UNECE TASK FORCE ON MEASUREMENT OF THE SOCIOECONOMIC CONDITIONS OF MIGRANTS

Prepared for
UNECE/Eurostat Work Session on Migration Statistics
Chisinau, Republic Of Moldova, September 10-12 2014

Methodological Objectives

Measurement on the socio-economic conditions

Identify Dimensions → Identify Indicators

Improve availability, quality and comparability of data

Outline needed data → Review existing data sources → Share experience, Provide Guidelines

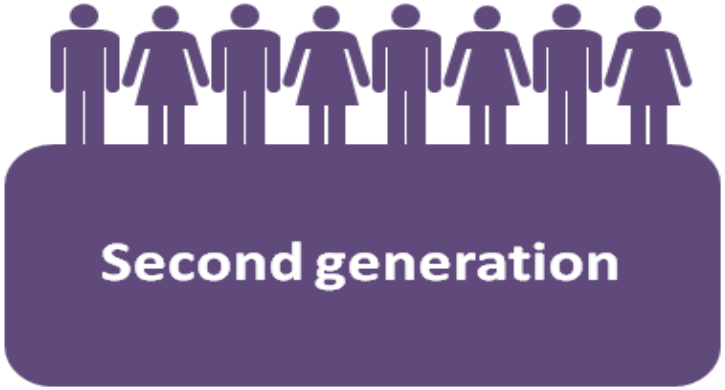
Migrant groups of interest

Definition:

Persons born outside the country where they currently reside

Operational definition:

Country of birth



Definition:

Persons born inside the country of residence, but one or both of the person's parents were born outside the country of residence

Operational definition:

Country of birth

Country of birth of father/mother

Socio-economic dimensions and indicators

Demographic	Education	Labour market	Economic well-being	Social and civic
• **Languages** • Mortality • Fertility • Health status • Access to health services • etc	• **Education attainment** • School participation • Early school drop-out rate • Credential recognition • etc	• **Employment rate** • Unemployment rate • Participation rate • Occupation • Industry • Education and occupation mismatch • Job tenure • etc	• Household income • Employment income • At risk of poverty • Property ownership • etc	• **Citizenship acquisition** • Voting participation • Volunteering • Participation in social activities • Access to services • Discrimination, victimisation and feeling of safety and trust • Cultural diversity • etc

A longitudinal perspective

- Settlement into a new country is a process for the foreign born and their descendants involving the overcoming of various social, economic, and cultural challenges. As such, the socioeconomic conditions tend to change as they stay in the receiving country longer.

- Longitudinal perspective: time dimension in analysis to monitor change.

- Different data sources provide different time perspective. It has implication on research questions, analytic methods and indicators.

Demographic dimension

Example: Knowledge of host country's language(s)

<u>Key research questions</u>

- How long it takes to gain the knowledge or proficiency?
- To which extent knowledge improves over time?
- Whether certain characteristics affect the time required to acquire the host country language(s)?

Education dimension

Example: Education attainment

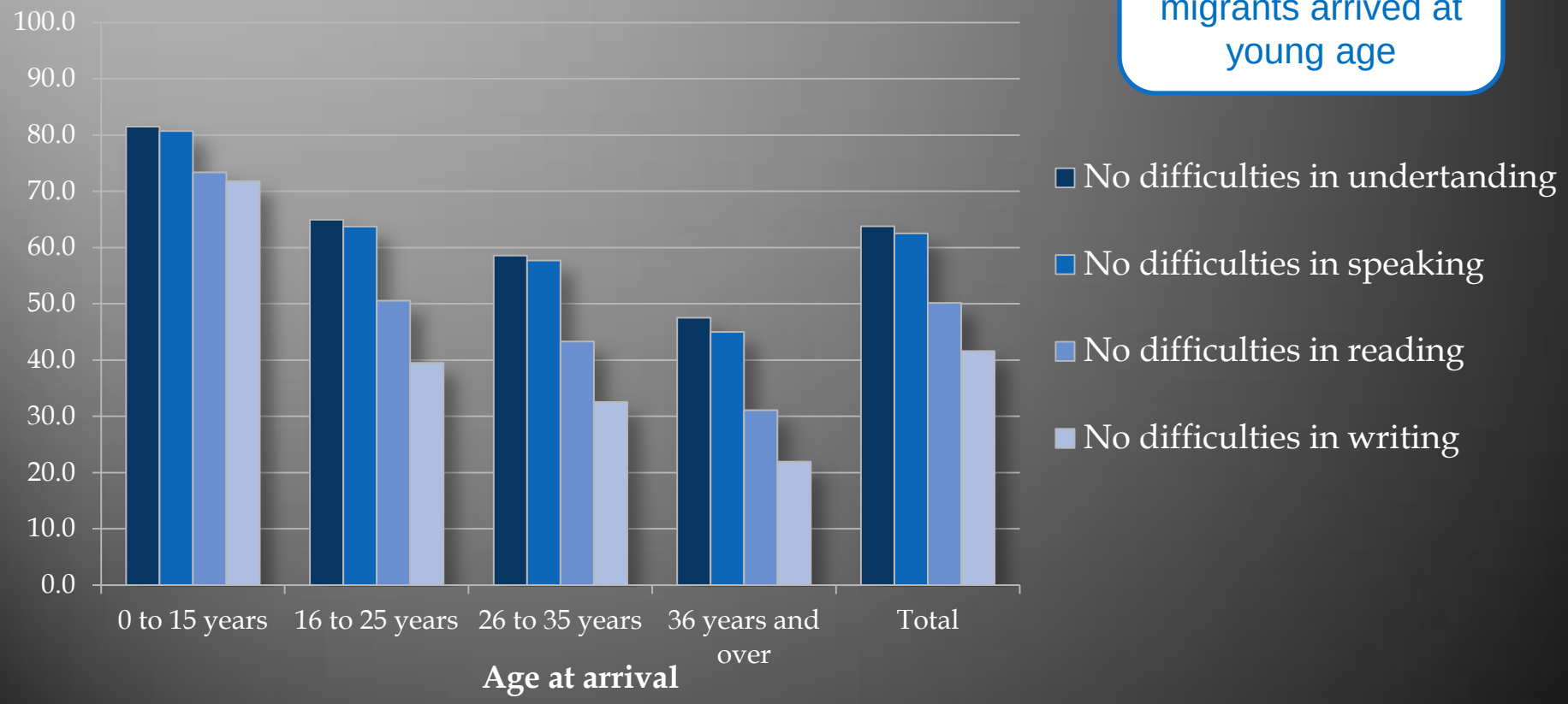
<u>Key research questions</u>

- Have the educational profile of recent arrivals changed over time?
- Do migrants have access to education system and therefore achieve a higher qualification?
- What is the longer term education outcome of migrant groups ? Is there inter-generation mobility in education attainment?

Single cross-sectional data source with time related concept

Foreign citizens in Italy aged 6 years and over, by proficiency in host country's language and age at arrival

Proficiency increased when migrants arrived at young age

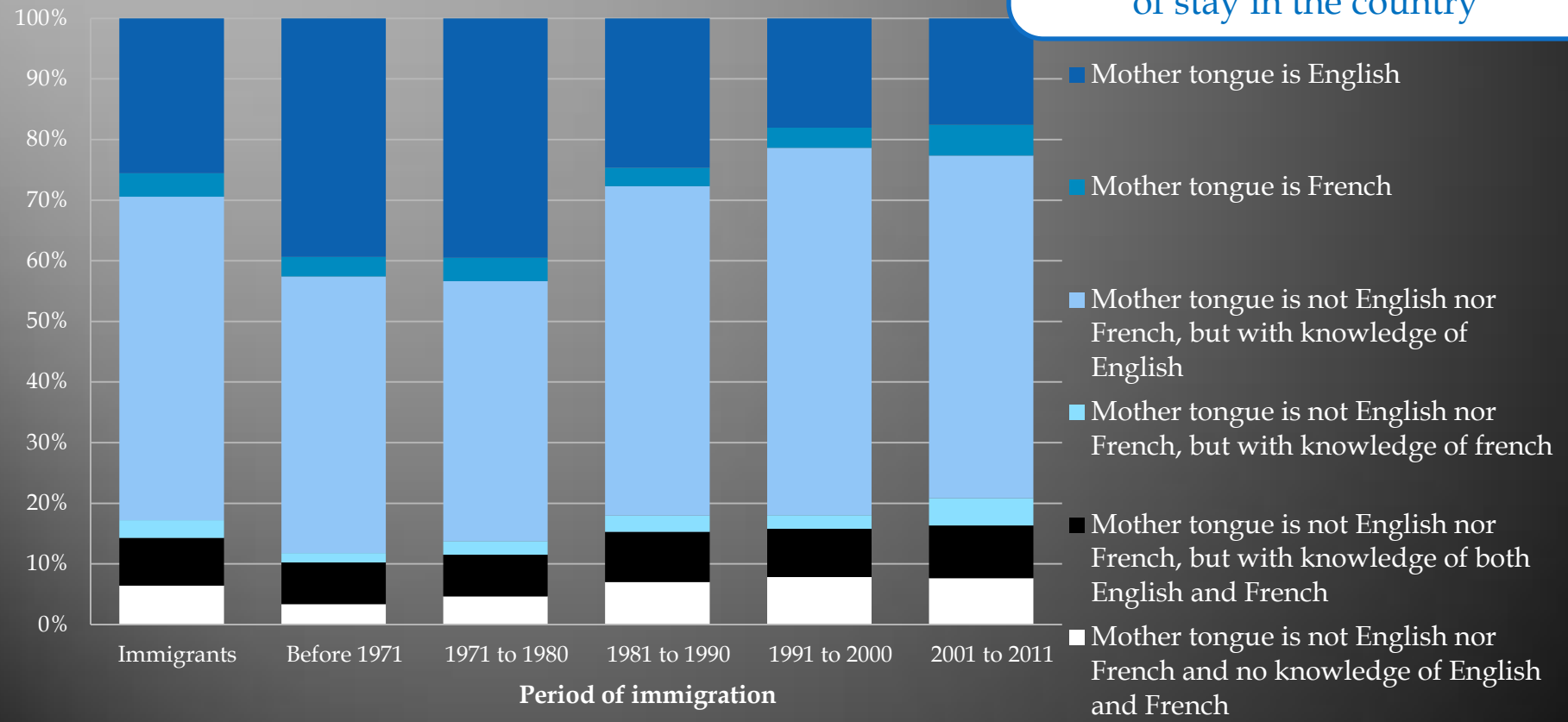


Source: Italian National Institute of Statistics, "Condition and social integration of foreign citizens" Survey – Year 2011-2012.

Single cross-sectional data source with time related concept

The proportion of immigrants reporting knowledge of official languages increased with length of stay in the country

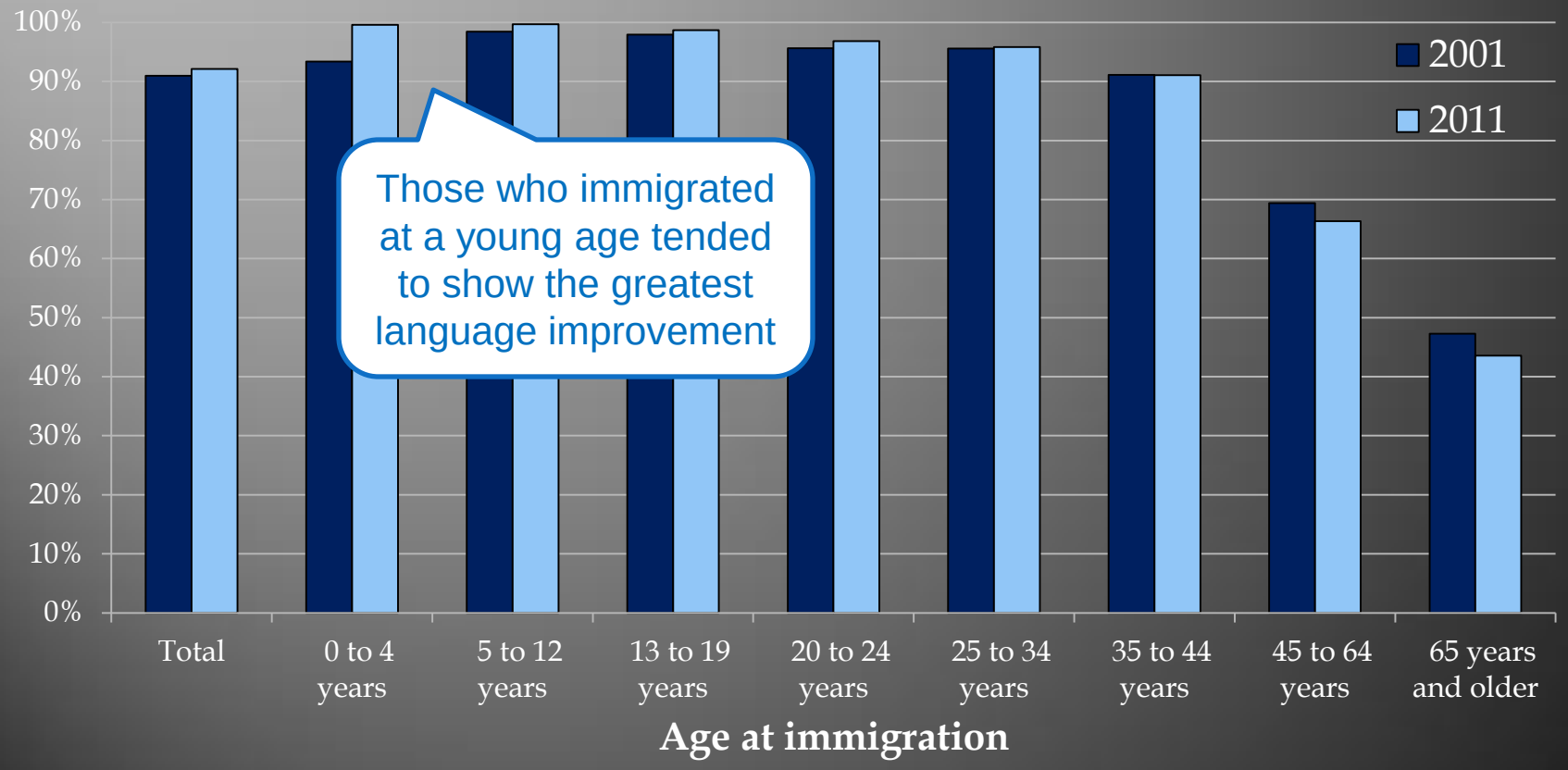
Mother tongue and knowledge of official languages of immigrants, by period of immigration, 2011



Source: Statistics Canada, 2011 National Household Survey.

Two repeated cross-sectional data sources

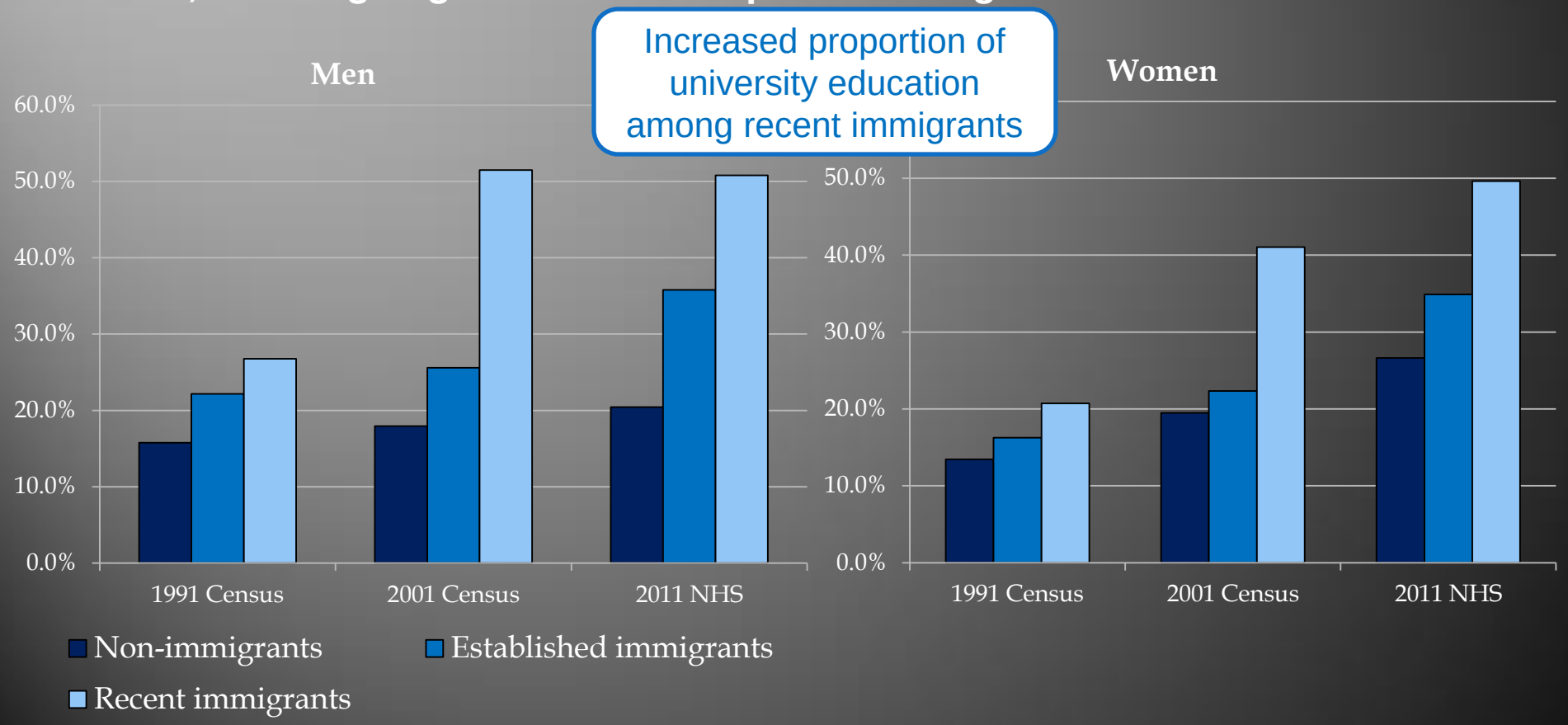
Percentage of immigrants who arrived between 1991 and 2000 that know at least one official language in Canada, by age at immigration, 2001 and 2011



Sources: Statistics Canada, 2001 Census and 2011 National Household Survey.

Multiple cross-sectional data sources

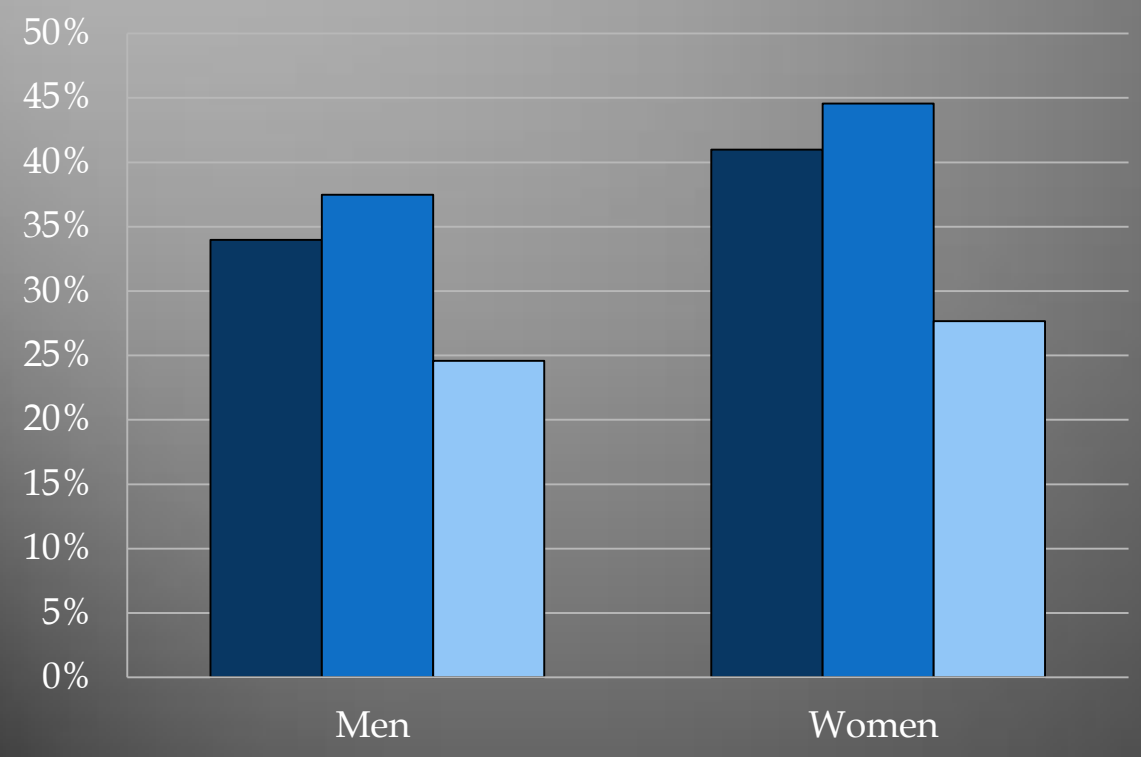
Percentage of university degree among migrant men and women aged 25 to 54, showing migrant status and period of migration



Sources: Statistics Canada, 1991 and 2001 censuses and 2011 National Household Survey.

Single cross-sectional data source with time related concept

Proportion of post-secondary education attainment among population aged 25 to 54



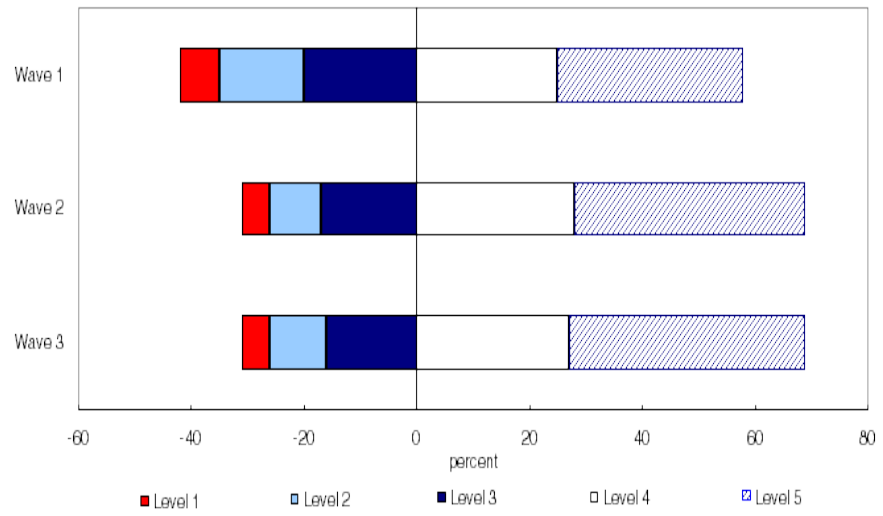
Higher education attainment among non-immigrants born to immigrant parents (i.e., the second generation)

- Non-Immigrants born to Non-Immigrant parents
- Non-Immigrants born to Immigrant parents
- Immigrants

Source: Instituto Nacional de Estadística (Spain), 2011 Census

Longitudinal panel survey

Proportion of immigrants aged 15 years and over, by level of spoken English at each wave, Canada



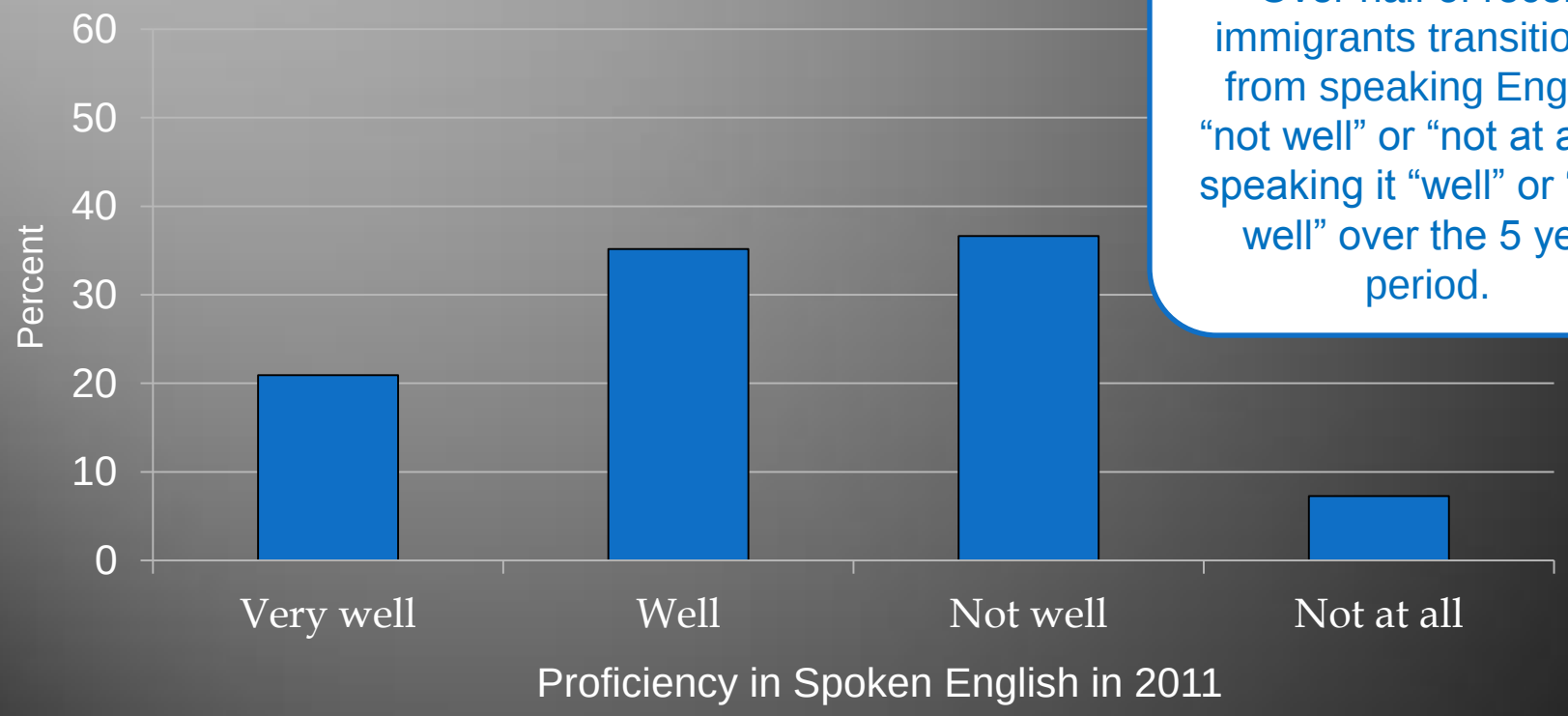
Source: *Statistics Canada, Longitudinal Survey of Immigrants to Canada, 2005*

English proficiency improved most during the first two years in the country.

- Six months after arrival, 58% of immigrants reported that they were able to speak English well or very well.
- After 2 years in the country, the proportion increased to 68% and remained about the same after 4 years in the country

Linked records from two data sources

Overseas migrants who arrived in Australia between 2001 and 2006, Proficiency in spoken English in 2011, as a proportion of all people who spoke English 'Not well' or 'Not at all' in 2006



Over half of recent immigrants transitioned from speaking English “not well” or “not at all” to speaking it “well” or “very well” over the 5 year period.

Source: Australian Census Longitudinal Dataset, 2006-2011.

Specific measurement issues

- Language information
  - Knowledge vs. Proficiency vs. Functional Proficiency
  - Self-reported vs. Tested
  - Understand, Speak, Read, Write
  - Number of host country official languages

- Education information
  - Credential recognition
  - Location (country) where education credential was acquired

Conclusion

- Need for longitudinal perspective when developing data
  - What are the research questions?

- Next Steps
  - Replicate the approaches for indicators under the other dimensions
  - Task Force members to identify which approaches are "doable" for their country
  - Final report