



Preparing for the Canadian Labour Market: Education, Training and Language

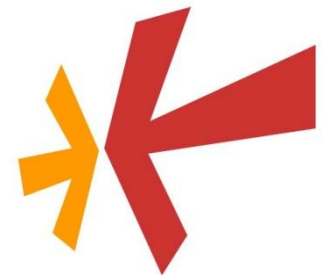
by

**Dr. Steven Tufts (York University), Sophia Lowe (World
Education Services), Dr. Rupa Banerjee (Ryerson
University) and Stella Park (TIEDI)**

Research Snapshot 1 Presentation-TIEDI Forum, October 7, 2011
Osgoode Professional Development Centre, Toronto

License:

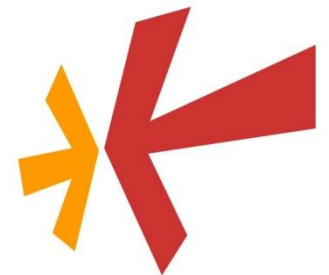
- There is no cost to use the figures included in this file. We ask however that you acknowledge TIEDI and use the figures for non-commercial purposes only.
- For comments or questions, contact the TIEDI Principal Investigator, Dr Philip Kelly (pfkelly@yorku.ca), or the TIEDI Project Coordinator, Stella Park (pstella@yorku.ca).



What is the Issue?

Primary challenges facing immigrants integrating into the labour market are:

- ñ associated with learning English and/or French; and
- ñ educational qualifications are not always recognized by employers or easily upgraded.



What did we find?

Well known trends:

Language matters in terms of employment outcomes

Relationships between educational attainment and employment outcomes are less straightforward

Non-Canadian education does have an impact on labour market outcomes

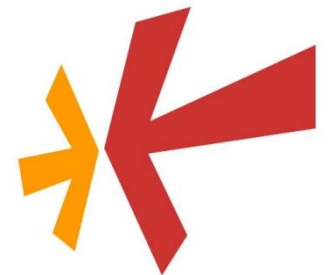
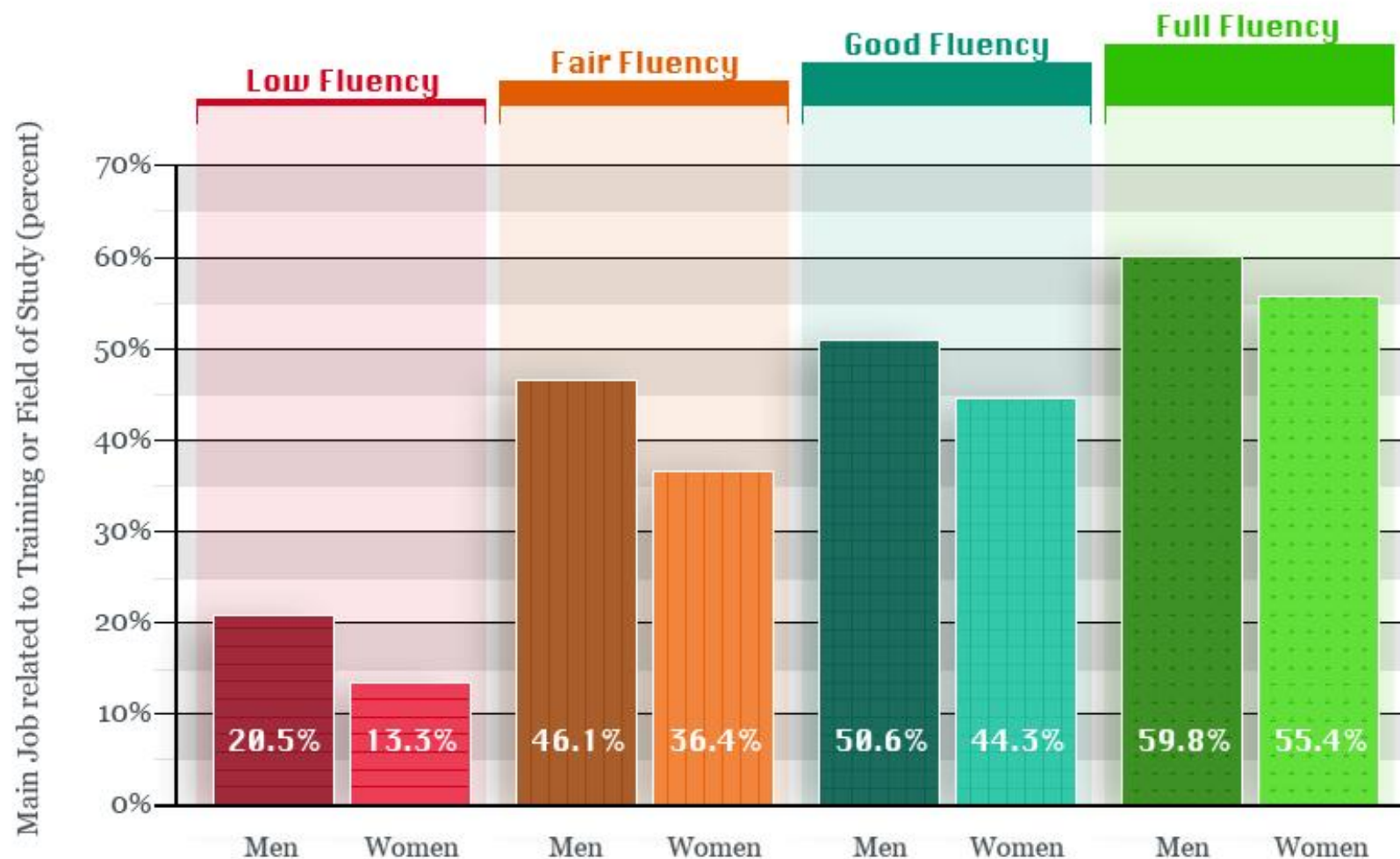


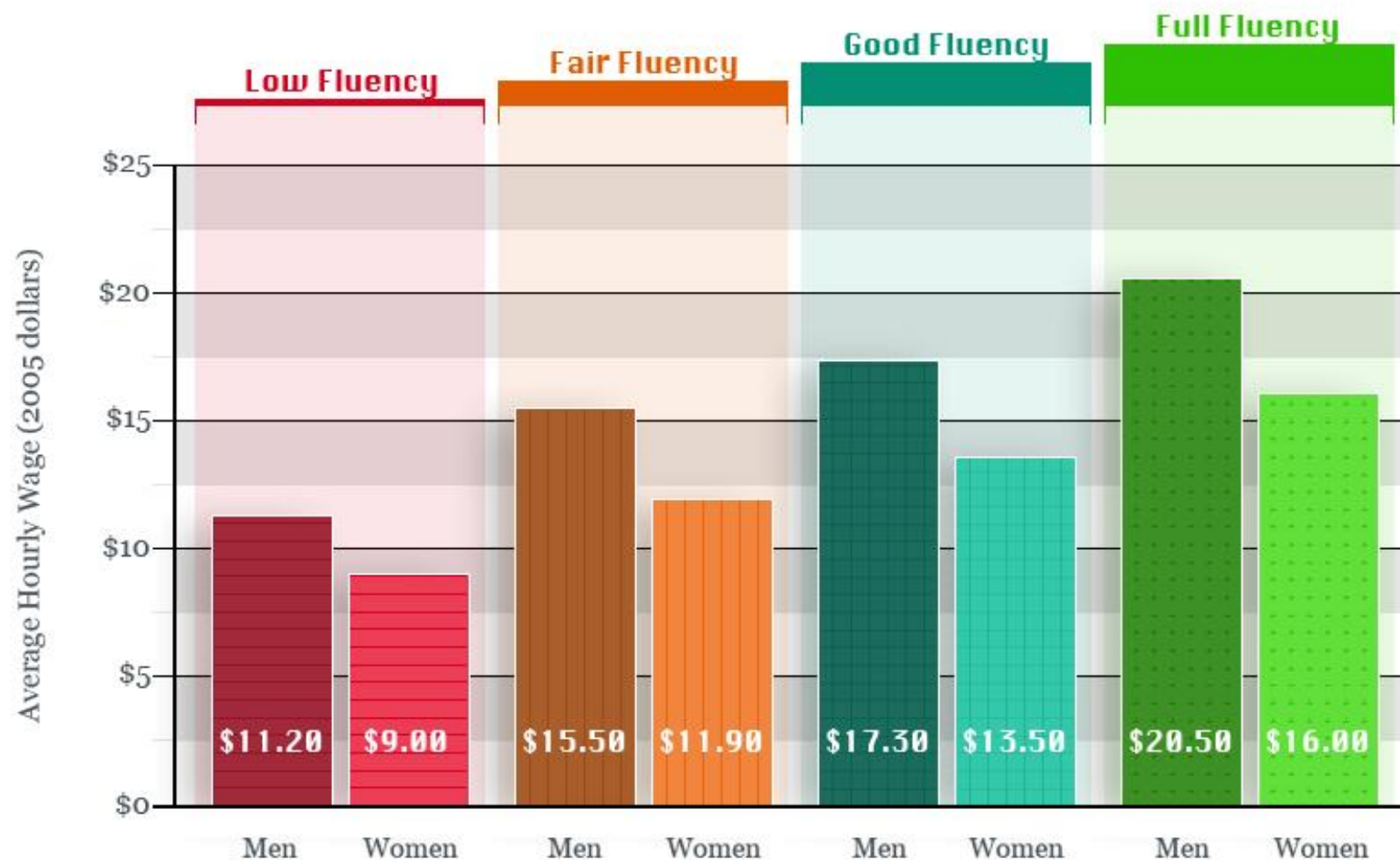
Figure 1: Percentage of Main Job being related to Training or Field of Study by Self-Reported English and French Speaking Ability, 4 years after landing, Canada



Adapted from TIEDI Analytical Report #6, Table 10 using data from the Longitudinal Survey of Immigrants to Canada (LSIC).

www.yorku.ca/tiedi/pubreports.html

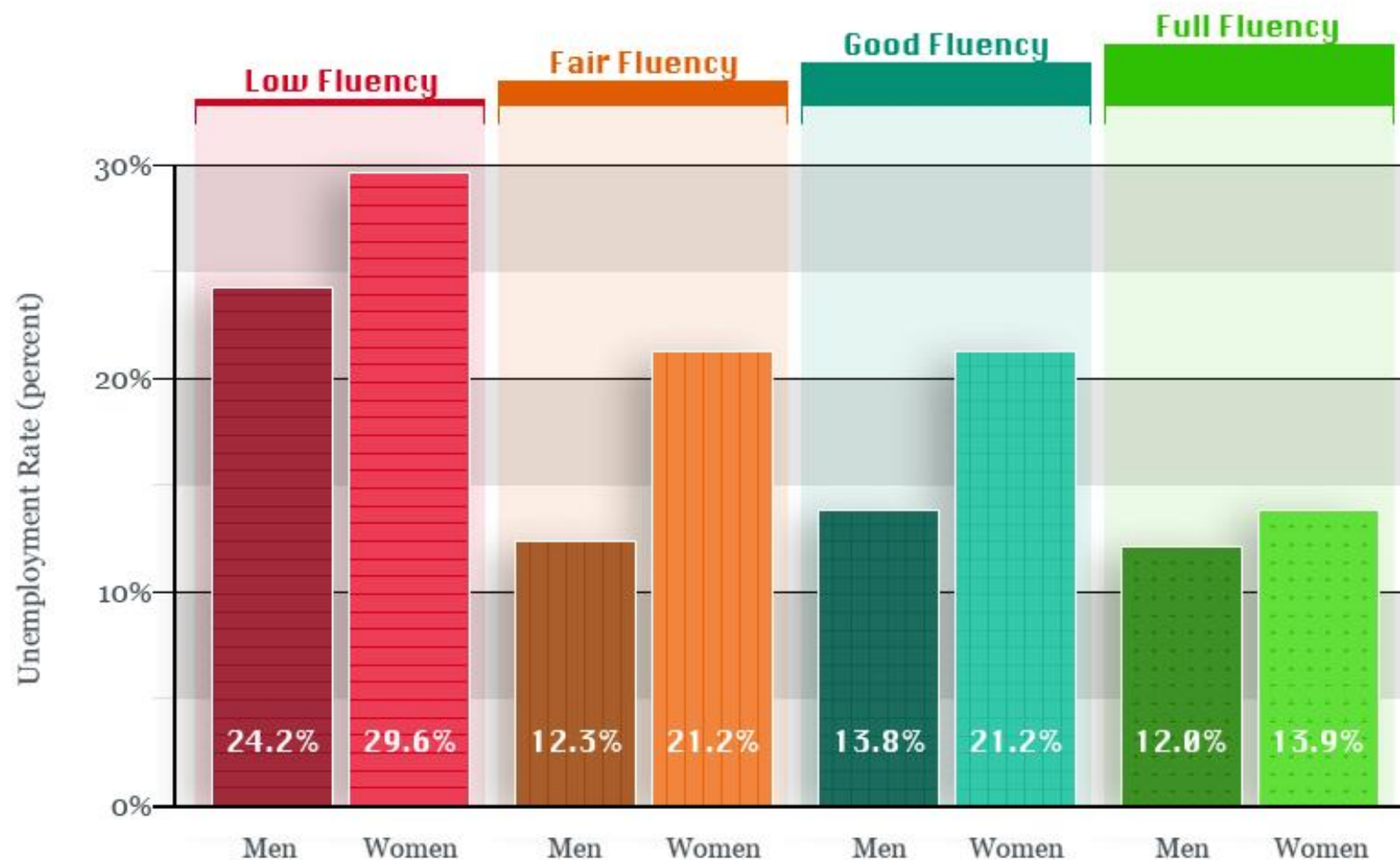
Figure 2: Average Hourly Wage (2005 dollars) by Self-Reported English and French Speaking Ability, 4 years after landing, Canada



Adapted from TIEDI Analytical Report #6, Table 8 using data from the Longitudinal Survey of Immigrants to Canada (LSIC).

www.yorku.ca/tiedi/pubreports.html

Figure 3: Unemployment rate by Self-Reported English and French Speaking Ability, 4 years after landing, Canada



Adapted from TIEDI Analytical Report #6, Table 4 using data from the Longitudinal Survey of Immigrants to Canada (LSIC).

www.yorku.ca/tiedi/pubreports.html

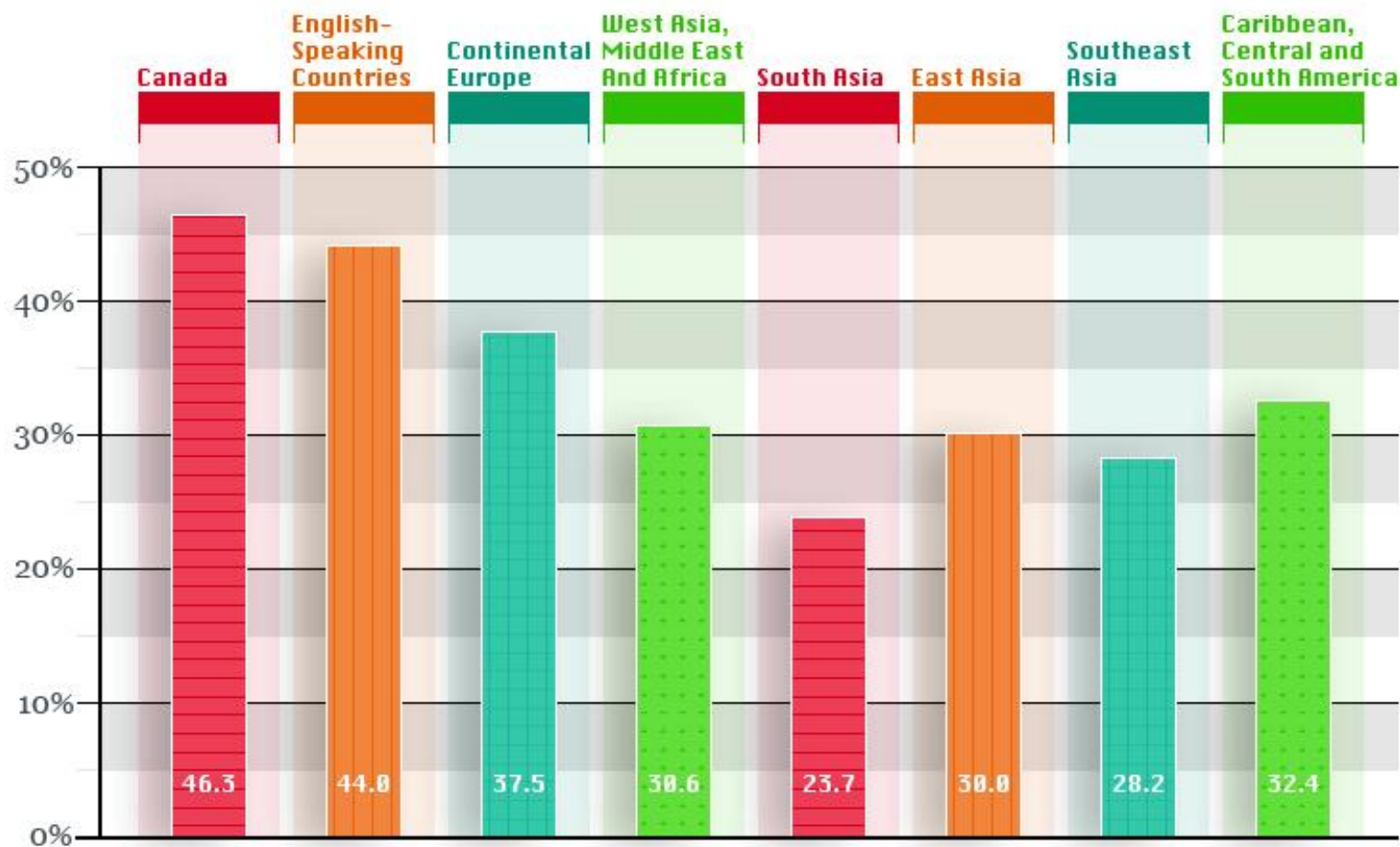
Figure 4: Ethnic Composition of Workplace by Self-Reported English and French Speaking Ability, 2 years and 4 years after landing, Canada



Adapted from TIEDI Analytical Report #6, Table 11 using data from the Longitudinal Survey of Immigrants to Canada (LSIC).

www.yorku.ca/tiedi/pubreports.html

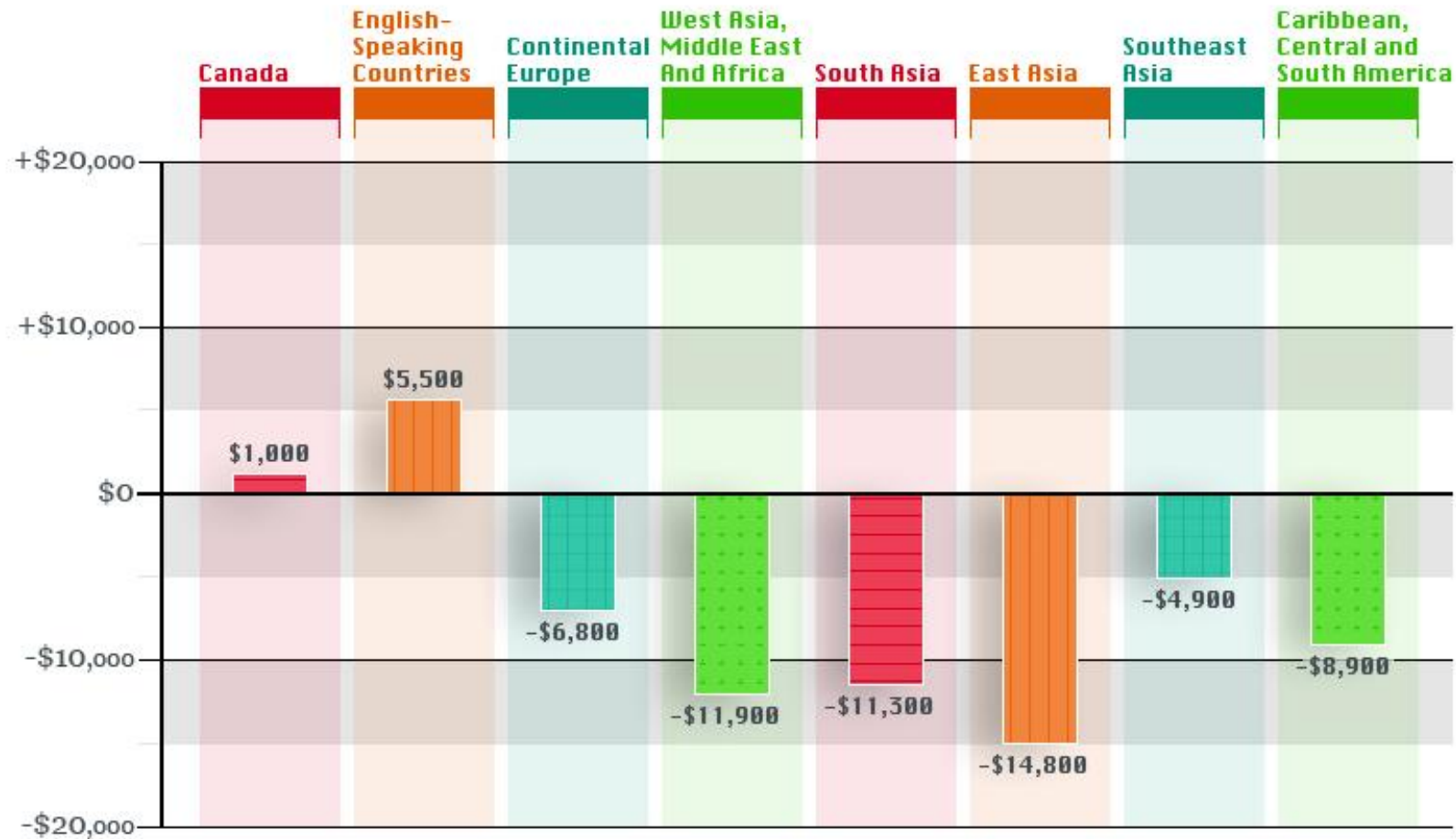
Figure 5: Percentage of Population in Relevant Employment by Place of Study of Highest Education, 2006, Canada



Adapted from TIEDI Analytical Report #14, Table 4 using data from the 2006 Census.

www.yorku.ca/tiedi/pubreports.html

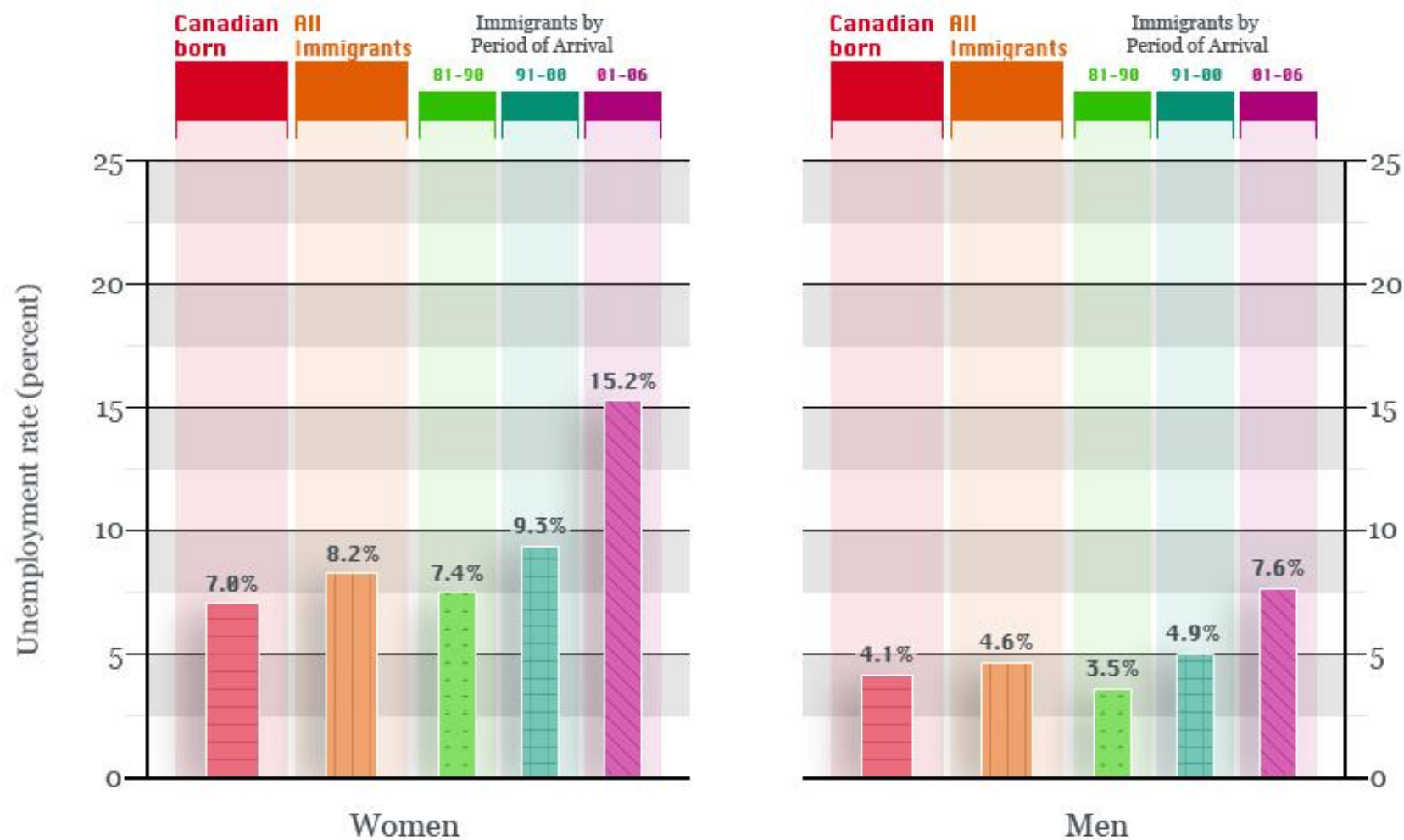
Figure 6: Average Relative Annual Wage (2005 dollars) by Place of Study of Highest Education, 2006, Canada



Adapted from TIEDI Analytical Report #14, Table 4 using data from the 2006 Census.

www.yorku.ca/tiedi/pubreports.html

Figure 7A: Unemployment and Participation Rates for Canadian-born and Immigrants by Educational Attainment, Period of Immigration, and Gender, Toronto CMA

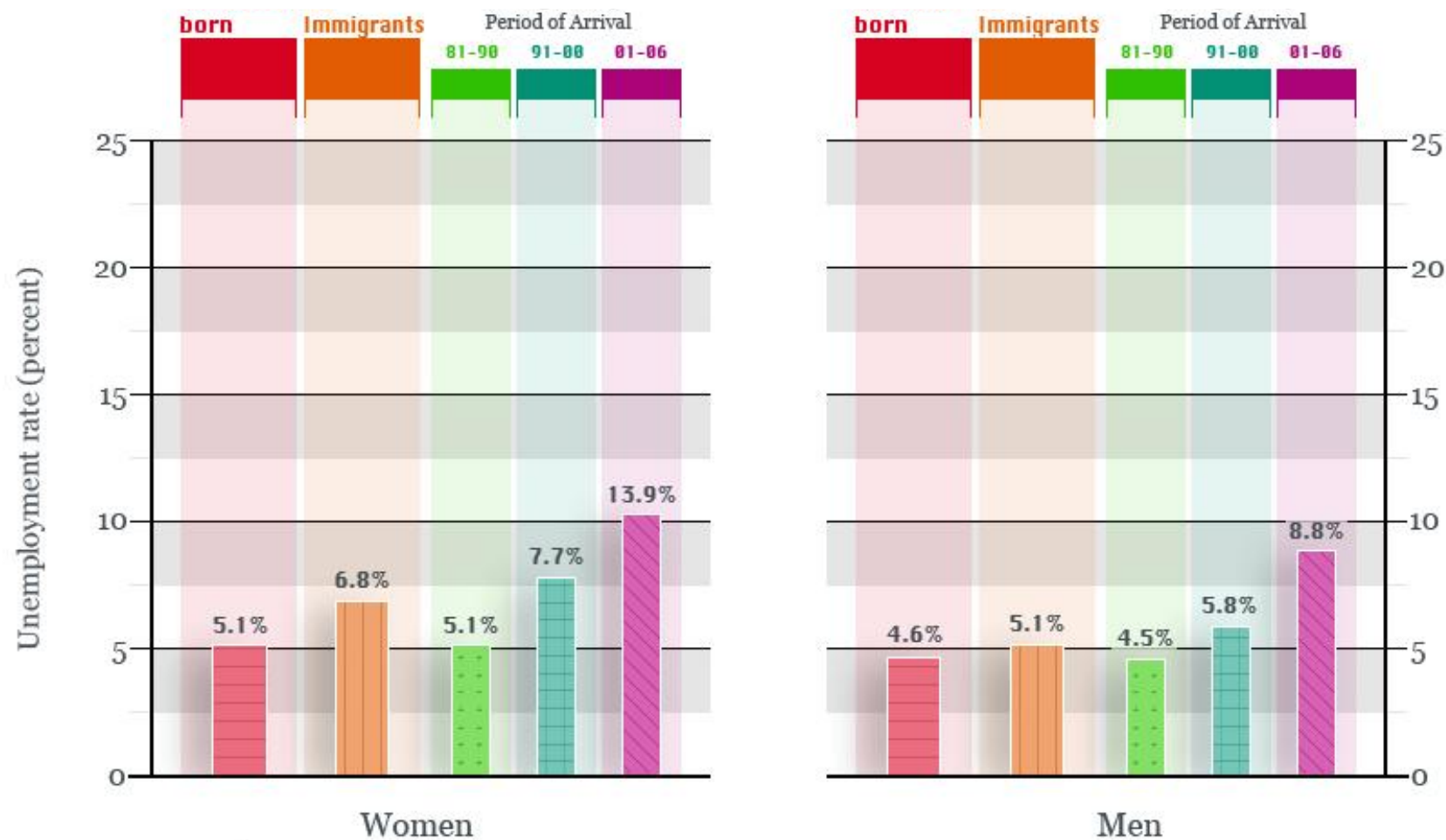


Education:
'Trades'

Adapted from TIEDI Analytical Report #16,
Table 8 using data from the 2006 Census.

www.yorku.ca/tiedi/pubreports.html

Figure 7B: Unemployment Rates for Canadian-born and Immigrants by Educational Attainment, Period of Immigration, and Gender, Toronto CMA



Adapted from TIEDI Analytical

Education:
'College'

Adapted from TIEDI Analytical Report #16,
Table 8 using data from the 2006 Census.

www.yorku.ca/tiedi/pubreports.html

What did we find?

New Evidence

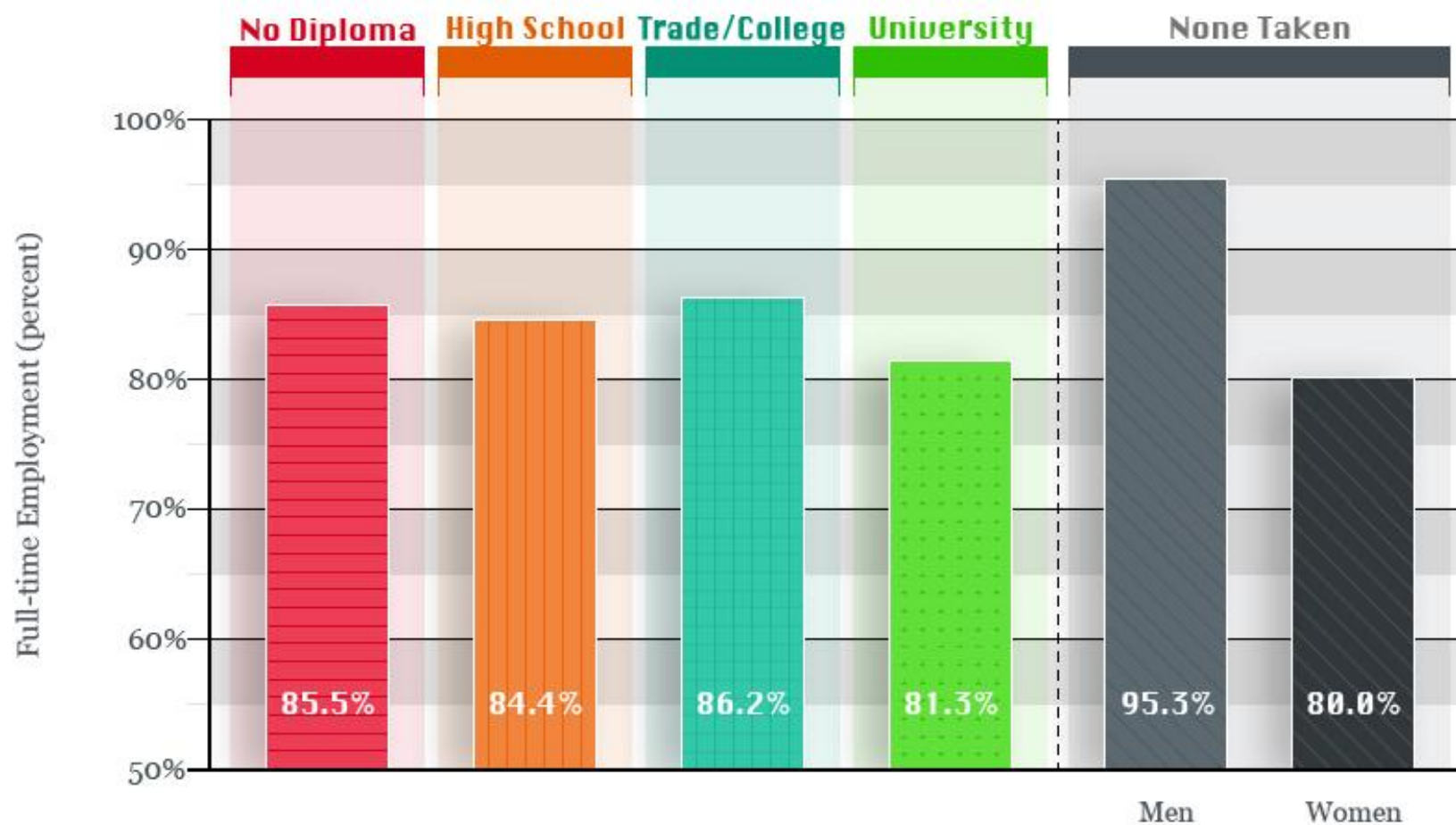
There are tipping-points in terms of levels of language skills and education and their impact on labour force participation and income

There are significant gender variations in terms of the impact of language and education on employment for immigrants.

Table 4: Occupational-matching of Canadian-born and immigrants by “document” language skill level, 2003

	Canadian-born		Established immigrant		Recent immigrant	
	Over-educated	Matched	Over-educated	Matched	Over-educated	Matched
Level 1	27.2 %	72.8 %	33.4 %	66.6 %	64.6 %	35.4 %
Level 2	38.2 %	61.8 %	57.0 %	43.0 %	64.8 %	35.2 %
Level 3	45.9 %	54.1 %	49.6 %	50.4 %	59.2 %	40.8 %
Level 4 & Level 5	45.7 %	54.3 %	41.7 %	58.3 %	45.2 %	54.8 %

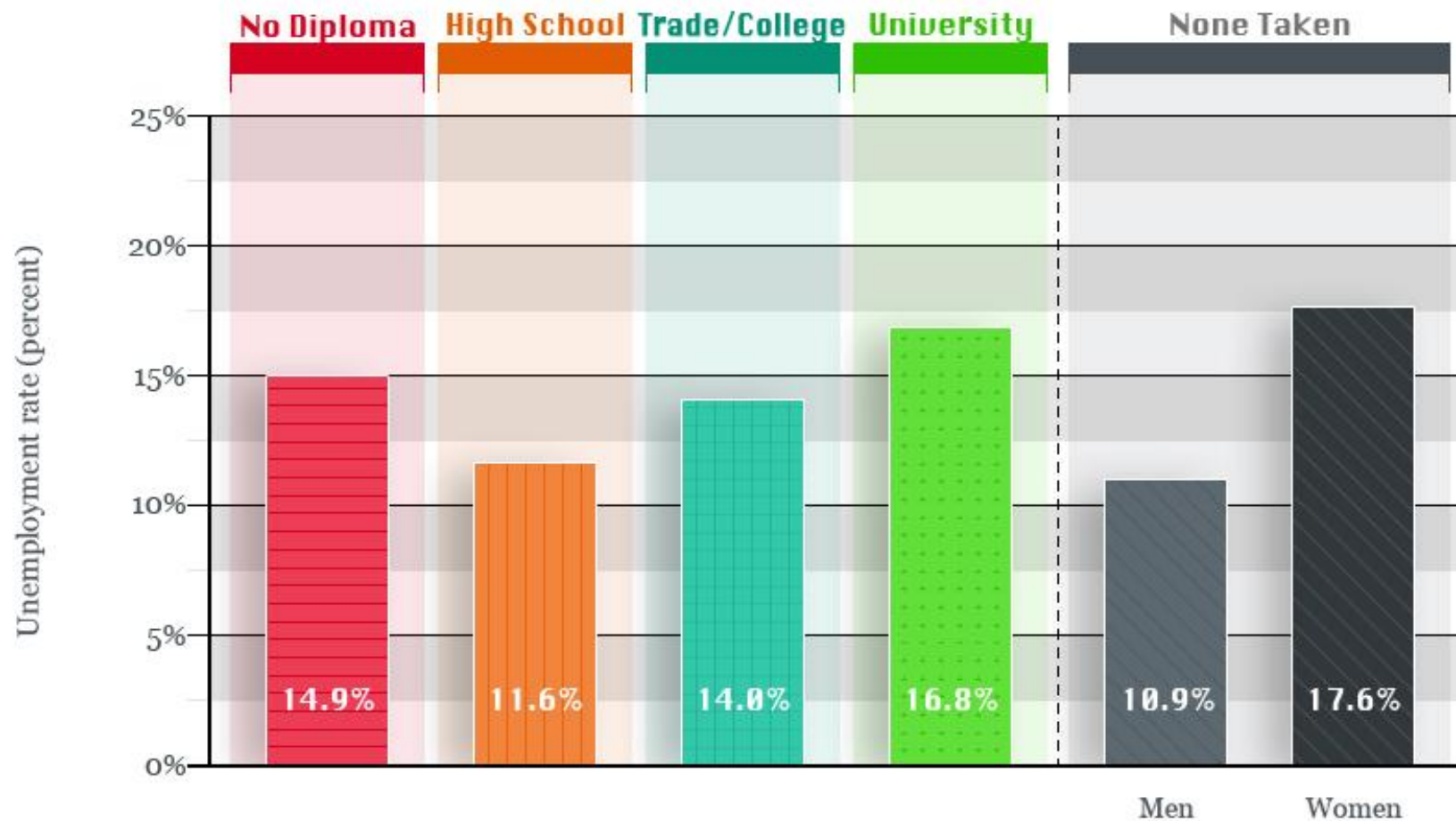
Figure 8: Full-time Employment for Immigrants who Enrolled in School in Canada, 4 years after landing, Canada



Adapted from TIEDI Analytical Report #9, Table 3 using data from the Longitudinal Survey of Immigrants to Canada (LSIC).

www.yorku.ca/tiedi/pubreports.html

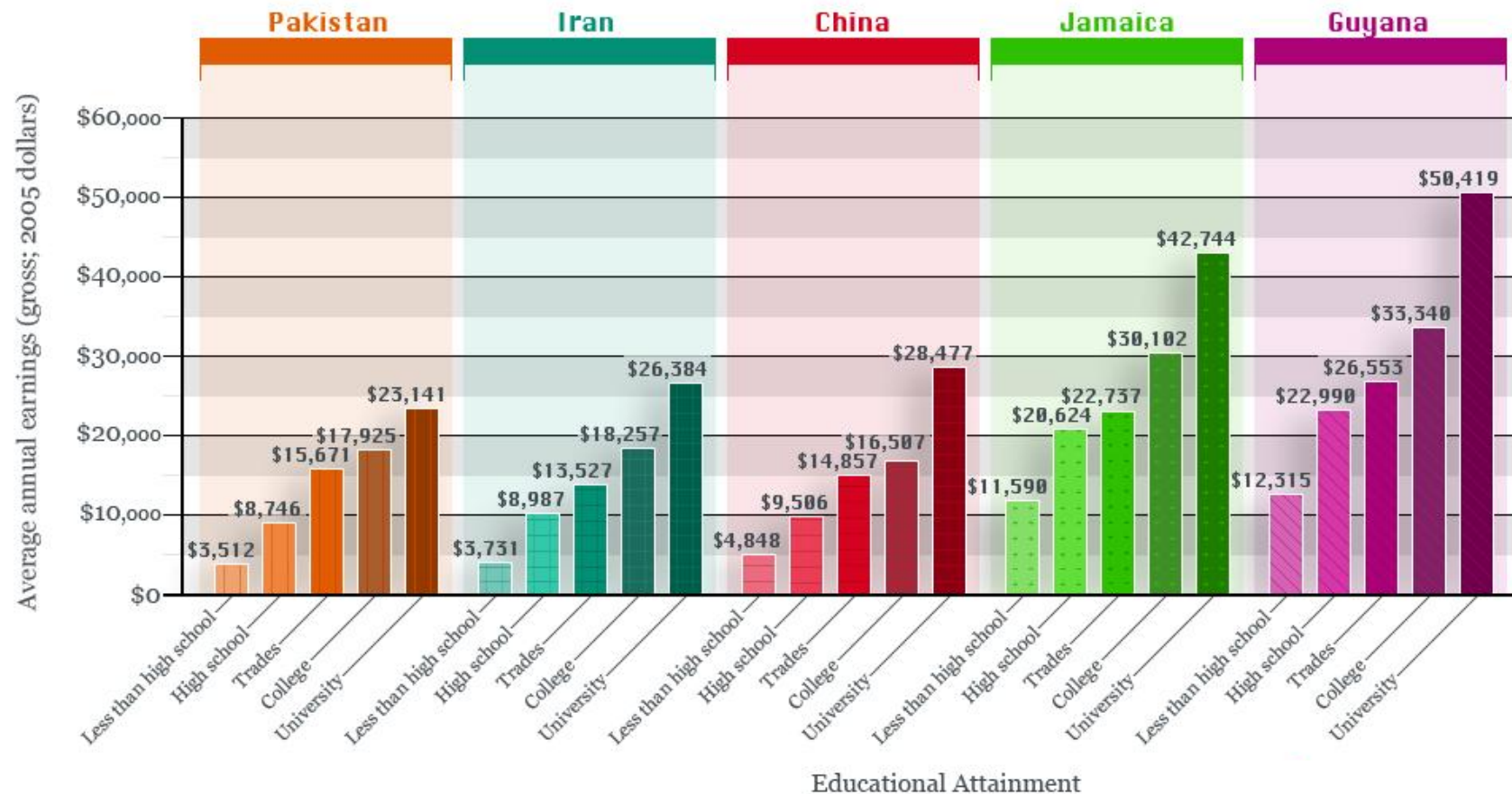
Figure 9: Unemployment rate for Immigrants who Enrolled in School in Canada, 4 years after landing, Canada



Adapted from TIEDI Analytical Report #9, Table 3 using data from the Longitudinal Survey of Immigrants to Canada (LSIC).

www.yorku.ca/tiedi/pubreports.html

Figure 10: Average Annual Earnings (gross; 2005 dollars) for All Immigrants** by Educational Attainment and 5 Selected Countries of Birth, Toronto CMA

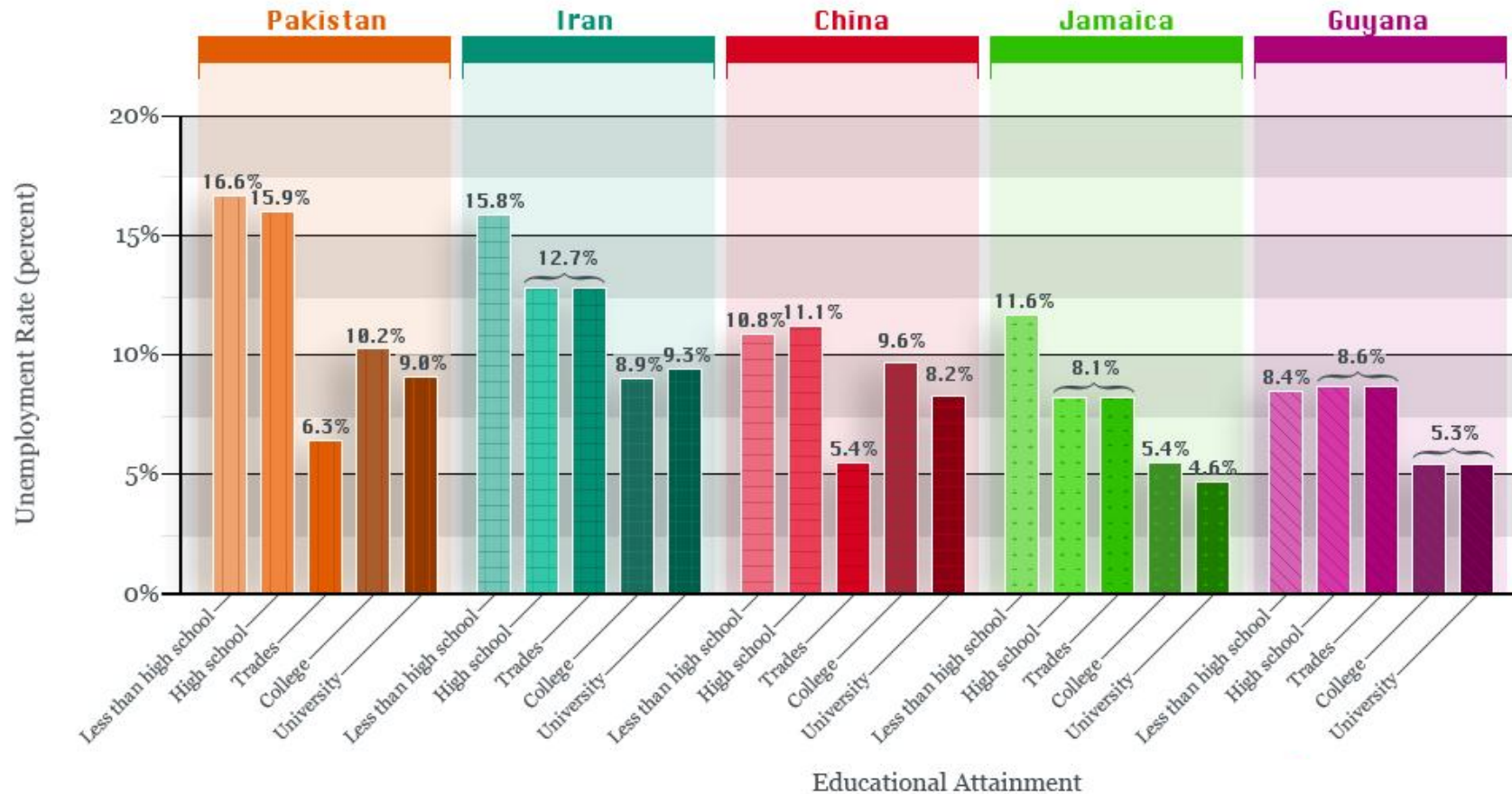


** Includes immigrants who arrived before and after 1981.

Adapted from TIEDI Analytical Report #13, Table 4 using data from the 2006 Census.

www.yorku.ca/tiedi/pubreports.html

Figure 11: Unemployment Rate for Immigrants by Educational Attainment and 5 Selected Countries of Birth, Toronto CMA



Adapted from TIEDI Analytical Report #13, Table 6 using data from the 2006 Census.

www.yorku.ca/tiedi/pubreports.html

Policy Questions

- ñ What do apparent "tipping points" in the attainment of language skills mean for the allocation of funding for language instruction and the implementation of language programs?
- ñ Should policies and programs supporting the attainment of education in Canada target immigrant women?
- ñ What policies and practices are required to level outcomes of university educated immigrants which differ by country of birth?

