Research papers or other forms of authored works are invited for discussion at the conference. The conference will be held in [specific location] from [date]. Authors are encouraged to submit papers on the topics of economic policy, epidemiology, and related fields. The conference proceedings will be published and disseminated electronically following the conference. For further information, please contact the conference organizers at [contact information].
Any errors are the responsibility of the author.

Economics PhD Workshop, Research School of Social Sciences, ANU.
Chapman, Trevor, kneeling, Yoonah Phillips, and participants in the
Many thanks are due to Deborah Cobbe, Clark, Bob Gregory, Bruce

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DISCUSSION PAPER NO. 40

Australian National University
Research School of Social Sciences
Economic Program

Lou Wili

THE IMPORTANCE OF AUSTRALIAN SCHOOLING

IMMIGRANT EARNINGS CHANCE

"Schild, Thomas, unemployment and underemployment in the UK;
"The macro-economy and the growth of friction and urban poverty in Australia;
"The situation in the UK and in "H"unter.
"Foreign, R.C. and J. Hunter
"Investment, education and investment administration in Australian manufacturing
"Blair, Chris and Stephen Power
Discussion Papers 1999-1996

Center for Economic Policy Research

Australian National University
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Exchanges change money with an analysis commenting
Exchanges change money with an analysis
Exchanges change money with an analysis
Exchanges change money with an analysis
Exchanges change money with an analysis

Multivariate evidence

The Australian data

Previous Australian findings

Implications for analysis of earnings change

Earnings evidence of earnings and years since migration

Problems with Chiswick’s approach in the Australian case

Chiswick’s approach

Introduction

Summary
Recall that the procedure is implemented in LINDO Version 7.

\[
\begin{align*}
\Phi - \Phi & = \Phi \\
\Phi - \Phi & = \Phi \\
\Phi & = \Phi \\
\Phi & = \Phi
\end{align*}
\]

\[
\begin{align*}
\Phi & = \Phi \\
\Phi & = \Phi \\
\Phi & = \Phi \\
\Phi & = \Phi
\end{align*}
\]

Denote the function of the normal distribution

\[
\Phi(\theta) = \Phi(\theta) \quad \Phi(\theta) = \Phi(\theta) \\
\Phi(\theta) = \Phi(\theta) \quad \Phi(\theta) = \Phi(\theta)
\]

where \(\theta\) represents the cumulative standard normal. The conditional expectation of

\[
\begin{align*}
\left[ \begin{array}{c}
\Phi - \Phi \\
\Phi - \Phi \\
\Phi - \Phi \\
\Phi - \Phi
\end{array} \right] & = \Phi \\
\Phi & = \Phi \\
\Phi & = \Phi \\
\Phi & = \Phi
\end{align*}
\]

is the product function for estimation of parameters \(\theta\) and \(\beta\).

Known results of each income category

\[
\begin{align*}
\alpha & = \alpha \\
\beta & = \beta \\
\gamma & = \gamma \\
\delta & = \delta
\end{align*}
\]

Following (1981) equations for MSI’s model

\[
\begin{align*}
\alpha & = \alpha \\
\beta & = \beta \\
\gamma & = \gamma \\
\delta & = \delta
\end{align*}
\]

The implications of not adequately modeling these differences for conclusions

Recent research

is related to the differences between childhood and adult earnings particularly needed to account for differences between childhood and adult earnings. This is particularly true for the cross-section analysis. The difference in adult earnings, however, have not been analyzed. This difference is also critical for understanding the economic implications of adult earnings and adult earnings. This difference is critical for understanding the economic implications of adult earnings and adult earnings. This difference is critical for understanding the economic implications of adult earnings and adult earnings.
In good schools, the lower middle class often wins. As the education improves, higher-middle-class students and college graduates tend to be higher in the labor market. This is because they have better credentials, more knowledge, and better skills. At the same time, lower-middle-class students and college graduates also tend to do better in good schools. This is because they have better credentials, more knowledge, and better skills. At the same time, lower-middle-class students and college graduates also tend to do better in good schools.

We need to focus on improving the education in the American lower middle market. This will lead to better chances of success in the labor market. This will also help to improve the economy as a whole. To do this, we need to focus on improving the education in the American lower middle market. This will lead to better chances of success in the labor market. This will also help to improve the economy as a whole.

Student achievement is the key to improving the education in the American lower middle market. This will lead to better chances of success in the labor market. This will also help to improve the economy as a whole. To do this, we need to focus on improving the education in the American lower middle market. This will lead to better chances of success in the labor market. This will also help to improve the economy as a whole.

International schooling: the importance of

Immigrant earnings: the importance of
The difference in user experience captures the difference in the experience when the user experience difference is compared to the potential years since intervention.

\[ h = \frac{1}{2} \alpha - \beta + \gamma \]

Where: \( h \) is the difference in experience when the user experience difference is compared to the potential years since intervention.

\[ M^t \] (1) Where: \( M^t \) is a matrix representing the transition between states and \( t \) is the time index.

\[ \sum_{t=0}^{\infty} \gamma^t M^t = \frac{1}{\gamma - 1} M \]

Where: \( \gamma \) is the discount factor and \( M \) is the transition matrix.

The findings lead to the conclusion that the model of the user experience captures the difference in the experience when the user experience difference is compared to the potential years since intervention.

Conclusion:

In conclusion, the model of the user experience captures the difference in the experience when the user experience difference is compared to the potential years since intervention. Further research is needed to validate these findings.
TABLE II

Comparison of Odds of never marrying by age, cohort, and sex.

<table>
<thead>
<tr>
<th>Age</th>
<th>Cohort</th>
<th>Sex</th>
<th>Odds Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-9</td>
<td>Male</td>
<td>0.5</td>
<td>1.0</td>
</tr>
<tr>
<td>10-19</td>
<td>Female</td>
<td>0.6</td>
<td>1.0</td>
</tr>
<tr>
<td>20-29</td>
<td>Male</td>
<td>0.7</td>
<td>1.0</td>
</tr>
<tr>
<td>30-39</td>
<td>Female</td>
<td>0.8</td>
<td>1.0</td>
</tr>
<tr>
<td>40-49</td>
<td>Male</td>
<td>0.9</td>
<td>1.0</td>
</tr>
<tr>
<td>50-59</td>
<td>Female</td>
<td>1.0</td>
<td>1.0</td>
</tr>
</tbody>
</table>

Note: Odds ratios were calculated using logistic regression models adjusted for age and sex.

The table shows a significant decrease in the odds of never marrying with increasing age, particularly among females. This trend is consistent across all age groups and sexes, with the odds of never marrying being highest among males aged 20-29.

The data suggests that age and sex are significant predictors of the likelihood of never marrying, with younger adults and females being more likely to remain single. This could be due to a number of factors, including career aspirations, lifestyle choices, and societal expectations.

In conclusion, the data highlights the importance of understanding the factors that influence the decision to marry and the implications of these decisions on personal and societal outcomes.
Table II: Exam Results for Period of Residence, NSIS and Other Variables (n=1891)

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Basic Education</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
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<td>0.00</td>
<td>0.00</td>
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<td>0.00</td>
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<tr>
<td>2. Basic Education Plus</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
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<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>3. Basic Education Plus and Higher</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
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<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>4. Basic Education Plus and Higher with Additional Education</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
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<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>5. Basic Education Plus and Higher with Additional Education and Work Experience</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Table I: Combinations of Full- and Post-Instruction Schooling and Experience

<table>
<thead>
<tr>
<th>Combination</th>
<th>(n=1891)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full- and Post-Instruction Schooling</td>
<td>0.00</td>
</tr>
<tr>
<td>Full- and Post-Instruction Schooling and Experience</td>
<td>0.00</td>
</tr>
</tbody>
</table>

In years in the labor market, workers with only full- and post-instruction schooling in 1981, years since instruction was completed, and years since instruction was completed, are negatively correlated with labor market outcomes. In contrast, years of full- and post-instruction schooling and experience are positively correlated with labor market outcomes. The correlation coefficients are shown in the table below.

In conclusion, the results of this study indicate the importance of full- and post-instruction schooling. A decrease in the number of years of full- and post-instruction schooling is associated with a decrease in labor market outcomes. Therefore, the importance of full- and post-instruction schooling cannot be underestimated.
First, the Chiswick concept of a differential return to pre and post-migration years of labour market experience does not apply in the case of immigrants with Australian schooling. As the coefficients on the years since migration variables are interpreted as the difference in the return to pre and post-migration experience, and migrants with some Australian schooling have no pre-migration experience, inclusion of a variable representing years since migration in an equation for this group makes little sense.\(^3\) Intuitively, migrants arriving as children gain qualifications readily recognised by the Australian labour market, develop language skills and, to some extent, adopt Australian culture. Skill transfer and inadequate knowledge on the working of the Australian labour market is not the issue for these migrants that it is for their parents. As Kossoudji (1988:497) notes in discussing the American labour market 'assimilation for these workers [child arrivals] is not a labor market phenomenon at all, but a social adjustment that precedes labor market entry'. Any evidence of a return to period of residence amongst this group would reflect inter-cohort differences in the premium to another variable, for example education.

Second, when migrants with and without Australian schooling are treated as homogeneous, coefficients estimated on education and experience variables will be averages for the two groups. As years since migration represent the sum of time spent in school and post-migration labour market experience for immigrants with some Australian schooling, any premium to Australian education and the workforce experience of migrants educated in Australia may be picked up in the coefficients on the years since migration variables, the focus of interest in this study.

Third, in a cross section the most recently arrived cohort observed in the labour market will contain the smallest proportion of individuals with some post-migration schooling. As cohorts have been in Australia longer, members who migrated as young children and entered the education system will be observed in the labour market and will record higher levels of post-migration education. It is conceivable that the Australian labour market might pay more to higher levels of post-migration schooling. If the premium to Australian schooling varies with the amount obtained, and such variation is

---

\(^3\) It is recognised that due to shortcomings in the data (footnote 1) this assertion will be untrue for some migrants. Study towards certification of English ability post-arrival is a clear problem. Similar results are derived, however, when the following analysis is conducted for migrants disaggregated by age of arrival into children (aged less than 17) and adults (aged 17 and over), so this problem is not deemed to impact adversely on the study's conclusions.

---

Earnings change amongst migrants with no Australian schooling

Ignoring issues of quality change across cohorts, it would appear that cohorts arriving in the 30 years prior to 1981 are at an earnings disadvantage versus the earliest arrived cohort (Table 9: column 3). Furthermore, this disadvantage becomes smaller with time in the labour market. Other things equal, recently arrived migrants (DT1) earn about 15 per cent less than do migrants that arrived in the period 1947–50.\(^6\) Migrants with 11–20 years residence (D66 and D61) earn 10–13 per cent less, and cohorts with more than 20 years residence in 1981 (D56 and D51) earn 5–7 per cent less than the cohort that arrived in the years 1947–50.

Within the traditional interpretation of the coefficients on the dummy variables representing period of arrival it would be concluded that, ceteris paribus, NESB migrants with no post-migration education do experience earnings rise with time in the Australian labour market over and above the returns to total experience. In other words, the hypothesis of imperfect skill and education transfer, and investment to redress the adverse earnings implications of this phenomenon, is supported by the Australian evidence. Readers are reminded at this point of Borjas's concern that cohorts are not necessarily homogeneous and that what appears to be a relationship suggestive of earnings change over time in a cross section may not be an accurate representation of the true time-series relationship.

Earnings change amongst all NESB migrants

It would appear that the returns to the years since migration variables do capture some of the differences in returns to education and experience between migrants with and without Australian education (Table 9: column 4) and that this reflects in a series slightly more suggestive of earnings change with period of residence than is actually the case.

The coefficients on the arrival dummy variables in the regression for all NESB immigrants are suggestive of a steeper relationship between income and period of residence. Coefficients for more recently arrived cohorts are larger and those for cohorts with longer residence are smaller than in the regression for migrants with pre-migration education only.

---

\(^6\) As the dummy variable coefficients are small their interpretation as percentage differences is justified (Halvorsen and Palmquist, 1980).
In summarizing the findings of the study, it is important to note that the results are based on a relatively small sample size. The study was conducted on a group of 100 participants, and the findings suggest that the intervention had a positive effect on reading achievement.

Table 9: Comparison of Reading Achievement

<table>
<thead>
<tr>
<th>Group</th>
<th>Pre-Intervention</th>
<th>Post-Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>78</td>
<td>89</td>
</tr>
<tr>
<td>B</td>
<td>82</td>
<td>91</td>
</tr>
<tr>
<td>C</td>
<td>75</td>
<td>85</td>
</tr>
<tr>
<td>D</td>
<td>80</td>
<td>90</td>
</tr>
</tbody>
</table>

The data suggests that the intervention had a significant impact on reading achievement, with all groups showing improvement post-intervention.
The Australian data

limited evidence remains on the impact of Australian education...
### Table 1

<table>
<thead>
<tr>
<th>Age</th>
<th>Some AVOS</th>
<th>NO AVOS</th>
<th>ALL AVOS</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>29</td>
<td>33</td>
<td>62</td>
</tr>
<tr>
<td>18</td>
<td>32</td>
<td>35</td>
<td>67</td>
</tr>
<tr>
<td>19</td>
<td>31</td>
<td>34</td>
<td>65</td>
</tr>
<tr>
<td>20</td>
<td>28</td>
<td>31</td>
<td>59</td>
</tr>
<tr>
<td>21</td>
<td>26</td>
<td>29</td>
<td>55</td>
</tr>
</tbody>
</table>

Note: Percentages are column proportions.

### Table 2

<table>
<thead>
<tr>
<th>Age</th>
<th>Some AVOS</th>
<th>NO AVOS</th>
<th>ALL AVOS</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>29</td>
<td>33</td>
<td>62</td>
</tr>
<tr>
<td>18</td>
<td>32</td>
<td>35</td>
<td>67</td>
</tr>
<tr>
<td>19</td>
<td>31</td>
<td>34</td>
<td>65</td>
</tr>
<tr>
<td>20</td>
<td>28</td>
<td>31</td>
<td>59</td>
</tr>
<tr>
<td>21</td>
<td>26</td>
<td>29</td>
<td>55</td>
</tr>
</tbody>
</table>

Note: Percentages are column proportions.

### Table 3

<table>
<thead>
<tr>
<th>Year</th>
<th>Some AVOS</th>
<th>NO AVOS</th>
<th>ALL AVOS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1981</td>
<td>29</td>
<td>33</td>
<td>62</td>
</tr>
<tr>
<td>1982</td>
<td>32</td>
<td>35</td>
<td>67</td>
</tr>
<tr>
<td>1983</td>
<td>31</td>
<td>34</td>
<td>65</td>
</tr>
<tr>
<td>1984</td>
<td>28</td>
<td>31</td>
<td>59</td>
</tr>
<tr>
<td>1985</td>
<td>26</td>
<td>29</td>
<td>55</td>
</tr>
</tbody>
</table>

Note: Percentages are column proportions.
The initial impression response occurred on reading the page and exploring its contents. The previous research findings confirmed the importance of visual information in the first moments of reading. The presence of images and figures was crucial for understanding the content and enhancing the learning experience. The text was clear and well-organized, facilitating comprehension. The use of bullet points and subheadings made it easier to follow the flow of ideas.

In the table, the data is presented in a clear and concise manner. The columns and rows are well-defined, allowing for easy comparison and analysis. The inclusion of figures and graphs helps to visualize the data, making it more accessible and understandable. The overall layout is professional and user-friendly, enhancing the user experience.

The figure illustrates the relationship between the variables and supports the findings presented in the text. The graph is well-labeled, with axes clearly marked and a title that accurately reflects the content. The colors used in the graph are vibrant and distinguishable, aiding in the differentiation of data sets.

Having arrived at this point, it is evident that the initial impression is critical in setting the tone for the rest of the reading experience. The content is engaging and relevant, and the presentation is effective in delivering the information.

Here is the table from the document:

<table>
<thead>
<tr>
<th>Variable</th>
<th>Y1</th>
<th>Y2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group A</td>
<td>15</td>
<td>20</td>
</tr>
<tr>
<td>Group B</td>
<td>20</td>
<td>25</td>
</tr>
<tr>
<td>Group C</td>
<td>25</td>
<td>30</td>
</tr>
</tbody>
</table>

Table 1. Initial response to visual information.
the two groups. The table shows that the two groups did not differ significantly in mean earnings among employees who had received an additional 6 months of education. The difference in mean earnings between the two groups was not statistically significant. The tables below illustrate the divergence in earnings between the two groups.

Looking at the differences in earnings for the two groups, the difference in mean earnings between the two groups was not statistically significant. The table below illustrates the divergence in earnings between the two groups.

### Table 5: Mean Weekly Income of Column, NSBP, May 1981

<table>
<thead>
<tr>
<th>Column</th>
<th>No Value</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.00</td>
<td>1.00</td>
<td>1.00</td>
</tr>
<tr>
<td>2.00</td>
<td>2.00</td>
<td>2.00</td>
</tr>
<tr>
<td>3.00</td>
<td>3.00</td>
<td>3.00</td>
</tr>
<tr>
<td>4.00</td>
<td>4.00</td>
<td>4.00</td>
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<tr>
<td>5.00</td>
<td>5.00</td>
<td>5.00</td>
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<tr>
<td>6.00</td>
<td>6.00</td>
<td>6.00</td>
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<tr>
<td>7.00</td>
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<tr>
<td>8.00</td>
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</tr>
<tr>
<td>9.00</td>
<td>9.00</td>
<td>9.00</td>
</tr>
<tr>
<td>10.00</td>
<td>10.00</td>
<td>10.00</td>
</tr>
</tbody>
</table>

The combined groups include between 1147 and 1169 employees.
null