



ICE Committee Labour Market Information Study



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Executive Summary

This study outlines the findings of a multi-mode research study of the levels of awareness and use of Labour Market Information among students and newcomers in Toronto, conducted for the [Intergovernmental Committee for Economic and Labour Force Development](#) by [MDB Insight](#). The study was conducted using a combination of quantitative surveys and qualitative interviews with key groups of interest. Quantitative surveys were conducted among secondary students, post secondary students and Canadian newcomers within the City of Toronto. In-depth qualitative interviews were conducted with secondary school guidance counsellors and advisors to newcomers.

The analyses of the surveys found that while overall awareness of the available LMI resources was high, there was room for improvement, particularly among secondary school students. The proportion of individuals who reported using the LMI resources was low among secondary and post-secondary students. Among the individuals who reported using the LMI resources, a high proportion found the resources to be helpful in their career decisions. These findings identify a potential gap in the uptake of LMI resources in Toronto. Most individuals are aware that the resources exist, but many haven't used them. Once they have used the resources, they tend to find them highly beneficial. Therefore, there may be a lack of understanding of the benefits of the LMI resources and/or barriers to accessing them for certain groups. The interviews identified that the newcomer advisors and secondary school guidance counsellors tend to use LMI resources often in their teaching and advising roles. Both groups reported guiding their students/clients through the LMI resources during classes and workshops, and often reported using them in assignments to help their subjects explore potential career paths.

Below are some key recommendations taken from the surveys and interviews to enhance the level to which job and career-seekers in Toronto may benefit from the LMI resources available:

1. Continue to promote the use of LMI resources to students and jobseekers through classrooms, workshops, job fairs and web-advertising.
2. Ensure the LMI resources are presented in a format that is appealing and accessible to all groups, particularly to secondary and post-secondary students. Mobile apps, social media marketing, and adding a social networking dimension to LMI resources are potential avenues to explore, among others.
3. Make the use of LMI part of the secondary school curriculum in Ontario and integrate LMI resources into lesson plans and hands-on activities to promote their usage and demonstrate the value of LMI in career exploration and career decision making.
4. Promote awareness of LMI among soon-to-be newcomers to Canada to ensure they have appropriate expectations of the labour market upon arrival in their respective fields.
5. Continue and increase outreach of government experts to educate the individuals in advising roles, such as teachers, guidance counsellors, parents, newcomer advisors and immigration officers.
6. Continue to improve the LMI data, allowing for more specificity both in terms of disciplines and regional breakdowns of information. Ensure the development of LMI tools is audience specific, so that it is relevant, useful, and useable to target audiences.
7. Establish a centralized website or application to inform users of the variety of resources available and guide them through how to access and use these resources.



Background

The Intergovernmental Committee for Economic and Labour Force Development (ICE Committee) informs and connects the economic and labour force development activities of the three orders of government in Toronto. For more information, see <https://www.icecommittee.org>. The ICE Committee contracted MDB Insight to conduct this study on the levels of awareness and usage of Labour Market Information (LMI) resources in Toronto.

Purpose

The objective of this study was to measure levels of awareness and use of Labour Market information among three important groups in the City of Toronto: secondary school students, first and second-year students at post-secondary institutions, and newcomers to Canada. These groups were targeted due to the potential importance of LMI during their current life stages. Generally, secondary school students in Grades 10 and above are at a stage where they have begun considering their potential career paths and are starting to assess the training, education and time commitments involved in pursuing possible careers. Higher levels of awareness of LMI among secondary students ensure that they can make these career decisions with the most information possible about the potential outcomes of each career path. While first and second-year post-secondary students will have already recently made an important career decision in choosing an educational institution to attend, these students are often still in the process of deciding which courses to take and specialities to pursue. Finally, newcomers to Canada often immigrate mid-career and have qualifications from their home countries. LMI has the potential to help newcomers make decisions about whether to pursue re-accreditation in their original fields of speciality or to pursue alternatives/further education.

To complement the information about awareness of LMI among students and newcomers, another objective of the study was to better understand the current practices used to demonstrate LMI to the students and newcomers. High school guidance counsellors and newcomer advisors both play a unique role in advising their students how to navigate LMI resources to search for the information they need to make their career decisions. Further, the opinions of guidance counsellors and newcomer advisors were essential to this study to inform potential improvements in the marketing and usability of LMI resources.

Labour Market Information comes from a variety of sources including government surveys, business data and online job boards. Knowledge of in-demand occupations and the types of wages, benefits, and career opportunities available can be useful to map out a career path with a high chance of success. Career-seeking end-users often access LMI through online dashboards and tools which compile the LMI in a compelling and accessible way. These types of dashboards and tools are referred to in this report as LMI resources, and awareness and use of these resources was the main topic of this study. Some examples of common LMI resources used in Ontario are as follows:

- [City of Toronto Employment and Social Support](#) – The City’s website posts a wide array of Labour Market Information regarding employment in the Greater Toronto Area. This includes information for researchers, job seekers and employers in the area.
- [Working in Peel Halton](#) – Another web portal aimed at providing information to job seekers and guidance counsellors/career advisors in the Peel and Halton area. This includes job boards, employment trends, economic information about the region, etc.



- [Job Bank](#) – A Federal government website providing job search functions as well as tools to help job seekers choose a career path and match them with compatible and fulfilling professions. The website also posts job trends and provides tools to help employers with their search for talent.
- [Labour Market Information – Ontario Ministry of Labour, Training and Skills Development](#) – A Provincial government website with information about education, training and employment services, as well as career decision-making tools.
- [ACCES Employment](#) - Accessible Community Counselling and Employment Services (ACCES Employment) has a website with Labour Market Information for Job Seekers and Employers, as well as tools and resources for both groups. They also provide directed support for specific population groups such as women, youth and newcomers.

Sampling and Methodology

The study was carried out using quantitative surveys and in-depth qualitative interviews. Surveys were conducted to understand the overall levels of awareness among the end-user groups: secondary students, post-secondary students, and newcomers to Canada. Qualitative interviews were conducted with the high school guidance counsellors and newcomer advisors to allow for more fluid conversations about the current and potential uses of LMI resources, as well as ways in which they could be improved.

Quantitative Surveys

The quantitative surveys for all three stakeholder groups were programmed into an online web-link format for distribution. The survey instruments can be found in Appendix 2. Please note that the names of the participating high schools and newcomer institutions are omitted from this report to protect the confidentiality of the interviewees.

Secondary Students

The sample of secondary students for the study was gathered using an online panel methodology. Through an online platform, a random sample of students in grades 10-12 in Toronto was directed to the survey link. The methodology resulted in a sample of 101 secondary school students. The estimated margin of error given the sample size is +/- 9.8% with a confidence level of 95%. The survey for secondary students is included in Appendix 2A.

Post-Secondary Students

This section of the survey targeted first and second-year students at post-secondary institutions in Toronto. The majority of the post-secondary students were recruited using an online panel methodology, similar to the secondary students. Direct emails were also sent out to second-year students through the Student Success Centre at the University of Toronto. The final sample included 105 post-secondary students in Toronto. The estimated margin of error for this sample is 9.6% with a confidence level of 95%. This survey is included in Appendix 2B.

Newcomers to Canada

The newcomer portion of the survey was distributed through newcomer employment agencies, language learning centres, and other support services in Toronto via email. Newcomers were provided



with an open link to complete the survey on their own time. This methodology resulted in a sample of 66 newcomer surveys, which relates to an estimated margin of error of 12.1% at a 95% confidence level. Newcomers were also asked additional questions regarding employment status. The survey for newcomers is included in Appendix 2C.

Qualitative Interviews

Qualitative interviews were carried out over the phone with the guidance counsellors and newcomer advisors. Copies of the Qualitative Interview Questionnaires are included in Appendix 3.

Secondary School Guidance Counsellors

Two secondary school guidance counsellors were interviewed using the interview guide in Appendix 3A. One guidance counsellor worked in the Toronto District School Board, and the other worked in the Toronto Catholic District School Board.

Newcomer Advisors

Four advisors to newcomers at Toronto-area newcomer employment agencies, language learning centres, and other support services were interviewed over the phone using the interview guide in Appendix 3B. Key themes among the responses were identified and analyzed in the Analysis of Findings section.

Key Findings

Quantitative Surveys

In the introduction to the online surveys, the following description of LMI was provided to respondents: *Labour Market Information can be helpful to understand the types of jobs available in the current economic context. Knowledge of in-demand occupations and the types of wages, benefits, and career opportunities available can be useful to map out a career path with a high chance of success.* This description was followed by the examples of LMI Resources that were provided in Section 2.1 of this report. Below this description, the survey asked respondents “Before reading the description above, were you aware that the government publishes Labour Market Information to provide students and job seekers with career guidance and a picture of the job market?”. Figure 1 shows the distribution of responses to this question. The majority of respondents in each group were somewhat or very aware that the government publishes LMI that could be useful to them. The group that contained the largest proportion of individuals who responded that they were not aware that the government publishes LMI was secondary students (42.6%). The other two groups had relatively lower proportions of individuals who were not aware that the government publishes this information: 23.8% of post-secondary students and 19.7% of newcomers.

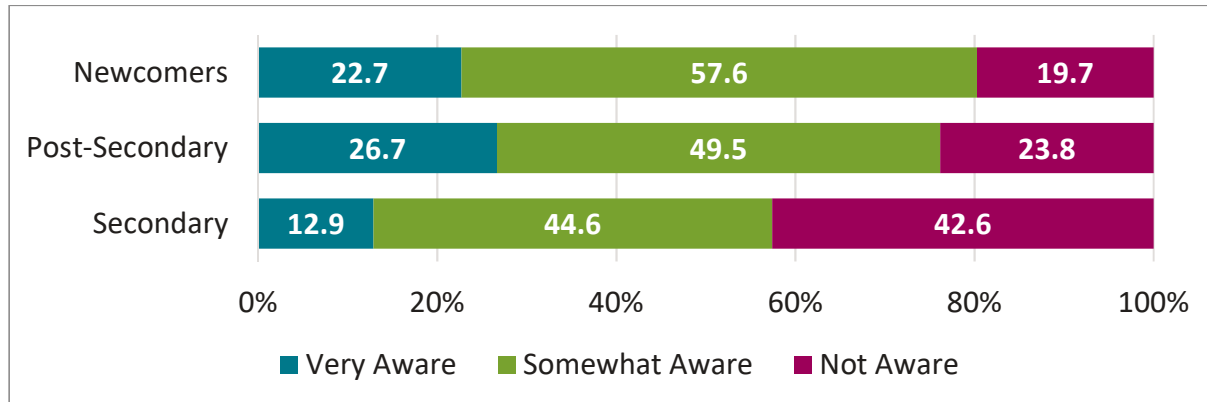


Figure 1: Before reading the description above, were you aware that the government publishes Labour Market Information to provide students and job seekers with career guidance and a picture of the job market? Would you say you were:

Respondents were also asked if they had ever personally used LMI resources (Figure 2). Newcomers were the most likely to have used the resources (66.7%) followed by post-secondary students (43.8%) and secondary students (18.8%).

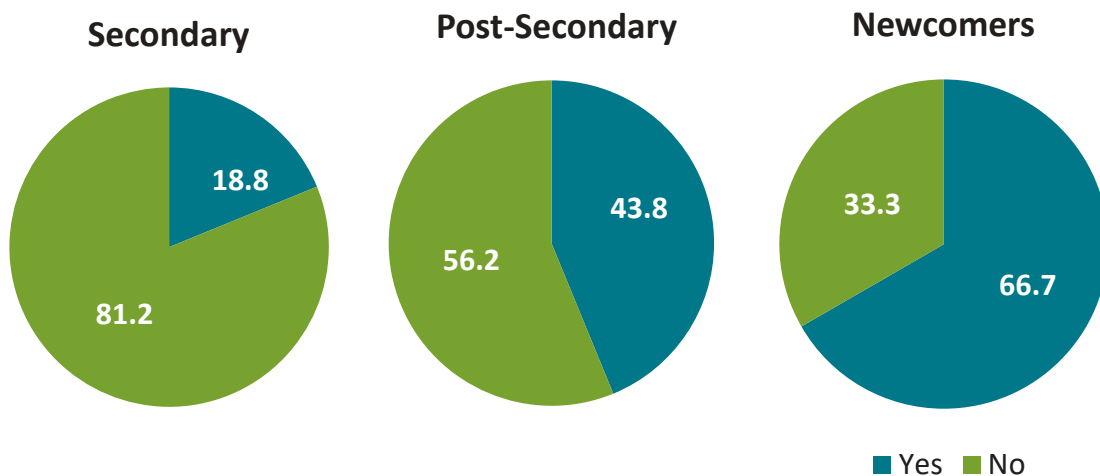


Figure 2: Have you personally ever used any of these Labour Market Information resources? (%)

The survey respondents who had reported using the LMI resources in the past (responding 'Yes' in Figure 2) were also asked if the LMI resources had helped them make career or academic choices (Figure 3). A large majority of individuals within each group reported that the LMI resources had been helpful to them in their career decisions. The proportion of respondents who stated that the LMI resources had a significant impact on their academic/career decisions was highest among secondary students (37%), followed by post-secondary students (35%) and newcomers (26%). Newcomers had the highest proportion of individuals who reported that the LMI resources hadn't had any impact on their academic/career decisions (19%).

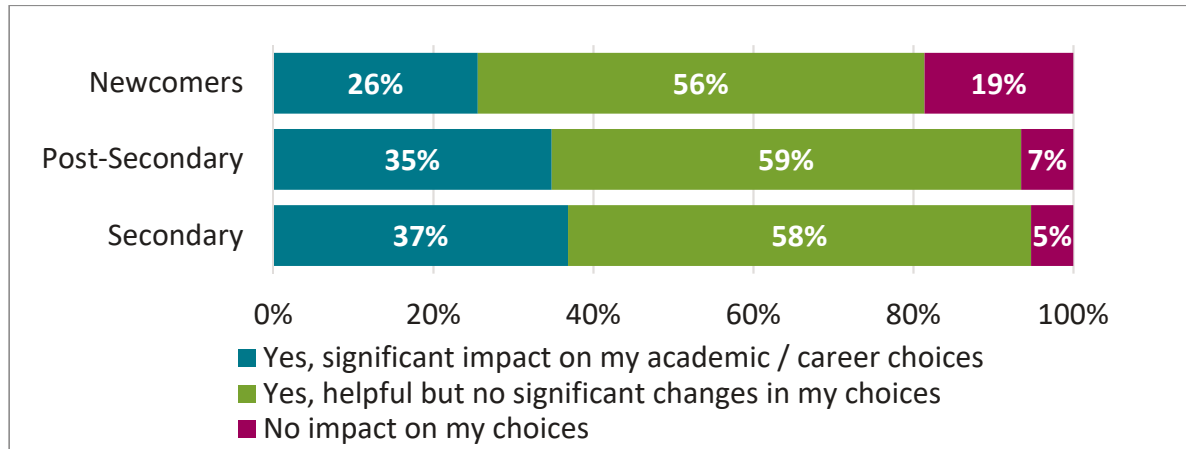


Figure 3: Has using these Labour Market Indicators helped you to make decisions about your future academic choices and course selections?

All participants were asked how likely they would be to use the LMI resources in the future (Figure 4). The vast majority of individuals in each group reported that they would be at least somewhat likely to use these resources in the future, and a substantial portion of each group responded that this was very likely. For newcomers, in particular, over half (51.5%) of the respondents stated that they would be very likely to use the LMI resources in the future.

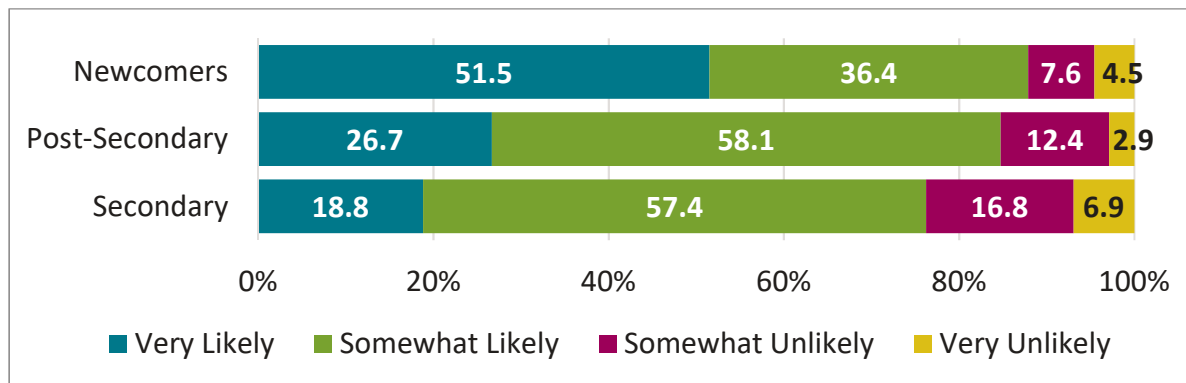


Figure 4: How likely are you to use Labour Market Information resources in the future?

Respondents rated the level of difficulty they experienced locating the LMI resources (Figure 5). Secondary school students were the most likely to respond somewhat or very easy (63.3%) followed by post-secondary students (51.9%) and newcomers (43.5%). While secondary students were more likely to rate their difficulty locating the resources as very or somewhat easy, a relatively small proportion of secondary students rated their experience as very easy (5.0% compared to 15.2% for post-secondary students and 7.6% for newcomers).

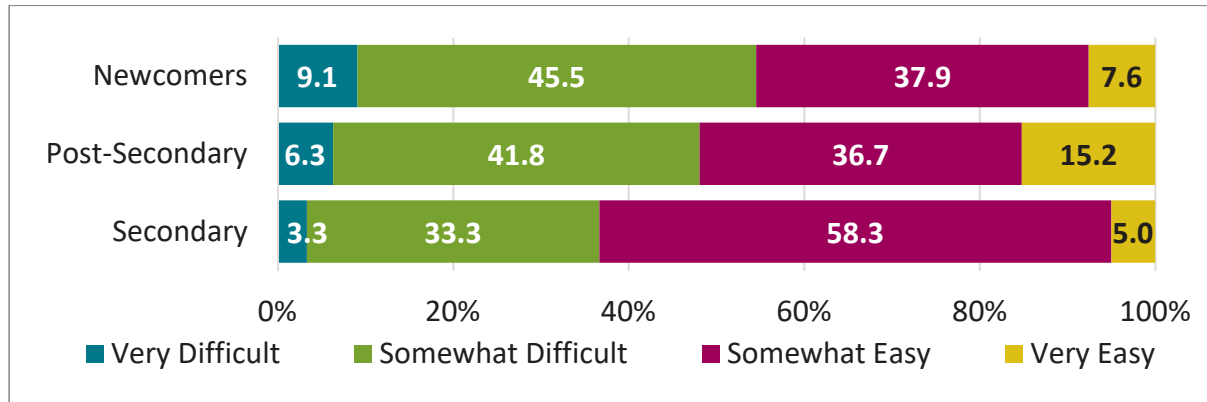


Figure 5: Which of the following best describes how easy or difficult it was for you to find the Labour Market Information resources?

Respondents were also asked how they perceived the difficulty of the LMI resources to understand (Figure 6). Approximately 60% of each group found the LMI resources somewhat or very easy to understand. This metric was lower in post-secondary students, with 55.7% rating the LMI resources as somewhat or very easy to understand.

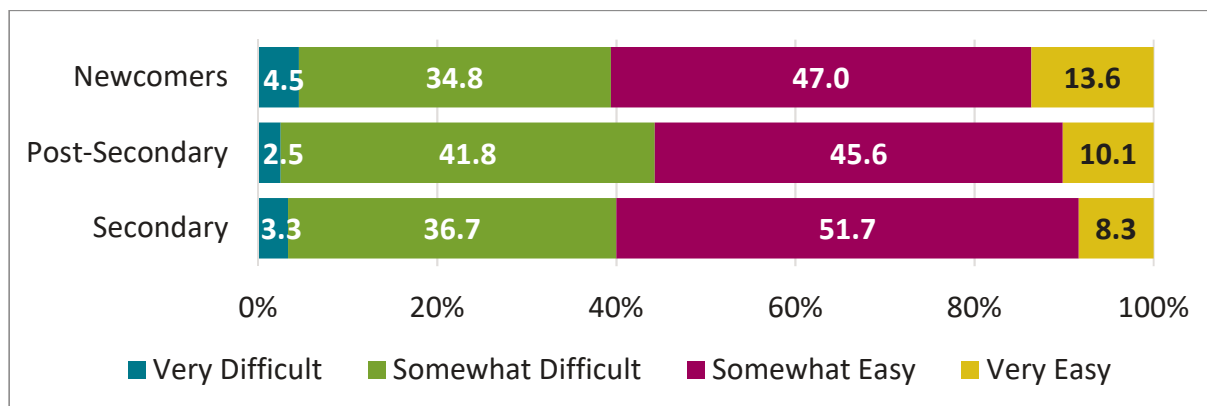


Figure 6: How difficult or easy were the Labour Market Information resources to understand?

After the descriptions of the commonly used LMI resources (included in Section 2.1), respondents were asked to rate their prior level of familiarity with each resource. Among secondary school students, the federal government's Job Bank site was the resource that this group was most familiar with, followed by the City of Toronto Employment and Social Support website and the Ontario Ministry of Labour, Training and Skills Development website (Figure 7).

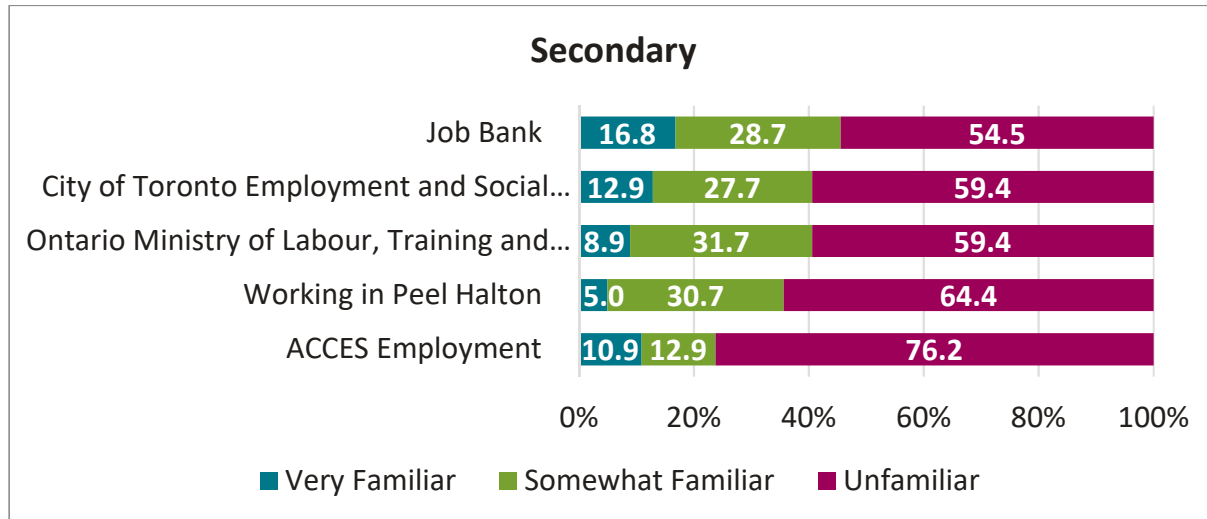


Figure 7: How would you rate your familiarity with the following Labour Market Information resources? Secondary Students

Post-secondary students rated their levels of awareness of the LMI resources in the same order as the secondary students (Figure 8). Similar to secondary school students, post-secondary students rated their level of familiarity highest for the federal government's Job Bank website, and the lowest for the ACCES Employment website.

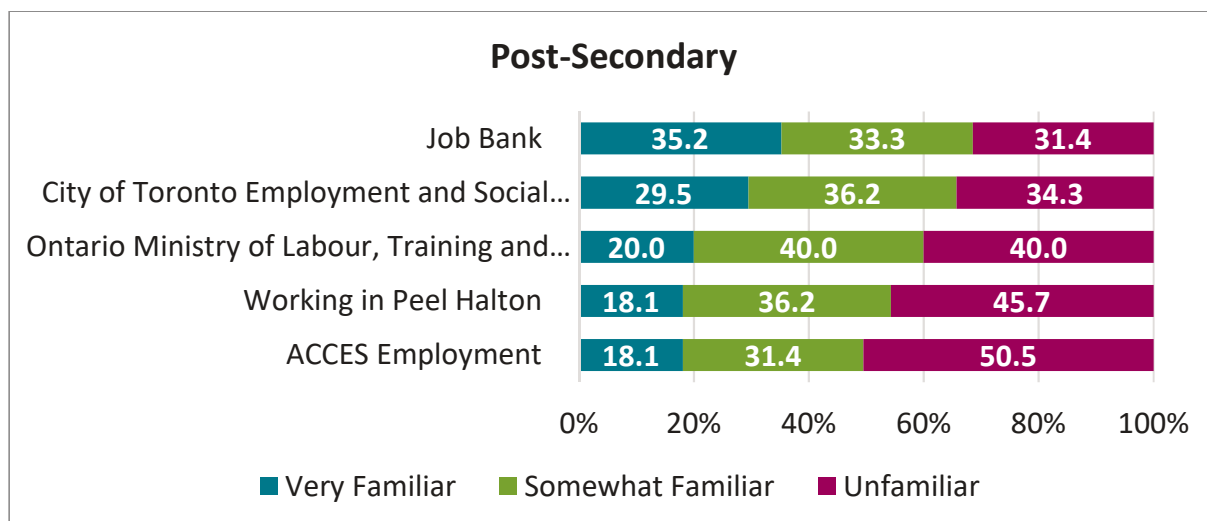
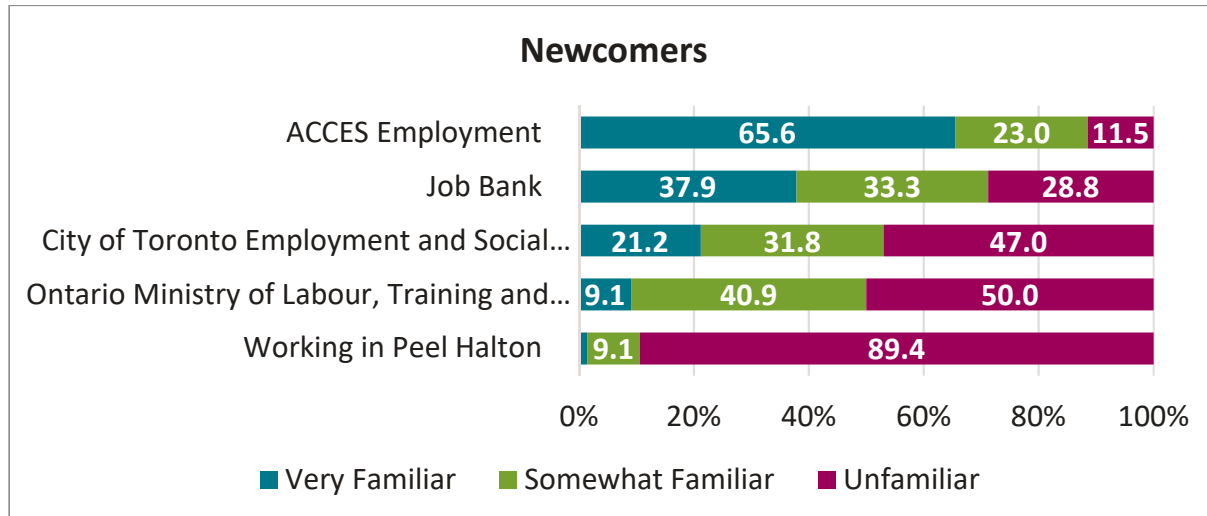


Figure 8: How would you rate your familiarity with the following Labour Market Information resources? Post-Secondary Students

Newcomers to Canada were the most familiar with the ACCES Employment website, followed by the federal government's Job Bank website (Figure 9). Approximately 89.4% of newcomers were unfamiliar with the Working in Peel Halton website.



**Figure 9: How would you rate your familiarity with the following Labour Market Information resources?
Canadian Newcomers**

Newcomer-specific questions

In addition to the questions above, which were asked of all three groups surveyed, newcomers were asked some additional employment status-related questions. Figure 10 shows the distribution of newcomers based on whether they were currently looking for a new job or interested in changing jobs. 78.8% of newcomers in the survey sample responded that they were currently looking for or interested in changing jobs, 13.6% responded 'No', and 7.6% were not sure or preferred not to answer.

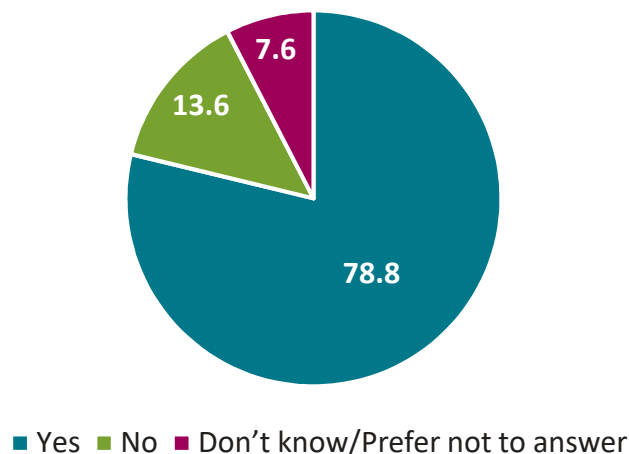


Figure 10: Are you currently looking for a job or interested in changing jobs?

Newcomers were also asked whether they had found the LMI resources had helped them in their job search (Figure 11). 37.9% responded 'Yes', 18.2% responded 'No' and 10.6% did not know or preferred not to answer. Further, by narrowing the question down to only those who responded 'Yes' to "Are you currently looking for a job or interested in changing jobs?", a similar result is observed where 58% of these respondents replied that the information had helped them in their job search.

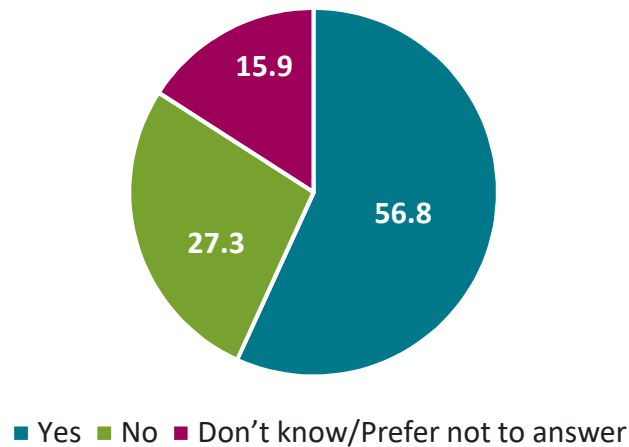


Figure 11: Do you feel the Labour Market Information resources have helped you in your job search?

Another question on the newcomers survey asked respondents if they are currently employed, do they feel that their job matches their skills and qualifications (Figure 12). Among the respondents who were currently employed, 65.5% felt they were overqualified for their current jobs. 31% felt that their job was a good match for their skills and qualifications, and only 3.4% felt underqualified for their current jobs.

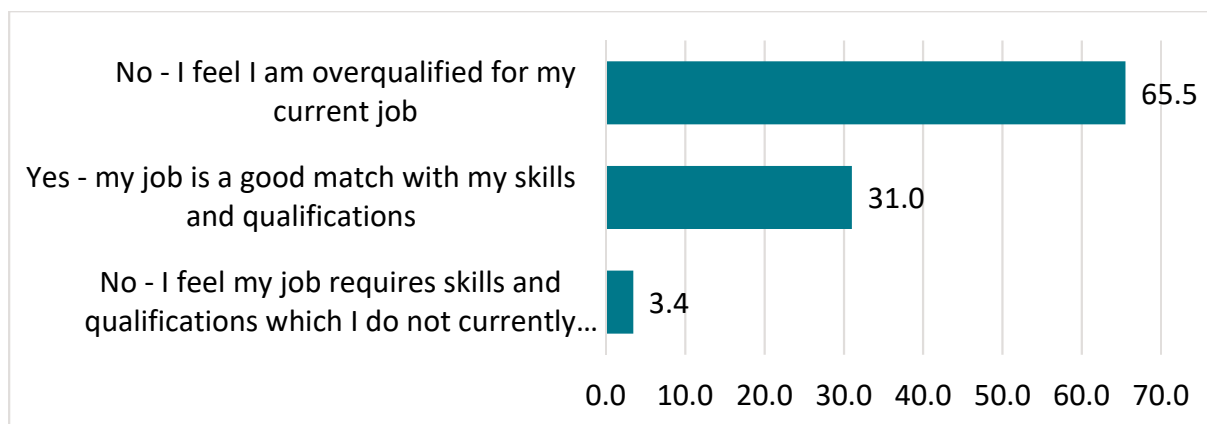


Figure 12: If currently employed, do you feel that your job matches your skills and qualifications?

Analysis of findings

While the overall levels of awareness appeared high among the three groups of interest, the proportion of individuals who had personally used LMI resources showed some room for improvement, particularly among secondary school students and post-secondary students. Given that the secondary and post-secondary students who had used the LMI resources in the past reported that the resources had high levels of impact on their career choices, one potential recommendation from the findings would be to work to improve the conversion rate from 'awareness of resources' to 'use of resources' – particularly in secondary and post-secondary students. Measures to further entice these two interest groups could be beneficial, such as improving the accessibility of LMI resources on mobile devices.



Comparing among the various metrics exposes some further potential findings. For example, although secondary and post-secondary students were less likely to have used the LMI resources, the proportion of these two groups who felt the LMI resources had a significant impact on their career choices was higher than the same proportion in newcomers. A potential explanation may be that from a career stage perspective, students are earlier in their decision-making processes and hence are more flexible to change this path given new information. Also, while newcomers tended to rate their levels of difficulty finding the LMI resources higher than the other groups, they tended to rate their level of difficulty understanding the LMI resources slightly lower. While we are unable to directly explain this finding with the data gathered in this study, the environments which students and newcomers are taught and exposed to LMI resources are different as well as their life-stage and familiarity with LMI in general (including potential prior exposure to LMI in their home countries).

These surveys identify some potential gaps in awareness and use of LMI resources. Even though levels of awareness were relatively high among the three groups, there was still some room for improvement in awareness within each stakeholder group, particularly among secondary school students. As previously discussed, the surveys identified there also appears to be room for improvement in the rate of conversion between awareness and use of resources. Using these findings, the qualitative interviews in the next section delve deeper into how the LMI resources are currently taught, enabling us to identify some further potential avenues to improve the awareness and use of LMI resources among these groups.

Qualitative Interviews

Secondary School Guidance Counsellors

Current Uses

The two secondary school guidance counsellors who were interviewed reported using LMI resources with students fairly extensively. Both guidance counsellors had reported using the LMI resources as a part of the careers and co-operative education classes that they were involved with teaching. The guidance counsellors reported that they guide the students through each LMI resource during class time, and prompt the students to choose a career path as an example to investigate using the LMI resource as part of a homework assignment. Guidance counsellors also used the LMI resources during their one-on-one advisory sessions with students to give them more information about the career and educational paths that the students were considering and to help generate ideas based on interests and current skills. The guidance counsellor interviews also identified that students were exposed to LMI resources at job fairs hosted by the schools, usually bringing in outside agencies to demonstrate career paths using LMI resources. These agencies showcase information about the expected wages, demand and growth trends of certain careers, along with the educational requirements and examples of what the day-to-day work would involve.

The guidance counsellor interviews identified that the federal government's Job Bank site was used quite extensively, which explains the relatively higher levels of awareness for secondary students of this site, as shown in Figure 7. Guidance counsellors also reported using the Ontario Ministry of Labour, Training and Skills Development website. Unique to guidance counsellors, this group also used many



education-specific LMI resources such as MyBlueprint¹, Ontario Universities Info², and OntarioColleges.ca³. The MyBlueprint website can help with secondary school course choices and help students to decide whether to pursue academic or applied streams by matching secondary courses to potential career paths that use the relevant skills. The Ontario Universities Info website and Ontario Colleges.ca websites help students understand the typical grades required for specific programs and the financial support available to them to pursue the various career paths. All of these LMI resources together help students understand the expectations of each career path and weigh these expectations against the potential outcomes to decide which career path is right for them.

Potential Improvements

The guidance counsellors made several suggestions for possible ways to improve awareness and effective use of LMI resources among secondary students. It was suggested that, in addition to their use in career and co-operative education classes, the LMI resources could be leveraged in all classes. The LMI could demonstrate the types of careers which are made possible by becoming proficient in the specific classes, and demonstrate the grades which would be required in each class to pursue these careers. It was also suggested that the LMI resources should be made a part of the curriculum both for career classes and for classes in general. Further, to increase awareness of LMI in general, it was suggested that government outreach could be expanded to further demonstrate the potential uses of LMI resources to guidance counsellors and teachers, and to familiarize them with these resources. The interviewees felt that bringing in guest speakers to schools to demonstrate the available resources to teachers and students would be highly beneficial.

There were some suggestions from the guidance counsellors about potential improvements to the LMI resources themselves. In general, the guidance counsellors felt that the best resources were highly accessible and up-to-date. The interviewees both identified that it would be helpful to have a central repository which could guide students through all the available resources. It was suggested that within the various resources, it would be beneficial if they could make a clear financial case for each career. The financial case could consist of automatically generated information about the average costs of education and training for a career at various educational institutions, paired with the employment and expected earnings trajectories. This information was deemed especially relevant since the new curriculum in Ontario includes financial literacy training, which career planning exercises could be integrated into. The guidance counsellors also identified that information about the required soft skills of specific careers could be beneficial (communication, time-management, teamwork, creativity, etc.), as this would enable students to begin to work on these skills.

Newcomer Advisors

Current Uses

The four newcomer advisors interviewed oversaw bridging programs at various Toronto-based newcomer employment agencies, language learning centres, and other support services. They reported using the LMI resources to help inform their clients about the re-accreditation processes required to pursue local work in the specialities they pursued in their home countries. The LMI resources were also

¹ <https://myblueprint.ca/>

² <https://www.ontariouniversitiesinfo.ca/>

³ <https://www.ontariocolleges.ca/en>



used to provide the newcomers with potential alternative career paths to their current specialties if the re-accreditation process wasn't financially or logistically feasible. Most newcomer advisors noted that they guide their newcomer clients through the relevant LMI dashboards during the bridging workshops to show them what type of information is available. The interviewees felt that the newcomers tended to be highly responsive to the LMI provided, and were highly engaged during these sessions. Some advisors also mentioned that newcomers were most engaged when the statistics for each career were complemented by testimonials or guest alumni speakers. They felt these testimonials were an essential part of LMI, as they helped the newcomers visualize themselves following the career paths. Together, the testimonials backed with the salary, employment, growth and training statistics provided newcomers with a full picture of potential career path choices to pursue.

The newcomer advisors often used the common LMI resources, such as the federal government's Job Bank website, the Ontario Ministry of Labour, Training and Skills Development website and the Working in Peel-Halton website. In addition to the generalized LMI sites, the newcomer advisors also mentioned using many discipline-specific LMI resources such as Toronto Financial⁴, the Insurance Institute of Canada⁵, and the Canada Security Institute⁶. The advisors also mentioned gathering employment information from non-traditional LMI resources. One advisor mentioned that they set up Google Alerts for current events/jobs relating to their field, and another commonly uses company organizational charts to help newcomers understand where they might fit in an organization with their existing skills. Most advisors also mentioned using online job boards such as Indeed, Workopolis, and LinkedIn.

Potential Improvements

The newcomer advisors had several ideas to enhance the level of awareness of the LMI resources among newcomers. They suggested that agencies could bring in more guest speakers to their workshops and to their newcomer events to talk about the LMI resources available and how they can be used. The use of guest speakers could help improve awareness among both newcomers and the newcomer advisors. Several of the advisors highlighted the importance of advising newcomers about LMI resources before they immigrate so that they know what to expect of the job market when they arrive. Some interviewees identified that newcomers often begin their workshops and classes with misperceptions of the job availability and re-accreditation processes for particular careers.

In terms of usability, the newcomer advisors indicated that it is essential to ensure that LMI resources are highly accessible for newcomers by using straight-forward language and interactive dashboards and visuals as much as possible. Further, they reiterated the importance of alumni and fellow newcomer testimonials and suggested incorporating video vignettes into job profiles whenever possible. Similar to the guidance counsellors, the newcomer advisors felt it would be helpful to have a central hub which could direct newcomers towards all the various LMI resources available to them and simplify the process of finding information. Some newcomer advisors found that the level of discipline specificity was sometimes not narrow enough, and the information was therefore not always relevant to certain professions. One example provided was that psychotherapists could only find access to LMI for psychology. While broadly similar subjects, it was noted that the labour market for these two disciplines was fairly different, limiting the applicability of the LMI to newcomers trained in psychotherapy.

⁴ <https://tfi.ca/tfi-initiatives/talent>

⁵ <https://www.insuranceinstitute.ca/>

⁶ https://www.csi.ca/student/en_ca/home.xhtml



Conclusions and Recommendations

The qualitative interviews revealed that many guidance counsellors and newcomer advisors use the LMI resources extensively in their teachings. While the current study isn't able to assess whether these practices are used by most guidance counsellors and newcomer advisors, it does have the potential to demonstrate some best practices of how these resources can be used. Promoting greater student and newcomer awareness/use of LMI will help to ensure that these groups of individuals are armed with as much information as possible when they are making their decisions about the careers they pursue. Several opportunities for improvement were identified by the interviewees.

The guidance counsellors identified that LMI should be a bigger part of the curriculum and could be expanded from only the careers classes to all classes. The LMI resources could be used as a tool to demonstrate the types of career paths which are made possible by becoming proficient in each class. For example, a chemistry class could use LMI resources to show the types of work that chemists, pharmacologists and engineers do along with information about the wages, employment outcomes, and day-to-day work associated with those professions. The teacher could demonstrate the types of grades, courses and future education involved in pursuing those careers. If this occurred across all classes, this would give students a well-rounded view of the types of careers that match with their skills and preferred classes and would also familiarize them with the process of using the LMI resources. A similar approach could be taken among university classes.

A key recommendation from the newcomer advisors was to promote the LMI resources to individuals prior to immigration. If individuals were better informed about the outlook of careers that use their expertise in Canada, this could impact where they settle in Canada, what types of education/accreditation they seek and how they plan their finances. Helping newcomers get familiar with the LMI resources as early as possible would be highly beneficial to their employment success.

In terms of increasing the level of awareness of the LMI resources, the guidance counsellors and newcomer advisors recommended that government outreach programs should be expanded to ensure that all parties are well versed in the use of LMI. Some potential modes of outreach identified were job fairs, guest presentations, workshops and advertising. The target market would include teachers, parents, guidance counsellors, newcomer advisors, immigration officers, professors, student success centre employees and anyone who plays an advising role to students, newcomers and jobseekers.

Finally, there were some important recommendations to improve the usability and applicability of the LMI resources. The interviewees identified that greater specificity is needed, both in terms of the disciplines and geographic regions included. They also identified that, due to all the different resources available, it would be beneficial to have a centralized website or application to guide users through all the available information. Some interviewees felt it would be helpful if each career path in the LMI resources outlined the financial considerations, comparing average educational costs to expected lifetime employment/wage outcomes. Many of the newcomer advisors found it beneficial for career profiles to include video vignettes so the newcomers could visualize themselves in the career paths. Arguably, some or all these recommendations could be combined to provide individuals with a centralized system that drew upon data from all the available sources to demonstrate profiles of various career paths including financial implications, regional considerations and video vignettes.

It is hoped that these findings and recommendations serve to assist with improving access and utility of LMI resources for users in Toronto and Canada.



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Appendix 1 – Demographic and Contextual Information from Surveys

Secondary Students

Table 1: Which of the age brackets below do you belong to:

| | Frequency | Percent |
|---------------------|-----------|---------|
| Less than 18 years | 98 | 97.0 |
| Between 19-29 years | 3 | 3.0 |
| Total | 101 | 100.0 |

Table 2: What is your self-identified gender?

| | Frequency | Percent |
|--------|-----------|---------|
| Female | 50 | 49.5 |
| Male | 51 | 50.5 |
| Total | 101 | 100.0 |

Table 3: What is your first/primary language?

| | Frequency | Percent |
|---------|-----------|---------|
| English | 96 | 95.0 |
| French | 1 | 1.0 |
| Other | 4 | 4.0 |
| Total | 101 | 100.0 |

Table 4: How long have you lived in Canada?

| | Frequency | Percent |
|-------------------|-----------|---------|
| More than 5 years | 96 | 95.0 |
| Less than 5 years | 5 | 5.0 |
| Total | 101 | 100.0 |



Post-Secondary Students

Table 5: Which of the age brackets below do you belong to:

| | Frequency | Percent |
|---------------------|-----------|---------|
| Less than 18 years | 37 | 35.2 |
| Between 19-29 years | 52 | 49.5 |
| 30 years or above | 15 | 14.3 |
| Prefer not to say | 1 | 1.0 |
| Total | 105 | 100.0 |

Table 6: What is your self-identified gender?

| | Frequency | Percent |
|----------------------|-----------|---------|
| Female | 60 | 57.1 |
| Male | 41 | 39.0 |
| Non-Binary | 3 | 2.9 |
| Prefer not to answer | 1 | 1.0 |
| Total | 105 | 100.0 |

Table 7: What is your first/primary language?

| | Frequency | Percent |
|---------|-----------|---------|
| English | 96 | 91.4 |
| French | 4 | 3.8 |
| Other | 5 | 4.8 |
| Total | 105 | 100.0 |

Table 8: How long have you lived in Canada?

| | Frequency | Percent |
|-------------------|-----------|---------|
| More than 5 years | 97 | 92.4 |
| Less than 5 years | 8 | 7.6 |
| Total | 105 | 100.0 |



Canadian Newcomers

Table 9: Which of the age brackets below do you belong to:

| | Frequency | Percent |
|---------------------|-----------|---------|
| Between 19-29 years | 8 | 12.1 |
| 30 years or above | 56 | 84.8 |
| Prefer not to say | 2 | 3.0 |
| Total | 66 | 100.0 |

Table 10: What is your self-identified gender?

| | Frequency | Percent |
|----------------------|-----------|---------|
| Female | 32 | 48.5 |
| Male | 33 | 50.0 |
| Prefer not to answer | 1 | 1.5 |
| Total | 66 | 100.0 |

Table 11: What is your first/primary language?

| | Frequency | Percent |
|---------|-----------|---------|
| English | 29 | 43.9 |
| French | 2 | 3.0 |
| Other | 35 | 53.0 |
| Total | 66 | 100.0 |

Table 12: How long have you lived in Canada?

| | Frequency | Percent |
|-------------------|-----------|---------|
| More than 5 years | 12 | 18.2 |
| Less than 5 years | 54 | 81.8 |
| Total | 66 | 100.0 |



Appendix 2 – Quantitative Surveys

Appendix 2A – Secondary Student Questionnaire

We would like to invite you to participate in a short survey about how students use Labour Market Information to make decisions about their academic and career choices. The survey should take about 10 minutes to complete. Your feedback will help to improve the quality and availability of Labour Market Information, so that students or job seekers like you are able to use it to better understand the job market. The survey is being conducted by [MDB Insight](#) on behalf of the [Intergovernmental Committee for Economic and Labour Force Development](#), which involves the Government of Canada, the Government of Ontario, and the City of Toronto.

Labour Market Information:

Labour Market Information can be helpful to understand the types of jobs available in the current economic context. Knowledge of in-demand occupations and the types of wages, benefits, and career opportunities available can be useful to map out a career path with a high chance of success. Some LMI current resources that are available to the public are as follows:

- [City of Toronto Employment and Social Support](#) – The City’s website posts a wide array of Labour Market Information regarding employment in the Greater Toronto Area. This includes information for researchers, job seekers and employers in the area.
- [Working in Peel Halton](#) – Another web portal aimed at providing information to job seekers and guidance counsellors/career advisors in the Peel and Halton area. This includes job boards, employment trends, economic information about the region, etc.
- [Job Bank](#) – A Federal government website providing job search functions as well as tools to help job seekers choose a career path and match them with compatible and fulfilling professions. The website also posts job trends and provides tools to help employers with their search for talent.
- [Labour Market Information – Ontario Ministry of Labour, Training and Skills Development](#) – A Provincial government website with information about education, training and employment services, as well as career decision-making tools.
- [ACCES Employment](#) - Accessible Community Counselling and Employment Services (ACCES Employment) has a website with Labour Market Information for Job Seekers and Employers, as well as tools and resources for both groups. They also provide directed support for specific population groups such as women, youth and newcomers.

Confidentiality Statement:

This survey is anonymous, and you will not be asked any questions that could personally identify you. The results of the survey will be kept secure and confidential and will be used only for the purposes of this study. You will have the option to refuse to answer any question and may withdraw from the survey at any time. By Clicking “I accept”, you acknowledge the confidentiality terms of this survey and consent to participate.

- A. I accept
- B. I do not accept



S1. Questionnaire

Q1. Before reading the description above, were you aware that the government publishes Labour Market Information to provide students and job seekers with career guidance and a picture of the job market (salaries, vacancies, etc.)? Would you say you were:

1. Very Aware
2. Somewhat Aware
3. Not Aware

Q2. Have you personally ever used any of these Labour Market Information resources?

- a. Yes
- b. No
- c. Prefer not to answer

[If Yes in Q2, ask Q3, otherwise skip to Q4]

Q3. Has using these Labour Market Indicators helped you to make decisions about your future academic choices and course selections?

- a. Yes, this information had a significant impact on my academic / career choices
- b. Yes, this information was helpful but did not lead to significant changes in my choices
- c. No, this information did not have an impact on my choices
- d. Prefer not to answer

Q4. How would you rate your familiarity with the following Labour Market Information resources?

| Resource | Very Familiar | Somewhat Familiar | Unfamiliar |
|---|---------------|-------------------|------------|
| City of Toronto Employment and Social Support | | | |
| Working in Peel Halton | | | |
| Job Bank | | | |
| Labour Market Information – Ontario Ministry of Labour, Training and Skills Development | | | |
| ACCES Employment | | | |
| Other: Please specify: _____ | | | |



[If somewhat or very familiar with any resource in Q4 ask Q5 otherwise skip to Q8]

Q5. How did you learn about these resources? (Check all that apply)

| Check | |
|----------------------------------|--|
| Guidance Counselor | |
| Peers | |
| Social Media | |
| Advertisements (TV/Radio) | |
| Independent search (e.g. online) | |
| Teacher / Instructor | |
| Other (please specify:_____) | |

Q6. Which of the following best describes how easy or difficult it was for you to find the Labour Market Information resources?

- a. Very Difficult
- b. Somewhat Difficult
- c. Somewhat Easy
- d. Very Easy

Q7. How difficult or easy were the Labour Market Information resources to understand?

- a. Very Difficult
- b. Somewhat Difficult
- c. Somewhat Easy
- d. Very Easy

Q8. How likely are you to use Labour Market Information resources in the future?

- a. Very Likely
- b. Somewhat Likely
- c. Somewhat Unlikely
- d. Very Unlikely



S2. Demographics

D1. Which of the age brackets below do you belong to:

- a. Less than 18 years
- b. Between 19-29 years
- c. 30 years or above
- d. Prefer not to say

D2. What is your self-identified gender?

- a. Female
- b. Male
- c. Non-Binary
- d. Prefer not to answer

D3. What is your first/primary language?

- a. English
- b. French
- c. Other
- d. Prefer not to answer

D4. How long have you lived in Canada?

- a. More than 5 years
- b. Less than 5 years



Appendix 2B – Post-Secondary Students Questionnaire

We would like to invite you to participate in a short survey about how students use Labour Market Information to make decisions about their academic and career choices. The survey should take about 10 minutes to complete. Your feedback will help to improve the quality and availability of Labour Market Information, so that students or job seekers like you are able to use it to better understand the job market. The survey is being conducted by [MDB Insight](#) on behalf of the [Intergovernmental Committee for Economic and Labour Force Development](#), which involves the Government of Canada, the Government of Ontario, and the City of Toronto.

Labour Market Information:

Labour Market Information can be helpful to understand the types of jobs available in the current economic context. Knowledge of in-demand occupations and the types of wages, benefits, and career opportunities available can be useful to map out a career path with a high chance of success. Some LMI current resources that are available to the public are as follows:

- [City of Toronto Employment and Social Support](#) – The City’s website posts a wide array of Labour Market Information regarding employment in the Greater Toronto Area. This includes information for researchers, job seekers and employers in the area.
- [Working in Peel Halton](#) – Another web portal aimed at providing information to job seekers and guidance counsellors/career advisors in the Peel and Halton area. This includes job boards, employment trends, economic information about the region, etc.
- [Job Bank](#) – A Federal government website providing job search functions as well as tools to help job seekers choose a career path and match them with compatible and fulfilling professions. The website also posts job trends and provides tools to help employers with their search for talent.
- [Labour Market Information – Ontario Ministry of Labour, Training and Skills Development](#) – A Provincial government website with information about education, training and employment services, as well as career decision-making tools.
- [ACCES Employment](#) - Accessible Community Counselling and Employment Services (ACCES Employment) has a website with Labour Market Information for Job Seekers and Employers, as well as tools and resources for both groups. They also provide directed support for specific population groups such as women, youth and newcomers.

Confidentiality Statement:

This survey is anonymous, and you will not be asked any questions that could personally identify you. The results of the survey will be kept secure and confidential and will be used only for the purposes of this study. You will have the option to refuse to answer any question and may withdraw from the survey at any time. By Clicking “I accept”, you acknowledge the confidentiality terms of this survey and consent to participate.

- C. I accept
- D. I do not accept



S1. Questionnaire

Q1. Before reading the description above, were you aware that the government publishes Labour Market Information to provide students and job seekers with career guidance and a picture of the job market (salaries, vacancies, etc.)? Would you say you were:

- 4. Very Aware
- 5. Somewhat Aware
- 6. Not Aware

Q2. Have you personally ever used any of these Labour Market Information resources?

- d. Yes
- e. No
- f. Prefer not to answer

[If Yes in Q2, ask Q3, otherwise skip to Q4]

Q3. Has using these Labour Market Indicators helped you to make decisions about your future academic choices and course selections?

- a. Yes, this information had a significant impact on my academic / career choices
- b. Yes, this information was helpful but did not lead to significant changes in my choices
- c. No, this information did not have an impact on my choices
- d. Prefer not to answer

Q4. How would you rate your familiarity with the following Labour Market Information resources?

| Resource | Very Familiar | Somewhat Familiar | Unfamiliar |
|---|---------------|-------------------|------------|
| City of Toronto Employment and Social Support | | | |
| Working in Peel Halton | | | |
| Job Bank | | | |
| Labour Market Information – Ontario Ministry of Labour, Training and Skills Development | | | |
| ACCES Employment | | | |
| Other: Please specify: _____ | | | |



[If somewhat or very familiar with any resource in Q4 ask Q5 otherwise skip to Q8]

Q5. How did you learn about these resources? (Check all that apply)

| Check | |
|----------------------------------|--|
| Guidance Counselor | |
| Peers | |
| Social Media | |
| Advertisements (TV/Radio) | |
| Independent search (e.g. online) | |
| Teacher / Instructor | |
| Other (please specify: _____) | |

Q6. Which of the following best describes how easy or difficult it was for you to find the Labour Market Information resources?

- a. Very Difficult
- b. Somewhat Difficult
- c. Somewhat Easy
- d. Very Easy

Q7. How difficult or easy were the Labour Market Information resources to understand?

- e. Very Difficult
- f. Somewhat Difficult
- g. Somewhat Easy
- h. Very Easy

Q8. How likely are you to use Labour Market Information resources in the future?

- e. Very Likely
- f. Somewhat Likely
- g. Somewhat Unlikely
- h. Very Unlikely



S2. Demographics

D1. Which of the age brackets below do you belong to:

- e. Less than 18 years
- f. Between 19-29 years
- g. 30 years or above
- h. Prefer not to say

D2. What is your self-identified gender?

- e. Female
- f. Male
- g. Non-Binary
- h. Prefer not to answer

D3. What is your first/primary language?

- e. English
- f. French
- g. Other
- h. Prefer not to answer

D4. How long have you lived in Canada?

- c. More than 5 years
- d. Less than 5 years



Appendix 2C – Canadian Newcomer Questionnaire

We would like to invite you to participate in a short survey about how newcomers to Canada use Labour Market Information to make decisions their search for employment and skills training. The survey should take about 10 minutes to complete. Your feedback will help to improve the quality and availability of Labour Market Information, so that job seekers like you are able to use it to better understand the job market. The survey is being conducted by [MDB Insight](#) on behalf of the [Intergovernmental Committee for Economic and Labour Force Development](#), which involves the Government of Canada, the Government of Ontario, and the City of Toronto.

Labour Market Information:

Labour Market Information can be helpful to understand the types of jobs available in the current economic context. Knowledge of in-demand occupations and the types of wages, benefits, and career opportunities available can be useful to map out a career path with a high chance of success. Some current Labour Market Information resources that are available to the public are as follows:

- [City of Toronto Employment and Social Support](#) – The City’s website posts a wide array of Labour Market Information regarding employment in the Greater Toronto Area. This includes information for researchers, job seekers and employers in the area.
- [Working in Peel Halton](#) – Another web portal aimed at providing information to job seekers and guidance counsellors/career advisors in the Peel and Halton area. This includes job boards, employment trends, economic information about the region, etc.
- [Job Bank](#) – A Federal government website providing job search functions as well as tools to help job seekers choose a career path and match them with compatible and fulfilling professions. The website also posts job trends and provides tools to help employers with their search for talent.
- [Labour Market Information – Ontario Ministry of Labour, Training and Skills Development](#) – A Provincial government website with information about education, training and employment services, as well as career decision-making tools.
- [ACCES Employment](#) - Accessible Community Counselling and Employment Services (ACCES Employment) has a website with Labour Market Information for Job Seekers and Employers, as well as tools and resources for both groups. They also provide directed support for specific population groups such as women, youth and newcomers.

Confidentiality Statement:

This survey is anonymous, and you will not be asked any questions that could personally identify you. The results of the survey will be kept secure and confidential and will be used only for the purposes of this study. You will have the option to refuse to answer any question and may withdraw from the survey at any time. By Clicking “I accept”, you acknowledge the confidentiality terms of this survey and consent to participate.

- E. I accept
- F. I do not accept



S1. Questionnaire

Q1. Before reading the description above, were you aware that the government publishes Labour Market Information to provide job seekers with career guidance and a picture of the job market (salaries, vacancies, etc.)? Would you say you were:

- 7. Very Aware
- 8. Somewhat Aware
- 9. Not Aware

Q2. Have you personally ever used any of these Labour Market Information resources?

- g. Yes
- h. No
- i. Prefer not to answer

[If Yes in Q2, ask Q3, otherwise skip to Q4]

Q3. Has using this Labour Market Information helped you to make decisions about your future career choices and skills development?

- a. Yes, this information had a significant impact on my career choices / skills development
- b. Yes, this information was helpful but did not lead to significant changes in my choices
- c. No, this information did not have an impact on my choices
- d. Prefer not to answer

Q4. How would you rate your familiarity with the following Labour Market Information resources?

| Resource | Very Familiar | Somewhat Familiar | Unfamiliar |
|---|---------------|-------------------|------------|
| City of Toronto Employment and Social Support | | | |
| Working in Peel Halton | | | |
| Job Bank | | | |
| Labour Market Information – Ontario Ministry of Labour, Training and Skills Development | | | |
| ACCES Employment | | | |
| Other: Please specify _____ | | | |



[If somewhat or very familiar with any resource in Q4 ask Q5 otherwise skip to Q8]

Q5. How did you learn about these resources? (Check all that apply)

| Check | |
|----------------------------------|--|
| Guidance Counselor | |
| Peers | |
| Social Media | |
| Advertisements (TV/Radio) | |
| Independent search (e.g. online) | |
| Teacher / Instructor | |
| Other (please specify: _____) | |

Q6. Which of the following best describes how easy or difficult it was for you to find the Labour Market Information resources?

- a. Very Difficult
- b. Somewhat Difficult
- c. Somewhat Easy
- d. Very Easy

Q7. How difficult or easy were the Labour Market Information resources to understand?

- e. Very Difficult
- f. Somewhat Difficult
- g. Somewhat Easy
- h. Very Easy

Q8. How likely are you to use Labour Market Information resources in the future?

- i. Very Likely
- j. Somewhat Likely
- k. Somewhat Unlikely
- l. Very Unlikely



Q9. Are you currently looking for a job or interested in changing jobs?

- i. Yes
- j. No
- k. Don't know/Prefer not to answer

Q10. **[If Yes to Q2]** Do you feel the Labour Market Information resources have helped you in your job search?

- l. Yes
- m. No
- n. Don't know/Prefer not to answer

Q11. If currently employed, do you feel that your job matches your skills and qualifications?

- a. Yes – my job is a good match with my skills and qualifications
- b. No – I feel I am overqualified for my current job
- c. No – I feel my job requires skills and qualifications which I do not currently have
- d. Not currently employed

S2. Demographics

D1. Which of the age brackets below do you belong to:

- i. Less than 18 years
- j. Between 19-29 years
- k. 30 years or above
- l. Prefer not to say

D2. What is your self-identified gender?

- i. Female
- j. Male
- k. Non-Binary
- l. Prefer not to answer



D3. What is your first/primary language?

- i. English
- j. French
- k. Other
- l. Prefer not to answer

D4. How long have you lived in Canada?

- e. More than 5 years
- f. Less than 5 years



Appendix 3 – Qualitative Interview Guides

Appendix 3A – Secondary School Guidance Counsellors Guide

Introductory statement

The Intergovernmental Committee for Economic and Labour Force Development (ICE Committee - <https://www.icecommittee.org/>), which includes representatives from the federal, provincial and Toronto governments, is sponsoring a research project to better understand the use, attitudes and perception of Labour Market Information in Toronto. On behalf of the ICE Committee, my firm MDB Insight (<https://mdbinsight.com/>) has been contracted to conduct: surveys of students and newcomers in Toronto; and interviews of their advisors. As an advisor to students, we'd like to ask you your opinions on the current levels of use of this Labour Market Information among students and obtain your ideas to help inform students of the Labour Market Information resources available and how they can be used to make career decisions. The interview will take approximately 20-30 minutes and your name will not be attached to the results provided, which will only be used in summary/key theme formats.

Questions

1. Do you currently use Labour Market Information sources to provide students with information about expected job vacancies and trends? If so, which of the following sources do you use?
 - Examples – City of Toronto Employment and Social Support, Working in Peel Halton, Job Bank, Ministry of Labour, Training and Skills Development Website, ACCES Employment.
2. In what ways do you typically use Labour Market Information students? Please provide examples, if possible.
3. Do students generally seem responsive to the Labour Market Information you provide? What do you feel might improve its value?
4. Is there any potentially useful Labour Market Information that you feel could help students that are not currently available / you're not currently aware of?
5. Do you use any sources of Labour Market Information which we have not mentioned in our examples?
6. What would make you more likely to use Labour Market Information in your advising role? (ease of access, more information, better format, etc.)
7. How could the government help the students be more aware of the available Labour Market Information sources and more likely to use them to inform their career decisions?



Appendix 3B – Newcomer Advisor Guide

Introductory statement

The Intergovernmental Committee for Economic and Labour Force Development (ICE Committee - <https://www.icecommittee.org/>), which includes representatives from the federal, provincial and Toronto governments, is sponsoring a research project to better understand the use, attitudes and perception of Labour Market Information in Toronto. On behalf of the ICE Committee, my firm MDB Insight (<https://mdbinsight.com/>) has been contracted to conduct: surveys of students and newcomers in Toronto; and interviews of their advisors. As an advisor to newcomers, we'd like to ask you your opinions on the current levels of use of this Labour Market Information among newcomers and obtain your ideas to help inform newcomers of the Labour Market Information resources available and how they can be used to make career decisions. The interview will take approximately 20-30 minutes and your name will not be attached to the results provided, which will only be used in summary/key theme formats.

Questions

8. Do you currently use Labour Market Information sources to provide clients with information about expected job vacancies and trends? If so, which of the following sources do you use?
 - Examples – City of Toronto Employment and Social Support, Working in Peel Halton, Job Bank, Ontario Ministry of Training, Colleges and Universities Website, ACCES Employment.
9. In what ways do you typically use Labour Market Information clients? Please provide examples, if possible.
10. Do clients generally seem responsive to the Labour Market Information you provide? What do you feel might improve its value?
11. Is there any potentially useful Labour Market Information that you feel could help clients that are not currently available / you're not currently aware of?
12. Do you use any sources of Labour Market Information which we have not mentioned in our examples?
13. What would make you more likely to use Labour Market Information in your advising role? (ease of access, more information, better format, etc.)
14. How could the government help the clients be more aware of the available Labour Market Information sources and more likely to use them to inform their career decisions?