

This bulletin is a quick inventory of recent social research information. Its purpose is to promptly disseminate the most current external and internal research relevant to social policy.

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**Closing the Divide: Progress and Challenges in Adult Skills Development among Indigenous Peoples** by Parisa Mahboubi and Colin Busby, C.D. Howe Institute, September 2017.

A thriving Canada must see everyone benefit from economic progress. This means ensuring a prosperous future for Indigenous people. Presently, Indigenous people are less likely to attain higher levels of education relative to non-Indigenous Canadians and the unemployment rate among working-age Indigenous people is over one-and-a-half times the rate among non-Indigenous Canadians.

- Skills gaps between off-reserve Indigenous people – First Nations, Métis and Inuit – and non-Indigenous Canadians are wide among those without a high-school education – a gap compounded by relatively high dropout rates among Indigenous youth
- Skills gaps are largest in northern communities, the western provinces and in Ontario
- Identifiable socioeconomic factors collectively account for over half of the skills gap between Indigenous and non-Indigenous populations
- Skills gaps shrink among those with a high-school education and close further with higher levels of education

For link to the report:

[https://www.cdhowe.org/sites/default/files/attachments/research\\_papers/mixed/e-brief\\_264%20web.pdf](https://www.cdhowe.org/sites/default/files/attachments/research_papers/mixed/e-brief_264%20web.pdf)

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**Scrutinizing Equal Pay for Equal Work among Teachers** by Michael Hansen and Diana Quintero, The Brookings Institution, September 2017.

The notion of equal pay for equal work resonates strongly in the teaching profession. Fixed salary schedules determine how the vast majority of public school teachers are paid. Yet, an inherent, often overlooked tension is this: Though salary schedules were designed to avoid wage inequalities on some dimensions, they institutionalized inequalities on others—namely, experience and credentials.

- Overall salary inequality among public teachers is low in comparison to other occupations
- Teacher salaries show very little evidence of inequalities based on either race/ethnicity or gender dimensions, but show relatively high levels of wage inequality based on age (our proxy for experience), education, and geography
- Wage inequalities for teachers also vary considerably across states, and those with high wage inequality tend to be those with both higher levels of school funding inequalities and pension inequalities

For link to the report:

[https://www.brookings.edu/research/scrutinizing-equal-pay-for-equal-work-among-teachers/?utm\\_campaign=Brown%20Center%20on%20Education%20Policy&utm\\_source=hs\\_email&utm\\_medium=email&utm\\_content=56235591](https://www.brookings.edu/research/scrutinizing-equal-pay-for-equal-work-among-teachers/?utm_campaign=Brown%20Center%20on%20Education%20Policy&utm_source=hs_email&utm_medium=email&utm_content=56235591)

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**Labour Market Outcomes before and after Acquisition of Permanent Residence by Temporary Foreign Workers (TFW)**, by Wen Ci, Feng Hou and René Morissette, Statistics Canada, September 2017.

Temporary foreign workers are an important source of labour in Canada. This study assesses whether this is the case by examining changes in employment and earnings of temporary foreign workers in the years before and after their transition to permanent residence. It finds that the outcomes of temporary foreign workers varied considerably by type of work permit and skill level.

- The main finding of this paper is that it is not appropriate to consider TFWs as a homogeneous group
- Gains in labour market outcomes resulting from the acquisition of permanent residence appear to be greater for TFWs who generally hold an open work permit and for live-in caregivers than for highly skilled TFWs
- In Canada about 17% of TFWs who arrived during the 2000s became permanent residents within five years of obtaining their initial work permits

Link to the study:

<http://www.statcan.gc.ca/pub/11f0019m/11f0019m2017396-eng.pdf>

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**Ontario Enters Uncharted Waters with a \$15 Minimum Wage** by Ben Eisen, Charles Lammam, and David Watson, Fraser Institute, September 2017.

In late May 2017, Premier Kathleen Wynne's government proposed a plan to raise the provincial minimum wage to \$15 per hour, an increase of 32 percent from its current level of \$11.40. The increase is scheduled to be implemented in two significant stages, with an increase to \$14 in January of 2018, followed by a further increase to \$15 in January 2019. This bulletin examines how the new minimum wage in the province will compare to the prevailing median and mean wage levels.

- A plan to increase the province's minimum wage to \$15 per hour by 2019 would represent a 32 percent increase in less than 18 months
- Such a rapid increase in the minimum wage could have harmful unintended consequences. Specifically, it will reduce employment opportunities for young and less skilled workers
- Once the minimum wage increase has been implemented, the ratio of Ontario's minimum-to-median wage will be out of touch with Canadian, North American, and international norms

For link to the study:

<https://www.fraserinstitute.org/sites/default/files/ontario-enters-uncharted-waters-with-a-15-dollar-minimum-wage.pdf>

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**Still Streamed: How High Impact Decisions Are Shaping Students' Futures** by Sharma Queiser and Sabrina De Araujo, Social Planning Toronto, September 2017.

Across Ontario, grade 8 students are required to register for high school courses which are classified into three levels: academic, applied, and locally developed/essentials. Typically, students take the majority of their courses at the same level, constituting a stream or pathway. Not only do these decisions impact students' educational pathways through high school, they can have significant bearing on their post-secondary and career options.

Some of the findings:

- Grade 8 may be too early to make such an important decision that will have long-term consequences
- Students' choices were shaped by numerous different and sometimes contradictory factors when selecting their courses for high school
- Both parents and students alike expressed the need for more information and/or one-on-one support during the course selection process that responds to individual circumstances
- Placement reflects past performance and may restrict future growth

For link to the report:

[https://d3n8a8pro7vhmx.cloudfront.net/socialplanningtoronto/pages/1728/attachments/original/1505753648/Streaming\\_Report-September-v1.1-web.pdf?1505753648](https://d3n8a8pro7vhmx.cloudfront.net/socialplanningtoronto/pages/1728/attachments/original/1505753648/Streaming_Report-September-v1.1-web.pdf?1505753648)

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Previous issues of the SPAR Monitor can be viewed online at: <http://bit.ly/1ez7uDB>

Social Policy, Analysis and Research Information Resources:

Wellbeing Toronto: [www.toronto.ca/wellbeing](http://www.toronto.ca/wellbeing)

Demographics & other resources: [www.toronto.ca/demographics](http://www.toronto.ca/demographics)