



# **Education and Career Decisions of Immigrant Youth**

A Secondary Research Report

**C**alience Research and Consulting

30 March 2023



# Contents

Introduction .....	1
Notes Regarding Data.....	2
Section 1 – The Education-Employment Nexus.....	3
Educational Pathways .....	3
Transition to Post-Secondary Education .....	6
Employment.....	10
Section 2 – Career Decision-Making Process .....	12
Conceptions of Career .....	12
Career Decision Making .....	14
Helping and Hindering Factors.....	15
Personal Qualities.....	15
Family.....	16
Significant Others.....	16
Networks .....	16
Experience/Training .....	17
Cultural factors .....	17
Finance .....	18
Language .....	18
Recommendations .....	19
Section 3 – Analysis of Educational Outcomes.....	21
Background on Educational Attainment .....	21
Educational Attainment of First-Generation Youth .....	24
Youth Not in Education, Employment or Training (NEET) .....	29
The Labour Market .....	32
Labour Market Outcomes by Admission Class.....	34
Bibliography .....	35
Endnotes .....	39

## Introduction

As of 2021, there are 1.3 million first-generation youth between the ages of 15 and 24 living in Canada. Within them is a vast reservoir of capacity to contribute to the economic and social development of their communities and Canadian society. Their progress along educational and career pathways is of particular interest. How do first-generation immigrant youth, particularly those between the ages of 15 and 19 years of age, approach educational pathways; how do they conceptualize a career and make decisions to advance along career paths; what resources do they require to make sound decisions; what more might they need; and who provides this assistance are crucial questions?

Unfortunately, the research into these questions can be characterized as sparse at best. This paper provides a summary of research that is currently available, with a focus on studies carried out in the past 10 years and is divided into three sections. The first examines the educational pathways of immigrant youth; the second describes factors that shape their career aspirations and outcomes; and the third provides insight into the recent educational and labour force outcomes for first-generation immigrant youth, with a focus on Ontario, drawing on the 2021 census.

## Notes Regarding Data

A challenge that emerges in reviewing literature related to youth, particularly those between the ages of 15 and 19 years, is the way that the period of youth is defined. In Canada, as in most countries, there is no single or fixed definition of youth. It has been defined in numerous ways in both academic and non-academic literature, varying depending on the context and purpose of the particular research question. Statistics Canada generally defines youth as 15 to 24 years of age, separating this age from the core-working-age group of 25 to 54 years.<sup>1</sup> This is the most used age range and is the same as that adopted by the United Nations Educational, Scientific, and Cultural Organization (UNESCO). Some studies, however, have adopted a longer period, ranging from 15 to 35 years of age, arguing that young people today tend to remain in school and to live with their parents longer than in the past.<sup>2</sup> Generally, a younger age range is used when investigating matters related to health and education and an older range when studying issues related to employment and participation in the labour market.<sup>3</sup> While some studies have begun to look specifically at the 15 to 19 year old age range, most address a broader span of life experience.

There is also variance in the way that the term immigrant is used in relation to youth. The literature on immigrant youth often does not clearly distinguish between newcomer youth – the operational term Statistics Canada uses to denote those who have come to Canada within the past 5 years – from first-generation youth – those who have come to Canada with their families as children or youth, commonly referred to as the 1.5 generation – and second-generation youth – who were born in Canada to parents who immigrated.<sup>4</sup> A lack of generational distinction in studies on immigrant youth makes it more difficult to identify common conditions and to effectively compare and contrast various conclusions and recommendations. For practical reasons, then, this paper has focussed principally on first-generation youth.

Beyond the challenges related to data collection, numerous authors have noted the limited research on immigrant young people and the paucity of qualitative studies that explore their education and career decision making.<sup>5</sup> This is a clear gap in the literature, that would benefit from closer investigation given that international migration is overwhelmingly a phenomenon of the young.<sup>6</sup>

## Section 1 – The Education-Employment Nexus

Two interconnected domains have a substantial influence on the career aspirations and achievements of immigrant youth and on their life opportunities and constraints: their postsecondary education and their early experience with the labour market. Both generally come to prominence for youth during the period of 15 to 19 years of age. For all human beings, this period of life is one of significant physiological, intellectual, and emotional development and often a time of vulnerability. Immigrant youth must navigate this transition while negotiating new social and cultural environments and the stresses they and their families endure in settling.<sup>7</sup> These two areas are addressed separately below, first considering the experience of first-generation immigrant youth pursuing post secondary education and then their initial experiences in the labour market.

### Educational Pathways

For youth between the ages of 15 and 19, concern with education centres on their performance in secondary education and the transition to post-secondary studies. Research has consistently shown that despite the stresses of immigration, first generation immigrant youth are resilient and do well in both primary and secondary school in Canada.

Canada is one of the few countries where the academic achievement of first-generation immigrant youth is comparable to their native-born peers. Foreign-born youth achieve the highest rates of post-secondary completion of any OCED country;<sup>8</sup> they are 2.5 times more likely to complete high school than youth born in Canada and more likely to graduate from university or college than their third-generation counterparts.<sup>9</sup> A recent review of the data found that 43 percent of youth aged 13 to 17 who immigrated to Canada in 2006 had obtained a university degree by 2016, compared to only 29 percent of youth who are third-generation or more.<sup>10</sup> Similarly, at the other end of the continuum, across OCED countries there is an average 5 percent difference between foreign born and native-born individuals not employed nor in education nor training (NEET); in Canada, the difference is much smaller at 1 percent.

Challenges with language, unfamiliarity with the operation of the Canadian school system, and inappropriate grade placement, in addition to the stress associated with resettlement including a sense of isolation and loneliness, have been identified as core risk factors for immigrant children disengaging from school. Youth who immigrate during the later years of high school are at the highest risk of school disengagement and leaving.<sup>11</sup>

Understanding why first-generation children and youth in Canada do relatively well in high school and pursue secondary education is an ongoing discussion in the literature. The most common explanations, for which there is a substantial body of quantitative and qualitative

evidence, are parental educational attainment; a high-level parental involvement in their lives of their children; and parental inclusion in the labour market.<sup>12</sup>

Parents' level of education is among the strongest and most consistent predictor of their children's academic engagement and achievement. One study found that only 12 percent of youth aged 13 to 17 years of age whose parents had not completed high school obtained a bachelor's degree 10 years later; in contrast to 63 percent of youth who had at least one parent with a university degree above the bachelor level.<sup>13</sup> First-generation immigrant youth whose parents are university educated are twice as likely to pursue post-secondary education as youth whose parents held a high school diploma.<sup>14</sup> The educational accomplishments of immigrant youth, then, can be attributed in large part to the influence of their parents' education.<sup>15</sup>

In general, those who immigrate are highly motivated and hold clear aspirations, for their children. Often a primary reason for parents choosing to come to Canada is to provide greater opportunities for their children. These life opportunities are intimately bound to educational achievement and, as such, immigrant parents often have higher expectations for their children than parents born in Canada; and they actively work to shape and instill these aspirations in their children. Strong and coherent parental expectations "act as a buffer against structural disadvantage."<sup>16</sup> These aspirations are often shared by the extended family and the community, which helps to socialize these aspirations and to generate a sense of expectation for the youth.<sup>17</sup> These observations point to another area of research in need of attention: how the condition of immigrant families, their sense of connectedness, and their settlement experience influences the educational and career aspirations and achievement of their children and youth.<sup>18</sup>

In addition to the parental influence, the presence of a network of strong, meaningful, trustful, optimistic relationships that provide ongoing support, encouragement, and critical information to immigrant youth as they navigate the educational system has been shown to strengthen academic outcomes.<sup>19</sup>

Specific aspects of the Canadian immigration framework contribute to the positive educational attainment of first-generation immigrant youth. These include selection criteria that emphasize educational capital; a focus on multiculturalism – as opposed to assimilation and monoculturalism – and the provision of resources by a robust settlement sector concerned with promoting the wellbeing and integration of newcomers,<sup>20</sup> The first aspect is an important contributing factor as the majority of immigrants to Canada is from the economic class, for which educational attainment and work experience are central concerns.

While the educational attainment of first-generation immigrant youth is encouraging, there is an Achilles' heel. Studies on educational achievement tend to compare immigrant and non-immigrant populations, as described above. Such comparisons unintentionally conceal

variability in the “preferences, performance, and eventual post-high school pathways of immigrant students”<sup>21</sup> by treating all immigrants as a homogeneous group. Doing so obscures important variations and disparities in educational achievement, particularly by region of origin.<sup>22</sup>

For example, a 2010 study of a cohort of first-generation immigrant youth in the Toronto District School Board revealed that over 70 percent of those from East Asia confirm acceptance to a university program at the end of high school. This number drops to 52 percent for youth who arrived from Europe; to 50 percent for those from South Asia; to 37 percent for those from West Asia, and to only 12 percent for youth who arrived from the Caribbean. That is a 55-percent difference in university acceptance among youth from different regions of origin. Similarly, almost half of youth arriving to the Toronto District School Board from the Caribbean dropped out of secondary school, 15 percent higher than the next region-of-origin group, students from Africa. This same pattern could be discerned in high school performance: 87 percent of students from East Asia and only 38 percent of those from the Caribbean were enrolled in the Academic stream. Students from the Caribbean were also the most likely to leave school.<sup>23</sup> While there have been positive improvements over the past 10 years, disparities remain. Region-of-origin and generational status continue to affect the educational and career pathways of immigrant youth.

A word of caution, however, is in order. Gaps in educational achievement by region of origin can reflect socio-economic origin and be influenced by individual characteristics. Immigrant youth from regions with higher university graduation rates are more likely to have parents with a university degree, and it can be surmised that it is this factor, perhaps more than the factors and conditions in the region of origin itself, that account for the disparities. For example, in 2006, 62 percent of children aged 9 to 17 with a North African immigrant background lived with parents who had a university degree, compared to 52 percent of those in East Asia, 21 percent of those in Central America and 20 percent of those in the Caribbean.<sup>24</sup> This is another area in need of further research.

Parental education; parental involvement in the lives of their children; parental engagement with the labour market; region of origin; and strong supportive networks are all positively correlated with educational achievement of immigrant children. In addition, aspects of the Canadian immigration framework – notably immigration selection criteria that favour educated individuals and a multicultural approach to newcomers – provide context for immigrant youth to do well. However, care needs to be taken not to oversimplify. A young person’s decisions regarding education are multi-layered and complex. Beyond the above factors, personal characteristics, extended family resources, the degree of community support all come into play.<sup>25</sup> Yet, further research would be beneficial: A 2016 study published by Statistics Canada noted that “even if we controlled a large number of factors such as parental aspirations, literacy and academic results during adolescence, children with

an immigrant background would still be overrepresented among those who enroll in university.<sup>26</sup>

### **Transition to Post-Secondary Education**

Research exploring the transition from high school to postsecondary education among first-generation immigrant students is also sparse.<sup>27</sup> What research is available has identified three interrelated structures that shape the decision making of first-generation immigrant youth regarding their education, and by extension the initial phases of their career: (a) the influence of their family; (b) their experience in high school; and (c) their own motivation.<sup>28</sup>

#### ***a. The family***

The role of immigrant parents, siblings, and the extended family in shaping the educational aspirations and providing support has been noted above. In interviews, newcomer youth frequently state that their decisions regarding postsecondary education are made in response to the standards and academic expectations of their parents, which are oriented to achieving a successful career. A good education means studying to obtain a well-paying, respected career, most often identified as either medicine, engineering or law.<sup>29</sup> For many first-generation immigrant youth their sights are set on university from the start, giving less consideration to other postsecondary paths, including community college, apprenticeships, and entrepreneurship.<sup>30</sup> This orientation is reflected in the high proportion of these youth who attend university, in contrast to apprenticeship and college.<sup>1</sup>

Immigrant youth benefit from having older siblings or extended family members who have already navigated the university system and can both encourage and practically help them at each step of the application and entry process. Conversely, immigrant youth who are the first in their family to navigate the transition to postsecondary studies report greater difficulties.<sup>31</sup>

While the high expectations of parents tend to help newcomer youth along their educational path, undue pressure can cause a young person to pursue an educational path when they are not sure what they want to do long-term or when they are not well suited for it, that is, such pressure can misdirect a young person and create challenges later in life.<sup>32</sup>

#### ***b. Experience in high school***

The experience that first generation immigrant youth have in high school has been shown to shape their decisions regarding post-secondary education, influencing their immediate

---

<sup>1</sup> Refer to section 3 of this report for an analysis of educational pathways of first-generation immigrant youth.



career opportunities. This occurs principally through academic streaming and the influence of teachers and counsellors.

### *Streaming*

All education systems are organized in stages, which are in turn are divided into educational streams and curricula. The structure of formal pathways can be rigid or somewhat flexible.<sup>33</sup> In Ontario, students have been streamed, sorted into different academic tracks based on perceived ability, as early as grade 9, with an academic track leading to university and an applied track leading to college. This practice has required young people, as young as 13 or 14 years of age, to make critical decisions about their educational and career pathways, often when they are too young to do so.<sup>34</sup> It is easy to appreciate how the challenge is intensified for youth from immigrant families.

While academic streaming is intended to be based on a student's ability, studies have well established that the assignment of young people into the streams is more reflective of social inequalities and conscious and unconscious bias.<sup>35</sup> As an example, a landmark 2017 study examined enrollment in the Toronto District School Board and found only 53 percent of Black students were enrolled in the Academic stream, in contrast to 81 percent of White and 80 percent of other racialized students. Black students were over twice as likely to be in an Applied stream as White and other racialized students. Perhaps most striking, only 0.4 percent of Black students were in a gifted program. This study also examined the post-secondary pathways of students who were in grade 12 and determined that confirmation of an offer to university is closely related to the program of study in Grade 12—59% of Grade 12 students who took most of their courses at the university level confirmed an offer to an Ontario university. Conversely, there were no university confirmations for students in the college or workplace programs of study.<sup>36</sup> These findings reflect a 2010 study that determined streaming of newcomer youth in Toronto is influenced by region of origin: 82% of youth from Europe and 87% of youth from Eastern Asia were placed in the academic stream, compared to 38% of youth from the Caribbean and 52% from Africa.<sup>37</sup> The findings indicate a systemic issue that shapes the educational experience, post-secondary decisions and career opportunities for certain racialized populations that are composed largely of immigrant youth, and contributes to the production and reproduction of social inequalities.

Notwithstanding the structural concerns noted above, newcomer youth who do enter postsecondary studies tend to report that the courses they studied helped them to clarify their areas of strength and to identify fields in which they could excel, leading them to choose degrees or diplomas related to these areas. They also felt that courses specifically focussed on career-decision making were impactful, as were opportunities to discover first-hand new career opportunities.<sup>38</sup>

*Impact of teachers and counsellors and community organizations*

While some research points to a reluctance on the part of newcomer youth to feel comfortable seeking help from school counsellors,<sup>39</sup> there is consistent evidence that teachers and counsellors can have a significant impact on assisting first-generation immigrant youth with their educational path, including post-secondary decision-making.<sup>40</sup> Teachers serve as additional supports, and in some cases as mentors, helping newcomer students narrow down suitable degrees to pursue. Teachers also help ensure that these students take appropriate courses to meet entrance requirements.<sup>41</sup> In one study, students who did not form close relationships with their teachers and counsellors found it harder to obtain information relating to post-secondary options and requirements, ones they felt their Canadian-born peers just knew about. This emphasizes the importance of immigrant youth forming relationships with school personnel. While immigrant youth report some teachers to be discriminatory, overall teachers are viewed as being helpful and willing to provide support.<sup>42</sup>

A note should be made regarding the school environment. When the environment is welcoming and the student body is characterized by diversity, newcomer youth form deep attachments to their schools, with participants in some studies describing school as a “second home” that “helps a lot” and “feels like a family”.<sup>43</sup> Such an environment is conducive of helping newcomer youth advance along an educational path towards a career. Naturally, the converse is also true.

A challenge for immigrant young people is to obtain relevant and accurate information related to post-secondary studies. While schools are a dominant source of this information and guidance for youth, community-based programs have also been found to provide effective support to help these youth search for, decide on, and apply to college and university programs. This is particularly so when parents or other family members are not familiar with navigating the postsecondary system and when there are challenges with language proficiency.<sup>44</sup> In addition to relevant information, community organizations are well placed to provide mentors who are familiar with the population and who can assist newcomers to make educational and employment choices, providing guidance, resources and helping them to make connections.<sup>45</sup> There is also evidence that community-based programs that address life-skills training, career planning, and employment mentoring act as facilitators in supporting newcomer youth in making post-secondary choices.

### **Motivation**

The personal motivation of newcomer youth is nuanced and can be viewed along a continuum. At one end are external sources of motivation including the prospect of obtaining a prestigious, well-paid career, which immigrant youth often state as a long-held personal aspiration. Often this motivation is influenced by the financial hardship their families endured throughout the migration process and the challenges their parents experienced in the labour market.<sup>46</sup> At the other end of the continuum are more intrinsic factors including the desire for a meaningful and purposeful career. There is a consistency in the research that a key protective factor in helping newcomer youth enroll and complete postsecondary studies is their “steadfast desire” and “clearly defined goal” to do so.

### **Valuing Diverse Educational Pathways**

The most common educational pathway for newcomer youth is a linear one, from secondary school to college or university and then to the labour force in a particular career field. They are less likely to take nonlinear pathways, in which youth engage in vocational training or enter the labour market in an apprenticeship. There are, however, variations by region of origin. The percentage of immigrant youth from South Asia who take a non-linear pathway is only 1.98. However, nearly 10 percent of those from Latin America and the Caribbean follow a non-linear path.

Some concern is expressed in the literature that narrow, linear pathways may not serve all immigrant youth well, and that options for youth to enter the trades or pursue entrepreneurship opportunities are not well appreciated nor supported. Non-linear pathways are not necessarily less fulfilling or secure than linear ones. There are recommendations to move away from taking a “university for all approach as these alternate paths are attainable, require less investment in terms of tuition, consist of shorter-term programs of study, are often financially and personally rewarding, and make a substantial contribution to society. A recent qualitative study engaging newcomer youth from the Somali community in Ottawa noted that “choosing the trades is increasingly being accepted as a good career choice by Somali parents and youth” but noted that there is a lack of knowledge regarding trade programs and financial supports for those wishing to pursue them.

## Employment

The initial experience with employment can affect career aspirations and long-term relationship to the labour market, and this may be particularly so for first-generation immigrant youth. Initial employment can have a positive or negative impact on the reading of the labour market. On the positive side, employment can help a young person identify their interests and aptitudes, strengthen language ability, and build a network of contacts that can lead to better employment prospects later in life. On the negative side, newcomer youth often struggle to find work to begin building experience and when they do it tends to be in low-skill positions that provide little scope to achieve many of these positive benefits. And in many cases exposure to prejudice and discrimination affects their sense of self-esteem and can limit what they feel they can achieve.

First-generation immigrant youth experience higher levels of unemployment and relatively lower rates of labour market attachment than their Canadian-born peers. They are much less likely to work during secondary education than youth born in Canada. Nearly 60% of Canadian born youth between the ages of 15 and 19 have work experience prior to leaving high school, compared with only 25% of immigrant youth.<sup>47</sup> It is not clear if this lower rate is because they are focussed on education or there are barriers to their entry to the labour market.<sup>48</sup> A majority of immigrant youth – ages 15 to 24 – work in low-skilled, low-wage positions in construction, manufacturing, administration, waste removal, education, healthcare, retail, clothing stores, professional and technical support, and accommodations and food services.<sup>49</sup> The problem of precarious employment among immigrant youth is well recognized and prevalent.<sup>50</sup> This is particularly the case for immigrant youth from Africa, the Caribbean and Jamaica, who are often at the very bottom of the entry-level employment ladder.<sup>51</sup> Such experience may affect their ability to compete for jobs as adults.

There is also evidence that newcomer youth from families who are struggling economically are just as likely to experience difficulties transitioning to the labour market as adults. These youth often lack a sufficiently broad network of family and friendship networks that are instrumental in finding employment. For younger youth, aged 15 to 19 years of age, friends are most important to finding employment opportunities; older youth 20 to 24 years of age rely more on family members, parents, siblings, relatives and their close friends. Compounding the challenge of limited social networks is the impact of discrimination, and issues with language and accent.<sup>52</sup>

Younger immigrant youth tend to rely on informal sources rather than employment agencies to find employment. Participants in one study stated that employment advisors are friendly and try to help but the opportunities they provide are limited to low-paid work. This age group has also been shown to be the most likely to volunteer, although there is not strong evidence that volunteering for instrumental reasons, that is to obtain employment, is effective.<sup>53</sup>

Immigrant youth who do not obtain a post-secondary degree or diploma almost always find themselves in low-skill, low-paying, precarious employment with little chance of advancement. Their career path is characterized by lateral rather than vertical movement. Those newcomer youth who attend post-secondary studies have additional doors open to them, but their initial experience in the labour market may not be one favorable to building confidence and providing career direction and support.<sup>54</sup>

## Section 2 – Career Decision-Making Process

During adolescence, youth begin to form vocational goals as they become aware of their values, interests, and resources. Career development tasks at this stage include crystalizing and specifying occupational preferences. As young people enter high school, they need to make specific career centred decisions regarding post-secondary options. To do so requires them to have both knowledge of themselves and of occupational requirements.<sup>55</sup>

Career decisions are intimately tied a young person's life circumstances and sense of meaning. Some decisions, particularly around post-secondary choices, have the potential to significantly influence one's career, often leading to feelings of anxiety.<sup>56</sup> For newcomer youth, being at the intersection of multiple cultures and needing to navigate the education-career discussion can give rise to additional uncertainty and stress. This is especially so for immigrant youth referred to as the 1.5 generation, who arrived as early adolescents. They need to manage family expectations and values along with their own emerging aspirations.<sup>ii</sup> Unfortunately, there is a scarcity of research that addresses the career decision-making of these youth.

### Conceptions of Career

Understanding how first-generation immigrant youth make decisions about their career first requires consideration be given of what they consider a career to be. Historically, the term has been defined in a linear, progressive manner, and often closely associated with a particular field or even specific occupation. It has been suggested that a more contemporary conceptualization is needed both to understand how immigrant youth make decisions related to their career and to be able to assist them with these decisions. Such modern conceptions view a career in a more holistic way, viewing it not solely in the context of employment but integrally connected to identity and meaning.<sup>57</sup> Pursuing a career is seen as a process of discovery that evolves over time as a consequence of a series of decisions influenced by opportunities and constraints. Such an approach to career is more able to accommodate the reality of immigrant youth, who are navigating multiple transitions and potentially different sets of values and expectations.<sup>58</sup>

Traditional conceptions also place responsibility for designing and pursuing a career solely on the individual, who must exercise personal agency to determine meaning. However, immigrant youth may not possess the experience necessary to interpret and make meaning in a highly individualized context.<sup>59</sup> Such a conception assumes that each person possesses pretty much the same knowledge, understanding and values, which is not the case for newly

---

<sup>ii</sup> There is some research to suggest that newcomers who arrive as children, before the age of 10, have a educational and career decision experience closer to that of youth born in Canada

arrived youth transitioning to a new social reality, particularly when they come from a more collectivist cultural background. This has been a longstanding weakness of Western approaches to vocational psychology that fail to consider the values and orientations that are significant to people from other cultures.<sup>60</sup>

A theme that emerges in the career literature is of intergenerational conflict between newcomer youth and their parents and extended families arising out of different conceptions of a career and what it means to be successful. Many immigrant communities hold certain professions in high regard and create a sense of pressure in their children to pursue these, sometimes undermining or misdirecting them.<sup>61</sup> Those working with immigrant youth need to be mindful of this wider context in which career decisions take place. Viewing a career as a path, journey or story allows for a broader conception of career and a basis for consultation when exploring career options, helping to avoid rigid, stereotypical perceptions that, in some instances, are not always adequate.<sup>62</sup> Such images are also conducive to drawing the family into the discussion, which can strengthen the career decisions of young immigrants, as a career is tied to the sense of purpose and meaning for an individual and therefore closely bound to the values and aspirations of the family.

Career theories and career-related interventions have begun to consider the notion of career from a multicultural perspective. They are also trying to account for environmental and contextual variables such as ethnicity, gender, and cultural values. In doing so the concept of career becomes richer and better able to accommodate a wider range of meanings; it also opens the possibility of intervening at multiple levels according to the needs and opportunities of the young person making career decisions.<sup>63</sup>

When interviewed, immigrant youth often view a career as an integration of their interests, skills, experiences, and a means of earning a livelihood. That is, they appreciate a career as more than an identifiable job. Immigrant youth tend to view a career as evolving as their interests and abilities develop and experience accumulates, and they identify less with the notion of a career being identified with a particular employment role and status. They also tend to include personal fulfillment and identity as being a part of career development, and thus, it can be assumed, that these factors influence their career-decisions. However, the meaning often associated with these terms deserves mention.

Newcomer youth tend to expect a career to provide them with meaning, more by default than active striving; that is, they believe that being successful in a career naturally leads them to achieve meaning and purpose. It is speculated that their bicultural identity opens them to the possibility of achieving a sense of meaning through career. A Canadian way of life does not necessarily provide them with a standardized reference for meaning-making and they are encouraged by their culture of origin to depend on their career to provide tangible and intangible benefits, including meaning.<sup>64</sup>

Much of the literature describing the career conception of new immigrant youth notes their desire to achieve prestigious, well-paying employment. As already noted, part of this aspiration is shaped by the influence of the family and community and draws on the intrinsic motivation of a young person to respond to the sacrifice of their parents. However, while many newcomer youth desire financial stability and recognition – something often denied to their parents – they also value a career going beyond these pecuniary objectives and making a positive impact on society.<sup>65</sup> In Canada, career has often been thought about as principally an individual enterprise. For first-generation immigrants, however, while a career should provide financial and social resources to contribute to society, it should also enable them to directly contribute to the transformation of society. Said another way, the purpose of a career, irrespective of the field of choice, is to build and transform society – they want their career to make positive, meaningful change.<sup>66</sup> There are no known definitions in the career literature that consider this altruistic social goal embedded in the notion of career. However, it is one that shapes the decision-making of immigrant youth. In making career-decisions, these youth benefit from being assisted to recognize how their capabilities can help them pursue a career path to improve the world, a step that requires those assisting them to not overemphasize the past, not to see these youth as victims, or downtrodden, but as a potential protagonist of meaningful change.<sup>67</sup>

## **Career Decision Making**

Closely related to the concept of career is career decision-making. Studies have shown that the nature, quality, and amount of information available; social, and cultural barriers; financial implications and emotional factors all impact and shape the decision-making process. Career decisions are not made in a vacuum, they are impacted by other important life decisions and progressively clarified in a social context that is always changing.<sup>68</sup>

Most career decision-making theories emphasize rationality, in which the decision-maker analyzes information and weighs the pros and cons of possible paths. The approach, however, makes two critical assumptions. One is that the individual has access to sufficient, accurate, and appropriate information. Yet, studies of first-generation immigrant youth and their decision-making consistently conclude that an important barrier in making sound career decisions, including the educational component, is a lack of sound information and appropriate advice.<sup>69</sup> Career theories also assume also that the decision-maker has developed the capability to analyze accurately the two bodies of relevant information: knowledge of the self and knowledge about the options in the world of work.<sup>70</sup> There is then a need to ensure the related capabilities are being developed, particularly among new immigrant youth who are navigating multiple cultures and traditions. Traditional career counselling often assumes people have both access to resources and a developed capability



to assess them, yet with newcomer youth, indeed newcomers in general, these assumptions are not necessarily sound.<sup>71</sup>

Approaches to career decision-making and development that emphasize integration into the host culture can be limiting. Those helping young people with career decisions need to consider their life-journey, which includes their past decisions, present considerations and future aspirations. Career decision-making cannot be isolated from other life decisions and contexts.<sup>72</sup> Furthermore, Immigrants are not a homogeneous group; all share some similarities but there are many variations particularly when values are considered. There are also combinations of barriers that new immigrants are subject to, some being more problematic to certain populations than others. Furthermore, events and transitions experienced in one area of a person's life – particularly the family and work – affect other areas.<sup>73</sup> Career development is made in a complex yet rich context and mediated by limited alternatives and unexpected life circumstances: the extent to which individual agency itself can be exercised in career decision-making has been grossly overestimated in traditional career theories and models of career counselling.<sup>74</sup>

## **Helping and Hindering Factors**

The research literature identifies several factors that help or hinder first-generation immigrant youth in making career decisions and developing their career. Many of these apply to all young people but there are nuances for immigrant, and particularly newcomer, youth.<sup>75</sup>

### **Personal Qualities**

The research literature is consistent in identifying that personal qualities are central to career development, notably optimism, self-confidence, inner strength, perseverance, faith, and values. Self-confidence and inner strength help when arising from a sound knowledge of oneself, of one's interests, aptitudes, and values. It has also been suggested that Western theories of vocation and career development tend to fail to address some of the values and orientations that are significant in the lives of people from other cultures. It is common for newcomer youth from many countries to articulate that their decisions are influenced by their faith in God and the implications that their faith has for their life path. To fully and holistically understand the decision-making process of these young people may require acknowledging their faith as it applies to their career development.<sup>76</sup>

In addition to personal qualities, youth need also to develop interpersonal characteristics that enable them to form and maintain meaningful relationships with those not in their extended family. Doing so is a helping factor for career development. Appreciating the interrelationship between personal qualities, interpersonal characteristics and career

decision-making is often not a priority in Western conceptions of career development; however, for young people who immigrate it is a critical consideration.<sup>77</sup>

## **Family**

Family values and expectations are a primary influencer of career decision-making of immigrant youth, generally more so than youth born in Canada. Many youth are a part of populations with a collectivist framework, in which the wellbeing and wishes of the family is a central concern on par wishes of its individual members. Traditional approaches to career decision-making that emphasize autonomy and personal fulfillment, that have a more individualistic orientation, can give rise to uncertainty and even conflict between generations and may require modification.<sup>78</sup>

Support from family is identified as a key helping factor for immigrant youth.<sup>79</sup> Career decisions are stressful, and the family can provide a space to discuss possibilities and receive advice, particularly about how to overcome barriers. The family contributes the greatest when discussions and expectations are free from inordinate pressure, when there is an encouraging and exploratory environment in which a young person can make decisions.

While the family is often a helping factor, it has also been described by newcomer youth as a hindering one in some instances, for example, when its members are not available or when there is conflict in the family. Inordinate pressure on a youth to pursue a particular set of occupations, regardless of interests and aptitudes, can have a negative influence. As well, financial needs may come into play, requiring a young person to find employment at the expense of educational and career pathways.

## **Significant Others**

The encouragement, guidance and validation from significant others – friends, teachers, counsellors – has also been identified as a helping factor that assists assisting newcomer youth to identify and pursue a career.<sup>80</sup> Significant others help by giving general and specific encouragement, being available to talk, asking questions and providing perspective, and by offering practical assistance, such as providing information about education and employment opportunities, making introductions and providing references.

## **Networks**

A significant factor to career success of first-generation immigrant youth is access and involvement in social networks. It is not only the quantity of networks but also the heterogeneity and diversity shared across networks that is important. Large diverse networks have consistently shown to improve the likelihood of career success, while small and homogenous networks are detrimental.<sup>81</sup> A lack of quality connections makes access to good quality information and its analysis more challenging for an immigrant youth.

Networks also serve as a means of encouragement and support. Immigrant youth benefit from validation in many aspects of their life which can be met by “validation networks that are available to them in the form of friends, mentors, and supervisors. Thus, the very sense of support, acceptance, recognition, and fulfillment may be identified as encouraging immigrant young people to career success.”<sup>82</sup> Studies point to the value of diverse, multiple mentoring relationships to provide support in various domains of life.<sup>83</sup>

### **Experience/Training**

The accumulation of relevant experience is an important helping factor in career development, particularly for first generation immigrant youth.<sup>84</sup> For immigrant youth at the start of their career journey, being attentive to the breadth and quality of experience is an important consideration. Experience is acquired in a range of domains including academic study, extracurricular activities, volunteering, internships, and employment. Exposure to different kinds of work and activity helps create awareness in young newcomers and contributes to enhancing their understanding of the new culture and society. It also helps develop their abilities and to identify their aptitudes and interests. In some cases, participation can help directly, for example by opening opportunities for career-related employment. Conversely, an absence of meaningful, diverse experience can be a hindering factor. For example, first-generation immigrant youth often do not engage with the labour market, instead focussing on their educational pathway. However, the lack of practical employment experience in their field can make it harder to secure employment later, particularly if they complete a master’s degree before trying to secure work.

### **Cultural factors**

There are aspects of culture, both Canadian and the newcomers own, that are helping factors. In terms of Canadian culture, newcomer youth identify an orientation to equity in Canada, a belief that it is alright to be different, and an openness and acceptance of diversity, as a helping factor.<sup>85</sup> The values of their own culture, not only those associated with employment but values that shape interpersonal relationships, an orientation to personal growth, and sense of meaning in life, help to strengthen the resilience of first-generation immigrant youth. The stresses associated with transitioning to a new culture while transitioning from childhood through adolescence can contribute to strengthening character. The influence of racism and multiple forms of prejudice that lead to discrimination are always present, but there is evidence from at least one study that “the role of a supportive family background, cherished values, the development of resilience, and an openness to diversity in Canada are a positive cultural experience in career decision-making for immigrant young people doing well has not been explicated in previous studies.”<sup>86</sup>

### **Finance**

Finance can be a helping or hindering factor, as not having sufficient funds leads to financial stress and can prevent a newcomer youth from pursuing certain educational pathways and careers.

### **Language**

Language ability also functions as a helping or hindering factor. For recently arrived youth who have a good grasp of the English language it is often a helping factor, although there are frequent reports of discrimination based on the level of language or on accent. For those who do not have a grasp of English, language serves as a substantial hindering factor that requires considerable effort to overcome.

## Recommendations

1. Research into how newcomer youth experience educational and career development has been sparse and somewhat fragmented, with experiences in high school examined separately from that of post-secondary and this largely apart from career development and life outcomes. There is a need for a more holistic approach, more longitudinal studies and more qualitative, particularly ethnographic, research.

Among the questions that would benefit from research are how various immigrant populations conceptualize a career and understand career success and to how young people transitioning cultures make decisions to choose and develop their careers. Greater insight is needed into how identity intersects with cultural transition and begins to shape the career aspirations of youth between the ages of 10 and 19 years of age.<sup>87</sup>

2. The research points to persistent challenges in immigrant youth having access to accurate and timely information and to being assisted to understand and act on it. There is a two-fold need to ensure access to high-quality information related to education and employment, on the one hand, and, on the other hand, to help strengthen the ability of young immigrants to interpret, analyze and contextualize this information in relation to their education and career decisions. That is, a development and capacity-building approach need to be taken when helping newcomer adolescent youth, rather than one that focusses primarily on providing information and referrals.

Related to this point, is the importance of building on the strengths that newcomer youth possess, both their personal qualities and the characteristics of their culture. “For immigrant young people, their personal qualities are to be seen as a solid anchor amidst the challenges of transition and acculturation stress. Hence, when counsellors and career practitioners support their career development focusing on client strengths, the young people can feel more in control and use abilities that are natural to them.”<sup>88</sup>

Given the relevance of identity to career development, assistance with careers needs to go beyond providing general information aimed at imparting knowledge about employment and basic self-knowledge to providing opportunities for identity-related personal counselling, heightening the potential for these newcomer youth to make meaningful career decisions in the context of their unique culture and family.<sup>89</sup>

3. The literature identifies sizeable, heterogeneous networks of friends, teachers, community workers, and employment supervisors as being important to education, employment, and career development. How can newcomer youth be proactively assisted to broaden their contacts after arrival? Here, schools partnered with community serving organizations with a focus on youth could be of valuable assistance in

practically helping young people along these lines. Similarly, schools and community organizations could identify practical ways of accompanying youth to broaden their experiences within the community, potentially through volunteering, at school, and, to the degree possible, in employment settings.

4. Research indicates that community-based programs can be effective in ensuring that immigrant youth attain positive educational outcomes, often through providing access to networks, tutoring, academic enrichment, mentoring, peer-based support, career guidance and counselling in the context of culturally grounded programming. This support is strongest when all these components are combined. Strategically increasing such community-based programming and coordinating it with local schools could help strengthen academic outcomes of immigrant youth.<sup>90</sup>
5. The employment experience of immigrant youth contributes to shaping their career aspirations. While much focus is on the nature and compensation of such employment, immigrant youth would benefit from efforts to strengthen the employment experience so that it is characterized by a development orientation, one that seeks actively to help them build capabilities, make connections, and build out networks.
6. The notion that a career is a means of contributing to and transforming society for the better needs to be woven into discussions with newcomer youth in the context of exploring career development. That is, facilitating meaning-based discussions about the nature of the impact they hope to make will enrich career decision making for these youth.

## Section 3 – Analysis of Educational Outcomes

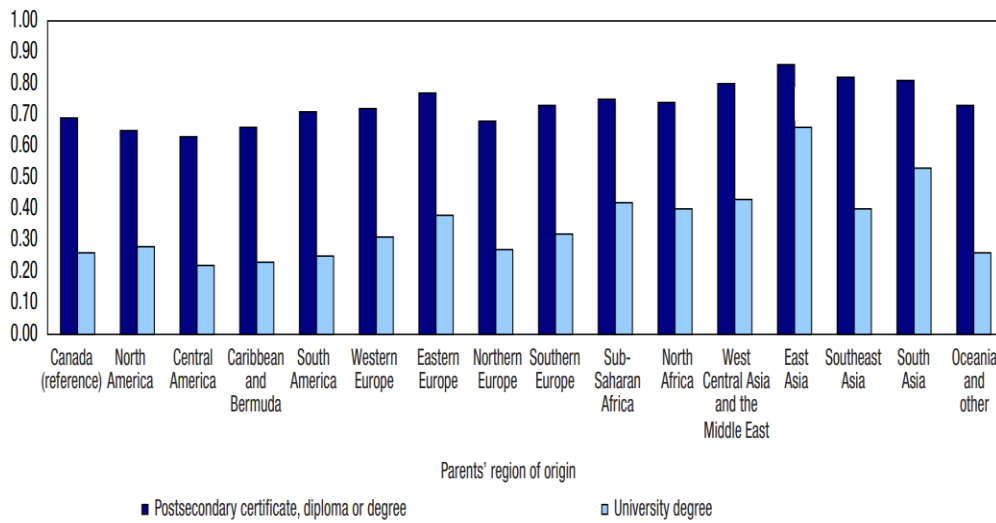
This section aims to provide insight into the recent educational and labour force outcomes for first-generation immigrant youth, with a focus on Ontario. At the time of writing this report, Statistics Canada is still in the dissemination period for the 2021 census data. While the base data has been released, analytical reports that combine data from multiple sources are still being prepared, including those that detail educational attainment and connected occupations of disaggregated racialized groups, including details on differences by generational status, immigrant status, period of immigration and place of birth.<sup>91</sup> Therefore, the data used to prepare this analysis is drawn from the available 2016 and 2021 census data and from reports produced by Statistics Canada between 2017 and 2023.

### Background on Educational Attainment

As noted in the main body of this report, research has consistently demonstrated that children with an immigrant background tend to complete post-secondary education at a higher rate than their second- and third-generation counterparts. A 2019 study examined the ten-year educational outcomes of a cohort of youth who were aged 13 to 17 years of age in 2006, those often referred to as the 1.5 generation.<sup>92</sup> It found that these youth were more likely to complete a post-secondary degree: 72 percent obtained a post-secondary degree or diploma, contrasted with 67 percent of third-generation youth. This gap was more significant when considering university graduation: 43 percent had obtained a degree by 2016, contrasted with only 29 percent of third-generation youth.

Region of origin was found to have an impact on education outcome. Youth from Asia, and particularly East Asia, were significantly more likely to complete a postsecondary qualification than their third-generation counterparts. Youth from North and Central America were less likely to make this achievement. The difference in educational outcome is more pronounced when considering university graduation, with 66 percent of those from East Asia completing a university degree in contrast to only 23 percent of those from the Caribbean and Bermuda. Youth from the Caribbean was the only group to have a lower probability of graduating university than Canadian youth of the same age group and time-period.

The graph below displays the predicted probability of this 2006 cohort holding a certificate, diploma, or degree in 2016 by parents' region of origin.<sup>93</sup>



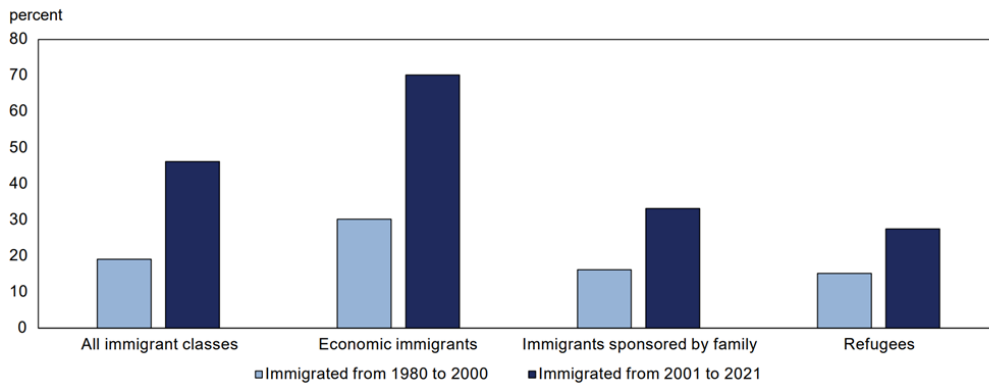
Initial data from the 2021 census confirms these educational outcomes.<sup>iii</sup> First- and second-generation immigrant youth tend to achieve higher educational attainments than their third-generation counterparts. As of 2021, racialized populations make up 27.3 percent of the population between the ages of 25 and 64 years, yet they account for nearly 40 percent of people in that age group with a bachelor’s degree of higher. Again, region of origin is an influencing factor. Over 50 percent of immigrants from Korea, China, South Asia, and West Asia obtain a bachelor’s degree or above, contrasted to the national average of 32.9 percent. However, relative to other racialized groups the educational attainment of immigrants from Latin America and Black populations are closer to the national average – 37.1 percent from those from Latin America and 32.4 percent for Black populations – while those from Southeast Asia had the lowest outcomes with 30.5 percent attaining at least a bachelor’s degree.<sup>94</sup>

The larger categories, however, tend to conceal variations in both those from Latin America and the Black populations. In the case of Latin America, variations are connected to period of immigration and generational status. Less than 20 percent of those from Latin America who immigrated before 2001 had a bachelor’s degree or higher; this rises to 24.4 percent for the second-generation. Those who immigrated after 2001 were more highly educated, with 46.2 percent holding a bachelor’s degree. That is, those arriving after 2011 were twice as likely to hold a university degree and this has contributed to raising the level of educational attainment for this population. Place of origin is also a relevant factor, with those arriving to Canada before 2001 coming principally from Central America and those after 2001 primarily from Colombia or Mexico.<sup>95</sup>

<sup>iii</sup> A limitation of the data is that it does not include educational attainment of first-generation immigrants from a non-visible minority background by region of origin.

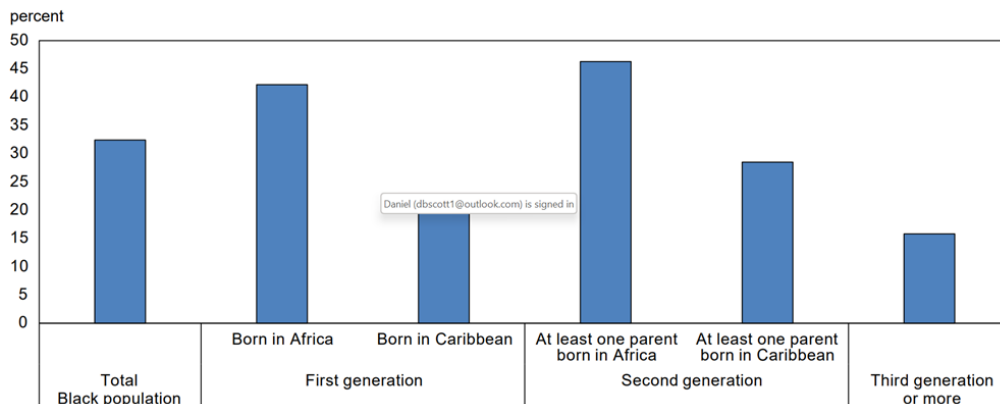


The graph below displays differences in post secondary attainment of immigrants from Latin America before and after 2001.<sup>96</sup>



The Black population is composed of Caribbean immigrants and their children; African immigrants and their children; and Black people with Canadian-born parents; Educational attainment differs substantially among them. Over 40 percent of those born in Africa have attained a bachelor’s degree, a rate above the national average. However, less than 20 percent of immigrants from the Caribbean reach this educational attainment. As a potential sign of encouragement, the percentage rises to 28.5 percent of the children of those born in the Caribbean, although this is still below the national average. Among all racialized groups, the Black population that belongs to the third-generation or later has the lowest attainment rate for a bachelor’s degree, with only 15.8 percent of them achieving this level of education. In fact, more than half of this group has not obtained any post-secondary credentials at all.<sup>97</sup>

The graph below shows African-origin Black populations who are the most likely to have a bachelor’s degree or higher.<sup>98</sup>



## Educational Attainment of First-Generation Youth

During the period of 15 to 19 years of age, young people are generally in high school, with the average age of high school graduation being 18 years in Ontario. The data available from the 2021 census reflects this reality, showing 54 percent of this population not having achieved a high-school diploma, likely those under the age of 18. Forty-two percent have graduated high school. Five percent have completed post secondary studies, almost all an apprenticeship or college certificate.<sup>99</sup> Examining the data on youth between the ages of 20 and 24 years of age provides greater insight into how first-generation youth are advancing along an educational path.

As shown in Table 1, the percentage of first-generation, visible-minority immigrant youth not completing secondary school or any other formal educational program in Ontario has over the past 15 years fallen from 9.8 percent in 2006 to 4.3 percent in 2021. The percentage of first-generation non-visible-minority youth also fell during the same period, to a lesser degree, from 10.9 to 7.3 percent.

Looking at region of origin, with the exception youth from the Arab region, all groups saw a meaningful increase in the high-school completion rate during this period. The fall in high-school completion for the Arab population is likely related to the influx of refugees from Syria in 2015 and 2016.<sup>iv</sup>

---

<sup>iv</sup> While beyond the scope of this study, changes in graduation requirements and educational policy in Ontario may contribute to the increase in high-school graduation rates during this time period.

**Table 1: Percentage of First-Generation Immigrant Youth aged 20 to 24 in Ontario who have not obtained any certificate, diploma, or degree.<sup>100</sup>**

No certificate, diploma, or degree	2021	2016	2011	2006	Change
Not a visible minority	7.3	7.8	9.1	10.9	-3.6
Total - Visible minority	4.3	5.3	7.2	9.8	-5.5
South Asian	2.4	3.3	4.8	7.8	-5.4
Chinese	1.4	2.4	5.3	6.3	-4.9
Black	7.8	8.4	10.6	13.6	-5.8
Filipino	3.7	4.1	5.2	8.3	-4.6
Arab	9.7	8.2	7.2	8.5	1.2
Latin American	7.2	8.5	9.2	15.4	-8.2
Southeast Asian	5.9	8.8	14.9	16	-10.1
West Asian	6.3	8.8	11.1	10.6	-4.3
Korean	0.8	2.1	2	4.2	-3.4
Japanese	1.6	1.9	0	4.7	-3.1

Table 2 displays the percentage of first-generation immigrant youth between the ages of 20 and 24 who graduated high school, obtaining a secondary school graduation diploma or equivalent, but have not completed further, post-secondary, studies.

Overall, first generation youth in this age group are completing post-secondary studies at a higher rate than 15 years ago, both those who are a visible minority and those that are not, although those from a visible minority made larger gains (a 4.9% decrease for visible minority and 1.1% decrease for non-visible minority youth). Youth from South Asia had the most significant decrease (13.9%), indicating many more of these youth are advancing to post-secondary studies than 15 years ago. However, first-generation immigrant youth with a Filipino (1.2%), Arab (3%), Latin American (2.3%), West Asian (0.4%), Black (0.2%), and Japanese (13.2%) background had a higher percentage of youth completing only high school.

Note: This table can appear counterintuitive. A decreasing rate is positively correlated; that is, it indicates a decreasing number of students who remain at the level of only attaining a high-school diploma and not advancing further to complete a post secondary certificate, diploma, or degree.

**Table 2: Percentage of first-generation immigrant youth aged 20 to 24 in Ontario who obtained a secondary school diploma but did not complete post-secondary studies.<sup>101</sup>**

Secondary school diploma	2021	2016	2011	2006	Change
Not a visible minority	45.7	47	41.5	46.8	-1.1
Total - Visible minority	43.3	49.5	44.4	48.2	-4.9
South Asian	33.1	41.9	39.4	47	-13.9
Chinese	49.6	57.2	47.2	49.8	-0.2
Black	51.1	53	50.3	50.6	0.5
Filipino	50.3	49	44.4	48.1	2.2
Arab	47.9	49.6	43.8	44.9	3
Latin American	51	52.1	50.4	47.7	3.3
Southeast Asian	45.8	51.9	46	46.9	-0.9
West Asian	51	51.6	47	50.6	0.4
Korean	51.4	54.8	55.3	57.2	-5.8
Japanese	55.6	65	31.6	42.4	13.2

Table 3 displays the percentage of first-generation immigrant youth ages 20 to 24 in Ontario who have completed post-secondary studies, whether an apprenticeship, college, or university. Overall, the rate has meaningfully increased: over 10 percent more first-generation immigrant youth from a visible minority obtained a post secondary certificate, diploma, or degree in 2021 than in 2006. The most substantial increases were South Asian (19.3%) and Southeast Asian (11.3%). Two groups saw a decrease: Arab (4.3) and Japanese (9.4%).

**Table 3: Percentage of first-generation immigrant youth aged 20 to 24 in Ontario completing post secondary studies.<sup>102</sup>**

Post Secondary Studies	2021	2016	2011	2006	Change
Not a visible minority	47	45.2	49.4	42.3	4.7
Total - Visible minority	52.4	45.3	48.4	42	9.6
South Asian	64.5	54.8	55.9	45.2	19.3
Chinese	49	40.4	47.5	43.9	5.1
Black	41.2	38.7	39.1	35.8	5.4
Filipino	46	47	50.5	43.6	2.4
Arab	42.4	42.2	49	46.7	-4.3
Latin American	41.9	39.4	40.4	37	4.9
Southeast Asian	48.3	39.2	39	37	11.3
West Asian	42.7	39.7	41.9	38.8	3.9
Korean	47.7	43.2	42.7	38.6	9.1
Japanese	43.5	33	68.4	52.9	-9.4

Table 4 provides more detailed information on the movement of first-generation immigrant youth through post-secondary studies. The data confirms that a majority of immigrant youth seek and obtain a university degree followed by a college diploma. Very few pursue an apprenticeship within the trades, and this number appears to be decreasing despite growing demand. While a significant percentage of first-generation immigrant youth achieve a bachelor's degree, very few advance beyond this level to obtain professional degrees – medicine, dentistry, veterinary medicine or optometry; virtually none progress to an earned doctorate. Those from a Chinese background have the highest percentage of graduating with a bachelor's degree (34.5%) and also have the highest percentage of those who continue to a master's degree (3.5%). Those from Latin America (17%) and the Philippines (14.8%) have the lowest percentage of completing a bachelor's degree. Those from South Asia, Southeast Asia and Latin America are more likely to complete a college diploma than attend university.



## Youth Not in Education, Employment or Training (NEET)

This indicator, tracked by the Labour Force Survey, measures the proportion of the youth population who are not in employment, education, or training. It is a well-established indicator of the wellbeing of young people, as those who are NEET are at a higher risk to experience difficulty transitioning from school to the labour market, and could be at risk for long-term social difficulties, including low income and social exclusion.<sup>105</sup> An analytical study published by Statistics Canada in 2019 found that overall, 11.1 percent of youth in Canada were NEET, which could be divided into three subcategories: Those caring for children (27.5%); those looking for paid work (38%) and other (34.5%). These youth tend to be older, 25 to 29 years of age, have lower educational attainment, are less satisfied with their lives than non-NEET youth, and live in households in the lowest income quintile.<sup>106</sup>

Table 5a shows the percentage of first-generation immigrant youth between the ages of 15 and 19 years of age who are NEET. Table 5b displays this same information for youth between the ages of 20 and 24 years of age, when the prevalence of NEET tends to increase. Tables 5c and 5d further break this data down showing the information for first generation immigrant males and females between the ages of 20 and 24.

The percentage of first-generation NEET immigrant youth, both non-visible and visible minorities, between the ages of 15 and 19 years has decreased between 2006 and 2016 by an average of 3 percent. It has decreased overall and for those from each minority population tracked by Census Canada by about the same margin.

For first-generation immigrant youth between the ages of 20 and 24, when the risk of NEET becomes more prevalent, there has been a small overall decline in visible minority NEET youth, decreasing from 11.2 percent to 9.9 percent. This decrease was found in most visible minority groups except for West Asian (0.8%) and Japanese (0.9%). There was also a slight increase in the percentage of NEET youth from a non-visible minority background, rising 0.9 percent. Southeast Asian youth had the highest increase in the incidence of NEET youth (1.3%).

The data also reveals that first-generation immigrant females are at a much higher risk of experiencing NEET, potentially due to their taking time off from work and education to take care of children. For females in the South Asia, Arab and Japanese group the incidence of NEET is twice as high as for males.

**Table 5a: First-generation immigrant youth between the ages of 15 and 19 years in groups designated as visible minorities not in employment, education, or training in percent.**

	2006	2011	2016
Not visible minority	8.2	8.2	5.8
Total visible minority	8.5	8.1	6
South Asian	7.5	7.4	5.1
Chinese	7.3	6.4	4.8
Black	10.1	8.9	6.7
Filipino	9.1	10.7	6.5
Latin American	9.7	8.8	6.9
Arab	8.2	7.5	7.8
Southeast Asian	10.7	9.9	7.3
West Asian	8.8	7.9	7.4
Korean	10.8	8.2	6.6
Japanese	10.5	8.5	8.1

**Table 5b: First-generation immigrant youth between the ages of 20 and 24 years in groups designated as visible minorities not in employment, education, or training in percent.**

	2006	20112	2016
Not visible minority	10.4	12.1	11.3
Total visible minority	11.2	11.6	9.9
South Asian	13.1	12.4	9.2
Chinese	6.6	7	6.1
Black	14.5	14.2	12.8
Filipino	9.4	9.7	7.9
Latin American	13.6	13.7	11
Arab	15.7	14.4	15.7
Southeast Asian	15.9	12.3	11
West Asian	11.7	13.7	12.5
Korean	9.7	10.5	9.4
Japanese	14.2	12.6	15.1



**Table 5c: First-generation immigrant male youth between the ages of 20 and 24 years in groups designated as visible minorities not in employment, education, or training in percent.**

	2006	20112	2016
Not visible minority	8.2	10.5	9.5
Total visible minority	8.9	10	8.8
South Asian	8.2	9.1	6.7
Chinese	6.6	6.5	6.3
Black	13.2	13.6	12.7
Filipino	8.9	10	8.7
Latin American	10.5	12.7	10.5
Arab	7.9	10.2	12
Southeast Asian	13.8	12.7	10.4
West Asian	9.3	12.8	10.2
Korean	9.2	11.4	9.3
Japanese	8.1	5.8	10.9

**Table 5d: First-generation immigrant female youth between the ages of 20 and 24 years in groups designated as visible minorities not in employment, education, or training in percent.**

	2002	20112	2016
Not visible minority	12.6	13.8	13.1
Total visible minority	13.5	13.1	11.1
South Asian	17.8	16	12.5
Chinese	6.6	7.6	5.9
Black	15.7	14.8	12.9
Filipino	9.9	9.3	7.1
Latin American	16.9	14.6	11.5
Arab	24.4	19.9	20.2
Southeast Asian	17.9	12	11.6
West Asian	14.3	14.7	14.8
Korean	10	9.7	9.5
Japanese	16.7	16.8	17.4

## The Labour Market

The research shows that very recent and recent immigrants are enjoying “improvement in relative participation, unemployment, and employment rates for all education levels” and that the magnitude of the changes in relative labour market outcomes for new immigrants are significant. However, while labour force participation has risen, there has been a decline in relative wages of very recent and recent immigrants.<sup>107</sup>

In January 2020, just prior to the onset of the SARS CoV-2 pandemic, 55.3 percent of immigrant youth in Canada had entered the labour force, either employed or unemployed, and about half of these youth, 51.5 percent, were also attending school. As has historically been the case, the percentage of Canadian-born youth in the labour force was higher, at 60.8 percent, with less than half, 45.6 percent, also enrolled in school. It is not clear if the lower percentage of labour force participation for immigrant youth is because they choose not to enter the labour force and to focus on school, or if there are specific barriers to their participation. However, overall, immigrant youth are representing an increasing share of the Canadian labour force: In January 2022 they accounted for 14.4 percent of the labour force aged 15 to 24 years of age, an increase of 1.7 percent since 2017.<sup>108</sup>

Examining the employment rate – the percentage of those within the labour force who are employed – in January 2022, 48.3 percent of immigrant youth in the labour force were employed, contrasted with 51.9 percent of Canadian-born youth. The weaker employment rate for immigrant youth could be the effects of discrimination, language issues, or challenges with integration. Canadian-born youth also work more hours than immigrant youth.<sup>109</sup>

Examining the type of labour market activity pursued by immigrant youth reveals that, in January 2020, they were overrepresented in accommodation and food services (25.6% of immigrant youth versus 19.6% of Canadian-born youth), in professional, scientific and technical services (6.1% versus 3.2%) and in business, building and other support services (4.9% versus 2.5%). Immigrant youth were underrepresented in construction (2% versus 5.8%), information, culture, and recreation (2.5% versus 7.1%) and retail trade (24.5% versus 27%). There is a notable difference in representation between newcomer and established youth in accommodation and food services (food services (32.5% newcomer versus 19.8% established), professional, scientific and technical services (3.2% newcomer versus 8.5% established) and transport and warehousing (6.3% newcomer versus 0.9% established). Interestingly, by January 2022, following the pandemic, the share of immigrant youth, both newcomer and established, working in accommodation and food services decreased significantly, lowering from 25.6 percent in 2020 to 16.9 percent in 2022, not much higher than Canadian-born youth at 15.2 percent. The percentage of immigrant youth working in retail trade also increased from 25.4 percent to 29 percent, also similar to Canadian-born youth at 20.5 percent. In general, more established immigrant youth have a higher employment rate than newcomer youth. In January 2020, before the

effects of the health crisis, newcomer youth had an employment rate of 46 percent in contrast to 52 percent for established immigrant youth.<sup>110</sup>

Finally, regarding wages, while actual amounts vary across provinces and regions, newcomer youth earn less than established immigrant youth. They work less hours and receive a lower hourly wage. All immigrant youth have a poorer outcome than Canadian-born youth.<sup>111</sup> The reasons behind this would benefit from further research.

In concluding, it is difficult to assess the longer-term labour market outcomes of youth between the ages of 15 and 19, or even 15 to 24 as they are in the earliest stages of determining their career path. Researchers generally use a higher age range, 30 to 34 years of age, to examine labour force outcomes to account for longer educational periods of young people.

### **Labour Market Outcomes by Admission Class**

There has not been a great deal of research that examines the educational and labour market outcomes of childhood immigrants of different admissions classes. However, a 2016 study, while based on data from 2011, does provide some insight and points to a need for ongoing research, as there is evidence that “immigrants from different classes vary in their post-migration experiences in terms of how they are perceived.”<sup>112</sup>

In Canada, immigrants are admitted through three main classes corresponding to the primary objectives of the country’s immigration policy: the economic class, intended to contribute to economic development; the family class, intended to reunite families; and refugees. The economic class includes skilled workers, business immigrants and live-in caregivers. The family class consists of sponsored close relatives of family members in Canada. Refugees include government-assisted and privately sponsored, and country-landed refugees, and their dependants who are abroad. The study found that region of origin is a significant factor in determining educational outcomes, but that immigration class could also be related to education and labour market outcomes:

“Childhood immigrants in the business class and skilled-worker class had the highest high-school graduation rates, university completion rates and annual earnings. Childhood immigrants in the live-in caregiver class had a university completion rate that was about one-third of the rate for the business class, and their average earnings were the lowest. Childhood immigrants in the family class also had a low university completion rate and low earnings. Furthermore, childhood immigrants in the live-in caregiver class and family class had lower university completion rates than Canadian-born children of non-immigrant parents.... Children of refugees had a much lower university completion rate than those of immigrants in the business and skilled- worker classes, but they achieved a higher rate than those of immigrants in the live-in caregiver and family classes.”<sup>113</sup>

## Bibliography

- Akosah-Twumasi, Peter, Emeto, Theophilus I, Lindsay, Daniel, Tsey, Komla and MalauAduli, Bunmi S. 2018. "A Systematic Review of Factors That Influence Youths Career Choices -- the Role of Culture." *Frontiers in Education*, vol 3 1-15.
- Alissa Gallucci, Anusha Kassan. 2019. "'Now What?': Exploring Newcomer Youth's Transition from High School to Postsecondary Education." *Canadian Journal of Counselling and Psychotherapy* 39-58.
- Ángeles, Sophia L. 2020. "Exploring High School Newcomer Youths' futures: Academic and Career Aspirations." *Journal of Urban Learning Teaching and Research*, vol 16 (1) 3-22.
- Bonifacio, Luisa. 2016. *"The Career Development of Latino Immigrant Youth"* PhD thesis. Columbia University.
- Chang, Susan S. 2010. *An Examination of the Settlement Pathways*. Guelph: Canadian Immigrant Settlement Sector Alliance.
- Collins, Pierre Canisius Kamanzi and Tya. 2021. "Perspective Chapter: Behind the Exceptional Educational Pathways of Canadian Youth from Immigrant Background - Between Equality and Ethnic Hierarchy." *Perspective Chapter: Behind the Exceptional Educational Pathways of Canadian Youth*. University of Montreal.
- Daniel, Erwin Dimitri Selimos and Yvette. 2009. "The Role of Schools in Shaping the Settlement Experiences of Newcomer Immigrant and Refugee Youth." *International Journal of Child, Youth and Family Studies* (2017) 8(2) 92-109.
- Febria, Monina and Jones, Theresa. 2023. *Going the Distance: Immigrant Youth in Canada's Labour Market*. Toronto: World Education Services.
- Feng, Hou and Bonikowska, Aneta. 2016. *Educational and Labor Market Outcomes of Childhood Immigrants by Admission Class*. Ottawa: Statistics Canada, Analytical Studies Branch.
- Finnie, Ross, Richard, Mueller E. 2009. "They Came, They Saw, They Enrolled." In *Pursuing Higher Education in Canada: Economic, Social, and Policy Dimensions*, by R., Frenette, M., Mueller, R. E. and Sweetman, A. Finnie. Kingston: McGill-Queen's University Press.
- Grace Wambu, Brian Hutchison, Zachary Pietrantoni. 2017. "Career Decision-Making and College and Career Access Among Recent African Immigrant Students." *School Counseling and Postsecondary Success*, Vol. 3, (2) 62-77.
- Kamanzi, Pierre-Canisius, Magnan, Marie-Odile, Pilote, Annie and Doray, Pierre. 2018. "Immigrant Youth in Canadian Postsecondary Education: Pathway Morphologies in

- the Province of Quebec." *Revue européenne des migrations internationales*, vol. 34 - n°2 et 3 1-24.
- Karen Robson, Paul Anisef, Robert S. Brown, R. C. George. 2018. "Under-represented Students and the Transition to Post-secondary Education: Comparing Two Toronto Cohorts." *Canadian Journal of Higher Education*, Volume 48, No. 1, 39-59.
- Labour Market Information Council. 2023. *Labour Market Outcomes of Immigrant Youth: Impact of the COVID-19 Pandemic*. Ottawa: Labour Market Information Council.
- Lauer, S., L. Wilkinson, M.C. Yan, R. Sin, and A.K.T. Tsang. 2012. "Immigrant Youth and Employment: Lessons Learned from the Analysis of LSIC and 82 Lived Stories." *Journal of International Migration and Integration* 13(1) 1-19.
- Mathew, Deepak. 2019. *Career Decision-Making of Immigrant Young People Who are Doing Well: Helping and Hindering Factors*. PhD Thesis, Vancouver: University of British Columbia.
- Nichols, Leslie, Ha, Belinda, Tyyskä, Vappu. 2020. "Canadian Immigrant Youth and the Education–Employment Nexus." *Canadian Journal of Family and Youth*, vol. 12(1) 178-199.
- Rae, Jennifer. 2018. *Making the grade: Immigrant Youth in Post-Secondary Education*. Ottawa: Centre for Research on Educational and Community Services.
- Saunders, Ron. 2008. *Pathways for Youth to the Labour Market: A Synthesis Report*. Toronto: Canadian Policy Research Networks.
- Sean Lauer, Lori Wilkinson, Miu Chung Yan, Rick Sin, A. Ka Tat Tsang. 2011. *Immigrant Youth and Employment: Lessons Learned*. Toronto: Int. Migration & Integration (2012) 13:1–19.
- Shields, John and Lujan, Omar. 2018. *Immigrant Youth in Canada: A Literature Review of Migrant Youth Settlement and Service Issues*. Toronto: Centre for Excellence in Research on Immigration and Settlement.
- Shields, John and Lujan, Omar. 2018. *Immigrant Youth in Canada: A Literature Review of Migrant Youth Settlement and Service Issues*. Toronto: Centre for Excellence for Research on Immigration and Settlement.
- Statistics Canada. 2023. *Census in Brief: A portrait of educational attainment and occupational outcomes among racialized populations in 2021*. Ottawa: Statistics Canada.
- Statistics Canada. 2023. *Economic outcomes of taxfiling immigrants admitted as children compared to Canadian taxfilers by age at taxation in 2020*. Ottawa: Statistics Canada. Accessed March 15, 2023.  
<https://www150.statcan.gc.ca/t1/tb11/en/tv.action?pid=4310007501&pickMembers>

%5B0%5D=1.1&pickMembers%5B1%5D=3.1&pickMembers%5B2%5D=5.1&pickMembers%5B3%5D=6.4&pickMembers%5B4%5D=7.4&pickMembers%5B5%5D=8.1.

Statistics Canada. 2022. *Highest level of education by census year, visible minority and generation status: Canada, provinces and territories, census metropolitan areas and census agglomerations*. Ottawa: Statistics Canada. Accessed March 2023, 17. <https://www150.statcan.gc.ca/t1/tb11/en/tv.action?pid=9810042901&pickMembers%5B0%5D=1.1&pickMembers%5B1%5D=6.1&pickMembers%5B2%5D=5.1&pickMembers%5B3%5D=4.2&pickMembers%5B4%5D=3.8&pickMembers%5B5%5D=2.2>.

Statistics Canada. 2022. *Youth not in employment, education or training in percent, by groups designated as visible minorities and selected sociodemographic characteristics for the population aged 15 to 29 years, 2006, 2011 and 2016*. Ottawa: Statistics Canada. Accessed March 2023, 25. <https://www150.statcan.gc.ca/t1/tb11/en/tv.action?pid=4310007201&pickMembers%5B0%5D=1.1&pickMembers%5B1%5D=2.1&pickMembers%5B2%5D=3.3&pickMembers%5B3%5D=4.1&pickMembers%5B4%5D=5.2&cubeTimeFrame.startYear=2006&cubeTimeFrame.endYear=2016&referencePeriods=20>.

Sweet, R., Anisef, P., Brown, R., Walters, D., & Phythian, K. 2010. *Post-High School Pathways of Immigrant Youth*. Toronto: Higher Education Quality Council of Ontario.

Turcotte, Martin. 2019. *Education and labour market outcomes of children with an immigrant background by thier region of origin*. Ottawa: Statistic Canada.

Turcotte, Martin. 2019. *Results from the 2016 Census: Education and labour market successes and challenges fro children of immigrant parents*. Ottawa: Statistics Canada.

van de sande, Adje, McWhinney, Tara, Occhiuto, Katherine, Colpitts, Jennifer, Hagi-Aden, Ismail, Hussein, Ahmed, Feder, Zoey. 2019. "Identifying Barriers faced by Ottawa Somali Youth in Accessing Post-secondary and Vocational Opportunities: An Example of Community-Based Participatory Research." *Engaged Scholar Journal: Community-Engaged Research, Teaching, and Learning*, vol 5 (1) 1-20.

Wilkinson, Lori. 2008. "Labor Market Transitions of Immigrant-Born, Refugee-Born, and Canadian-Born Youth." *CRS/RCS*, 45.2 151-176.

Wong, Kimberly. 2020. *The Improved Labour Market Performance of New Immigrants to Canada, 2006-2019*. Ottawa: Centre for the Study of Living Standards.

Yan, M.C. & Lauer, S. 2017. "An inhospitable transition: Immigrant youth and the labour market." In *Immigrant Youth in Canada: Theoretical Approaches, Practice Issues*,

*and Professional Perspectives*, by S. Wilson-Forsberg & A.M. Robinson, 232-250.  
Don Mills: Oxford University Press.

Yogendra B. Shakya, Sepali Guruge, Michaela Hynie, Arzo Akbari, Mohamed Malik, Sheila Htoo, Azza Khogali, Stella Abiyona, Rabea Murtaza and Sarah Alley. 2010. "Aspirations for Higher Education among Newcomer Refugee Youth in Toronto: Expectations, Challenges, and Strategies." *Refuge* 65-78.



## Endnotes

- 
- <sup>1</sup> Nichols, Leslie, Belinda Ha, and Vappu Tyyskä, "Canadian Immigrant Youth and the Education-Employment Nexus," *Canadian Journal of Family and Youth* 12, no. 1 (2019).
- <sup>2</sup> Ha and Tyyskä, "Canadian Immigrant Youth and the Education-Employment Nexus".
- <sup>3</sup> Omar Lujan and John Shields, "Immigrant Youth in Canada; A Literature review of Migrant Youth Settlement and Service Issues," Centre for Excellence in Research on Immigration and Settlement (2018). Ha and Tyyskä, "Canadian Immigrant Youth and the Education-Employment Nexus."
- <sup>4</sup> Sweet, R., Anisef, P., Brown, R., Walters, D., & Phythian, K., "Post-High (Sean Lauer 2011) School Pathways of Immigrant Youth," Higher Education Quality Council of Ontario, (2010).
- <sup>5</sup> Deepak Mathey, "Career Decision-Making of Immigrant Young People Who are Doing Well: Helping and Hindering Factors", (2019). Lauer, Sean, Lori Wilkinson, Miu Chung Yan, Rick Sin, and A. Ka Tsang, "Immigrant Youth and Employment: Lessons Learned from the Analysis of LSIC and 82 Lived Stories," *Journal of International Migration and Integration* (2011). Britten, L., "The enhanced critical incident technique: Using semi-structured interviews to work with vulnerable and marginalized populations," *SAGE Research Methods Cases* (2014). Richardson, M. S., "Counseling for work and relationship," *The Counseling Psychologist*, 40(2), (2012): 190-242.
- <sup>6</sup> Sean Lauer & Lori Wilkinson & Miu Chung Yan & Rick Sin & A. Ka Tat Tsang, "Immigrant Youth and Employment: Lessons Learned from the Analysis of LSIC and 82 Lived Stories."
- <sup>7</sup> Susan S. Chuang, "New Start for Youth Study: An Examination of the Settlement Pathways of Newcomer Youth," University of Guelph and Canadian Immigrant Settlement Sector Alliance, (2010).
- <sup>8</sup> OCED, "Education at a Glance: 2018 OECD Indicators," (2018).
- <sup>9</sup> Lana Stermac, Susan Elgie, Hester Dunlap & Theresa Kelly, "Educational experiences and achievements of war-zone immigrant students in Canada," *Vulnerable Children and Youth Studies*, 5:2, 97-107, (2010).
- <sup>10</sup> Martin Turcotte, "Results from the 2016 Census: Education and labour market successes and challenges for children of immigrant parents," Statistics Canada, (2019).
- <sup>11</sup> Sweet, R., Anisef, P., Brown, R., Walters, D., & Phythian, K., "Post-High School Pathways of Immigrant Youth," Higher Education Quality Council of Ontario, (2010).
- <sup>12</sup> Feng Hou and Aneta Bonikowska, "Educational and Labour Market Outcomes of Childhood Immigrants by Admission Class." Social Analysis and Modelling Division, Statistics Canada, (2016).
- <sup>13</sup> Feng Hou and Aneta Bonikowska, "Educational and Labour Market Outcomes of Childhood Immigrants by Admission Class," (2016).
- <sup>14</sup> Alissa Gallucci and Anusha Kassan. "Now What? Exploring Newcomer Youth's Transition from High School to Postsecondary Education," *Canadian Journal of Counselling and Psychotherapy* Vol. 53 No. 1 (2019), 39-58.
- <sup>15</sup> Alissa Gallucci and Anusha Kassan. "Now What? Exploring Newcomer Youth's Transition from High School to Postsecondary Education," 58.
- <sup>16</sup> Sweet, R., Anisef, P., Brown, R., Walters, D., & Phythian, K. (2010). *Post-High School Pathways of Immigrant Youth*.
- <sup>17</sup> Somerville, Kara and Oral I. Robinson. "Keeping Up Appearances Within the Ethnic Community: A Disconnect between First and Second Generation South Asians' Educational Aspirations." *Canadian Ethnic Studies* 48 (2016): 117 - 99.
- <sup>18</sup> Feliciano, Cynthia and Yader R. Lanuza, "An Immigrant Paradox? Contextual Attainment and Intergenerational Educational Mobility," *American Sociological Review* 82 (2017): 211 - 241.

- 
- <sup>19</sup> Yan, Miu Chung & Lauer, Sean, “An Inhospitable Transition: Immigrant Youth and the Labour Market”, (2017).
- <sup>20</sup> Pierre-Canisius Kamanzi, Marie-Odile Magnan, Annie Pilote and Pierre Doray, “Immigrant Youth in Canadian Postsecondary Education: Pathway Morphologies in the Province of Quebec”, *Revue européenne des migrations internationales* [Online], vol. 34 - n°2 et 3 | 2018, Online since 01 January 2021, connection on 14 April 2022. Also: Canisius Kamanzi, Pierre, and Tya Collins. “Perspective Chapter: Behind the Exceptional Educational Pathways of Canadian Youth from Immigrant Background - Between Equality and Ethnic Hierarchy.” *Effective Elimination of Structural Racism*, (2022).
- <sup>21</sup> Sweet, R., Anisef, P., Brown, R., Walters, D., & Phythian, K. “Post-High School Pathways of Immigrant Youth”.
- <sup>22</sup> Finnie, R. and R.E. Mueller, "Access to Post-Secondary Education in Canada Among the Children of Canadian Immigrants." MESA Project Research Paper 2009-1, Toronto: Canadian Education Project, (2009).
- <sup>23</sup> Sweet, R., Anisef, P., Brown, R., Walters, D., & Phythian, K., “Post-High School Pathways of Immigrant Youth. Toronto.” Also: John Shields and Omar Lujan, “Immigrant Youth in Canada: A Literature Review of Migrant Youth Settlement and Service Issues Knowledge Synthesis Report,” (2018).
- <sup>24</sup> Feng Hou and Aneta Bonikowska , “Educational and Labour Market Outcomes of Childhood Immigrants by Admission Class,” *Social Analysis and Modelling Division, Statistics Canada*, (2016).
- <sup>25</sup> McAndrew, M. Ait-Said, R., Ledent, J., Murdoch, J., Anisef, P., Brown, R., Sweet, R., Walters, D., Aman, C., and Garnett, B, “Educational Pathways and Academic Performance of Youth of Immigrant Origin: Comparing Montreal, Toronto and Vancouver, Canadian Council on Learning/Citizenship and Immigration Canada, (2010).
- <sup>26</sup> Feng Hou and Aneta Bonikowska , “Educational and Labour Market Outcomes of Childhood Immigrants by Admission Class.”
- <sup>27</sup> Gallucci, A., & Kassan, A. (2019). “Now What? Exploring Newcomer Youth’s Transition from High School to Postsecondary Education.”
- <sup>28</sup> Gallucci, A., & Kassan, A. (2019). “Now What? Exploring Newcomer Youth’s Transition from High School to Postsecondary Education.”
- <sup>29</sup> Gallucci, A., & Kassan, A. (2019). “Now What? Exploring Newcomer Youth’s Transition from High School to Postsecondary Education.”
- <sup>30</sup> Sweet, R., Anisef, P., Brown, R., Walters, D., & Phythian, K., “Post-High School Pathways of Immigrant Youth.”
- <sup>31</sup> Gallucci, A., & Kassan, A, “Now What?”: Exploring Newcomer Youth’s Transition from High School to Postsecondary Education.”
- <sup>32</sup> Tara McWhinney, Katherine Occhiuto, Jennifer Colpitts, Ismail Hagi-Aden, Ahmed Hussein, Zoey Feder, “Identifying Barriers faced by Ottawa Somali Youth in Accessing Post-secondary and Vocational Opportunities: An Example of Community-Based Participatory Research,” *Engaged Scholar Journal: Community-Engaged Research, Teaching, and Learning*, Volume 5/Issue 1/Winter (2019).
- <sup>33</sup> Pierre-Canisius Kamanzi, Marie-Odile Magnan, Annie Pilote and Pierre Doray, “Immigrant Youth in Canadian Postsecondary Education: Pathway Morphologies in the Province of Quebec.”
- <sup>34</sup> Pichette, J., Deller, F., & Colyar, J., “Destreaming in Ontario: History, Evidence and Educator Reflections. Toronto: Higher Education Quality Council of Ontario, (2020).
- <sup>35</sup> Pierre-Canisius Kamanzi, Marie-Odile Magnan, Annie Pilote and Pierre Doray, “Immigrant Youth in Canadian Postsecondary Education: Pathway Morphologies in the Province of Quebec.”
- <sup>36</sup> Pichette, J., Deller, F., & Colyar, J., “Destreaming in Ontario: History, Evidence and Educator Reflections.”

- 
- <sup>37</sup> Nichols, Leslie, Belinda Ha, and Vappu Tyyskä. "Canadian Immigrant Youth and the Education-Employment Nexus."
- <sup>38</sup> Gallucci, A., & Kassan, A., "Now What? Exploring Newcomer Youth's Transition from High School to Postsecondary Education."
- <sup>39</sup> Gallucci, A., & Kassan, A., "Now What? Exploring Newcomer Youth's Transition from High School to Postsecondary Education."
- <sup>40</sup> Jennifer Rae, "Making the Grade: Immigrant Youth in Post-Secondary Education", Centre for Research on Educational and Community Services, (2018).
- <sup>41</sup> Jennifer Rae, "Making the Grade: Immigrant Youth in Post-Secondary Education."
- <sup>42</sup> Gallucci, A., & Kassan, A., "Now What? Exploring Newcomer Youth's Transition from High School to Postsecondary Education."
- <sup>43</sup> Selimos, E. D., & Daniel, Y., "The Roll of Schools in Shaping the Settlement Experiences of Newcomer Immigrant and Refugee Youth," *International Journal of Child, Youth and Family Studies*, 8(2), 90-109, (2017).
- <sup>44</sup> Jennifer Rae, "Making the Grade: Immigrant Youth in Post-Secondary Education."
- <sup>45</sup> Tara McWhinney, Katherine Occhiuto, Jennifer Colpitts, Ismail Hagi-Aden, Ahmed Hussein, Zoey Feder, "Identifying Barriers faced by Ottawa Somali Youth in Accessing Post-secondary and Vocational Opportunities: An Example of Community-Based Participatory Research."
- <sup>46</sup> Gallucci, A., & Kassan, A., "Now What? Exploring Newcomer Youth's Transition from High School to Postsecondary Education."
- <sup>47</sup> Lauer, Sean, Lori Wilkinson, Miu Chung Yan, Rick Sin, and A. Ka Tsang, "Immigrant Youth and Employment: Lessons Learned from the Analysis of LSIC and 82 Lived Stories."
- <sup>48</sup> John Shields and Omar Lujan, "Immigrant Youth in Canada: A literature Review of Migrant Youth Settlement and Service Issues," 2018.
- <sup>49</sup> Nichols, Leslie, Belinda Ha, and Vappu Tyyskä, "Canadian Immigrant Youth and the Education-Employment Nexus."
- <sup>50</sup> John Shields and Omar Lujan, "Immigrant Youth in Canada: A literature Review of Migrant Youth Settlement and Service Issues."
- <sup>51</sup> Feng Hou and Aneta Bonikowska, "Educational and Labour Market Outcomes of Childhood Immigrants by Admission Class," *Social Analysis and Modelling Division, Statistics Canada.*"
- <sup>52</sup> Sean Lauer & Lori Wilkinson & Miu Chung Yan & Rick Sin & A. Ka Tat Tsang, "Immigrant Youth and Employment: Lessons Learned from the Analysis of LSIC and 82 Lived Stories."
- <sup>53</sup> Sean Lauer & Lori Wilkinson & Miu Chung Yan & Rick Sin & A. Ka Tat Tsang, "Immigrant Youth and Employment: Lessons Learned from the Analysis of LSIC and 82 Lived Stories"
- <sup>54</sup> Miu Chung Yan, Sean Lauer and Surita Jhangiani, "Riding the boom: labour market experiences of new generation youth from visible minority immigrant families," *Canadian Ethnic Studies Journal* 9 Vol. 40, Issue 2, (2008)
- <sup>55</sup> Wambu, Grace & Hutchison, Brian & Pietrantoni, Zachary, "Career Decision-Making and College and Career Access Among Recent African Immigrant Students," 3, (2017).
- <sup>56</sup> Deepak Mathey, "Career Decision-Making of Immigrant Young People Who are Doing Well: Helping and Hindering Factors."
- <sup>57</sup> Deepak Mathey, "Career Decision-Making of Immigrant Young People Who are Doing Well: Helping and Hindering Factors."

---

<sup>58</sup> Wambu, Grace & Hutchison, Brian & Pietrantoni, Zachary. (2017). Career Decision-Making and College and Career Access Among Recent African Immigrant Students. 3

<sup>59</sup> Deepak Mathey, "Career Decision-Making of Immigrant Young People Who are Doing Well: Helping and Hindering Factors."

<sup>60</sup> Deepak Mathey, "Career Decision-Making of Immigrant Young People Who are Doing Well: Helping and Hindering Factors."

<sup>61</sup> Tara McWhinney, Katherine Occhiuto, Jennifer Colpitts, Ismail Hagi-Aden, Ahmed Hussein, Zoey Feder, "Identifying Barriers faced by Ottawa Somali Youth in Accessing Post-secondary and Vocational Opportunities: An Example of Community-Based Participatory Research."

<sup>62</sup> Deepak Mathey, "Career Decision-Making of Immigrant Young People Who are Doing Well: Helping and Hindering Factors."

<sup>63</sup> Deepak Mathey, "Career Decision-Making of Immigrant Young People Who are Doing Well: Helping and Hindering Factors."

<sup>64</sup> Deepak Mathey, "Career Decision-Making of Immigrant Young People Who are Doing Well: Helping and Hindering Factors."

<sup>65</sup> Shannon M. Daniel, "Writing Our Identities for Successful Endeavors: Resettled Refugee Youth Look to the Future," *Journal of Research in Childhood Education*, 33:1, 71-83, (2019).

<sup>66</sup> Deepak Mathey, "Career Decision-Making of Immigrant Young People Who are Doing Well: Helping and Hindering Factors."

<sup>67</sup> Shannon M. Daniel, "Writing Our Identities for Successful Endeavors: Resettled Refugee Youth Look to the Future."

<sup>68</sup> Deepak Mathey, "Career Decision-Making of Immigrant Young People Who are Doing Well: Helping and Hindering Factors."

<sup>69</sup> D.E. Gateley, "Becoming Actors of their Lives: A Relational Autonomy Approach to Employment and Education Choices of Refugee Young People in London, UK," Vol. 12 No. 2 (2014).

<sup>70</sup> Deepak Mathey, "Career Decision-Making of Immigrant Young People Who are Doing Well: Helping and Hindering Factors."

<sup>71</sup> Deepak Mathey, "Career Decision-Making of Immigrant Young People Who are Doing Well: Helping and Hindering Factors."

<sup>72</sup> Deepak Mathey, "Career Decision-Making of Immigrant Young People Who are Doing Well: Helping and Hindering Factors."

<sup>73</sup> Butterfield, L. D., Borgen, W. A., Maglio, A.-S. T., & Amundson, N. E., "Using the enhanced critical incident technique in counselling psychology research," *Canadian Journal of Counselling*, 43(4), 265-282, (2009).

<sup>74</sup> Deepak Mathey, "Career Decision-Making of Immigrant Young People Who are Doing Well: Helping and Hindering Factors."

<sup>75</sup> Deepak Mathey, "Career Decision-Making of Immigrant Young People Who are Doing Well: Helping and Hindering Factors."

<sup>76</sup> Deepak Mathey, "Career Decision-Making of Immigrant Young People Who are Doing Well: Helping and Hindering Factors."

<sup>77</sup> Deepak Mathey, "Career Decision-Making of Immigrant Young People Who are Doing Well: Helping and Hindering Factors."

<sup>78</sup> Wambu, Grace & Hutchison, Brian & Pietrantoni, Zachary, "Career Decision-Making and College and Career Access Among Recent African Immigrant Students," 2017). Also: Bonifacio, Luisa, "The Career Development of Latin Immigrant Youth," Columbia University, (2016).

---

<sup>79</sup> Deepak Mathey, “Career Decision-Making of Immigrant Young People Who are Doing Well: Helping and Hindering Factors.”

<sup>80</sup> Deepak Mathey, “Career Decision-Making of Immigrant Young People Who are Doing Well: Helping and Hindering Factors.”

<sup>81</sup> Nakhaie, M., & Kazemipur, A. (2012). Social Capital, Employment and Occupational Status of the New Immigrants in Canada. *Journal of International Migration and Integration*, 14(3), 419-437.

<sup>82</sup> Deepak Mathey, “Career Decision-Making of Immigrant Young People Who are Doing Well: Helping and Hindering Factors.”

<sup>83</sup> Deepak Mathey, “Career Decision-Making of Immigrant Young People Who are Doing Well: Helping and Hindering Factors.”

<sup>84</sup> Deepak Mathey, “Career Decision-Making of Immigrant Young People Who are Doing Well: Helping and Hindering Factors.”

<sup>85</sup> Yogendra B. Shakya, Sepali Guruge, Michaela Hynie, Arzo Akbari, Mohamed Malik, Sheila Htoo, Azza Khogali, Stella Abiyona, Rabea Murtaza and Sarah Alley, “Aspirations for Higher Education among Newcomer Refugee Youth in Toronto: Expectations, Challenges, and Strategies,” *Refuge*, vol 27, no. 2, (2012).

<sup>86</sup> Deepak Mathey, “Career Decision-Making of Immigrant Young People Who are Doing Well: Helping and Hindering Factors.”

<sup>87</sup> Deepak Mathey, “Career Decision-Making of Immigrant Young People Who are Doing Well: Helping and Hindering Factors.”

<sup>88</sup> Deepak Mathey, “Career Decision-Making of Immigrant Young People Who are Doing Well: Helping and Hindering Factors.”

<sup>89</sup> Deepak Mathey, “Career Decision-Making of Immigrant Young People Who are Doing Well: Helping and Hindering Factors.”

<sup>90</sup> Jennifer Rae, “Making the Grade: Immigrant Youth in Post-Secondary Education.”

<sup>91</sup> Statistics Canada, “The Daily — Canada leads the G7 for the most educated workforce, thanks to immigrants, young adults and a strong college sector, but is experiencing significant losses in apprenticeship certificate holders in key trades,” (2022).

<sup>92</sup> Statistics Canada. “Results from the 2016 Census: Education and labour market successes and challenges for children of immigrant parents.” (2019)

<sup>93</sup> Statistics Canada. “Census in Brief: A portrait of educational attainment and occupational outcomes among racialized populations in 2021,” (2023).

<sup>94</sup> Statistics Canada. “Census in Brief: A portrait of educational attainment and occupational outcomes among racialized populations in 2021.”

<sup>95</sup> Statistics Canada. “Census in Brief: A portrait of educational attainment and occupational outcomes among racialized populations in 2021.”

<sup>96</sup> Statistics Canada. “Census in Brief: A portrait of educational attainment and occupational outcomes among racialized populations in 2021.”

<sup>97</sup> Statistics Canada. “Census in Brief: A portrait of educational attainment and occupational outcomes among racialized populations in 2021.”

<sup>98</sup> Statistics Canada. “Census in Brief: A portrait of educational attainment and occupational outcomes among racialized populations in 2021.”

<sup>99</sup> Statistics Canada, “Table 98-10-0429-01: Highest level of education by census year, visible minority and generation status: Canada, provinces and territories, census metropolitan areas and census agglomerations,” (2023).

---

<sup>100</sup> Statistics Canada, “Table 98-10-0429-01: Highest level of education by census year, visible minority and generation status: Canada, provinces and territories, census metropolitan areas and census agglomerations,” (2023).

<sup>101</sup> Stat Statistics Canada, “Table 98-10-0429-01: Highest level of education by census year, visible minority and generation status: Canada, provinces and territories, census metropolitan areas and census agglomerations,” (2023).

<sup>102</sup> Statistics Canada, “Table 98-10-0429-01: Highest level of education by census year, visible minority and generation status: Canada, provinces and territories, census metropolitan areas and census agglomerations,” (2023).

<sup>103</sup> Statistics Canada, “Table 98-10-0429-01: Highest level of education by census year, visible minority and generation status: Canada, provinces and territories, census metropolitan areas and census agglomerations,” (2023).

<sup>104</sup> Stat Statistics Canada, “Table 98-10-0429-01: Highest level of education by census year, visible minority and generation status: Canada, provinces and territories, census metropolitan areas and census agglomerations,” (2023).

<sup>105</sup> Statistics Canada, “Youth not in employment, education, or training (NEET),” (2023).

<sup>106</sup> Jordan Davidson and Rubab Arim, “A Profile of Youth Not in Employment, Education or Training (NEET) in Canada, 2015 to 2017,” Statistics Canada, (2019).

<sup>107</sup> Wong, Kimberly, “The Improved Labour Market Performance of New Immigrants to Canada, 2006 - 2019,” Centre for the Study of Living Standards, (2020).

<sup>108</sup> Canadian Council for Youth Prosperity and Labour Market Information Council, “Labour Market Outcomes of Immigrant Youth: Impact of the COVID-19 Pandemic,” Ottawa: (2023).

<sup>109</sup> Canadian Council for Youth Prosperity and Labour Market Information Council, “Labour Market Outcomes of Immigrant Youth: Impact of the COVID-19 Pandemic.”

<sup>110</sup> Canadian Council for Youth Prosperity and Labour Market Information Council, “Labour Market Outcomes of Immigrant Youth: Impact of the COVID-19 Pandemic.”

<sup>111</sup> Canadian Council for Youth Prosperity and Labour Market Information Council, “Labour Market Outcomes of Immigrant Youth: Impact of the COVID-19 Pandemic.”

<sup>112</sup> Feng Hou and Aneta Bonikowska , “Educational and Labour Market Outcomes of Childhood Immigrants by Admission Class,” Social Analysis and Modelling Division, Statistics Canada.”

<sup>113</sup> Feng Hou and Aneta Bonikowska , “Educational and Labour Market Outcomes of Childhood Immigrants by Admission Class,” Social Analysis and Modelling Division, Statistics Canada.”