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An Introduction to using the Longitudinal Survey of Immigrants to Canada (LSIC)

Lori Wilkinson, Ph.D.
Department of Sociology

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What is LSIC?



- Follows over 7000 immigrants from date of arrival through four years from 2001 to 2005
- Interviewed six months, two years and four years post arrival
- Participation Criteria
- Arrived in Canada between October 1, 2000 and September 30, 2001;
- Were age 15 years or older at the time of landing;
- Are not refugee claimants.



Advantages of LSIC



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- Gold standard of sampling design
- Translated to 15 languages
- Contains important, unique variables such as immigrant entrance status, pre-arrival information, family information
 - Over 5000 variables
 - Government cooperation on data sharing
- Longitudinal design
- Bootstrapping available
- Most comprehensive dataset on immigrants worldwide!

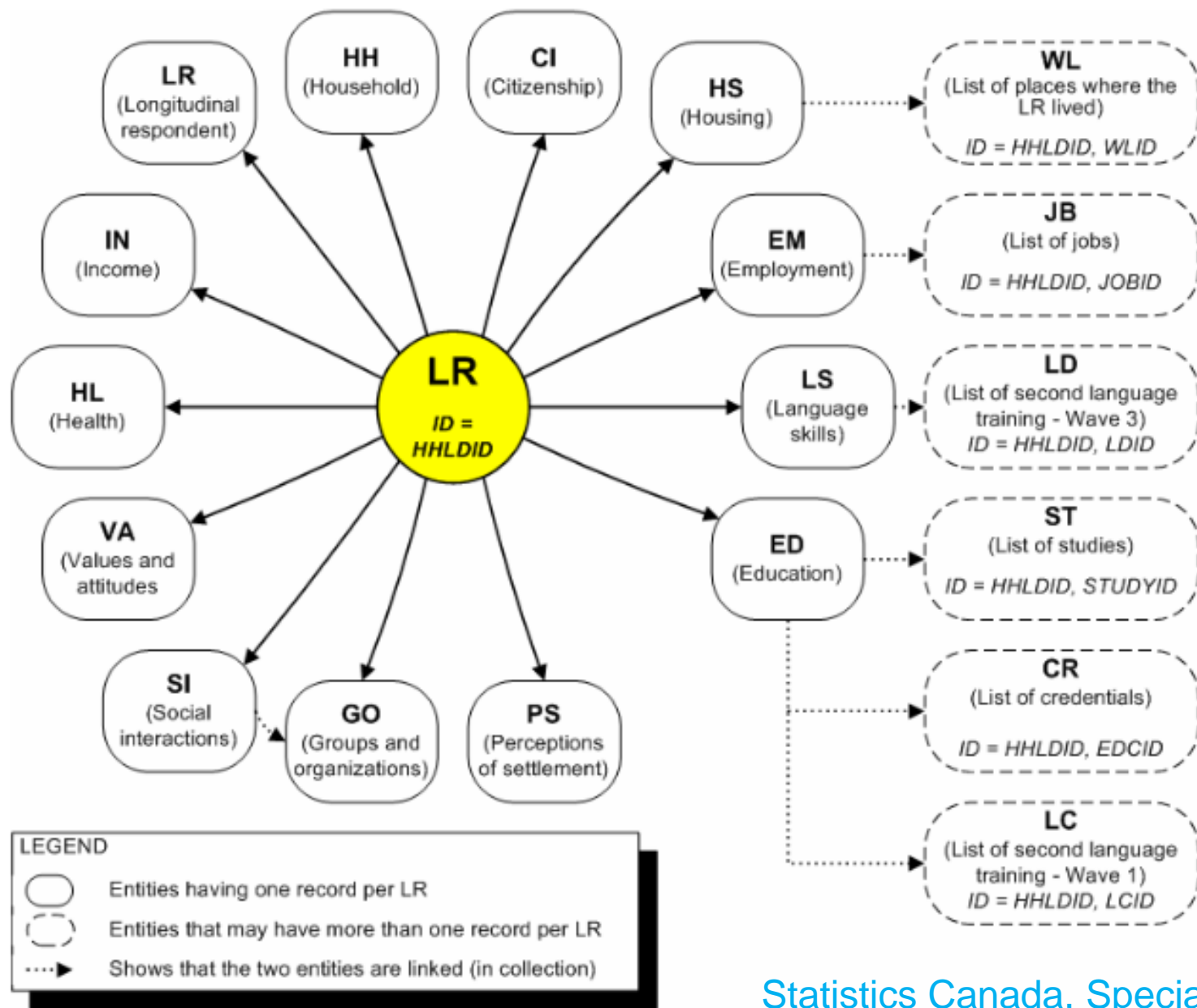


Disadvantages of LSIC



- Huge, complicated dataset
- How do researchers explain very complicated models to lay audiences?
- Multiple files requiring merging
- Sample may not be large enough to examine discrete groups (i.e., country of origin)
- “Dated” data
- No PUMF available so very little public use
(but makes it an advantage too!)

Figure 5.1 Structure of data



What kinds of questions can LSIC answer?



- How do pre-arrival education, training and work experience influence post-arrival labour market outcomes among immigrants?
- How do settlement conditions within the family influence the educational outcomes of immigrant children?
- What factors influence the use of settlement services?
- Who has difficulty accessing settlement services?



How provincial age cap policies for high school contribute to dropouts among immigrant youth in Canada

Lori Wilkinson, Ph.D.
Department of Sociology
University of Manitoba



Provincial Age Cap Policies

Age caps restricting the public funding of secondary education has a disproportionately negative effect on newcomer youth.

- Publicly funded high school education ends:
 - **Age 18**: NB, NFLD, QC, ON
 - **Age 19**: BC
 - **Age 20**: AB, PEI
 - **Age 21**: MB, NS, SK
- Keeping students in school
 - ON: denies driver's licenses to those under age 18 not currently attending school
 - Increase legal school leaving age: AB, ON, MB



Methodology



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PHASE ONE

- Quantitative analysis of the *Longitudinal Survey of Immigrants to Canada (LSIC)*
- Canada during autumn Consists of over 7600 immigrants who arrived in 2000- 2001
- Randomly selected by Citizenship & Immigration Canada
 - Representative of major immigrant-sending countries
 - Representative of the major entrance classes (*including government/private sponsored refugees*)
 - Not representative of refugee claimants
- Wave 1 (**6 months after arrival**), Wave 2 (**2 years after arrival**), and Wave 3 (**4 years after arrival**)

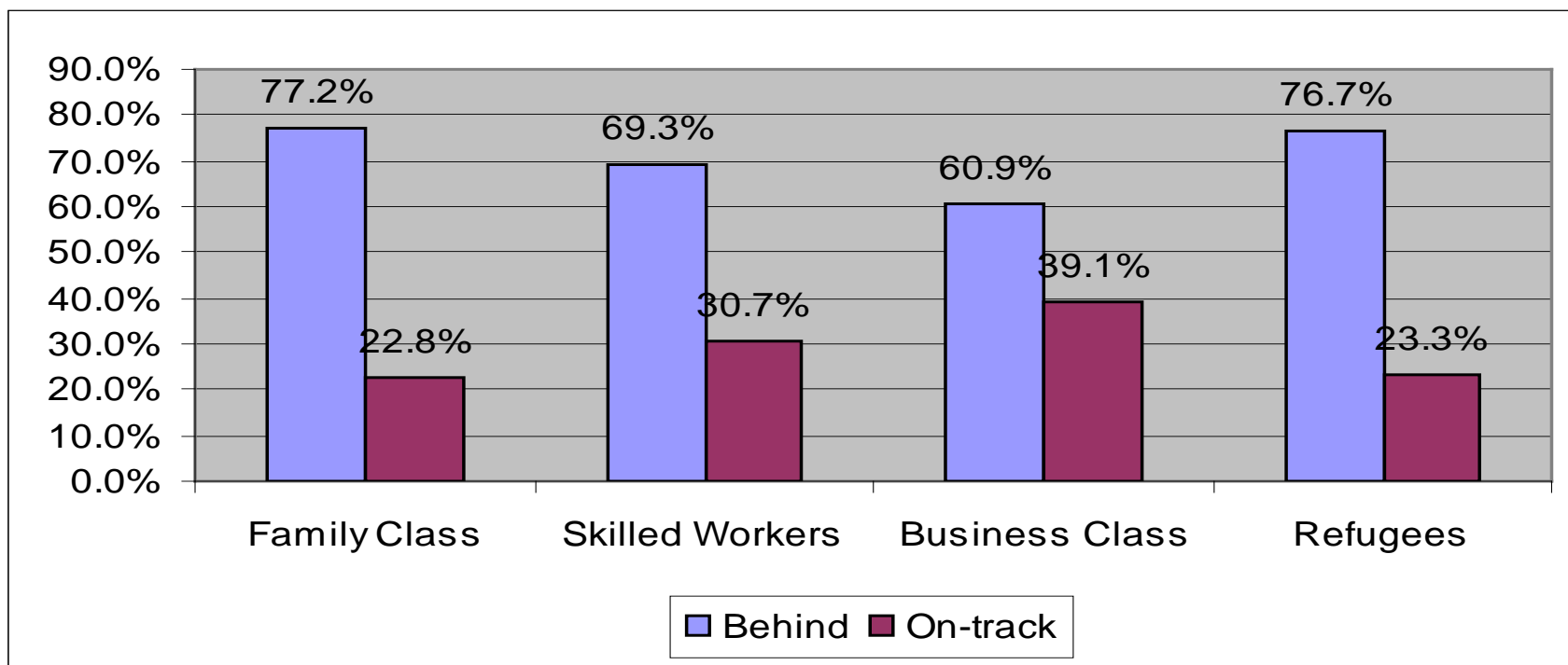
PHASE TWO

- Qualitative, semi-structured interviews with 82 youth in **Toronto, Hamilton, Winnipeg & Vancouver**
- Similar characteristics to those in LSIC
- Special interest in comparing the trajectories for those with high school education, trade/technical school education or university education
- Extensive questions about educational and work history prior to arrival, at arrival & post-arrival

Sample: migrant youth arriving to Canada between 2000-1; ages 15 and 29 years

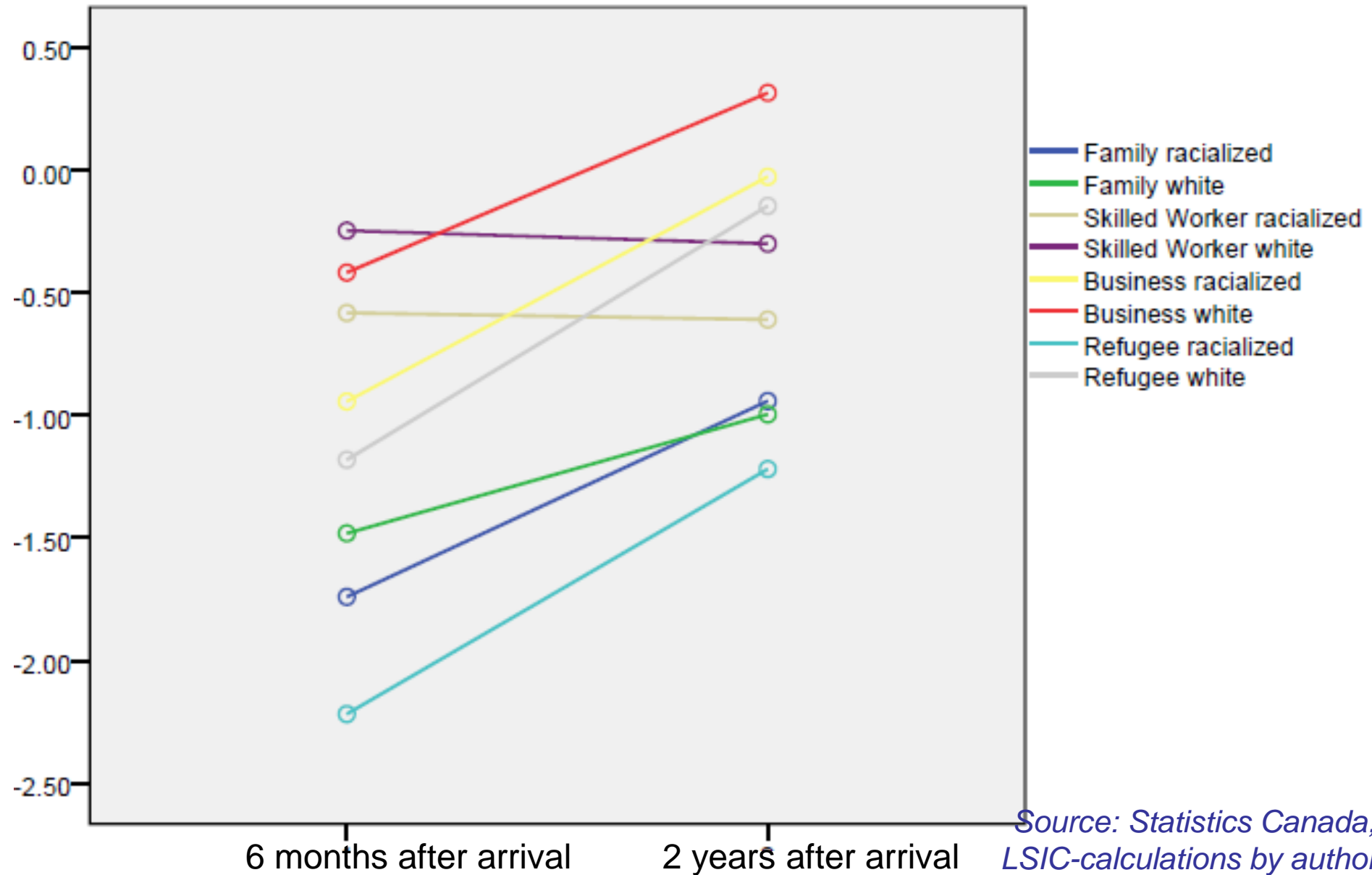


High School Placement on Arrival by Immigrant Entrance Category

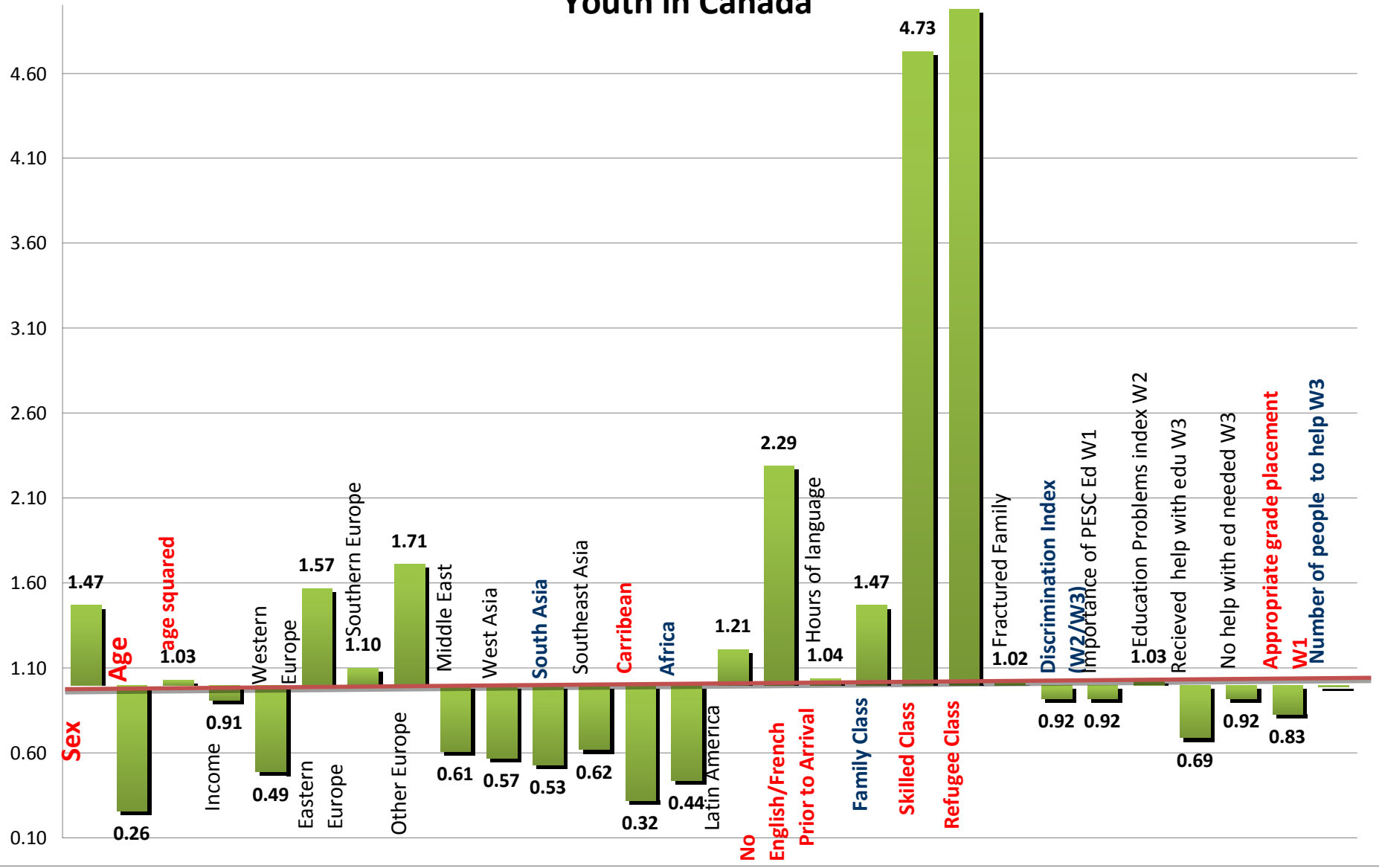


Source: Statistics Canada, LSIC-calculations by author.

High School Trajectory by Entrance Class and Racialized Status



Factors Influencing Early High School Leaving Among Early Newcomer Youth in Canada





Summary



- Refugee, racialized and male youth have largest gaps in education to overcome at arrival
 - Refugee and skilled worker youth are 5X more likely to leave high school without a diploma
 - Those without adequate education will have difficulty finding good employment as adults
- Entrance class, racialized status and sex should be used to identify those having difficulties in school and start programs
- Age cap policies do influence high school completion rates among immigrants



Policy Implications



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- Provinces with more 'generous' age caps have higher rates of high school completion
- Age cap in secondary education has disadvantaged refugee & racialized youth and should be used to justify programs to assist this group in finishing high school
- Recognition that FCR is also a significant problem even for those with high school level education that might cause problems with job transitions in Canada

What was done with the results?



- Publications: **theses**, journal articles, academic conferences, government speeches, government publications
- **New programs implemented**
- Shared results with participants and stakeholders
- Used examples in teaching and publishing
- Launched other research projects:
 - **Longitudinal examination of work trajectories**
 - **Immigration Research West**



Statistics Canada Online Resources for LSIC

- Online description of LSIC:
<http://www23.statcan.gc.ca/imdb/p2SV.pl?Function=getSurvey&SDDS=4422&lang=en&db=imdb&adm=8&dis=2>
- Microdata User Guide:
http://www23.statcan.gc.ca/imdb-bmdi/document/4422_D1_T1_V3-eng.pdf



A Note from Statistics Canada

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- **The analysis is based on confidential microdata received from Statistics Canada and the opinions expressed do not represent the views of Statistics Canada.**

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