



Catalogue n° 81-580-XPB

Guide to Statistics Canada Information and Data Sources on Adult Education and Training

First Edition



Statistics
Canada

Statistique
Canada

Canada

For more information . . .

Data in many forms

Statistics Canada disseminates data in a variety of forms. In addition to publications, both standard and special tabulations are offered. Data are available on the Internet, compact disc, diskette, computer printouts, microfiche and microfilm, and magnetic tape. Maps and other geographic reference materials are available for some types of data. Direct online access to aggregated information is possible through CANSIM, Statistics Canada's machine-readable database and retrieval system.

How to obtain more information

Inquiries about this publication and related statistics or services should be directed to: Chief, Analytic Outputs and Marketing Section, Centre for Education Statistics, Statistics Canada, Ottawa, Ontario, K1A 0T6 (telephone: (613) 951-1500) or to the Statistics Canada Regional Reference Centre in:

Halifax	(902) 426-5331	Regina	(306) 780-5405
Montréal	(514) 283-5725	Edmonton	(403) 495-3027
Ottawa	(613) 951-8116	Calgary	(403) 292-6717
Toronto	(416) 973-6586	Vancouver	(604) 666-3691
Winnipeg	(204) 983-4020		

You can also visit our **WorldWideWeb site**: <http://www.statcan.ca>

Toll-free access is provided **for all users who reside outside the local dialling area** of any of the Regional Reference Centres.

National enquiries line	1 800 263-1136
National telecommunications device for the hearing impaired	1 800 363-7629
Order-only line (Canada and United States)	1 800 267-6677

How to order publications

Statistics Canada publications may be purchased from local authorized agents and other community bookstores, the Statistics Canada Regional Reference Centres, or from:

Statistics Canada
Operations and Integration Division
Circulation Management
120 Parkdale Avenue
Ottawa, Ontario
K1A 0T6

Telephone: (613) 951-7277
Fax: (613) 951-1584
Toronto (credit card only): (416) 973-8018
Internet: order@statcan.ca

Standards of service to the public

To maintain quality service to the public, Statistics Canada follows established standards covering statistical products and services, delivery of statistical information, cost-recovered services and services to respondents. To obtain a copy of these service standards, please contact your nearest Statistics Canada Regional Reference Centre.



Statistics Canada

Guide to Statistics Canada Information and Data Sources on Adult Education and Training

First Edition

Published by authority of the Minister responsible for Statistics Canada

© Minister of Industry, 1997

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise without prior written permission from Licence Services, Marketing Division, Statistics Canada, Ottawa, Ontario, Canada K1A 0T6.

March 1997

Price: Canada: \$10.00
United States: US\$12.00
Other countries: US\$14.00

Catalogue no. 81-580-XPB
Frequency: Occasional

ISBN 0-660-59252-5

Ottawa

Note of appreciation

Canada owes the success of its statistical system to a long-standing co-operation involving Statistics Canada, the citizens of Canada, its businesses, governments and other institutions. Accurate and timely statistical information could not be produced without their continued co-operation and goodwill.



Statistics
Canada Statistique
Canada

Canada

Acknowledgements

This publication was prepared by **Annette Rogers and Lisa Shipley**, of the Training and Continuing Education Section of the Centre for Education Statistics.

This publication was prepared under the direction of:

- **Sange deSilva**, Director, Centre for Education Statistics
- **Ken Bennett**, Assistant Director, Centre for Education Statistics
- **Robert Couillard**, Chief, Training and Continuing Education Section

Additional Assistance and Collaboration was given by:

- **Réjane Côté and Martine Lafrenière**, Centre for Education Statistics

We would like to thank all the survey managers, analysts and other divisions at Statistics Canada who collaborated and assisted with this project, reviewed the manuscript and offered insightful comments and criticisms.

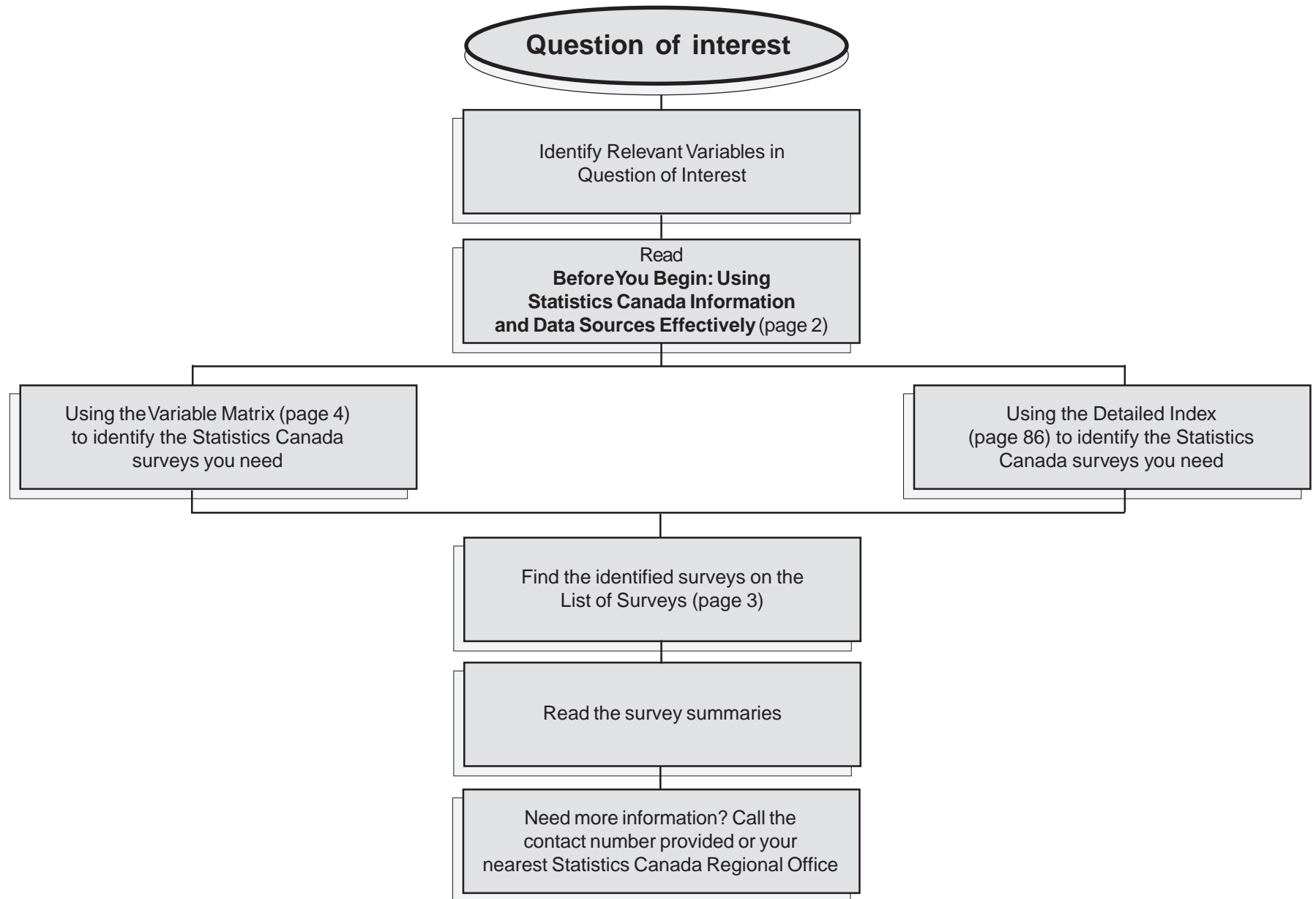
The paper used in this publication meets the minimum requirements of American National Standard for Information Sciences – Permanence of Paper for Printed Library Materials, ANSI Z39.48 – 1984.



Table of Contents

Using the Guide	1	Using the data: Case Studies	67
Before you Begin: Using Statistics Canada Information and Data Sources Effectively	2	What does that word mean? Glossary of Terms	71
Survey List	3	Appendix A: Statistics Canada Coding Structures for Industries, Occupations and Fields of Study	79
Choosing the right Survey: Variable Matrix	4	Detailed Variable Index	86
Detailed Variable Index	86		
Survey Summaries	10		

Using the Guide



Before You Begin: Using Statistics Canada Information and Data Sources Effectively

This is the second data guide describing education statistics. The first one, published in 1995, (Guide to Data on Elementary and Secondary Education in Canada, cat. 81F0004GPB) reviewed data available on elementary and secondary education. The present guide describes surveys providing information on adult education and training.

Statistics Canada conducts a number of surveys which gather information on Adult Education and Training in Canada. It is possible to explore this subject area from a number of perspectives: the student learner, employers, governments, hours invested, the nature of the learning, the methods of learning and so on. There is considerable value in gathering information from a number of surveys. Together, they can provide a more comprehensive understanding of the entire area of adult education and training in Canada. However, each survey identified in this Guide has a particular organizational and conceptual structure which reflects the main focus of the survey, the methodology of the survey and the respondent base for the survey. Specific variables may be aggregated or collapsed differently when compared across surveys. For example, a “returning student” in the Community College Information System is one who has attended a specific institution in the previous academic year. In the Adult Education and Training Survey, a “returning student” is one who had withdrawn from, or completed, the first cycle of education, had participated in the labour force, raised a family, searched for full-time work etc., and has now returned to an education/training environment on at least a part-time basis.

The respondent base for the survey influences the interpretations that can be made on each data set. There are three standard respondent bases at Statistics Canada: the Individual/Households, Businesses/Industries and

Administrative Data. Individual/Household surveys elicit responses at the person level for one randomly selected member of the household or for each member of the household (Did **you** take any job-related training in 1995?). Business/Industry surveys gather information from the business/industrial sectors in Canada. Although the person completing the questionnaire may be an accounts or personnel manager for a particular firm, the information reported is for the firm as a whole (How much of the operating budget was allocated to the training of employees in the 1995 at this firm? How many employees were trained?). Administrative data is the gathering of information that has previously been collected by a government, hospital, university, college etc. and constitutes part of their usual record keeping practices (How many students were enrolled in Fine and Applied Arts programs at this University in October 1995?). The interpretation of data from each of the sources listed in the Guide must take into account the nature of the respondent base for the survey.

Interpretations from Statistics Canada surveys and cross-survey comparisons can only be made with a full understanding of the variables, and the structure of the surveys involved. This Guide includes a list of the Standard Occupational Classification, the Standard Industrial Classification and the Major Field of Study Classification that are used throughout Statistics Canada in Appendix A. In addition, most surveys have a User’s Manual which will explain the concepts, definitions, coding structures and methodology of the survey. For researchers interested in conducting further analyses, inquiries regarding the User’s Manuals should be made through the Contact numbers provided at the end of each survey summary in the Guide, or through Statistics Canada Regional Office numbers.

Survey List

Socio-Economic Context – General

Census of Population and Housing	10
General Social Survey (GSS)	
Education, Work, Retirement (Cycle 9)	12
Time Use (Cycle 7)	14

Socio-Economic Context – Labour Market

Labour Force Survey (LFS)	16
Labour Market Activity Survey (LMAS)	18
Survey of Labour and Income Dynamics (SLID)	20

Formal and Non Formal Education and Training

Adult Education and Training Survey(AETS)	22
Community College Student Information System (CCSIS)	24
Report on Enrolment in Trade/Vocational Training Programs	26
Enrolment in University Non-Degree Continuing Education Programs ..	28
General Social Survey (GSS)	
Education, Work, Retirement (Cycle 9)	12
Time Use (Cycle 7)	14
National Apprenticed Trades Survey	30
National Apprenticeship Survey	32
Registered Apprenticeship Training Survey	34
Survey of Labour and Income Dynamics (SLID)	20
Survey of Private Training Schools	36
University Student Information System (USIS)	38

Business and Industry Training

Human Resources Training and Development Survey	40
Survey of Growing Small and Medium Enterprises (GSMEs)	42
Survey of the Cultural Sector of the Labour Force	44

Expenditure

Human Resources Training and Development Survey	40
Survey of Uniform Financial Information System – School Boards	46

Special Interest Populations and Topics

Aboriginal Peoples Survey (APS)	48
Displaced Workers Survey	50
1991 Follow Up of 1986 Graduates (1991 FOG)	
1995 Follow Up of 1990 Graduates (1995 FOG)	52
Health and Activity Limitation Survey (HALS)	54
School Leavers Survey (SLS)	56
School Leavers Follow Up Survey	58
1988 National Graduates Survey	
1992 National Graduates Survey	60
Survey of Literacy Skills Used in Daily Activities (LSUDA)	62
Unemployment Insurance Statistics	64

Variable Matrix

Socio Economic Context							Formal and Non Formal Education and Training				
Survey Description	General			Labour Market			Adult Education and Training Survey	Community College Student Information System	Report on Enrolment in Trade/vocational Training Programs	Enrolment in University Non-Degree Continuing Education Programs	General Social Survey-Cycle 9
	Census	General Social Survey-Cycle 9	General Social Survey-Cycle 7	Labour Force Survey	Labour Market Activity Survey	Survey of Labour and Income Dynamics					
type of survey	household	household	household	household	household	household	household	administrative	administrative	administrative	household
periodicity	5 years	5 years	5 years	monthly	annual	annual	bi-annual	annual	annual	annual	5 years
sample size	n.a.	11,800 households	12,765 households	52,000 households	60,000 households	40,000 households	46,000 households	census	census	census	11,800 households
last survey date	1996	1994	1992	1996	1991	1996	1994	1995	1995	1995	1994
reference period	various	1989-1993	1991-1992	prior month	1990	1994	1993	1994-1995	1994-1995	1994-1995	1989-1993
DATA											
1. Lowest geographic level	enumeration areas	provinces	provinces	census agglomerations	Census Metropolitan Areas	provinces	urban/rural indicator	provinces	provinces	provinces	provinces
2. Individual variables	X	X	X	X	X	X	X	X	X	X	X
demographic	X	X	X	X	X	X	X	X	X	X	X
income	X	X	X	X	X	X	X				X
ethnic origin	X				X	X	X				
citizenship	X						X	X	X		
family size	X	X	X	X	X	X	X				X
children	X		X	X	X	X	X				
activity limitation	X	X	X		X	X	X				X
3. Education/training-completed or attained	X	X	X	X	X	X	X	X	X		X
highest level	X	X	X	X	X	X	X	X	X		X
field of study	X	X				X	X	X	X		X
4. Education/training-current	X	X	X	X	X	X	X	X	X	X	X
job-related/personal interest		X					X	X	X	X	X
field of study		X			X	X	X	X	X	X	X
full/part-time attendance	X	X	X	X		X	X	X	X		
time invested			X			X	X	X	X	X	
5. Organization				X	X	X	X	X	X	X	
method of instruction							X			X	
provider						X	X	X		X	

Survey Description	Census	General Social Survey-Cycle 9	General Social Survey-Cycle 7	Labour Force Survey	Labour Market Activity Survey	Survey of Labour and Income Dynamics	Adult Education and Training Survey	Community College Student Information System	Report on Enrolment in Trade/vocational Training Programs	Enrolment in University Non-Degree Continuing Education Programs	General Social Survey-Cycle 9
funding							X	X	X	X	
location				X							
6. Outcomes		X			X						
use of learned skills at work		X			X		X				x
satisfaction							X				
impact of training on company											
7. Barriers to education and training		X					X				X
8. Training needs					X		X				
9. Expenditures on training											
10. School-work/work-school transitions		X		X		X					X
11. Labour market activity	X	X	X	X	X	X	X				X
Labour Force status	X	X	X	X	X	X	X				X
work schedule	X	X	X	X	X	X	X				X
occupation	X	X	X	X	X	X	X				X
industry	X	X	X	X	X	X	X				X
class of worker	X	X	X	X	X	X	X				X
multiple job holder indicator		X	X	X	X	X	X				X
12. Business/industry		X	X				X				X
adequacy of training							X				
firm characteristic							X				
firm size						X	X				
union membership		X	X		X	X	X				X

Formal and Non Formal Education (Concluded)								Business and Industry Training			
Survey Description	General Social Survey Cycle-7	National Apprenticed Trades Survey	National Apprenticeship Survey	Registered Apprenticeship Training Survey	Survey of Labour and Income Dynamics	Survey of Private Training School	University Student Information System	Human Resources Training and Development Survey	Survey of Growing Small and Medium Enterprises	Survey of the Cultural Sector of the Labour Force	
type of survey	household	household	household	administrative	household	administrative	administrative	business	business	household	
periodicity	5 years	one-time	one-time	annual	annual	one-time	annual	one-time	one-time	one-time	
sample size	12,765 households	20,000 households	23,220 households	census	40,000 households	2,440 private schools	census	census	2,157 firms	13,844 households	
last survey date	1992	1995	1990	1995	1996	1993	1995	1987	1992	1994	
reference period	1991-1992	1992	1986-87, 1989	1994	1994	1992	1994-1995	1986-1987	1989-1991	1988-1993	
DATA											
1. Lowest geographic level	provinces	provinces	provinces	provinces	provinces	provinces	provinces	provinces	provinces	provinces	
2. Individual variables	X	X	X	X	X	X	X			X	
demographic	X	X	X	X	X	X	X				
income	X	X			X					X	
ethnic origin		X	X		X					X	
citizenship							X			X	
family size	X	X	X		X						
children	X	X			X						
activity limitation		X			X					X	
3. Education/training-completed or attained	X	X	X	X	X		X			X	
highest level	X	X	X	X	X		X			X	
field of study		X	X		X						
4. Education/training-current	X	X	X	X	X	X	X	X	X	X	
job-related/personal interest	X	X	X					X		X	
field of study	X	X	X	X	X	X	X	X		X	
full/part-time attendance	X	X		X	X		X			X	
time invested	X	X	X	X	X	X	X	X			
5. Organization	X	X	X	X	X	X	X	X	X		
method of instruction	X	X	X			X		X			

Survey Description	General Social Survey Cycle-7	National Apprenticed Trades Survey	National Apprenticeship Survey	Registered Apprenticeship Training Survey	Survey of Labour and Income Dynamics	Survey of Private Training School	University Student Information System	Human Resources Training and Development Survey	Survey of Growing Small and Medium Enterprises	Survey of the Cultural Sector of the Labour Force
provider		X	X	X	X	X	X	X		X
funding	X	X	X	X			X	X	X	X
location	X		X			X		X		
6. Outcomes	X	X	X				X	X	X	X
use of learned skills at work		X	X						X	X
satisfaction		X	X							X
impact of training on company								X	X	X
7. Barriers to education and training	X	X	X				X			X
8. Training needs		X						X	X	X
9. Expenditures on training							X	X	X	
10. School-work/work-school transitions		X	X		X					X
11. Labour market activity	X	X	X		X			X	X	X
Labour Force status	X	X	X		X					X
work schedule	X	X	X		X					X
occupation		X			X			X	X	X
industry	X	X	X		X			X	X	X
class of worker	X	X	X		X					X
multiple job holder indicator	X				X					
12. Business/industry	X	X						X	X	X
adequacy of training								X	X	
firm characteristic		X						X	X	
firm size					X			X	X	X
union membership	X	X			X					X

Expenditure			Special Interest Populations and Topics								
Survey Description	Human Resources Training and Development Survey	Survey of Uniform Financial Systems-School Boards	Aboriginal Peoples Survey	Displaced Workers Survey	Follow Up of 1986 & 1990 Graduates	Health and Activity Limitation Survey	School Leavers Survey	School Leavers Follow Up Survey	1988 & 1992 National Graduates Survey	Survey of Literacy Skills Used in Daily Activities	Unemployment Insurance Statistics
type of survey	business	administrative	household	household	household	household	household	household	household	household	government
periodicity	one-time	annual	first survey	one-time	one-time	5 years	one-time	one-time	one-time	one-time	monthly
sample size	census	census	135,000 households	census	40,814 & 36,280 households	148,000 households	9,460 households	6,284 households	40,814 & 36,280 households	13,571 households	varies
last survey date	1987	1996	1992	1986	1995	1992	1991	1995	1992	1989	1996
reference period	1986-1987	1993	1991	1981-86	1988-1991	1991	various	various	various	1988	Prior month
DATA											
1. Lowest geographic level	provinces	provinces & territories	Indian Reserves	provinces	provinces	Census Metropolitan Areas	provinces	provinces	provinces	provinces	Census Metropolitan Areas
2. Individual variables			X	X	X	X	X	X	X	X	X
demographic			X	X	X	X	X	X	X	X	X
income			X	X	X	X	X	X	X	X	X
ethnic origin					X		X	X	X		
citizenship							X	X		X	
family size											
children				X	X		X	X	X		
activity limitation			X		X	X	X	X	X	X	
3. Education/training-completed or attained			X	X	X	X	X	X	X	X	
highest level			X	X	X	X	X	X	X	X	
field of study			X		X				X		
4. Education/training-current	X	X	X	X	X	X	X	X	X	X	
job-related/personal interest	X			X		X		X		X	
field of study	X		X		X	X			X	X	
full/part-time attendance			X	X	X	X	X	X	X		
time invested	X				X		X	X			
5. Organization	X		X	X			X	X			
method of instruction	X										

Survey Description	Human Resources Training and Development Survey	Survey of Uniform Financial Systems-School Boards	Aboriginal Peoples Survey	Displaced Workers Survey	Follow Up of 1986 s & 1990 Graduate	Health and Activity Limitation Survey	School Leavers Survey	School Leavers Follow Up Survey	1988 & 1992 National Graduates Survey	Survey of Literacy Skills Used in Daily Activities	Unemployment Insurance Statistics
provider	X		X	X			X	X			
funding	X	X	X	X			X	X			
location	X		X	X			X	X			
6. Outcomes	X		X		X		X	X	X	X	
use of learned skills at work					X				X	X	
satisfaction			X		X		X		X		
impact of training on company	X										
7. Barriers to education and training			X		X	X	X		X		
8. Training needs	X		X		X	X	X	X			
9. Expenditures on training	X	X									
10. School-work/ work-school transitions				X	X		X	X	X		
11. Labour market activity	X		X	X	X	X	X	X	X	X	X
Labour Force status			X	X	X	X	X	X	X	X	X
work schedule			X	X	X	X	X	X	X		
occupation	X		X	X	X	X	X	X		X	X
industry	X		X	X	X	X	X	X	X	X	
class of worker			X	X	X		X	X	X	X	
multiple job holder indicator			X	X	X			X	X		
12. Business/ industry	X			X			X	X			
adequacy of training	X							X			
firm characteristic	X										
firm size	X			X							
union membership				X							

Census of Population and Housing

Summary and Value of the Data Source:

Every five years, the Census provides a comprehensive and complete socio-economic profile of Canadians, their families and households. Information from the Census sets the context within which adult education and training takes place. Due to the extended historical availability of Census information, changes in occupational structures, industrial structures, family structure, population demographics, educational attainment, and so on, over time, can be explored at various levels of geography. Information from the Census adds interpretive value to the analyses on adult education and training taking place in other surveys.

Survey Population:

The Census gathers information on all persons resident in Canada at the time of the Census. The population was counted at their usual place of residence, regardless of where they happened to be on Census Day. This method of enumeration is called the “de jure” approach to census taking. Also included are any Canadians staying in a dwelling on Census Day that have no usual place of residence elsewhere in Canada. The education questions are addressed to the non-institutionalized population (not living in nursing homes, penal institutions, orphanages, hospitals) 15 years of age and over. Respondents to this survey are individuals.

Data Collection Method:

Each household in Canada receives a Census questionnaire and information is gathered for every member of the household. Two collection methods were used for the 1996 Census: self-enumeration and canvasser enumeration. In self-enumeration areas, a questionnaire was dropped off at each household before Census Day. A member of the household was to complete the questionnaire on Census Day. Questionnaires were mailed back in pre-addressed envelopes. One household in five was randomly selected to complete a long questionnaire containing more detailed questions while

others filled a short questionnaire. In addition, a small number of households were enumerated by census canvassers who completed a long form questionnaire for these households by interview.

Collection Period:

Every five years (the first and sixth year of the decade), on an assigned day in June (May as of 1996), all households are asked to complete and return their Census forms.

Reference Period:

Respondents are asked to refer to the five years, nine months or week prior to Census day.

Historical Continuity:

Most variables are available since 1961 and are historically comparable. Some structural changes have occurred over time and questions are changed, added to or withdrawn from the Census questionnaires as specific issues become more or less relevant over time. Users looking at historical changes in a particular subject area should consult with the appropriate Census subject matter specialist to ensure continuity in the variable(s) over time.

Using Data Sources: See Case Studies

Limitations:

Structural changes in variables and definitions have taken place at various points in time. Other limitations include the fact that the information is only gathered every five years and that the Census makes no distinction between public and private schools.

Release Date: 1991 Census: May 11, 1993
1996 Census: Spring 1997

Survey Results: (1991 Census)

Publications:

Major Fields of Study of Post Secondary Graduates (Cat. 93-329)

Educational Attainment and School Attendance (Cat. 93-328)

Microdata: Public Use Microdata File (Individuals) (Family).

Special Requests:

These are available on a cost recovery basis by contacting the Statistics Canada Division listed below:

Customer Services Section

Census Operations Division

Tel: (613) 951-9532

Fax: (613) 951-0686

VARIABLE LISTING

Geography: Canada, provinces, territories

Demographics: age, sex, marital status

Person variables: income, mother tongue, ethnic origin, place of birth, religion, citizenship, interprovincial migration, immigration, activity limitations, member of a visible minority, family size, family structure, number and age of children in the family/household

Education/Training:

Completed/Attained: elementary/secondary school, college, university, trade/vocational, apprenticeship, highest level of attainment, completion, field of study

Current Activities: attendance in last nine months, attendance status

Labour Market:

Employed: usual work schedule, industry, occupation, class of worker, work absences

Unemployed: future employment plans

Not in the Labour Force: future employment plans.

General Social Survey (GSS)

Survey Objectives:

The GSS is a household survey, gathering information on individuals. It focuses on changes in Canadian demographic and social phenomena, social characteristics and living conditions over time. The survey is divided into five core content areas surveyed over a span of five years on a rotation basis. These core areas are: Education, Work and Retirement; Time Use (including educational activities); Health; Personal Risk; and Family and Friends. The two surveys reviewed in this manual are Education, Work and Retirement (Cycle 9); and Time Use (Cycle 7).

Education, Work and Retirement (Cycle 9)

Summary and Value of the Data Source:

In keeping with the objectives of the GSS as a whole, Cycle 9, Education, Work and Retirement deals specifically with trends seen in educational, labour market and retirement activities. Analysis is possible in areas such as past, current and future educational pursuits, field of study, reason for studies (career or personal interest), work and education relationship, labour market experience before and after educational activities and more. Since this survey includes a specific focus on persons who have or will be retiring, it enables an exploration of education throughout the life cycle and discussions on the lifelong learning phenomenon.

Survey Population:

Persons 15 years of age or older, living in the ten Provinces, excluding full-time institutional residents. Respondents to this survey are individuals.

Data Collection Method:

GSS Cycle 9 used Random Digit Dialling (RDD) to select the sample of approximately 11,800 households. One person, 15 years of age or older, was randomly selected from the household and completed the GSS questionnaire. Computer Assisted Interviewing (CATI) was used to collect information.

Collection Period:

Data was collected monthly from January 1994 to December 1994 inclusive.

Reference Period:

Cycle 9 used five different reference periods. Most questions asked the respondent to refer to either the previous five years, twelve months or six months. A few questions also asked the respondent to refer to four weeks and one week prior to the survey date.

Historical Continuity:

For the most part, the data from Cycle 9 is historically compatible with Cycle 4, the previous Education, Work and Retirement Cycle. Slight changes in coding and structure have occurred between these two cycles, of which users are advised in the Cycle 9 User's Manual.

Using the data: See Case Studies

Limitations:

Along with historical limitations, any survey dealing with sample population is subject to sampling error. Non-sampling error is another issue users should be aware of. Users should be prudent in establishing cause and effect relationships based on observed linkage between variables. Users should also familiarize themselves with the weighting procedures used in the GSS.

Release Date:

Data was initially released in June, 1995. A publication on retirement will be available in the Summer of 1996.

Survey Results:**Publications:**

Computer Use in the Workplace (Cat. 12F0052E)

Canada's Changing Retirement Patterns: Findings from the General Social Survey (CIP) (Not published as of the writing of this guide)

Age at Retirement: Different perspectives for men and women (Sept. 1995)

Human Resource Challenges of Education, Computers and Retirement (Cat. 11-612E no. 7)

Microdata: Public Use Microdata File (September 1995)

Special Requests:

These are available on a cost recovery basis by contacting the Statistics Canada Division listed below:

Housing, Family and Social Statistics Division

Tel: (613) 951-0878

Fax: (613) 951-0387

VARIABLE LISTING

Geography: Canada, provinces

Demographics: age, sex, marital status

Person Variables: family structure, income (personal and household), income sources, language, religion, physical limitations

Education/Training:

Completed/Attained: level of education attained, level of education completed, field of study, province of study, reason for studies, education interruptions

Current Activities: type of degree, diploma, certificate working towards, field of study, reason for studies, province of study, attendance status, computer training courses, level of skill

Future Education: main reason for studies, type of degree, diploma, certificate, field of study

Labour Market:

Employed: work schedule, class of worker, union membership, work interruptions, job tenure (seniority), multiple job holder indicator, firm size, job responsibilities, level of skill/knowledge needed for job, labour market transitions (promotion/job loss), occupation, industry, affect of technology (job security)

Unemployed: union membership, work interruptions, labour market transitions (job loss), occupation, ever been employed

Not in the Labour Force: ever been employed, labour market transitions, work interruptions, occupation.

General Social Survey (GSS)

Survey Objectives:

The GSS is a household survey, gathering information on individuals. It focuses on changes in Canadian demographic and social phenomena, social characteristics and living conditions over time. The survey is divided into five core content areas surveyed over a span of five years on a rotation basis. These core areas are: Education, Work and Retirement; Time Use (including educational activities); Health; Personal Risk; and Family and Friends. The two surveys reviewed in this manual are Education, Work and Retirement (Cycle 9); and Time Use (Cycle 7).

Time Use (Cycle 7)

Summary and Value of the Data:

Cycle 7 of the GSS deals specifically with how individuals spend their time on educational, labour market, pleasure and personal activities. The survey provides information on the amount of time invested in courses, type of courses taken (career or personal), full and part-time attendance, duration of studies, number of occurrences of educational activities and so on. These investments in education and training can be set in the context of the many other variables available from the file such as demographic variables, household relationships, income, family structure, paid and unpaid work and language variables etc. Since respondents complete a time use diary the sequencing of activities, including education, can be explored.

Survey Population:

Persons 15 years of age or older, living in the ten Provinces, excluding full-time institutional residents. As with Cycle 9, respondents to this survey are also individuals.

Data Collection Method:

The GSS used Random Digit Dialling to select a sample population of approximately 12,765 households. People without telephones were excluded from the survey, however this was less than 2% of the population. One person, 15 years of age or older, was randomly selected from the household to complete the survey.

Collection Period:

Data was collected monthly from January 1992 to December 1992 inclusive.

Reference Period:

Four reference periods were used in this survey. Respondents provided information on activities occurring twenty-four hours prior to the survey in a diary of events. Participation in education and cultural activities also referred to one week, one month, and twelve months prior to the survey date in the questionnaire.

Historical Continuity:

For the most part, the data from Cycle 7 is historically compatible with Cycle 2, the previous Time Use Cycle. Slight changes in coding and structure have occurred between these two cycles, of which users are advised in the Cycle 7 User's Manual.

Using Data Sources: See Case Studies

Limitations:

Due to the fact the different aspects of issues become more or less important with the changing times, structural changes such as coding definitions may occur with each cycle of the survey. Along with historical limitations, any survey dealing with sample population is subject to sampling error. Non-sampling error is another issue users should be aware of. Users should be prudent in establishing cause and effect relationships based on observed

linkage between variables. Users should also familiarize themselves with the weighting procedures used in the GSS.

Release Date:

Data was initially released in April 1993.

Survey Results:

Publications:

As time goes by... Time use of Canadians (Cat. 89-544E)

Where Does Time Go? (Cat. 11-612E no. 4)

Canadian Social Trends (Cat. 11-008E), quarterly

Microdata: File released in August 1993

Special Requests:

These are available on a cost recovery basis by contacting the Statistics Canada Division listed below:

Housing, Family and Social Statistics Division

Tel: (613) 951-0878

Fax: (613) 951-0387

VARIABLE LISTING

Geography: Canada, provinces

Demographics: sex, age, marital status

Person Variables: income (personal and household), number of children living at home, age of youngest single child

Education/Training:

Completed/Attained: highest level of education completed, highest level of education attained

Current Activities: attendance at program, course or training session, full-time/part-time, credit/non-credit courses, type of course or training session (course on TV, special lecture, special interest class, other study), number of occurrences of educational activity, time invested in courses/programs/homework, reasons for educational activities (career/self-development/hobbies/crafts pleasure, sale or exchange), total duration of courses/training session/lessons on a given day and in previous month.

Labour Market :

Employed: class of worker, usual schedule, number of paid employees, union membership, multiple job holder indicator, reasons for part-time work, duration of employment

Not in the Labour Market: year of last paid work.

Labour Force Survey (LFS)

Summary and Value of the Data Source:

Shifting labour market conditions play a major role in the level and manner in which adult education and training takes place. Changing occupational and industrial structures in the labour market are often the impetus for the training or up-grading of employees skills either by the employees themselves or with an employers support. High unemployment rates also lead to the pursuit of education and training. The Labour Force Survey collects data on labour market conditions and the demographic characteristics of the working-age population of Canada. It provides estimates of the number and characteristics of the employed, the unemployed and persons not in the labour force. Due to the extended historical availability of LFS information, changes in occupational structures, industrial structures, household composition, demographic detail and educational attainment are available for an extended period of time. Analyses can be conducted from either a broad geographic perspective (nationally) or a narrow one (provincial, census metropolitan area, census agglomerations). Information available from the Labour Force Survey adds contextual value to analyses on adult education and training.

Survey Population:

The Labour Force Survey gathers information on all persons aged 15 and over residing in Canada, except residents of the Northwest Territories, persons living on Indian reserves, institutional residents and full-time members of the Armed Forces.

Data Collection Method:

This survey uses a sample size of 52,000 households (size varies according to survey period). Each household is in the sample for six months, and is interviewed once a month for six months. Information is collected for each person in the household aged 15 and over. A personal interview is conducted

the first time, followed by telephone interviews in subsequent months. The survey is conducted for all twelve months of the year with one-sixth of the sample being new respondent households every month. The response rate is 95%.

Collection Period:

Data from this survey is collected during the week containing the 15th day of the month, every month of the year.

Reference Period:

Respondents refer to their labour force activities for the week containing the 15th day of the month.

Historical Continuity:

Data is available from 1966. Some structural changes took place in 1975, however, most data is historically consistent.

Using Data Sources: See Case Studies

Limitations:

There is no separation between public and private schools within this survey. In addition, the mobility of teaching and non teaching staff is impossible to trace. Due to this survey being conducted often, there are few limitations in terms of the age and availability of data. However, users should use caution when making historical comparisons with specific variables.

Release Date:

Data is released within 13 days of collection.

Survey Results:

Publications:

Labour Force Information (Cat. 71-001P), monthly

Labour Force (Cat. 71-001), monthly

Historical Labour Force Statistics (Cat. 71-201), annual
Labour Force Annual Averages (Cat. 71-220), annual since 1990

Occasional Publications:

Labour Force Annual Averages, 1981-1988 (Cat. 71-529), historical revisions

Analytic Reports:

Labour Market Activity of Disabled Persons In Canada (Cat. 71-535, no. 1)

The Decline of Unpaid Family Work in Canada (Cat. 71-535, no. 2)

Results from a Special Survey of Employers (Cat. 71-535, no. 3)

Other Sources published occasionally:

CANSIM (Canadian Socio-Economic Information Management System), Statistics Canada's publicly accessible database; for further information call (613) 951-8200

CD ROM – *Labour Force Historical Review* (1976 to most recent year)

Perspectives on Labour and Income (Cat. 75-001E), quarterly

Special requests:

These are available on a cost recovery basis by contacting the Statistics Canada Division listed below:

Labour Force Survey Sub-Division

Household Surveys Division

Tel: (613) 951-9448

Fax: (613) 951-2869

VARIABLE LISTING

Geography: Canada, provinces, Yukon, Census Metropolitan Areas, economic regions and 39 census agglomerations

Demographics: age, sex, marital status

Person Variables: family relationships, household composition, number of children, number of employed family members, type of dwelling, dwelling ownership

Education/Training:

Completed/Attained: elementary/secondary school, college, university, trade/vocational, apprenticeship, highest level of attainment, completion, highest degree, diploma, certificate received

Current Activities: school attendance, full/part-time, type of institution, towards a degree, certificate, diploma

Labour Market:

Employed: full/part-time, work schedule, job tenure (seniority), occupation, industry, class of worker, absences, reason for part-time work, responsibilities, multiple job holder indicator

Unemployed: main activity before unemployment, duration of previous job, flows into unemployment, methods of job search, type of job sought, duration of unemployment, future start date

Not in the Labour Force: discouraged worker indicator, main activity before joblessness, duration of joblessness, duration of previous job.

Labour Market Activity Survey (LMAS)

Summary and Value of the Data Source:

This survey allows for an exploration of the relationship between education/training and labour market experiences. The survey provides cross-sectional and longitudinal information on employment patterns, the characteristics of up to five jobs held during the calendar year, the level of unemployment, reasons preventing the respondents from working (including not enough skill or education for available jobs), participation in academic and skills training, and a number of demographic variables. Analyses may also be conducted in such areas as training participation by type of training, firm size, occupation, age, sex and so on.

Survey Population:

The population for this survey consists of persons aged 16-69 residing in Canada, except residents of the Yukon and Northwest Territories, persons living on Indian reserves, institutional residents and full-time members of the Armed Forces.

Data Collection Method:

The LMAS is based on a sub-sample of the Labour Force Survey (see previous survey listing) consisting of 60,000 households. Data was initially collected by both personal and telephone interviews as a supplement to the Labour Force Survey with a follow-up telephone interview one to two years later. Here, the respondents are individuals and this survey yielded a response rate of 95%.

Collection Period:

Data was collected during the month of January for each survey year (initial survey year and follow-up survey year).

Reference Period:

Respondents were asked to provide information for the previous calendar year.

Historical Continuity:

This survey was first conducted in 1987 and was done annually until 1991. Data is available for the 1986-1990 reference years.

Using Data Sources: See Case Studies

Limitations:

As different issues become more relevant, change in survey structure may have occurred in order to capture these changes. Users should take care to ensure that specific variables are comparable across time.

Release Date:

Data is released 10-12 months after collection.

Survey Results:

Publications:

A series of four profiles illustrating the range of information for a particular labour market group (on older workers, men, women and youths)
Perspectives on Labour and Income (Cat. 75-001E), quarterly
The Labour Force (Cat. 71-001), monthly, March 1986 issue
Flux: Two Years in the Life of the Canadian Labour Market: Findings of the Statistics Canada Labour Market Activity Survey (Cat. 71-538E)

Occasional Publications:

Patterns of Full- and Part-year Employment and Unemployment: Results of the Annual Work Patterns Surveys, 1977 to 1980 (Cat. 71-531)

Analytic Reports:

Wages and Jobs in the 1980's: Changing youth wages and the declining middle (Cat. 11F0019E, no. 17)

Microdata: Files are available in CD ROM format

Special Requests:

These are available on a cost recovery basis by contacting the Statistics Canada Division listed below:

LMAS Dissemination**Household Surveys Division**

Tel: (613) 951-4625

Fax: (613) 951-0562

VARIABLE LISTING

Geography: Canada, provinces, economic regions, Census Metropolitan Areas

Demographics: age, sex, marital status

Person Variables: salary/wages, sources of income, presence of children, ethnic origin, visible minority, language

Education/Training:

Completed/Attained: elementary/secondary school, college, university, trade/vocational, apprenticeship, highest level of attainment, completion, highest degree, diploma, certificate received

Current Activities: participation in academic or skill program, type of program

Labour Market:

Employed: class of worker, work schedule, duration of employment, union membership, firm size, industry, reason for absences from work (including attending school), occupation, multiple job holder indicator, number of jobs held, job satisfaction

Unemployed: duration of unemployment, job search activities, reason for absence from work (including attending school) reasons preventing from working (include lack of skills)

Not in the Labour Force: duration of absence from the labour force, reason for absence from work.

Survey of Labour and Income Dynamics (SLID)

Summary and Value of the Data Source:

The Survey of Labour and Income Dynamics follows individuals and households for six years, tracking their educational and labour market experiences and changes in income and family dynamics. As a longitudinal survey, SLID provides details on school-work and work-school transitions such as activity and employment following school-leaving or completion, integration into the labour market, time required to find the first full-time job, the stability of the first full-time job, wage and occupation in relation to education and major field of study and those returning to school following ventures into the labour market. Since respondents are interviewed each year, for a six year period, there is a rich opportunity to look at the flows between education/ training and work, in great detail and over time.

Survey Population:

All persons 15 years of age and older, living in the ten Provinces, excluding persons living on Indian reserves and institutional residents. Survey respondents are individuals in households.

Data Collection Method:

The sample population consists of overlapping panels of 20,000 households, each lasting for six years. The first panel (1993) was derived from the Labour Force Survey sample. A second panel will be added after three years (1996). Except for the first three years, the sample will remain at 40,000 households. A third panel will be added in 1999 with the retirement of the first panel maintaining the full sample size. Respondents, who are the individuals within the household, are contacted in January or February to collect labour information and in May to collect information on income and wealth.

Respondents initially complete a questionnaire that is a supplement to the Labour Force Survey. Twelve subsequent interviews take place over the next six years using Computer Assisted Interviewing (CATI). For members of a household younger than 15 years of age, household relationship, age, sex and school grade are collected. Those who are 15 complete the preliminary interview with the intention that they will respond to SLID's labour force questions once they turn 16 years old. Those entering a household (co-habitants) are given a preliminary interview upon becoming a member of the household and are included as long as they remain a resident of the household. Households that split into two or more households are followed and included in the panel.

Collection Period:

Information was first collected in January 1993. Subsequent interviews take place annually in January and May.

Reference Period:

The reference period for SLID is the calendar year prior to the survey.

Historical Continuity:

This is a new survey at Statistics Canada. Information from SLID can be compared to previous information from the Labour Force survey and the Labour Market Activity Survey. Caution should be used that variables of interest have been defined and coded the same way, and that weighting strategies are similar, when making cross-survey comparisons. Furthermore, while other surveys capture information for one point in time, SLID captures movement over time. SLID can also be used for annual (cross-sectional) estimates.

Using Data Sources: See Case Studies

Limitations:

SLID is intended to gather longitudinal information. Since it is a new survey, data collection has started, but is not complete, for a total longitudinal context. With a survey of this scope, non-response and sample attrition are the main source of bias.

Release Date: Initial release in March 1995.

Survey Results:**Publications:**

Dynamics of Labour and Income (Cat. 75-201E)

Dynamics (Newsletter), quarterly

Microdata: To be released in early 1996 in CD ROM format

Special Requests:

These are available on a cost recovery basis by contacting the Statistics Canada Division listed below:

**SLID Dissemination
Household Surveys Division
Tel: (613) 951-2891
Fax: (613) 951-3253**

VARIABLE LISTING

Geography: Canada, provinces. However custom tabulations can be produced at enumeration area level.

Demographics: age, sex, marital status

Person Variables: number of economic families, household and family size, composition, relationships, change in dwelling of entire household, number of children, age of oldest child, visible minority, mother tongue, country of birth, year of immigration, member of employment equity group, personal and family income, activity limitation.

Education/Training:

Completed/Attained: elementary/secondary school, college, university, trade/vocational, apprenticeship, highest level of attainment, completion, highest degree, diploma, certificate received, most recent diploma, certificate, degree received, type of institution where most recent diploma received, program length (full-time equivalence), year diploma, certificate, degree received, field of study, full/part-time study, duration of full/part-time study, province of study

Current Activities: type of institution, type of diploma, certificate, degree working towards, full/part-time attendance, field of study

Labour Market:

Employed: class of worker, work schedule, duration of current employment, wage/salary, number of years with at least 6 months of work, multiple job holder indicator, union membership, job tenure (seniority), job responsibilities, job characteristics, occupation, industry, firm size

Unemployed: number of years with at least 6 months of work, duration of unemployment, reason for job separation, duration of job search, characteristics of jobless spells

Not in the Labour Market: number of years with at least 6 months of work, duration of non-employment.

Adult Education and Training Survey (AETS)

Summary and Value of the Data Source:

The AETS provides the most comprehensive picture of adult education and training in Canada. The survey enables analyses to be conducted in such areas as, age, sex, marital status, income, educational attainment of participants, employer commitment, method of learning, types of activities, field of study, hours invested in learning and more. The large number of variables contained in the survey database permit analyses which are quite specific (e.g. number of persons with pre-schoolers in the home who are enrolled in university programs) or very general (e.g. participation rates of females in adult education and training in Canada). Survey data also permits extensive comparisons to be made between adults who participate in education and training and those who do not participate. Information gathered through the AETS can enhance interpretations developed through other research activities on labour force transitions, industrial change, the impact of technology, changing funding from governments for education and so on.

Survey Population:

All persons aged 17 years and older living in the ten Provinces, excluding persons living on Indian reserves and excluding full-time institutional residents.

Data Collection Method:

The Adult Education and Training survey was attached to the Labour Force survey in January 1992 and January 1994. Interviewers for the Labour Force survey conducted telephone interviews for approximately 46,000 households (this number varies by survey year). Within each household one respondent, aged 17 or older, was randomly selected to respond to the questions regarding adult education and training. In 1994 the response rate for the AETS was 87%.

Collection Period:

Data was collected in January, in the week containing the 15th day of the month.

Reference Period:

Respondents provided information for all credit and non-credit programs, courses, seminars, workshops, tutorials etc. taken in the previous calendar year.

Historical Continuity:

Data has been collected since 1984, however, the questionnaire structure and survey procedures changed between the 1983 and 1990 survey years (for example proxy responses were taken until 1991). While the information is available from each survey year, historical comparisons should only be considered for surveys conducted since 1992.

Using Data Sources: see Case Studies

Limitations: see Historical Continuity

Release Dates:

Master file: 8-9 months after collection

Microdata file: 8-9 months after collection

Survey Results:

Publications

Education Quarterly Review (Cat. 81-003), quarterly
One in Every Five: A Survey of Adult Education in Canada,
1984, (Secretary of State)
The 1990 Adult Education and Training Survey
The 1992 Adult Education and Training Survey

Microdata: Available in diskette or tape form

Special Requests:

These are available on a cost recovery basis by contacting the Statistics Canada Division listed below:

Centre for Education Statistics

Tel: (613) 951-1503

Fax: (613) 951-9040

VARIABLE LISTING

Geography: Canada, provinces, rural/urban indicator

Demographics: age, sex, marital status,

Person variables: income, mother tongue, ethnic origin, place of birth, activity limitations, member of a visible minority, family size, family structure, number and age of children in the family/household

Education/Training:

Completed/Attained: elementary/secondary school, college, university, trade/vocational, apprenticeship, highest level of attainment, completion, field of study, receive degree, diploma, certificate

Current Activities: type of degree, diploma, certificate working towards, participation in courses, workshops, seminars, tutorials, reason for education or training (career/job-related/personal interest), field of study, location/provider/ method of learning for program/course, full/part-time attendance, time invested in training/education, sponsorship, nature of employer support, employer initiated training/education, adequacy of training provided by the employer, training wants and needs (job related and personal), usefulness of skills learned through education and training at work

Labour Market:

Employed: full/part-time worker, usual work schedule, industry, occupation, class of worker, work absences, job tenure (seniority), multiple job holder indicator, firm size, union membership

Unemployed: future employment plans, duration of joblessness, occupation, duration of previous job

Not in the Labour Market: discouraged worker indicator, main activity before joblessness, duration of joblessness, duration of previous job.

Community College Student Information System (CCSIS)

Summary and Value of the Data Source:

Using administrative data, the CCSIS data base provides enrolment and graduate statistics Canada-wide from community colleges, and other institutions generally considered part of the publicly funded Canadian college system. This survey identifies returnees to the community college education system (those who have left their initial cycle of education, whose main activity in the last twelve months was not attending school and who have now returned to the formal college education system) and contains information such as demographic variables, types of programs taken, years invested in learning, previous educational experience and duration of program. Comparative analyses are possible between returnees, continuing students and new students.

Survey Population:

This survey reports on all students registered for programs which are eligible for academic credit in a diploma, certificate program or in a university transfer program. Also included are students registered in co-op programs who are on a work assignment at the time of the survey. Students registered for diplomas or certificates awarded by a professional body are reported if such programs form part of the regular offerings of the institution. This survey does not collect data from universities or those institutions offering only trade/vocational programs.

Data Collection Method:

CCSIS data is collected from college or Provincial Ministries of Education administrative records, electronic files or from a questionnaire completed

by a representative from the agency. CCSIS data is collected from all institutions offering non university postsecondary programs in every province and territory.

Collection Period:

Institutions are surveyed annually on November 1.

Reference Period:

The reference period for graduate data is from August 1 of the previous year, to July 31 of the current year. Enrolment data is collected as of October 31 of the current academic year.

Historical Continuity:

Files are available on the full-time post secondary enrolment of these institutions from the 1976-77 to the 1991-92 academic years, aggregate statistics are available from 1969-1970 to 1992-93 academic years, estimated full-time enrolment totals are available for the 1993-94 and 1994-95 academic years.

Using Data Sources: See Case Studies

Limitations:

It is not possible to directly match Census postsecondary figures with those found in CCSIS. The Census definitions of postsecondary and non university are more inclusive than those used for CCSIS.

Release Date:

CCSIS data is normally released approximately one year after the data has been requested from the institutions. However, the release date of data may be postponed if the information from the institutions is delayed.

Survey Results:

Publications:

Community Colleges and Related Institutions: Postsecondary Enrolment and Graduates, 1990-91 (Cat. 81-222), annual until 1990-1991.

Education Quarterly Review (Cat. 81-003), quarterly

Education in Canada (Cat. 81-229)

Special Requests:

These are available on a cost recovery basis by contacting the Statistics Canada Division listed below:

Centre for Education Statistics

Tel: (613) 951-1503

Fax: (613) 951-9040

VARIABLE LISTING

Geography: Canada, provinces, territories

Demographics: age, sex, marital status

Person Variables: geographic source of student by country or province, first language, immigration or legal status, country of current citizenship

Main Activity Prior to Enrolment: full-time student, type of institution, in the labour force, province of residence

Education/Training:

Completed/Attained: prior educational activity, highest level of education attained or completed

Current Activities: type of institution, full-time/part-time attendance, type of program, field of study, duration of program (years), current year of study, number of graduates, sponsorship (type of financial support).

Report on Enrolment in Trade/Vocational Training Programs

Summary and Value of the Data Source:

Enrolment information is gathered on an annual basis from community colleges, public vocational institutions, schools for nursing assistants and other special vocational schools in Canada where trade/vocational programs are offered. The age variable permits analyses to be conducted on students who are members of the adult population. Variables include age, sex, marital status, full or part-time attendance status, field of study, enrolment, number of completers and discontinuers, type of programs, duration of studies, sponsorship, geographic source of student and so on.

Survey Population:

All students in a full or part-time trade/vocational program at public post-secondary institutions. Although information is gathered about students, the information is collected through administrative records of Trade/Vocational education institutions.

Data Collection Method:

Prior to 1992-93 enrolment numbers were aggregated at the program level only. Beginning with the 1992-93 reporting year, individual and aggregate data have been collected for enrolments. In the event that student records cannot be collected, institutions are asked to provide enrolment numbers by program level. Aggregate data received from the institution is then disaggregated to the individual level.

Collection Period:

Data is collected in early November, each year.

Reference Period:

Institutions are asked to refer to academic year prior to the survey year.

Historical Continuity:

At the aggregate level historical continuity is possible across all survey years. At the individual level, records are available from the 1992-1993 survey year forward.

Using Data Sources: See Case Studies

Limitations:

Variables at the individual level are not available prior to the 1992-1993 survey year.

Release Date:

Data is released approximately 16 months after collection.

Survey Results:

Publications:

Trade/Vocational information prior to 1983-84 is available only in publication format in *Vocational and Technical Training* (Cat. 81-209), and *Students in Public Trade Schools and Similar Institutions* (Cat. 81-239)

Education Statistics Bulletin (Cat. 81-002):

Vol. 10, no. 5, *Full-time Enrolment in Trade and Vocational Programs in Canada, 1983-1984 to 1985-1986.*

Vol. 11, no. 2, *Full-time Enrolment in Trade and Vocational Programs in Canada, 1985-1986 to 1986-1987.*

Microdata: Microdata tapes are available from the 1984-1985 survey year forward

Special requests:

These are available on a cost recovery basis by contacting the Statistics Canada Division listed below:

Centre for Education Statistics

Tel: (613) 951-1503

Fax: (613) 951-9040

VARIABLE LISTING

Geography: Canada, provinces, territories

Demographics: age, sex, marital status

Person Variables: mother tongue, immigration or legal status, country of current citizenship, geographic source of student

Education/Training:

Completed/Attained: registration status at end of program, main activity (prior reporting year), location of main activity, educational attainment (prior to enrolment)

Current Activities: type of program, duration of program, field of study, year of study, sponsorship, full/part-time, registration status at beginning of program

Program Variables: number of enrolments, field of study, number of completions, year of study, duration of program, number of leavers, new registrants, continuers, number of completions by sex, number still enrolled.

Enrolment in University Non-Degree Continuing Education Programs

Summary and Value of the Data Source:

The Continuing Education survey provides a profile of enrolments in adult continuing education **non-degree** university programs. The survey provides information on these programs, which are more geared to the needs and circumstances of the adult population, on a number of variables.

Survey Population:

Students enrolled in continuing education courses in Canadian universities. This includes registered students in programs, courses, workshops, seminars, forums, and symposia which are not taken for university credit. As with the previous survey listed in this guide, data are collected from the administrative records of educational institutions.

Data Collection Method:

Surveys are distributed annually, usually within the first week of June of the reporting year. Universities, and their applicable departments and campuses, report enrolment information either electronically or directly on the survey.

Collection Period:

Information for this survey is collected annually.

Reference Period:

Universities are asked to refer to the previous academic year beginning July 1 of the previous year until June 30 of the current year (e.g. July 1, 1994-June 30 1995).

Historical Continuity:

Data is available for the years 1985 until 1991. Although there have been some structural changes to the way information is gathered, all data is historically comparable.

Using Data Sources: See Case Studies

Limitations:

The time frame for this survey is a full year of university enrolment. Thus the information gathered is a snapshot of one point in time. Patterns and changes that occur during the school year are difficult to measure.

Release Date:

Data was last released in March, 1995

Survey Results:

Publications:

Education Statistics Bulletin (Cat. 81-002), annual, 1989-1991: Vol. 15 no. 2, Vol. 12 no. 2

Continuing Education, Participation in Programs of Educational Institutions (Cat. 81-253), annual

Education Quarterly Review (Cat. 81-003), quarterly

Special Requests:

These are available on a cost recovery basis by contacting the Statistics Canada Division listed below:

Centre for Education Statistics

Tel: (613) 951-1503

Fax: (613) 951-9040

VARIABLE LISTING

Geography: Canada, provinces

Demographics: sex

Education/Training:

Current Activities: primary course objective, type of certificate/diploma, method of instruction, length of course (in hours), contract indicator (course provided by university alone, under contract with government department or agency, under contract with an association or organization, or under contract to business or industry), course fee per student, registration status, field of study, type of institution.

National Apprenticed Trades Survey

Summary and Value of the Data Source:

This special one-time survey is a continuation of the National Apprenticeship Survey (see the following listing in this Guide). It gives more recent information on apprentices who completed or discontinued their apprenticeship program. Information from the National Apprenticed Trades survey develops a profile of apprentices and allows such analyses as comparing and contrasting the labour activities of completers and discontinuers, examining the extent of geographic mobility after apprenticeship, determining a relationship between apprenticeship trade and occupation two to three years after apprenticeship, including the affect of subsequent education and/or training, labour market activities by trade and Province/Territory of training and the factors associated with discontinuing an apprenticeship program.

Survey Population:

The target population for the survey will cover both completers and discontinuers of apprenticeship programs in 1991. For this survey, respondents are individuals.

Data Collection Method:

Data was collected by telephone interviews using Computer Assisted Telephone Interviewing system (CATI). Individuals were surveyed approximately two years after leaving or completing the apprenticeship program. A randomly selected sample size of roughly 20,000 individuals.

Collection Period: November 1994 - January 1995

Reference Period:

Respondents referred to the period before and during their apprenticeship training. They also referred to the 12 months after their training, 12 months prior to the survey, and one week prior to the survey.

Historical Continuity:

This survey continues to gather similar information as seen in the National Apprenticeship Survey which measured completers and discontinuers in 1987. However, the National Apprenticed Trades Survey is structurally and methodological different from the earlier survey. Comparisons over time should be made with caution. Please consult the User's Guide for each survey for clarification of concepts and methodologies.

Using Data Sources: See Case Studies

Limitations: See Historical Continuity

Release Date: Data will be released during the Spring of 1997

Survey Results:

Special Requests:

These will become available on a cost recovery basis by contacting the Statistics Canada Division listed below:

Centre for Education Statistics

Tel: (613) 951-1503

Fax: (613) 951-9040

VARIABLE LISTING

Geography: Canada, provinces, territories

Demographic: age, age left high school, marital status, sex

Person Variables: move from different province or country 12 months before starting program, moved specifically to register in program, presence of children, language spoken most often at home, language spoken most often at work, disabilities, income, aboriginal person, ethnic origin

Education/Training:

Prior to Training Program: knowledge of training programs in high school, took subjects in preparation for training, self assessment of personal academic strength, time out of high school before first apprenticeship program, reason for time lapse, influence on decision for trade, main activity 12 months before apprenticeship program began, barriers to program

Completed/Attained: highest level of education completed/ attained, requirements for apprenticeship program, date of completion, certification/ interprovincial certification exam, reasons for not taking the exams, importance of these reasons, number of attempts, provincial certificate of qualification, opinion of the exam(s), additional certification, registered hours towards apprenticeship, number of separate training/educational courses taken

Current Activities: trade registered in, still registered as an apprentice in this trade, type of institution, satisfaction with in-class training, presence and type of barriers to continuing apprenticeship training, additional trades registered in, full/part-time, type of degree, diploma, certificate, trade or specialization, expected completion date, duration of course, sponsorship

Labour Market:

Employed: employed between high school and apprenticeship program, number of different employers, union membership, hours of trade work completed, work under contract, number of employers apprenticed with, duration of employment, are/did you work for an employer you apprenticed with, usual work schedule, industry, class of worker, job responsibilities, job satisfaction

Unemployed: employed between high school and apprenticeship program, unemployed for 6 months or more (12 months before apprenticeship), nature of difficulties finding an employer, temporarily laid off, number of occurrences, reasons for work interruptions, employed at all 12 months after training, duration of employment, main activity after program

Not in the Labour Force: employed between high school and apprenticeship program, employed at all 12 months after training, duration of employment, main activity after program, main reason for not being in the Labour Force.

National Apprenticeship Survey

Summary and Value of the Data Source:

This special one-time survey examines the additional education and training taken by individual apprenticeship registrants who completed or discontinued (without returning to complete) their apprenticeship training program. The survey gives a detailed demographic and education/training profile of apprenticeship completers and discontinuers, and examines their subsequent labour market experiences.

Survey Population:

Persons registered in an official Provincial/Territorial registered apprenticeship program, who either completed or discontinued their apprenticeship during the calendar years 1986 or 1987, excluding Quebec. Since the Quebec apprenticeship system functions differently from other provincial apprenticeship systems the records for this Province did not contain enough information to provide a satisfactory sample size.

Data Collection Method:

Administrative records from the provinces and Employment and Immigration Canada (now called Human Resources and Development Canada) were used to trace completers and discontinuers of apprenticeship programs from 1986 and 1987.

Data collection took place in two rounds of telephone interviewing. The first collection took place in late 1989, with an original sample size of 13,820. Due to a low response rate (37.6%), a second round of interviewing was carried out in the spring of 1990 bringing the total sample population to 23,220 people. From the sample of respondents who were screened-in, the survey yielded a response rate of 97%.

Collection Period:

Information was first collected between November 27 and December 15, 1989. Subsequent interviews took place between March 26 and April 12, 1990.

Reference Period:

For people who withdrew or completed their program in 1986, or 1987, questions were asked about the 12 months prior to the program, during the program, after the program, and the 12 months prior to the survey.

Historical Continuity:

The National Apprenticeship Survey was the first of its kind, therefore no previous historical comparisons are possible. However, the National Apprenticed Trades Survey of apprenticeship registrants was conducted in the spring of 1995 (see the previous listing in this Guide). Although there are structural and methodological differences between the two surveys, some comparisons can be made across time. Consult the User's Guide for each survey for clarification of concepts and methodologies.

Using Data Sources: See Case Studies

Limitations:

Slight coding changes have occurred between the National Apprenticeship Survey, and the National Apprenticed Trades Survey. In addition, various sample frames were used for the National Apprenticeship Survey. For an explanation and clarification on procedures used, please refer to the **Methodology Report and User's Guide** that accompanies this survey.

Release Date:

Approximately 6-8 months after the final round of data collection in the spring of 1990.

Survey Results:**Publications:**

National Apprenticeship Survey (1989/90): A Compendium of Findings

Microdata: These files are available

Special Requests:

These are available on a cost recovery basis by contacting the Statistics Canada Division listed below:

Centre for Education Statistics

Tel: (613) 951-1503

Fax: (613) 951-9040

VARIABLE LISTING

Geography: Canada, provinces, territories

Demographic: age, sex, marital status

Person Variables: family size, family structure, migration patterns before, during and after apprenticeship, language, total income, ethnic origin, apprenticeship trades

Education/Training:

Completed/Attained: level of certification, date received certificate, main activity prior to registration, type of institution, subject of study related to trade, preparation and experience, in-class training in trade, completion of required in-class training, educational completion (before program), major field of study, highest level of educational attainment

Current Activities: who initiated training, reason for registration in program, date first registered in program, satisfaction with apprenticeship training, training interruptions, number of occurrences, methods of assessment/progress, satisfaction with in-class training, in-class training interruptions, additional training since program, duration, sponsorship, main activity (past 12 months)

Labour Market:

Employed: labour force activity before apprenticeship, occurrences of unemployment during training, employment in trade after program (left or completed), duration, work with apprentice employer, industry, responsibilities, usual schedule, reasons for part-time work, class of worker, job satisfaction

Unemployed: labour force activity before apprenticeship, occurrences of unemployment during training, duration of unemployment

Not in the Labour Force: labour force activity before apprenticeship, occurrences of unemployment during training.

Registered Apprenticeship Training Survey

Summary and Value of the Data Source:

This annual survey collects administrative information from the provinces and territories on registrants in their apprenticeship programs. Information is available on both in-class and on-the-job training for new registrants, continuers, completers and persons who withdrew. Analyses can also be conducted with information on the types of certificates granted, duration of program, characteristics of registrants (age, sex) and more.

Survey Population:

All individuals registered with a province or territory taking apprenticeship training. Information was provided by Registered Apprenticeship administrators within Provincial/Territorial Departments of Education or Labour.

Data Collection Method:

This survey uses administrative data consisting of information for each individual registered in an apprenticeship program during the reporting year. Some data is reported in finer variable detail than other data depending on the availability of the information from a particular province/territory.

Collection Period:

Data for this survey is collected in January every year.

Reference Period:

The data collected refers to the year prior to the survey, beginning in January and ending in December.

Historical Continuity:

Although structural changes occurred in data collection after the 1991 survey, data continues to be historically compatible.

Using Data Sources: See Case Studies

Limitations:

Structural changes occurred in 1991, from collecting data by trade to collecting information by individual.

Release Date:

Data is released approximately 1 year after data collection.

Survey Results:

Publications:

Women in Apprenticeship in *Education Quarterly Review* Vol. 1, no. 4 (Cat. 81-003), quarterly

Microdata:

Special Requests:

These are available on a cost recovery basis by contacting the Statistics Canada Division listed below:

Centre for Education Statistics

Tel: (613) 951-1503

Fax: (613) 951-9040

VARIABLE LISTING

Geography: Canada, provinces, territories

Demographic: age, sex

Education/Training:

Completed/Attained: date certificate granted, reasons for leaving the program, in-school credits, on-the-job training credits, prior trade certification

Current Activities: trade, duration of program, average number of hours (per level), current year or level of program, registration status (at beginning of reporting period), final status (at end of reporting period), type of certificate received, date of registration, type of sponsor of apprenticeship contract or indenture, full/part time, expected time of completion.

Survey of Private Training Schools

Summary and Value of the Data Source:

This survey provides information on education and training activities taken outside the formal education sector, and outside the business/industry sector. This is the only survey which questions education providers outside the formal sector on the nature of their activities.

Survey Population:

The target population can be defined as those private institutions registered with a Province or Employment and Immigration Canada (now called Human Resources and Development Canada) which provided training in 1992. An institution is considered private if education/training is the primary function of the institution and it does not receive public funding.

Data Collection Method:

Administrative records consisting of provincial lists of registered or authorized private training institutions and the EIC's list of schools registered in the Certification Program for Private Educational Institutions provided the sample frame for this survey. Surveys were then distributed to the private training schools derived from these lists.

Collection Period:

Data was collected during the calendar year for 1993

Reference Period:

The Private Training Schools were asked to provide information for the 1992 calendar year.

Historical Continuity: This was a one time survey

Using Data Sources: See Case Studies

Limitations:

Various sampling frames were used for this survey and differences exist between the Provinces in defining Private Training Schools. For an explanation and clarification on procedures and definitions used, refer to the **Methodology and User's Guide** that accompanies this survey.

Release Date: June 1995

Survey Results:

Publications:

Education Quarterly Review (Cat. 81-003), quarterly, Fall 1995, Vol. 2, no. 3

Special Requests:

These are available on a cost recovery basis by contacting the Statistics Canada Division listed below:

Centre for Education Statistics

Tel: (613) 951-1503

Fax: (613) 951-9040

VARIABLE LISTING

Geography: Canada, provinces

Demographics: sex, percent of registrations of students who were older than 21 years of age

Training: various subject areas of study, type of program, number of registrants, duration of program (hours), successful completions (percent), number of institutions providing training, type of institution, number of instructors (full and part-time), number of institutions planning to offer training in immediate future.

University Student Information System (USIS)

Summary and Value of the Data Source:

The University Student Information System is compiled from the administrative records of Canadian universities. The data base provides Canada-wide enrolment and graduate statistics from degree-granting institutions. Data from these universities enable a general profile of students to be established. In addition, a profile of adult learners can also be established (through age and level of program variables), allowing for a broad range of analyses of this population. The results of this survey may enhance other data on adult education, giving a more complete picture of adults pursuing education through the public education sector.

Survey Population:

Enrolment statistics include all students registered for courses eligible for academic credit in a degree, diploma or certificate program from degree-granting institutions. Graduate statistics include all students who have received a degree, diploma, or certificate from a degree-granting institution.

Data Collection Method:

All student data is extracted from the administrative files of Canada's 74 universities.

Collection Period:

The collection period for preliminary data is from mid September to mid October of the survey year. Regular data is collected from the beginning of November to the end of January of the survey year.

Reference Period:

The prior academic year is used for enrolment data and the prior calendar year is used for graduate data.

Historical Continuity:

Information is available dating back to 1970. Revisions took place in 1978 with the inclusion of aggregation of some disciplines and the addition of previous student activity. In 1988, the elements marital status, home province, immigration status, and previous student activity were also revised.

Using Data Sources: See Case Studies

Limitations:

Although data are historically comparable, caution should be taken when comparing years before and after the survey revisions took place. Researchers must make a decision as to which age level is appropriate for a particular level of program (Bachelors, Masters, PHD levels etc.).

Release Date: One year after the reference academic year.

Survey Results:

Publications:

Education in Canada (Cat. 81-229)

Education Quarterly Review (Cat. 81-003), quarterly

Special Requests:

These are available on a cost recovery basis by contacting the Statistics Canada Division listed below:

Centre for Education Statistics

Tel: (613) 951-1503

Fax: (613) 951-9040

VARIABLE LISTING

Geography: Canada, provinces

Demographics: age, sex, marital status

Person Variables: geographic source of student by country or province, first language, immigration status, country of current citizenship

Education/Training:

Completed/Attained: prior educational activity, institution awarding degree, diploma, certificate, institution of registration, qualifications received, joint specialization

Current Activities: current student status (new student, returning/ongoing, re-entering student), field of study, duration of program, expected year of graduation, level of study, full/part-time attendance, qualification sought, body awarding degree/diploma/certificate, fee category, type of institution.

Human Resources Training and Development Survey

Summary and Value of the Data Source:

The Human Resources Training and Development Survey provides information on training taking place in industry. It examines the characteristics of the firms who train, the type of employees who receive training and the industry perception of government training assistance programs.

Survey Population:

The survey sample is drawn from the Statistics Canada Business Register (B.R.). The Business Register consists of all establishments which report employees, excluding Government Service Industries, Educational Service Industries, Health and Social Service Industries, Religious Organizations and Political Organizations.

Data Collection Method:

There were two streams for the collection of data. A questionnaire mail-out was used for small (less than 50 employees), single-industry, single-location companies. Telephone interviews were conducted for multi-industry and/or multi-location companies and for the large (50 or more employees) "single" companies. Small companies had a response rate of 42.2% and the larger, more complex companies responded at a rate of 64.6%.

Collection Period:

Data was collected in 1987.

Reference Period:

Respondents were asked to refer to the year previous to the survey date, from November 1, 1986 to October 31, 1987.

Historical Continuity:

This should be considered a one-time survey. As a consequence of differing methodologies and definitions, the results from this survey should not be compared to the Survey of Growing Small and Medium Enterprises, also listed in this guide.

Using Data Sources: See Case Studies

Limitations:

Particular care should be exercised when interpreting figures that are based on a relatively small number of cases or on small differences between the data. In making generalizations about the data, weighting procedures should be taken into account.

Release Date:

Information from this survey was released in 1990.

Survey Results:

Publications:

Human Resources Training and Development Survey Results, 1987
(Cat. 81-574E), occasional

Special Requests:

These are available on a cost recovery basis by contacting the Statistics Canada Division listed below:

Centre for Education Statistics

Tel: (613) 951-1503

Fax: (613) 951-9040

VARIABLE LISTING

Geography: Canada, provinces, territories

Training/Trainees: amount of formal training supported or directly provided, number of trainees, occupation of trainees, type of support offered by the employer, amount of training budget (in dollars), items included in training budget, assessment of meeting training needs of employees/firm, area of study in courses/training that took place, duration of training

Use of Government training programs: type of program used, programs would continue to use, assessment of government training programs

Impact of Training on Company: training objectives, ranking of objectives, number of employees who develop and deliver formal training programs, ability to meet the training needs of the employees/firm, total expenditure

Firm Characteristics: industry, company location (Canada and internationally), number of paid employees, number of full/part-time employees, occupational groups, number of employees per occupational group.

Survey of Growing Small and Medium Enterprises (GSMEs)

Summary and Value of the Data Source:

This survey compares the operating strategies and activities, including investments made in education and training, of growing small and medium business enterprises. The perceived importance of education and training, by business, as it relates to business growth is explored beside other growth strategies (for example, investments in research and development, investments in new technologies etc.).

Survey Population:

Eligible firms for this study were selected from a longitudinal file linking firms in 1984 and 1988. Small- and medium-sized enterprises were defined as having fewer than 500 employees and less than 100 million dollars in assets in 1984. Eligible firms must have shown growth in employment, sales and assets between 1984 and 1988. The sample population consisted of 2,157 randomly selected establishments. The survey sample was stratified proportionally to the population of eligible firms in five major economic regions and ten industries. Public institutions were excluded.

Data Collection Method:

This survey was conducted by mail with telephone follow-up. A response rate of 68.6% produced 1,480 valid responses from the 2,157 firms surveyed.

Collection Period:

Collection for the survey took place in 1992.

Reference Period:

Respondents were asked to answer questions referring to the three fiscal years prior to the survey (1989, 1990, 1991), with more detailed questions for the 1991 fiscal year.

Historical Continuity:

This should be considered a one-time survey. As a consequence of differing methodologies and definitions, the results from this survey should not be compared to the Human Resources Training and Development Survey also listed in this guide.

Using Data Sources: See Case Studies

Limitations:

Only growing firms are included in the sample.

Release Date: February 1994

Survey Results:

Publications:

Strategies for Success (Cat. 61-523RE), occasional
Business Strategies in Innovative and Non-Innovative Firms in Canada (Cat. 11F0019MPE no. 73)
Human Capital Development and Innovation: The case of Training in Small-and Medium-Sized Firms (Cat. 11F0019MPE no. 74)
Innovation: The Key to Success in Small Firms (Cat. 11F0019MPE no. 76).

Microdata: These files are available

Special Requests:

These are available on a cost recovery basis by contacting the Statistics Canada Division listed below:

Business and Labour Market Analysis

Tel: (613) 951-4676

Fax: (613) 951-5403

VARIABLE LISTING

Geography: Canada, provinces

Training: total expenditures on training, percentage of payroll, number of trainees (both full and part-time)

Impact of Training on Company: assessment of competitive position (includes employee skill level), important growth factors (including skill level), importance of development options (including training)

Firm Characteristics: firm size, occupations, sales distribution, type of investment allocations made in operating budget (including training).

Survey of the Cultural Sector of the Labour Force

Summary and Value of the Data Source:

This survey provides a detailed demographic, socio-economic and employment profile of individuals from the cultural sector of the Labour Force. It examines a broad range of issues including previous training and educational and education/training needs and wants. Results from the survey permit an investigation of the relationship between levels of education or training, labour patterns and financial situations for specific occupations and/or industries of this unique population.

Survey Population:

The target population for this initial data release is people working as administrators, other professionals and technicians in visual arts, crafts, design, literary arts, performing arts, film and video, broadcasting, cultural education and other libraries (excluding public libraries). The target population includes persons involved in these occupations since 1988 in all Provinces and Territories. From a list of 201,000 possible respondents, a sample population of 13,844 individuals were randomly selected to respond to the survey.

Data Collection Method:

Data collection was done through telephone interviews using the Computer Assisted Telephone Interviewing System (CATI). The collection of information occurred in four waves and a portion of the sample population was interviewed during each wave. The first wave of data collection began on June 16, 1994. A second wave was begun on July 12, 1994 and the last two waves were begun simultaneously on August 3, 1994.

The number of sampled individuals that responded to this survey was 8,188, which represents 59% of the total sample. However, once contact was made with an individual, the percentage of those that responded was quite high.

The number of people who provided a response was 83% of all those contacted (i.e. contacted response rate: 83%, sampled response rate: 59%).

Collection Period:

Data collection occurred between June 16, 1994 and August 25, 1995.

Reference Period:

Respondents were asked to refer to the calendar years of 1988 and 1993.

Historical Continuity:

Although other studies have been conducted in the cultural area of the labour force, this particular survey was the first of its kind.

Using Data Sources: See Case Studies

Limitations:

Data is not historically comparable.

Release Date: September 1995

Survey results:

Publications:

Culture Counts: Cultural Labour Force Survey Total Population (1991 SOC), (Cat. 87F0012E)

Special Requests:

These are available on a cost recovery basis by contacting the Statistics Canada Division listed below:

**Culture Statistics Program
Culture and Tourism Sub-Division
Tel: (613) 951-3136
Fax: (613) 951-9040**

VARIABLE LISTING

Geography: Canada, provinces, territories

Person Variables: geographic origin of respondent, immigration status, ethnic background, registered Indian, language, activity limitations, long term disability, income, sources of income, funding, employment barriers

Education/Training:

Completed/Attained: highest grade or level of formal education attained, type of institution, additional training received, impact of training, sponsorship, date of completion, geographic area of study, did you relocate for education/training, full/part-time attendance, language of study, satisfaction with training

Current Activities: awareness of government training programs, participation in government training programs, did you receive a training allowance/UI benefit for training, participation in vocational/employment/occupational training, level and subject of training, affect of technology on occupation, type of technological change, additional training as a result of technological change, job-related training wants and needs

Labour Market:

Employed: class of worker, occupation, duration of employment, job responsibilities, work schedule, start date, discipline, relation to cultural industry, use of contracts, work interruptions, location of work, satisfaction with location, firm size, number of locations, occurrences and type of benefits, union membership

Unemployed: have ever worked, reason for ending activity, looking for work related to cultural activity, job search strategies, difficulties in finding work, main reason not able take work, duration of unemployment

Not in the Labour Force: have you ever worked, reason for ending activity, reason for not looking for work

Volunteer: have ever worked, volunteer work schedule, type of activity, skills gained, reason for participation in volunteer work, type of training required for volunteer work.

Survey of Uniform Financial Information System – School Boards

Summary and Value of the Data Source:

This survey looks at the revenue and expenditure practices of the over 900 school boards across Canada, including revenues and expenditures on adult education programs (for adults completing elementary and secondary school through these boards). Board expenditures can be examined by function (adult education courses/programs), average expenditure per student, per capita of the population and more.

Survey Population:

All school boards in Canada, including the territories.

Data Collection Method:

Using administrative data provided by the school boards, the information is transcribed onto a questionnaire by Statistics Canada to ensure uniformity in reporting.

Collection Period: February to October of survey year

Reference Period: Previous calendar year.

Historical Continuity:

Total revenues by source of funds are available from 1900, as well as total expenditures by economic classifications. Total expenditures by function and by economic classification are available from 1973. However, survey revisions took place in 1982 and comparisons across survey years before 1982 should be conducted with caution.

Using Data Sources: See Case Studies.

Limitations:

Structural changes have occurred and all data may not be comparable across time. Other limitations of the data are that it is only available two years after the reference calendar year, and in some cases, the data may not be directly comparable with the data produced by the provinces and territories due to data uniformity requirements of the Centre for Education Statistics.

Release Date:

Data is released two years after the reference calendar year.

Survey Results:

Publications:

Education Quarterly Review (Cat. 81-003)

Education in Canada (Cat. 81-229)

A Statistical Portrait of Elementary and Secondary Education in Canada (Cat. 81-528-XPB)

Microdata:

CANSIM cross-classified data bases

Tables: 00590301

00590302

00590303

Special Requests:

These are available on a cost recovery basis by contacting the Statistics Canada Division listed below:

Centre for Education Statistics

Tel: (613) 951-1503

Fax: (613) 951-9040

VARIABLE LISTING

Geography: Canada, provinces, territories

School board enrolment in numbers: by function, including adult education

Expenditure by function: instruction for adult education and training courses/programs

Expenditure by economic classification: salaries and wages, fringe benefits, academic supplies and correspondence expenses for students in adult education/training courses/programs, fees and contractual services

Types and amount of School Board revenues: School Board revenues by per capita of population, per capita of labour force, per capita of employed population

Types and amount of School Board expenditures: School Board expenditures per student, by per capita of population, per capita of labour force, per capita of employed population. School board expenditures reduced by adult education expenditures.

Aboriginal Peoples Survey (APS)

Summary and Value of the Data Source:

The primary objective of this survey was to provide a wide range of detailed information about schooling and education, employment, language, culture, housing, and other characteristics of persons who were identified as Aboriginal through the 1991 Census. This survey provides the most comprehensive socio-economic and demographic profile of Aboriginal people. The data file contains information on enrolment and graduation data, language of schooling, location of education/training, where respondents lived while attending school and respondent satisfaction with the public school system. This survey provides an opportunity to understand the education/work relationship for Canada's Aboriginal adult population.

Survey Population:

The target population for the APS was all persons living in Canada at the time of the 1991 Census who reported Aboriginal origins, and/or reported being a registered Indian under the *Indian Act* of Canada. A sample population was randomly selected from this group, who were then asked to complete the Aboriginal Peoples Survey questionnaire.

Data Collection Method:

Data were collected through personal interviews with respondents. For this survey, proxy answers were allowed if the selected respondent was absent or, most often in the case of children under 12 years old, where the respondents were not expected to have all the information themselves.

To accommodate the overall needs of data users, and to facilitate the coverage of a population distributed over a large geographic area, each Province was divided into two parts or "domains" for data collection. Domain 1 covered communities with a high concentration of Aboriginal

persons including Indian reserves and settlements. Domain 2 covered the remainder of the province. The response rate for the first domain was 79% and 78% for the second domain.

Collection Period:

Data were collected between October 1991 and January 1992.

Reference Period:

Respondents referred to the period since January 1990 and the week prior to the survey, although numerous other reference periods were used in this survey. Please consult the APS user's manual for more clarification or call the contact number listed below.

Historical Continuity:

As this is the first post-census survey on Aboriginal People in Canada, historical comparisons are not possible.

Using Data Sources: See Case Studies

Limitations:

Statistics Canada may refuse to compile data and may suppress parts of tabulations deemed unreliable or potentially damaging to individual confidentiality. This situation may arise regarding requests made if the data concern an Aboriginal community of less than 40 individuals. In addition to reliability and confidentiality conditions, no compilation that includes figures on income will be made for an area in which the population (excluding residents of institutions) is less than 250 individuals. All statistics drawn from the APS database are estimates based on a probability survey conducted on a sample of Canada's Aboriginal population. Consequently, these statistics are subject to both sampling and non sampling error.

Release Date: Data were released in 1993 through March 1994

Survey Results:

Publications:

*User's Guide to 1991 Aboriginal Data
Schooling, Work and Related Activities, Income, Expenses and
Mobility (Cat. 89-534)*

Analytic Reports:

*North American Indians-A Statistical Report
The Metis-A Statistical Report
The Inuit-A Statistical Report*

Microdata:

The 1991 Aboriginal Peoples Survey Microdata File

Special Requests:

These are available on a cost recovery basis by contacting the Statistics Canada Division listed below:

Post-Census Surveys Program

Tel: (613) 951-1584

Fax: (613) 951-2906

VARIABLE LISTING

Geography: Canada, provinces, (CMA) Census Metropolitan Areas, Indian Reserves and Settlements.

Demographics: age, sex, marital status

Person Variables: Aboriginal identity, Aboriginal origin, registered Indian, ability to speak and write in an Aboriginal language, teacher of Aboriginal language skills, participation in traditional Aboriginal activities, disabilities, health limitations, personal support networks, geographic mobility, receipt of income during 1990, these are not person variables, but rather dwelling variables

Education/Training:

Completed/Attained: number of high schools attended, location of schools, place of residence while attending school, satisfaction with schooling, level of education completed, field of study, training courses, assistance for training, total number of training courses

Current Activities: level of program for current studies, type of assistance received for schooling, source of assistance, part-time/full-time attendance, field of study

Labour Market:

Employed: industry, occupation, multiple job holder indicator, duration of latest job, other activities done for money since 1991, additional non-paid work to support family, class of worker, future plans to own a business, barriers for owning a business

Unemployed: number of jobs in 1991, reasons for not finding a job, other activities done for money since 1991, non-paid work to support family, future plans to own a business, barriers for owning a business

Not in the Labour Force: if wanted work reasons for not looking for work, future plans to own a business, barriers for owning a business.

Displaced Workers Survey

Summary and Value of the Data Source:

The primary objective of the Displaced Workers Survey was to estimate the number of Canadians who were displaced from a job or business during the five-year period from January 1, 1980 to December 31, 1985. The data collected provides insight into the reasons for job displacement, the consequences of job displacement and the role of education and training in attending to this situation. The survey collects information on the type and amount of training and retraining following job displacement, government training benefits, unemployment insurance benefits, period of time respondents were without work, geographical shifts, patterns of stability within industries and occupations, the number of workers affected by job displacement and the reasons for such displacement.

Survey Population:

The target population for the Survey of Displaced Workers was all persons 20 years of age and older living in Canada. The survey was conducted as a supplemental to the Canadian Labour Force Survey and used a sub set of the rotation groups for a sample population. By design, residents of Indian reserves, full-time members of the Canadian Armed Forces, inmates of institutions and foreign diplomats were excluded from the target population. The exclusion represents less than 2% of the population.

Data Collection Method:

The Displaced Workers Survey was a supplement to the January 1986 Labour Force Survey. The interviews were conducted as either telephone or personal visit interviews depending on the method used to collect the monthly Labour Force Survey information.

Collection Period:

Data collection took place between January 20 and January 25, 1986.

Reference Period:

Respondents referred to the time since January 1, 1980 and December 31, 1985.

Historical Continuity:

As this was a one time survey, historical comparisons are not possible.

Using Data Sources: See Case Studies

Limitations:

Due to the nature of the sample taken for the Survey of Displaced Workers, users should become familiar with weighting procedures, release policy and data reliability before releasing any estimates from the Survey of Displaced Workers. Sampling rates as well as non response rates varied significantly from region to region within province.

Release Date: Winter 1986

Survey Results:

Microdata: File available (75M000AXDB), \$ 500.00

Special Requests:

These are available on a cost recovery basis by contacting the Statistics Canada Division listed below:

**Special Surveys Group
Household Surveys Division**

Tel: (613) 951-4589

1 800 461-9095

Fax: (613) 951-2869

VARIABLE LISTING

Geography: Canada, provinces

Demographics: age, sex, marital status

Person Variables: presence of children, weekly salary

Education/Training:

Completed/Attained: highest level of education obtained

Other Activities: Activities taken by respondents after they lost their job.

Labour Market:

Employed: multiple job holder indicator, work schedule, total hours worked last week, class of worker, industry, occupation, job tenure (seniority), labour market transitions, firm size, union membership

Unemployed: number of weeks before new job starts, total hours worked last week, job search strategies, availability for work, reason for leaving last job, occupation, labour market transitions, duration of previous job, number of jobs lost, firm size (last job), union membership, received unemployment insurance benefits

Not in the Labour Force: reasons left last job, number of jobs lost.

1991 Follow Up of 1986 Graduates 1995 Follow Up of 1990 Graduates

(1991 FOG / 1995 FOG)

Summary and Value of the Data Source:

These surveys are respectively a follow up of the 1988 National Graduates Survey of the 1986 Graduates and of the 1992 National Graduates Survey of the 1990 Graduates focusing on the same samples of graduates. The objectives of the Follow Up Surveys are to obtain information on the exposure of graduates to additional training, employment and occupation, the relationship between education/training and labour market activities and the longer term labour market experiences of graduates. This longitudinal framework (5 years after graduation) makes an important contribution to the exploration of school/work -work/school transitions for Canada's young adults. Readers are referred to the National Graduates Survey, 1988 and 1992, also listed in this Guide.

Survey Population:

The survey's base population was graduates from Canadian postsecondary education institutions who completed the requirements for degrees, diplomas, or certificates during the 1986 calendar year in the case of the 1991 FOG and 1990 calendar year for the 1995 FOG. The population excludes: graduates from private postsecondary education institutions; those who completed continuing education courses at universities or colleges (unless they led to degrees or regular diplomas or certificates); those who took part-time trade courses while employed full-time; persons who completed vocational programs lasting less than three months; persons in apprenticeship programs; graduates of basic training or skill development programs; and graduates of military colleges.

Data Collection Method:

Both surveys used telephone interviews to collect information from graduates. Interviewers attempted to contact all respondents from the previous National Graduates Survey. Proxy answers were not accepted. The 1991 FOG was able to obtain information from 88% of the 40,814 graduates of the 1988 National Graduates Survey. On the other hand, the 1995 FOG results were derived from 85% of the 36,280 of the 1992 National Graduates Survey.

Collection Period:

1991 FOG data were collected in March 1991.
1995 FOG data were collected in March 1995.

Reference Period:

Respondents were asked to refer to the week prior to the survey and the calendar years 1988 and 1990 in the case of the 1991 FOG and years 1992 and 1994 for the 1995 FOG.

Historical Continuity:

This Follow Up Survey is to be used in conjunction with the 1988 and 1992 National Graduates Surveys.

Using Data Sources: See Case Studies

Limitations:

Users should become familiar with coding definitions for such things as field of study, and trade, to assure compatibility with coding used in other surveys.

Release Date: 1991 FOG data became available in January 1994.
1995 FOG data will be released in Spring of 1997.

Survey Results:

Publications:

The Class of 86 Revisited: A Compendium of findings of the 1991 Follow-Up of 1986 Graduates Survey with comparisons to the 1988 National Graduates Survey

Microdata: File is available for the 1991 FOG Survey.

Special Requests:

These will be available on a cost recovery basis by contacting the Statistics Canada Division listed below:

Centre for Education Statistics

Tel: (613) 951-1503

Fax: (613) 951-9040

VARIABLE LISTING

Geography: Canada, provinces

Demographics: age, sex, marital status

Person Variables: income, number of dependent children, activity limitations, participation in Employment and Immigration Canada financial assistance programs, ethnic/cultural background, long term disabilities.

Education/Training:

Completed/Attained: highest level of education as of May 1988 and March 1991 in the case of the 1991 FOG and May 1992 and March 1995 in the case of the 1995 FOG, field of study, date of completion

Current Activities: type of degree, diploma, certificate, license currently working towards, field of study, year of completion, additional education or training, full/part-time attendance, satisfaction with educational program, retrospective choice of study

Labour Market:

Employed: education/work relationship, work schedule, employed full-time for 6 months or more, employed with same employer continuously, multiple job holder indicator, occupation at main job, responsibilities, class of worker, permanent or temporary position, industry, level of education needed when first selected for job, specific field of study needed for employment, prior work experience needed, job satisfaction, work schedule, underemployment, full-time/part-time status, importance of education / job relationship, satisfaction with pay, reason for working part-time

Unemployed: will respondent be starting a job at a definite date in future, looking for full-time job, duration of unemployment, main activity while unemployed, reason for being without a job

Not in the Labour Force: duration of not working, main activity while not in the Labour Force, reason for not looking for a job.

Health and Activity Limitation Survey (HALS)

Summary and Value of the Data Source:

The Health and Activity Limitation Survey was designed to investigate the needs and concerns of persons with disabilities in Canada. Barriers to both the education system and the Labour Force are explored in detail. Information is available on type of disability, severity of disability, type of assistive aids, respondents educational attainment, current educational pursuits, change in educational choices, reason for that change, Labour Force activity and changes in Labour Force activities. This survey provides a unique opportunity to understand the particular education/work transitions faced by this population.

Survey Population:

The target population of HALS consisted of all persons with a physical or psychological disability who were living in Canada at the time of the 1991 Census. A random sample was taken from the respondents to the activity limitation questions on the 1991 Census. The sample excluded persons living on Indian reserves, residents of penal institutions correctional facilities, military camps, campgrounds and parks, soup kitchens, merchant and coastguard ships and children's group homes. The total sample population for the Household Survey consisted of 148,000 children and adults. For the Institutions Survey, the 1991 Census of Population provided the list of institutions from which a sample was selected based on type and size. Approximately 900 institutions were selected and the sample of residents included approximately 10,000 persons.

Data Collection Method:

Most household interviews were conducted by telephone, while in some cases personal interviews were carried out. For this survey, proxy responses were permitted. The Household Survey yielded a response rate of 87%. All of the institutions interviews were done in person and, whenever possible,

with the selected individual. However if the resident was not able to answer the questions due to their condition, the interviews were conducted with the help of the institutional staff or next-of-kin. The response rate for the Institutions Survey was 96%.

Collection Period:

Data collection for the Household Survey took place in the fall of 1991, immediately after the 1991 Census. The Institutions Survey was conducted in early 1992.

Reference Period:

Respondents to this survey were asked to refer to different reference periods depending on the subject matter of the questions (i.e. April 1991, one week, four weeks and 12 months prior to being surveyed).

Using Data Sources: See Case Studies

Limitations:

Although the same health and activity limitation question is asked on both the 1986 and 1991 Census of Population, the question posed in 1991 was broken down into two parts. Structural changes may have occurred between the 1986 and 1991 HALS.

Release Date:

Information collected from this survey was released in October 1992, July 1993 and February 1994.

Survey Results:

Publications:

Adults with Disabilities: Their Employment and Education Characteristics (Cat. 82-554)

Microdata: Available for adults living in households and institutions.

Special Requests:

These will be available on a cost recovery basis by contacting the Statistics Canada Division listed below:

Post-Census Surveys Program

Tel: (613) 951-3119

Fax: (613) 951-2906

VARIABLE LISTING

Geography: Canada, provinces, territories, (CMA)

Demographics: age, sex, marital status

Person Variables: income, sources of income, type of disability/ limitation, cause of condition, age first occurred, technical aids used, use of prescription drugs, limitations in daily activities, need of specialized transportation, need of specialized accommodation, affect of condition on lifestyle, condition or health problem as a barrier to formal education

Education/Training:

Completed/Attained: number of years of formal education completed

Current Activities: courses/programs being taken towards a degree, certificate or diploma, full/part-time attendance, type of school/classes, participation in work related training

Labour Market:

Employed: work schedule, industry, occupation, job responsibilities, changes in duties due to health condition, limitation in the amount of work able to accomplish, use of assistive aids at work, appropriate building accommodations, participation in affirmative action/employment equity programs, experience with discrimination, action taken against discrimination

Unemployed: reason for not working, involvement with volunteer organizations, date last worked, industry, occupation, job responsibilities

Not in the Labour Force: reason for not working, involvement with volunteer organizations, if worked previously the date last worked, industry, occupation, job responsibilities duties, barriers discouraging one from working.

School Leavers Survey (SLS)

Summary and Value of the Data Source:

The primary objective of the survey was to establish a leaver rate for Canada & the provinces and to investigate factors associated with school leaving. The survey compares labour force and quality of life experiences between those who left high school before graduation (leavers), those who successfully graduated from high school (completers), and those who are still in the high school system (continuers). Education and training taken since leaving high school (including a return to high school) for school leavers and school completers is examined by nature of program, employer-sponsorship, duration of studies, field of study and so on. Demographic information is available for all three groups and labour force information is available for those who participated in the labour market. This survey makes a particular contribution to the exploration of school-work and work-school transitions, and to an understanding of the relationship between education/training, work and quality of life for young Canadian adults. (Also see the following survey summary in this Guide, entitled School Leavers Follow-Up Survey)

Survey Population:

The survey population base was the Family Allowance file, and the target population was aimed at young adults aged 18-20. The sample population included those who fell within this age range as of April 1st 1991, residing in one of the 10 provinces in Canada.

Data Collection Method:

Data collection for the School Leavers Survey was conducted by telephone on a Computer Assisted Telephone Interviewing (CATI) system. Of the 10,782 young adults traced through the Family Allowance file, 9,460 completed the survey creating a response rate of 88%.

Collection Period: April to June 1991

Reference Period:

Due to the nature of the questions, the period of time the respondent is asked to refer to varies throughout this survey. The reference periods range from one week prior to the survey, 12 months prior to the survey, the respondents first job, or the time the respondent was in high school etc.

Historical Continuity:

As this was a one time survey, historical comparisons can not be made.

Using Data Sources: See Case Studies

Limitations:

Due to tracing difficulties, there may be a potential bias problem in the methodology used for the survey. Although the survey, like many others, is subject to sampling and non-sampling errors, quality assurance measures were taken to reduce the chance of non-sampling error. With this survey, it is not possible to fully estimate the impact of non-traditional education routes, and it is difficult to evaluate the impact of secondary school graduation, or not, upon entry-level jobs.

Release Date: September 1993

Survey Results:

Publications:

School Leavers Survey, microdata user guide, ECTD, 1992
Leaving School: Results from a National Survey Comparing School Leavers and High School Graduates 18 to 20 years of age, (Human Resources Development Canada), 1993
Qualitative Research on School Leavers, Summary Final Reports, Statistics Canada, 1991
High-school "Non-completion" Rates: A Map of Current Measures, ECTD, May 11, 1993

Microdata: file available

Special Requests:

These are available on a cost recovery basis by contacting the Statistics Canada Division listed below:

Centre for Education Statistics

Tel: (613) 951-1503

Fax: (613) 951-9040

VARIABLE LISTING

Geography: Canada, provinces

Demographics: age, sex, marital status

Person Variables: income, sources of income, satisfaction with income, literacy/numeracy skills, number of dependent children, quality of life issues (satisfaction with life, nature and duration of social activities, use of alcohol/drugs, criminal convictions), year of immigration to Canada, language used most often

Education/Training:

Completed/Attained: date last were in school, full/part-time attendance at that time, type of institution, location of last institution, grades failed in elementary school, subjects of difficulty, grade average last full term/year before leaving/graduating from school, high school graduates, satisfaction with the school system, satisfaction with teachers, extracurricular activities,

social acceptance at school, school attendance record, worked while at school, reason for leaving or considering leaving school, completed additional training program, highest grade completed

Current Activities: (for continuers and returners) current level of schooling, number of times changed schools, returned to school, number of months between first and last time of dropping out, did/have considered dropping out of school, did drop out of school, reason for return to school, reason for not leaving school, additional courses taken since leaving school, type of institution for additional courses, plans on finishing high school, received training from employer, major field of study, program or course, duration of program

Labour Market:

Employed: worked during last school year (leavers, graduates), presently working (continuers), work schedule, job responsibilities, employment since leaving school, number of jobs held in the last 6 months, occupation, job satisfaction, work schedule

Unemployed: employment since leaving school, number of jobs held in the last 6 months, responsibilities of last job, occupation of last job, left job within last year, employment search strategies

Not in the Labour Market: employment since leaving school, number of jobs held in the last 6 months, responsibilities of last job, occupation of last job.

School Leavers Follow Up Survey

Summary and Value of the Data Source:

The School Leavers Follow Up Survey continues to develop a comparative profile of education/training, quality of life and Labour Force experiences between persons identified as high school leavers, completers and continuers at the time of the first survey (see the previous survey summary in this Guide, entitled School Leavers Survey). This survey is especially important for the information provided on the varying experiences in adult education/training and employment for these three groups over the long term.

Survey Population:

Those who participated in the School Leavers Survey in 1991.

Data Collection Method:

In the School Leavers Survey, respondents provided an address and telephone number where they could be reached if Statistics Canada wanted to contact them for a follow-up. This was in addition to the telephone number and address of a friend, relative or neighbour who could be contacted if the individual moved. Using this, plus additional tracing methods such as directory assistance, individuals were again contacted by telephone using a Computer Assisted Interviewing (CATI) system. Approximately 66% of the School Leavers Survey respondents provided data for the 1995 School Leavers Follow Up Survey.

Collection Period: September to December 1995

Reference Period:

The reference period varies throughout the survey. For example, for some questions on education/training, respondents were asked to refer to the

present, for some questions regarding Labour Force activities, the week prior to the survey. The survey asked about Labour Force activities since last in high school full-time, skills used in the last twelve months and so on.

Historical Continuity:

This was a one time survey specifically following an intended population. Historical comparisons will not be possible, except with the preceding survey (see previous survey summary in this guide, entitled School Leavers Survey).

Using Data Sources: See Case Studies

Limitations:

Limitations with methodology and analyses as seen in the School Leavers Survey may be seen within this survey because the same population is used. However, it may be easier to see the impact between Secondary school graduation, or not, on entry level jobs, in addition to the impact of returning to high school.

Release Date: Preliminary results were released in October 1996

Survey Results:

Publications: Initial release due Fall of 1997

Microdata: File available by Spring of 1997

Special Requests:

These will be available on a cost recovery basis by contacting the Statistics Canada Division listed below:

Centre for Education Statistics

Tel: (613) 951-1503

Fax: (613) 951-9040

VARIABLE LISTING

Geography: Canada, provinces

Demographics: age, sex, marital status

Person Variables: income*, assessment of literacy, writing, communication and learning skills, group/teamwork activities and skills, amount of time spent volunteering, dependant children, with whom does respondent live

Education/Training:

Completed/Attained: date last in high school, junior high or elementary school full-time, high school graduation diploma (or equivalent), returned to high school, junior high, elementary school, date of return, full/part-time attendance, province of schooling, highest grade of career/job related education or training completed/ attained, education taken towards certificates, diplomas, degrees, field of study, date of completion of requirements, full/part-time attendance

Current Activities: attending/returning to high school, junior high, elementary school, full/part-time attendance, expected date of graduation, taking training/education at school, college or university, taking job-related education/training while employed*, attending school, college, university while employed*, mainly student or worker*, employer support*

Labour Market:

Employed: multiple job holder indicator, work schedule*, industry*, job responsibilities*, permanent/temporary job*, class of worker, duration of employment, where job was found*, job satisfaction, number of different employers

Unemployed: waiting for new job to begin, main reason for not working, reasons for difficulty in finding a job, number of reference jobs held since high school, junior high, elementary, duration of reference jobs, number of different employers, duration of joblessness, duration of time looking for work, main activities when without work

Not in the Labour Force: main reason for not working, ever worked, number of different employers, duration of joblessness, main activities when without work.

* These questions are asked of all reference jobs including the respondent's first reference job since last in high school, junior high, or elementary school. For a definition of Reference Job, please see the glossary.

1988 National Graduates Survey

1992 National Graduates Survey

Summary and Value of the Data Source:

These surveys examine the school-work transition experiences of 1986 or 1990 graduates (respectively) from universities, colleges, and trade/vocational programs. The purpose of the surveys is to monitor the transitions experienced by recent graduates from postsecondary formal school systems into the labour market, over an extended period of time. Of interest to those concerned with adult education and training is the inclusion of exposure to additional training after graduation, employment, occupational and geographical shifts, and the relationship between education/training and labour market experiences. Readers are referred to the Follow Up of Graduates Survey, also listed in this Guide.

Survey Population:

The survey's base population was graduates from Canadian postsecondary education institutions who completed the requirements for degrees, diplomas, or certificates during the 1986 calendar year. The population excludes: graduates from private postsecondary education institutions; those who completed continuing education courses at universities or colleges (unless they led to degrees or regular diplomas or certificates); those who took part-time trade courses while employed full-time; persons who completed vocational programs lasting less than three months; persons in apprenticeship programs; graduates of basic training or skill development programs; and graduates of military colleges. The 1992 National Graduates Survey used the same population, however, these graduates were from the 1990 calendar year.

Data Collection Method:

Both surveys used telephone interviews to collect information from graduates. For the 1988 survey, 40,814 respondents were contacted and

responded to the survey, for a response rate of 77%. For the 1992 survey, 36,280 respondents were contacted and completed the survey, for a response rate of 71%.

Collection Period:

Information for the 1988 survey was collected in May and June 1988. For the 1992 survey, information was collected in June 1992.

Reference Period:

Numerous reference periods were used for these surveys. Respondents were asked to refer to the calendar year of 1986 or 1990 (according to the survey group), one week prior to the survey, 12 months before enrolment in postsecondary studies, 12 months after graduating/completing postsecondary studies, the last week in October and January 1991, and the period since graduation or completion of studies 1987.

Historical Continuity:

Some comparisons may be made between the two National Graduates surveys. However, users should be aware of potential structural changes. The 1988 National Graduates Survey is more historically comparable with the Follow Up of 1986 Graduates Survey also listed in this guide.

Using Data Sources: See Case Studies

Limitations:

Users should become familiar with coding definitions for such things as field of study, and trade, to assure compatibility with coding used in other surveys. This is in addition to structural changes that may have occurred between surveys.

Release Date:

The information from the 1992 survey became available in the Fall of 1995.

Survey Results:

Publications:

The Class of 1986: A Compendium of Findings of the 1988 National Graduates Survey of 1986 Graduates with Comparisons to the 1984 National Graduate Survey (Cat. 81-577E)

The Class of 90 – A compendium of findings from the 1992 National Graduates Survey of 1990 Graduates (Cat. SC-125-12-96E)

Microdata: Files are available for both the 1988 and 1992 surveys

Special Requests:

These are available on a cost recovery basis by contacting the Statistics Canada Division listed below:

Special Surveys Group Household Surveys Division

Tel: (613) 951-4589

1 800 461-9095

Fax: (613) 951-2869

VARIABLE LISTING

Geography: Canada, provinces

Demographics: age, sex, marital status

Person Variables: income, ethnic/cultural background, language first spoke in childhood, language spoken most often at home, number of dependent children, physical limitations, long term disabilities, province of principal residence, financial debt(s) from education, amount of debt(s)

Education/Training:

Completed/Attained: obtained degree, diploma, certificate in 1986 or 1990, type of degree obtained, major field of study, start date of program,

duration of program (full-time), full/part-time attendance, leave of absence from work, sponsorship, other programs taken simultaneously, highest level of education completed before postsecondary education, major field of study before postsecondary education, moves from province of residence for enrolment in postsecondary education, satisfaction with postsecondary education, other certificates, degrees, diplomas obtained since graduation, type of degree, diploma, certificate, date of completion, field of study

Current Activities: enrolled in credit courses at educational institution, full/part-time attendance, registration in apprenticeship or trade/vocational training

Labour Market:

Employed: worked while a full-time student, importance of acquiring work-related skills before completing program, start date of first job after graduation, was first job full/part-time work, was first job permanent/temporary, schedule of first job, number of hours of current full-time work, been with current employer 6 consecutive months, current industry of work, current job-responsibilities, changes in responsibilities since began work, multiple job holder indicator, job satisfaction, level of education needed for job, specific field of study required for current job

Unemployed: worked while a full-time student, importance of acquiring work-related skills before completing program, start date of first job after graduation, was first job full/part-time work, was first job permanent/temporary, schedule of first job, duration of unemployment expected future start date

Not in the Labour Force: main reason for not looking for a job, duration of not looking for a job, expect to look for a job, expected future start date, importance of acquiring work-related skills before completing program, start date of first job after graduation, was first job full/part-time work, was first job permanent/temporary, schedule of first job.

Survey of Literacy Skills Used in Daily Activities (LSUDA)

Summary and Value of the Data Source:

The intent of this survey was a direct assessment of the literacy/numeracy skills of Canadian adults using commonplace tasks of varying difficulty (drawn from a range of topic and knowledge areas). In addition to collecting standard demographic and socio-economic information, the survey included questions on the self-assessed literacy/numeracy skills of respondents, on the perceived barriers to realizing enhanced literacy/numeracy abilities and on the nature and kind of training which would facilitate such skill enhancement. Available data includes information on the literacy and numeracy needs of persons who are working, looking for work or are not in the Labour Force and by mother tongue. This survey identifies the level of need for specific literacy/numeracy education and training, identifies the participation in this type of up-grading and the barriers faced by the illiterate adult population.

Survey Population:

The LSUDA respondents were a sub-sample of former Labour Force Survey respondents. A representative sample of 13,571 persons aged 16-69 across Canada was selected from the April 1989 Labour Force file. One person between 16-69 was initially selected at random from each household. Proxy responses were not accepted.

Data Collection Method:

All data was collected through personal interviews conducted in the respondent's home. This survey yielded a response rate at the national level of 70%.

Collection Period:

Data collection took place from October 2 to October 21, 1989.

Reference Period: The 12 months prior to the survey date.

Historical Continuity:

As this was a one time survey, historical comparisons are not possible.

Using Data Sources: See Case Studies

Limitations:

As a one time survey, it is impossible to determine historic trends

Release Date:

Information on reading skills was released in May 1990, numeracy skills in June 1990, and writing skills in December 1990.

Survey Results:

Publications:

Adult Literacy in Canada: Results of a National Study
(Cat. 89-525E)

Microdata: Files are available (reference number: 89R000BXDB)

Special Requests:

These are available on a cost recovery basis by contacting the Statistics Canada Division listed below:

Special Surveys Division

Tel: (613) 951-9475

Fax: (613) 951-0562

VARIABLE LISTING

Geography: Canada, provinces

Demographics: age, sex, marital status

Person Variables: literacy skills, satisfaction with literacy skills, visual/hearing/speech learning difficulties, language first spoken, reading/writing skills in mother tongue, language spoken most often, household size, sources of income, total income, immigration status, geographic origin

Education/Training:

Completed/Attained: highest level of schooling, highest level of schooling (before immigrating to Canada), courses taken in Canada towards a certificate, degree, diploma, highest level of schooling completed in Canada, type of secondary program, participation in classes for students with learning difficulties, assessment of training, type of instructor preferred, opinion on sponsorship

Current Activities: literacy/numeracy training, taking education in the formal education sector, employment training, reason for not taking training

Labour Market:

Employed: worked for the last 12 months, duration of work (weeks), full/part-time work, class of worker, industry, occupation, literacy and numeracy skills used at work assessment of these skills

Unemployed: duration of looking for work, main activity while not working, is level of literacy/numeracy skills limiting job opportunities

Not in the Labour Force

Unemployment Insurance Statistics

Summary and Value of the Data Source:

The objective of the Unemployment Insurance Statistics program is to report on the operation of the Unemployment Insurance Act through information provided by Human Resources and Development Canada. The statistics provided through this program include the number of claimants who received a training benefit through the Unemployment Insurance Programs in Canada. The training benefit information is available by province, sex, age, cost, number of weeks paid and average weekly payment by province. Unemployment Insurance training benefits can be seen as a specific component of adult education and training in Canada. This survey permits an examination of this unique education and training environment.

Target Population:

Information is aggregated for all Unemployment Insurance recipients in Canada.

Data Collection Method:

The Unemployment Insurance Statistics program at Statistics Canada uses administrative records to compile the information. The administrative records are provided by Human Resources and Development Canada who administer the Unemployment Insurance Benefits program.

Collection Period:

Data for the Unemployment Insurance Statistics program is forwarded monthly from Human Resources and Development Canada.

Reference Period:

Unemployment Insurance Statistics are calculated from the number of individuals who draw benefits during the Labour Force Survey reference week. This week usually contains the 15th of the month. Individuals who

exhaust their benefits the week before, or start their benefits the week after, are not included in the count of beneficiaries. The information from the reference week is weighted to represent the number of claims received and allowed, the amount of benefits paid and the number of weeks paid for the entire month.

Historical Continuity:

Unemployment Insurance Statistics have been published since 1942. However, the Unemployment Insurance Act has undergone various revisions since that time. Changes in the Act are reflected by changes in the data aggregations over time. In addition, the maximum insurable earnings and weekly benefits are revised on a yearly basis by Human Resources and Development Canada. This affects average weekly benefits and total benefit levels. Each of these factors must be taken into account when making comparisons over time.

Using Data Sources: See Case Studies

Limitations: See Historical Continuity above

Release Date: 60 days after the reference month

Survey Results:

Publications:

Unemployment Insurance Statistics (Cat. 73-001), monthly
Unemployment Insurance Statistics, Annual Supplement (Cat. 73-202S), annual
Perspectives on Labour and Income (Cat. 75-001E), quarterly

Other Sources:

CANSIM (Canadian Socio-Economic Information Management System),
Statistics Canada publicly accessible data base

Microdata: Files are available

Special Requests:

These are available on a cost recovery basis by contacting the Statistics Canada Division listed below:

Unemployment Insurance Statistics Section**Labour Division****Tel: (613) 951-4045****Fax: (613) 951-4087****VARIABLE LISTING**

Geography: Canada, provinces, territories, Census Metropolitan Areas

Demographics: age, sex

Claims: number of initial and renewal claims, number of claims allowed by type of claim

Training Benefits: occupation of recipient, month receiving benefits, other types of benefits (includes income support, supplemental allowance and course costs), benefit payments made, number of weeks paid, average weekly payment,

Disentitlements and Disqualifications: reasons for disentitlements and disqualifications

Unemployment Insurance Revenues

Unemployment Insurance Expenditures: expenditures by type of claim.

Case Studies

1: Political Researcher

Research Interest

A researcher from a political lobby group is interested in differences in access to training between the full-time and part-time employed and the unemployed members of the labour force. She needs to know who wants training (age, sex, occupation, labour force status) and why they can/cannot obtain training.

Data sources

Adult Education and Training Survey (AETS)
Labour Force Survey (LFS)

Using the Data

Since the AETS is attached to the Labour Force Survey, the LFS information is available for each AETS respondent. Combining the respondent's employment status and demographic information from the LFS component of the survey with the barriers to education information from the AETS component will answer this researcher's question.

2: Journalist

Research Interest

A business journalist is interested in looking at the impact of the current restructuring and down-sizing policies in business. He wants to know some of the advantages and disadvantages of self-employment as compared to working for a private/public employer. One area he wants to consider is the level of training experienced across these various forms of employment

Data sources

Adult Education and Training survey (AETS)
Labour Force Survey (LFS)

Using the Data

The AETS provides information on level of training, by firm size, by industry. The self-employed group can be examined through the class of worker variable, one of the Labour Force variables attached to the AETS.

3: Academic Researcher

Research Interest

An Economics professor from a Canadian university is studying the changing role small business is playing in the overall Canadian economy. She is initially interested in the differences in access to training between employees of small businesses compared to that of large firms and the role that training may play in the success of small business.

Data Sources

Adult Training and Education Survey (AETS)
Survey of Growing Small and Medium Enterprises (GSMEs)

Using the Data

The AETS provides information on employer support, firm size, occupation, participation in training, type of training and field of study. The GSMEs survey provides information on full and part time employee participation, occupation, firm size, total amount and type of investment. However, this survey also includes opinions from the business perspective on the importance of training in terms of competitiveness, growth factors and development strategies.

4: Political Researcher

Research Interest

A researcher calling on behalf of a Member of Parliament wants to know how many persons are receiving training benefits through Unemployment

Insurance in his riding. He needs this information by age and sex for policy planning purposes.

Data Sources

Unemployment insurance statistics

Using the Data

Unemployment Insurance statistics, published monthly, are detailed by sex, age, occupation, insurable earnings, type of benefit received, and number of weeks on claim. The statistics come from a census of all persons receiving Unemployment Insurance benefits and can be tabulated for very fine geographic areas, such as areas defined by postal codes. It is possible for this member of Parliament to obtain the required data by census metropolitan area, census agglomeration and other small areas

5: Labour Market Researcher

Research Interest

A private research company in Victoria has been offered a contract to do a study on the work patterns of workers aged 25-55. The study focuses on the re-employment problems encountered by workers who have suffered a job loss. This information will be used to develop Provincial government retraining policies to aid such workers.

Data Sources

Labour Market Activity Survey (LMAS)
Survey of Labour and Income Dynamics (SLID)

Using the Data

The Labour Market Activity Survey and the Survey of Labour and Income Dynamics both provide information on movement in and out of the Labour Force, by Province. Information is available on length of time an individual is unemployed before finding new employment, the problems they have looking for and finding new jobs, their need for retraining and whether they eventually find full or part-time work.

6: Social Policy Analyst

Research Interest

A Maritimes-based research institute wants to study the integration of young adults into the labour market. It needs to know the types of jobs held by young Canadians, especially those who are no longer in school, and the length of time these jobs are held.

Data Sources

Follow Up of 1986 Graduates Survey
Follow Up of 1990 Graduates Survey
1988 National Graduates Survey
1992 National Graduates Survey
Survey of Labour and Income Dynamics

Using the Data

The survey of Labour and Income Dynamics follows respondents for up to six years and contains variables on educational attainment and completion, the number of times and duration of periods of employment, unemployment and inactivity. The four Graduate surveys track postsecondary school graduates after graduation and contains variables on labour market activity including number of jobs held and duration. Since the combination of surveys provides information over an extended number of years, the changing dynamics of graduate integration into the labour market can be examined

7: Undergraduate Student

Research Interest

An undergraduate student is interested in the kinds of training and education adult students receive from the public and private education sectors. She wants to know the differences in characteristics of registrants, subject areas and time commitment that are associated with each of these sectors.

Data Sources

Adult Education and Training Survey (AETS)
Community College Student Information System (CCSIS)
Survey of Enrolment in University Non-Degree Continuing
Education Programs
Survey of Private Training Schools
University Student Information System (USIS)

Using the Data

The AETS, USIS, CCSIS and Survey of Enrolment in Non-Degree Continuing Education Programs provide information on students, field of study and attendance status for registrants in public sector education. The AETS and Survey of Private Training Schools provide equivalent information on registrants in private sector education. In combination, these surveys allow a comparison to be made of public and private sector education.

Glossary

ADMINISTRATIVE SURVEY (Enquête administrative)

Administrative surveys use the records, electronic files, or operating accounts of various institutions (universities, hospitals, governments, business records) to compile information. Some examples of administrative surveys are the Community College Student Information System and the Survey of Unemployment Insurance Statistics.

ADULT EDUCATION (Éducation des adultes)

Denotes all educational processes followed by adults, whatever the content, level and method, which supplement or replace initial education. This may include part-time or full-time enrolment in day schools, evening schools, correspondence schools, and so on. Training offered may be of a credit or a non-credit nature and could be taken for job-related or personal interest reasons.

ADULT LEARNER (Apprenant adulte)

Adult learners are generally defined as anyone aged 17 and over enrolled in a structured education or training activity. These learners are older than the compulsory school attendance age. However, some surveys or reports used more restrictive definitions. For example, in the report on the results of the Adult Education and Training Survey, the definition has been restricted to adult learners registered in part-time education or training. Learners engaged in full-time activities were included only if these activities were sponsored by their employer.

AGGREGATE STATISTICS (Statistiques agrégées)

Aggregate statistics present information in a collapsed form that may have been derived from more finely coded information. While age is gathered in the Census in individual years for each person, it is typically reported in age groups (i.e. 17-24 years) The aggregation of statistics is one method of preserving the confidentiality of Statistics Canada survey respondents.

APPRENTICESHIP PROGRAM (Programme de formation d'apprenti)

Combines on-the job experience with short periods of formal, technical

instruction in provincially-designated trades. Apprenticeship programs are designed to produce a fully qualified journeyman tradesman.

ATTENDANCE STATUS (Fréquentation, situation vis-à-vis la)

(see full-time/part-time education, full-time training, part-time training).

BLUE-COLLAR OCCUPATIONS (Professions de Col Bleu)

Includes such occupations as construction, fabricating, farming, fishing, forestry, materials handling, mining, processing, service, transportation and other crafts.

BUSINESS SURVEY (Enquête-Entreprise)

A business survey gathers information from firms which are part of the Canadian business sector. The survey may ask for information that comes from the administrative records (wages, number of employees), the policy manual (position on the training of employees), the operating budget, and so on.

CENSUS (Recensement)

A survey which gathers responses from **all** members of a particular population (i.e. all Canadians, all farmers, all museums, all school boards).

CENSUS FAMILY (Famille de recensement)

A Census family refers to a now-married couple (with or without never-married sons and/or daughters of either or both spouses), a couple living common-law (again with or without never-married sons and/or daughters of either or both partners), or a lone parent of any marital status, with at least one never-married son or daughter living in the same dwelling.

CENSUS METROPOLITAN AREA (Région métropolitaine de recensement)

The general concept of a census metropolitan area (CMA) is one of a very large **urban area**, together with adjacent **urban** and **rural areas** which have a high degree of economic and social integration with that urban area. A CMA is delineated around an urban area (called the urbanized core and

having a population of at least 100,000, based on the previous census). Once an area becomes a CMA, it is retained in the Census program even if its population subsequently declines.

CLASS OF WORKER (Catégorie de travailleur)

This variable classifies working individuals into those who (i) worked mainly for someone else for wages, salaries, commissions or payments “in kind”, (ii) worked without pay in a family farm, business, or professional practice owned or operated by a related household member, (iii) worked mainly for themselves, with or without paid help, alone or in a partnership.

COLLECTION PERIOD (Période de collecte)

This refers to the period during which respondents were contacted and the survey information was collected. During this time period it is said that “the survey is in the field”.

COMMERCIAL SCHOOL (École commerciale)

These are private schools, licensed by a province, which provide professional and vocational training for profit.

COMMUNITY COLLEGE (Collège communautaire)

Includes post-secondary, non-degree granting institutions such as Colleges of Applied Arts and Technology (CAATS in Ontario), general and vocational colleges (Collèges d’enseignement général et professionnel, CÉGEP in Québec) and technical institutes and other establishments that provide university transfer programs or specialized training in fields such as agriculture, the arts and forestry. Enrolment in these programs normally requires successful completion of secondary school.

COMPLETER (Compléter ses études)

This term refers to a survey respondent who, at the time of the survey, had completed all the requirements for a program or course as laid out in the objectives of that course or program.

CONTINUER (Poursuivre ses études)

Refers to an individual who, at the time of being surveyed was presently enrolled or planning to continue their registration in a course or program.

COURSE (Cours)

A training or education event that attends to one specific area of study. It may be part of a larger program of study that is leading to a certificate, diploma or degree (e.g.. Introductory Psychology at a university) or it may represent a complete learning event on its own (e.g. second language).

COURSE/PROGRAM DURATION (Durée d’un cours/programme)

Refers to the length of time that a course, program or training session will take for successful completion. This can be measured in terms of hours, days, weeks, months or years.

CREDIT COURSE (Cours à unité)

A course to which a numerical value is associated and recognizing the workload required to meet the objectives of the course. A course which is part of a long term program of study that represents one of the requirements for completion of a certificate, degree or diploma.

DEMOGRAPHIC VARIABLES (Variables démographiques)

A term given to a set of variables which includes age, sex and marital status.

DISCONTINUER (Interrompre des études)

This term refers to an individual who, at the time of the interview, has left an education or training program or course before finishing the requirements needed to complete that program or course.

DISPLACED WORKER (Travailleur déplacé)

Anyone who, having held a steady job for a substantial period of time (at least two to three years), lost their job because of plant closing, an employer going out of business, or a layoff from which the worker was not recalled.

DISTANCE EDUCATION (Éducation à distance)

Education conducted through the postal services, radio, television or newspaper, with little or without regular face-to-face contact between teacher and student. Usually the student must have completed a registration process to be counted as a distance learner.

ECONOMIC FAMILY (Famille économique)

Refers to a group of two or more persons who live in the same dwelling and are related to each other by blood, marriage, common-law or adoption.

EDUCATION (Éducation)

Any activities whose purpose is to develop the knowledge, moral values and understanding required in all walks of life rather than to only the knowledge and skills relating to a limited field of activity.

EDUCATIONAL ATTAINMENT (Niveau de scolarité atteint)

Refers to the highest degree, certificate, or diploma received by an individual.

EDUCATIONAL COMPLETION (Niveau de scolarité complété)

The highest grade or level of schooling that the respondent completed or received credit for.

ENROLMENT (Effectif)

The number of people who have formally joined a course or program.

ENUMERATION (Dénombrement)

The counting of people, objects, occurrences, events etc.

FIELD OF STUDY (Champ d'études)

The specific subject area of the program of studies (i.e. medicine, economics, architecture, social work).

FORMAL EDUCATION (Éducation formelle)

Education which is formally structured and sequentially organized, in which learners follow a program of study planned and directed by a teacher and generally leading to some formal recognition of educational performance.

FORMAL TRAINING (Formation formelle)

Structured and organized training that is provided at work or in an establishment designed or designated specifically for training and staffed for that purpose. It includes basic training given in specially equipped workshops, simulated training, any formal training offered through an apprenticeship program, and any structured training program offered by employers.

FULL-TIME/PART-TIME EDUCATION (Études à temps plein/temps partiel)

In some surveys, the full-time or part-time student status was supplied by each respondent based on their main daily or weekly activities. In some cases, this status may be at variance with the status as determined by a particular educational institution. All institutions classify their students as full-time or part-time students depending on the number of courses in which they are enrolled.

FULL-TIME TRAINING (Formation à temps plein)

A full-time training event occupies the equivalent of a full working day for each day of the training event. (See also Part-time training)

GROSS DOMESTIC PRODUCT (Produit Intérieur Brut)

Measures the aggregate value of production originating within the geographical boundaries of a country, regardless of whether the factors of production are resident or non-resident.

HISTORICAL CONTINUITY (Continuité historique)

This refers to the ability to do comparative analyses across a number of survey years within a specific survey. Questionnaire changes, new classification systems, different samples etc. reduce the ability to make historical comparisons.

HOBBY OR RECREATIONAL COURSES (Cours portant sur un passe-temps ou...)

Courses taken for the purposes of learning a hobby, for physical, social or psychological development, pleasure or for personal interest in a particular subject matter.

HOUSEHOLD (Ménage)

Refers to a person or group of persons (usually this does not include foreign residents), who occupy the same dwelling. It may consist of a family group (census family) with or without other non-family persons, of two or more families sharing a dwelling, of a group of unrelated persons, or of one person living alone.

HOUSEHOLD SURVEY (Enquête-ménage)

A survey which is administered to a randomly selected sample of households. One or members of the household may be asked to respond to questions for the survey.

INFORMAL EDUCATION (Éducation informelle)

The lifelong process whereby an individual acquires attitudes, values, skills and knowledge from daily experience, educative influences and other resources in his/her environment. These learning experiences are not structured in the form of a class under the direction of a teacher nor organized in a progressive sequence. They are not intended to be recognized by a formal award.

INSTITUTION (Educational) (Établissement d'enseignement)

An organized body which is formally recognized as having the responsibility for the administration of a particular public education requirement (colleges, universities, school boards).

INSTITUTIONAL RESIDENTS (Résidents institutionnels)

Full-time residents of nursing homes, long-term care hospitals, psychiatric hospitals, orphanages and penal institutions.

JOB-RELATED EDUCATION OR TRAINING (Éducation ou formation liée à l'emploi)

Refers to any education or training activities taken for the development or upgrading of skills to be used in a present or future career/employment position.

JOB TENURE (Durée de l'emploi)

The length of time working for the same employer. Often used synonymously with seniority.

LABOUR FORCE (Population active)

The labour force is composed of that portion of the civilian, non-institutional population 15 years of age and over who form the pool of available workers in Canada. To be considered a member of the Labour Force an individual must be working (either full or part-time) or unemployed but actively looking for work.

LABOUR FORCE PARTICIPATION RATE (Taux d'activité)

The participation rate represents the total labour force (both employed and unemployed) expressed as a percentage of the entire population 15 years of age and over (employed, unemployed and not in the labour force).

LABOUR FORCE STATUS (Situation vis-à-vis l'activité)

This variable classifies the working age population according to their connection to the Labour Force. A person may be either employed, (full-time or part-time), unemployed or not in the Labour Force. The Canadian Labour Force, or the pool of available workers, is made up of the first three classifications, full-time and part-time workers, and the unemployed.

LIFELONG LEARNING (Éducation permanente)

The concept that education is not a once-and-for-all experience which is confined to the initial cycle of full-time formal education commenced in childhood. Rather it is seen as a process that continues throughout the entire life cycle and responds to different requirements throughout the working and life cycles.

LITERACY LEVEL (Niveau d'alphabétisation)

Literacy refers to the information processing skills (reading, writing, numeracy) necessary to use the printed material commonly encountered at work, at home and in the community. The literacy level refers to the degree of expertise that is exhibited by an individual, a group, a country, etc., in these skills.

MASTERFILE (Fichier maître)

A masterfile is the file which contains all the responses to a survey in their raw form. It is from the masterfile that a survey analyst will conduct their work. For reasons of confidentiality Statistics Canada does not release masterfiles to the public. Data may be collapsed (to ensure the privacy of all survey respondents) and distributed to the public in the form of a microdata file or released in the form of aggregated tables. All microdata files are reviewed by a committee at Statistics Canada to ensure that there are no breaches of privacy before they are released.

MATURE STUDENT (Étudiant adulte)

This is the designation for a full-time student in higher or further education who, on completing his or her initial cycle of full-time education, has spent some time in another activity (employment, at-home parenting, extended travel, etc.) before undertaking the educational program or course in which he/she is presently engaged. (See also Returning Student/Returnee)

METHOD OF INSTRUCTION (Méthode pédagogique)

Refers to the techniques used to meet the objectives of the course or program. Possible methods are classroom instruction, seminars, workshops, educational software, radio or television broadcasting, audio/video cassettes, tapes or disks, reading material and on-the-job training.

MICRODATA FILE (Fichier de micro-données)

Data from a survey may be collapsed (to ensure the privacy of all survey respondents) and distributed to the public in the form of a microdata file. All microdata files are carefully reviewed by a committee at Statistics Canada to ensure that there are no breaches of privacy before they are released.

MOTHER TONGUE (Langue maternelle)

Refers to the language first learned at home in childhood and still understood by the individual.

NON-CREDIT COURSE (Cours sans unité)

A course taken at a public education institution for which no credits are earned as part of a program leading to a certificate, degree or diploma.

NON FORMAL EDUCATION (Éducation non formelle)

Education or training events that are structured and organized to complete a certain requirement for learning but do not lead to a certificate, diploma or degree. Non formal education and training activities are typically organized outside the formal education system.

ON-THE-JOB TRAINING (Formation en cours d'emploi)

Vocational training given in the normal work situation. Training is generally given by the supervisor, an experienced fellow employee or an instructor.

ORGANIZER (Organisateur)

The course, program or training organizer is the person or organization who administers the educational activity.

PART-TIME TRAINING (Formation à temps partiel)

A training event that does not occupy the equivalent of a full working day for each day of the training. (See also Full-time training)

PARTICIPATION RATE (Taux de participation)

The participation rate represents the proportion of a population engaged in a specific activity.

PERSONAL INTEREST COURSES (Cours suivi par intérêt personnel)

Courses taken as a hobby, for personal development or as a recreational activity.

POPULATION (Population)

The total number of individuals (or households, employers, institutions, businesses etc.) sharing some common characteristics that the researcher wishes to make inferences about.

POSTSECONDARY EDUCATION (Études postsecondaires)

Refers to the kind of education generally obtained in community colleges or universities.

PRIMARY SECTOR (Secteur primaire)

An industrial grouping which includes the agricultural, fishing, forestry and mining industries.

PRIVATE SECTOR EDUCATION OR TRAINING (Éducation ou formation dispensée par le secteur privé)

Refers to the education and training taken outside the jurisdiction of Provincial Ministries of Education. These may be business schools, private music schools, courses established by an employer within a firm, and the like, which receive no public funding.

PROGRAM (Programme)

A selection of courses taken for credit towards a degree, diploma or certificate.

PUBLIC SECTOR EDUCATION OR TRAINING (Éducation ou formation dispensée par le secteur public)

Refers to the education and training taken in educational institutions which come under the jurisdiction of Provincial Ministries of Education (elementary/secondary schools, universities and colleges, apprenticeship and trade/vocational programs, which are authorized and legislated by Provincial governments).

REFERENCE JOB (Emploi de référence)

A reference job is a job where the respondent worked for the same employer twenty hours or more per week, for at least six months in a row.

REFERENCE PERIOD (Période de référence)

This is the time period for which the respondent is asked to provide information. Questions may be asked about a current situation (called a snapshot survey, as in the Census) the recent past, the last year, the last five years or even longer.

RELEASE DATE (Date de parution)

The date on which the data collected from a survey becomes available to the public.

RESPONSE RATE (Taux de réponse)

This number evaluates a data collection effort. It is the number of units responding to the survey, divided by the total number of units in the sample. The denominator includes all units in the sample population who were selected even those who did not respond for whatever reason.

RETURNING STUDENT/RETURNEE (Étudiant poursuivant/reprenant ses études)

A student who returns to school after working, raising a family, travelling or conducting some other activity that was not school related.

SAMPLE POPULATION (Population échantionnale)

A selection (usually through random selection) of units from an entire population. The randomly selected sample completes the survey questionnaire. Since inferences are made from the sample population to the target population, it is important that the sample population be representative of the target population.

SCHOOL-TO-WORK TRANSITION (Passage école-travail)

School-to-work and work-to-school transitions refers to the adaptive experiences of people who have recently left school and are entering the Labour Force or people who have been in the Labour Force and are returning to school. Over an extended period of time a person may make several school-work transitions as changing career or personal needs require different levels of commitment to either school or the Labour Force.

SECONDARY SECTOR (Secteur secondaire)

This industrial classification includes the manufacturing, construction and utilities industries.

SPONSOR/SPONSORSHIP (Parrain)

The course or program sponsor is the person or organization paying for tuition or other expenses such as transportation, course material, time off, etc. on behalf of the student.

STRUCTURED EDUCATION OR TRAINING (Éducation ou formation structurée)

Education in which the learning experience is under the direction of a teacher and organized in a progressive sequence and is intended to be recognized upon completion.

STUDENT PARTICIPATION RATE (Taux de participation des étudiants)

This rate expresses the number of students enrolled in a given program as a percentage of the overall population of a pre-determined group based on some variables (e.g. age, sex, income etc.) For example, the participation rate in university programs is the ratio of the number of university students aged 18-24 divided by the total population aged 18 to 24.

TARGET POPULATION (Population cible)

The specific population, in total, that is being studied and that inferences will be made about.

TERTIARY SECTOR (Secteur tertiaire)

The industrial classification which includes the retail and wholesale trade industries, the finance, insurance and real estate industries and the service industries.

TRADE/VOCATIONAL TRAINING OR EDUCATION (Formation ou enseignement professionnel)

Activities and programs that provide the skills needed to function in a particular vocation. These programs emphasize manipulative skills and well-defined or well-established procedures, rather than the application of ideas and principles.

TRAINING (Formation)

The systematic development of the attitudes, knowledge and skill patterns of an individual in order that he/she may perform a specific task at a particular level of competence.

TRAINING RATE (Taux de formation)

This rate measures the number of employer-sponsored trainees per 100 employees in any specific firm, industry or sector.

TUITION (Droits de scolarité)

It is the amount of money charged by an educational institution for instruction.

UNEMPLOYMENT RATE (Taux de chômage)

The unemployment rate represents the number of unemployed persons expressed as a percentage of the total labour force.

UNSTRUCTURED EDUCATION OR TRAINING (Éducation ou formation non structurée)

Refers to learning activities or on-the-job training that occur informally. Examples of unstructured education are: watching a television show on cooking or gardening, observing others perform a task at work, informal discussions or being shown how to do a task on a one-to-one basis.

WHITE-COLLAR OCCUPATIONS (Professions de Col Blanc)

An occupational classification which includes people in the artistic, clerical, managerial, medical, natural science, religion, sales, social science and teaching occupations.

Appendix A

Industry, Occupation and Field of Study – Coding Structures

The following coding structures show the classifications used by the Standards Division of Statistics Canada for Industries and Occupations. Further elaboration of the industrial classifications can be found in the *Standard Industrial Classification, 1980*, Statistics Canada, Cat. 12-501 E/F and for the occupational classifications in *Standard Occupational Classification, 1980*, Statistics Canada, Cat. 12-565 E/F. Classification detail is also provided for the Field of Study coding structure. These coding structures have been included for researchers and analysts who wish to make cross-survey comparisons or conduct further analyses on the data from the surveys listed in this Guide.

Standard Industrial Classifications and Major Group Codes, 1980

Division A: Agriculture and Related Serv.

Major Group

- 01: Agricultural Industries
- 02: Service Industries Incidental to Agriculture

Division B: Fishing and Trapping Industries

Major Group

- 03: Fishing and Trapping Industries

Division C: Logging and Forestry Industries

Major Group

- 04: Logging Industries
- 05: Forestry Services Industry

Division D: Mining, Quarrying and Oil Well

Major Group

- 06: Mining Industries
- 07: Crude Petroleum and Natural Gas
- 08: Quarry and Sand Pit Industries
- 09: Service Industries Incidental to Mineral Extraction

Division E: Manufacturing Industries

Major Group

- 10: Food Industries
- 11: Beverage Industries
- 12: Tobacco Industries
- 15: Rubber Product Industries
- 16: Plastic Products Industries
- 17: Leather and Allied Products Industries
- 18: Primary Textile Industries
- 19: Textile Products Industries
- 24: Clothing Industries
- 25: Wood Industries
- 26: Fixture and Fixture Industries
- 27: Paper and Allied Products Industries
- 28: Printing Publishing and Allied Industries
- 29: Primary Metal Industries
- 30: Fabricated Metal Products Industries
- 31: Machinery Industries
- 32: Transportation Equipment Industries
- 33: Electrical and Electronic Products
- 35: Non-metallic Mineral Products Industries
- 36: Refined Petroleum and Coal Products
- 37: Chemical and Chemical Products
- 39: Other Manufacturing Industries

Division F: Construction Industries

Major Group

- 40: Building, Developing and General Contracting Industries
- 41: Industrial and Heavy (Engineering) Construction Industries
- 42: Trade Contracting Industries
- 44: Service Industries Incidental to Construction

Division G: Transportation and Storage Industries

Major Group

- 45: Transportation Industries
- 46: Pipeline Transport Industries
- 47: Storage and Warehouse Industries

Division H: Communication and Other Utility Industries

Major Group

- 48: Communication Industries
- 49: Other Utility Industries

Division I: Wholesale Trade Industries

Major Group

- 50: Farm Products Industries, Wholesale
- 51: Petroleum Products Industries, Wholesale
- 52: Food, Beverage, Drug, Tobacco Industries, Wholesale
- 53: Apparel and Dry Goods Industries, Wholesale
- 54: Household Goods Industries, Wholesale
- 55: Motor Vehicle, Parts and Accessories Industries, Wholesale
- 56: Metals, Hardware, Plumbing, Heating and Building Materials Industries, Wholesale
- 57: Machinery, Equipment and Supplies Industries, Wholesale
- 59: Other Products Industries, Wholesale

Division J: Retail Trade Industries

Major Group

- 60: Food, Beverage and Drug Industries, Retail
- 61: Shoe, Apparel, Fabric and Yarn Industries, Retail
- 62: Household Furniture, Appliances and Furnishings Industries, Retail

- 63: Automotive Vehicles, Parts and Accessories Industries, Sales and Service

- 64: General Retail Merchandising Industries

- 65: Other Retail Store Industries

- 69: Non-Store Retail Industries

Division K: Finance and Insurance Industries

Major Group

- 70: Deposit Accepting Intermediary Industries

- 71: Consumer and Business Financing Intermediary Industries

- 72: Investment Intermediary Industries

- 73: Insurance Industries

- 74: Other Financial Intermediary Industries

Division L: Real Estate Operator and Insurance Agent Industries

Major Group

- 75: Real Estate Operator Industries

- 76: Insurance and Real Estate Agent Industries

Division M: Business Service Industries

Major Group

- 77: Business Service Industries

Division N: Government Service Industries

Major Group

- 81: Federal Government Service Industries

- 82: Provincial and Territorial Government Service Industries

- 83: Local Government Service Industries

- 84: International and Extra-Territorial Government Service Industries

Division O: Educational Service Industries

Major Group

- 85: Educational Service Industries

Division P: Health and Social Service Industries

Major Group

86: Health and Social Service Industries

Division Q: Accommodation, Food and Beverage Service Industries

Major Group

91: Accommodation Service Industries

92: Food and Beverage Service Industries

Division R: Other Service Industries

Major Group

96: Amusement and Recreational Service Industries

97: Personal and Household Service Industries

98: Membership Organization Industries

99: Other Service Industries

Standard Occupational Classifications and Major Group Codes, 1980

Major Group 11: Managerial and Administrative and Related Occupations

111 Officials and Administrators Unique to Government

113/114 Other Managers and Administrators

117 Occupations Related to Management and Administration Managerial, Administrative and Related Occupations

Major Group 21: Occupations in Natural Sciences, Engineering and Mathematics

211 Occupations in Physical Sciences

213 Occupations in Life Sciences

214/215 Architects, Engineers and Community Planners

216 Other Occupations in Architecture and Engineering

218 Occupations in Mathematics, Statistics, Systems Analysis and Related Fields

Major Group 23: Occupations in Social Sciences and Related Fields

231 Occupations in Social Sciences

233 Occupations in Social Work and Related Fields

234 Occupations in Law and Jurisprudence

235 Occupations in Library, Museum and Archival Sciences

239 Other Occupations in Social Sciences and Related Fields

Major Group 25: Occupations in Religion

251 Occupations in Religion

Major Group 27: Teaching and Related Occupations

271 University Teaching and Related Occupations

273 Elementary and Secondary School Teaching and Related Occupations

279 Other Teaching and Related Occupations

Major Group 31: Occupations in Medicine and Health

311 Health Diagnosing and Treating Occupations

313 Nursing Therapy and Related Assisting Occupations

315/316 Other Occupations in Medicine and Health

Major Group 33: Artistic, Literary, Recreational and Related Occupations

331 Occupations in Fine and Commercial Art, Photography and Related Fields

333 Occupations in Performing and Audio-Visual Arts

335 Occupations in Writing

336/337 Occupations in Sports and Recreation

Major Group 41: Clerical and Related Occupations

411 Stenographic and Typing Occupations

413 Bookkeeping, Account-recording and Related Occupations

414 Office Machine and Electronic Data-processing Equipment Operators

415 Material Recording, Scheduling and Distributing Occupations

416 Library, File and Correspondence Clerks and Related Occupations

417 Reception, Information, Mail and Message Distribution Occupations
419 Other Clerical and Related Occupations

Major Group 51: Sales Occupations

513/514 Sales Occupations, Commodities
517 Sales Occupations, Services
519 Other Sales Occupations

Major Group 61: Service Occupations

611 Protective Service Occupations
612 Food and Beverage Preparation and Related Service Occupations
613 Occupations in Lodging and Other Accommodation
614 Personal Service Occupations
616 Apparel and Furnishings Service Occupations
619 Other Service Occupations

Major Group 71: Farming, Horticulture and Animal Husbandry Occupations

711 Farmers
718/719 Other Farming, Horticulture and Animal Husbandry Occupations

Major Group 73: Fishing, Trapping and Related Occupations

731 Fishing, Trapping and Related Occupations

Major Group 75: Forestry and Logging Occupations

751 Forestry and Logging Occupations

Major Group 77: Mining and Quarrying including Oil and Gas Field Occupations

771 Mining and Quarrying including Oil and Gas Field Occupations

Major Group 81/82: Processing Occupations

811 Mineral Ore Treating Occupations
813/814 Metal Processing and Related Occupations
815 Clay, Glass and Stone Processing, Forming and Related Occupations

816/817 Chemicals, Petroleum, Rubber, Plastic and Related Materials Processing Occupations

821/822 Food, Beverage and Related Processing Occupations
823 Wood Processing Occupations, except Pulp and Paper making
825 Pulp and Paper making Occupations
826/827 Textile Processing Occupations
829 Other Processing Occupations

Major Group 83: Machining and Related Occupations

831 Metal Machining Occupations
833 Metal Shaping and Forming Occupations, except Machining
835 Wood Machining Occupations
837 Clay, Glass, Stone and Related Materials Machining Occupations
839 Other Machining and Related Occupations, Not included elsewhere

Major Group 85: Product Fabricating, Assembling and Repairing Occupations

851/852 Fabricating and Assembling Occupations: Metal Products, Not included elsewhere
853 Fabricating, Assembling, Installing and Repairing Occupations: Electrical, Electronic and Related Equipment
854 Fabricating, Assembling and Repairing Occupations: Wood Products
855/856 Fabricating, Assembling and Repairing Occupations: Textile, Fur and Leather Products
857 Fabricating, Assembling and Repairing Occupations: Rubber, Plastic and Related Products
858 Mechanics and Repairers , Not included elsewhere
859 Other Fabricating, Assembling and Repairing Occupations

Major Group 87: Construction Trades Occupations

871 Excavating, Grading, Paving and Related Occupations
873 Electrical Power, Lighting and Wire Communications Equipment Erecting, Installing and Repairing Occupations
878/879 Other Construction Trades Occupations

Major Group 91: Transport Equipment Operating Occupations

- 911 Air Transport Operating Occupations
- 913 Railway Transport Operating Occupations
- 915 Water Transport Operating Occupations
- 917 Motor Transport Operating Occupations
- 919 Other Transport Equipment Operating Occupations

Major Group 93: Material Handling and Related Occupations, Not included Elsewhere

- 931 Material Handling and Related Occupations, Not included elsewhere

Major Group 95: Other Crafts and Equipment Operating Occupations

- 951 Printing and Related Occupations
- 953 Stationary Engine and Utilities Equipment Operating and Related Occupations
- 955 Electronic and Related Communications and Equipment Operating Occupations, Not included elsewhere
- 959 Other Crafts and Equipment Operating Occupations, Not included elsewhere

Major Group 99: Occupations Not Elsewhere Classified

- 991 Occupations Not Elsewhere Classified

Major Group 00: Persons not Classifiable by Occupation

- 001 Workers Reporting Unidentifiable or Inadequately Described Occupations (Not Codeable)
- 002 Workers not Reporting any Occupation
- 003 Other Persons, n.e.c.

Field of Study Classifications

Educational Recreational and Counselling Services

- 001 Education- General
- 002 Elementary-Primary

- 003 Secondary
- 004 Special Education
- 005 Non-teaching/ Counselling/ Personal Development
- 006 Physical Education, Health and Recreation
- 007 Other Education

Fine and Applied Arts

- 008 Fine Arts
- 009 Music
- 010 Other Performing Arts
- 011 Arts-Commercial/Promo/ Graphics/Audio-Visual
- 012 Creative and Design Arts
- 013 Other Applied Arts

Humanities and Related Fields

- 014 Classics, Classical and Dead Languages
- 015 History
- 016 Library Records Sciences
- 017 Mass Media Studies
- 018 English, French & Other Languages and Literature
- 019 Philosophy
- 020 Religious Studies
- 021 Other Humanities and Related Fields

Social Sciences and Related Fields

- 022 Anthropology and Archeology
- 024 Area Studies (Non Languages or Literature)
- 025 Economics
- 026 Geography
- 027 Law and Jurisprudence
- 028 Man/Environment Studies
- 029 Political Science
- 030 Psychology
- 031 Sociology
- 032 Social Work and Social Services
- 034 War and Military/Other Social Sciences

Commerce, Management and Business Administration

- 035 Business and Commerce
- 036 Financial Management
- 037 Industrial Management and Administration
- 038 Institutional Management and Administration
- 039 Marketing, Merchandising, Retailing and Sales
- 040 Secretarial Science-General Fields

Agricultural and Biological Sciences and Technologies

- 041 Agricultural Science and Technology
- 042 Animal Science Technologies
- 043 Biochemistry, Biology and Biophysics
- 044 Botany
- 045 Household Science and Related Fields
- 047 Veterinary Science/Medicine and Zoology
- 048 Other Agricultural and Biological Sciences and Technologies

Engineering and Applied Sciences

- 049 Architecture and Architectural Engineering
- 051 Biological and Chemical Engineering
- 052 Civil Engineering
- 054 Electrical and Electronic Engineering
- 056 Aeronautical/Mechanical/ Industrial Engineering
- 057 Mining, Metallurgical, Petroleum Engineering
- 058 Resources and Environment Engineering
- 059 Systems/Engineering Science/ Engineering not coded elsewhere
- 060 Forestry
- 061 Landscape Architecture

Engineering and Applied Science Technologies and Trades

- 062 Architectural Technology
- 063 Chemical Technology
- 064 Building Technologies

- 065 Data Processing and Computer Science Technologies
- 066 Electronic and Electrical Technologies
- 067 Environmental and Conservation Technologies
- 068 General and Civil Technologies
- 069 Industrial Engineering Technologies
- 070 Mechanical Engineering Technologies
- 071 Primary Industries/ Resource Processing Technology
- 072 Transportation Technologies
- 073 Other Engineering/Applied Science Technologies

Health Professions, Sciences and Technologies

- 074 Dentistry
- 075 Medicine-General and Basic Medical Science
- 076 Medical Specializations (Non-surgical)
- 077 Paraclinical Sciences
- 078 Surgery and Surgery Specializations
- 079 Nursing and Nursing Assistance
- 080 Optometry
- 081 Pharmacy and Pharmaceutical Sciences
- 082 Public Health
- 083 Rehabilitation Medicine
- 084 Medical Lab and Diagnostic Technology and Treatment Technologies
- 086 Medical Equipment and Prosthetics and Other Health Professions, Sciences and Technologies

Mathematics and Physical Sciences

- 088 Applied Mathematics
- 089 Chemistry
- 090 Geology and Related Fields
- 091 Actuarial Math/Mathematical Statistics and Mathematics
- 094 Oceanography and Marine Sciences
- 095 Physics
- 096 Metallurgy and Meteorology and General Sciences

All other n.e.c.

097 No specialization, etc.

098 Upgrading

099 Personal Development:

Personal Development -General

Home and Family

Consumer Finance

Coping Skills

Communications Skills

Religion and Morals

Public Affairs

Driver Instruction

100 Recreational Activity:

Sports and Outdoor Recreation

Physical Fitness (aerobics, etc.)

Games (bridge, chess, etc.)

Detailed Variable Index

Absence from work (reasons, including at school)

- Aboriginal Peoples Survey
- Census, 1986, 1991
- Follow-Up of 1986 Graduates
- Follow-Up of 1990 Graduates
- General Social Survey
- Health and Activity Limitation Survey
- Labour Force Survey
- Labour Market Activity Survey
- National Apprenticeship Survey
- 1988 National Graduates Survey
- 1992 National Graduates Survey
- Survey of Labour and Income Dynamics
- Survey of the Cultural Sector of the Labour Force

Age at starting current program of studies

- General Social Survey

Age of student/learner

- Aboriginal Peoples Survey
- Adult Education and Training Survey
- Census, 1986, 1991
- Community College Student Information System
- Enrolment in Trade/Vocational Programs
- Enrolment in University Non-Degree Continuing Educ. Programs
- General Social Survey
- National Apprenticed Trades Survey
- National Apprenticeship Survey
- Registered Apprenticeship Training Survey
- Survey of Labour and Income Dynamics
- University Student Information System

Apprenticeship programs

- Adult Education and Training Survey
- Follow-Up of 1986 Graduates
- Follow-Up of 1990 Graduates
- General Social Survey
- National Apprenticed Trades Survey

- National Apprenticeship Survey
- 1988 National Graduates Survey
- 1992 National Graduates Survey
- Registered Apprenticeship Training Survey
- Survey of the Cultural Sector Labour Force

Attainment levels (see Highest level of schooling attained)

Attendance (see also Full-time or Part-time attendance)

- Aboriginal Peoples Survey
- Adult Education and Training Survey
- Census, 1986, 1991
- General Social Survey
- Labour Force Survey
- University Student Information System

Attending school while working (see Working while attending school)

Bachelor's degree-earned (see Highest level of schooling attained)

Barriers to access to educational buildings

- Health and Activity Limitation Survey

Barriers to education and training

- Adult Education and Training Survey
- Health and Activity Limitation Survey

Body awarding diploma or certificate

- University Student Information System

Class of worker

- Adult Education and Training Survey
- Census 1986, 1991
- General Social Survey
- Labour Force Survey
- Labour Market Activity Survey
- Survey of Labour and Income Dynamics

College or CEGEP certificate or diploma- earned (see Highest level of schooling attained)

Community colleges (see Educational institutions)

Computer skills and use

General Social Survey
 Computers - use of in work
 General Social Survey
 Co-op programs
 Follow-Up of 1986 Graduates
 Follow-Up of 1990 Graduates
 1988 National Graduates Survey
 1992 National Graduates Survey
 Courses taken in high school
 General Social Survey
 Courses taken in post-secondary
 General Social Survey
 Courses taken towards a post-secondary degree, certificate or diploma
 General Social Survey
 Counselling received regarding program
 National Apprenticeship Survey
 Culture - Work in the sector
 Survey of the Cultural Sector of the Labour Force
 Current studies, year or level of program
 Aboriginal Peoples Survey
 Adult Education and Training Survey
 Census, 1986, 1991
 Community College Student Information System
 Displaced Workers Survey
 Enrolment in Trade/Vocational Programs
 Enrolment in University Non-degree Continuing Education Programs
 Follow-Up of 1986 Graduates
 Follow-Up of 1990 Graduates
 General Social Survey
 Health and Activity Limitations Survey
 Labour Force Survey
 Labour Market Activity Survey
 National Apprenticed Trades Survey
 National Apprenticeship Survey
 1988 National Graduates Survey
 1992 National Graduates Survey
 Registered Apprenticeship Training Survey

School Leavers Follow-up Survey
 School Leavers Survey
 Survey of Labour and Income Dynamics
 Survey of Literacy Skills Used in Daily Activities
 Survey of the Cultural Sector of the Labour Force
 University Student Information System

Date of registration, expected completion or granting of certificate
 Registered Apprenticeship Training Survey
 University Student Information System
 Degree/diploma/certificate currently being worked on
 Aboriginal Peoples Survey
 Adult Education and Training Survey
 Census, 1986, 1991
 Community College Student Information System
 Displaced Workers Survey
 Enrolment in Trade/Vocational Programs
 Enrolment in University Non-degree Continuing Education Programs
 Follow-Up of 1986 Graduates
 Follow-Up of 1990 Graduates
 General Social Survey
 Health and Activity Limitations Survey
 Labour Force Survey
 Labour Market Activity Survey
 National Apprenticed Trades Survey
 National Apprenticeship Survey
 1988 National Graduates Survey
 1992 National Graduates Survey
 Registered Apprenticeship Training Survey
 School Leavers Follow-up Survey
 School Leavers Survey
 Survey of Labour and Income Dynamics
 Survey of Literacy Skills Used in Daily Activities
 Survey of the Cultural Sector of the Labour Force
 University Student Information System
 Degrees, certificates and diplomas-earned (see Highest level of schooling attained)

Did not look for work thinking no jobs were available	1988 National Graduates Survey
General Social Survey	1992 National Graduates Survey
Labour Force Survey	Survey of the Cultural Sector of the Labour Force
Distance education	
Adult Education and Training Survey	Faculty (in both public and private education)
Doctorate-earned (see Highest level of schooling attained)	Survey of Private Training Schools
Drop-outs (see School leavers)	Survey of Uniform Financial System, School Boards
Duration of spells of employment, joblessness, unemployment and multiple job-holding	Faculty of Aboriginal origin
Aboriginal Peoples Survey	Aboriginal Peoples Survey
Follow-Up of 1986 Graduates	Faculty- type of instructor preferred
Follow-Up of 1990 Graduates	Survey of Literacy Skills Used in Daily Activities
Survey of Labour and Income Dynamics	Father studying full-time or part-time
Duration of program (see Number of hours/days/weeks/months/years invested in current education/training)	General Social Survey
	Father's educational attainment
	General Social Survey
	Survey of Literacy Skills Used in Daily Activities
	Survey of Labour and Income Dynamics
Educational requirements of job	Family size/structure
Follow-Up of 1986 Graduates	Aboriginal Peoples Survey
Follow-Up of 1990 Graduates	Adult Education and Training Survey
General Social Survey	Census 1986, 1991
1988 National Graduates Survey	Displaced Workers Survey
1992 National Graduates Survey	Follow-Up of 1986 Graduates
Enrolment numbers (See also full-time/part-time registrations)	Follow-Up of 1990 Graduates
Community College Student Information System	General Social Survey
Survey of Private Training Schools	Labour Force Survey
Survey of Uniform Financial System, School Boards	Labour Market Activity Survey
University Student Information System	National Apprenticed Trades Survey
Employed full or part-time (see Labour Force Status)	1988 National Graduates Survey
Expectations after graduation	1992 National Graduates Survey
General Social Survey	School Leavers Follow-up Survey
Expenditures on education (public)	School Leavers Survey
Survey of Uniform Financial System, School Boards	Survey of Labour and Income Dynamics
Extent skills or knowledge from training are used at work	Survey of Literacy Skills Used in Daily Activities
Adult Education and Training Survey	Field of study (see Major field of study)
Follow-Up of 1986 Graduates	Financial assistance received
Follow-Up of 1990 Graduates	Aboriginal Peoples Survey
General Social Survey	Adult Education and Training Survey
National Apprenticeship Survey	

Follow-Up of 1986 Graduates
 Follow-Up of 1990 Graduates
 National Apprenticeship Survey
 1988 National Graduates Survey
 1992 National Graduates Survey
 Survey of the Cultural Sector of the Labour Force
 Firm size (see Number of employees)
 Full-time or part-time enrolment
 Aboriginal Peoples Survey
 Adult Education and Training Survey
 Census, 1986, 1991
 Community College Student Information System
 Enrolment in Trade/Vocational Programs
 Follow-Up of 1986 Graduates
 Follow-Up of 1990 Graduates
 General Social Survey
 Health and Activity Limitations Survey
 Labour Market Activity Survey
 National Apprenticed Trades Survey
 National Apprenticeship Survey
 1988 National Graduates Survey
 1992 National Graduates Survey
 Registered Apprenticeship Training Survey
 Survey of the Cultural Sector of the Labour Force
 Survey of Labour and Income Dynamics
 University Student Information System
 Full-time or part-time weeks worked
 Census, 1986, 1991
 Follow-Up of 1986 Graduates
 Follow-Up of 1990 Graduates
 General Social Survey
 Health and Activity Limitation Survey
 Labour Force Survey
 Labour Market Activity Survey
 1988 National Graduates Survey
 1992 National Graduates Survey
 Survey of Labour and Income Dynamics
 Survey of Literacy Skills Used in Daily Activities

Funding - opinion on who should pay
 Survey of Literacy Skills Used in Daily Activities
 Future education - plans for
 Aboriginal Peoples Survey
 General Social Survey
 Health and Activity Limitation Survey
 Survey of Literacy Skills Used in Daily Activities

Graduates
 Follow-Up of 1986 Graduates
 Follow-Up of 1990 Graduates
 1988 National Graduates Survey
 1992 National Graduates Survey

Held multiple jobs
 Aboriginal Peoples Survey
 Adult Education and Training Survey
 General Social Survey
 Labour Force Survey

Hours of work
 Adult Education and Training Survey
 Census, 1986, 1991
 Displaced Workers Survey
 Follow-Up of 1986 Graduates
 Follow-Up of 1990 Graduates
 General Social Survey
 Health and Activity Limitations Survey
 Labour Force Survey
 Labour Market Activity Survey
 National Apprenticed Trades Survey
 National Apprenticeship Survey
 1988 National Graduates Survey
 1992 National Graduates Survey
 School Leavers Follow-up Survey
 School Leavers Survey
 Survey of Labour and Income Dynamics
 Survey of the Cultural Sector of the Labour Force

Highest degree, certificate or diploma-earned (see Highest level of schooling attained)

Highest grade of elementary or secondary (see Highest level of schooling completed)

Aboriginal Peoples Survey

Census, 1986, 1991

Labour Force Survey

Survey of Literacy Skills Used in Daily Activities

Highest grade completed before immigration

Survey of Literacy Skills Used in Daily Activities

Highest grade completed in Canada - for immigrants

Survey of Literacy Skills Used in Daily Activities

Highest level of schooling attained

Aboriginal Peoples Survey

Adult Education and Training Survey

Census, 1986, 1991

Community College Student Information System

Displaced Workers Survey

Enrolment in Trade/Vocational Programs

Enrolment in University Non-degree Continuing Education Programs

Follow-Up of 1986 Graduates

Follow-Up of 1990 Graduates

General Social Survey

Health and Activity Limitations Survey

Labour Force Survey

Labour Market Activity Survey

National Apprenticed Trades Survey

National Apprenticeship Survey

1988 National Graduates Survey

1992 National Graduates Survey

Registered Apprenticeship Training Survey

School Leavers Follow-up Survey

School Leavers Survey

Survey of Labour and Income Dynamics

Survey of Literacy Skills Used in Daily Activities

Survey of the Cultural Sector of the Labour Force

University Student Information System

Highest level of schooling completed

Follow-Up of 1986 Graduates

Follow-Up of 1990 Graduates

General Social Survey

National Apprenticeship Survey

1988 National Graduates Survey

1992 National Graduates Survey

School Leavers Follow-up Survey

School Leavers Survey

Survey of Labour and Income Dynamics

Survey of Literacy Skills Used in Daily Activities

Survey of the Cultural Sector of the Labour Force

Highest level of schooling before immigration

Survey of Literacy Skills Used in Daily Activities

Highest level of schooling completed in Canada - for immigrants

Survey of Literacy Skills Used in Daily Activities

High School Drop-outs (see School Leavers)

Honours program indicator

University Student Information System

Income of student/learner

Aboriginal Peoples Survey

Adult Education and Training Survey

Census 1986, 1991

Displaced Workers Survey

Follow-Up of 1986 Graduates

Follow-Up of 1990 Graduates

General Social Survey

Health and Activity Limitations Survey

Labour Force Survey

Labour Market Activity Survey

National Apprenticed Trades Survey

National Apprenticeship Survey

School Leavers Follow-up Survey

School Leavers Survey

Survey of Labour and Income Dynamics

Survey of Literacy Skills Used in Daily Activities

Survey of the Cultural Sector of the Labour Force

Indenture - type

Registered Apprenticeship Training Survey

Industry

Aboriginal Peoples Survey

Adult Education and Training Survey

Census, 1986, 1991

Follow-Up of 1986 Graduates

Follow-Up of 1990 Graduates

General Social Survey

Health and Activity Limitation Survey

Human Resources Training and Development Survey

Labour Force Survey

Labour Market Activity Survey

National Apprenticeship Survey

1988 National Graduates Survey

1992 National Graduates Survey

Survey of Growing Small and Medium Enterprises

Survey of Labour and Income Dynamics

Survey of Literacy Skills Used in Daily Activities

Survey of the Cultural Sector of the Labour Force

Interest in current affairs, economic conditions/business issues, new inventions/technologies, recent scientific discoveries

General Social Survey

Job tenure (length of employment with current employer)

Aboriginal Peoples Survey

Adult Education and Training Survey

Census, 1986, 1991

Follow-Up of 1986 Graduates

Follow-Up of 1990 Graduates

General Social Survey

Health and Activity Limitation Survey

Labour Force Survey

Labour Market Activity Survey

National Apprenticeship Survey

1988 National Graduates Survey

1992 National Graduates Survey

Survey of Literacy Skills Used in Daily Activities

Survey of Labour and Income Dynamics

Survey of the Cultural Sector of the Labour Force

Knowledge of current affairs, economic conditions/business issues, new invention/technologies, recent scientific discoveries

General Social Survey

Knowledge gained of science and technology through television, radio, newspapers, magazines

General Social Survey

Labour Force Status

Aboriginal Peoples Survey

Adult Education and Training Survey

Census, 1986, 1991

Follow-Up of 1986 Graduates

Follow-Up of 1990 Graduates

General Social Survey

Health and Activity Limitation Survey

Labour Force Survey

Labour Market Activity Survey

National Apprenticeship Survey

1988 National Graduates Survey

1992 National Graduates Survey

Survey of Literacy Skills Used in Daily Activities

Survey of Labour and Income Dynamics

Survey of the Cultural Sector of the Labour Force

Labour union-membership in

Adult Education and Training Survey

General Social Survey

Labour Market Activity Survey

Survey of Labour and Income Dynamics

Survey of the Cultural Sector of the Labour Force

Language of instruction

Aboriginal Peoples Survey

Follow-Up of 1986 Graduates

Follow-Up of 1990 Graduates

General Social Survey

1988 National Graduates Survey	Follow-Up of 1986 Graduates
1992 National Graduates Survey	Follow-Up of 1990 Graduates
Survey of the Cultural Sector of the Labour Force	General Social Survey
Leave of absence from program	Health and Activity Limitations Survey
Follow-Up of 1986 Graduates	Labour Market Activity Survey
Follow-Up of 1990 Graduates	National Apprenticed Trades Survey
1988 National Graduates Survey	National Apprenticeship Survey
1992 National Graduates Survey	Registered Apprenticeship Training Survey
Survey of Literacy Skills Used in Daily Activities	School Leavers Follow-up Survey
Living arrangements while attending school	School Leavers Survey
Aboriginal Peoples Survey	1988 National Graduates Survey
Literacy Skills	1992 National Graduates Survey
General Social Survey	Survey of Labour and Income Dynamics
School Leavers Follow-up Survey	Survey of Literacy Skills Used in Daily Activities
School Leavers Survey	Survey of the Cultural Sector of the Labour Force
Survey of Literacy Skills Used in Daily Activities	University Student Information System
Location of education/training	Major field of study - Main reason for choosing current/completed
Adult Education and Training Survey	Adult Education and Training Survey
	General Social Survey
Main activity before enrolling in program	Major field of study - related courses taken in last 12 months
Follow-Up of 1986 Graduates	General Social Survey
Follow-Up of 1990 Graduates	
National Apprenticeship Survey	Marital status of student/learner
1988 National Graduates Survey	Aboriginal Peoples Survey
1992 National Graduates Survey	Adult Education and Training Survey
Main activity in past 12 months is studying	Census, 1986, 1991
General Social Survey	Community College Student Information System
Major field of study- completed studies	Displaced Workers Survey
Census, 1986, 1991	Enrolment in Trade/Vocational Programs
General Social Survey	Follow-Up of 1986 Graduates
Labour Force Survey	Follow-Up of 1990 Graduates
Major field of study- current studies	General Social Survey
Aboriginal Peoples Survey	Labour Force Survey
Adult Education and Training Survey	Labour Market Activity Survey
Community College Student Information	National Apprenticed Trades Survey
Displaced Workers Survey	1988 National Graduates Survey
Enrolment in Trade/Vocational Programs	1992 National Graduates Survey
Enrolment in University Non-degree Continuing Education Programs	School Leavers Follow-up Survey
	School Leavers Survey

Survey of Labour and Income Dynamics	Enrolment in University Non-degree Continuing Education Programs
Survey of Literacy Skills Used in Daily Activities	General Social Survey
Survey of the Cultural Sector of the Labour Force	Human Resources Training and Development Survey
University Student Information System	National Apprenticed Trades Survey
Master's degree-earned (see Highest level of schooling attained)	National Apprenticeship Survey
Methods of instruction (classroom, educational software, radio or TV, distance, correspondence, etc.)	Registered Apprenticeship Training Survey
Adult Education and Training Survey	School Leavers Survey
Months attended in survey year	Survey of Labour and Income Dynamics
Adult Education and Training Survey	Survey of Private Training Schools
Labour Market Activity Survey	University Student Information System
Mother studying full-time or part-time	Number of schools attended during elementary/secondary education
General Social Survey	Aboriginal Peoples Survey
Mother's educational attainment	Number of visits to Canada Employment Centre and related skill development information
General Social Survey	Labour Market Activity Survey
Survey of Literacy Skills Used in Daily Activities	Number of weeks of training (see Number of hours/days/ weeks/months/ years invested in current education/training)
Survey of Labour and Income Dynamics	Number of years of elementary/secondary education completed (See Highest level of schooling completed)
Moved to enroll in educational program	Number of years normally needed to complete program
National Apprenticeship Survey	Community College Information System
Non university certificate or diploma-earned (see Highest level of schooling attained)	Follow-Up of 1986 Graduates
Not in the Labour Force (see Labour Force Status)	Follow-Up of 1990 Graduates
Now working towards a different degree, certificate or diploma	1988 National Graduates Survey
General Social Survey	1992 National Graduates Survey
University Student Information System	University Student Information System
Number of employees in firm	Number of years of university completed (see Highest level of schooling completed)
Adult Education and Training Survey	Number of years of work experience before enrolling in program
General Social Survey	Follow-Up of 1986 Graduates
Human Resources Training and Development Survey	Follow-Up of 1990 Graduates
Survey of Growing Small and Medium Enterprises	1988 National Graduates Survey
Survey of Labour and Income Dynamics	1992 National Graduates Survey
Survey of the Cultural Sector of the Labour Force	Numeracy skills
Number of hours/days/weeks/months/years invested in current education/ training	General Social Survey
Adult Education and Training Survey	School Leavers Follow-up Survey
Community College Information System	School Leavers Survey
Enrolment in Trade/Vocational Programs	Survey of Literacy Skills Used in Daily Activities

Occupation

- Aboriginal Peoples Survey
- Adult Education and Training Survey
- Census, 1986, 1991
- Follow-Up of 1986 Graduates
- Follow-Up of 1990 Graduates
- General Social Survey
- Health and Activity Limitation Survey
- Labour Force Survey
- Labour Market Activity Survey
- National Apprenticeship Survey
- 1988 National Graduates Survey
- 1992 National Graduates Survey
- Survey of Labour and Income Dynamics
- Survey of Literacy Skills Used in Daily Activities
- Survey of the Cultural Sector of the Labour Force

On-the-job training credits

- Registered Apprenticeship Training Survey

Participation rate in education and training

- Adult Education and Training Survey

Perception of schooling - what liked/did not like

- Aboriginal Peoples Survey

Personal interest education and training

- Adult Education and Training Survey
- General Social Survey

Post-secondary education (see Highest level of schooling attained, Highest level of schooling completed or Current studies)

Presently working towards elementary/secondary school graduation (see Current studies)

Qualifications being sought (see Current studies)

Reading and writing skills required in job

- Survey of Literacy Skills Used in Daily Activities

Reading and writing skills required in job search

- Survey of Literacy Skills Used in Daily Activities

Reading and writing skills required outside of labour force

- Survey of Literacy Skills Used in Daily Activities

Reading: Level of skill

- Survey of Literacy Skills Used in Daily Activities

Reasons for enrolment

- Adult Education and Training Survey
- Follow-Up of 1986 Graduates
- Follow-Up of 1990 Graduates
- National Apprenticeship Survey
- 1988 National Graduates Survey
- 1992 National Graduates Survey

Reasons for enrolment part-time

- Follow-Up of 1986 Graduates
- Follow-Up of 1990 Graduates
- 1988 National Graduates Survey
- 1992 National Graduates Survey

Reasons for leaving school

- Aboriginal Peoples Survey
- National Apprenticed Trades Survey
- School Leavers Survey
- Survey of Literacy Skills Used in Daily Activities

Reasons for not completing courses

- Aboriginal Peoples Survey
- National Apprenticeship Survey
- Registered Apprenticeship Training Survey

Reasons for not receiving certification

- National Apprenticeship Survey

Reasons for not taking training

- Adult Education and Training Survey
- Survey of Literacy Skills Used in Daily Activities
- Survey of the Cultural Sector of the Labour Force

Registration status

- Adult Education and Training Survey
- Community College Student Information System
- University Student Information System

Red Seal qualifications

- Registered Apprenticeship Training Survey
- National Apprenticeship Survey

Satisfaction with employer's support of training activities	Follow-Up of 1990 Graduates
Adult Education and Training Survey	General Social Survey
Satisfaction with quality of program	National Apprenticed Trades Survey
Adult Education and Training Survey	National Apprenticeship Survey
Follow-Up of 1986 Graduates	1988 National Graduates Survey
Follow-Up of 1990 Graduates	1992 National Graduates Survey
National Apprenticeship Survey	Registered Apprenticeship Training Survey
1988 National Graduates Survey	School Leavers Follow-up Survey
1992 National Graduates Survey	School Leavers Survey
Survey of the Cultural Sector of the Labour Force	Survey of Labour and Income Dynamics
Science and technology - interest in	Survey of Literacy Skills Used in Daily Activities
General Social Survey	Survey of the Cultural Sector of the Labour Force
School leavers (High school drop outs)-reasons for leaving	University Student Information System
Aboriginal Peoples Survey	Spouse studying full-time or part-time
School Leavers Survey	General Social Survey
Survey of Literacy Skills Used in Daily Activities	Spouse's highest level of schooling
Secondary school (high school) graduation certificate (see Highest level of schooling attained, Highest level of schooling completed or Current studies)	General Social Survey
Secondary school - type of program	Technical aids needed
Adult Education and Training Survey	Health and Activity Limitation Survey
Survey of Literacy Skills Used in Daily Activities	Time gaining an education extended due to disability
Self-employed (see Class of Worker)	Health and Activity Limitation Survey
Self-reported perception of training education/training needs	Trades certificate or diploma
Adult Education and Training Survey	Census, 1986, 1991
Survey of Literacy Skills Used in Daily Activities	Follow-Up of 1986 Graduates
Survey of the Cultural Sector of the Labour Force	Follow-Up of 1990 Graduates
Special class schooling	Labour Force Survey
Health and Activity Limitation Survey	National Apprenticeship Survey
Survey of Literacy Skills Used in Daily Activities	1988 National Graduates Survey
Sex (gender) of student/learner	1992 National Graduates Survey
Aboriginal Peoples Survey	Trades - prior certification
Adult Education and Training Survey	Registered Apprenticeship Training Survey
Census, 1986, 1991	Trades identifier
Community College Student Information System	Registered Apprenticeship Training Survey
Enrolment in Trade/Vocational Programs	Training - Awareness of course availability
Enrolment in University Non-Degree Continuing Educ. Programs	Adult Education and Training Survey
Follow-Up of 1986 Graduates	Survey of the Cultural Sector of the Labour Force

Training courses - Non-employer related	Visible Minority
Adult Education and Training Survey	Aboriginal Peoples Survey
Training - Employer-supported courses/programs	Census, 1986, 1991
Adult Education and Training Survey	Health and Activity Limitations Survey
Survey of the Cultural Sector of the Labour Force	Volunteer Work-training required
Training -General	Survey of the Cultural Sector of the Labour Force
Aboriginal Peoples Survey	Work experience before completing current program
Adult Education and Training Survey	Follow-Up of 1986 Graduates
Survey of the Cultural Sector of the Labour Force	Follow-Up of 1990 Graduates
Training in Business/Industry	1988 National Graduates Survey
Adult Education and Training Survey	1992 National Graduates Survey
Human Resources Training and Development Survey	Work experience related to program
Survey of Growing Small and Medium Enterprises	National Apprenticeship Survey
Survey of Private Training Schools	Working while attending school
Training programs - Non-employer related	Adult Education and Training Survey
Adult Education and Training Survey	Labour Force Survey
Tuition-fee payments (arrangements or costs)	Labour Market Activity Survey
Adult Education and Training Survey	National Apprenticeship Survey
Type of providers (educational institutions, business or commercial school, etc.)	1988 National Graduates Survey
Adult Education and Training Survey	1992 National Graduates Survey
Unemployed (see Labour Force Status)	School Leavers Follow-up Survey
Units in program	School Leavers Survey
University Student Information System	Survey of Labour and Income Dynamics
Universities (see Educational institutions)	Year current program of study commenced
University certificate or diploma (see Highest level of schooling attained, Highest level of schooling completed or Current studies)	General Social Survey
University certificate or diploma above bachelor level (see Highest level of schooling attained, Highest level of schooling completed or Current studies)	University Student Information System
	Year obtained highest level of schooling
	General Social Survey
	Years of university (see Highest level of schooling attained, Highest level of schooling completed or Current studies)