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ORIGIN AND INTEGRATION: A STUDY OF MIGRANTS IN THE 2016 IRISH CENSUS

Frances McGinnity, Ivan Privalko, Éamonn Fahey,
Shannen Enright, Doireann O'Brien



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EVENT

Report launch

AUTHORS

Fran McGinnity
Ivan Privalko
Éamonn Fahey
Shannen Enright
Doireann O'Brien

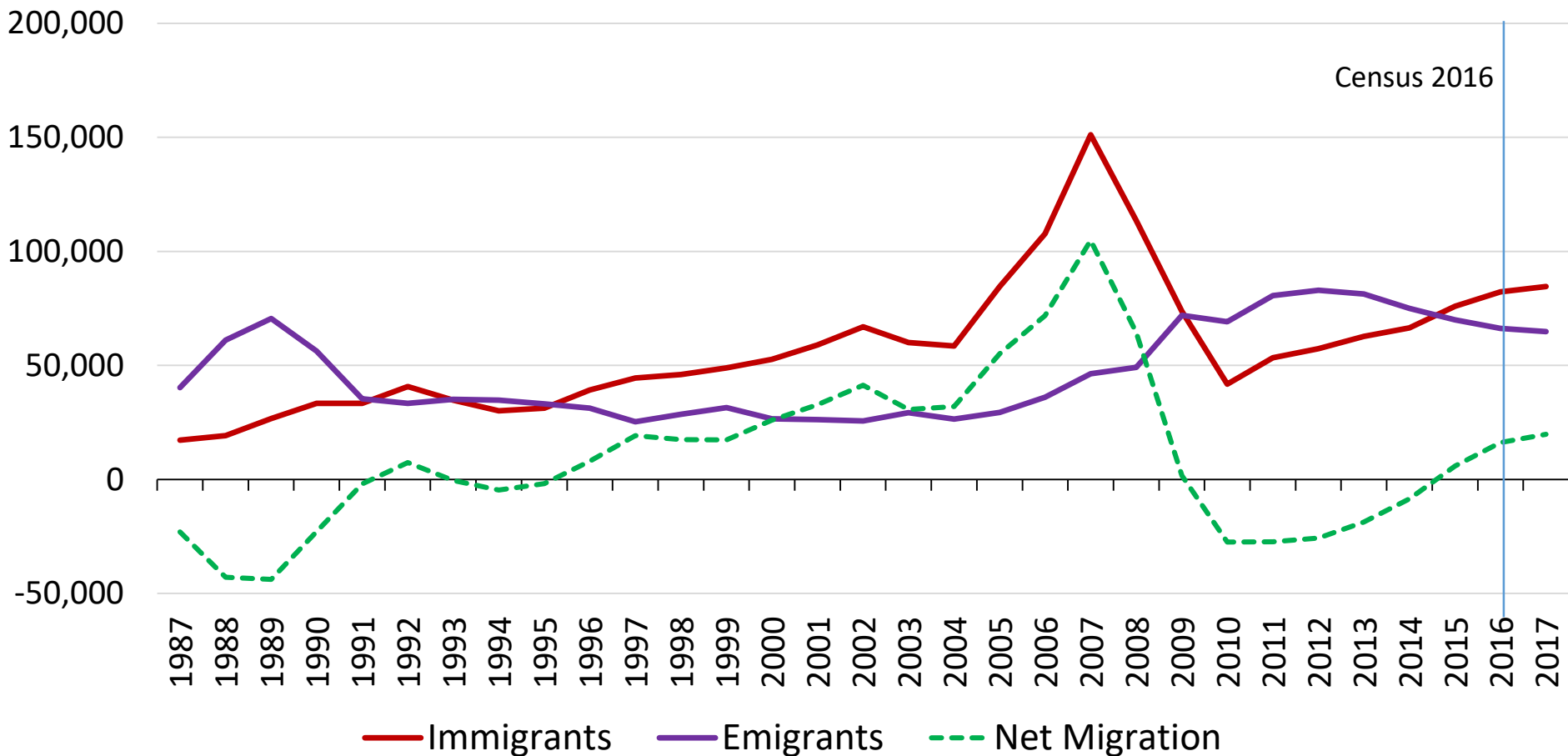


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Origin and Integration: a study of migrants in the 2016 Irish Census

- This report examines four key indicators using the 2016 Census microdata:
 - Education,
 - English Language Ability (self rated)
 - Unemployment
 - High-skilled work
- Do these indicators differ by individual country of birth? (Not just regions)
- How can we explain differences between migrants (those born abroad) in labour market outcomes?

Background: Immigration, Emigration and Net Migration, Ireland, 1987-2017



Source: CSO Population and Migration Estimates, various releases.
Year to April of ref. year

Resources and outcomes considered

1. Third level education



2. English language ability
(Self-rated spoken English 'very good')



3. Unemployment
(self defined principal status)

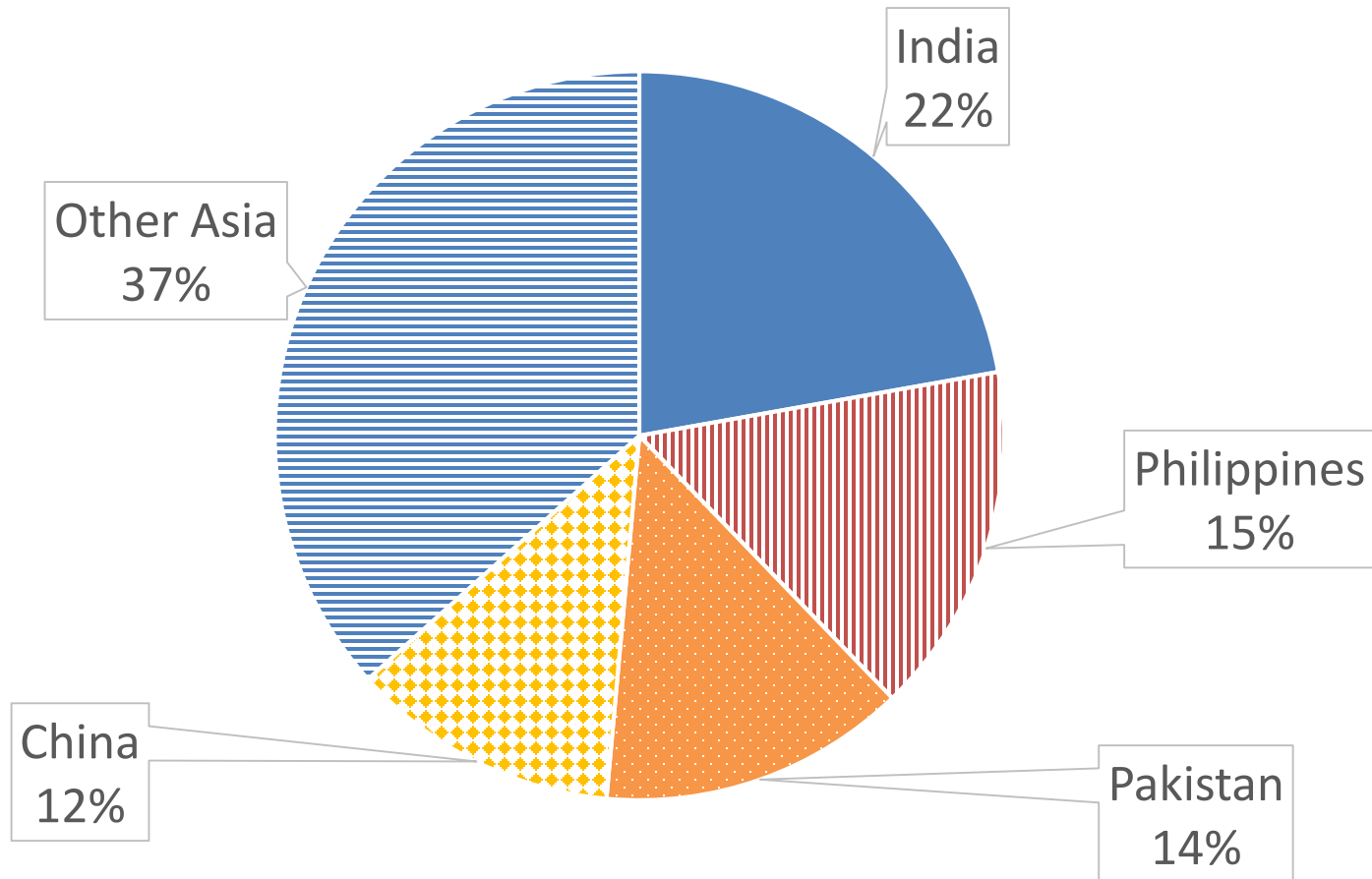


4. Job Quality
(managerial professional job)



Why consider countries over regions?

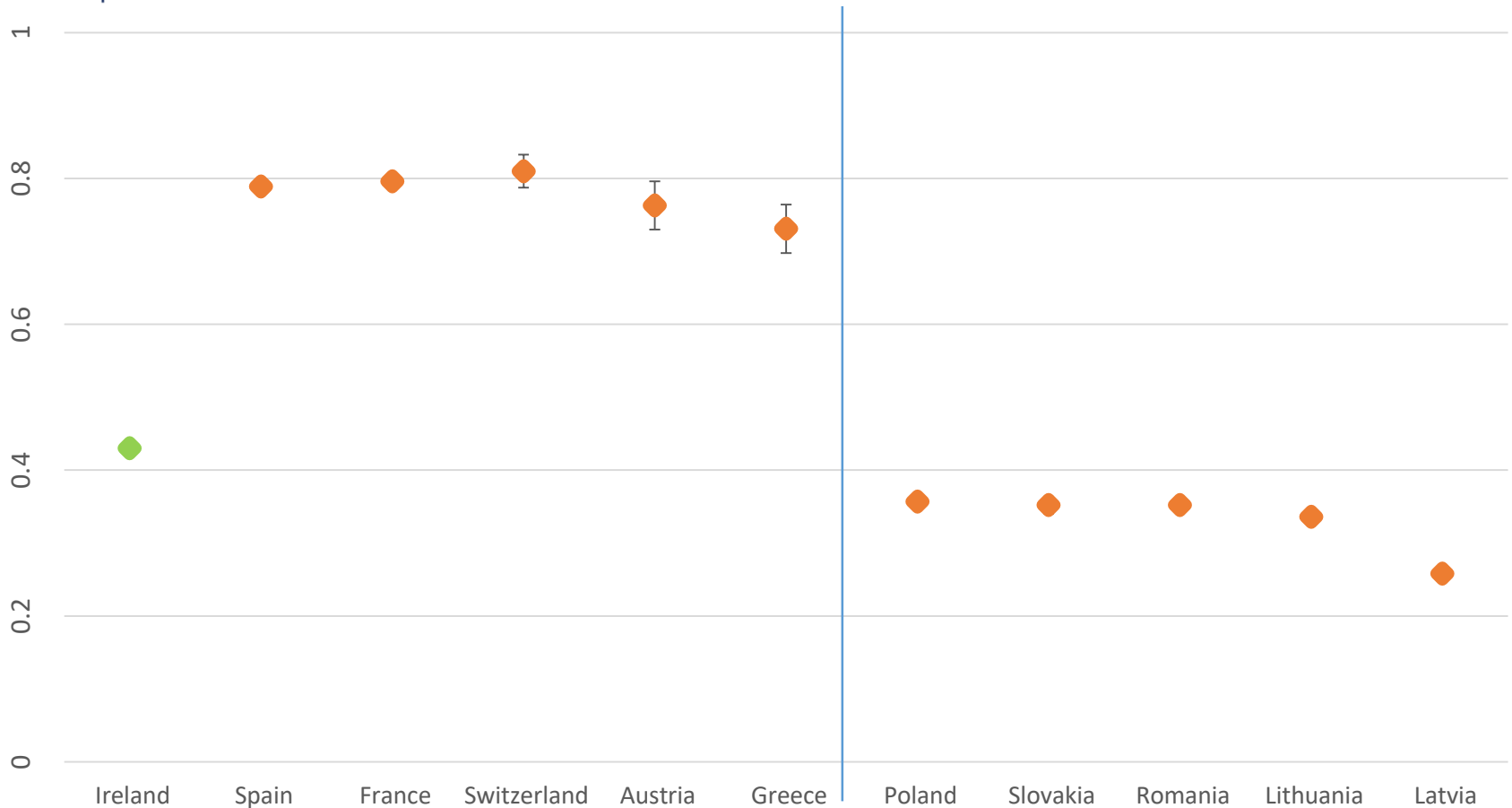
Census data for Asian migrants



What do we find? Education and English language skills

- Most migrant groups more likely to hold a third level degree than Irish born
- Though significant differences in between countries of birth within regions (esp in Asia and Africa)
- English proficiency (not surprisingly) much higher in countries where English is widely spoken, esp in many countries outside the EU

Education among top/bottom 5 EU countries

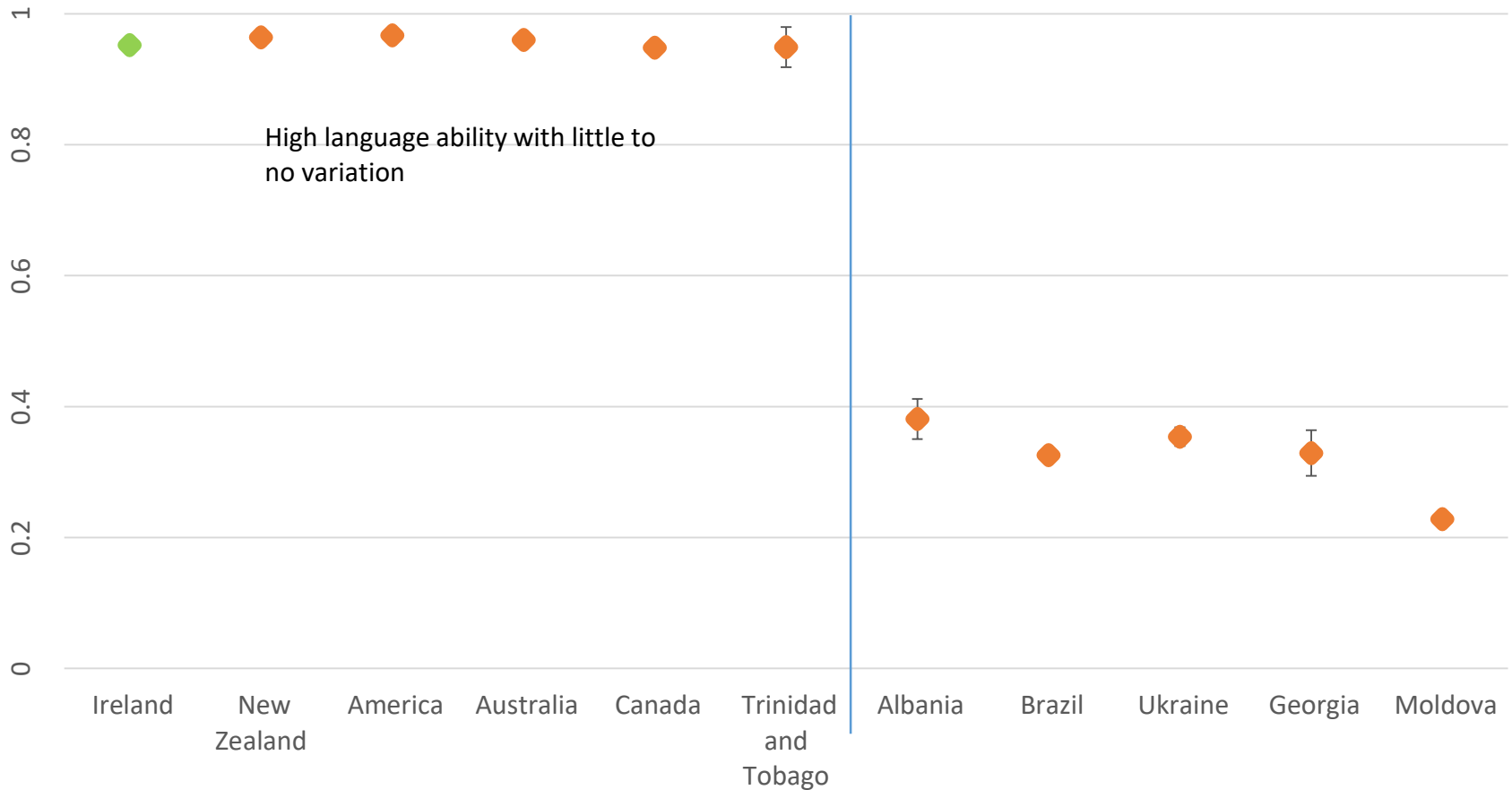


Notes: Those who have finished education. Basic adjustment for age and gender differences

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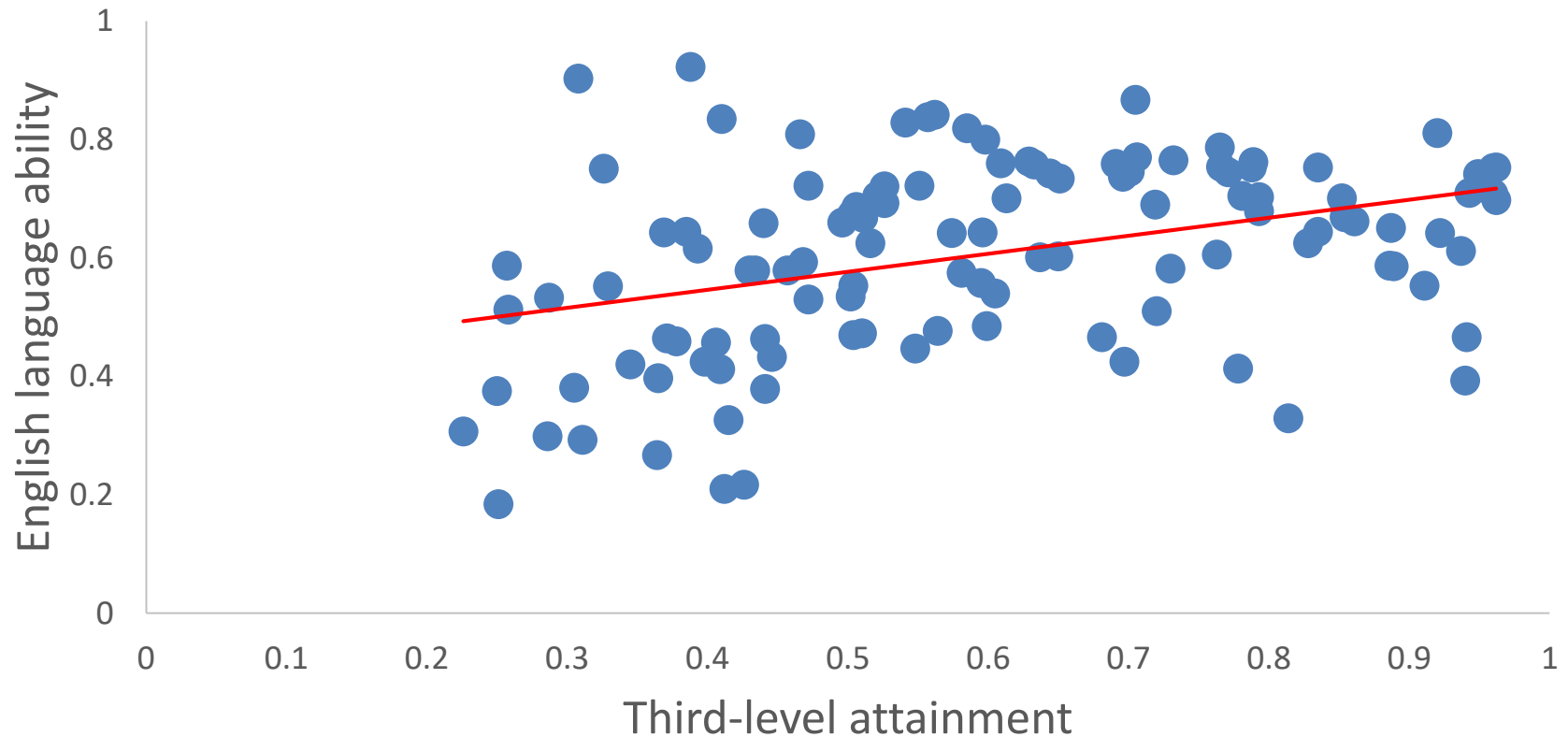
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Self-rated English ability, top/bottom 5 countries in “Rest of the World”



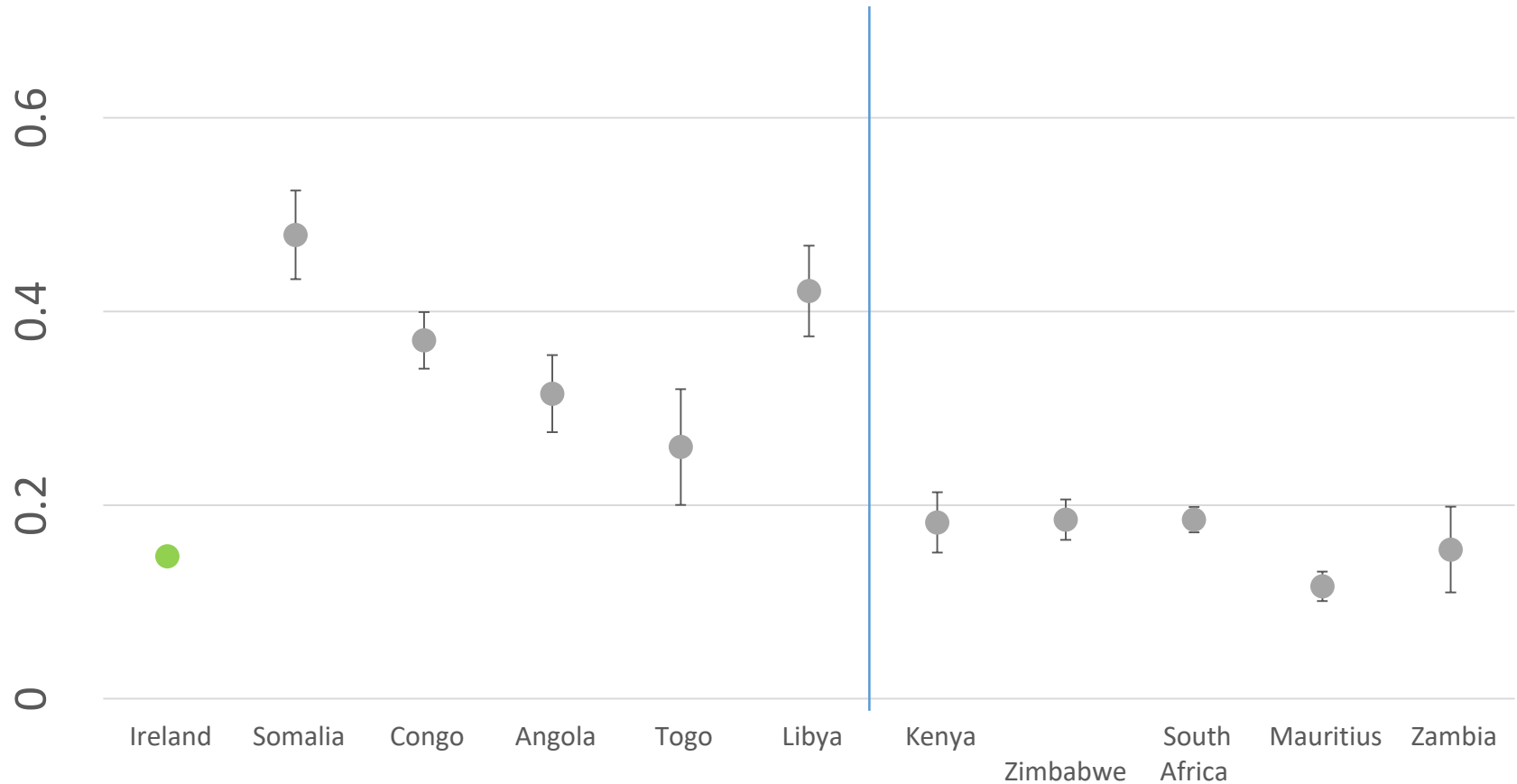
Age 20+; basic adjustment for age and student status

Weak correlation between education and English language ability at country level



Notes: Blue dots are countries of birth.

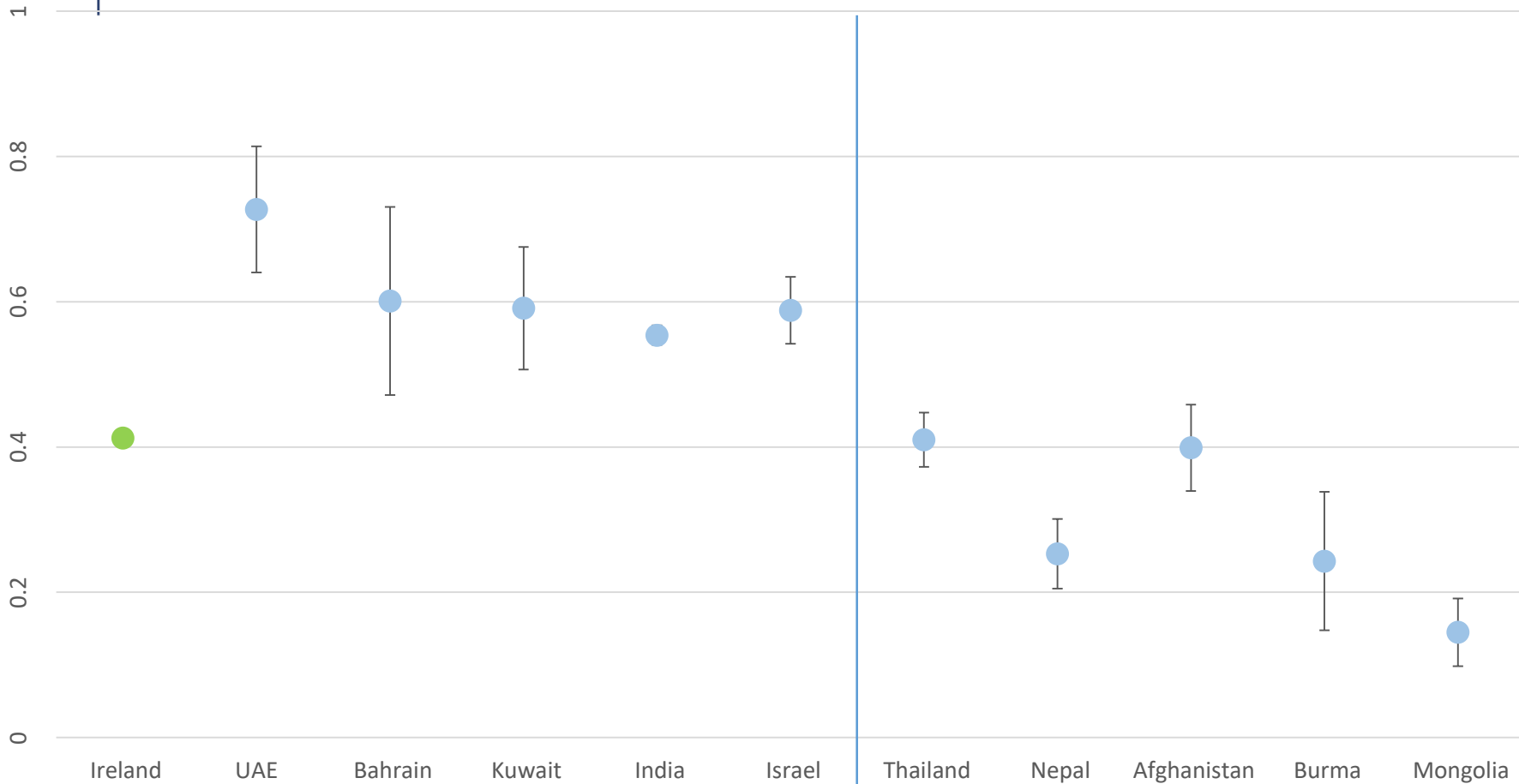
Unemployment among highest/lowest 5 African countries



Notes: Age 15-64 in the labour market (employed+ unemployed. Adjustment for age and gender differences, English language ability, education and finally ethnicity.

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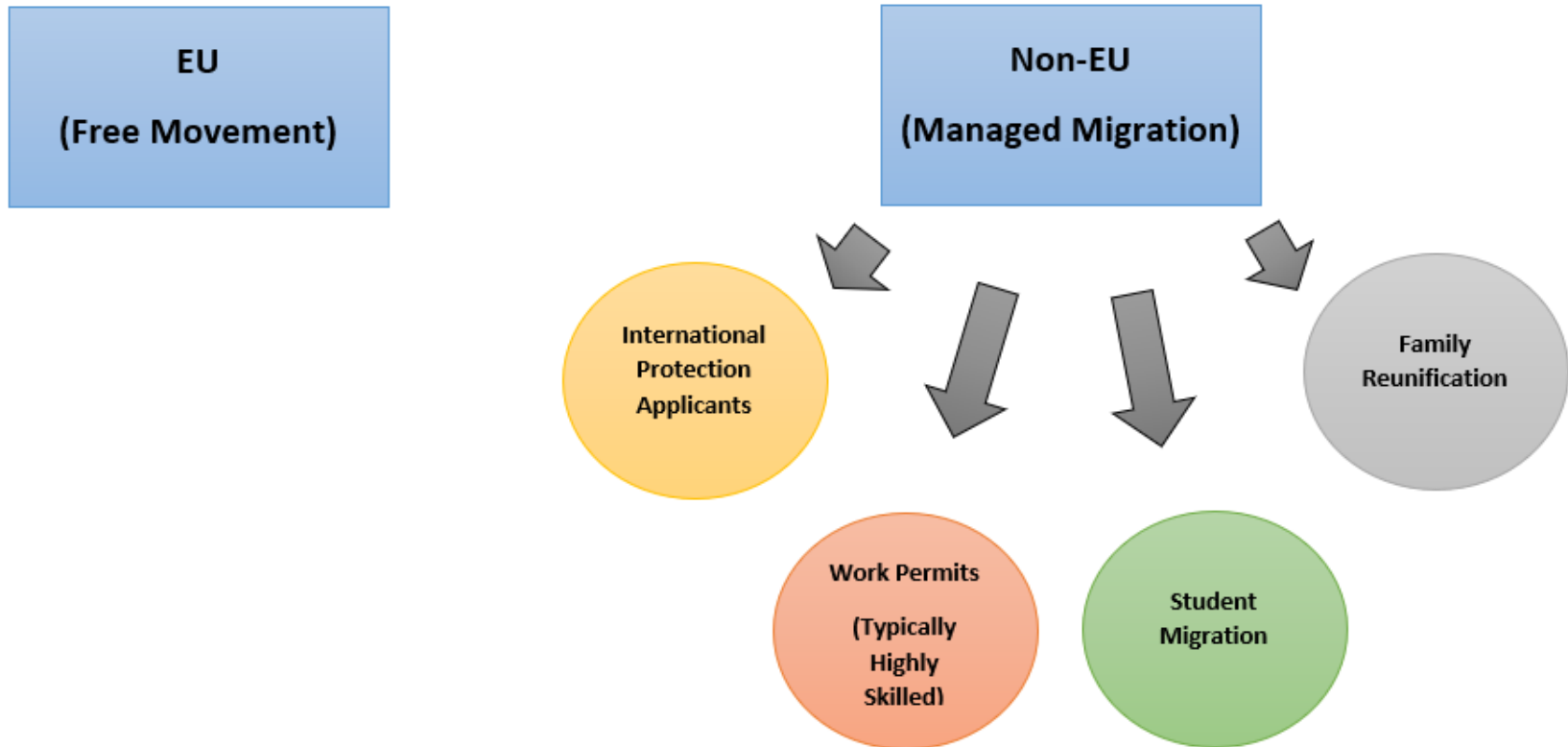
Prof/managerial jobs (among employed), top/bottom 5 Asian countries



Notes: Age 15-64 in employment. Adjustment for age and gender differences, English language ability, education and finally ethnicity.

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Why are some migrant groups more successful than others? Migration routes



Why are some migrant groups more successful in the labour market? (2)

- Only consider foreign-born
- Shift focus from individual country of birth
- Distinguish – EU (freedom of movement)/non-EU (managed migration)
- Non-EU: estimate likelihood of entering as a protection applicant (following O’Connell, 2019) based on UNHCR application data
- Add individual characteristics: age, gender, qualification level, self-rated English, ethnicity, length of residence, nationality

Migrants' labour market outcomes - I

Controlling for other factors:

- **EU born** have lower unemployment risk, but also lower occupational attainment than non-EU born
- Migrants from countries with **high rates of protection applications** have worse outcomes, especially unemployment risk, than others
- **Ethnicity:** Compared to White migrants, Black migrants more likely to be unemployed, but not Asian migrants: Asian migrants more likely to be a high-skilled job than White migrants

Migrants' labour market outcomes - II

- **For non-EU** nationals, being an **Irish citizen** associated with lower unemployment and higher occupational attainment
- **Duration:** Migrants who have lived in Ireland between 10-20 years have lower unemployment than 10 years
- Better **English language skills** and higher **educational attainment** associated with better labour market outcomes, esp in chances of being in a high-skilled job

Some policy implications

- **English language skills** play a key role in lab mkt outcomes, underscoring the importance of coordinated, well advertised adult ESOL provision
- **Recognition of qualifications** acquired abroad also important (Arnold et al. 2019)
- **Those who have come through the protection system** may need extra supports (UNHCR 2014)
- Ethnic group differences suggest **policies to monitor, prevent and respond to discrimination** important, as well as raising awareness

Limitations, lessons and future research

- Lessons: limitations of regional analysis (Asia etc), enormous potential of Census data for integration research
- Limitations: No second generation or reasons for migration – (but both soon in LFS)
- Sense of belonging, identity, social networks/ contact – need migrant survey
- COVID 19 – impact on migrants and migration- likely to be large – migrants as workers – given the jobs they do; migrants as students and as protection applicants

Thanks for listening!

Full report now available at:

<https://doi.org/10.26504/bkmnext392>

If you have further questions, contact authors:

Fran McGinnity fran.mcginnity@esri.ie

Ivan Privalko ivan.privalko@esri.ie

Shannen Enright shannen.enright@esri.ie