

Underemployment/Underutilization of the Current Canadian Labour Force: Findings of a 2004 National Survey

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Niagara Training & Adjustment Board

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Ontario Institute for Studies in Education of the University of Toronto



Centre for the Study of Education and Work [CSEW]

<http://www.oise.utoronto.ca/csew>



- The Centre for the Study of Education and Work (CSEW) brings together academics, labour educators and community partners to understand and enrich the often undervalued informal and formal learning of working people.
- The CSEW develops research and teaching programs on learning and work. It promotes policy initiatives and public events connected to both the paid and unpaid workplace, in traditional and new media for learning.

Changing Nature of Work and Lifelong Learning

<http://wall.oise.utoronto.ca>



- Research Network funded by SSHRC under Collaborative Research Initiatives on the “New Economy”
- Includes 2004 national survey of 9,063 randomly selected respondents over 18 on many issues of working conditions and adult learning
- Also includes 12 related case studies of different industry sectors, at-risk workers, unpaid work and informal learning
- Builds on research completed by New Approaches to Lifelong Learning research network. See: www.nall.ca

References

- Livingstone, D.W. (2002). *Working and Learning in the Information Age: A Profile of Canadians*. Ottawa: Canadian Policy Research Networks. [www.cprn.org]
- Livingstone, D. W. (2004). *The Education-Jobs Gap: Underemployment or Economic Democracy*. (2nd ed.). Toronto: Garamond Press.
- Livingstone, D. W. & P. Sawchuk. (2004). *Hidden Knowledge: Organized Labour in the Information Age*. Toronto: Garamond Press, & Boulder: Rowman & Littlefield.

MAIN FINDINGS OF RECENT WORK AND LEARNING SURVEYS: CANADA

1. EMPLOYMENT CONDITIONS

- LONGER HOURS, MORE OVERTIME,
MORE TEMPORARY HOURS
- MORE ORGANIZATIONAL RESTRUCTURING:
 - ❖ DOWNSIZING
 - ❖ MULTI-SKILLING
 - ❖ NON-STANDARD WORK
 - ❖ OVERTIME
- PERCEPTIONS OF INCREASED SKILL LEVEL BUT
FORMAL EDUCATION TO PERFORM JOBS INCREASED
LITTLE OVER PAST GENERATION

MAIN FINDINGS OF RECENT WORK AND LEARNING SURVEYS: CANADA

2. LEARNING CONDITIONS

- HIGHEST POST-SECONDARY COMPLETIONS IN WORLD
- LOWER ADULT EDUCATION COURSE PARTICIPATION
- EXTENSIVE WORKPLACE AND GENERAL INFORMAL LEARNING
- FORMAL EDUCATION AND INFORMAL LEARNING NOT MUCH RELATED
- OCCUPATIONAL CLASSES VARY GREATLY IN FORMAL EDUCATION, LESS SO IN ADULT EDUCATION, VERY LITTLE IN INFORMAL LEARNING

MAIN FINDINGS OF RECENT WORK AND LEARNING SURVEYS: CANADA

3. LEARNING-WORK RELATIONS

- LOWEST FORMAL EDUCATION, HIGHEST UNEMPLOYMENT
- UNDEREMPLOYMENT OF QUALIFIED WORKERS GREATER THAN UNDERQUALIFICATION
- INCREASING FORMAL EDUCATION COMPLETION **AND** UNDEREMPLOYMENT ACROSS OCCUPATIONAL CLASSES
- VAST MAJORITY BELIEVE HIGHER EDUCATION NOW NEEDED
- JOB DESIGN REFORMS MORE PERTINENT THAN TRAINING REFORMS

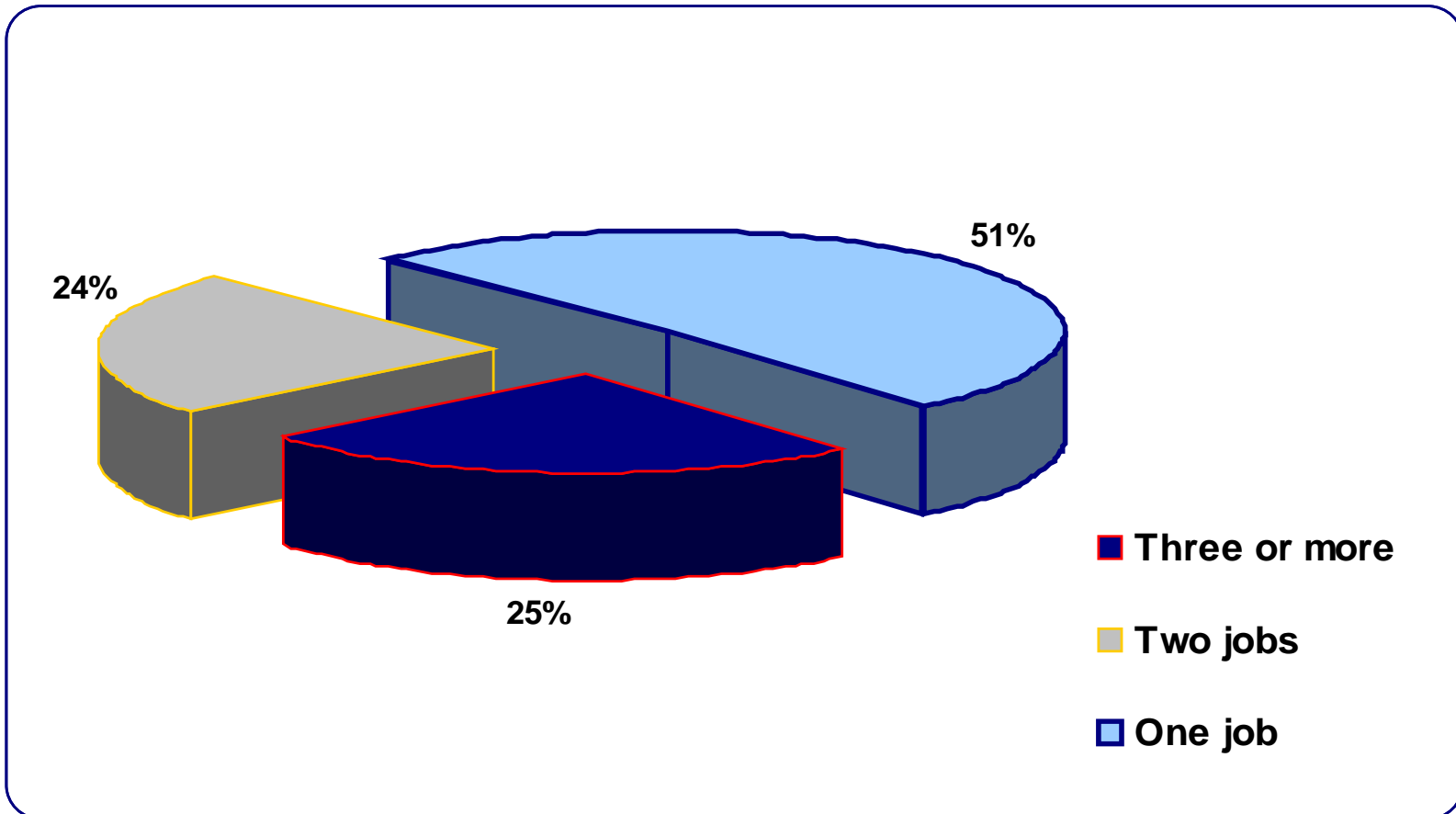
Section I. Employment Conditions

Usual Weekly Paid Work Hours, Canada, 1998-2004

	< 20 hrs	20-29 hrs	30-39 hrs	40 hrs	41-49 hrs	50+ hrs
	%	%	%	%	%	%
1998	7.9	10.4	21.9	33.7	11.6	14.6
2004	5.9	7.4	24.3	30.2	9.6	22.5

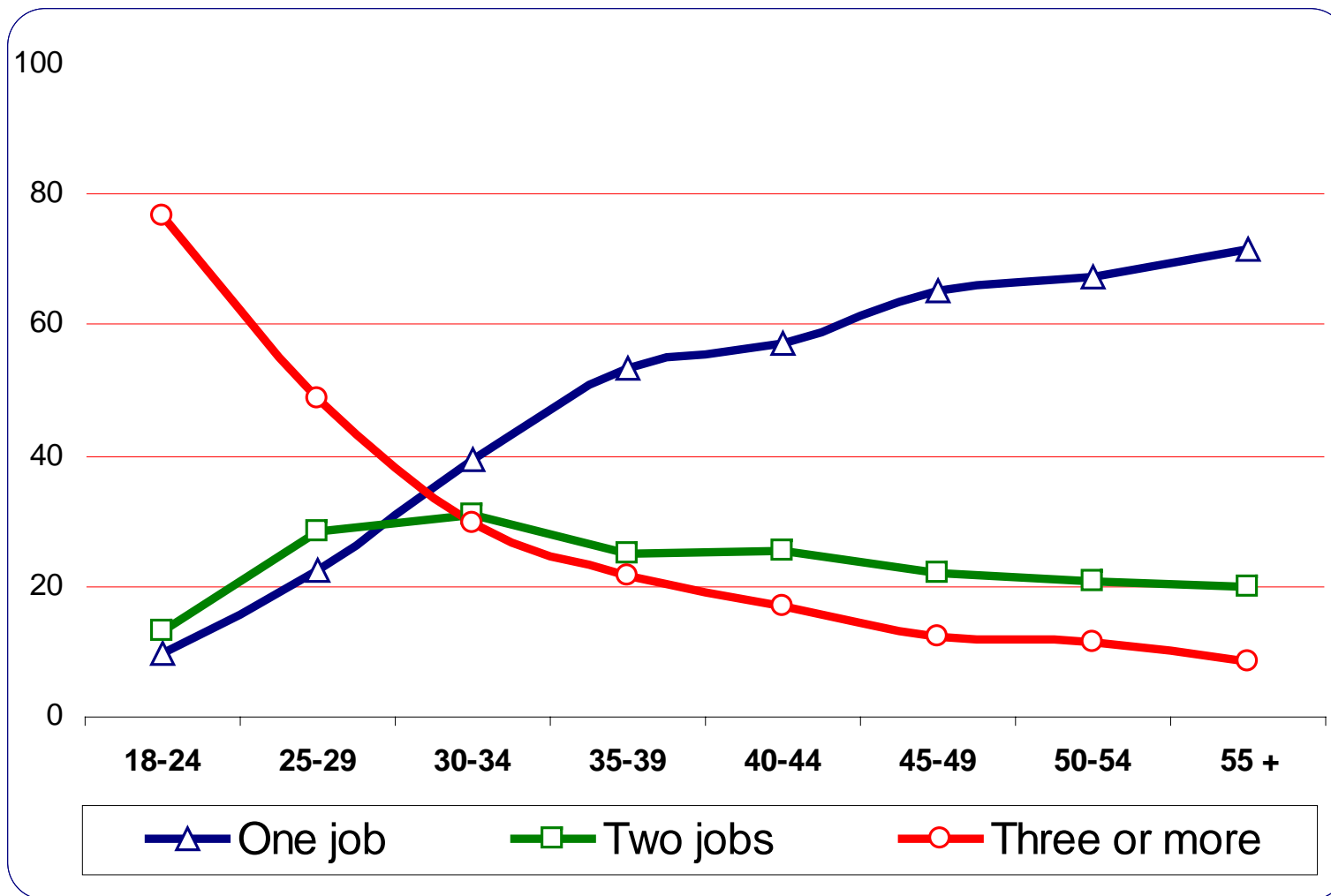
[Sources: NALL (1999) N=943; WALL (2005) N=5581]

Number of Jobs in the Last 5 Years (Mean= 2.1)



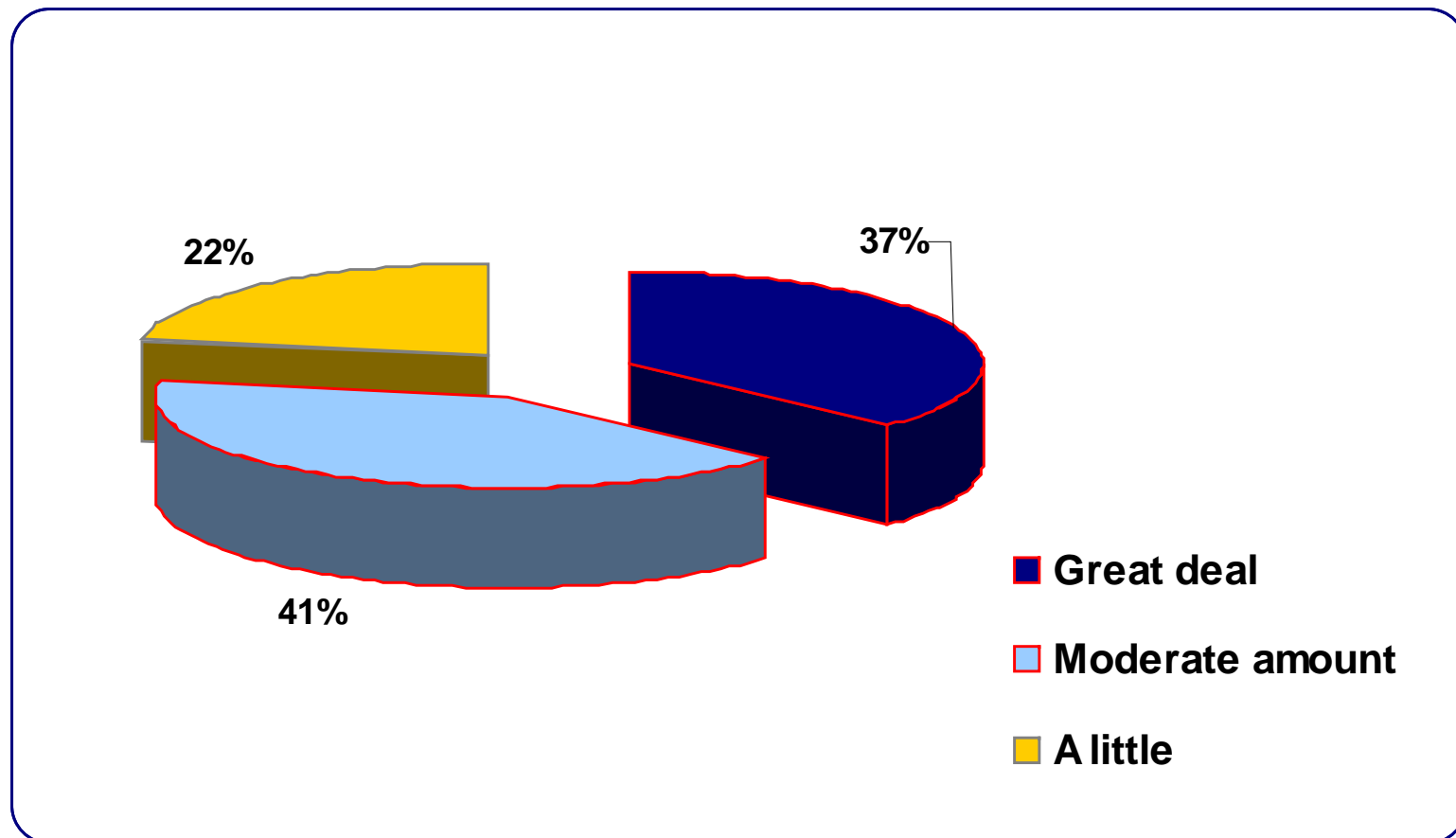
[Source: WALL, 2004.]

Age and Number of Jobs Held in the Last Five Years



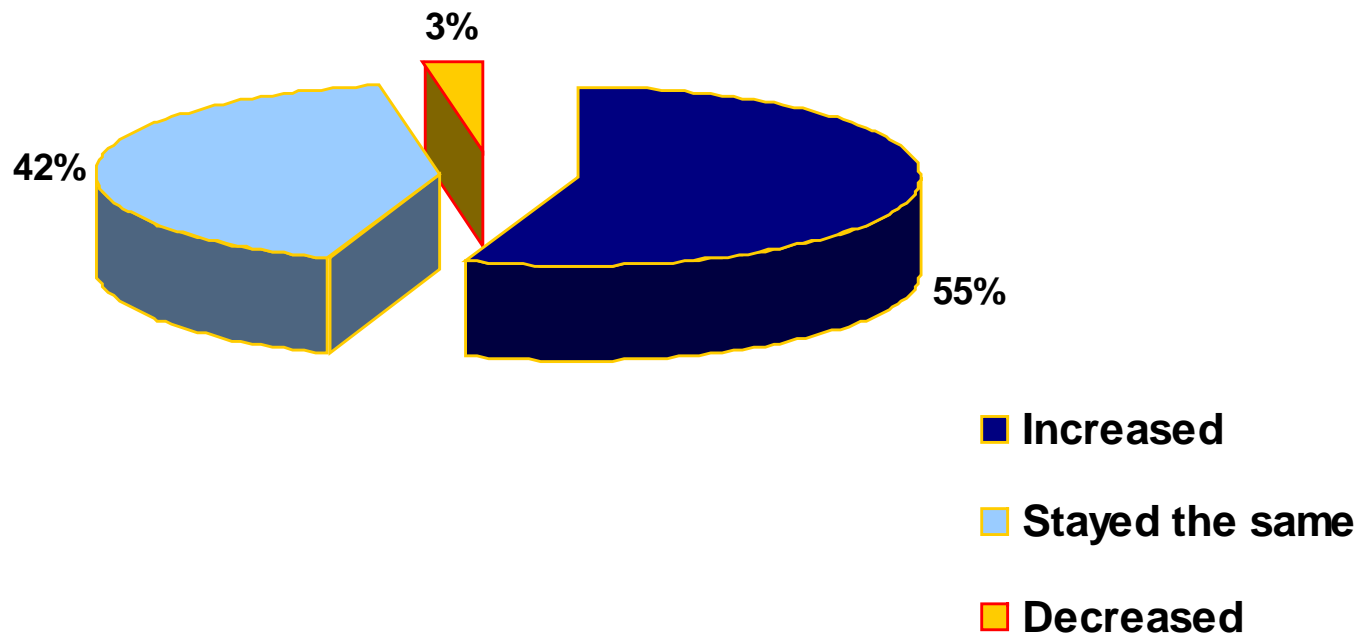
[Sources: WALL, 2004. Currently employed, N=5479]

Job Change: Work Techniques and Equipment



[Source: WALL, 2004 , Currently employed .]

Job Change: Required Skill Level



[Source: WALL, 2004 , Currently employed .]

Formal Education Level Required to Do Job and Education Obtained, All Wage and Salary Earners, Canada 1982-2004 [%]

1982		2004	
Post-Sec Required	Post-Sec Attained	Post-Sec Required	Post-Sec Attained
47	48	46	57
<i>N=1444</i>	<i>1471</i>	<i>3954</i>	<i>4008</i>

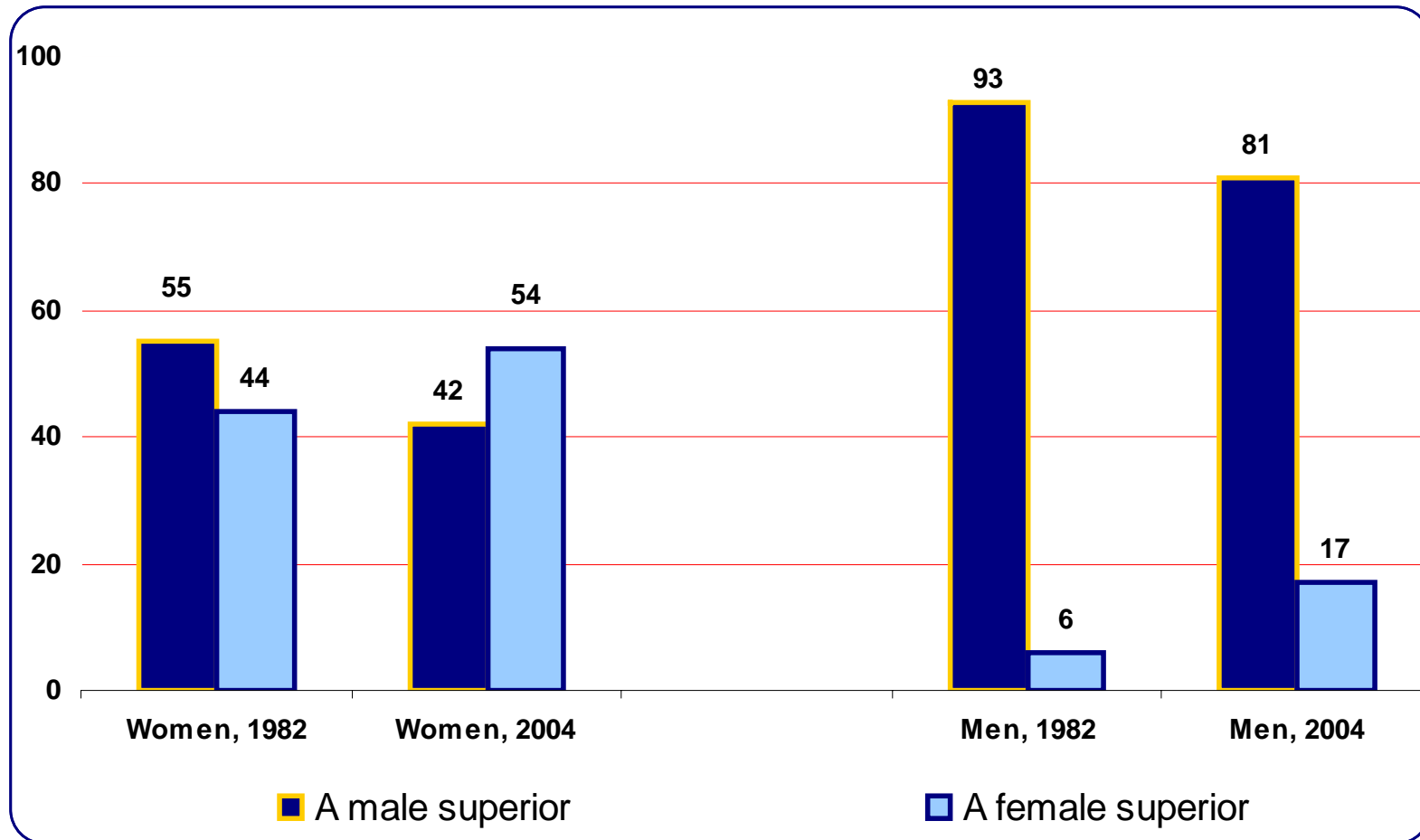
[Sources: Canadian Facts Survey, 1983; WALL, 2004.]

Workplace Organizational Change in the Last 5 Years [%]



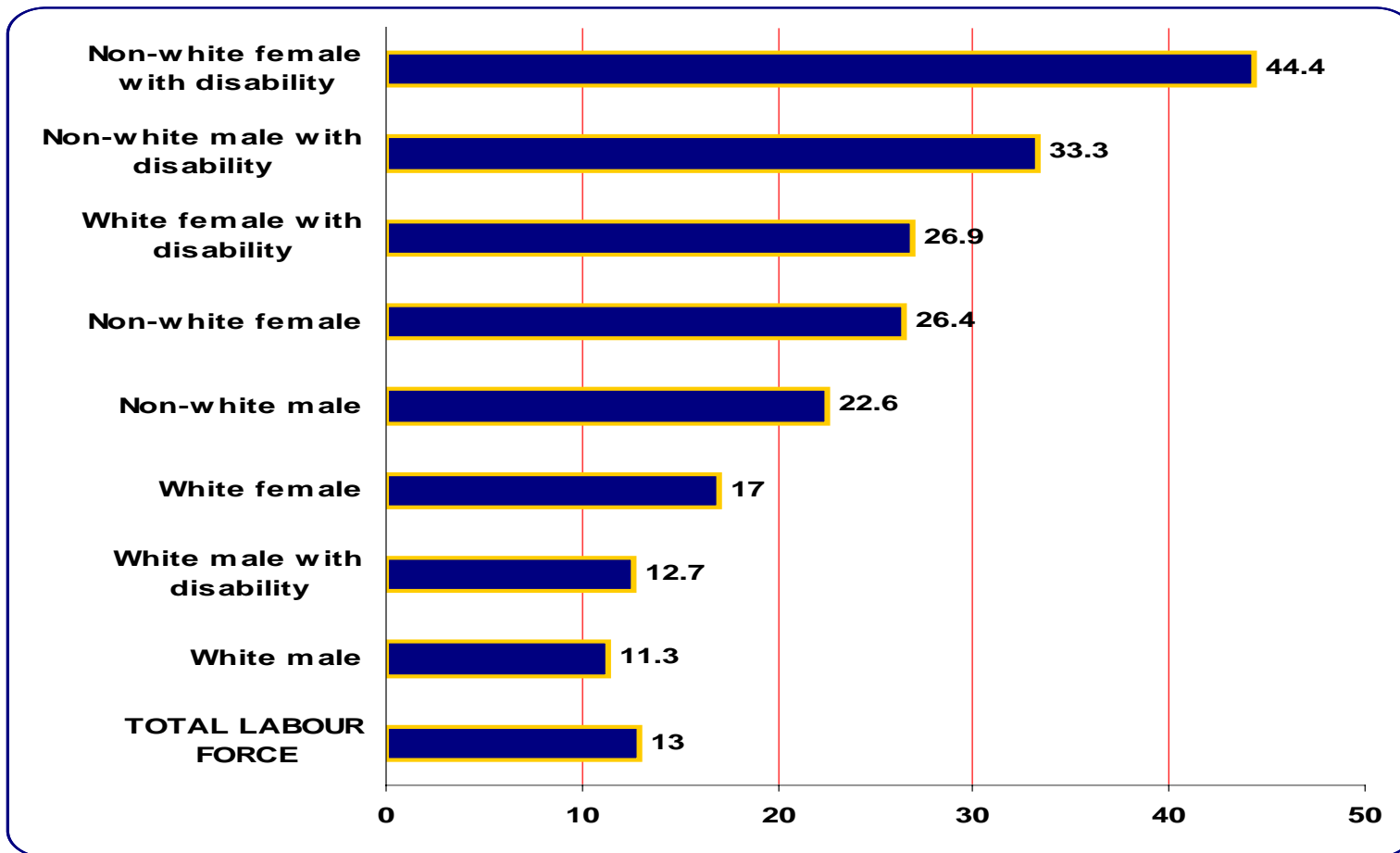
[Source: WALL, 2004, Active Labour Force.]

Gendered Structure of Authority Relations on the Job, Canada, 1982-2004 [%]



[Sources: 1982, Clement & Myles, Relations of Ruling (1994, p. 134), 2004, WALL survey]

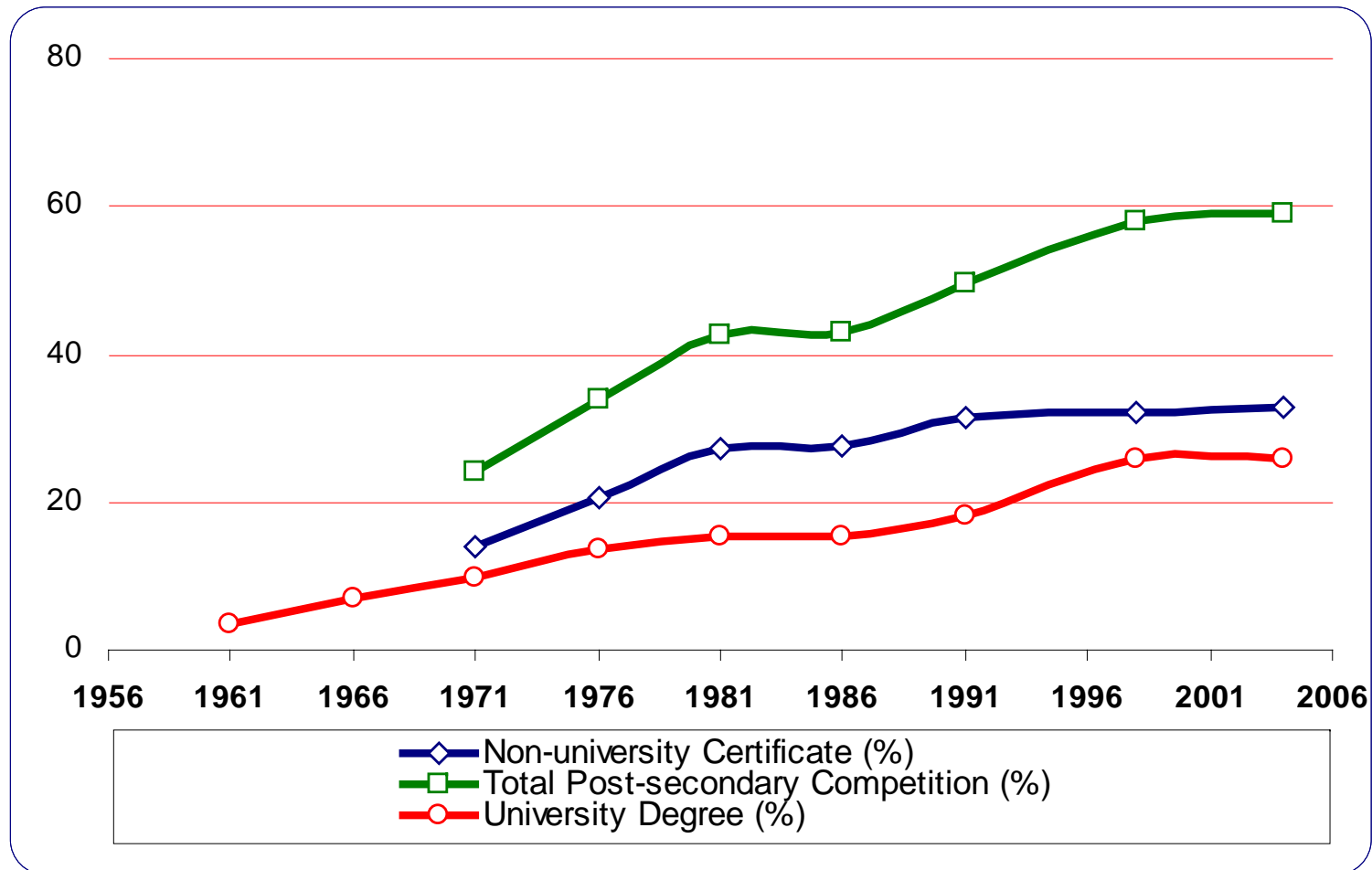
Job Discrimination by Race, Disability Status and Gender [%]



[Source: WALL, 2004.]

Section II. Learning Conditions

Post-secondary Education Completion [%] 25-29 Age Group, Canada 1961-2004



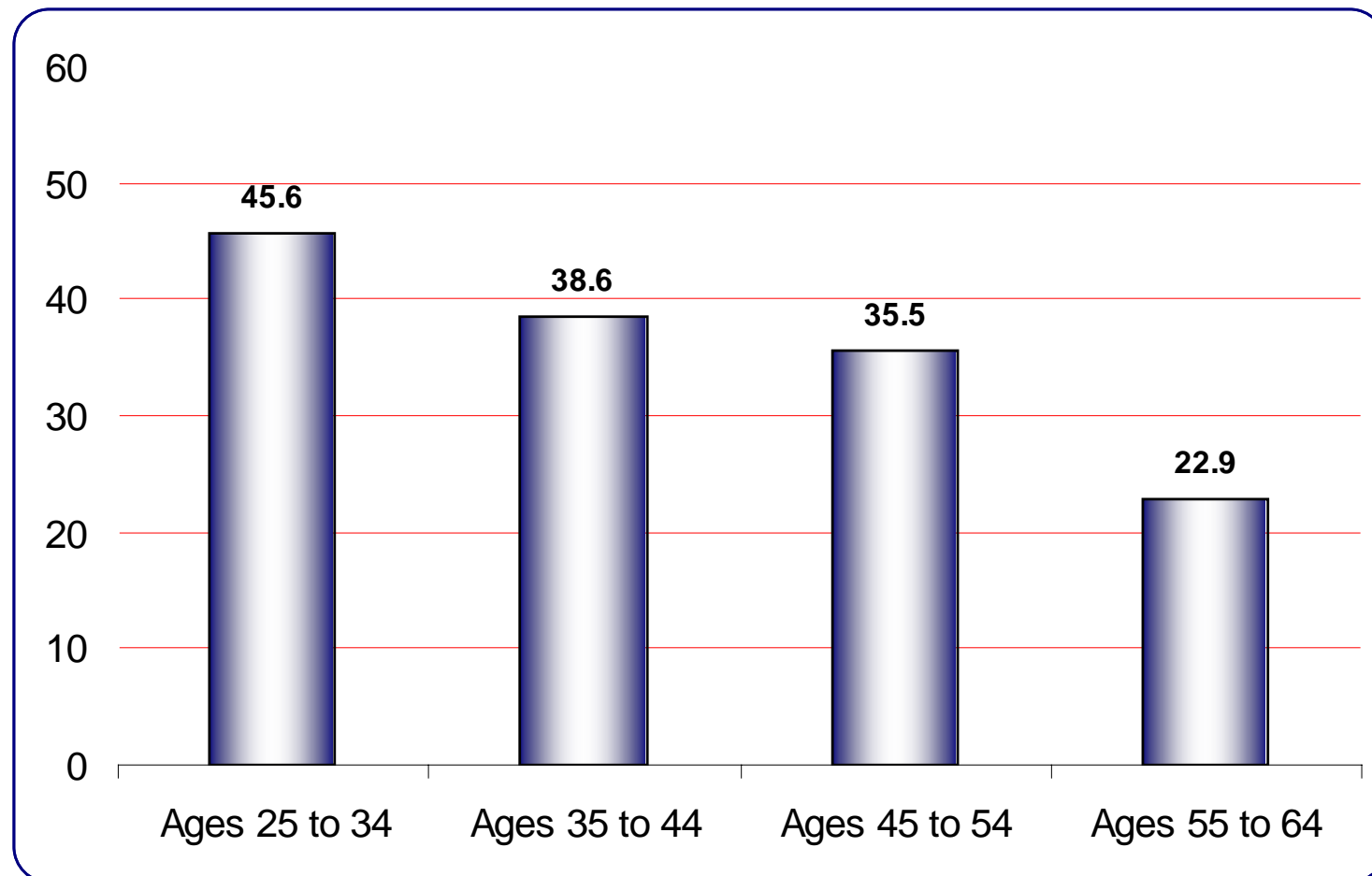
[Sources: 1961: Census of Canada (1963) Table 102; 1966: Lagace (1968) Table C3; 1971-91: Special tabulations from census data files; 1998: Statistics Canada (2000). WALL 2004: Special tabulations
* Estimated from 1976 Census of Canada.]

Participation in Formal Job-related Training in Canada, 1993-2004 [%]

	1993	1997	2002	2004
Participation rates	31.6	29.0	35.0	34.4

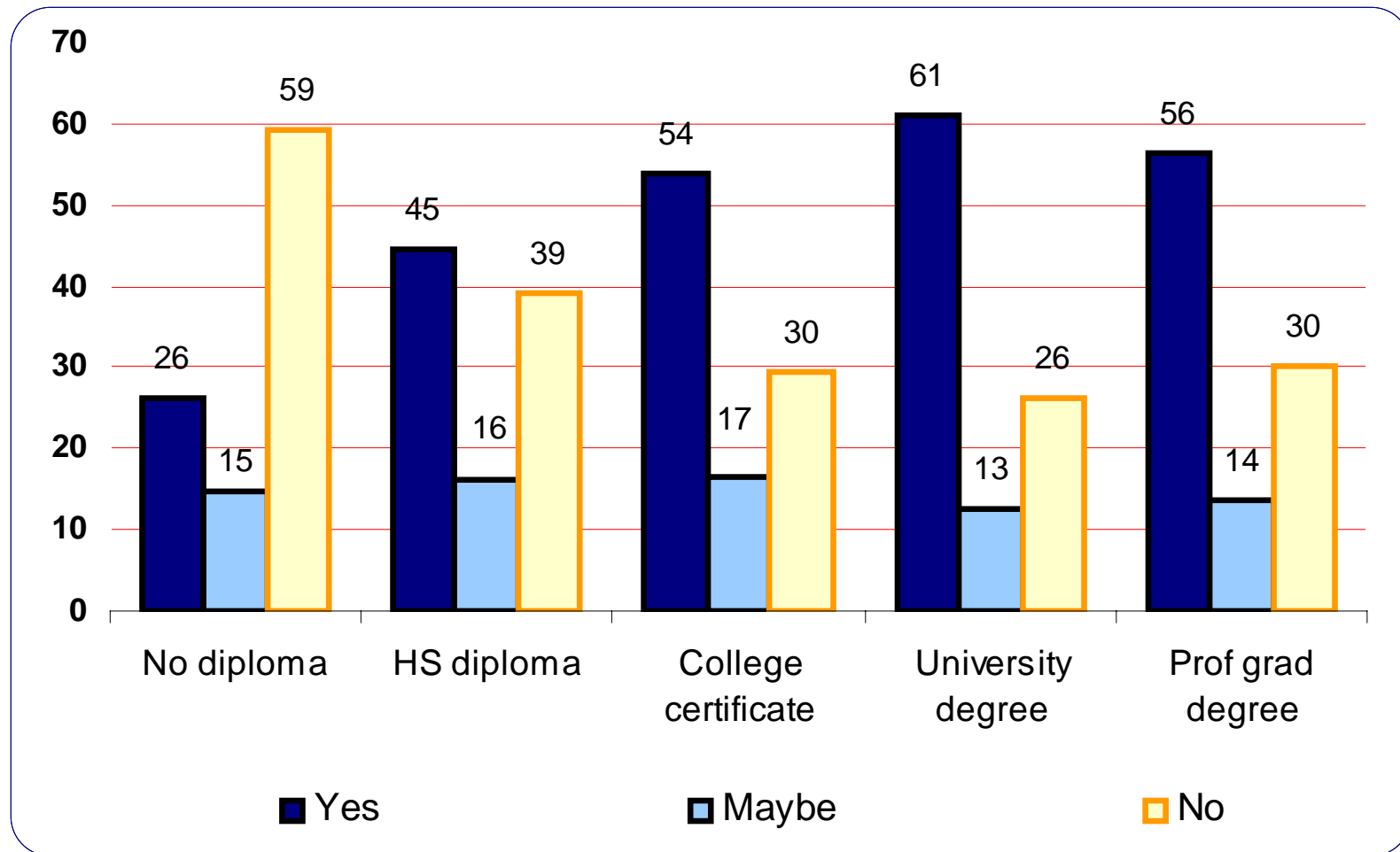
[Sources: AETS 1993, 1997 and 2002; WALL, 2004. Currently employed, 25-64 years old, excludes full-time students]

Participation in Formal Job-related Training by Age in Canada, AETS 2002 [%]



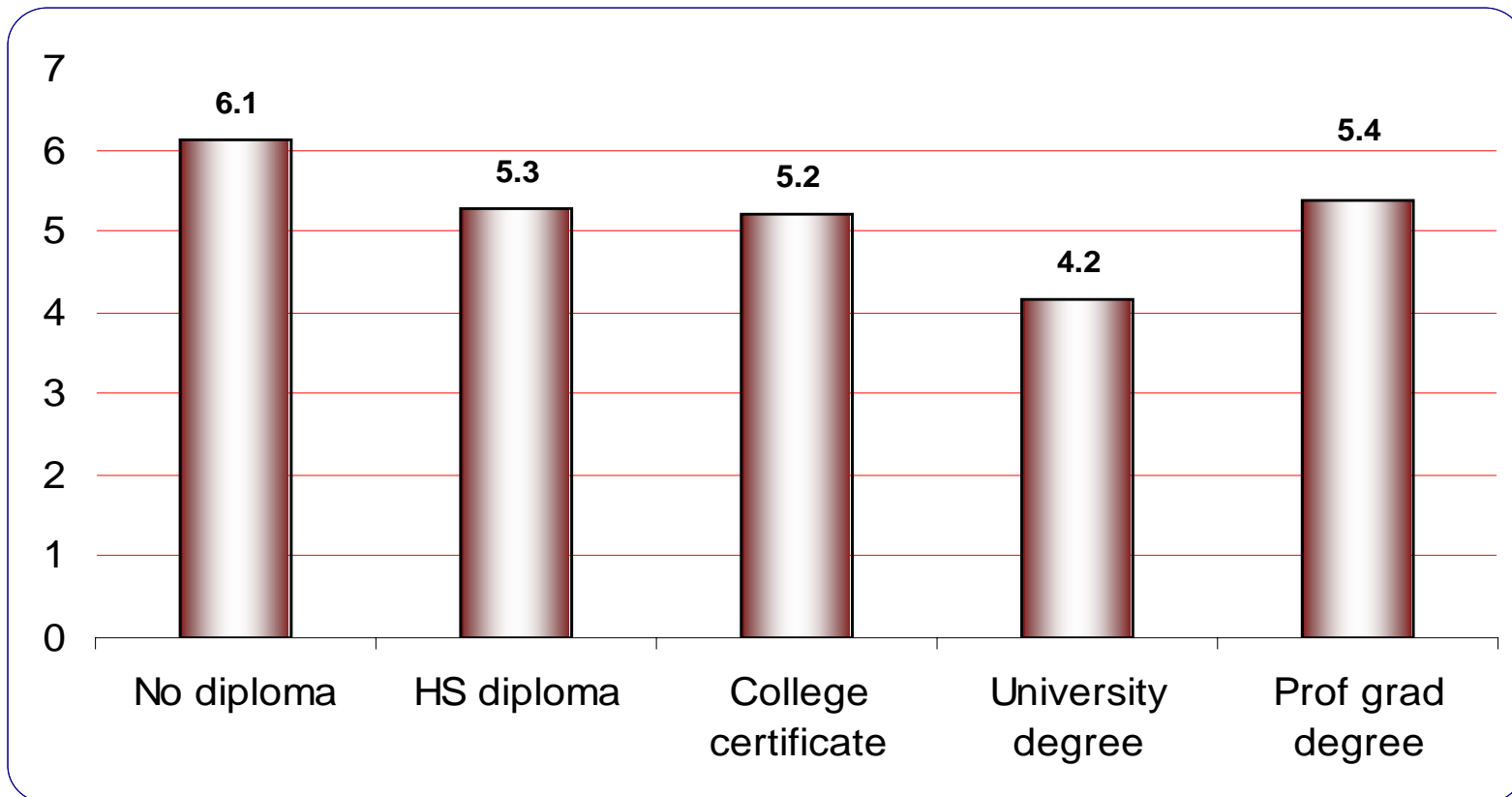
[Sources: Adult Education and Training Survey 2002, 25-64 years old]

Educational Attainment and Planned Course Participation [%]



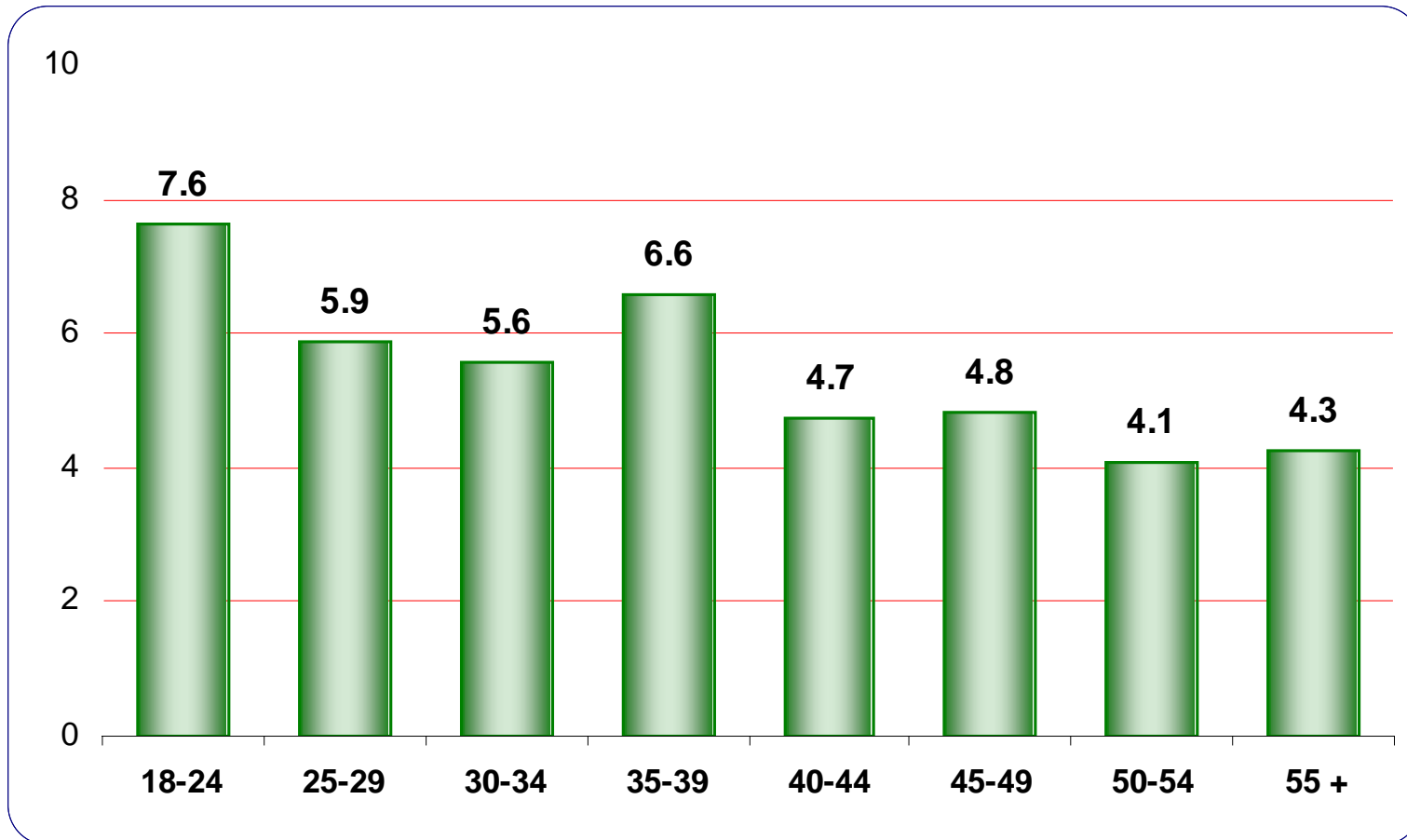
[Sources: WALL, 2004. Currently employed, 25-64 years old, excludes full-time students]

Educational Attainment and Informal Learning: Average Hours of Job-related Informal Learning



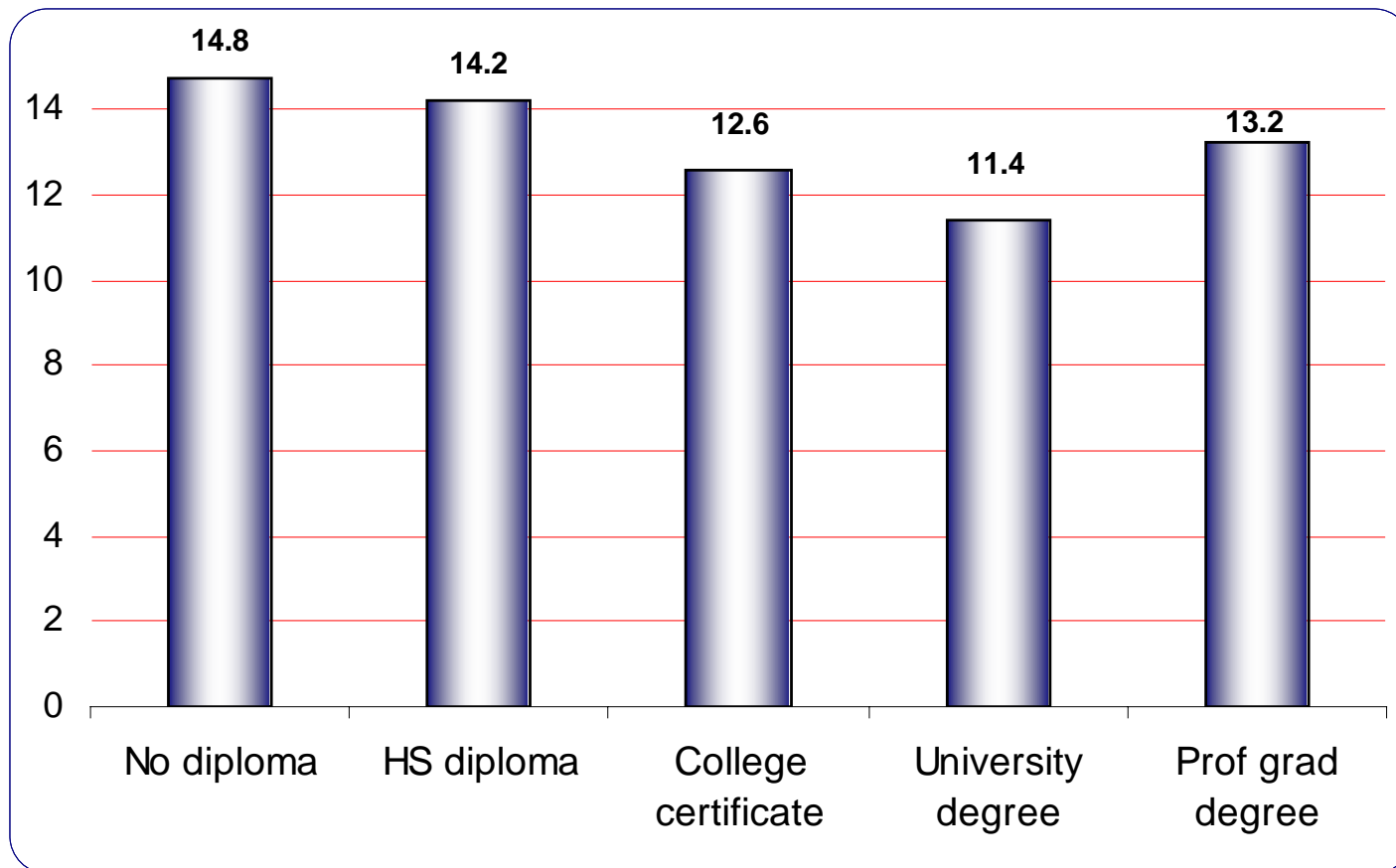
[Sources: WALL, 2004. Currently employed, 25-64 years old, non full-time students]

Age and Involvement in Job-related Informal Learning [Average Number of Hours]



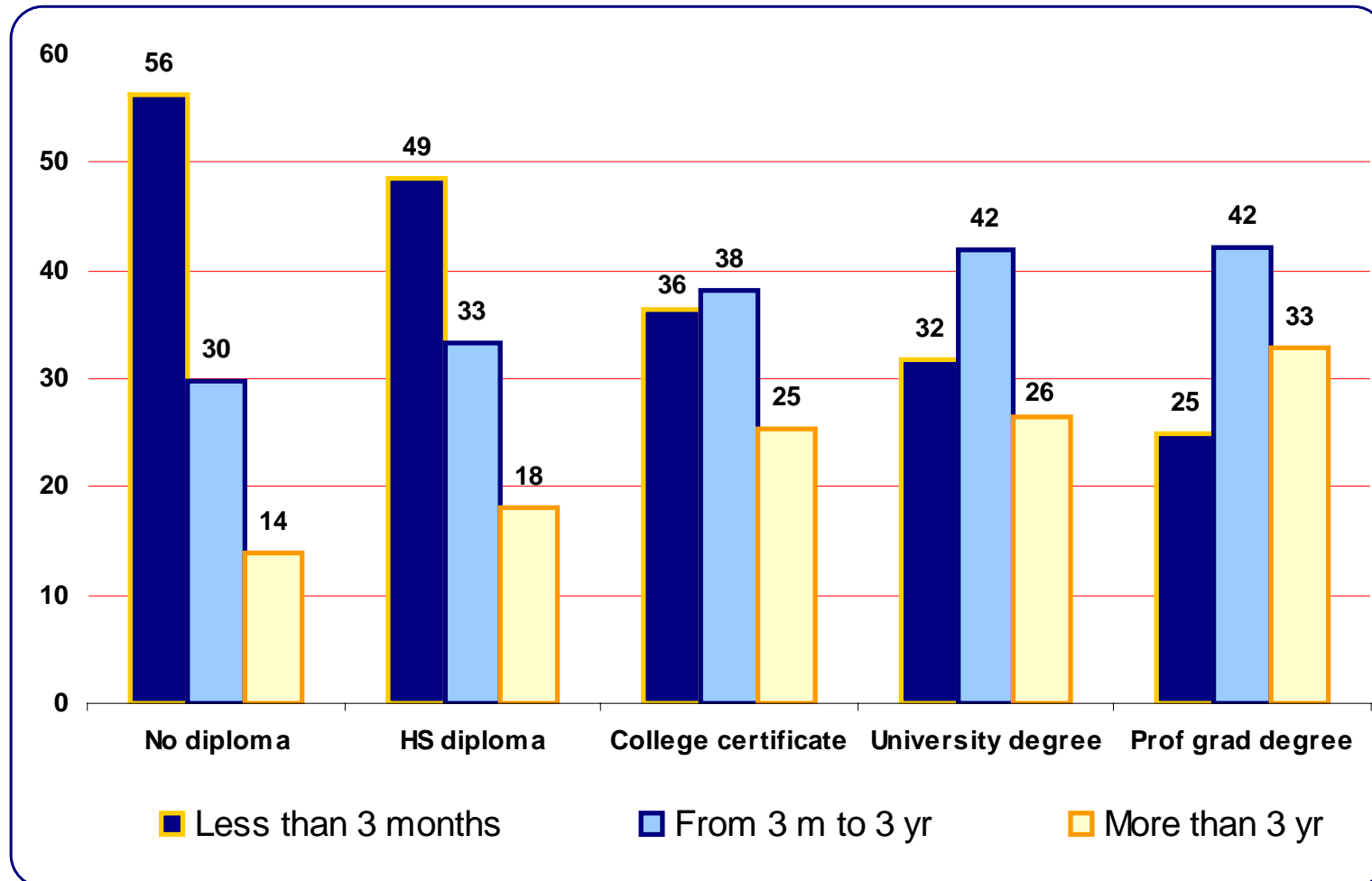
[Sources: WALL, 2004. Currently employed, N=5479]

Educational Attainment and Total Informal Learning [Average Hours per Week]



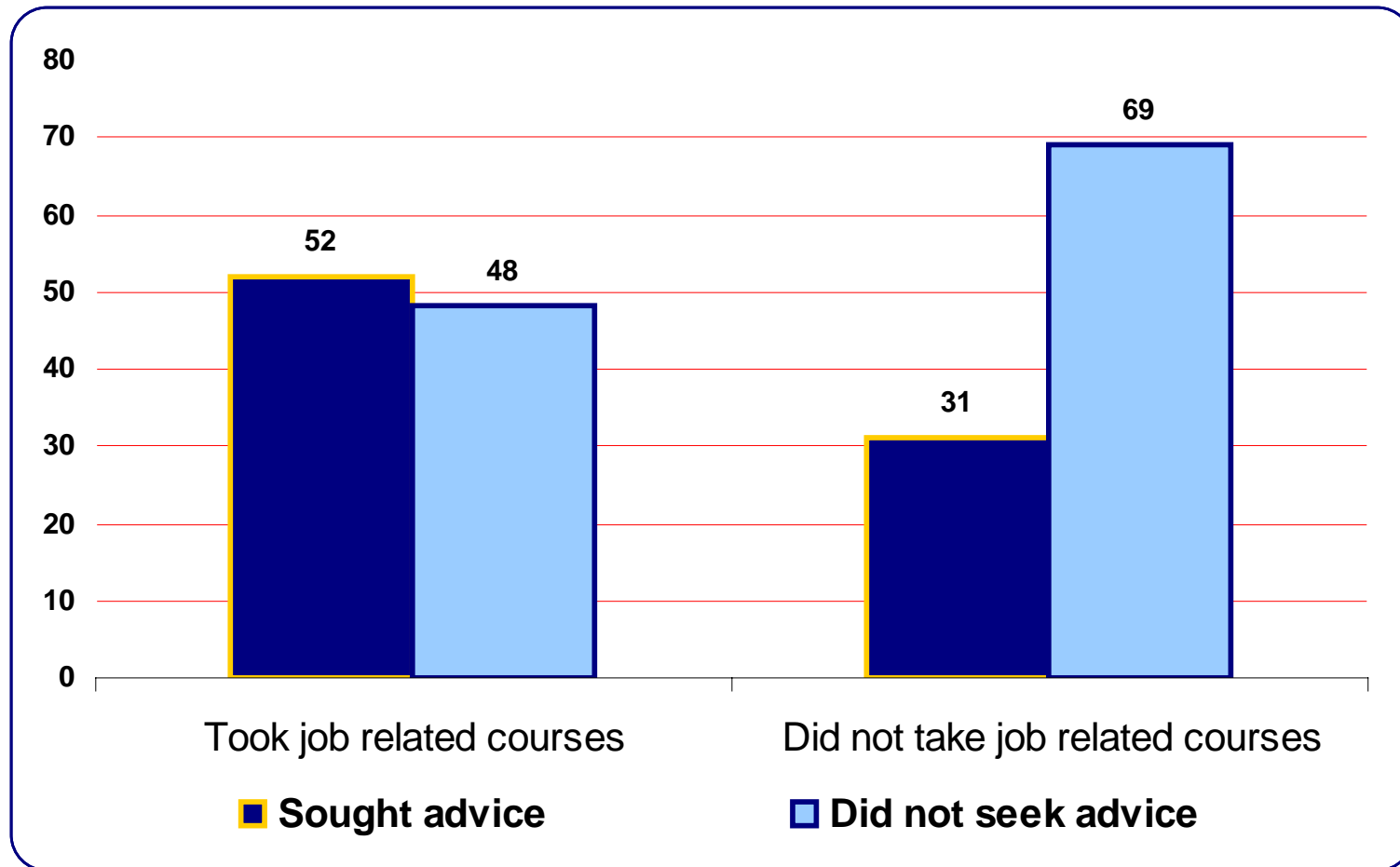
[Sources: WALL, 2004. Currently employed, 25-64 years old, non full-time students]

Educational Attainment and Required Job Training Beyond Formal Schooling [%]



[Sources: WALL, 2004. Currently employed, 25-64 years old, non full-time students]

Participation in Job-Related Courses and Mentorship



[Source: WALL, 2004.]

Schooling, Further Education and Job-Related Informal Learning by Occupational Class, Employed Labour Force, Canada 1998 / 2004 [%]

Occupational class	University degree	Course/ workshop last year	Informal job-related learning (median hr/week)
Corporate executives*	70 / 81*	20 / 38*	*
Small employers	22 / 22	51 / 44	4 / 2
Self-employed	15 / 23	45 / 49	3 / 2
Managers	34 / 39	71 / 67	4 / 3
Professionals	58 / 63	61 / 52	3 / 2
Supervisors	12 / 13	60 / 63	3 / 2
Service workers	8 / 8	50 / 48	2 / 2
Industrial workers	3 / 3	31 / 41	4 / 2
Total	16	49	3
	20	51	2

[Sources: Livingstone, 1999; 2005, forthcoming]

* Estimates for Ontario corporate executives in 1998 and 2002 from Livingstone, Hart and Davie (1999, 2003); no comparable data are available on their job-related informal learning but self-reported total informal learning is very similar to that of other class groups.

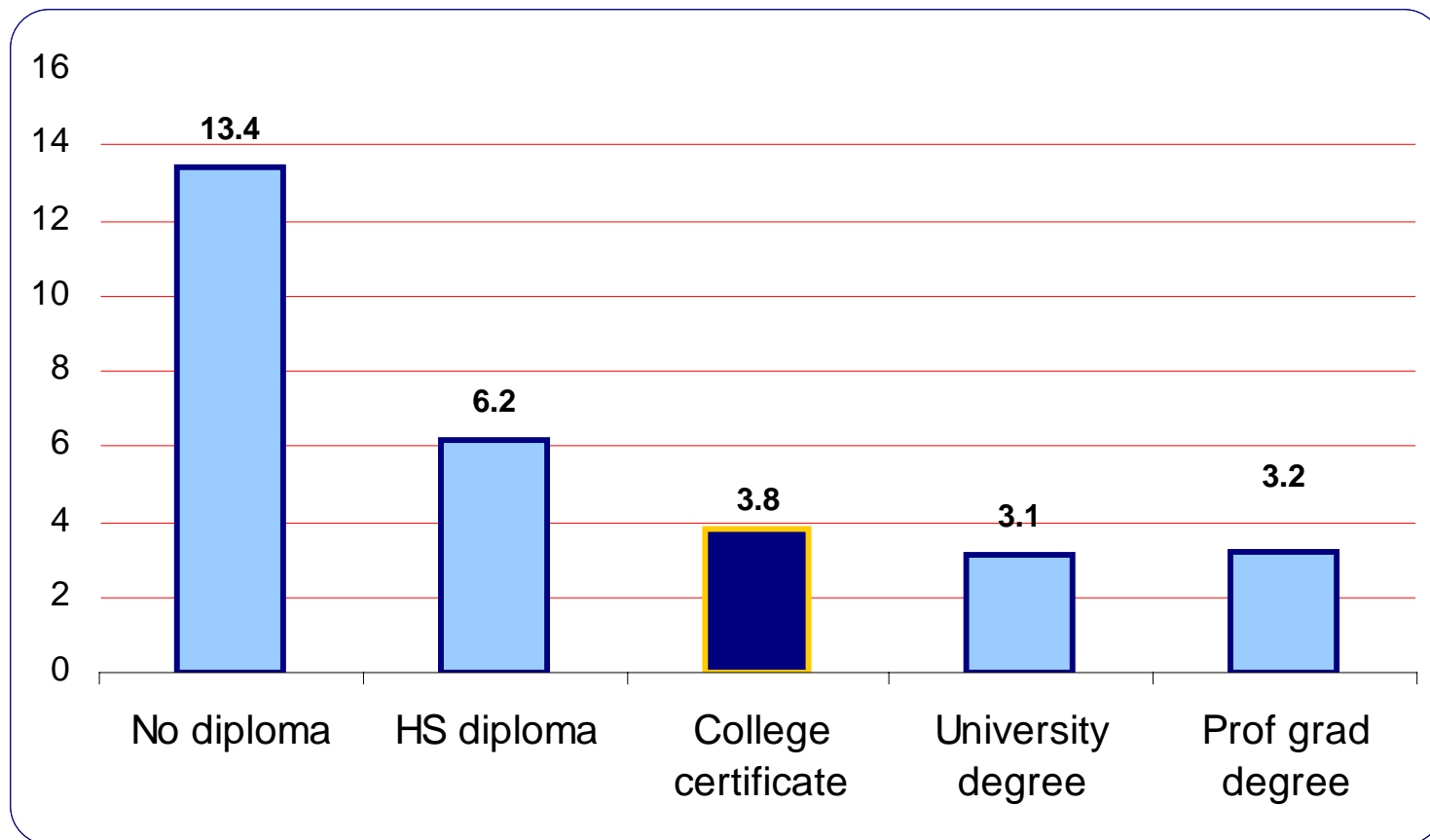
Current Participation in Formal Education and PLAR, 2004

Participation Status	% of Total Population	% Interested in PLAR
Enrolled past year	45	64
Not enrolled, wanted course	17	<i>66 [est. 2.5 million]</i>
Not enrolled, not wanted	37	34
TOTAL	100	53

[Sources: WALL, 2004]

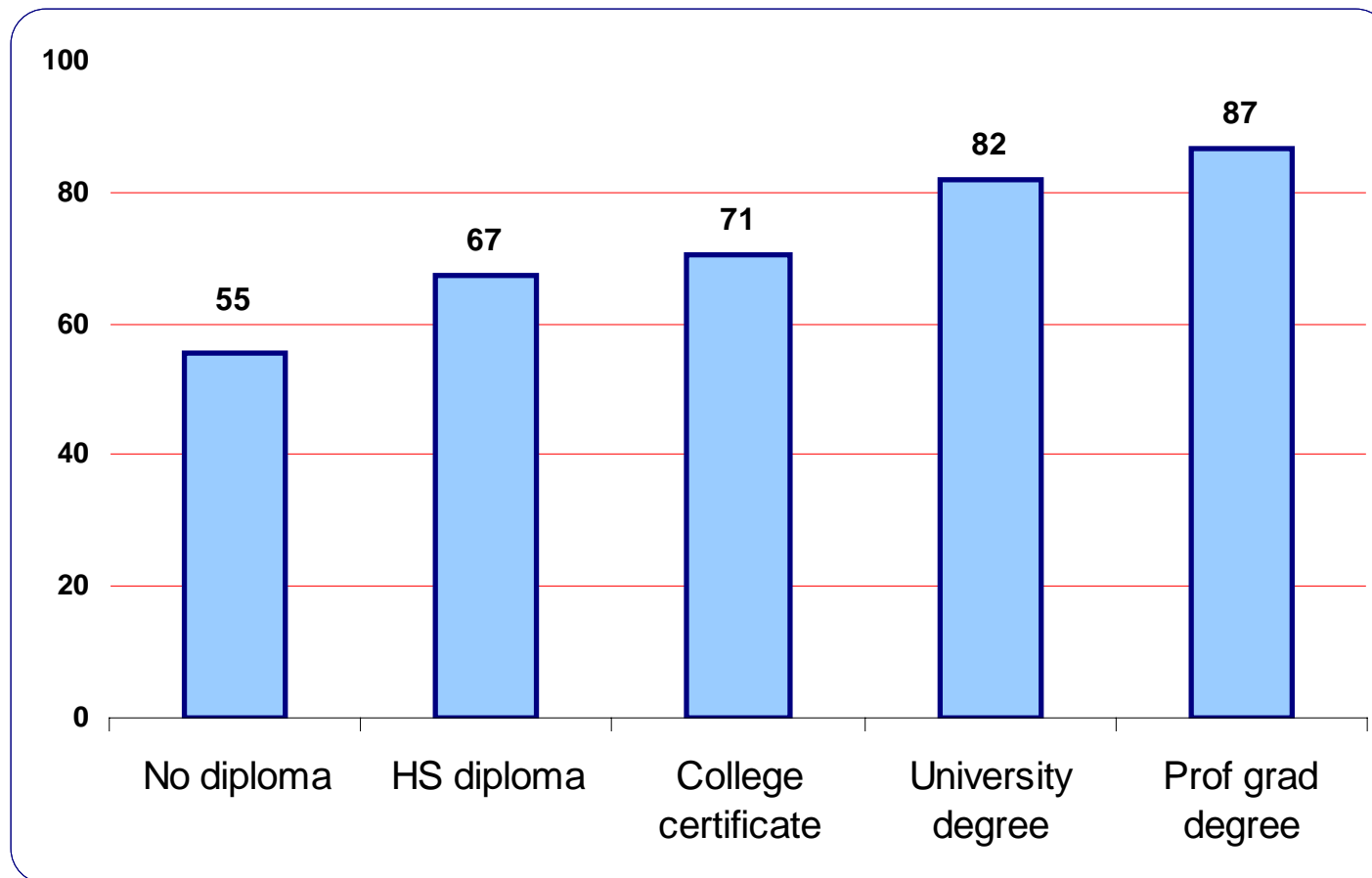
Section III. Learning-Work Relations

Educational Attainment and Unemployment Rates (%)



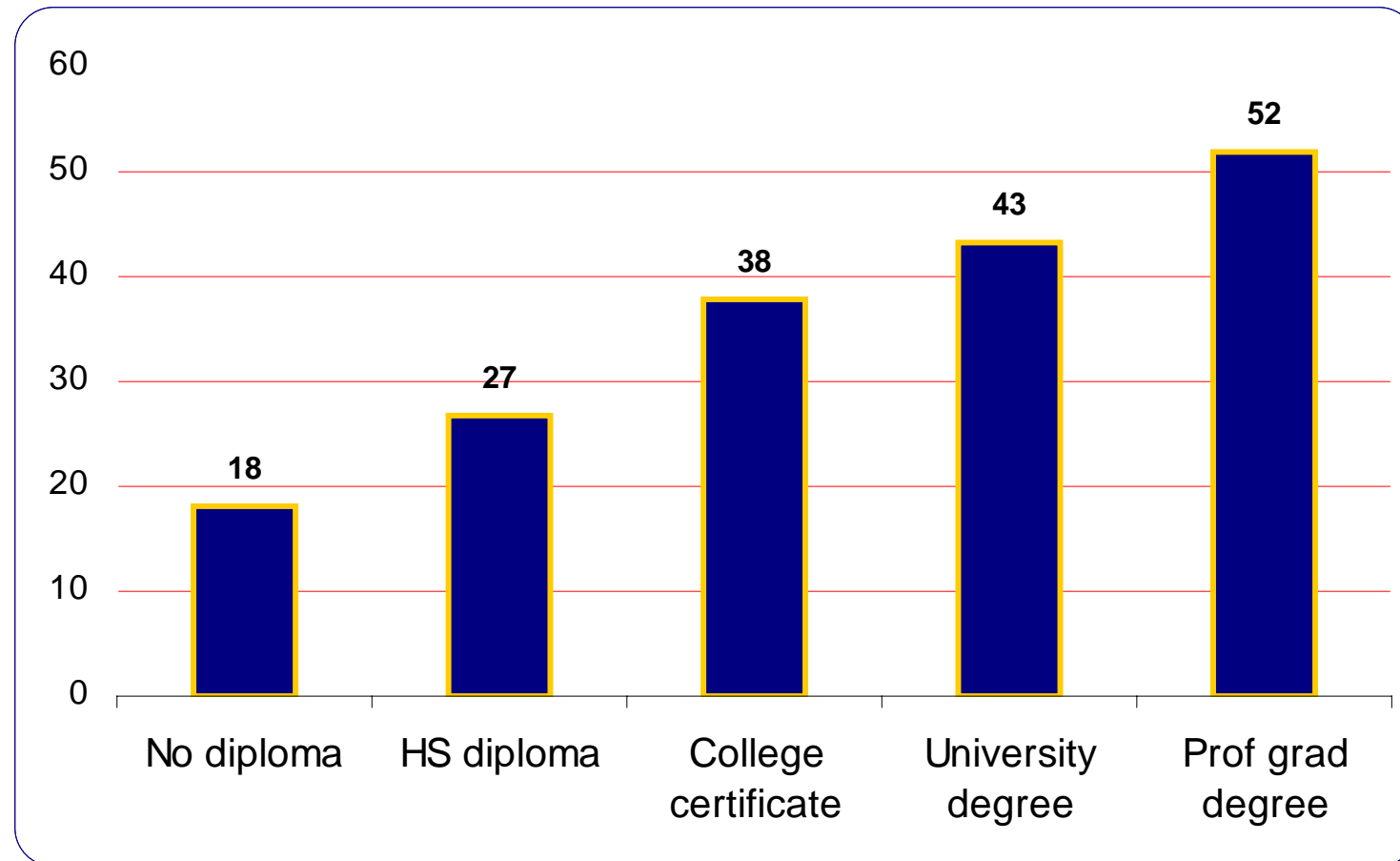
[Sources: WALL, 2004. Currently employed, 25-64 years old, non full-time students]

Educational Attainment and Significant 5 Year Change in Work Techniques and Equipment [%]



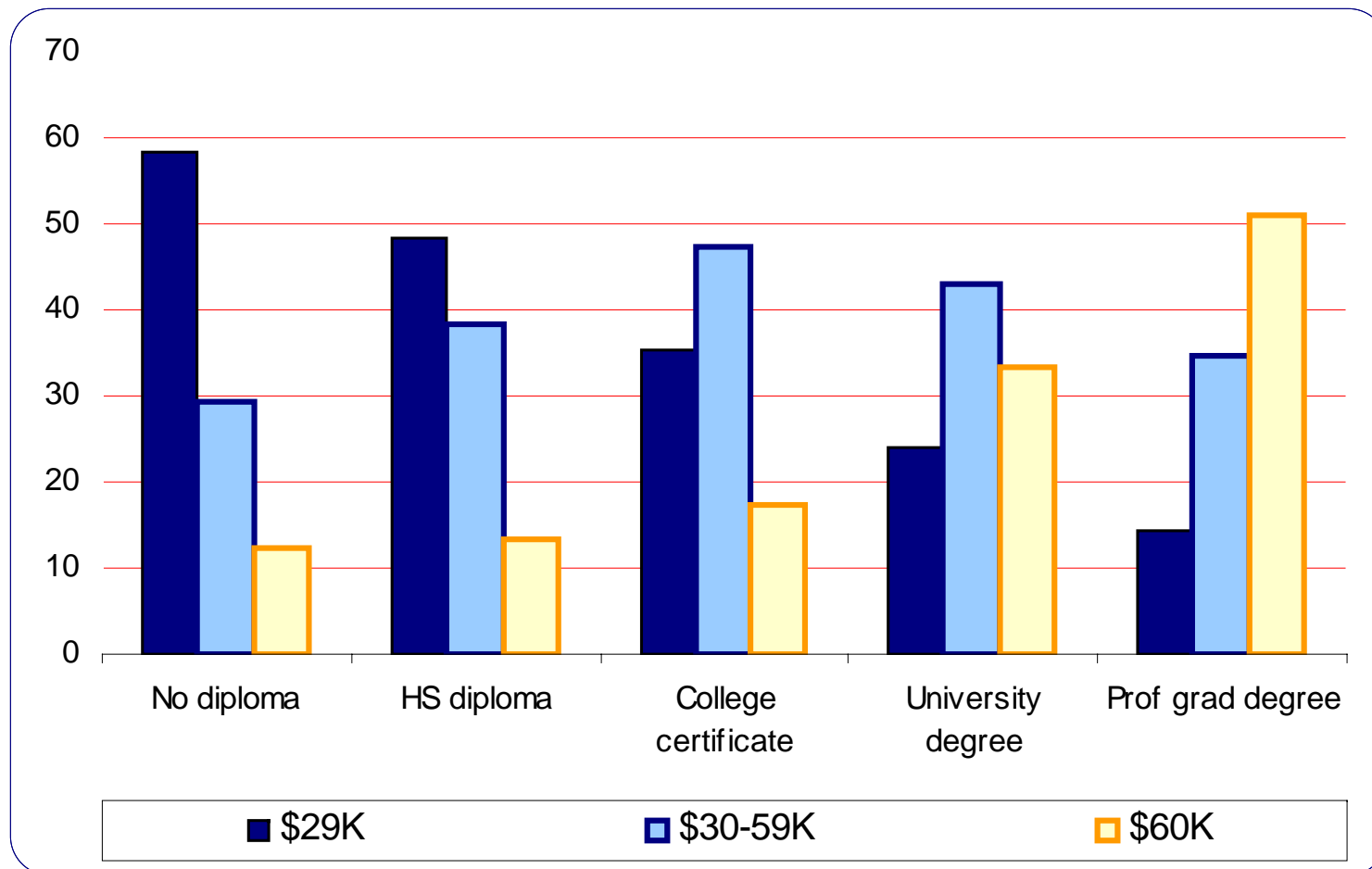
[Sources: WALL, 2004. Currently employed, 25-64 years old, non full-time students]

Educational Attainment and Membership in Union or Professional Association [% Members]



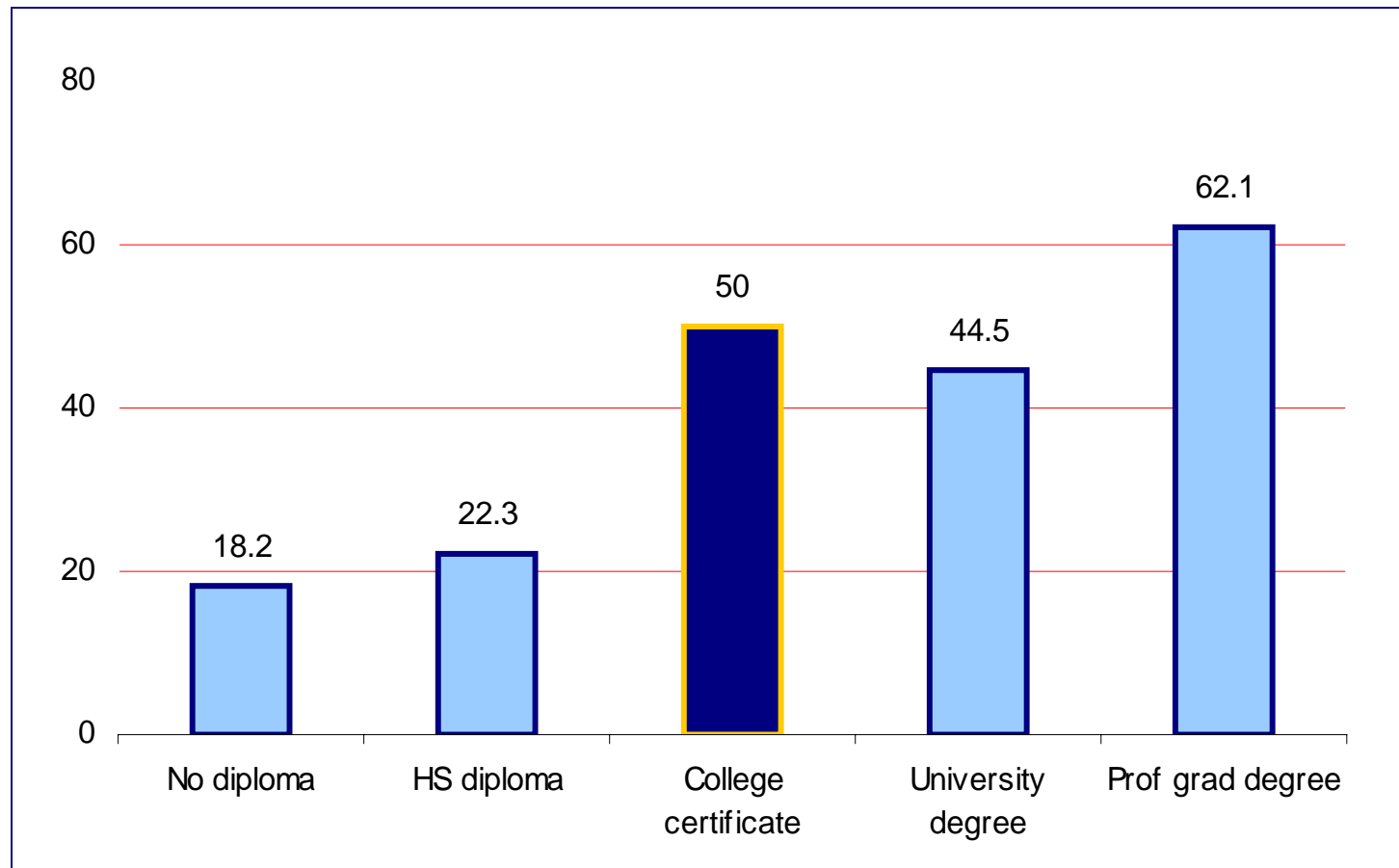
[Sources: WALL, 2004. Currently employed, 25-64 years old, non full-time students]

Educational Attainment and Personal Income [%]



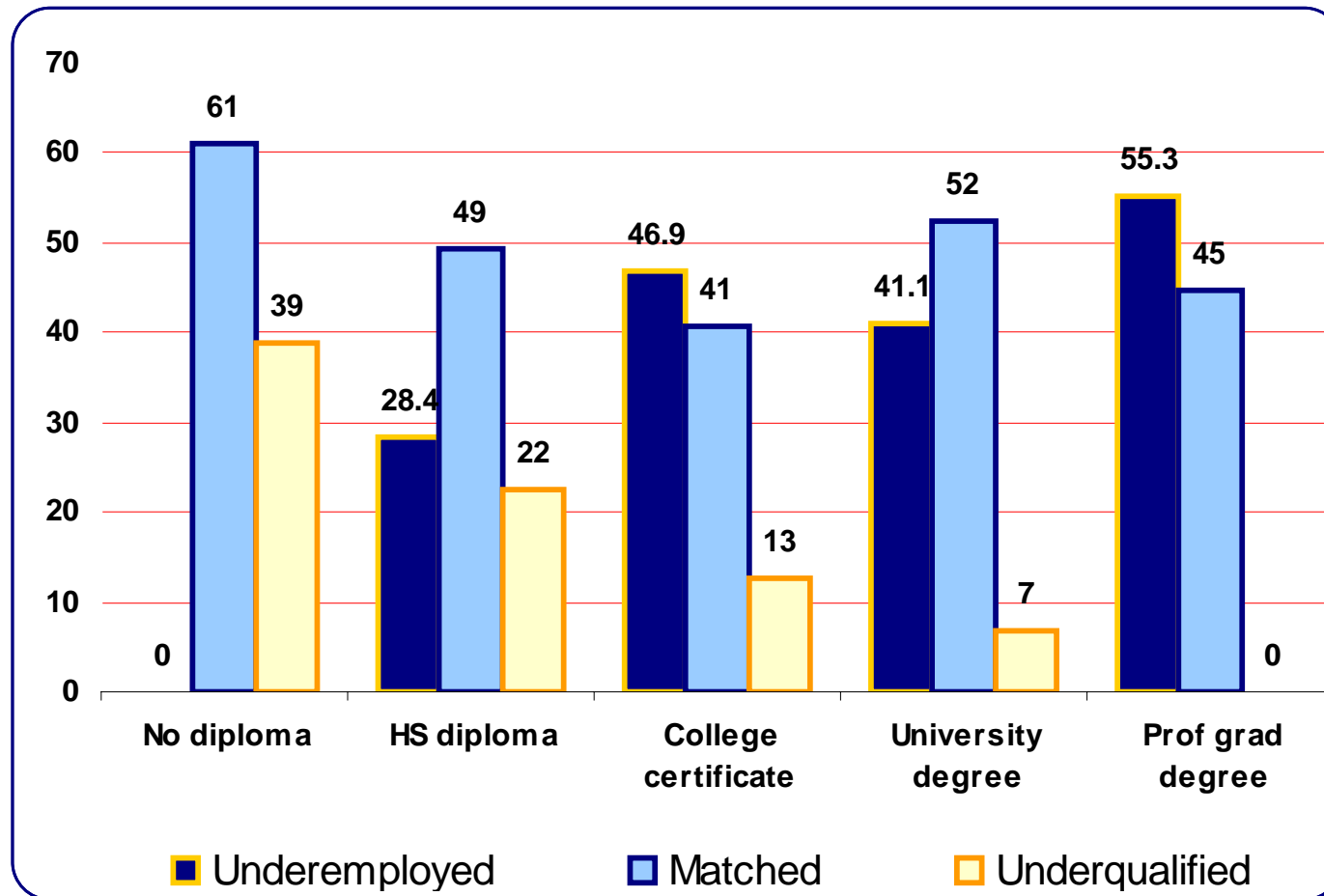
[Sources: WALL, 2004]

Education Closely Related to Job by Educational Attainment [%]



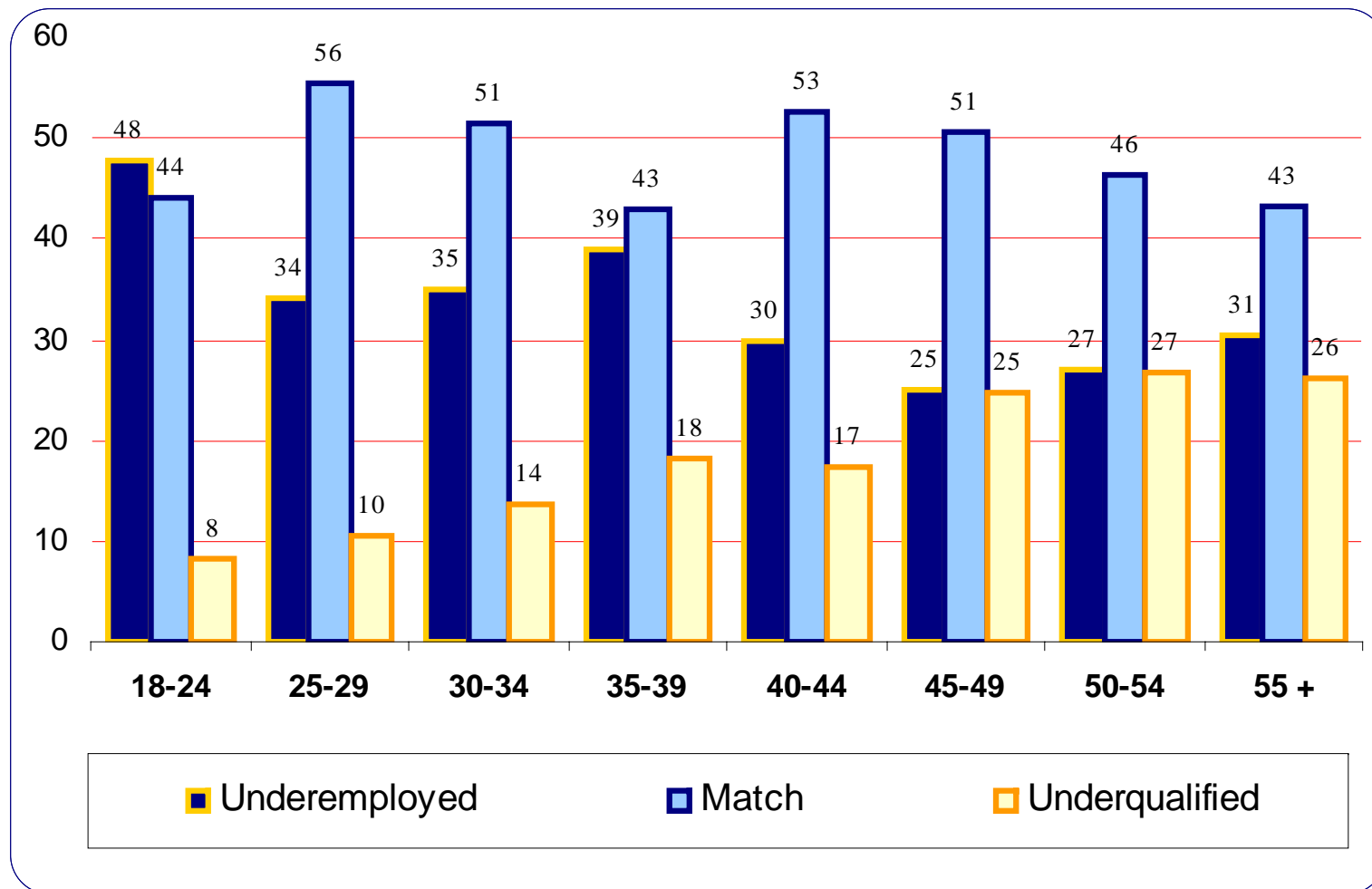
[Sources: WALL, 2004]

Educational Attainment by Credential-Entry Requirement Match [%]



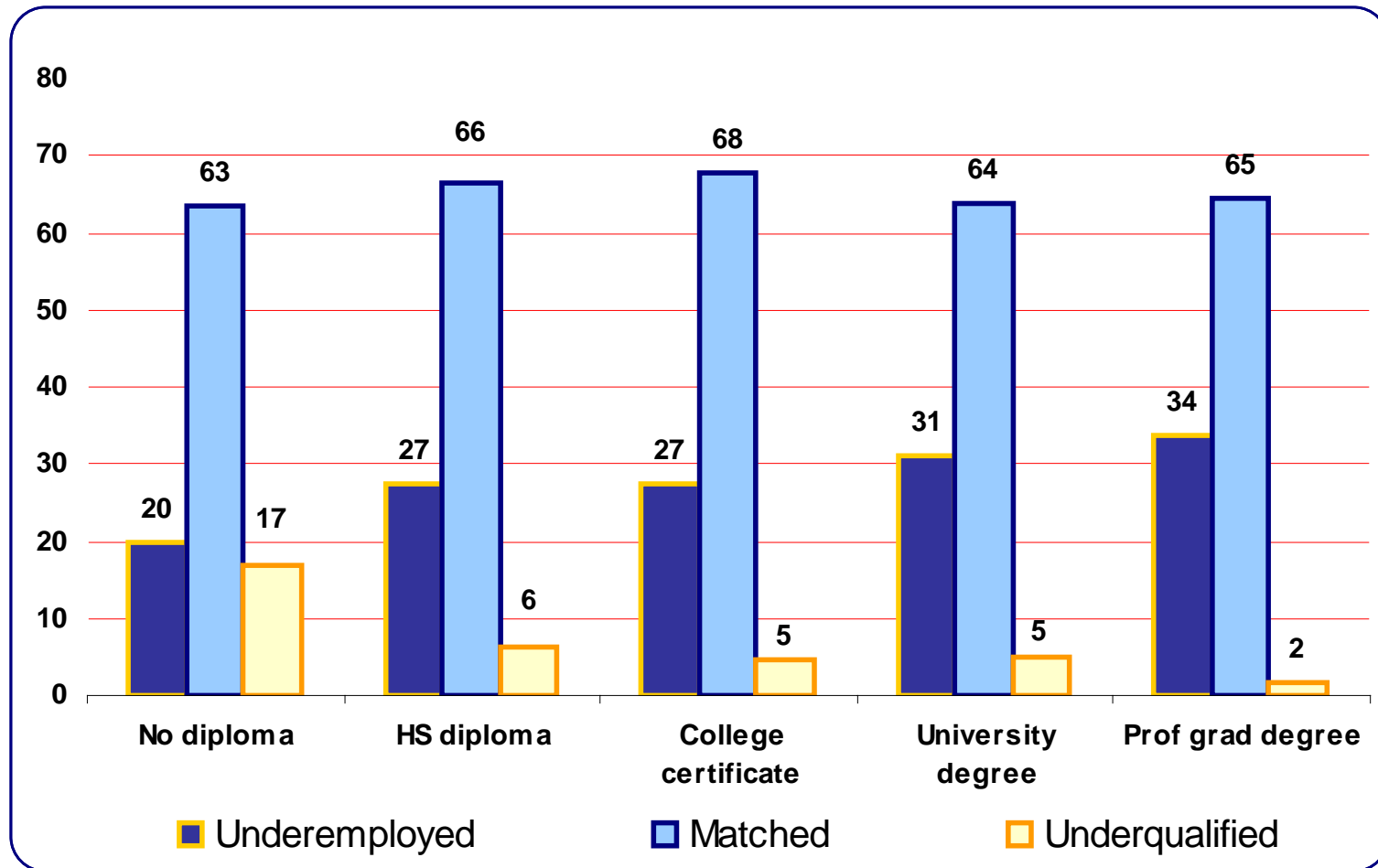
[Sources: WALL, 2004. Currently employed, 25-64 years old, non full-time students]

Credential-Entry Requirement Matching by Age



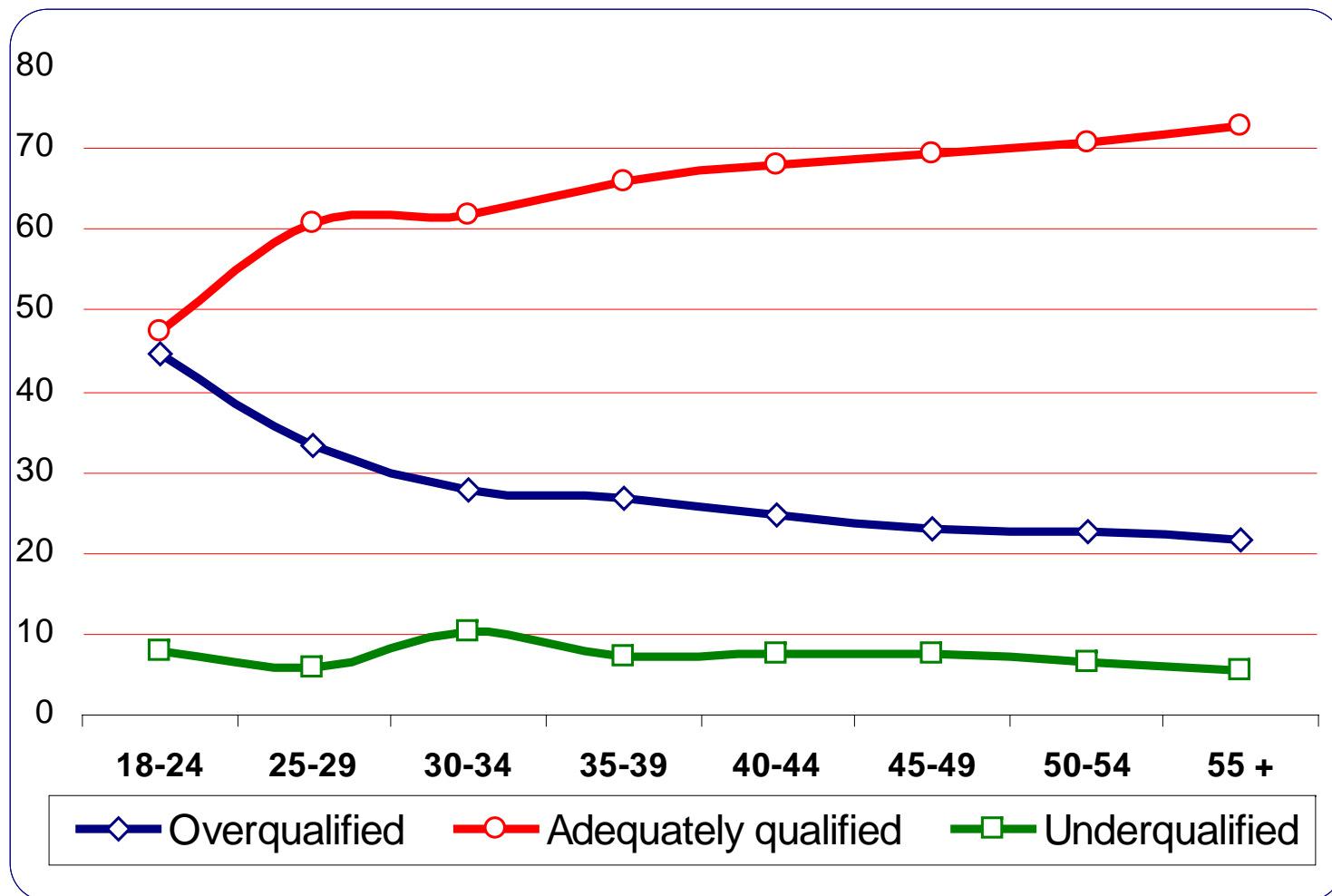
[Sources: WALL, 2004. Currently employed, N=5479]

Educational Attainment and Subjective Underemployment [%]



[Sources: WALL, 2004. Currently employed, 25-64 years old, non full-time students]

Subjective Underemployment by Age



[Sources: WALL, 2004. Currently employed, N=5479]

Measures of Underemployment, Employed Labour Force, 1998/ 2004 [%]

Type of measure	Under-employed	Match	Under-qualified
Credential gap	30/34	49/48	22/18
Performance gap	28/32	52/50	20/19
Self-assessment	20/27	75/64	5/6

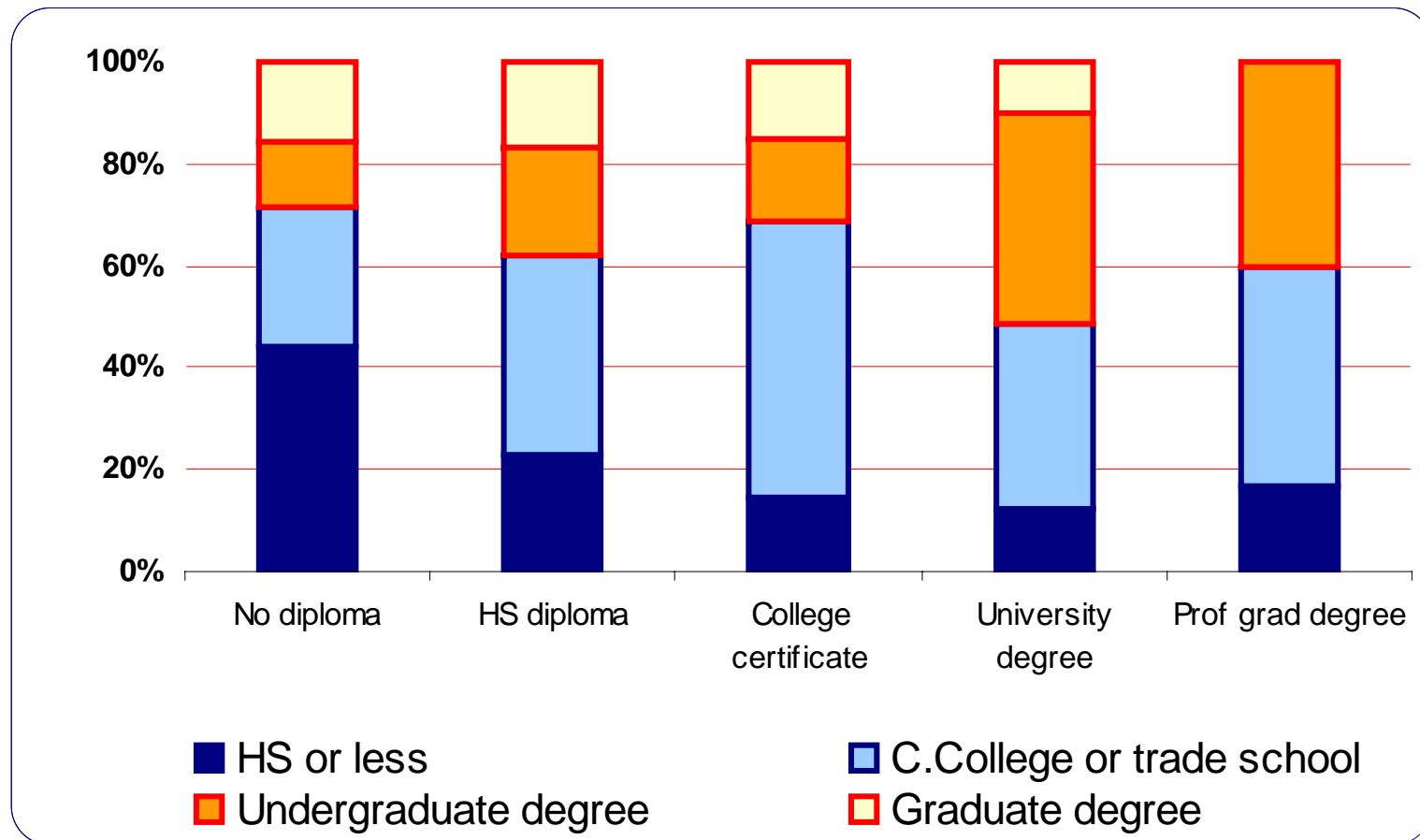
[Sources: NALL (1999) N=951; WALL (2005) N=5720]

Post-Secondary Educational Attainment and Under-Employment by Occupational Class, Canadian Wage and Salary Earners, 1982-2004

Occupational class	Post-Sec Attained [%]		Underemployed [%]	
	1982	2004	1982	2004
Managers	63	73	17	26
Supervisors	37	53	24	34
Professionals	86	83	14	21
Service workers	29	46	33	40
Industrial workers	25	29	33	31
<i>AVERAGE</i>	<i>48</i>	<i>57</i>	<i>24</i>	<i>30</i>
N	1471	4008	1442	3920

[Sources: Canadian Facts Survey, 1983; WALL, 2004]

Educational Attainment by Estimated Education Generally Needed Today



[Sources: WALL, 2004. Currently employed, 25-64 years old, non full-time students]

Association Between Hours of Work and Hours of Informal Learning, Canadian Adults, 1998/ 2004

WORK HOURS		Paid work learning	Housework learning	Community learning
Paid work	r	.15*/.12*	--	--
	N	759/4381	--	--
Housework	r	--	.32*/.23*	--
	N	--	991/6170	--
Community work	r	--	--	.47*/.33*
	N	--	--	535/2365

[Sources: NALL, (1999); WALL, (2005)]

* Pairwise Pearson R correlations significant at .01 level

Some Current Job Design and Training Options

Job Design

- Paid Work Redistribution**

(less 50+ hour jobs, more hours and benefits for <30 hour jobs)

- Real Democratized Technical Design and Social Authority**

(participatory design, co-determined decision-making)

- Flex-time Scheduling Responsive to Work-Life Balance Issues,**

(based partly on recognition of unpaid work [housework, community volunteer work] responsibilities, and further redistribution of female and male responsibility for them)

- New Forms of Socially Useful Paid Employment**

(new sustainable [green, renewable] products, environmental clean-up)

Education and Training

- Prior Learning Assessment and Recognition (PLAR)**

(portfolio development, demonstration, challenge exams, case studies, presentations)

- More Co-ordinated Mentoring by Senior Workers**

(including those phasing into retirement)

Contact

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