in analysis was coding which entails segmenting the data, organizing and reviewing it. The next step was a thematic analysis which was conducted to find sub-themes and major themes from the data. The researcher obtained the themes by reading the transcript over and over again alongside other notes that were taken during the interview (Bryman 2008). The themes that emerged were compared with data from other sources in order to observe the differences and similarities which exist between the different findings. Data collected using audio recording devices were stored in storage cards for reference purpose.

The researcher was able to collect much data through interview. The data collected were closely examined and afterwards incorporated into MS word. The interviewees opinions and utterances were the initial codes which were further broken down into categories in order to find emerging themes. According to Hancock and Algozzine (2006), the emerging themes should revolve around the research objectives and questions; the themes should not be something different from the data which has been collected in order to avoid bias. More so, sub-themes and sub-categories should be generated from the major themes and categories; this is to ensure that a detailed description is provided. Thus, the researcher in employed the use of the procedure in the data analysis for this study.

4.6 Reliability and validity
The participants of this study were basically immigrants with high educational qualification obtained from their home country; some of them were yet to complete their study as at the time they migrated to Sweden so enrolled to Swedish institutions in order to complete their studies. Five out of six of the participants possessed Swedish citizenship while the other one had the right to permanently reside in Sweden. At the time of data collection, one of them was working full time in the lower skilled employment, and others were working part time in lower skilled employment.
Quantitative measurement is not the main goal of qualitative researchers and as such the term validity may not be applicable to this study (Bryman, 2012). The issue of reliability in quantitative and qualitative researches take different dimensions because in qualitative research reliability is all about “dependability for consistency” (Neuman, 2003). Validity and reliability in qualitative study is also referred to as “Rigour and Trustworthiness”. Silverman (2006), notes that the application of standard methods in taking field notes and effective transcription could address the issue of reliability in qualitative study. This notwithstanding, the researcher carried out an examination of the first draft of interview guide in order to ensure reliability by conducting pseudo interviews with few friends in order to test their ability to understand the questions and provide appropriate answers. The aim of this was to make sure that the questions are clear enough for the participants to understand so that they don’t provide the wrong responses due to misconception of the questions. The researcher also made efforts to boost the reliability of the study by producing the interview questions in three different languages. Therefore, it was important to check if the English guide also meant the same thing in the two other languages which were Swedish and Kurdish. Also the researcher tested the reliability of the interview questions by examining the consistency of responses obtained from the first interviews that were conducted in three different languages.

In qualitative research, the credibility and trustworthiness of data reflects the validity of the research (Bryman, 2012). The generalizability of this study is not possible because the researcher employed the use of purposive sampling and snowballing to select participants for this (Bryman, 2012). The study can only be generalized within the group of highly-educated immigrants which this study covered. However, generalizability of the findings is not the main goal of this study but rather to gain deep insights on the phenomenon and on the experiences of HEIs in the labour market of Sweden. The issue is studied in its own peculiar context so therefore it cannot be generalized. To this end, purposive sampling and snowballing were used because they assist the researcher achieve maximum variations.

4.7 Ethical Consideration
Social research like other aspects of human activity involves ethical issues (Hammersley and Atkinson, 2010) Bryman 2008(p. 113) pointed out that, “An issue that often arises in social research is the issue of ethics”. Several of these ethical matters include questions related to being conversant and knowledgeable, informed consent and privacy of participants or respondents. In this research the researcher put into consideration ethical issues as the researcher explained to the participants the purpose of the study and sought their consent before
conducting interviews. Their participation in the research was on a voluntary basis, and guarantees promised to participant by researcher about their privacy concerns. Before agreeing to take part in this research, participants received detailed information about the meetings, interview process, and the research purpose. This process was then repeated at the beginning of each interview process in order make sure that the participant was familiar with the process.

Gilbert (2001), stated that ethics is an issue of principled sensitivity to the rights of others. Though reality is good, respect for human self-possession and dignity is even better. To avoid creating any type of damage and harm to participants, researcher was very cautious not to provide too much information about participants. Bryman (2012), pointed out that another key ethical principle in social study is to respect and preserve people’s confidentiality and anonymity. Hence, the Researcher avoided encroaching into the participants’ privacy in this research. The Researcher employed the use of pseudo names to represent participants’ real names so that the disclosure of participants’ full information is completely avoided. This strategy is also used to protect the participants from harm which might be caused by revealing the real and full information of the person. More so, the researcher did not disclose the family members, place of residence, and workplaces. The researcher ensured that the participants were informed about the guarantee of their privacy; it was mad clear to them that any information obtained from them will be protected and treated with maximum confidentiality. One of the main aims of this was to make the participants feel more comfortable and self-assured thereby responding to certain questions without any limitations. The main procedures which the researcher used during the process of interviews are given as follows:

- Before starting up any interview process, the researcher requested to simply explain the researcher’s objectives and participant’s rights, asked permission to use digital-recording devices and written notes, asked them to sign the consent form (Bryman, 2012).

- Organized the interview location and time based on the preference of the participants in order to ensure their comfort.

- Followed the research interview methods in order to avoid any obstructions and interruptions.

- Pay more attention on etiquette well as being culturally sensitive and being mindful of gestures, words, or facial expression which might cause create and ugly situation.
Chapter five: Findings

5.1 Presentation of interviewees

Participant A is a 46 years old IT specialist who obtained a bachelor degree in Information Technology in Bangladesh and masters in computer science in Russia, moved to Sweden since 2009 and is married to a Bangladesh woman who has Swedish citizenship with two children at the time the data was collected. After three months of arriving in Sweden he started learning Swedish language which he took one and half year to complete the level (A) of Swedish language which is demanded in the Swedish labour market. Asides the Swedish language, he speaks Bengali as mother tongue, fluent English, and Russian.

Participant B is 65 years old and he is originally from Kurdistan-region of Iraq. In 1991, he with his wife and two children fled their country for political reason which was to escape the brutality of the Saddam Hussein’s regime. He obtained a teaching certification in Mathematics subject in Iraq. Soon after 6 months of getting permanent residence in Sweden, he started learning Swedish language, and it took one year and some months to complete this level which is a requirement for Swedish labour market. Apart from Swedish, he speaks Kurdish as mother tongue, and fluent Arabic. There is a difference between his employment experience in his country of origin and Sweden.

Participant C is 40 years old and he is originally from Egypt. He has been married since 2008 and has 4 children. He has been in Sweden since 2005. It took three years to get permanent residence in Sweden. He obtained a Bachelor Degree in Economics in Cairo. After obtaining permanent residence, he began to learn Swedish language soon after one year of learning Swedish he could speak Swedish well enough for the purpose of communicating with locals but not well enough for professional purpose. C speaks Arabic as mother tongue, and he could also speak English fluently even before migrating to Sweden, but recently he has been encountering difficulties speaking English because he has not been using his English language skills for a long time.

Participant D is 40 years old, she comes from Cameroon. She is married with no children. She obtained her Bachelor degree in education attainment humanities and arts. In 2003, she moved to Sweden in order to find a better future, study, and develop her educational qualification. She started learning Swedish after getting permanent residence which took five years. To complete
all Swedish language skills she spent two academic years. Asides the Swedish language, D speaks Mancan as mother tongue, and fluently speaks French and English.

**Participant E** is 23 years old and originally Ukrainian. She has been in Sweden for three years and have Swedish partner. She obtained a Bachelor degree in philology in English language. Soon after, three months being in Sweden she started learning Swedish which took one year to speak well enough at communicative level. E fluently speaks Ukrainian as a mother tongue, fluent Russian and English

**Participant F** is 32 years old and originally from Ethiopia. He came to Sweden in 2010 because he was he married to an Ethiopian lady who is a citizen of Sweden. He decided to move to Sweden to live with his wife and get a better life and a better future. He obtained a Bachelor degree in business and finance in Ethiopia. He started learning Sweden three months after arrival which took him one and half year to be able to speak Swedish well enough for communicative purpose and not well enough for professional purpose. F speaks Amharic as mother tongue and he could speak good English before he migrated to Sweden, but now encounters difficulties speaking because he has not been communicating in English for a long time.

5.2 The Respondent’s Experiences in Labour Market in Host Countries and Sweden.

Five of Respondents explained that they ‘had qualified’ job which to some extent matched with their educational qualification in their original countries. They argued that their educational credentials were valuable and beneficial as it had helped them to find qualified jobs commensurate with their education in their countries of origin. The participants explained that the jobs which they held previously in their countries of origin were satisfactory compared to the ones they had in Sweden. However, the participants explained that even though they had satisfactory jobs in their countries, they only left the jobs in search of better living conditions because they had thought that they could get jobs that were better than the ones they had in their countries. The participants explained that they had left their countries with the hope that their professional experience and academic qualification will get them better jobs than that which they had in their countries.

They stated that it is extremely ‘difficult to find the qualified job’ that corresponded with their education in Sweden. Having higher education is not beneficial to them. They pointed out that their foreign ‘credentials are devalued’ in the Swedish labour market. All Respondents
mentioned that Swedish labour market are much more open for them in lower skilled-employment such as cleaner, service in restaurant branch, personal assistant than in higher-skilled employment. Five of them worked on hourly basis with other part time jobs while one have a full time job at the lower-skilled employment. All believe that the only job available for them is lower skilled employment. More so, they explained that the lower skilled jobs were quiet difficult for individuals that had spent much time in school to get high educational qualification; they argued that their contribution to economic growth and development was minimal because they were occupying low skilled positions rather than high skilled positions which they should be occupying with their level of education. The participants further expressed that working in low skilled jobs affected them psychologically. In other hand the Respondent indicate that despite of the work they are holding are not satisfactory and not matched with their education but still they still decided to stay in Sweden because Sweden have very good social service for all, for instance

**Respondent D** mentioned that she had worked as a secondary school teacher for some two years in Cameroun. She explained that she was satisfied with her job as it corresponded with her education but she was not satisfied with the salary. In Sweden, her first job experience was in newspaper distribution after being in Sweden for three months. During 13 years being in Sweden she had worked in some other area like cleaning, restaurant service, and some others. Currently, she is enrolled into Masters Program in the education field and work as a personal assistant as part time job. She argued that has searched more than a lot of jobs that match her qualification, but never get any qualified job. She stated

“When I think about how many years I have spent on getting high education and how much money I have spent on it, then come to Sweden your education is not valuable and it is priceless, you end up with nothing, the only lower-skilled employment is available for you, I feel mentally tortured, and I feel down, I feel not motivated.”

**Respondent E**’s employment experience in her home country was 6 months work as a teacher before moving to Sweden. In Sweden, after one year she got the first job in a restaurant as part time job, she is still working there while being enrolled into a Master program in the educational field. She stated she has experienced difficulties while applying for qualified jobs commensurate with her educational qualification. She believes that in Sweden, it is not easy to find a suitable job. She has sent her CV to numerous organizations but has not gotten any response. E is not satisfied with her job in Sweden as she expressed:
“I am not satisfied with it, it is stressful, and particularly when you have high level of education you will not perceive this type of occupation as job. About the salary, it is also not good enough money for such a hard job”.

For Respondent C his employment experience in Sweden is different from that of his home country. He stated

“In Cairo, I worked as an auditor for some years, and I had also worked in Saudi Arabia as an accountant for two years, and very satisfied with my jobs..... In Sweden, my first job was Car washing which I got after 4 years of being in Sweden, the main reason for that is my Residence permit took three years to be approved, so I was not allowed to search for any job. Then my second job was to work in a store as permanent employee for two years and then I got fired from my job because of the company had lost some costumer. And now I am working in a restaurant as a part time job”.

Just like some of the participants, Respondent C is not satisfied with his job

“I am not satisfied with my current job; it does not match my educational level”

Respondent B who had worked as a mathematics teacher in a secondary school for several years in Kurdistan was able to integrate into the Swedish labour market after one and half year of being in Sweden. He stated that

“My first job was cleaning job, the second was service in restaurant, and third was catering. I have worked in catering for more than 15 years, and I believes that I have to work for some more years after retirement time because of lower wage which implies lower retirement savings that will not be enough for my living expenditure”.

Responded B is not satisfied with the jobs which he obtained here in Sweden but there were not any other options. As he mentioned

“I am not satisfied with my current job because it hard job and low wages, do not match with my education”.

Respondent A’s job experiences are different between Sweden and Russia. In Russia, he was able to integrate into the Russian labour market shortly after completing his Master’s program in computer Science. He stated

“I worked for an IT Company in Moskva for more than two years before I moved to Sweden, and I was satisfied with my jobs that corresponded with my education. In Sweden it took me six years to find the first part time job in the service sector which does not correspond
with my educational level and qualification. And I am still working there as part time employment”.

Respondent A stated that it is extremely difficult to enter Swedish labour market. Even if one wants to work in very low position like cleaner.

“Me as highly educated IT specialist have tried for long period of time to find a job in IT field, but I failed, then I tried to find any job very lower position, like cleaner, restaurant service any job but still found difficulties to find them”(respondent A)

Respondent F just like the other participants, his employment experience in Sweden is different from that of Ethiopia. He stated

“In Ethiopia I worked for a Bank which was a very qualified job. Despite of salary was low but I was satisfied with my job because it was correspondent to my education.........but in Sweden my first job was in Restrung branch as a full time job two years after arriving Sweden. After two years full employment, I got retrenched from the job as a permanent staff and started working as a part timer in the same branch”.

Respondent F is not full satisfied with the job he got in Sweden.

Table 1: Job experiences in their home countries, other countries and Sweden/ time

<table>
<thead>
<tr>
<th>Name</th>
<th>Job experience in their home country</th>
<th>How long does it take to enter their home country’s labour market</th>
<th>Job experience in Sweden</th>
<th>How long does it take to enter Swedish labour market</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respondent A</td>
<td>Qualified job</td>
<td>Soon after graduation</td>
<td>Lower-skilled employment</td>
<td>After 6 years</td>
</tr>
<tr>
<td>Respondent B</td>
<td>Qualified job</td>
<td>Soon after graduation</td>
<td>Lower-skilled employment</td>
<td>After 1/5 years</td>
</tr>
<tr>
<td>Respondent C</td>
<td>Qualified job</td>
<td>Soon after graduation</td>
<td>Lower-skilled employment</td>
<td>After 4 years</td>
</tr>
<tr>
<td>Respondent D</td>
<td>Qualified job</td>
<td>Soon after graduation</td>
<td>Lower-skilled employment</td>
<td>After 3 month</td>
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5.3 The Main Barriers Limiting Respondents from Finding Jobs Matching Their Education

The findings of this study revealed some different kinds of challenges and barriers that participants encounter in the Swedish job market which contribute to the weakening and devaluation of their educational qualification and academic experiences. All Respondents believe that ‘lack of recognition of their educational qualification, and academic experience’, ‘poor knowledge of Swedish language’, ‘lack of social network’, ‘discrimination’ are the major barriers that hinder them from getting jobs commensurate with their education. The respondents indicated that ‘losing knowledge of their qualification’ became others barriers when they lower-skilled employment for the while.

5.3.1 Lack of Fluency in Swedish Language

Three of the Respondents believe that the lack of the Swedish language is one of the main ‘obstacles’ limiting them from finding a qualified job. One respondent believes that not being fluent in Swedish language is the biggest obstacles to her finding a qualified job while two other respondent believe that poor knowledge of the Swedish language is one of the obstacles preventing them from finding a qualified job, but not a major one.

**Respondent E** who is studying Swedish language in the final level and can speak Swedish, read and write well enough for communicative purpose, believes that language is one of the main barriers to finding jobs commensurate with his education. She said

“I want to have a suitable job, but having suitable job without having good skills of Swedish will be impossible”

**Respondent A** who has completed the Swedish (SAS 1) in which the learner must be able to speak and write Swedish well enough believes will help him get hired in the Swedish labour market. He mentioned that work as IT specialist does not need a high level of fluency in Swedish language because many of the IT companies use English as a working language; speaking Swedish only gives a better chance to find qualified job and better position in the

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<table>
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<tr>
<th><strong>Respondent E</strong></th>
<th>Qualified job</th>
<th>Soon after graduation</th>
<th>Lower-skilled employment</th>
<th>After 1 year</th>
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<tbody>
<tr>
<td><strong>Respondent F</strong></td>
<td>Qualified job</td>
<td>Soon after graduation</td>
<td>Lower-skilled employment</td>
<td>After 2 years</td>
</tr>
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</table>
labour market. He believes that Swedish language is one of the barriers that prevented him to find a qualified job as an IT specialist, but it is not a major one. He stated

“Swedish Language is one of the obstacle that immigrant have to overcome in order to be capable of having competitive opportunities in the job market”

Respondent D who has completed all language courses believe that her language skills still are not measured in high professional level. She believes that language is one of the biggest hindrances to her not finding a qualified job. She said

“I would have gotten an employment that will pay higher salary alongside better position and career opportunities if I had better Swedish Language skilled”.

Respondent B who has completed the Swedish (SAS 1) which he believes is one of the main obstacle limiting him to finding a suitable job. He explained that his language skills is well enough for lower skilled employment, but when it comes to employment which is related to his educational level, he feels that his language skills is not good enough to get him a job like a teacher. He pointed out

“To find the qualified job you need to have high skill of the Swedish language. For example, an employment as a teacher needs high skill of the Swedish language otherwise one cannot deliver the lectures to students or transfer knowledge about a subject to the students. In this case, many Swedish parents do not want someone that cannot speak Swedish fluently to teach their children and so for that reason the school headmasters will always pay more attention to fluency in Swedish language when they hire immigrant teachers”.

Respondent C believes that lack of Swedish language skills can be one of the obstacles preventing him from getting a qualified job, but it is not the major or biggest one. Despite not completing all Swedish language courses, he believes that his Swedish skill is good enough to find some type of employment which corresponds with his educational level, like purchasing job which do not need high language skills. He said

“I know that higher knowledge of the Swedish language is the main criteria for many highly qualified jobs, but there is some type of qualified job that do not need high Swedish language skills like those who work in laboratories and any type of industry job”.

Respondent F, who has completed (SAS 1) or Swedish 1 which is a requirement of the labour market as employers always includes this in the requirement section when advertising job vacancies, believes that Swedish language is the key to integrating into the labour market
because he believes that Swedish language is one of the main barriers limiting him from finding a qualified job which is corresponds with his educational qualification. He said

“Poor knowledge of the Swedish language leads you to holding lower-skilled employment”.

5.3.1.1 Major Factors that Hinders Respondents from Improving their Skills to High Level of Swedish Language Skill
The participants of this study expressed several reasons which hinder them from improving their Swedish language skills. In other words, there are several challenges that hinder the respondents from acquiring high skill in Swedish language. For instance, ‘Poor knowledge of the Swedish language among respondent before coming to Sweden’, ‘family responsibilities’, ‘aging’, ‘lack of native-Swedish friends’ and ‘living in segregated territories’ which are dominated by foreigners and ‘low quality of Swedish language courses’ are the main reasons which limits the participants of this research from improving the skill in Swedish Language.

5.3.1.1.1 Low Quality of Swedish Language Course
The respondents further expressed their experience of the quality of Swedish language course. Four out of six respondents were not satisfied with the quality of the Sweden language course. They believe that ‘Swedish courses for foreigner are generally of poor quality and insufficient’. It does not produce high quality outcomes. When the participants were asked to talk more about why they were not satisfied with the quality of the courses they explained that the makeup of the classes and the pedagogical techniques used in the teaching were the things that made them not satisfied with the courses. Although, the efforts of the teachers and the Swedish school system were applauded by the participants because of their support and encouragement, the participants still stated that the ‘pedagogical techniques were not effective enough’.

“Many teachers teaching the Swedish courses do not have well enough knowledge or right level of education for teaching immigrants Swedish language” (Respondent F).

The participants regarded the fact that immigrants of different interests, academic background and ages were put together to learn the language as a shortcoming in the language learning process. Respondents E and A expressed that the quality of Swedish language course is poor and slow without any ‘motivation’ for them to learn the language.

Respondent E mentioned “At the SFI courses Swedish for a beginner I felt that learning Swedish is unexciting and boring, at the SFI they combine people with high education qualification with low educated people or sometime there is illiterate people who cannot read and write in same classroom”.

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Respondents F, E, and A believes that ‘mixing people’ that have different background of education like someone who is highly educated with someone who only has primary education in the same classroom, or mixing someone who is over 50 years with someone who is under 20 years makes the learning process less effective and slow.

Respondent D who was extremely disappointed at the Swedish language course for foreigners believes that the quality of Swedish language course is poor and not sufficient. She expressed that the main reason behind that is ‘poor quality of the teachers’, particularly those teachers who have Swedish as a second or third language. In many Swedish courses the teachers do not have good language skills, particularly in ‘pronunciation’. She pointed out

“To get good pronunciation or improve language very well, you need someone who knows the language very-well, who has the language as mother tongue”.

5.3.1.1.2 Lack of Native-swedes Friend
Due to ‘residential segregation’, respondents in segregated places mostly dominated by foreigners have less opportunity to practice the Swedish language with native-peers in order to improve it and ‘build up a social network’ with native-Swedish which is one of the factors that can influence finding a qualified job.

Five respondents identified the limited opportunity for language practice as the main challenge in improving high skills of Swedish language. They said that they didn’t have much contact with native Swedish speakers.

“I had minimal opportunities to express myself in Swedish in my home, outside of the home and in my workplace environment” (Respondent F).

Moreover, five out of the six Respondents mentioned that they spoke only their ‘mother tongue’ in their home, and they also live in places dominated by foreigners or mixed having native-peers and foreigners.

“The place a foreigner lives significantly affects the person’s opportunities to learn and develop his/her understanding of the Swedish language and integrate into the labour market and the Swedish society in general” (Respondents D).

Respondents F and D pointed out, that living in areas occupied only by foreigners creates a social segregation between native-peers and foreigners, which makes it impossible for foreigners to form a social network with Native-swedes which is an important way of using the Swedish language and will further develop their language skills.
Respondent B, A and C live in an environment with both foreigners and native-Swedish but they never visited each other. Due to homogeneity and the fact that native Swedes do not ‘socialise’ with foreigners, it is difficult to socially interact with them therefore these foreigners only socialised with people from their own countries or other foreigners from other countries and had less contact with the natives. As a result, many immigrants have lived in Sweden for a while but have had no contact with the natives.

“I have been here for more than 26 years but up till now not a single Swedish native has visited me in my home, the society is not so social. Sweden is not like Kurdistan that when you move into a community, the whole community comes to your home to welcome you, here it is different” (Respondent B)

Respondent A who does not have any Swedish friends believes that it is not easy to enter the Swedish society because the society is a bit closed. He pointed out.

“I lived in Russian for 10 years I have a lot of close friends, who are Russians, but I have been in Sweden for almost 8 years, and I do not have a single Swedish-native friend. I always wonder why this is so. I only have close contact with immigrants like me”.

Respondent C mentioned that he does not have any contact with Swedish people. He said

“I do not have any Swedish friends”.

In C’s opinion, the main reason behind this difficulties faced by immigrants is because building up a relationship with highly educated Swedes is difficult because friendship in Sweden is based on material possession. He stated

“They choose friends that can help to find qualified jobs or are beneficial in other ways; when it comes to immigrants they know that immigrants have weaknesses such as language, so they are not useful or beneficial to them therefore they do not make friends with immigrants”.

Respondent C mentioned that he has been in Sweden for more than 11 years and still doesn’t have a single Swedish friend.

Moreover, respondents A, B, C, D and F revealed that the little Swedish language they knew was only practiced at home because they had no social contacts with native Swedish language speakers. While others explained that they had contact with Swedish speakers but could not still interact using the language. In addition, the respondents revealed that at their workplace there is ‘limited opportunity’ to use Swedish language due to lack of native-peers in
their workplace, majority of their colleagues are immigrants. This has a bad effect on their language skills because many of those immigrants who work in the service sector which is lower skilled employment cannot speak the Swedish language properly.

“In the lower skilled employment many immigrants who work there have no high skills in Swedish language, they have challenges with pronunciation and building up sentences in the correct way, this can lead you to learning the wrong things” (Respondent B).

Respondent E who has a Swedish partner, uses her Swedish skill at home and at work, she has a number of Swedish friends. She indicated that

“Having contact with native-Swedes is one of the best way or opportunity to improve Swedish skilled”.

5.3.1.1.3 Aging among Respondents.
Even though, respondents were aged 23 to 39 four of the participants still believed that ‘age had an effect’ on their abilities to learn the language. They believe that they are not as active as when they were much younger. They also explained that language learning for them was quiet different compared to younger people. Low retentive memory, difficulty in hearing and a lower stress tolerance made it difficult for them to learn and use a new language.

Respondent F, B and C revealed that when they studied Swedish language, they had difficulties in ‘memorising’ words and understanding Swedish grammar structure due to their age. Respondent A who came to Sweden at the age 39, believe that:

“It is extremely difficult for someone at 39 years to improve high skilled language even if he or she has high educational background”

5.3.1.1.4 Culture Shock
Two respondents did not experience any culture shock or difficulties coping with the new culture. Respondent E believes there are some differences between her culture and Swedish culture, but not so much difference that will make her lost or experience shock. She said

“There are many similarities between Ukraine and Sweden like weather and more”.

Respondent A who has been in Russia for almost ten years, explained that during his stay in Russia he combated with cultural differences and homesickness, so it was not so difficult for him to move to Sweden and cope with the new culture.
Respondent B who fled his home country Kurdistan because of war, explained that he experienced trauma, ‘homesickness’, ‘cultural shock’, and pressure which had negative impact on his ability to learn a new language and cope with a new culture. He stated

“I had a qualified job, nice house, and nice car, and a lot of pleasure times with friends and relatives in Kurdistan. When I moved to Sweden all those things were gone and I had to start a new life with no friends, no relatives, no qualified job, and everything was new to me”

Moreover, Respondent B pointed out that at the beginning of 1990s, the communication technology was not developed in Kurdistan so he could not contact his relatives and friends for a long time, and he did not know what had happened to them during the war. He said

“I could not focus on learning Swedish at the beginning because of trauma, loneliness, and thinking of my relatives and what had happened to them. I felt my body in Sweden but my heart was in Kurdistan, I was always thinking of my relatives in Kurdistan”.

Respondent F and D reported that they faced many difficulties and challenges at the beginning.

“Almost everything is different between Ethiopia and Sweden, culture, weather……., so it took me time to me to get use to those dissimilarities” (respondent F)

5.3.1.1.5 Family Responsibility

Family responsibility and ‘expenditure’ are some of the reasons limiting respondents from improving their host-language proficiency. The respondents revealed that they worked part time while learning Swedish and this led to a divided attention therefore they could not focus on learning the language. Respondent A mentioned that he dropped out from the Swedish language course after one year, because his wife gave birth to a child and she had to go back to work so he had to take care of the children. He stated

“I have stayed one and half year with my first child at home, I have lost my Swedish words and grammatical instruction because I don’t use it frequently”.

Respondent A pointed out that he could not take any lower skilled employment till he improves his language skills which will give him a better opportunity to find qualified employment which is commensurate with his educational level.

Respondent B mentioned that despite the fact that the Swedish social service is extremely helpful to all refugees and jobless people, he wasn’t comfortable with that. The government gives them all basic services needed, like accommodation, food, and
communication ticket. He said in Kurdish culture, a man is responsible for caring and providing for his family. He stated “In my culture it is shameful for someone to pay for your family expenses and bills, for that reason I was always looking for a job while learning Swedish language, so I got a lower skilled employment before I improved my language skills”.

**Respondent F** believes that one of the main reasons why he could not complete the course was due to ‘financial problem’. He said “Despite the fact that my wife was working when I was learning Swedish, financial resources from one source was not enough to pay all family expenditure, like housing, feeding..... So I have to get a job before learning more of the Swedish language, so in this case only low-skilled jobs are available”

**Respondent E, C, and D** had same opinion that family responsibilities is one of the reasons they didn’t spend much time learning the Swedish language well because they had to work part time.

5.3.1.1.6 Poor Knowledge of Swedish Language among Respondents Prior to Migrating to Sweden

The **Respondents** believe that if an individual doesn’t have ‘previous knowledge’ about host language, it would be more difficult to learn host language. The participants explained that they did not have any knowledge about Swedish language before they came to Sweden.

As a **Respondent A** pointed out “If I had some basic knowledge about Swedish language it could be helpful and the process of learning Swedish would be faster”.
5.3.2 Impact of Non-recognition of Immigrant’s Educational Credentials and Academic Experiences on Immigrants’ Opportunities to Secure Qualified Jobs

The Respondents believed that one of the factors influencing their inability to find a job that matches with their educational qualification is their ‘lack of academic and job experience’ in Sweden. **Respondent E, B, and F** mentioned that their academic qualification played no role in their opportunity to find a job because the credentials were not recognized in the Swedish labour market. For **respondents A, D and C** non recognition of their academic experiences were part of the ‘main barriers’ which limited them from finding qualified jobs. One of the challenges the **Respondents** face is ‘the rejection of their educational credentials’ by the Swedish Council for Higher Education (Universitetets- och högskolerådet, UHR). They have difficulties in gaining full acceptance of their educational credentials; this is one obstacle that hinders them from getting jobs commensurate with their education.

Furthermore, **Respondent E, B, and F** mentioned that complementary educational services are available at Swedish universities but there are requirements for individuals who want to enrol into the ‘complementary course’ in order to get validation of their credential. Firstly, they should have improved Swedish language skills which means they have to complete all Swedish courses. Secondly, the complementary courses involve ‘long processes’ in which they may have to take one or two or three courses. Sometime it takes one or two or three academic years of study base on UHR standard which is the Swedish Council for Higher
Education (Universitets- och högskolerådet, responsible for the recognition of international qualifications. Respondent F stated

“Taking the complimentary course requires huge time investment”

Moreover, Respondent E, B, and F do not believe that gaining acceptance of their credentials will be sufficient and of great support in finding a qualified job due to other barriers like lack of academic experience, lack of contact and discrimination and so for those reasons they are not willing to take complementary course.

Respondent F, B and E mentioned that the lack of recognition of their educational credentials is one of the ‘major hindrances’ which limits them from finding a job that is equal to their educational qualification. Respondent F needs to take three complementary courses which takes two years to complete while Respondent B said he needs to take two complementary courses which takes one and half year in order to have their foreign certificates accepted as equivalent to a Swedish education qualification. Furthermore, all three need to complete all Swedish courses which last for at least a year as a requirement for enrolling into the complimentary courses

Respondent F pointed out “I have to study at least two years to get recognition of my certification equivalent to Swedish certification. This is not easy for individuals who have family responsibilities. ......Therefore, I have dropped out of learning Swedish course and give up to of thinking of a qualified job related to my education”.

The participants reported that the process which HEI have to go through in order to have their educational certificates accepted continues to stand as a barrier to them finding qualified jobs. Even though, the participants spoke on the issue of their educational certificate acceptance with much emphasis, they also expressed that the educational certificates were not sufficient enough to guarantee them finding qualified jobs in the Swedish labour market. The participants believe that achieving acceptance of their credentials without having ‘high skills of Swedish language’, ‘academic job experience’ in Sweden and ‘social network’ will be insufficient and unproductive. As Respondent B pointed out

“There is not any guarantee of finding qualified job after completing complementary course, due to lack of recognition of my academic job experiences, discrimination and lack of social contact. As result it can be a waste of time, and it can be insufficient.”

Respondent A, C and D mentioned that their credentials have been accepted as equivalent to Swedish credential without them taking any complementary course (s). All three
believe that getting recognition of their education can be extremely helpful in finding jobs that match their educational qualification at the beginning.

“I was hopeful that I can find the qualified job after achieving acceptance of my credential but unfortunately it will not happen” (Respondent A)

Respondent D indicated that gaining validation of foreign credentials equivalent to Swedish credentials does not mean they both have same revenue and value in the labour market. She believes that Swedish credential is much more valuable and appreciated than foreign credential in Sweden. She stated that

“For me the Swedish equivalent for my certificate was not helpful and less valuable that is why I enrolled into a master program in education field in order to get Swedish certification that can be helpful in finding the qualified job”.

All participants indicated that lack of academic job experience is the major hindrances preventing them from finding qualified jobs that match their education. They further argued that their foreign academic job experiences are not accepted or valued, they indicated that having academic job experience in Sweden is important in the Swedish labour market. They expressed that it is hard to get first job experience in qualified employment due ‘employees required work experience in Sweden’.

“here in Sweden your foreign academic job experiences are not acceptable by Swedish employees, and Swedish employers are more interested in job experiences in Sweden so how can I get job experience in Sweden if everyone says that”(Respondent E.)

Respondent E stated that it is difficult for Swedish employers to trust foreign educational certificates. Respondent B believes that having qualified job experience is more valuable and better than having higher education diploma without qualified job experience. He stated

“In Sweden it can be seen that many individuals who do not have higher education background have qualified job and high position because they have competence and long qualified job experiences. There are also many individuals who have high educational background without qualified jobs and they work in lower-skilled employment because they do not have qualified job or academic experiences in Sweden particularly immigrant”. 
5.3.2.1 Major Factors That Hinder Full Acceptance of Participants’ Educational Credentials and Academic Experiences.

Some **Respondents** revealed that in the Swedish labour market the employers perceive that people from Africa and Latin America have difficulties coping with new jobs while the reverse is the case for people from Australia, Europe and North America. This projects the prejudices that existed in the colonial era whereby it was seen that non-Europeans and Europeans are more or less qualified for same kind of jobs. The foreigners think it is difficult to secure qualified jobs because they are perceived as less competent and their ‘professional skills are devalued’.

Some of the **Respondents** revealed that some of the employers do not have standard evaluation criteria. So therefore most times the candidates are not employed because the employers consider them as unqualified because most times the employers will only check if the credentials were obtained in Western countries or not. They considered any credential that was obtained in non-western countries as not equal to Sweden educational qualification.

**Respondent F** mentioned that he studied for four years to get Bachelor degree in business and finance but in Sweden it Bachelor degree only takes three years. He stated that he has invested a great to get his certificate, and here in Sweden he need some complementary courses in order to get the certificate verified as equivalent to Swedish certificate. He believes that this is based on postcolonial notion. He said

> “Individuals who obtained their education in western countries, their education and job experiences are more acceptable than those who come from non-western countries in Sweden……..I believe that this is based on colonial prejudices”.

**Respondent C** stated that there is a big gap between individuals who come from western and non-western countries in the labour market in terms of wage and gaining acceptance of their educational qualification and academic experiences. He pointed out

> “If I obtained my education in USA and have American job experience, it will be more valuable, and they will treat me more differently”.

**Respondents E and D** believe that another reason why foreigners are unable to get good jobs in Sweden is because the employers are unable to assess the educational and professional background of immigrants.

**Respondent B** believes that ‘lack of enough documentations of diploma’ is one of the reasons that UHR rejected it. He mentioned that in war zone there is risk that individual cannot
bring their credential documents when they escape from the war or it can be destroyed during the war. He said

"Many individuals who fled from Syrian and Iraq could not save their children how they can save credential documents and bring here”.

Furthermore, Respondent B indicated that individuals who obtained their educational credentials in war zone countries can be measured as lower quality and insufficient education by UHR and Swedish employees therefore assuming that such employees cannot handle the job properly; so the employers have little or no trust for such employees. He said

“In the Middle East Iraqi educational system was the best in the 1970’s but became bad at the time the war started because most of the qualified teachers, doctors and professors left the country and some were killed. So there were no longer experienced academicians in the country and this led to a negative effect on the academic system of Iraq”.

Respondent A believes that in many poor countries ‘corruption’ is quite high, so it easy to buy education certification and having ‘fake certification diploma’; this can be one of the reasons why UHR or Swedish employers distrust foreign educational qualification particularly for those who come from countries with high rate of corruption.
5.3.3 Lack of Social Network
According to the participants ‘social network plays an important role’ in employment in the Swedish labour market as all of them felt that they were unable to get good jobs because they lacked social network as all them felt that lack of contacts was one of the major obstacles restricting them from getting good jobs. The participants said that the role of social network should not be underestimated because human beings usually belong to one group or the other.

**Respondent A** said “one of the ways of gaining easy access to the Swedish labour market is through having a good social network with the locals”.

The **Respondents** explained that most employers will employ a person that was referred to them by someone they know. More so, four out of six of the participants said they found their jobs through personal contacts while two of them got their first jobs through Swedish Public Employment Service- Arbetsförmedlingen.

**Respondent C** said “that having social network boosts the value of an individual thereby helping him/her in getting a job through one of his/her social contacts”.

Furthermore, according to the **Respondents** it is difficult making friends with the locals in order to be able to create the contacts that can help in finding them the kind of jobs they are qualified.
They explained that establishing contacts with the natives is very difficult due to the homogenous nature of Sweden; they explained that ‘Swedish people are not so sociable’. According to Respondents F and D they are unable to establish contacts with natives because they reside in segregated areas mainly occupied by foreigners.

Respondent A stated that he felt stressed and uncomfortable when he talks with native Swedish due to fear of using language expressions that could make them unhappy.

“I think I do not have good enough information about cultural and social codes this make me back off from making friends with Swedish” (Respondent A).

Some Respondents reported that ‘lack of information about cultural and social codes’ make them unable to integrate into the Swedish society.

Respondent F said “Swedish natives are not aware of immigrant cultural and social norms and immigrants are also not familiar with Swedish culture thereby making it almost impossible for the two groups to be friends with each other this”.

Respondent E who found the lower skilled employment through the contact believes that having social network with right persons can be extremely helpful. She argued that she have good enough contact with native-peers and her partner is Swedish but she could not use them in getting a suitable job because most of the contacts she has are students or people that work in lower-skilled employment, and her partner works in different field that he cannot offer her any job. She stated

“I have Swedish partner, I have many Swedish friends, but I do not have personal contact that can help me to find the job, because my friends are students like me, they cannot offer any job to me. My boyfriend is working in different field; he works in the field of economy he cannot help me to offer job to me”.

Respondents B, D and A found their jobs through the contacts which they had with individuals who have immigrant background. They revealed that if they have contact with native-peers who work in qualified job they could be more helpful to find qualified job. All three argued that social network is main channel for finding suitable jobs.

Respondent E “many time finding job depends on the personal contact that you have, if you have contact with the individuals who work in lower-skilled employment there will be only lower-skilled employment available for you, if you have contact with someone who in high qualified job there will more opportunities for you to find qualified job”.
Respondent B indicated that having good contact with individuals who work in qualified job particularly those who work in education field is of extreme advantage for him in finding qualified job. He mentioned that

“My wife has formed social contact with some teachers and headmaster in a school which she worked as English teacher assistant freely for a while, this social network has given her a job as teacher.

All Respondents argued that lack of contact is one of the ‘major factors’ preventing them from finding a qualified employment. They believe in Sweden high skilled can only be gotten through social contact with people that are in high skilled jobs.

As Respondent A mentioned “one of the times I had been in a work conference which was organised by the Swedish Public Employment Service- Arbetsförmedlingen, it was revealed that nearly 60 percent of individuals in Sweden find job through personal contact”.

![Diagram of social network factors]

Figure 9: Factors that Hinders Respondents from forming social network with native-Swedish.

5.2.4 Discrimination
It is believed by some of the participants that the ‘systematic labour market inequalities’ which exists exist because of the discrimination suffered by immigrants in hiring and wages paid while some others explained that the discrimination is based on ethnicity as the gap exists between the ethnic minority and ethnic majority. As explained by the participants the difference in cultural and social norms of an immigrant and that of native Swede might make an employer
employ a Swede instead of an immigrant that has different cultural norms. The employers believe that employing Swedish will lead to maximum profitability.

**Respondent E** thought that she has not been discriminated in the labour market, but she believes that ‘ethnicity play a role’ in the Swedish labour market because employers do not really appreciate people who are different from them in the labour market. She said

“The employees choose people from who have experience in Sweden or choose a native Swede, and it is understandable that they can feel more comfortable with native Swedes rather than foreigner”

In addition four out of six interview participants revealed that they are active in the process of job search, and they have sent their CVs to numerous organizations, some never get called for job interview, some others get very few calls for job interview while two others said that they have never been called for interview despite the numerous applications they have sent to different organizations. This, the participants explained has affected their self-esteem and has also made them lost motivation looking for qualified jobs. **Respondents A, D, C and E** argued that they are very active in searching for jobs through internet; they have searched many jobs which is suitable for their qualification.

**Respondent E** said “I sent it my CV and personal letter to more than one hundred job announcers during one year, I did not get a single response”.

**Respondent A** said “I have searched more than a thousand jobs, very few called me for job interviews”.

**Respondent E** believes that when employees see her background like education, her experience in Ukraine, they will back off from picking her CV or calling her for job interview. She stated

“It seems that employers think I have some weakness like language or insufficient credential that I cannot do my job properly, not because of discrimination”.

**Respondent B** and **F** believe that discrimination is one of the main factors that have created the inequalities in wage and job positions between natives and immigrants. They mentioned that ethnic background play important role when it comes to high qualified jobs. **Respondents D and A** mentioned that it is hard to notice direct discrimination when immigrants are searching for job.
“I felt that I have been discriminated but hard to see it or it hard to prove it. I believe that discrimination is one of the factors responsible for not finding qualified job” (Respondent A).

Five Respondents believe that having a foreign name reduces the chance of being called for interview when one applies for job.

Respondent B “my daughter grew up in Sweden; despite she obtained bachelor and master degree in technical science in Sweden she found difficulties to find qualified job that corresponds with her education with her perceived foreign name but after her graduation when she changed her name and family name to Swedish name she could easily find qualified job, and currently she have high position in her workplace”.

Respondents C, F, A and B describe that inequalities also exist within qualified job, in term of wage and position. They explained that sometimes immigrants who work in high skilled jobs and lower-skilled job do not have same revenue as their native counterparts.

“My wife has two different educational experience and job experience one in Kurdistan and other in Sweden, but still she does not have good enough wages, and positions. A person who become teacher for first time he/she will get more salary than my wife’s salary” (Respondent B).

Respondent C believes that discrimination is the ‘biggest factor’ preventing them from having qualified job. He said that the Swedish are xenophobic. He said

“Ethnicity plays a big role especially for individuals who come from Africa or Middle East....many Swedish do not want immigrant to have high position over them even they do not want you have the same position as them. They like immigrant to work in the low position so they can order them”.

5.2.5 Loss of Professional Knowledge Due to Lack of Practice
The participants revealed that in the lower-skilled employment there is ‘lack of opportunities to use their qualification knowledge’ this has led to loss of their professional knowledge which they obtained during long process of education and academic experience. As a result, they lose motivation to seek for a qualified job which matches their educational qualification.
**Respondent D** argued that working for a long time in a low skilled place has bad impact on her professional knowledge. She reported that she has lost confidence in what she can do. She has lost a lot of knowledge in her qualification. She stated

“normally when you do not use your knowledge for a while you will lose it, this is also a hindrance because after that you feel that you have lost your knowledge and you will give up searching for job that matches your educational qualification, you think that you cannot hold this job properly even if you got the chance to be hired”.

**Respondent A** argued that IT specialist need to update their information because it changes every day. He said

“I have lost part of my knowledge, may be part is not useful again because changes have occurred”.

**Respondent E** stated that when a person works in place which he/she do not have opportunity to use his/her educational qualification, he/she loses the educational skills acquired. She said

“In my case, it almost three years I have break on my Ukrainian degree, now I feel I have lost some pedagogical methods, how to be a good teacher. This is also one of the obstacles that hinder me from finding a job which corresponds with my educational level”.

**Respondents C, and F** indicated that they have lost the knowledge of their qualification. **Respondent F** stated

“I need to take some courses in my educational field in order to refresh my knowledge”.

**Respondent B** believes that he still has the ability to work in his educational field. He mentioned that

“I have helped some children of friends and some children of neighbours in mathematic subject, this has given me the opportunity to refresh and update my knowledge in my academic field”.
Figure 10: The Main Barriers Limiting Respondents from Finding Jobs Matching Their Education

Figure 10. Above shows the main barriers limiting respondents from finding jobs matching their educational qualification. The respondents explained that their inability to fluently communicate in Swedish language, lack of social network, non-recognition of educational credentials and academic experience, devaluation of respondents’ educational credentials and lose of their professional are the major barriers limiting them from finding jobs matching their educational qualification. These barriers can also be referred to as the factors that influence the underutilization of respondents’ foreign education credentials in the Swedish labour market.
Chapter six: Discussion and Concluding remarks

6.1 Summary of finding
Firstly, the answers to the research questions shall be provided in this section. The research questions of this research are as follows:

1. What is the impact of recognition/ non-recognition of a group of highly educated immigrants’ foreign educational credentials and academic experience on their opportunities to secure qualified jobs?

Answer

Findings of this study showed that the educational credentials and academic experience of the respondents of this study is not recognized in the Swedish labour market and as such they cannot find jobs that are commensurate to their educational qualification while some of them are even unable to secure a job. Thus, the respondents are only able to get employed in the secondary sectors where they can only do cleaning jobs, catering, driving and construction jobs. Furthermore, the respondents explained that the non-recognition of their educational qualification has led to their loss of professional knowledge due to lack of practice.

2. How does knowledge of the Swedish language among them influence their opportunities to find jobs correspond with their educational qualifications?

Answer

The respondents of this study revealed that even though they make efforts to acquire high level skills in Swedish language in order to be able to integrate into the Swedish labour market, they are unable to do so due to reasons such as low quality of Swedish language courses which they enroll into, abandonment of course due to family responsibility, age, lack of Swedish friend to practice speaking the language with and lack of prior knowledge of Swedish language before arriving Sweden. This inability to fluently speak Swedish language has negatively affected their opportunities to find jobs because they are unable to find jobs in the primary sectors in which they may need to communicate in Swedish language. This has made some of them remain jobless for quite a long time before being able to secure jobs in the secondary sector.

3. What are major factors affecting the utilization of their educational credentials in the Swedish labour market?

Answer
Based on the findings of this research, the respondents revealed some factors which they consider as major factors that affect the utilization of their educational credentials in the Swedish labour market.

Firstly, the respondents stated that their inability to fluently speak the Swedish language is one of the factors that is preventing them from getting jobs that are commensurate to their educational qualification. They feel that if they are able to speak and write in Swedish language flawlessly, they will be able to find jobs that are commensurate with their educational qualifications.

Secondly, the findings revealed that another factor which the respondents consider as an obstacle preventing them from finding jobs that are commensurate to their educational qualification is lack of social network. The respondents of this study expressed that their lack of social network is one of the main reasons why they are unable to find qualified jobs because they believe that having native Swedes as friends will help them find qualified jobs. Sadly, they are unable to make native friends and as such cannot find qualified jobs thereby making them work in the secondary sector.

Thirdly, the respondents of this study see the non-recognition of their educational credentials as an obstacle which prevents them from being able to find qualified jobs. They explained to the researcher during the interviews that based on their experience in the Swedish labour market they can say that their educational credentials are not recognized therefore making them unable to secure qualified jobs that match their educational qualifications. According to the respondents, this non-recognition they felt was as a result of discrimination as they said that some other certificates were considered as superior to theirs.

Lastly, results of the study revealed that another obstacle preventing the respondents of this study from finding qualified jobs is the loss of the knowledge. The explained that due to being unemployed for a long time before finding a job in the secondary sector they lose their knowledge as a result of lack of practice. This, the respondents said makes them lose confidence in their ability thereby lacking motivation to continue searching for qualified jobs, so they just stick to the secondary sector jobs.

All these factors are what the respondents of this study consider to be the obstacles preventing them from finding qualified jobs that match their educational credentials. In relation to the human capital theory, this can be referred to as a waste of human capital. Because the theory posits that individuals and civilization derive economic and profitable well-being from
investments in individuals and so therefore if these respondents that are highly educated immigrants cannot find jobs that match their educational qualification in the Swedish labour market then the country cannot derive any economic profitability from the knowledge of these respondents. Human capital theory is one of the key dynamic theories which support the integration of foreign born into the job market. In this view, individual characteristics, mainly the knowledge, academic experience, marital status, language skills, level of education, job experience, and physical abilities about social, cultural, political, economic circumstances are of the most important to the host country (Salmonsson and Mella, 2013; Mossaad, 2014). Thus, it will be in the interest of Sweden to employ the use of this human capital for the economic growth and development of the country.

According to Popovic (2012), normally human capital theory states that skills and understanding that individuals have gained through learning and education experience in a person’s life time are the things that improve an intuition for successful job performance due to a comprehensive set of professionals. In this view, both native and immigrants should have the same advantage and profit in practice when looking for good jobs (ibid).

6.2 The Underutilization of immigrants’ foreign educational credentials in the Swedish job market
Findings from the study showed that the credentials of the respondents are not recognized in the Swedish market. The participants of this study think that employers do not recognize their educational qualification and therefore may not want to hire anyone with qualifications which they are not familiar with. This act has made the HEIs lose their knowledge and skills because they are unable to get employed and practice their profession which will give them the opportunity to use their knowledge and skills. This may also result in the HEIs taking up low-skilled jobs.

Findings of study conducted by (Lemaître, 2007; Gayibor, 2015), illustrated that a large number of HEIs have difficulties finding suitable jobs. They are either more likely to be jobless or less likely to occupy good job positions. In this view, the academic experience and educational credential imported by foreign born from their home countries are not valuable to them in the job market. This is the main reason that HEI accept job positions that are not suitable or do not match their professional experience and knowledge. The findings of this study revealed that all participants had qualified job which to some extent matched their educational qualification in their original countries. It seems their educational credentials were valuable and
beneficial as it had helped them to find qualified job commensurate with their education in their countries of origin. The participants explained that the jobs which they held previously in their countries of origin were satisfactory but they decided to quit the jobs because they thought they could secure more better jobs in Sweden. On the other hand, findings showed that all participants could not find a place which suit their educational qualification in the Swedish labour market, they are treated as cheap labour, only lower skilled employment such as such as cleaner, service in restaurant branch, personal assistant is available for them. It seems having higher education is not beneficial to them and their foreign credentials are not recognized. Five of the participants were working part time jobs while one have job full time at the lower-skilled employment. A number of previous studies have shown the same result. For instance study conducted by Salmonsson & Mella, (2013) revealed that most times the educational certifications of immigrants are not recognized by employers in the Swedish labour market. These scholars argued that the credentials of natives are more recognized and valued by the employers. The reverse is most times the case for HEIs. Thus human capital earnings and profits are often lower for HEIs. This act has a negative effect on the economic growth of Sweden because human capital resource is being wasted.

6.2.1 Major Factors Influencing the Underutilization of Immigrants’ Foreign Educational Credentials in the Swedish labour market
Based on the findings of this study there are two types of factors which have influenced the Underutilization of Immigrants’ Foreign Educational Credentials in the Swedish labour market. These two factors are structural and personal factors:

6.2.1.1. Structural Barriers.
The findings of the present study suggest that structural barriers are one of the challenges standing against the integration of educated immigrants into the Swedish labour market. Institutional or structural barriers denote constraints faced by professional immigrants in relation to recognition of educational credentials, labour market regulations, government procedures and other related professional supervisory frames. This shows that government policies and regulations could influence one’s employment status in a foreign land, and underuse one’ foreign educational qualifications in the Swedish labour market.
6.2.1.1.1. Lack of recognition of foreign educational credential.
The structural factors seem to be very significant. Structural factors linked to assessment procedures of foreign educational qualifications contribute to income disadvantages for foreign-trained immigrants. From the findings, it is shown that three of six respondents have not been able to have their educational certifications recognized by the assessment body as equal with the Swedish educational qualification. For that reason, they have been barred from the labour market and pressed into the disadvantaged income ranking. Consistent with findings by (Andersson and Fejes, 2010; Emilsson et al., 2014; Lemaitre, 2007; Schuster et al, 2013), this study showed that foreign credentials of the participants have played no role in helping them secure highly-paid jobs or jobs that match their educational qualifications.

Interestingly, the said results seem to corroborate the findings of previous studies (Lemaitre 2007 and Schuster et al, 2013) which indicate that failure to recognize educational competency of HEIs expose many of the qualified immigrant professionals to unrelated jobs for which they are over-qualified. The findings of this study correspond with the report by Swedish Council for Higher Education (2015) which states that in 2015 alone about 60% of foreign educational credentials were been rejected. Logically, that means that the employment level of many foreign educated immigrants is somewhat low in the Swedish labour market.

Another important finding of this study is that HEI also have difficulties enrolling into complementary academic courses and training in order to have their credentials validated and recognized by the evaluation board. The respondents of this study were concerned with the following experiences. Firstly, the requirements to register and complete all Swedish language courses appeared as a challenge to integrating into the Swedish labour market. This finding is in agreement with OECD (2014) findings which revealed that language training is a challenge as though the number of new arrivals between 2005 and 2011 doubled in language tuition (SFI), 23% of the participants dropped out and a further 38% achieved only the lowest passing grade. Closely related, it was reported that the required time to study the language courses appeared to be very long for many foreign professionals. For that reason, most of them fail to meet the requirements. However, this study is limited by the fact that the researcher was unable to investigate the reason behind UHR’s rejection of some foreign credentials.

Again the study found that some of the respondents do not have their educational credentials available for validation. Most of such participants are from countries affected by war. This finding is in agreement with Swedish Council for Higher Education (2015 p. 9) pointed out that “For a variety of reasons, it can be difficult to evaluate qualifications from
countries where there is unrest. Regardless of whether there’s a war or other crises in the country”.

Secondly, some highly-educated immigrants are unable to have their educational certificates validated by the Swedish Council for Higher Education due to related incidences of forged certification in countries with high rate of corruption. This might be a reason for UHR’s strictness in the evaluation and validation process of foreign educational qualifications.

Finally, the question of cultural differences seems to influence acceptance or rejection of foreign educational qualifications of some immigrants. During interviews, respondents expressed that immigrants from most countries in Africa and Latin America experience more problems getting jobs as when compared to Western-Europeans, North Americans and Australians as far as getting jobs is concerned. The reason for this is not clear, but it may have something to do with cultural differences. The cultural background and practices of highly-educated immigrants from Africa and Latin America is perceived in Sweden as quite different from that of people from Western-European countries. These findings further support the idea by Musoke (2012), Salmonsson and Mella (2013), Magnusson (2014) and Bevelander and Irastorza (2014), that ethnic bias limits the acceptance of foreign educational qualifications and use of human capital amongst some foreign educated immigrants in Sweden labour market. This implies that cultural sensitivity affects job opportunities, wage and position of HEIs.

Guo and Andersson (2006: p. 26) stated that “the immigrants' knowledge is not acceptable, transferable, or recognizable because their experiences and credentials are considered different, deficient and, hence, inferior”. It is possible, then that foreign educated immigrants have unrelated market worth in Sweden. This means that prejudice exists in the Swedish labour market based on geographic region or countries of origin. The findings of the current study are consistent with those of such researchers as (Taguma, Kim, Brink, & Teltemann, 2010; Lemaitre, 2007) who found a big gap between western and non-western immigrants in terms of employment, job positions, and earnings. The findings further support the findings of Aldén and Hammarstedt (2014) which revealed that immigrants with educational qualifications from European countries appeared to have an upper hand in terms of wages and positions in the Swedish market compared to their African and Asian counterparts.

6.2.1.1.2 Lack of recognition of foreign working experiences
This study also found that lack of acceptance of foreign working experiences prevent many immigrants from getting a skilled job which corresponds with their educational qualification. It has been shown that almost all employees require job experiences to fit into the Sweden labour
market. In a study carried out by Schuster et al. (2013), Andersson and Guo (2009) and Emilsson et al., (2014) it has been shown that to have Swedish job experience is a condition for immigrants to get employed. Given that foreign working experiences are not recognized, the highly, highly-educated immigrants are unable to secure jobs that match their educational qualifications could not qualify for work consistent with their foreign educational qualifications and functioning experiences. The respondents in this study showed that their foreign working experiences were not adequate and valued enough to get them jobs in the Sweden labour market. Employers often ask for Sweden working experience as a condition for qualified employment. This means that mere validation of foreign educational credentials without Sweden working experiences could not help immigrants to qualify for employment in Sweden labour market. Sumption, (2013), revealed that in many cases relevant qualified job experiences is much more important than formal diploma for immigrants.

For this study, three out of six respondents had been unsuccessful in searching for employment commensurate to their education for many years after having their foreign educational credentials validated. This means it is one thing to validate foreign educational qualifications and it is another thing to get employed and integrated in the Sweden labour market. In this respect, the failure to recognize foreign working experiences is an issue of concern. Perhaps it is from such experiences that Salmonsson (2013) suggests the need to merge foreign educational qualifications and working experiences as a way to increase employability opportunities for HEIs. On the other hand, Lemaître (2007) and Gayibor (2015) insist that it is the devaluation of immigrants’ human capital that exposes them to difficulties of getting reasonable jobs. A serious weakness in this argument, however, is that most of the reviewed studies seem to downplay the fact that both foreign working experiences and educational credentials from most of non-Western immigrants’ countries are devaluated in the Sweden job market.

Furthermore, the participants of this study assume that employers’ do not have a standard yardstick for measuring their educational qualifications and professional experiences. Also they felt that due to incomplete evaluation knowledge some employers end up making wrong decisions against both immigrants’ working experiences and foreign educational credentials obtained from non-Western countries. Sumption (2013), noted that employers can make recruiting mistakes which might lead to wrong judgements of applicants.

Schuster et al (2013), states that normative view on labour competence is one of the major sources of structural discrimination in the Swedish labour market which seems to favour
Swedish qualifications against others. In reviewing the literature, it is such experiences which seem to encourage the addition of a Swedish education in addition to foreign educational credentials as a way to succeed in the Swedish labour market.

6.2.1.1.3 Discrimination
Other factors that determine the employment status of highly-educated immigrants are race, ethnicity, and country of origin. Taking into account race and ethnicity, a number of studies have been conducted to examine the impact of these factors on employability of immigrants. Study by Behtoui (2004), showed that immigrants with foreign educational credentials are being excluded from the labour market based on nationality. The research participants suggest that different ethnicity plays a role in the Swedish labour market because employers have some prejudice for people who are different from them, when it comes to the labour market.

Magnusson (2014), states that the negative attitudes of natives increases group of foreign born according to colour and race. On the other hand, the natives show more positive attitudes towards groups that have similar characteristics with them. Employers in Sweden also discriminate based on cultural background of immigrants as they would always prefer to employ applicants from his/her own culture due to social reasons.

According to Reyes (2006), the concepts of cultural variance limit individual’s opportunities of part-taking in the labour market. She argued that, it has become more recognized to define discrimination as structural to describe variances between immigrant and native-Swedes. It is believed by some of the participants that the ‘systematic labour market inequalities’ which exists, because of the discrimination suffered by immigrants in hiring and wages paid while some others explained that the discrimination is based on ethnicity as the gap exists between the ethnic minority and ethnic majority. As explained by the participants, the difference in cultural and social norms of an immigrant and that of native Swedish might make an employer employ a Swedish instead of an immigrant that has different cultural norms. The employers believe that employing Swedish will lead to maximum profitability.

Respondents C, F and A and B showed that inequalities also exist within qualified job, in terms of wage and position. The case of Respondent B’s wife who has two different educational credentials and two academic job experience (one in Kurdistan and other in Sweden), but still does not have enough wages, and positions, is an example of such discrimination. “A person who becomes a teacher for first time he/she will get more salary than my wife’s salary”. According to Borjas (2000), gender, race, nationality, religion, social origin
and ethnicity are key determinants of employment; this the scholar refers to as job market discrimination.

Moreover, interview respondents suggest that there are inequalities which exist within a group of immigrant by region or countries. Aldén and Hammarstedt (2014), indicate how foreign credentials influence immigrants’ qualified employment and managerial position. They made a comparison of having qualified job and managerial position within six racial and ethnic groups, which include native-Swedish, Nordic countries, other European countries, African, Asian, south and north American. Findings of their study showed that racial background is a determining factor of the market value of HEIs.

More so, it has been revealed by past studies that having foreign names gives individuals the opportunity to be invited for job interviews. Reyes (2006), opines that skin colour, surname and choice of cloths could determine an individual’s employability in the labour market. Thus in order to avoid this discrimination, a number of foreign-born change their foreign sounding names to Swedish sounding names. This evident as Respondent B’s daughter who grew up in Sweden and obtained her Bachelors and Masters degrees in Sweden could not find a job until she changed her foreign sounding name to a Swedish sounding name she found a qualified job in which she occupied a managerial position.

Interview respondent argued that they are active in seeking job, and they have sent their CV to different employers, some never get call back to job interviews others got very few call back. The respondents suggest that having foreign name may be a factor influencing the devaluation of their educational credentials. A study conducted by Carlsson and Rooth, (2007), found that an individual with a Swedish name often has 50% greater chance of being called for an interview and/or being offered a job than individuals with a foreign name.

6.2.1.2 Personal Barriers
From the findings it is also shown that there are other important personal barriers in addition to earlier discussed structural barriers, which contribute to devalue immigrants’ credentials in the Sweden labor market. In this respect, Swedish Language proficiency, lack of social network, and lack knowledge become prominent in the list as discussed below:

6.2.1.2.1 Swedish Language
The findings show that proficiency in Swedish language is central in defining the promptness and attainment of economic and social integration amongst immigrants in Sweden labour market. It has been reported that, with adequate Swedish language skills the foreign-born immigrants can establish and sustain constructive networks with the native-born population.
Respondents claimed that experience could support the reasonable search for a qualified job in Sweden labour market. In contrary, lack of fluency in Swedish language is considered as one limiting factor for educated immigrants to qualify for the job market. Respondents in this study shared that Swedish language is one of the reasons for their failure to match their foreign educational credentials with related job experience in the Sweden labour market.

Chiswick and Miller (2007), noted that lack of expertise in host language and lack of understanding of socio-cultural codes could considerably condense educated immigrants’ opportunities for employment in the competitive labour market. This finding is similar to the finding by (Lemaitre 2007; Salmonsson & Mella, 2013; OECD, 2014) that at much skilled work high expertise of Swedish language is one of the criteria. A possible explanation for such emphasis on Swedish language might be that fluency in the language helps foreign-born to abide by safety orders and instructions thereby sustaining genuine interactions with employers, respective workers and customers. Yet, it was learnt that proficiency in Swedish language in not a requirement for low skilled works, including bus and taxi drivers and house cleaning.

Interestingly, two other respondents showed that proficiency in Swedish language is not the main criteria for all expertise employment. In this case, laboratory works and IT were mentioned as jobs that do not demand a high level of Swedish language proficiency since the use of English language was enough. It is difficult to explain this particular observation in a coherent manner, but it might be related to the nature of expertise within each profession. The most important thing is that being able to speak Swedish language could help an immigrant find a reasonable job which corresponds with his/her field. However, there are claims that the quality of Swedish language courses is not good enough for most of the immigrants that desire to develop a high level of proficiency in the language (Taguma et al., 2010). In addition to that, respondents also mentioned lack of chance to practice Swedish language inside and outside of their residences as well as at their working places has subdued the zeal to master it as expected.

Moreover, respondents of this study explained that living in segregated areas has limited their interaction with native Swedes. They stated that this is a challenge that has contributed to their inability to understand Swedish language which can be an added advantage for them in the job market. The findings are in agreement with earlier studies by (Torty, 2009; Bevelander and Irastorza, 2014; Lemaître, 2007, OECD, 2014). Besides, it has been noted by one of the respondents that low individual retaining memory, hearing impairment and aging affects his ability to learn and understand Swedish language. Furthermore, lack of prior knowledge of Swedish language before migrating to Sweden was reported to be one of the factors that have
contributed to the slow learning of the language by some of the participants. Taguma et al., (2010), posits that lack of knowledge of the Swedish language before arriving in Sweden had weakened most immigrants’ efforts to master it.

Furthermore, the findings showed that homesickness, cultural shock and work stress has negatively affected some of the respondents ability to learn the language well. Similar findings have been shared by other researchers as (Torty, 2009; Landos & Olofsson, 2014; Lemaitre, 2007) who found that culture shock, nostalgia, trauma and pressure, could encourage distasteful attitudes to the new culture and decrease motivation to learn host cultural codes and language. The finding has also revealed that lack of time due to family obligations also contributed to the respondents’ failure to learn Swedish language in proficient manner.

6.2.1.2.2 Social Network
The respondents suggest that a person who has many contacts in his/her social network could be able to secure a job through the help of these contacts as long as he/she is valued in the social network. Thus, lack of social network can be one of the factors influencing the inability of HEIs to secure a job that matches their educational qualification. Hensvik and Skans (2013) pointed out that one of the keys to having good paying jobs is to establish social contacts. Interview Respondents revealed that Social networks play an important role in the recruitment of individuals into the Swedish labour market. The report by Hensvik and Skans (2013) revealed that 60 to 70 percent of employers depend on informal recruitment agents to source employees for their organizations. Respondents suggest that employers recruit a person they know through someone who knows them because they are more likely to trust the judgement of the person referring the employee to them.

A study by Nilsson (2011) revealed that 70 percent of adults within the ages of 19-25 secured a job through informal contacts. This is evident in the results where Respondents B, D, A, and E used personal contacts in getting their job in secondary sectors (work in service sector). Behtoui (2004), also supports the notion that informal channels and personal contacts could be very helpful for immigrants seeking employment as respondent D was able to secure a job in lower-skilled employment after three months of being in Sweden. Meanwhile, respondent D has been here in Sweden for thirteen years and unable to find a qualified job which corresponds with her educational qualification due lack of social contact with the right persons and lack of job reference. SCB (2009b) Reported that 73 percent of foreign-born believe that one of the major reasons why they cannot find a job that corresponds with their educational qualification. The findings of this study revealed that five out of six participants indicate that they do not have
social network with native Swedish that could help them get a qualified job. It seems having contact with only immigrants or Swedish who work in lower skilled-employment is not sufficient and helpful. For instance, respondent E who has enough contact with foreign and native-peers, is unable to get a job which corresponds with her education because all her contacts have low-skilled jobs and as such can only help her find low-skilled jobs. On the other hand, respondent B’s wife could find a job which match with her education through having contact with native-Swedish working in her education field.

More so, the findings revealed that one of the reasons HEIs are unable to establish contacts with Swedish natives is because they live in immigrants-dominated areas where native Swedes can hardly be found. The participants also explained that the poor knowledge of cultural and social norms among the two groups (Immigrants and native Swedes) has contributed to the lack of friendship among the two groups.

6.2.1.2.3 Loss of Professional and Educational Knowledge
Based on the findings of this study, loss of educational and professional knowledge is one of the effects of lack of recognition of immigrants’ educational credentials. Findings revealed that in the lower-skilled employment there is ‘lack of opportunities to use their qualification knowledge’ this has led to the loss of their professional and educational knowledge which they obtained during long a process of educational and academic experience. This leads to lack of motivation among participants to seek for a qualified job which matches their educational qualification. Respondents revealed that they have temporarily lost their professional knowledge and therefore need to update it. This is a major hindrance because when they lose this knowledge they are unable to search for that matches with their educational qualification because they feel that even when they are employed in high-skilled employment their performance will be low.

6.3 Limitations of the Study
This study is limited by few factors which are given below:

1. The study is limited by the exclusion of employers in the study in order to have better understanding of why highly educated immigrants are unable to find jobs that corresponds with their educational qualification. The inclusion of the employers in this study would have provided the researcher with reasons why highly educated immigrants are unable to secure qualified jobs in the Swedish labour market.
2. The research is also limited by the exclusion of Swedish Council for Higher Education (UHR) in order to examine the reason(s) why UHR does not recognize some highly-educated immigrants’ educational certifications. Having included UHR in this study would have been of great significance to the findings because it will provide the highly educated immigrants with information on why UHR does not recognize their foreign educational credentials thereby making it them take precautions measures so that they will not be taken unaware by the unrecognition of their certificates. The reason why the researcher was not able to include the employers is because he assumed that none of the employers will agree he/she discriminates against foreigners.

6.4 Conclusion
It can be said that there a number of factors that influence the employment status of highly educated immigrants in the Swedish labour. Based on the opinion of the interviewees they are unable to get hired or get jobs that corresponds with their educational qualifications because:

- The employers in the Swedish labour market think their educational qualifications are lower than that of Sweden and as such cannot perform well at work when employed.
- Their educational and professional experiences are not recognized by the Swedish labour market as well as UHR. But in some cases their educational credentials are not available for validation.
- Lack of Swedish language proficiency.
- Lack of social contacts with native Swedes that could help them get qualified jobs.

 Furthermore, most of the participants emphasised on the issue of their inability to fluently communicate in Swedish language as one of the major factors that hinders them from getting the kind of jobs they desired. They said that they think that being able to fluently communicate in Swedish will increase their chances of getting jobs that match their educational qualification. Thus if newly-arrived HEI realize the importance of speaking Swedish language which can be a main obstacle preventing HEI from getting occupations commensurate with their qualifications, they will be able to make effort to learn the language prior to their arrival to Sweden.

With these findings, it is safe to say that for an immigrant to be able to penetrate the labour market in a foreign country he/she must be able to understand the social and cultural
norms of that country so that establishing social contacts with natives is made easy because having native contacts could help and immigrant secure a desirable job in the labour market.

Secondly, it is important for immigrants to be able to communicate fluently in the language of the host country in order to be able to have higher chances of getting employed in the labour market.

However, an individual’s personal efforts may not be sufficient enough to help him/her stand the situation of the labour market which might have negative impacts on them because there are other factors such as structural factors that influence their ability to secure jobs that match their education qualifications. Thus, it is important for immigrants to understand the situation of the labour market of a given country before deciding migrate there in search of greener pastures so that they don’t get stranded and be left at the mercy of low-skilled jobs or jobs that do not match their educational qualification.

Also, it is apparent that employing these immigrants can be of economic value to a country as their productivity can lead to the economic growth of a country; employers should also consider this fact when discriminating against immigrants in the process of hiring labour.

6.5 Suggestion for Future Research
Firstly, as a continuation of this study and research, further research could possibly focus on educated-foreign born which were born in Sweden and obtained their educational credentials in Sweden in order to investigate their situation and performance in the Swedish labour market.

Secondly, future studies could be conducted to investigate the factors that influence employers’ acceptance of foreign-born educational qualification and professional experiences. This will help the immigrants better understand the reasons why their educational certificates are not recognized by these employers. Also a study which looks at the factors that influence UHR’s acceptance and recognition of Highly-educated immigrants’ educational credentials will be of great help to immigrants as it will provide them with better understanding of why their certificates are not recognized and validated by UHR.

Thirdly, it would be interesting to investigate other group of HEIs who mainly come from developed countries like Canada, US, Nordic countries in order to investigate if their educational credentials are valuable in the Swedish labour market? This will help other immigrants from underdeveloped countries understand if they are being discriminated in the Swedish labour market based on their country of origin, their race, development status and geographic location.
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Appendix 1: Interview guide in English language

- **Background, personal information**
  1. Age, Country of origin, and other countries if you have lived there for a period (time)
  2. Are you single married or cohabiting?
  3. If you are married do you have any children? How many Children do you have?
  4. What is your highest level of education?
  5. When did you move to Sweden, and what was the reason?

- **Relate to language background**
  6. What is your native language?
  7. Which language(s) do you speak fluently?
  8. When did you start learning Swedish?
  9. How do you evaluate your ability to speak Swedish? High, medium, low
  10. Have you completed Swedish language courses?
      a. If yes, how long did it take you to complete the Swedish language courses?
      b. What motivates/encourages you to learn Swedish?
      c. If not, what were the reasons behind preventing you from improve your Swedish language skills?
  11. How do you evaluate the quality of Swedish language courses?
      a. If you evaluate it as a poor quality, can you explain the reason?
  12. How do you explain the major factors that hinder you from improving their skills to high level of Swedish language skills?
      a. How did you feel any cultural shock that have negative impact of your process of learning Swedish when come to Sweden?
      b. In what way family responsibilities (economy) have affected your learning Swedish
      c. How do you have opportunities to practise Swedish in your home, outside home and at work?
      d. How did you feel any difficulties of learning Swedish because of aging?
      e. Have you had any knowledge about Swedish language before arriving to Sweden?

- **Relate to recognition educational credential and academic experience**
13. Have you had problems getting your educational qualifications accepted by the Swedish Agency for Higher Education Services (UHR, Högskoleverket)?
   a. If yes, were you asked for any complementary?
   b. What kinds of complementary were requested?

14. In your perspective, what is the main reason behind the lack of validation of your credential by UHR?

15. To what extend lack of recognition of your education qualification has affected you to find a job that corresponds to your education qualification?

16. Have you had problems to get your academic experience accepted by the Swedish employees?
   a. If yes, what were reasons behind this?

- **Relate to social network**

17. What kind of social network do you have that can help you to join the Swedish labour market?
   a. What kind of contact did you have with native Swedish?
   b. If not, what reasons behind it?
   c. Have you ever got a job through social network?
   d. If not, what are the reasons behind it?

18. Which territory do you live? Dominate by native Swedes or immigrants

- **Relate to employment**

19. What job(s) did you have in your home country or any other countries?
   a. Was it corresponding to your education qualification?
   b. Were you satisfied with it?

20. What was your first job in Sweden? How long did it take you to obtain your first job?

21. How many employments have you had?
   a. Where, how long?
   b. How did you find them?

22. Do you have a job currently?

23. Are you employed permanently or temporarily?

24. Does your current job correspond to your educational qualification?
   a. If yes, tell me how?
   b. If not, why have you chosen it?

25. Are you satisfied with your current job?
   a. Yes, how
b. No, why

26. How satisfied are you with your salary?
   a. If you are not satisfied with your salary, what is the main reason?

27. Have you experienced any difficulties while applying for jobs in Sweden?
   a. If yes, what difficulties have you experienced in Sweden? (while getting your job(s))

28. In your opinion, what are the main factors that you believe have prevented you from getting a job within your educational field?

- **Relate to discrimination**

29. How do believe that your ethnicity plays a role when it comes to the labour market? can you explain
   a. Have you ever been discriminated because of your ethnicity?

30. How do you believe that your religion plays a role when it comes to the labour market? Can you explain?
   a. Have you ever been discriminated because of your religion?
   b. In your viewpoint, has having foreign name limited you to find job?

31. Have you ever been discriminated? What was the base(s) of discrimination

- **Relate to outcome of being in lower-skilled employment**

32. How do you feel about being out of work or (lower-position employment)? Do you feel happy with it?
   a. How unemployment or lower-position employment does affect you psychologically?
   b. How do you access you knowledge about you education qualification after being in low skilled-employment? Do you still remember it?
Appendix 2: Interview guide in Swedish language

bakgrund, personlig information

1. Ålder, ursprungsland och andra länder om du har bor där under en period (tid)
2. Är du single, gift eller sambo?
3. Om du är gift har du barn? Hur många barn har du?
4. Vad är din högsta utbildung?
5. När började du flyttar till Sverige, och vad som var orsaken (s)?

• Relatera till språkliga bakgrund

6. Vilket är ditt modersmål (s)?
7. Vilket språk (s) kan du tala flytande?
8. När började du lära svenska?
9. Hur bedömer du din förmåga att tala svenska? Hög, medium, låg
10. Har du färdig svenska språkkurser?
    a. Om ja, hur lång tid tog dig att slutföra den svenska språkkurser?
    b. Vad motiverar / uppmuntrar dig att lära sig svenska?
    c. Om inte, vad var orsakerna till att du kan förbättra din svenska språkkunskaper?
11. Hur utvärdera kvaliteten på svenska språkkurser?
    a. Om du betrakta det som en dålig kvalitet, kan du förklara varför?
12. Hur förklarar du de viktigaste faktorerna som hindrar dig från att förbättra sina färdigheter till hög nivå av Svenska språkkunskaper?
    a. Hur kom du kände någon kulturchock som har negativ inverkan på processen att lära sig svenska när kommer till Sverige?
    b. På vilket sätt försörjningsplikts mot familj (ekonomi) har att påverka din lära svenska
    c. Hur har du möjlighet att öva svenska i hemmet, utanför hemmet och på arbetet?
    d. Hur kom du kände några svårigheter att lära sig svenska på grund av åldrande?
    e. Hur gjorde du någon kunskap om svenska språket innan de anländer till Sverige?

• Relatera erkännande utbildnings referens och akademisk erfarenhet

13. Har du haft problem med att få din utbildning / kvalifikationer som godkänts av svenska Myndigheten för högskoleservice (UHR, Högskoleverket)?
    a. Om ja, du bad om något extra?
    b. Vilka typer av kompletterande ombads?
14. I ditt perspektiv, vad är den främsta orsaken bakom inte validera din referens av UHR?
15. Till vilken utsträckning brist på erkännande av din examen har påverkar dig att hitta ett jobb som motsvarar din examen?
16. Har du haft problem med att få din akademisk erfarenhet accepteras av de svenska anställda?
   a. Om ja, vad är orsaken till detta?

**Relatera till sociala nätverk**
17. Vilken typ av sociala nätverk har ni som kan hjälpa dig att gå den svenska arbetsmarknaden?
   a. Vilken typ av kontakt har du haft med infödda svenska?
   b. Om inte, vilka skäl som ligger bakom det?
   c. Har du någonsin fått ett jobb genom sociala nätverk?
   d. Om inte, vilka är skälen till det?
18. Vilket område bor du? Dominera av infödda svenskar eller invandrare?

**Relatera till anställning**
19. Vilket jobb (s) gjorde du har i ditt hemland eller något Et land?
   a. Var det motsvarar din examen?
   b. Var du nöjd med det?
20. Vad var ditt första jobb i Sverige? Hur lång tid tog det dig att få ditt första jobb?
21. Hur många anställningar har du haft?
   a. Var, hur länge?
   b. Hur hittade du dem?
22. Har du ett jobb för närvarande?
23. Är du anställd permanent eller tillfälligt?
24. Gör ditt nuvarande arbete motsvarar dina utbildningsbevis?
   a. Om ja, berätta hur?
   b. Om inte, varför har du valt det?
25. Är du nöjd med ditt nuvarande jobb?
   a. Ja, hur
   b. Nej varför
26. Hur nöjd är du med din lön?
   a. Om du inte är nöjd med din lön, vad är den främsta orsaken?
27. Har du haft några problem samtidigt ansöker om jobb i Sverige?
   a. Om ja, vilka svårigheter har du upplevt i Sverige? (Samtidigt som de får ditt jobb (s))

28. I din åsikt, vilka är de viktigaste faktorerna som du tror har hindrat dig från att få ett jobb inom ditt utbildningsområdet?

• Relatera till diskriminering

29. Hur tror att din etnicitet spelar en roll när det gäller arbetsmarknaden? kan du förklara
   a. Har du någonsin blivit diskriminerad på grund av din etnicitet?

30. Hur tror du att din religion spelar en roll när det gäller arbetsmarknaden? Kan du förklara?
   a. Har du någonsin blivit diskriminerad på grund av din religion?
   b. I din synpunkt, har med utländska namn begränsad dig att hitta jobb?

31. Har du någonsin blivit diskriminerad? Vad var basen (s) av diskriminering

• Relatera till resultatet av att vara i lägre kvalificerad anställning

32. Vad tycker du om att vara utan arbete eller (nedre läge anställning)? Känner du dig nöjd med det?
   a. Hur arbetslöshet eller lägre position anställning gör påverkar dig psykiskt?
   b. Hur får du tillgång dig kunskap om du examen efter att ha lågutbildade anställning ni fortfarande minns det?
Appendix 3: interview guide in Kurdish language

1. ئابەستەن لە باکرەناری
2. نەگەر خزناداری مەدلەنەکەی هەیە؟
3. نەگەر ج بروانەمەکەی خۆبنەت تەواو کردووە؟
4. کەی ھەڵامەیە خۆی سویەد؟
5. هۆکاری ھاێنت؟

زانیاری لەبەرەکی زمان

6. زەنانی دایکت چی یە؟
7. چەند زمانی دەبەشێی دەزەنتی؟
8. کەی دەستەنە کردووە به فەرمییەی زەنانی سویەدی؟
9. چەند توانای زەنانی سویەدی هەڵەمەنییەکەی؟
10. چەند ھەموو خۆلەکانی زەنانی سویەدی تەواو کردووە؟

ا. چەندەرەوە خۆلەکانی زەنانی سویەدی تەواو کردووە تەواوە ماوەی چەندی بردنەت؟
ب. بوبچی یانەرەوە یۆتەوەوەکەیی؟
ت. چەندەرەوە تەواو کردووە ھۆکاریەکەی؟

ت. چەندەرەوەگەر کۆرەسەکانی سویەدی تەواوەوە ھۆکارەکەی چی یە؟

11. چەند ھەڵەمەنییەکەی خۆلەکانی سویەدی هەڵەمەنییەکەی؟
12. چەندەرەوەگەر نێوانە خەڵاکیەکەی بەس نکەی؟

ب. چەندەرەوە یەکەیەکەی نەفەڕەکانی ھەرەوەیەکەی خۆبەندی خەڵاکیەکەی لە پەسەندی فەرمییەکەی سویەدی؟

ت. چەندەرەوە یەکەیەکەی نەفەڕەکانی ھەرەوەیەکەی لە سەر فەرمییەکەی سویەدی؟

س. چەندەرەوە یەکەیەکەی نەفەڕەکانی ھەرەوەیەکەی لە سەر فەرمییەکەی سویەدی؟

ش. چەندەرەوە یەکەیەکەی نەفەڕەکانی ھەرەوەیەکەی لە سەر فەرمییەکەی سویەدی؟

زانیاری دەبەرەکی بەسەندەکەی بەڵگەنەمەی خۆبنەت

13. چەندەرەوە یەکەیەکەی نەفەڕەکانی ھەرەوەیەکەی لە ھەسەندەکەی بەڵگەنەمەی خۆبنەت لەلایەنەکەی UHR؟

ا. چەندەرەوە یەکەیەکەی نەفەڕەکانی ھەرەوەیەکەی لە ھەسەندەکەی بەڵگەنەمەی خۆبنەت لەلایەنەکەی UHR؟
ب. جەنەد خەڵکی داواکەرەکەی بەسەندەکەی بەڵگەنەمەکەی UHR؟
14. به رای تو هیکل چی لیبرالیسم پرسندنید کارئی باگت‌های اقتصادی؟

15. تا ج راده‌پیکری پرسندنید کارئی باگت‌های اقتصادی بی‌بسیسی رهبری سیاست‌ها به دوگاه‌های کارئی لیبرالیسم کارئی؟

16. تا جهت رهبریتی هیکل چی لیبرالیسم پرسندنیدنی هیکنی بر تن‌دزی نگاهی کارئی‌تی؟

1. نهگ، به تلوی هیکارانه‌چی، پرسندنید کارئی اقتصادی هیکنی بر تن‌دزی نگاهی کارئی‌تی؟

زبان‌یابی لهباره پی‌هاین و کومه‌اینی

17. تا جهت پی‌هاین‌نیکی کومه‌اینیتی هیکه که پارتمه‌تی باد در دوگاه‌های کارئی باش؟

تا جهت پی‌هاین‌نیکی کومه‌اینیتی هیکه لگه‌ل خلاکی سویی؟

ب. نهگ، شین‌هک‌چی؟

ت نهگ، که هیک‌که‌هاین‌نیکی که سیاک‌هاین‌یو دوگاه‌های کار؟

ا. نهگ، که تخلیه هیک‌چی؟

18. له کام، چیزی؟ زنانه‌ی خلاکی پیامی یا ن سوینی؟

زبان‌یابی له‌سیم کارکردن

20. تا جهت کارکرد هیکه لیبرالیسم پرسندنیدی یا لولوی لیبرالیسم تر؟

ا. تا جهت لیبرالیسم رازی‌ی؟

21. چه پسر کارس لیبرالیسم چیزی به، چهند سیاستی به جویه؟

22. چهند ویژگی کارکرد درویشی لیبرالیسم سویید؟

ا. چهند نماینده کارکرد این‌ین سوییدی؟

ب. چهند نماینده کارکرد دیهد؟

23. تا جهت کارکرد که یزیک پهناوری کارکرد نماینده؟

ا. تا جهت کارکرد نماینده یا رسمی‌ی؟

24. تا جهت کارکرد که باری خویه؟

ا. نهگ، خلیبی پهناوری؟

ب. نهگ، خلیبی پهناوری؟

25. تا جهت رازی لیبرالیسم کارکرد؟

ا. نهگ، خلیبی؟

ب. نهگ، خلیبی؟

ت. نهگ، خلیبی؟

27. نهگ، خلیبی؟

28. نهگ، خلیبی؟
زبانیاری له باره‌ی چیکاری

۲۹ لینا یه تا چون ده یاره وایه یه گه‌ر ده‌ری یه‌یه له بیلاری سوئدی یوه بایس بکه؟

ا. لینا یه‌یه کان یه‌یه‌ت کرده‌نه چیکاری‌یان یه گر دیت له‌بیر ره‌گرکه؟

۳۰ لینا یه‌یه‌ت یه‌یه‌ن دین روزلی یه‌یه له بیلاری سوئدی یوه بایس بکه؟

ا. لینا یه‌یه‌ت کان چیکاری‌یان یه‌ردوی له‌بیریدنی؟

ب. لینا یاره وایه‌که ناوه رینی ده‌ره‌ته‌کی یارکردنت یه‌بم ده‌که؟

۳۱ لینا یه‌یه‌ت کان یه‌یه‌ت به‌چیکاری یردودیوه، وه چیکاری‌ه‌ن له‌سر چی بوبی؟

زبانیاری له باره‌ی کاریگره‌ی چیکاری خرایاب با کاریک له‌واری خوئت بیت

۳۲ لینا یه‌یه‌ت یه‌یه‌ت چوئه‌که یانکی کار له‌واره‌که خوئت ناکه‌هی؟

ا. لینا یه‌یه‌ت نهم‌ره‌که یانکه‌که له‌واری خوئت ناپه‌که‌ی یاریگره‌ی ده‌رونه‌ی یه‌یه له‌پس‌ئره؟

ب. لینا یه‌یه‌ت‌ی‌اره‌ن‌ه‌ن‌یه‌کی له‌واری خوئت به‌یه‌ن‌ک‌دی‌یووه هور بیره ماه‌نه‌ئیستا له بود خوئت

کارناکه؟