

# What Comes First— Language or Work?

Thursday October 20, 2016

[@hireimmigrants](#)

**Hosted By**



**Sponsored By**



This webinar is made possible with the funding from Government of Ontario to engage and assist employers with the recruitment and retention of Internationally Trained Professionals.

# Your Moderator



## Arthur Sweetman

Professor and Ontario Research  
Chair in Health Human Resources

Arthur Sweetman is a Professor in the Department of Economics at McMaster University in Canada where he holds the Ontario Research Chair in Health Human Resources. Economic and policy issues related to Canadian immigration are among the areas in which he conducts research. In 2016 he co-edited a special issue of the journal *Canadian Public Policy* addressing “Occupational Regulation and Foreign Qualification Recognition” (<http://www.utpjournals.press/toc/cpp/41/Supplement+1>).

# Your Speakers



**Dr. Jonas Månsson**

*Associate Professor in  
Economics*

Linnaeus University



**Merissa Preston**

*Training Liaison*

**LiUNA!** Local 506 Training  
Centre

# **INTEGRATION OF IMMIGRANTS: THE ROLE OF LANGUAGE PROFICIENCY AND EXPERIENCE**

**Dr. Jonas Månsson**

Associate Professor in Economics, Linnaeus University, Sweden  
Audit director and special advisor for the Swedish National Audit Office

# Dr. Jonas Månsson



**Dr. Jonas Månsson** is Associate Professor in Economics at Linnaeus University, Växjö, Sweden and Audit Director and Special advisor in econometrics at the Swedish National Audit Office. His research are related to performance audit and cover policy evaluation (labour market policy, including integration, educational policy and growth policy) and production economics (efficiency and productivity in publically provided services production).

# Working methods in the project

- ▶ The methods of working in project focused on teaching Swedish can be comprehensively described as *communicative, content-based and task-based*. (Lightbown and Spada, 2003)
  - ▶ Communicative in the sense that stress was put on interaction, conversation and use of Swedish and not on teaching *about* the Swedish language.
  - ▶ Mentor-supervised experience, was an element of the language teaching in such a way that it offered opportunities to acquire knowledge of Swedish by natural means.

# Participants Profile

90 participants:

50% took part in language education at an educational institution

50% enrolled in practical work place training.

Participants of the project were at school for a period of three weeks, which was followed by three weeks work experience placement and after that they returned to the school for another three weeks

Participation completed when one of the following was met:

- ▶ Employment
- ▶ Enrollment in labor market programs
- ▶ Enrollment in educational institution
- ▶ Unemployment (return to their employment offices as unemployed job seekers)

18 weeks was the average participation in the project

Entered between November 1<sup>st</sup> 2001 – Nov 1<sup>st</sup> 2002

Monitored until September 3<sup>rd</sup> 2003



# Evaluation design

Two groups of job seekers extracted from the Labor Market Administration database :

Intervention group of project participants.

Comparison group consisting of immigrants registered as unemployed at public employment offices in the County of Stockholm.

The database originates from the Swedish Public Employment Service.

# Non-random assignment

Project participants were job seekers with limited language proficiency, referred by employment (placement) agencies and counselors-selection

From the beginning, there was a negative selection into the program—program participants (intervention group) could be expected to stay unemployed longer than the average unemployed immigrant due to the language barrier.

We used a propensity core matching approach to eliminate the selection effect.

# Data

Group affiliation (intervention or comparison group)

Age

Sex

Citizenship

Education, 4 categories: primary school; secondary school; university studies < 2 years; university studies > 2 years

Disabled

Searching full-time or part-time job

Education/training in wanted profession

Experience in wanted profession

Mobility (local or regional job search)

Unemployment benefit

Accumulated time in unemployment from four years prior to “project start” until “project start”

Date of being entered as unemployed job seeker in the register of an employment office

“Project start” refers to the point of time when an individual was entered into the Sesame project or was listed in the comparison group.

N=273 X 2 after matching

# Outcomes

Probability to get a job or transfer to regular education outside of the employment office (e.g. university, upper secondary school, etc..)

\*Not in the Evaluation review paper

Impact on unemployment duration on transitions to:

Job, transfer to regular education outside of the employment office or participation in labor market programs (incl. temporary, part-time and subsidized employment)

Job (full time unsubsidized job on the open labor market)

# Results

*The probability of having a job or in regular education at the end of the observation period (March 3ed 2003). (After matching)*

*Note: Not in the evaluation review paper*

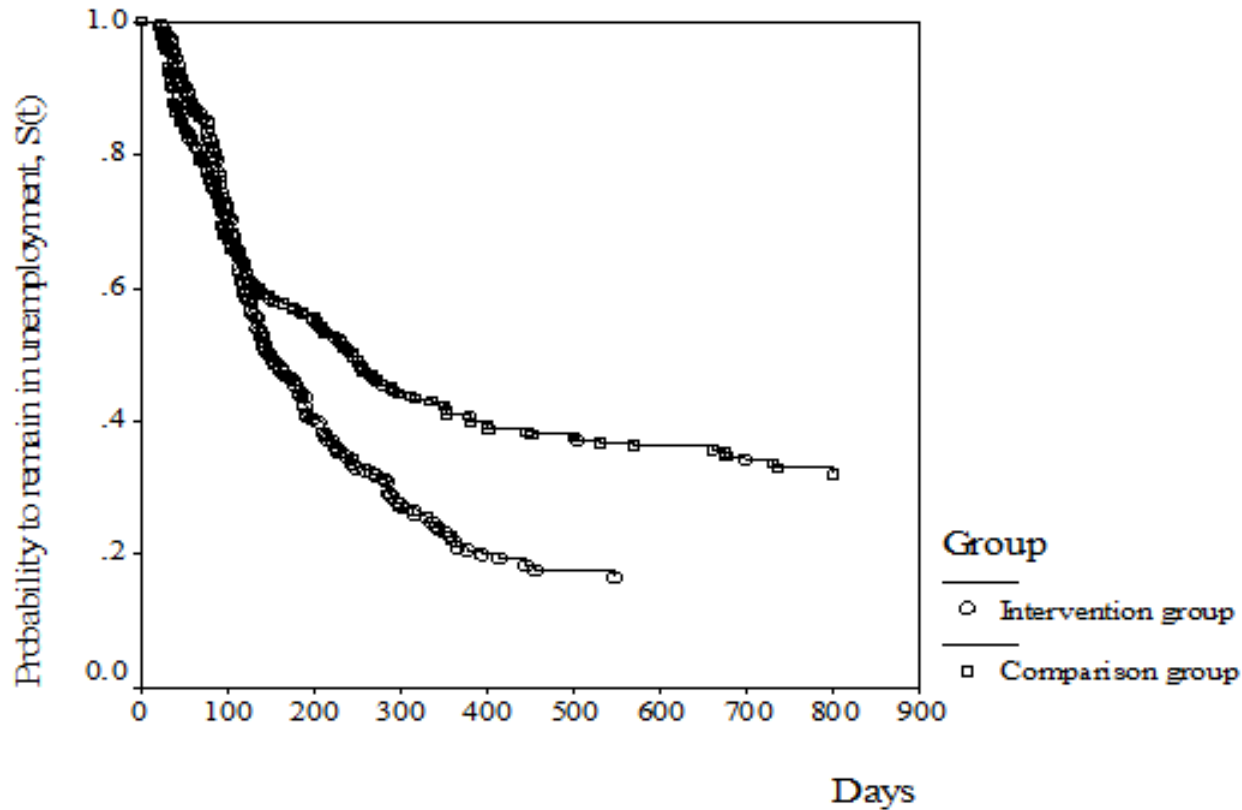
Variable	Coefficient	Standard error	Marginal effect	Standard error
<b>Group affiliation</b> **=Sign 5% * = Sign 10%	-0.1141	0.1203	-0.0453	0.0478

## Results (cont...)

There are no significant impact on the probability to get a job – regular education

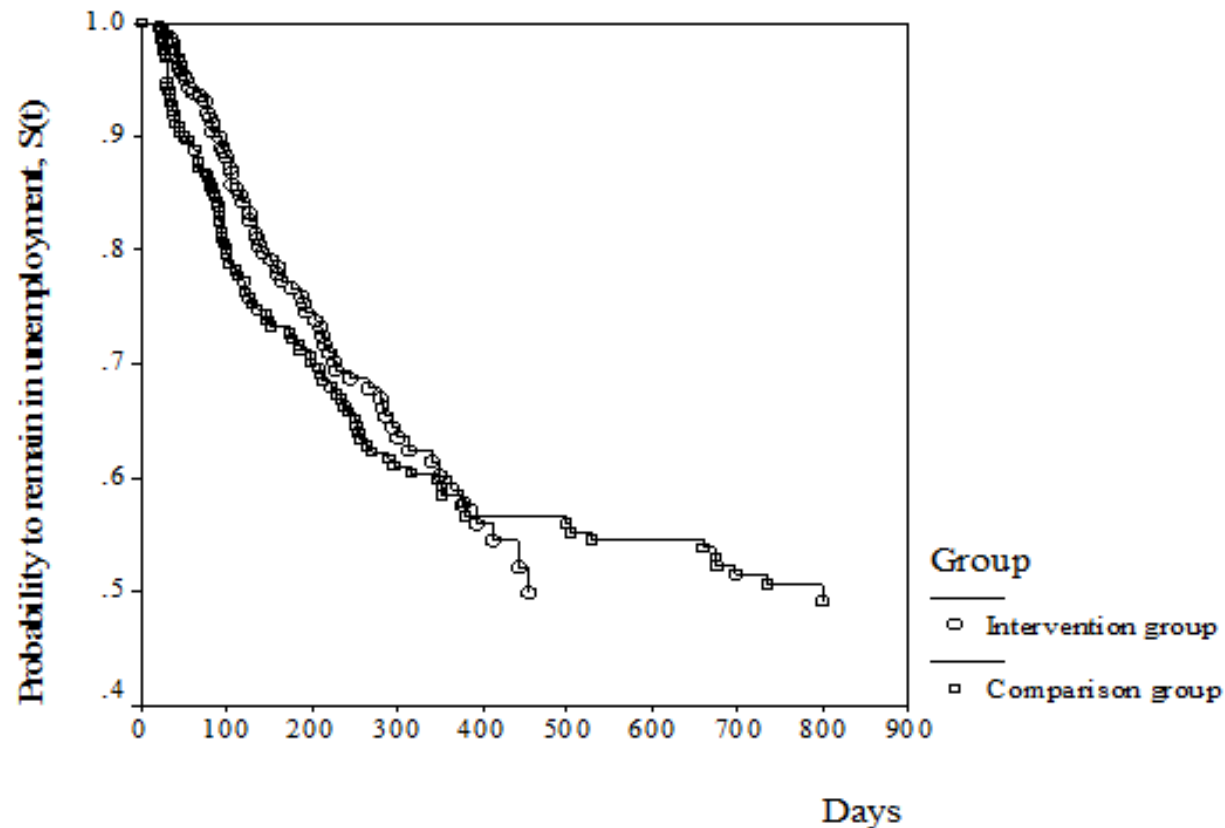
The negative sign might be interpreted as a lock-in effect meaning transfer into regular ALMP (might not be bad in the long run)

# Probability to remain unemployed at different points in time



**Outcome** = get a job or begin to participate in a labor market program or regular education

# Probability to remain unemployed at different points in time



**Outcome** = leaving unemployment for a job



# Findings

## The program

Significantly increased the speed of the out flow to jobs, education or entering regular ALMP measures

There are strong indications that the program “moved” participants closer to the core labor market but not a job- yet

# Outcomes

## Defining outcome is important

We often hear that a program should “move participants closer to the core labor market”. What does that mean?

Not getting a result might be due to unrealistic outcomes and/ or that the program might not simply work!

# Consideration

- ▶ When designing programs designed to facilitate labour market entry for unemployed immigrants and newcomers:
  - Set measurable and realistic goals/expected outcomes have to be set
  - Time has to be discussed in relation to goals/expected outcomes
  - Follow-ups has to be planned (1,2,3,4 years...)

# Jonas Månsson

## Linnaeus University

Email: [Jonas.mansson@lnu.se](mailto:Jonas.mansson@lnu.se)

Website:

<https://lnu.se/en/staff/Jonas.mansson/>

 Hire Immigrants

Laborers'  
International  
Union of  
North America

**LiUNA!**

*Feel the Power*

**LiUNA Local 506 Training Centre**

# Merissa Preston



**Merissa Preston** has over 15 years' experience assisting persons with barriers enter into employment, mainly in the construction sector through apprenticeship. Merissa started her career with JobStart in 1999 and held various roles. In 2010 she became Coordinator of the Hammer Heads Program and is now the Training Liaison with LiUNA Local 506 Training Centre.

Merissa supports community programming, pre-apprentice and various construction training programs within the city through the LiUNA Local 506 Training Centre and their highly skilled instructors.

**LiUNA!**  
*Local 506*

# Overview

## Who We are and What We Provide:

- ▶ Membership training – health and safety and equipment
- ▶ Apprenticeship training – 4 programs
- ▶ Community programming – pre-apprenticeship, skills and health and safety

# LiUNA Local 506 Training Centre Programs

## ▶ Over 30 different Health and Safety programs

- ▶ WHIMS
- ▶ Working at Heights
- ▶ Ministry of Labour 4 Steps
- ▶ Propane
- ▶ Health and Safety Regulations
- ▶ Hoisting and Rigging
- ▶ Traffic Control
- ▶ Workplace Violence and Harassment

## ▶ Equipment Training

- ▶ Fork Lift, Skid Steer, Mini Excavator, Power Elevated Work Platform



# LiUNA Local 506 Sectors

- ▶ General Labour
- ▶ Precast Erector/Finisher
- ▶ Abatement
- ▶ Cement Finishing
- ▶ Demolition
- ▶ Industrial
- ▶ Hospitality
- ▶ Concrete Sawing and Drilling
- ▶ Waterproofing
- ▶ Mason Tender

# LiUNA Local 506 Sectors

- ▶ Members speak many different languages
- ▶ Each sector has a Business Agent representing workers
- ▶ Agents speak 6 different languages
  - ▶ French
  - ▶ Pular
  - ▶ Spanish
  - ▶ Polish
  - ▶ Portuguese
  - ▶ Italian

\*Spanish, Portuguese and Italian BA's were hired to reflect the languages in the members

# Current Practices

- ▶ Requests for courses delivered in other languages depends on
  - ▶ What language
  - ▶ If a certified instructor is available
  - ▶ Course requested
  - ▶ How many participants

Languages courses have been delivered in

- ▶ Portuguese
- ▶ Italian

# Other options

- ▶ Translators
- ▶ One on one training
- ▶ Member or instructor assistance

# What We Offer

- ▶ Able to provide service to all members
- ▶ Able to accommodate contractors requests
- ▶ Ensure newcomers or low literacy members have received mandatory health and safety training
- ▶ Safe work practices are communicated and we can ensure all members know how important it is to work safe

# Syrian Training Program

- ▶ Partnership between Acces Employment, Ontario Masonry Training Centre and LiUNA Local 506 Training Centre
- ▶ Provide English language training
  - ▶ With a focus on construction terminology
- ▶ 4 week modular skills training delivered by OMTC and the 506 Training Centre
  - ▶ Focusing on equipment training, health and safety and basic skills
  - ▶ Employed opportunities – warehouses, industrial sector, or construction

**Merissa Preston**

LiUNA Local 506 Training Centre

Email: [mpreston@506tc.org](mailto:mpreston@506tc.org)

Website: [www.506tc.org](http://www.506tc.org)

Thank You!

Q&A with Presenters

[@hireimmigrants](#)