

REPORT

A LANGUAGE AUDIT

SECTION 1: DESCRIPTIVES

One hundred and ninety-six people participated in the language audit survey. More than fifty percent of them were female (F = 54.6%; M = 45.4%), and the average age of participants was 42 years with a minimum of 17 years and a maximum of 88 years.

| Sex (N = 196) | Frequency | Percentage |
|---------------|-----------|------------|
| Male | 89 | 54.6 |
| Female | 107 | 45.4 |

| (N = 194) | Minimum | Maximum | Mean | Standard Deviation |
|------------|---------|---------|-------|--------------------|
| Age | 17 | 88 | 41.63 | 12.63 |

More than seventy percent of the participants were residents of Trinidad (Trinidad = 73.52%, Tobago = 26.5%). Of the 52 participants from Tobago, more than eighty percent resided in west Tobago, and of the participants in Trinidad, the majority resided in west Trinidad (Port of Spain = 57.64% and Diego Martin = 12.5%). Overall, the majority of the participants originated from Europe (42.9%), South America (33.7%) or Asia (39%).

| Location (N = 196) | Frequency | Percentage |
|--------------------|-----------|------------|
| Trinidad | 144 | 73.5 |
| Tobago | 52 | 26.5 |

| Tobago Location | Frequency | Percentage |
|--------------------|-----------|------------|
| East Tobago | 6 | 11.5 |
| West Tobago | 45 | 86.5 |

| Trinidad Location (N = 144; 2 missing) | Frequency | Percentage |
|--|-----------|------------|
| Arima | 1 | .69 |
| Chaguanas | 5 | 3.47 |
| Diego Martin | 18 | 12.5 |
| Port of Spain | 83 | 57.64 |
| San Fernando | 2 | 1.39 |

| | | |
|----------------------------|----|-------|
| Sangre Grande | 1 | .69 |
| San Juan/Laventille | 10 | 6.94 |
| Tunapuna/Piarco | 22 | 15.27 |

| Continent of Birth (N = 196) | Frequency | Percentage |
|------------------------------|-----------|------------|
| Africa | 4 | 2.0 |
| Asia | 39 | 19.9 |
| Australia | 1 | 0.5 |
| Europe | 84 | 42.9 |
| North America | 2 | 1.0 |
| South America | 66 | 33.7 |

In terms of education, more than sixty percent of the participants had a bachelor's degree or higher, while about twenty-two percent had only high school education or less. About eight-five percent of participants were employed, of which about thirty-three percent were self-employed.

| Educational Level | Frequency | Percentage |
|-----------------------------|-----------|------------|
| Primary | 11 | 0.5 |
| Secondary | 44 | 22.4 |
| Associate degree | 26 | 13.3 |
| Bachelor's degree | 57 | 29.1 |
| Postgraduate diploma | 1 | 0.5 |
| Master's degree | 46 | 23.5 |
| MPhil | 4 | 2.0 |
| PhD | 12 | 6.1 |
| Other | 5 | 2.6 |

| Economic Status (N = 196; 1 missing) | Frequency | Percentage |
|---------------------------------------|-----------|------------|
| Employee | 100 | 51.3 |
| Self-employed (no employees) | 28 | 14.4 |
| Self-employed (with employees) | 28 | 14.4 |
| Student and employed | 11 | 5.6 |
| Student and not employed | 5 | 2.6 |
| Retired | 7 | 3.6 |

| | | |
|---|----|-----|
| Household duties | 14 | 7.2 |
| Not employed and not engaged in household duties | 1 | 0.5 |
| Volunteer | 1 | 0.5 |



SECTION 2: LANGUAGES PRESENT

There are 40 foreign languages present in Trinidad and Tobago. Twenty-three of these are considered to be mother tongues. These are Arabic, Catalan, Chinese Cantonese, Chinese Mandarin, Dutch, English, French, Finnish, German, Hindi, Italian, Japanese, Korean, Kreyol (Haiti), Lebanese Arabic, Malagasy, Portuguese, Serbian, Spanish, Swedish, Swiss German, Tamil and Quechua. Of these, Catalan, Finnish, Korean, Kreyol, Lebanese Arabic, Malagasy, Quechua, Serbian, Swiss German and Tamil are present as mother tongues only. The other 17 languages are Afrikaans, Bahasa Indonesia, Basque, Bislama, Croatian, Danish, Estonian, Fijian, French Creole, Greek, Hebrew, Latin, Norwegian, Pijin, Russian, Romanian and Sinhala.

| Language (N = 196) | Frequency Mother Tongue & Other Language | Frequency Mother Tongue Only | Language | Frequency Mother Tongue & Other Language | Frequency Mother Tongue Only |
|--------------------|--|------------------------------|-----------------|--|------------------------------|
| Afrikaans | 1 | 0 | Hindi | 4 | 2 |
| Arabic | 18 | 12 | Italian | 34 | 9 |
| Bahasa Indonesia | 1 | 0 | Japanese | 12 | 11 |
| Basque | 1 | 0 | Korean | 9 | 9 |
| Bislama | 1 | 0 | Kreyol | 4 | 4 |
| Catalan | 1 | 1 | Latin | 1 | 0 |
| Chinese Cantonese | 7 | 2 | Lebanese Arabic | 1 | 1 |
| Chinese Mandarin | 10 | 4 | Malagasy | 1 | 1 |
| Croatian | 1 | 0 | Norwegian | 2 | 0 |
| Danish | 2 | 0 | Pijin | 1 | 0 |
| Dutch | 5 | 4 | Portuguese | 25 | 3 |
| English | 196 | 10 | Quechua | 1 | 1 |
| Estonian | 1 | 0 | Romanian | 1 | 0 |
| Fijian | 1 | 0 | Russian | 3 | 0 |
| Finnish | 4 | 4 | Serbian | 1 | 1 |
| French | 87 | 29 | Sinhala | 1 | 0 |
| French Creole | 3 | 0 | Spanish | 120 | 62 |
| German | 51 | 32 | Swedish | 5 | 2 |
| Greek | 1 | 0 | Swiss German | 1 | 1 |
| Hebrew | 1 | 0 | Tamil | 1 | 1 |

The top three languages present in Trinidad and Tobago are Spanish (61.2%; n = 120), French (44.4%; n = 87) and German (26.0%; n = 51). Other languages present with a high frequency are Italian (17.3%; n = 34), Portuguese (12.8%; n = 25) and Arabic (9.2%; n = 18).

More than sixty-five percent (68.8%) of the sample speak either two or three languages. Overall, the average number of languages spoken by the respondents is three, with a minimum of two, and a maximum of eight languages. On average, people born in Europe speak the most number of languages. Analysis reveals, however, that there is no association between the number of languages spoken and country of birth ($r = 0.006$; $p = 0.136$).

| No. of Languages Spoken | Frequency | Percentage |
|-------------------------|-----------|------------|
| 2 | 72 | 36.7 |
| 3 | 63 | 32.1 |
| 4 | 33 | 16.8 |
| 5 | 16 | 8.2 |
| 6 | 9 | 4.6 |
| 7 | 2 | 1.0 |
| 8 | 1 | 0.5 |

| Continent of Birth | N | Min. | Max. | Mean | Standard Deviation |
|----------------------|----|------|------|------|--------------------|
| Africa | 4 | 3 | 4 | 3.25 | 0.500 |
| Asia | 39 | 2 | 6 | 2.67 | 1.009 |
| Australia | 1 | 2 | 2 | 2.00 | - |
| Europe | 84 | 2 | 8 | 3.64 | 1.377 |
| North America | 2 | 2 | 2 | 2.00 | 0.000 |
| South America | 66 | 2 | 6 | 2.91 | 1.019 |

| | Minimum | Maximum | Mean |
|-----------------------------------|---------|---------|------|
| Number of Languages Spoken | 2 | 8 | 3.17 |

LANGUAGE & COMPETITIVENESS

SECTION 3: CONTEXTS USED

The top five languages — Spanish, French, German, Italian and Portuguese — are used in all settings along with English, Finnish, Japanese, Korean, Norwegian and Swedish. Of these eleven languages, all languages besides Norwegian are present as both mother tongues and as second languages; Norwegian is present as a second language only.

Of the top five languages, Portuguese is the only language that is used mostly for educational purposes; the others (French, German, Italian and Spanish), are used mainly for work, consuming goods and service, and using computer and electronic applications. English is used mostly for work, consuming goods and services and when using computerized and electronic applications (>90%).

Chinese Catalan, Chinese Mandarin, and Dutch are used in all settings except for religious activities.

Bislama, Croatian, Danish, Estonia, Hindi, Pijin, and Russian are used, at least, in work settings. Of these, Hindi is the only language present as a mother tongue and a second language; all other languages are present as a second language only. A foreign resident in Trinidad and Tobago, therefore, not only uses his mother tongue in work settings but sometimes, other languages he/she may know. Other than for work purposes, Bislama, Croatian, Pijin and Russian are used for educational purposes only; Danish for using the computer and electronic applications only, and Hindi for both.

Basque, Catalan, Fijian, Kreyol, Lebanese Arabic, Malagasy, Serbian, Sinhala, and Tamil are used, at least, in family settings. Basque, Fijian, and Sinhala are only present as second languages; all other languages are present as both mother tongues and second languages. Along with the family setting, these languages are used in no more than one setting: either religious activities (Basque and Serbian) or when using computers and electronic applications (Fijian, Kreyol, Lebanese Arabic, Malagasy, Sinhala and Tamil).

Afrikaans, Bahasa Indonesia, Greek, Quechua and Romanian are not used in any of the proposed settings. Arabic is the only top language that is not used in an educational setting. Hebrew is the only language used for religious activities only. Latin is the only language used solely for educational purposes.

| Percentage Use of Each Language in Various Contexts | Family Settings (FS) | Work Settings (WS) | Educational Settings (ES) | Good and Services (G&S) | Religious Activities (RA) | Computerized and Electronic Applications (C&E) |
|---|----------------------|--------------------|---------------------------|-------------------------|---------------------------|--|
| Afrikaans | 0 | 0 | 0 | 0 | 0 | 0 |
| Arabic | 72.2 | 38.5 | 0 | 22.2 | 64.7 | 50 |
| Bahasa Indonesia | 0 | 0 | 0 | 0 | 0 | 0 |
| Basque | 100 | 0 | 0 | 0 | 100 | 0 |
| Bislama | 0 | 100 | 100 | 0 | 0 | 0 |
| Catalan | 100 | 0 | 0 | 0 | 0 | 0 |

| Percentage Use of Each Language in Various Contexts | Family Settings (FS) | Work Settings (WS) | Educational Settings (ES) | Good and Services (G&S) | Religious Activities (RA) | Computerized and Electronic Applications (C&E) |
|---|----------------------|--------------------|---------------------------|-------------------------|---------------------------|--|
| Chinese Cantonese | 57.1 | 66.7 | 33.3 | 57.1 | 0 | 85.7 |
| Chinese Cantonese | 57.1 | 66.7 | 33.3 | 57.1 | 0 | 85.7 |
| Chinese Mandarin | 70 | 100 | 57.1 | 70 | 0 | 90 |
| Croatian | 0 | 100 | 100 | 0 | 0 | 0 |
| Danish | 0 | 100 | 0 | 0 | 0 | 100 |
| Dutch | 100 | 50 | 50 | 40 | 0 | 80 |
| English | 67.4 | 97.8 | 71.3 | 98 | 71.8 | 96.9 |
| Estonian | 0 | 100 | 0 | 0 | 0 | 0 |
| Fijian | 100 | 0 | 0 | 0 | 0 | 100 |
| Finnish | 100 | 75 | 66.7 | 50 | 25 | 100 |
| French | 43 | 53.2 | 35.7 | 28.4 | 14.5 | 53.4 |
| French Creole | 33.3 | 33.3 | 33.3 | 0 | 0 | 100 |
| German | 65.3 | 66 | 29.8 | 37.7 | 19.0 | 64.2 |
| Greek | 0 | 0 | 0 | 0 | 0 | 0 |
| Hebrew | 0 | 0 | 0 | 0 | 100 | 0 |
| Hindi | 0 | 25 | 50 | 0 | 0 | 75 |
| Italian | 43.3 | 42.4 | 26.7 | 33.3 | 10.7 | 36.4 |
| Japanese | 66.7 | 50 | 30 | 41.7 | 18.2 | 75 |
| Korean | 100 | 37.5 | 66.7 | 12.5 | 80 | 100 |
| Kreyol | 100 | 0 | 0 | 0 | 0 | 100 |
| Latin | 0 | 0 | 100 | 0 | 0 | 0 |
| Lebanese Arabic | 100 | 0 | 0 | 0 | 0 | 100 |
| Malagasy | 100 | 0 | 0 | 0 | 0 | 100 |
| Norwegian | 100 | 100 | 100 | 100 | 100 | 100 |
| Pijin | 0 | 100 | 100 | 0 | 0 | 0 |
| Portuguese | 34.6 | 44 | 47.8 | 23.1 | 5 | 38.5 |
| Quechua | 0 | 0 | 0 | 0 | 0 | 0 |
| Romanian | 0 | 0 | 0 | 0 | 0 | 0 |
| Russian | 0 | 66.7 | 66.7 | 0 | 0 | 0 |
| Serbian | 100 | 0 | 0 | 0 | 100 | 0 |
| Sinhala | 100 | 0 | 0 | 0 | 0 | 100 |

| Percentage Use of Each Language in Various Contexts | Family Settings (FS) | Work Settings (WS) | Educational Settings (ES) | Good and Services (G&S) | Religious Activities (RA) | Computerized and Electronic Applications (C&E) |
|---|----------------------|--------------------|---------------------------|-------------------------|---------------------------|--|
| Spanish | 61.4 | 69.3 | 46.2 | 43.3 | 28.6 | 67.8 |
| Swedish | 50 | 75 | 33.3 | 25 | 25 | 75 |
| Swiss German | 100 | 100 | 0 | 0 | 100 | 100 |
| Tamil | 100 | 0 | 0 | 0 | 0 | 100 |

| | | | | |
|--------------------|------------|------------|-------------|-------------|
| All Settings | All but RA | All but ES | At least FS | At least WS |
| At least FS and WS | Only RA | Only ES | None | |



SECTION 4: ABILITY TO SPEAK LANGUAGES

For languages present as a second language only:

People with Afrikaans, Bislama, Croatian, Norwegian, Pijin, Romanian and Sinhala as second languages, rate their ability to speak them as very good, and languages such as Greek, Hebrew or Latin are spoken poorly or very poorly.

For languages present as both a mother tongue and a second language:

English as a second language is spoken very well or well by about eighty-three percent of the speakers (very well = 49.5%; well = 33.3%). In total, only about four percent of its speakers speak poorly or very poorly.

With the exception of Arabic, Dutch, English and German, all the languages present as mother tongues are spoken very well. Arabic, Dutch, English and German are spoken very well or well.

Chinese Mandarin, Dutch and Swedish are the only languages spoken from very well to averagely as second languages.

For speakers of French or German as a second language, the proportion of people who speak either very well or well is less than the proportion who speak either, very poorly or poorly (French: very good/good = 27.2%, very poor/poor = 42.3%; German: very good/good = 15%, very poor/poor = 50%). For French and German also, more people speak either averagely than very well or well (French: average = 30.5%, German: = 35%).

For Italian and Spanish as a second language, the proportions who speak very well/well and very poorly/poorly are almost the same (Italian very good/good = 42.3%, very poor/poor = 38.4%; Spanish very good/good = 33.3%, very poor/poor = 38.6%)

| Languages | | Speak | | | | |
|-------------------|---------|------------|-----------|-----------|-----------|-----------|
| | | Very Good | Good | Average | Poor | Very Poor |
| Afrikaans | MT | | | | | |
| | OL (1) | 1 (100%) | 0 | 0 | 0 | 0 |
| Arabic | MT (12) | 11 (91.7%) | 1 (8.3%) | 0 | 0 | 0 |
| | OL (7) | 2 (28.6%) | 1 (14.3%) | 1 (14.3%) | 2 (28.6%) | 1 (14.3%) |
| Bahasa Indonesia | MT | | | | | |
| | OL (1) | 0 | 0 | 1 (100%) | 0 | 0 |
| Basque | MT | | | | | |
| | OL (1) | 0 | 0 | 1 (100%) | 0 | 0 |
| Bislama | MT | | | | | |
| | OL (1) | 1 (100%) | 0 | 0 | 0 | 0 |
| Catalan | MT (1) | 1 (100%) | 0 | 0 | 0 | 0 |
| | OL | | | | | |
| Chinese Cantonese | MT (2) | 2 (100%) | 0 | 0 | 0 | 0 |
| | OL (4) | 0 | 4 (66.7%) | 0 | 0 | 2 (33.3%) |
| Chinese Mandarin | MT (4) | 4 (100%) | 0 | 0 | 0 | 0 |
| | OL (7) | 2 (28.6%) | 5 (71.4%) | 0 | 0 | 0 |
| Croatian | MT | | | | | |
| | OL (1) | 1 (100%) | 0 | 0 | 0 | 0 |

| Languages | | Speak | | | | |
|-----------------|----------|------------|------------|------------|------------|------------|
| | | Very Good | Good | Average | Poor | Very Poor |
| Danish | MT | | | | | |
| | OL (2) | 1 (50.0%) | 1 (50.0%) | 0 | 0 | 0 |
| Dutch | MT (4) | 3 (75.0%) | 1 (25.0%) | 0 | 0 | 0 |
| | OL (1) | 1 (100%) | 0 | 0 | 0 | 0 |
| English | MT (10) | 8 (80.0%) | 2 (20.0%) | 0 | 0 | 0 |
| | OL (186) | 92 (49.5%) | 62 (33.3%) | 26 (14%) | 5 (2.7%) | 1 (.5%) |
| Estonian | MT | | | | | |
| | OL (1) | 0 | 0 | 1 (100%) | 0 | 0 |
| Fijian | MT | | | | | |
| | OL (1) | 0 | 0 | 1 (100%) | 0 | 0 |
| Finnish | MT | 4 (100%) | 0 | 0 | 0 | 0 |
| | OL | | | | | |
| French | MT (29) | 29 (100%) | 0 | 0 | 0 | 0 |
| | OL (59) | 8 (13.6%) | 8 (13.6%) | 18 (30.5%) | 15 (25.4%) | 10 (16.9%) |
| French Creole | MT | | | | | |
| | OL (3) | 2 (66.7%) | 0 | 1 (33.3%) | 0 | 0 |
| German | MT (32) | 30 (93.8%) | 2 (6.3%) | 0 | 0 | 0 |
| | OL (20) | 1 (5.0%) | 2 (10.0%) | 7 (35.0%) | 5 (25.0%) | 5 (25.0%) |
| Greek | MT | | | | | |
| | OL (1) | 0 | 0 | 0 | 1 (100%) | 0 |
| Hebrew | MT | | | | | |
| | OL (1) | 0 | 0 | 0 | 0 | 1 (100%) |
| Hindi | MT (2) | 2 (100%) | 0 | 0 | 0 | 0 |
| | OL (2) | 0 | 0 | 0 | 1 (50.0%) | 1 (50.0%) |
| Italian | MT (9) | 9 (100%) | 0 | 0 | 0 | 0 |
| | OL (26) | 4 (15.4%) | 7 (26.9%) | 5 (19.2%) | 5 (19.2%) | 5 (19.2%) |
| Japanese | MT (11) | 11 (100%) | 0 | 0 | 0 | 0 |
| | OL (1) | 0 | 0 | 0 | 1 (100%) | 0 |
| Korean | MT (9) | 9 (100%) | 0 | 0 | 0 | 0 |
| | OL | | | | | |
| Kreyol | MT (4) | 4 (100%) | 0 | 0 | 0 | 0 |
| | OL | | | | | |
| Latin | MT | | | | | |
| | OL (1) | 0 | 0 | 0 | 1 (100%) | 0 |
| Lebanese Arabic | MT (1) | 1 (100%) | 0 | 0 | 0 | 0 |
| | OL | | | | | |
| Malagasy | MT (1) | 1 (100%) | 0 | 0 | 0 | 0 |
| | OL | | | | | |
| Norwegian | MT | | | | | |
| | OL (2) | 2 (100%) | 0 | 0 | 0 | 0 |
| Pijin | MT | | | | | |
| | OL (1) | 1 (100%) | 0 | 0 | 0 | 0 |
| Portuguese | MT | 3 (100%) | 0 | 0 | 0 | 0 |
| | OL (23) | 6 (26.1%) | 8 (34.8%) | 3 (13.0%) | 4 (17.4%) | 2 (8.7%) |
| Quechua | MT (1) | 1 (100%) | 0 | 0 | 0 | 0 |
| | OL | | | | | |
| Romanian | MT | | | | | |
| | OL (1) | 1 (100%) | 0 | 0 | 0 | 0 |
| Russian | MT | | | | | |
| | OL (3) | 1 (33.3%) | 0 | 1 (33.3%) | 0 | 1 (33.3%) |
| Serbian | MT (1) | 1 (100%) | 0 | 0 | 0 | 0 |

| Languages | | Speak | | | | |
|--------------|---------|------------|-----------|------------|------------|-----------|
| | | Very Good | Good | Average | Poor | Very Poor |
| Sinhala | OL | | | | | |
| | MT | | | | | |
| Spanish | OL (1) | 1 (100%) | 0 | 0 | 0 | 0 |
| | MT (62) | 62 (100%) | 0 | 0 | 0 | 0 |
| Swedish | OL (57) | 10 (17.5%) | 9 (15.8%) | 16 (28.1%) | 19 (33.3%) | 3 (5.3%) |
| | MT (2) | 2 (100%) | 0 | 0 | 0 | 0 |
| Swiss German | OL (3) | 1 (33.3%) | 1 (33.3%) | 1 (33.3%) | 0 | 0 |
| | MT (1) | 1 (100%) | 0 | 0 | 0 | 0 |
| Tamil | OL | | | | | |
| | MT (1) | 1 (100%) | 0 | 0 | 0 | 0 |
| | OL | | | | | |



SECTION 5: ABILITY TO WRITE LANGUAGES

For languages present as a second language only:

People with Afrikaans, Croatian, Norwegian, Romanian and Sinhala as second languages rated their ability to write as very good. People with Bislama, Latin and Pijin as second languages rated their ability to write as good, and people with Danish as a second language rated their ability to write as very good or good. People with Hebrew as a second language do not write it. Languages such as Greek are written very poorly. Russian is written very well, poorly or very poorly, while participants rate their ability to write other languages present as second languages as only average.

For languages present as both a mother tongue and a second language:

More than seventy-five percent of participants rate their ability to write English as very good or good (very good = 50%, good = 25.8%). Only about seven percent rate their ability to write English as poor or very poor (poor = 4.3%; very poor = 2.2%). The proportion of people who rated their ability to speak English as very good or good was higher than those who rated their ability to write English as very good or good.

All languages present as mother tongues except Arabic, Chinese Cantonese, Chinese Mandarin, Dutch and German are written very well; Chinese Mandarin, Chinese Cantonese, Dutch and German are written very well or well, and Arabic is written very well or poorly.

As with the spoken component, for French or German as a second language, the proportion of people who rate their ability to write as very good or good is less than the proportion who rate their ability to write as very poor or poor (French: very good/good = 24.6%, very poor/poor = 47.4%; German: very good/good = 15%, very poor/poor = 55%). For French and German also, more people speak averagely than very well or well (French: average = 28.1%, German: = 30%).

For Italian as a second language, the proportion of people who rated their ability to write as very good or good is less than the proportion who rated their ability to write as poorly or very poorly (very good/good = 30.8%, very poor/poor = 42.3%). With Italian though, the proportion who rate their ability to write as average is slightly less than the proportion who write very well or well (average = 26.9%).

For Portuguese as a second language, the proportion who rate their ability to write as very good or good is higher than the proportion who rate their ability to write as very poor or poor (very good/good = 34.7%, very poor/poor = 20.4%). The proportion who rate their ability to write as average is almost equal to the proportion who write well or very well (average = 34.8%).

For Spanish as a second language, the proportion who rate their ability to write as very good or good is almost the same as the proportion who rate their ability to write as poor or very poor (very good/good = 36.8%, poor/very poor = 38.6%). The proportion who write averagely is less than both proportions previously stated (average = 24.6%).

| Languages | | Write | | | | |
|-----------|---------|------------|------|---------|----------|-----------|
| | | Very Good | Good | Average | Poor | Very Poor |
| Afrikaans | MT | | | | | |
| | OL (1) | 1 (100%) | 0 | 0 | 0 | 0 |
| Arabic | MT (12) | 11 (91.7%) | 0 | 0 | 1 (8.3%) | 0 |

| Languages | | Write | | | | |
|-------------------|----------|------------|------------|------------|------------|------------|
| | | Very Good | Good | Average | Poor | Very Poor |
| | OL (5) | 1 (20.0%) | 2 (40.0%) | 1 (20.0%) | 0 | 1 (20.0%) |
| Bahasa Indonesia | MT | | | | | |
| | OL (1) | 0 | 0 | 1 (100%) | 0 | 0 |
| Basque | MT | | | | | |
| | OL (1) | 0 | 0 | 1 (100%) | 0 | 0 |
| Bislama | MT | | | | | |
| | OL (1) | 0 | 1 (100%) | 0 | 0 | 0 |
| Catalan | MT (1) | 1 (100%) | 0 | 0 | 0 | 0 |
| | OL | | | | | |
| Chinese Cantonese | MT (2) | 1 (50.0%) | 1 (50.0%) | 0 | 0 | 0 |
| | OL (6) | 1 (16.7%) | 2 (33.3%) | 1 (16.7%) | 1 (16.7%) | 1 (16.7%) |
| Chinese Mandarin | MT (4) | 3 (75.0%) | 1 (25.0%) | 0 | 0 | 0 |
| | OL (7) | 1 (14.3%) | 4 (57.1%) | 1 (14.3%) | 1 (14.3%) | 0 |
| Croatian | MT | | | | | |
| | OL (1) | 1 (100%) | 0 | 0 | 0 | 0 |
| Danish | MT | | | | | |
| | OL (2) | 1 (50.0%) | 1 (50.0%) | 0 | 0 | 0 |
| Dutch | MT (4) | 3 (75.0%) | 1 (25.0%) | 0 | 0 | 0 |
| | OL (1) | 1 (100%) | 0 | 0 | 0 | 0 |
| English | MT (2) | 8 (80.0%) | 1 (10.0%) | 1 (10.0%) | 0 | 0 |
| | OL (186) | 93 (50.0%) | 48 (25.8%) | 33 (17.7%) | 8 (4.3%) | 4 (2.2%) |
| Estonian | MT | | | | | |
| | OL (1) | 0 | 0 | 0 | 1 (100%) | 0 |
| Fijian | MT | | | | | |
| | OL (1) | 0 | 0 | 1 (100%) | 0 | 0 |
| Finnish | MT (4) | 4 (100%) | 0 | 0 | 0 | 0 |
| | OL | | | | | |
| French | MT (29) | 29 (100%) | 0 | 0 | 0 | 0 |
| | OL (57) | 8 (14.1%) | 6 (10.5%) | 16 (28.1%) | 14 (24.6%) | 13 (22.8%) |
| French Creole | MT | | | | | |
| | OL (3) | 1 (33.3%) | 0 | 2 (66.7%) | 0 | 0 |
| German | MT (32) | 30 (93.8%) | 2 (6.3%) | 0 | 0 | 0 |
| | OL (20) | 1 (5.0%) | 2 (10.0%) | 6 (30.0%) | 6 (30.0%) | 5 (25.0%) |
| Greek | MT | | | | | |
| | OL (1) | 0 | 0 | 0 | 0 | 1 (100%) |
| Hebrew | MT | | | | | |
| | OL | | | | | |
| Hindi | MT (2) | 2 (100%) | 0 | 0 | 0 | 0 |
| | OL (1) | 0 | 0 | 0 | 0 | 1 (100%) |
| Italian | MT (9) | 9 (100%) | 0 | 0 | 0 | 0 |
| | OL (26) | 4 (15.4%) | 4 (15.4%) | 7 (26.9%) | 6 (23.1%) | 5 (19.2%) |
| Japanese | MT (11) | 11 (100%) | 0 | 0 | 0 | 0 |
| | OL (1) | 0 | 0 | 0 | 1 (100%) | 0 |
| Korean | MT (9) | 9 (100%) | 0 | 0 | 0 | 0 |
| | OL | | | | | |
| Kreyol | MT (4) | 4 (100%) | 0 | 0 | 0 | 0 |
| | OL | | | | | |
| Latin | MT | | | | | |
| | OL (1) | 0 | 1 (100%) | 0 | 0 | 0 |
| Lebanese Arabic | MT (1) | 1 (100%) | 0 | 0 | 0 | 0 |
| | OL | | | | | |

| Languages | | Write | | | | |
|--------------|---------|-----------|------------|------------|------------|-----------|
| | | Very Good | Good | Average | Poor | Very Poor |
| Malagasy | MT (1) | 1 (100%) | 0 | 0 | 0 | 0 |
| | OL | | | | | |
| Norwegian | MT | | | | | |
| | OL (2) | 2 (100%) | 0 | 0 | 0 | 0 |
| Pijin | MT | | | | | |
| | OL (1) | 0 | 1 (100%) | 0 | 0 | 0 |
| Portuguese | MT (3) | 3 (100%) | 0 | 0 | 0 | 0 |
| | OL (23) | 5 (21.7%) | 3 (13.0%) | 8 (34.8%) | 4 (17.4%) | 3 (13.0%) |
| Quechua | MT (1) | 1 (100%) | 0 | 0 | 0 | 0 |
| | OL | | | | | |
| Romanian | MT | | | | | |
| | OL (1) | 1 (100%) | 0 | 0 | 0 | 0 |
| Russian | MT | | | | | |
| | OL (3) | 1 (33.3%) | 0 | 0 | 1 (33.3%) | 1 (33.3%) |
| Serbian | MT (1) | 1 (100%) | 0 | 0 | 0 | 0 |
| | OL | | | | | |
| Sinhala | MT | | | | | |
| | OL (1) | 1 (100%) | 0 | 0 | 0 | 0 |
| Spanish | MT (62) | 62 (100%) | 0 | 0 | 0 | 0 |
| | OL (57) | 8 (14.0%) | 13 (22.8%) | 14 (24.6%) | 15 (26.3%) | 7 (12.3%) |
| Swedish | MT (2) | 2 (100%) | 0 | 0 | 0 | 0 |
| | OL (3) | 1 (33.3%) | 1 (33.3%) | 1 (33.3%) | 0 | 0 |
| Swiss German | MT (1) | 1 (100%) | 0 | 0 | 0 | 0 |
| | OL | | | | | |
| Tamil | MT(1) | 1 (100%) | 0 | 0 | 0 | 0 |
| | OL | | | | | |

LANGUAGE
& COMPETITIVENESS

SECTION 6: EDUCATIONAL AND ECONOMIC STATUS

The people who speak Arabic are the only group with a proportion who had less than high school education. More than fifty-five percent of the Arabic subsample had high school education only (55.6%), while more than sixty-five percent of the subsample was economically active (66.7%). Seventy-five percent of people who speak Kreyol had completed high school education only. The sample contained one person each who spoke Estonian, Hebrew, Lebanese Arabic, Sinhala, Tamil and Quechua; these people only had high school education and all except the people who speak Hebrew and Lebanese Arabic were economically active. Afrikaans, Bahasa Indonesia, Basque, Bislama, Catalan, Croatian, Fijian, Greek, Latin, Malagasy, Pijin, Romanian, Serbian, and Swiss German each were spoken by only one person. These people had bachelor's degrees or higher except for the person who spoke Swiss German who had an associate degree, and all the speakers, except those who spoke Bislama, Catalan and Pijin, were economically active.

For languages such as French, German, Italian, Japanese, Korean, Portuguese and Spanish, more than sixty percent of the respective subsamples had bachelor's degrees and higher (French = 70%, German = 62.7%, Italian = 70.6%, Japanese = 83.1%, Korean = 66.7%, Portuguese = 84%, Spanish = 72.6%). For these languages, except Japanese, more than eighty percent of each subsample was economically active (French = 83.9%, German = 88.2%, Italian = 97.1%, Korean = 88.9%, Portuguese = 92%, Spanish = 90%); for Japanese, only fifty percent of the subsample was economically active; otherwise, they were engaged in household duties. For the aforementioned languages the proportion of people who are self-employed is noteworthy. More than twenty percent of each subpopulation was self-employed and for Korean specifically, more than fifty-five percent was self-employed (French = 25.3%, German = 37.3%, Italian = 38.2%, Korean = 55.5%, Portuguese = 24%, Spanish = 25.9%).



**LANGUAGE
& COMPETITIVENESS**

| Language Spoken | Educational Status | | Economic Status | |
|------------------|----------------------|------------|------------------------------------|-----------|
| | Level | Frequency | Level | Frequency |
| Afrikaans | < High School | 0 | Employee | 0 |
| | High School | 0 | Self-employed (NE) | 0 |
| | Associate Degree | 0 | Self-employed (WE) | 1 (100%) |
| | Bachelor's Degree | 1 (100%) | Student and Employed | 0 |
| | Master's Degree | 0 | Student and Not Employed | 0 |
| | Postgraduate Diploma | 0 | Retired | 0 |
| | MPhil | 0 | Household Duties (HD) | 0 |
| | PhD | 0 | Not Employed and Not Engaged in HD | 0 |
| | Other | 0 | Volunteer | 0 |
| Arabic | < High School | 1 (5.6%) | Employee | 5 (27.8%) |
| | High School | 10 (55.6%) | Self-employed (NE) | 3 (16.7%) |
| | Associate Degree | 0 | Self-employed (WE) | 4 (22.2%) |
| | Bachelor's Degree | 5 (27.8%) | Student and Employed | 0 |
| | Master's Degree | 1 (5.6%) | Student and Not Employed | 1 (5.6%) |
| | Postgraduate Diploma | 0 | Retired | 3 (16.7%) |
| | MPhil | 0 | Household Duties (HD) | 2 (11.1%) |
| | PhD | 0 | Not Employed and Not Engaged in HD | 0 |
| | Other | 1 (5.6%) | Volunteer | 0 |
| Bahasa Indonesia | < High School | 0 | Employee | 1 (100%) |
| | High School | 0 | Self-employed (NE) | 0 |
| | Associate Degree | 0 | Self-employed (WE) | 0 |
| | Bachelor's Degree | 0 | Student and Employed | 0 |
| | Master's Degree | 0 | Student and Not Employed | 0 |
| | Postgraduate Diploma | 0 | Retired | 0 |
| | MPhil | 0 | Household Duties (HD) | 0 |
| | PhD | 1 (100%) | Not Employed and Not Engaged in HD | 0 |
| | Other | 0 | Volunteer | 0 |
| Basque | < High School | 0 | Employee | 0 |
| | High School | 0 | Self-employed (NE) | 0 |
| | Associate Degree | 0 | Self-employed (WE) | 1 (100%) |
| | Bachelor's Degree | 0 | Student and Employed | 0 |
| | Master's Degree | 1 (100%) | Student and Not Employed | 0 |
| | Postgraduate Diploma | 0 | Retired | 0 |
| | MPhil | 0 | Household Duties (HD) | 0 |
| | PhD | 0 | Not Employed and Not Engaged in HD | 0 |
| | Other | 0 | Volunteer | 0 |
| Bislama | < High School | 0 | Employee | 0 |
| | High School | 0 | Self-employed (NE) | 0 |
| | Associate Degree | 0 | Self-employed (WE) | 0 |
| | Bachelor's Degree | 0 | Student and Employed | 0 |
| | Master's Degree | 1 (100%) | Student and Not Employed | 0 |
| | Postgraduate Diploma | 0 | Retired | 0 |
| | MPhil | 0 | Household Duties (HD) | 0 |
| | PhD | 0 | Not Employed and Not Engaged in HD | 0 |
| | Other | 0 | Volunteer | 1 (100%) |
| Catalan | < High School | 0 | Employee | 0 |
| | High School | 0 | Self-employed (NE) | 0 |
| | Associate Degree | 0 | Self-employed (WE) | 0 |
| | Bachelor's Degree | 1 (100%) | Student and Employed | 0 |
| | Master's Degree | 0 | Student and Not Employed | 0 |
| | Postgraduate Diploma | 0 | Retired | 0 |
| | MPhil | 0 | Household Duties (HD) | 1 (100%) |
| | PhD | 0 | Not Employed and Not Engaged in HD | 0 |

| Language Spoken | Educational Status | | Economic Status | |
|------------------------------|----------------------|------------|------------------------------------|------------|
| | Level | Frequency | Level | Frequency |
| | Other | 0 | Volunteer | 0 |
| Chinese Cantonese | < High School | 0 | Employee | 3 (42.9%) |
| | High School | 3 (42.9%) | Self-employed (NE) | 0 |
| | Associate Degree | 1 (14.3%) | Self-employed (WE) | 1 (14.3%) |
| | Bachelor's Degree | 2 (28.6%) | Student and Employed | 1 (14.3%) |
| | Master's Degree | 1 (14.3%) | Student and Not Employed | 0 |
| | Postgraduate Diploma | 0 | Retired | 0 |
| | MPhil | 0 | Household Duties (HD) | 2 (28.6%) |
| | PhD | 0 | Not Employed and Not Engaged in HD | 0 |
| | Other | 0 | Volunteer | 0 |
| Chinese Mandarin | < High School | 0 | Employee | 4 (40%) |
| | High School | 3 (30%) | Self-employed (NE) | 1 (10%) |
| | Associate Degree | 1 (10%) | Self-employed (WE) | 2 (20%) |
| | Bachelor's Degree | 4 (40%) | Student and Employed | 1 (10%) |
| | Master's Degree | 1 (10%) | Student and Not Employed | 0 |
| | Postgraduate Diploma | 0 | Retired | 0 |
| | MPhil | 0 | Household Duties (HD) | 2 (20%) |
| | PhD | 1 (10%) | Not Employed and Not Engaged in HD | 0 |
| | Other | 0 | Volunteer | 0 |
| Croatian | < High School | 0 | Employee | 1 (100%) |
| | High School | 0 | Self-employed (NE) | 0 |
| | Associate Degree | 0 | Self-employed (WE) | 0 |
| | Bachelor's Degree | 0 | Student and Employed | 0 |
| | Master's Degree | 0 | Student and Not Employed | 0 |
| | Postgraduate Diploma | 0 | Retired | 0 |
| | MPhil | 1 (100%) | Household Duties (HD) | 0 |
| | PhD | 0 | Not Employed and Not Engaged in HD | 0 |
| | Other | 0 | Volunteer | 0 |
| Danish | < High School | 0 | Employee | 1 (50%) |
| | High School | 1 (50%) | Self-employed (NE) | 0 |
| | Associate Degree | 1 (50%) | Self-employed (WE) | 1 (50%) |
| | Bachelor's Degree | 0 | Student and Employed | 0 |
| | Master's Degree | 0 | Student and Not Employed | 0 |
| | Postgraduate Diploma | 0 | Retired | 0 |
| | MPhil | 0 | Household Duties (HD) | 0 |
| | PhD | 0 | Not Employed and Not Engaged in HD | 0 |
| | Other | 0 | Volunteer | 0 |
| Dutch | < High School | 0 | Employee | 1 (20%) |
| | High School | 0 | Self-employed (NE) | 3 (60%) |
| | Associate Degree | 2 (40%) | Self-employed (WE) | 0 |
| | Bachelor's Degree | 0 | Student and Employed | 0 |
| | Master's Degree | 3 (60%) | Student and Not Employed | 0 |
| | Postgraduate Diploma | 0 | Retired | 0 |
| | MPhil | 0 | Household Duties (HD) | 1 (20%) |
| | PhD | 0 | Not Employed and Not Engaged in HD | 0 |
| | Other | 0 | Volunteer | 0 |
| English Missing cases = 1 | < High School | 1 (0.5%) | Employee | 100 (51%) |
| | High School | 44 (22.4%) | Self-employed (NE) | 28 |
| | Associate Degree | 26 (13.3%) | Self-employed (WE) | (14.3%) |
| | Bachelor's Degree | 57 (29.1%) | Student and Employed | 28 (14.35) |
| | Master's Degree | 46 (23.5%) | Student and Not Employed | 11 (5.6%) |
| | Postgraduate Diploma | 1 (0.5%) | Retired | 5 (2.6%) |
| | MPhil | 4 (2%) | Household Duties (HD) | 7 (3.6%) |

| Language Spoken | Educational Status | | Economic Status | |
|-----------------|----------------------|------------|------------------------------------|--|
| | Level | Frequency | Level | Frequency |
| | PhD | 12 (6.1) | Not Employed and Not Engaged in HD | 14 (7.1%) |
| | Other | 5 (2.6%) | Volunteer | 1 (0.5%) 1 (0.5%) |
| Estonia | < High School | 0 | Employee | 0 |
| | High School | 1 (100%) | Self-employed (NE) | 0 |
| | Associate Degree | 0 | Self-employed (WE) | 1 (100%) |
| | Bachelor's Degree | 0 | Student and Employed | 0 |
| | Master's Degree | 0 | Student and Not Employed | 0 |
| | Postgraduate Diploma | 0 | Retired | 0 |
| | MPhil | 0 | Household Duties (HD) | 0 |
| | PhD | 0 | Not Employed and Not Engaged in HD | 0 |
| | Other | 0 | Volunteer | 0 |
| Fijian | < High School | 0 | Employee | 0 |
| | High School | 0 | Self-employed (NE) | 0 |
| | Associate Degree | 0 | Self-employed (WE) | 1 (100%) |
| | Bachelor's Degree | 0 | Student and Employed | 0 |
| | Master's Degree | 1 (100%) | Student and Not Employed | 0 |
| | Postgraduate Diploma | 0 | Retired | 0 |
| | MPhil | 0 | Household Duties (HD) | 0 |
| | PhD | 0 | Not Employed and Not Engaged in HD | 0 |
| | Other | 0 | Volunteer | 0 |
| Finnish | < High School | 0 | Employee | 3 (75%) |
| | High School | 1 (25%) | Self-employed (NE) | 0 |
| | Associate Degree | 2 (50%) | Self-employed (WE) | 1 (25%) |
| | Bachelor's Degree | 0 | Student and Employed | 0 |
| | Master's Degree | 0 | Student and Not Employed | 0 |
| | Postgraduate Diploma | 0 | Retired | 0 |
| | MPhil | 0 | Household Duties (HD) | 0 |
| | PhD | 1 (25%) | Not Employed and Not Engaged in HD | 0 |
| | Other | 0 | Volunteer | 0 |
| French | < High School | 0 | Employee | 45 |
| | High School | 13 (14.9%) | Self-employed (NE) | (51.7%) |
| | Associate Degree | 11 (12.6%) | Self-employed (WE) | 12 |
| | Bachelor's Degree | 23 (26.4%) | Student and Employed | (13.8%) |
| | Master's Degree | 28 (32.2%) | Student and Not Employed | 10 |
| | Postgraduate Diploma | 0 | Retired | (11.5%) |
| | MPhil | 3 (3.4%) | Household Duties (HD) | 6 (6.9%) |
| | PhD | 7 (8%) | Not Employed and Not Engaged in HD | 2 (2.3%) |
| | Other | 2 (2.3%) | Volunteer | 5 (5.7%) 4 (4.6%) 1 (1.1%) 1 (1.1%) |
| French Creole | < High School | 0 | Employee | 1 (33.3%) |
| | High School | 0 | Self-employed (NE) | 2 (66.7%) |
| | Associate Degree | 1 (33.3%) | Self-employed (WE) | 0 |
| | Bachelor's Degree | 0 | Student and Employed | 0 |
| | Master's Degree | 2 (66.7%) | Student and Not Employed | 0 |
| | Postgraduate Diploma | 0 | Retired | 0 |
| | MPhil | 0 | Household Duties (HD) | 0 |
| | PhD | 0 | Not Employed and Not Engaged in HD | 0 |
| | Other | 0 | Volunteer | 0 |
| German | < High School | 0 | Employee | 24 |
| | High School | 8 (15.7%) | Self-employed (NE) | (47.1%) |

| Language Spoken | Educational Status | | Economic Status | |
|-----------------|----------------------|------------|------------------------------------|-----------|
| | Level | Frequency | Level | Frequency |
| | Associate Degree | 11 (21.6%) | Self-employed (WE) | 11 |
| | Bachelor's Degree | 12 (23.5%) | Student and Employed | (21.6%) |
| | Master's Degree | 12 (23.5%) | Student and Not Employed | 8 (15.7%) |
| | Postgraduate Diploma | 0 | Retired | 2 (3.9%) |
| | MPhil | 3 (5.9%) | Household Duties (HD) | 0 |
| | PhD | 5 (9.8%) | Not Employed and Not Engaged in HD | 1 (2%) |
| | Other | 0 | Volunteer | 5 (9.8%) |
| | | | | 0 |
| | | | | 0 |
| Greek | < High School | 0 | Employee | 1 (100%) |
| | High School | 0 | Self-employed (NE) | 0 |
| | Associate Degree | 0 | Self-employed (WE) | 0 |
| | Bachelor's Degree | 0 | Student and Employed | 0 |
| | Master's Degree | 1 (100%) | Student and Not Employed | 0 |
| | Postgraduate Diploma | 0 | Retired | 0 |
| | MPhil | 0 | Household Duties (HD) | 0 |
| | PhD | 0 | Not Employed and Not Engaged in HD | 0 |
| | Other | 0 | Volunteer | 0 |
| Hebrew | < High School | 0 | Employee | 0 |
| | High School | 1 (100%) | Self-employed (NE) | 0 |
| | Associate Degree | 0 | Self-employed (WE) | 0 |
| | Bachelor's Degree | 0 | Student and Employed | 0 |
| | Master's Degree | 0 | Student and Not Employed | 0 |
| | Postgraduate Diploma | 0 | Retired | 0 |
| | MPhil | 0 | Household Duties (HD) | 1 (100%) |
| | PhD | 0 | Not Employed and Not Engaged in HD | 0 |
| | Other | 0 | Volunteer | 0 |
| Hindi | < High School | 0 | Employee | 2 (50%) |
| | High School | 0 | Self-employed (NE) | 0 |
| | Associate Degree | 0 | Self-employed (WE) | 1(25%) |
| | Bachelor's Degree | 2 (50%) | Student and Employed | 0 |
| | Master's Degree | 2 (50%) | Student and Not Employed | 0 |
| | Postgraduate Diploma | 0 | Retired | 0 |
| | MPhil | 0 | Household Duties (HD) | 1 (25%) |
| | PhD | 0 | Not Employed and Not Engaged in HD | 0 |
| | Other | 0 | Volunteer | 0 |
| Italian | < High School | 0 | Employee | 19 |
| | High School | 5 (14.7%) | Self-employed (NE) | (55.9%) |
| | Associate Degree | 5 (14.7%) | Self-employed (WE) | 6 (17.6%) |
| | Bachelor's Degree | 9 (26.5%) | Student and Employed | 7 (20.6%) |
| | Master's Degree | 7 (20.6%) | Student and Not Employed | 1 (2.9%) |
| | Postgraduate Diploma | 0 | Retired | 1 (2.9%) |
| | MPhil | 2 (5.9%) | Household Duties (HD) | 0 |
| | PhD | 6 (17.6%) | Not Employed and Not Engaged in HD | 0 |
| | Other | 0 | Volunteer | 0 |
| | | | | 0 |
| Japanese | < High School | 0 | Employee | 4 (33.3%) |
| | High School | 1 (8.3%) | Self-employed (NE) | 0 |
| | Associate Degree | 0 | Self-employed (WE) | 0 |
| | Bachelor's Degree | 4 (33.3%) | Student and Employed | 2 (16.7%) |
| | Master's Degree | 5 (41.7%) | Student and Not Employed | 0 |
| | Postgraduate Diploma | 1 (8.3%) | Retired | 0 |
| | MPhil | 0 | Household Duties (HD) | 6 (50%) |

| Language Spoken | Educational Status | | Economic Status | |
|----------------------|----------------------|--------------------------|------------------------------------|-----------|
| | Level | Frequency | Level | Frequency |
| Korean | PhD | 0 | Not Employed and Not Engaged in HD | 0 |
| | Other | 1 (8.3%) | Volunteer | 0 |
| | < High School | 0 | Employee | 3 (33.3%) |
| | High School | 2 (22.2%) | Self-employed (NE) | 2 (22.2%) |
| | Associate Degree | 1 (11.1%) | Self-employed (WE) | 3 (33.3%) |
| | Bachelor's Degree | 5 (55.6%) | Student and Employed | 0 |
| | Master's Degree | 1 (11.1%) | Student and Not Employed | 1 (11.1%) |
| | Postgraduate Diploma | 0 | Retired | 0 |
| | MPhil | 0 | Household Duties (HD) | 0 |
| Kreyol | PhD | 0 | Not Employed and Not Engaged in HD | 0 |
| | Other | 0 | Volunteer | 0 |
| | < High School | 0 | Employee | 0 |
| | High School | 3 (75%) | Self-employed (NE) | 0 |
| | Associate Degree | 0 | Self-employed (WE) | 0 |
| | Bachelor's Degree | 1 (25%) | Student and Employed | 1 (25%) |
| | Master's Degree | 0 | Student and Not Employed | 2 (50%) |
| | Postgraduate Diploma | 0 | Retired | 0 |
| | MPhil | 0 | Household Duties (HD) | 0 |
| Latin | PhD | 0 | Not Employed and Not Engaged in HD | 1 (25%) |
| | Other | 0 | Volunteer | 0 |
| | < High School | 0 | Employee | 0 |
| | High School | 0 | Self-employed (NE) | 0 |
| | Associate Degree | 0 | Self-employed (WE) | 1 (100%) |
| | Bachelor's Degree | 0 | Student and Employed | 0 |
| | Master's Degree | 0 | Student and Not Employed | 0 |
| | Postgraduate Diploma | 0 | Retired | 0 |
| | MPhil | 1 (100%) | Household Duties (HD) | 0 |
| Lebanese Arabic | PhD | 0 | Not Employed and Not Engaged in HD | 0 |
| | Other | 0 | Volunteer | 0 |
| | < High School | 0 | Employee | 0 |
| | High School | 1 (100%) | Self-employed (NE) | 0 |
| | Associate Degree | 0 | Self-employed (WE) | 0 |
| | Bachelor's Degree | 0 | Student and Employed | 0 |
| | Master's Degree | 0 | Student and Not Employed | 0 |
| | Postgraduate Diploma | 0 | Retired | 1 (100%) |
| | MPhil | 0 | Household Duties (HD) | 0 |
| Malagasy | PhD | 0 | Not Employed and Not Engaged in HD | 0 |
| | Other | 0 | Volunteer | 0 |
| | < High School | 0 | Employee | 1 (100%) |
| | High School | 0 | Self-employed (NE) | 0 |
| | Associate Degree | 0 | Self-employed (WE) | 0 |
| | Bachelor's Degree | 1 (100%) | Student and Employed | 0 |
| | Master's Degree | 0 | Student and Not Employed | 0 |
| | Postgraduate Diploma | 0 | Retired | 0 |
| | MPhil | 0 | Household Duties (HD) | 0 |
| Norwegian | PhD | 0 | Not Employed and Not Engaged in HD | 0 |
| | Other | 0 | Volunteer | 0 |
| | < High School | 0 | Employee | 1 (50%) |
| | High School | 1 (50%) | Self-employed (NE) | 0 |
| | Associate Degree | 1 (50%) | Self-employed (WE) | 1 (50%) |
| | Bachelor's Degree | 0 | Student and Employed | 0 |
| Master's Degree | 0 | Student and Not Employed | 0 | |
| Postgraduate Diploma | 0 | Retired | 0 | |

| Language Spoken | Educational Status | | Economic Status | |
|-----------------|----------------------|-----------|------------------------------------|-----------|
| | Level | Frequency | Level | Frequency |
| | MPhil | 0 | Household Duties (HD) | 0 |
| | PhD | 0 | Not Employed and Not Engaged in HD | 0 |
| | Other | 0 | Volunteer | 0 |
| Pijin | < High School | 0 | Employee | 0 |
| | High School | 0 | Self-employed (NE) | 0 |
| | Associate Degree | 0 | Self-employed (WE) | 0 |
| | Bachelor's Degree | 0 | Student and Employed | 0 |
| | Master's Degree | 1 (100%) | Student and Not Employed | 0 |
| | Postgraduate Diploma | 0 | Retired | 0 |
| | MPhil | 0 | Household Duties (HD) | 0 |
| | PhD | 0 | Not Employed and Not Engaged in HD | 0 |
| | Other | 0 | Volunteer | 1 (100%) |
| Portuguese | < High School | 0 | Employee | 15 (60%) |
| | High School | 3 (12%) | Self-employed (NE) | 3 (12%) |
| | Associate Degree | 1 (4%) | Self-employed (WE) | 3 (12%) |
| | Bachelor's Degree | 8 (32%) | Student and Employed | 2 (8%) |
| | Master's Degree | 7 (28%) | Student and Not Employed | 1 (4%) |
| | Postgraduate Diploma | 0 | Retired | 0 |
| | MPhil | 1 (4%) | Household Duties (HD) | 1 (4%) |
| | PhD | 5 (20%) | Not Employed and Not Engaged in HD | 0 |
| | Other | 0 | Volunteer | 0 |
| Romanian | < High School | 0 | Employee | 0 |
| | High School | 0 | Self-employed (NE) | 0 |
| | Associate Degree | 0 | Self-employed (WE) | 1 (100%) |
| | Bachelor's Degree | 0 | Student and Employed | 0 |
| | Master's Degree | 0 | Student and Not Employed | 0 |
| | Postgraduate Diploma | 0 | Retired | 0 |
| | MPhil | 0 | Household Duties (HD) | 0 |
| | PhD | 1 (100%) | Not Employed and Not Engaged in HD | 0 |
| | Other | 0 | Volunteer | 0 |
| Russian | < High School | 0 | Employee | 2 (66.7%) |
| | High School | 0 | Self-employed (NE) | 0 |
| | Associate Degree | 0 | Self-employed (WE) | 1 (33.3%) |
| | Bachelor's Degree | 1 (33.3%) | Student and Employed | 0 |
| | Master's Degree | 1 (33.3%) | Student and Not Employed | 0 |
| | Postgraduate Diploma | 0 | Retired | 0 |
| | MPhil | 1 (33.3%) | Household Duties (HD) | 0 |
| | PhD | 0 | Not Employed and Not Engaged in HD | 0 |
| | Other | 0 | Volunteer | 0 |
| Serbian | < High School | 0 | Employee | 1 (100%) |
| | High School | 0 | Self-employed (NE) | 0 |
| | Associate Degree | 0 | Self-employed (WE) | 0 |
| | Bachelor's Degree | 0 | Student and Employed | 0 |
| | Master's Degree | 0 | Student and Not Employed | 0 |
| | Postgraduate Diploma | 0 | Retired | 0 |
| | MPhil | 1 (100%) | Household Duties (HD) | 0 |
| | PhD | 0 | Not Employed and Not Engaged in HD | 0 |
| | Other | 0 | Volunteer | 0 |
| Sinhala | < High School | 0 | Employee | 1 (100%) |
| | High School | 1 (100%) | Self-employed (NE) | 0 |
| | Associate Degree | 0 | Self-employed (WE) | 0 |
| | Bachelor's Degree | 0 | Student and Employed | 0 |
| | Master's Degree | 0 | Student and Not Employed | 0 |

| Language Spoken | Educational Status | | Economic Status | |
|-----------------|----------------------|------------|------------------------------------|-----------|
| | Level | Frequency | Level | Frequency |
| | Postgraduate Diploma | 0 | Retired | 0 |
| | MPhil | 0 | Household Duties (HD) | 0 |
| | PhD | 0 | Not Employed and Not Engaged in HD | 0 |
| | Other | 0 | Volunteer | 0 |
| Spanish | < High School | 0 | Employee | 67 |
| | High School | 15 (12.5%) | Self-employed (NE) | (55.8%) |
| | Associate Degree | 16 (13.3%) | Self-employed (WE) | 17 |
| | Bachelor's Degree | 38 (31.7%) | Student and Employed | (14.2%) |
| | Master's Degree | 38 (31.7%) | Student and Not Employed | 14 |
| | Postgraduate Diploma | 0 | Retired | (11.7%) |
| | MPhil | 2 (1.7%) | Household Duties (HD) | 10 (8.3%) |
| | PhD | 9 (7.5%) | Not Employed and Not Engaged in HD | 2 (1.7%) |
| | Other | 2 (1.7%) | Volunteer | 3 (2.5%) |
| | | | 6 (5%) | |
| | | | 0 | |
| | | | 0 | |
| Swedish | < High School | 0 | Employee | 3 (60%) |
| | High School | 1 (20%) | Self-employed (NE) | 0 |
| | Associate Degree | 4 (80%) | Self-employed (WE) | 2 (40%) |
| | Bachelor's Degree | 0 | Student and Employed | 0 |
| | Master's Degree | 0 | Student and Not Employed | 0 |
| | Postgraduate Diploma | 0 | Retired | 0 |
| | MPhil | 0 | Household Duties (HD) | 0 |
| | PhD | 0 | Not Employed and Not Engaged in HD | 0 |
| | Other | 0 | Volunteer | 0 |
| Swiss German | < High School | 0 | Employee | 0 |
| | High School | 0 | Self-employed (NE) | 1 (100%) |
| | Associate Degree | 1 (100%) | Self-employed (WE) | 0 |
| | Bachelor's Degree | 0 | Student and Employed | 0 |
| | Master's Degree | 0 | Student and Not Employed | 0 |
| | Postgraduate Diploma | 0 | Retired | 0 |
| | MPhil | 0 | Household Duties (HD) | 0 |
| | PhD | 0 | Not Employed and Not Engaged in HD | 0 |
| | Other | 0 | Volunteer | 0 |
| Tamil | < High School | 0 | Employee | 1 (100%) |
| | High School | 1 (100%) | Self-employed (NE) | 0 |
| | Associate Degree | 0 | Self-employed (WE) | 0 |
| | Bachelor's Degree | 0 | Student and Employed | 0 |
| | Master's Degree | 0 | Student and Not Employed | 0 |
| | Postgraduate Diploma | 0 | Retired | 0 |
| | MPhil | 0 | Household Duties (HD) | 0 |
| | PhD | 0 | Not Employed and Not Engaged in HD | 0 |
| | Other | 0 | Volunteer | 0 |
| Quechua | < High School | 0 | Employee | 1 (100%) |
| | High School | 1 (100%) | Self-employed (NE) | 0 |
| | Associate Degree | 0 | Self-employed (WE) | 0 |
| | Bachelor's Degree | 0 | Student and Employed | 0 |
| | Master's Degree | 0 | Student and Not Employed | 0 |
| | Postgraduate Diploma | 0 | Retired | 0 |
| | MPhil | 0 | Household Duties (HD) | 0 |
| | PhD | 0 | Not Employed and Not Engaged in HD | 0 |
| | Other | 0 | Volunteer | 0 |