

Modelling international migration in population projections by education

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IIASA-VID multi-state cohort-component projections by education: The road so far



• 120 countries (150 in 2011)

four levels of educational attainment based on ISCED

no	primary	secondary	tertiary
education	(ISCED 1)	(ISCED 2-4)	(ISCED 5,6)

differentials in fertility and mortality by education

 estimation of net migration using the residual method
 net migration = difference in the population strucutre between UN and IIASA projections (i.e. IIASA > UN = net migration gain)

IIASA-VID multi-state cohort-component projections by education: modelling migration

• countries with net migration losses (sending): random migrant assumption





 countries with net migration gains (receiving): education profile to a receiving country is representative of the pool

Multi-state cohort-component projections by education: limitations of the current approach

- estimated net-migration rates and a global migrant pool
- out- migrants' educational structure is representative of the origin population
- pool breaks link between origin and destination countries
 - \rightarrow all outflows have the same education structure, irrespective of the destination
- in-migrants' educational structure is the same across all receiving countries

room for improving the modelling of migration!

Improving the modelling of migration: data sources

Census

transition data, education measured at time of census

- Population register
- event data, education measured at time of move
- Passenger surveys

	2001 census		2003			2006 census	
	-5	-4	-3	-2	-1	0	
	overseas residence		changed residential address		usual residence in Australia level of educational		
			level of educationa attainment		attainment		

Why we need to improve the modelling of migration: The example of Australia (2006 census)



CED 5,6)secondary (ISCED 2, 4)CED 1,2)no education (ISCED 0)

tertiary (ISCED 5,6)
 primary (ISCED 1,2)
 not stated

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Australia: Migrant stock and recent immigration of people born in Europe by education



Tertiary (ISCED 5,6)
 Secondary (ISCED 2, 4)
 primary (ISCED 1,2)
 no education (ISCED 0)







Australia: Migrant stock and recent immigration of people born in Central & South America by education



Australia: Migrant stock and recent immigration of people born in Asia by education





Australia: Migrant stock and recent immigration of people born in Africa & the Middle East by education



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tertiary (ISCED 5,6)primary (ISCED 1,2)

secondary (ISCED 2, 4)
 no education (ISCED 0)



Australia: per cent teritary of the Australian population and of immigrants by region of birth aged 30-34

aged 25-29 34% Australian population All immigrants **65%** Born in Europe 75% Born in North America Born in Central & South America Born in Asia 73% Born in Africa & Middle East 100 $\left(\right)$ % of all immigrants

Australia: Migrant stock and recent immigration of people born in China by education



Australia: Migrant stock and recent immigration of people born in India by education





Emigration and immigration for Sweden: differences in education stucture, 2006

No skilled migrant scheme: immigrants less educated than emigrants → different structure not captured when using net rates



tertiary (ISCED 5,6)

secondary (ISCED 2,4)





Multi-state cohort-component projections model by education: the road ahead

- from a pool model to a multi-regional projection model (Rogers 1976, 1995)
- multi-regional model requires origin-destination flows
 a full matrix of flows between 120 countries
 a lot of data, small cells!
 - → a set of bi-regional models to approximate the multiregional model (Wilson & Bell, 2004)





Imagining the future: scenarios of future migration flows by education

- current assumption: continuation of trends in 1995-2000
- future determinants: climate change, labour shortages, population ageing
 - 3 dimensions of international migration likely to change (a) the timing of the move in the life course;
 (b) the intensity of migration by educational status;
 (c) their destination choices



• How much, when, where?