

81F0004GPB

Guide to Data on Elementary and Secondary Education in Canada

A useful tool for anyone in the education sector

First Edition

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Sources

Source 1
Survey of School Boards based on the Uniform Financial System

The annual financial statistics are collected from each province/territory and are converted to a standard classification. The data are generally used by provincial departments of education, provincial and national associations of teachers, school administrators, school trustees, education reporters and researchers, OECD and UNESCO.

<p>Universe</p> <ul style="list-style-type: none"> - Revenues and expenditures of all school boards in Canada (900 in all). - Geographic areas covered are Canada, provinces and territories. 		
<p>Information collected</p>		
<p>Revenues by source of funds</p> <ul style="list-style-type: none"> - local taxation - provincial government - federal government - tuition fees from individuals - other school boards - other sources 	<p>Operating expenditures by:</p> <p><i>Function</i></p> <ul style="list-style-type: none"> - business administration - instruction administration - instruction (day school, special courses, adult education) - educational services (audio-visual, library, other) - food services - school facilities services - transportation - capital expenditures - debt charges - other operating expenses <p><i>Economic classification</i></p> <ul style="list-style-type: none"> - salaries and wages - fringe benefits - supplies and services - fees and contractual services - capital expenditures - other operating expenses 	<p>School board expenditures in relation to selected socioeconomic indicators</p> <ul style="list-style-type: none"> - school board expenditures - adult education - school board expenditures minus expenditures on adult education - departmental services - enrolment figures - expenditures per student - expenditures as a percentage of Gross Domestic Product (GDP) - expenditures as a percentage of personal income - Education Price Index (1986=100) - total expenditures in constant dollars (1986=100) - total expenditures per student in constant dollars (1986=100) - expenditures per capita - expenditures per member of the labour force

Survey of School Boards based on the Uniform Financial System - Concluded

Advantages <ul style="list-style-type: none">- Principal source of data on school board finances.- Financial variables are well detailed and uniformity of the information collected is ensured by the Education, Culture and Tourism Division.	
Constraints <ul style="list-style-type: none">- Data are available only two years after the reference calendar year.- 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 Education, Culture and Tourism Division.	
Suggested Topics for Analysis <ul style="list-style-type: none">- Revenues by source of funds, provincial.- Expenditures by economic classification, provincial.- School board financial statements: comparison by province.- School board expenditures in relation to selected socioeconomic indicators, Canada, provinces and territories.- Trends in school board expenditures as a percentage of gross domestic product, Canada, provinces and territories.- Trends in expenditures per student.	
Historical Continuity and Frequency <ul style="list-style-type: none">- start date: 1900- reference period: calendar year- frequency: annual- release time: two years after the reference period	Accessibility <ul style="list-style-type: none">- publication catalogued: <i>Education Quarterly Review</i>- publication not catalogued: <i>A Statistical Portrait of Elementary and Secondary Education in Canada</i>- CANSIM- customized microdata products (diskette, tape)- other customized statistical data products (printout,...)

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Source 2 Survey of Financial Statistics of Private Schools

The survey collects financial data from private elementary and secondary schools in Canada. The information collected gives government and the various associations involved in the field of education a better understanding of the operation of private schools in Canada and is of assistance in education policy formulation.

<p><i>Universe</i></p> <ul style="list-style-type: none"> - Revenues and expenditures of all elementary and secondary private schools in Canada (the data are collected in a survey that covers approximately 1,200 private schools and from administrative files that cover approximately 300 private schools). - Geographic areas covered are New Brunswick, Quebec, Ontario, Manitoba, Saskatchewan, Alberta, British Columbia, the remaining Atlantic Provinces (Newfoundland, Nova Scotia and Prince Edward Island and Yukon). 					
<p><i>Information collected</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%; vertical-align: top; padding: 5px;"> <p>Operating and capital revenues by source of funds</p> <ul style="list-style-type: none"> - government grants (municipal, provincial, federal) - fees from individuals (tuition fees, board and lodging) - other school boards (public or separate) - other sources (subsidy from a religious congregation, donation and inheritance, other) - loans </td> <td style="width: 33%; vertical-align: top; padding: 5px;"> <p>Operating expenditures by:</p> <p><i>Function</i></p> <ul style="list-style-type: none"> - general administration - instruction - educational services - physical plant - other - capital expenditures - debt charges </td> <td style="width: 33%; vertical-align: top; padding: 5px;"> <p><i>Economic classification</i></p> <ul style="list-style-type: none"> - teachers salaries - other instructional expenditures - non-instructional salaries and wages - other operating expenditures - capital outlay and debt charges </td> </tr> </table>			<p>Operating and capital revenues by source of funds</p> <ul style="list-style-type: none"> - government grants (municipal, provincial, federal) - fees from individuals (tuition fees, board and lodging) - other school boards (public or separate) - other sources (subsidy from a religious congregation, donation and inheritance, other) - loans 	<p>Operating expenditures by:</p> <p><i>Function</i></p> <ul style="list-style-type: none"> - general administration - instruction - educational services - physical plant - other - capital expenditures - debt charges 	<p><i>Economic classification</i></p> <ul style="list-style-type: none"> - teachers salaries - other instructional expenditures - non-instructional salaries and wages - other operating expenditures - capital outlay and debt charges
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<p><i>Advantages</i></p> <ul style="list-style-type: none"> - Main data source on financial statements of private schools. - Efficient standard classification system of financial concepts used by private schools. <p>Good data quality.</p>					

Constraints

- Data for the Atlantic provinces are combined for reasons of confidentiality.
- Data published are less detailed than school board data.

Cautionary note: *The survey is usually conducted every three years. For intermediate years, data are estimated based on: results of other years' surveys; enrolment data in the private institutions; the evolution of elementary and secondary education expenditures in the public school system; and the results of other surveys related to federal and provincial spending on education.*

Suggested Topics for Analysis

- Elementary and secondary private school revenues by source of funds, by province.
- Elementary and secondary private school expenditures, by economic classification, by province.
- Expenditures of elementary and secondary private schools, by function, Canada, provinces and territories.

Historical Continuity and Frequency

- start date: 1947-48
- reference period: financial year
- frequency: occasional
- release time: one year after the reference period

Accessibility

- publication catalogued: *Education Quarterly Review*
- publication not catalogued: *A Statistical Portrait of Elementary and Secondary; and Education in Canada*
- CANSIM
- customized microdata products (diskette, tape)
- other customized statistical data products (printout,...)

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Source 3
Statistics on Characteristics of Teachers in Public Schools

Data on the teaching staff are collected from provincial administrative files. These data are used mainly by provincial departments of education, provincial and national associations of teachers, school administrators, school trustees, education reporters and researchers, OECD and UNESCO.

<p><i>Universe</i></p> <ul style="list-style-type: none">- Population includes all the educators (teachers, principal, vice-principal, department head, supervisory staff) working in elementary and secondary public schools in Canada. The population size is approximately 280,000 teachers.- Geographic areas covered are Canada, provinces and territories.
<p><i>Information collected</i></p> <ul style="list-style-type: none">- age and gender- employment status- position of educators- school level
<p><i>Advantages</i></p> <ul style="list-style-type: none">- Data provides main characteristics of educators.- May be used as a base population for sample surveys.
<p><i>Constraints</i></p> <ul style="list-style-type: none">- Characteristics of teaching staff are limited to the variables listed above (before 1986, the survey collected more data on the characteristics of educators).- Data become available 12 to 18 months after the reference date.- Some provinces provide information on private schools; others do not.
<p><i>Suggested Topics for Analysis</i></p> <ul style="list-style-type: none">- Demographic profile of educators in Canada and the provinces.- Aging of teaching staff.- Trend of the proportions of full and part-time educators.

Statistics on Characteristics of Teachers in Public Schools - Concluded

Historical Continuity and Frequency

- start date: 1972-73 (revised 1978 and 1986)
- reference period: September 30
- frequency: annual
- release time: 12 to 18 months after the reference period

Accessibility

- publication catalogued: 81-229
- publication not catalogued: *A Statistical Portrait of Elementary and Secondary Education in Canada*
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Source 4
Survey on School Enrolment and Graduates

The enrolment figures for public, private, federal schools as well as the schools for the blind and deaf, on primary and secondary levels in Canada are administrative data collected from provincial files and from some federal departments. The data are mainly used by provincial departments of education, associations of teachers, school administrators, school trustees, education reporters and researchers, OECD and UNESCO.

<p>Universe</p> <ul style="list-style-type: none"> - Students enrolled in public and private, elementary and secondary schools in Canada including native schools and schools located on military bases in Canada and overseas. Enrolment figures are collected for 16,000 schools, 500 by survey and the other 15,500 from administrative files. - Geographic areas covered are Canada, provinces and territories, and sub-provincial areas. 			
<p>Information collected</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Enrolment by type of school</p> <ul style="list-style-type: none"> - public, schools - private schools - schools for the blind and the deaf (provincial government) - federal schools (native, Department of National Defense) <p>Private schools enrolment by level</p> <ul style="list-style-type: none"> - pre-school and elementary - secondary </td> <td style="width: 50%; vertical-align: top;"> <p>Second language programs by type</p> <ul style="list-style-type: none"> - regular second language programs - second language immersion - minority language education <p>School enrolment</p> <ul style="list-style-type: none"> - age and gender - grade and gender <p>Number of graduates</p> </td> </tr> </table>		<p>Enrolment by type of school</p> <ul style="list-style-type: none"> - public, schools - private schools - schools for the blind and the deaf (provincial government) - federal schools (native, Department of National Defense) <p>Private schools enrolment by level</p> <ul style="list-style-type: none"> - pre-school and elementary - secondary 	<p>Second language programs by type</p> <ul style="list-style-type: none"> - regular second language programs - second language immersion - minority language education <p>School enrolment</p> <ul style="list-style-type: none"> - age and gender - grade and gender <p>Number of graduates</p>
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<p>Advantages</p> <ul style="list-style-type: none"> - Good data quality. - Data very detailed. - Data available for sub-provincial areas. 			
<p>Constraints</p> <ul style="list-style-type: none"> - Data are available one year after the reference academic year. 			

Survey on School Enrolment and Graduates - Concluded

Suggested Topics for Analysis

- Trends of enrolment by type of school.
- Pre-school participation study.
- Trends of school enrolment by level.
- Trends of enrolment in federal schools.
- Trends of enrolment in schools under provincial jurisdiction, by type of school.
- Trends of school enrolment by age, gender and level for Canada, provinces and territories.
- Trends of enrolment in private schools, by category.
- Students/educator ratio.
- Percentage of students 16 years of age and over who still attend secondary school.

Historical Continuity and Frequency

- start date: 1973-74
- reference period: September 30 for enrolment and June 30 for graduation
- frequency: annual
- release time: 1 year after reference period

Accessibility

- publication catalogued: 81-229
- publication not catalogued: *A Statistical Portrait of Elementary and Secondary Education in Canada*
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Source 5 Survey on Minority and Second Language Education

Data on Minority and Second Language education are collected annually from provincial files, for the public school system, and through questionnaires, for private schools. Once data are fully edited, calculations are made to establish the amount of funding going to each province/private school according to the funding formula administered by Heritage Canada. The data are used mainly by the Official Languages in Education and the Promotion of Official Languages in Education branches, the Office of the Commissioner of Official Languages, provincial departments of education, provincial and national associations, education reporters and researchers.

Universe

- Public and private, elementary and secondary schools in Canada and schools operated by the Department of National Defence in Canada and overseas. The school enrolment figures are collected for 16,000 schools, 1,500 by survey and the other 14,500 from administrative files.
- Geographic areas covered are Canada, provinces and territories, and sub-provincial areas.

Information collected

Enrolment

- program (regular second language programs, second language immersion, minority language education)
- level
- grade
- percent of school week spent in studying the second language

Participation index

Advantages

- Only data source that provides detailed statistics on minority language and language of instruction.
- Interesting geographic detail, data available at school board level.

Constraints

- Data available one year after reference date (September 30).
- Lack of demographic characteristics on school enrolment in this type of immersion program.

Survey on Minority and Second Language Education - Concluded

Suggested Topics for Analysis

- Trends of enrolment in second language programs by province.
- Trends of enrolment in French as a second language programs by level of study.
- Trends of enrolment in minority language by grade.
- Trends of number of schools offering second language programs, by province.
- Participation rate in second language of instruction, by age.
- Participation rate in French immersion programs.

Historical Continuity and Frequency

- start date: 1973-74
- reference period: September 30
- frequency: annual
- release time: 1 year after reference period

Accessibility

- publication catalogued: 81-229
- CANSIM
- customized microdata products (diskette, tape)
- other customized statistical data products (printout,...)

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Source 6 School Leavers Survey (SLS)

The School Leavers Survey (SLS) had two main objectives: to establish rates of school leaving for Canada and the provinces and to develop comparative profiles of three groups of secondary school attendees: those who successfully completed school (graduates), those still in the education system (continuers) and those who left before receiving a diploma or certificate (leavers). The SLS was also designed to identify the circumstances associated with school leaving, to obtain information on factors affecting the potential for a successful transition to the labour market, to gather information on labour market experiences and on quality of life. This survey was sponsored by Human Resources Development Canada.

Universe

- Target population is young adults between 18 and 20 years of age on April 1, 1991, whose name appeared on the file of the Family Allowances Program (FA). Five years of Family Allowances Files (1986 to 1990) were used to generate the sampling frame. The individuals for whom the recipient of the FA payment was an agency were excluded. The sample size was 18,000 young people but 60% individuals were traced and 88% of those were interviewed.
- Geographic areas covered are Canada and provinces.

Information collected

Demographic and Background Characteristics

- age and gender
- ethnic origin
- marital status
- birthplace
- immigration date
- language
- literacy
- activity limitations
- family composition
- scolarity of the other member of the household

Status

- graduate
- leaver
- continuer
- returners
- ever-dropped out of school

Additional Education/Training after Leaving School

- type of course
- field of study
- type of establishment
- vocational experience program

Elementary/secondary Schooling

- highest grade completed
- certificate or diploma obtained
- province of study
- school experiences
- academic experiences

Labour Market Experiences

- status of employment
- incomes and sources
- job search
- satisfaction
- labour force situation

Quality of Life and Futur Prospects

- satisfaction of life
- satisfaction at school
- health
- aid or assistance received at school
- raisons for leaving school
- futur career
- futur training

School Leavers Survey (SLS) - Continued

Advantages

- SLS is a strategic and up-to-date source of information, it includes questions on a variety of variables that are not available from other methods of estimating high school leaver rates (for example, school experiences, academic experiences and the attitudes of friends and family toward high school completion), it includes demographic and attitudinal variables useful in analyzing factors associated with school leaving.
- Data from the SLS reflect the stages of the school leaving process ("leaving", "returning", "continuing", "completing") rather than representing the phenomenon as a one-time event.
- Survey can identify province of schooling as well as province of residence.
- SLS provides an important basis for tracking students longitudinally.
- SLS begins to examine the school-to-work transition.

Constraints

- Some respondent were hard to trace. Due to tracing difficulties, there may be a potential bias problem in the methodology used for the survey.
- SLS produces estimates based on information collected from and about a sample of individuals. It is an unavoidable fact that estimates from a sample survey are subject to sampling errors.
- Errors which are not related to sampling may occur at almost every phase of a survey operation. Some examples of non-sampling errors include such things as: interviewers misunderstanding instructions, respondent errors in answering questions, errors that occur in processing and tabulation of data and non-response. Quality assurance measures are taken to reduce the likelihood of non-sampling error.
- SLS relies upon accurate self-reporting of educational attainment.
- With the SLS, it is not possible to fully estimate the impact of non-traditional education routes, such as training and education equivalent to or higher than secondary school, on school leaver rates. Education and training after age 20 is not captured. Follow-up studies and longitudinal research would permit more accurate estimation of school leaver rates.
- Because the sample frame is 18 to 20 years old, there is only limited opportunity to evaluate the impact of secondary school graduation or not upon entry-level jobs.
- SLS is a one-time survey that cannot produce estimates of trends.

School Leavers Survey (SLS) - Continued

Suggested Topics for Analysis

- Survey questions were designed to cover a number of topics, including:

Transition

- At what level do students tend to withdraw from educational institutions? At what rate?
- What reasons do they give for leaving school?
- Are there any decisive factors linked to early leaving?
- What factors characterize the transition from school to the labour market?
- What type of training have leavers taken since leaving the official education system?
- What are the obstacles to continuing education?
- What is their current attitude to leave the school: armed with hindsight and taking into account their experience since leaving school, do leavers believe they would have been better to complete their education?

Labour market

- What jobs do young people who leave school (and other young people) manage to get?
- To what extent do these young people become the clientele of continuing education (i.e. apprentice groups)?
- In what way do the social and economic milieu influence entry of young people into the labour market?
- After leaving the formal education system, what additional training do the young people receive and what impact does this training have on their success or failure on the labour market?
- What job-seeking methods are used by leavers? Are these methods effective?
- What assistance do these young people require or receive in their search for employment?
- What are their personal expectations regarding their occupational future?

Quality of life

- To what extent does a lack of specific skills (i.e. reading, numeracy and computer skills), hinder the progress of leavers in the labour force?
- What is their current housing situation (i.e. lives alone, shares with friend, lives with parents or relatives)?
- What is their current financial situation (i.e. income (sources) and expenses, etc...)?
- What is their own perception of their lifestyle; are they satisfied with it?

School Leavers Survey (SLS) - Concluded

Historical Continuity and Frequency

- start date: 1991 (1st survey)
- reference period: April-June 1991
- frequency: one time only to date
- release time: 1992

Accessibility

- 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, Government of Canada, 1993
 - *Qualitative Research on School Leavers, Summary Final Reports*, Statistics Canada, December 1990
 - *School Leaver Survey*, Education, Culture and Tourism Division, Statistics Canada, December 1991
 - *Highschool "Non-completion" Rates: A map of Current Measures*, Education, Culture and Tourism Division, Statistics Canada, May 11, 1993
- customized microdata products (diskette, tape)
- other customized statistical data products (printout,...)

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Source 7 Survey of Federal Government Expenditures on Education

The survey of Federal Government Expenditures collects data on federal government expenditures in support of education. Data are extracted from public accounts and budget estimates of all provinces and territories and are coded according to a standard classification of accounts. The data are generally used by the various federal departments and agencies involved with education and training, provincial and national education associations, teachers' associations, provincial departments of education, education reporters and researchers.

Universe

- The survey covers the federal government departments, agencies, commissions, boards and Crown corporations listed in Schedules A and B of the Financial Administration Act and in Schedule 1, Parts 1 and 2 of the Public Service Staff Relations Act. Some 85 departments and agencies and approximately 115 programs are associated with education and training.
- The geographic areas covered are Canada, provinces and territories, and overseas schools.

Information collected

Federal government expenditures in support of education, by type of expenditure support

- operating expenditures
- capital expenditures
- scholarships, student aid and cost of loans
- other departmental expenses

Federal government expenditures on education, by level of education

- elementary, secondary education
- post-secondary education, non-university
- post-secondary education, university
- vocational and trade education
- special education

Federal government expenditures on education and training, by major programs

- Established Programs Financing (EPF), cash payments in respect of post-secondary education under Federal-Provincial Fiscal Arrangements and Federal Post-Secondary Education and Health Act, 1977
- Canada Job Strategy Program (Human Resources Development Canada)
- direct support for university research
- education and vocational training
- Canada Student Loans Program
- official languages in education program
- general and official languages training to federal employees
- grants in lieu of school taxes
- other programs

Federal government expenditures in support of education, by type of recipient of funds

- governments: municipal, provincial, federal (internal) and foreign
- educational institutions: public and private
- private enterprise
- individuals: students, parents, staff of educational institutions, other
- associations and groups

Survey of Federal Government Expenditures on Education - Concluded

Advantages <ul style="list-style-type: none">- Source of detailed data on federal government expenditures in support of education.	
Constraints <ul style="list-style-type: none">- Estimates made for missing data.	
Suggested Topics for Analysis <ul style="list-style-type: none">- Federal government support for education in elementary and secondary schools.- Breakdown of expenditures on education by level of instruction.- Trends of federal government expenditures in support of education by type of financial support.- Who benefits from federal government grants, and in what proportion?- Trends in the financing of established programs, by program entitlement.- Federal government financial support, by type of school.- Federal contributions to the official languages in education program, by broad category of financial support.- Federal grants to special education schools.- Public expenditures on education as a share of public expenditures.- Sources of public expenditures on education among government authorities, before and after the transfer of funds.- Financial investment in support of education.	
Historical Continuity and Frequency <ul style="list-style-type: none">- start date: 1982-83- reference period: Federal government fiscal year- frequency: annual- release time: 1 year after reference financial year	Accessibility <ul style="list-style-type: none">- publication:<ul style="list-style-type: none">• <i>Education Quarterly Review</i>- customized microdata products (diskette, tape)- other customized statistical data products (printout,...)

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Source 8 Education Price Index (EPI)

The Education Price Index (EPI) is an annual input price index that measures price changes of a fixed basket of goods and services purchased by school boards. The index is used to deflate gross current spending of school boards.

Universe

- The target population covers all the school boards in the 10 Canadian provinces, regardless of religious affiliation. Private schools, kindergartens and schools for the blind and deaf which are not directly administered by the public education system are excluded.

Information collected

Main components of education price index

- salaries and wages component of school expenditures
- school facilities, supplies and services, or non-salary component of school expenditures

Education price index and its two main sub-indices

- salaries and wages index
- non-salary index

School board expenses by components of expenses

- salaries and wages (salary scales)
- teachers' salaries (salary scales)
- non-teaching salaries (salary scales)
- non-salary expenses
- instructional supplies
- school facilities, supplies and services
- fees and contractual services

Advantages

- Enables determination of real growth in school board expenditures or growth in real expenditures per student over a given time period.
- Data released usually eight months after the end of the reference period.
- Shows historical trends.

Constraints

- Few details on expenditure components.
- Provincial index cannot be used as a measure of price levels from one province to another. They measure relative variation in prices over a given time period for each province rather than price level.

Education Price Index (EPI) - Concluded

Suggested Topics for Analysis

- Provincial trends in Education Price Index.
- Trends in education price index, by "wages and salaries" and "non-salary" components.

Historical Continuity and Frequency

- start date: 1971 (base = 1986 and 1981)
- reference period: calendar year
- frequency: annual
- release time: usually 8 months after reference calendar year

Accessibility

- publication catalogued: *Education Quarterly Review*
- publication not catalogued: *A Statistical Portrait of Elementary and Secondary Education in Canada*
- CANSIM
- customized microdata products (diskette, tape)
- other customized statistical data products (printout,...)

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Internet: education@statcan.ca

Source 9 Adult Education and Training Survey (AETS)

This survey collects data on persons enrolled in continuing education courses programs and training in order to measure the participation rate of Canadians in adult education and training. Generally speaking, each questionnaire is unique, and more detailed and more complete than the questionnaire of the preceding survey. To date, Statistics Canada has conducted the following surveys:

- The 1984 Adult Education Survey (AES), on behalf of the Secretary of State;
- The 1985 and 1986 Adult Training Survey (ATS), for Employment and Immigration Canada;
- The 1990, 1992, 1994 Adult Education and Training Surveys (AETS), for Human Resources Development Canada.

<p>Universe</p> <ul style="list-style-type: none"> - The 1990, 1992 and 1994 surveys cover household members from 17 years of age and over (for the 1984-85 survey, the age limit was 65). The survey sample being derived from the FLS does not include residents of Yukon and the Northwest Territories, persons living on Indian reserves, full-time members of the Canadian Armed Forces and residents of institutions. The survey covers approximately 50,000 household, a sub-sample drawn from the LFS. 					
<p>Information collected (*)</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; vertical-align: top;"> <p>Socio-economic and demographic characteristics from LFS</p> <ul style="list-style-type: none"> - age and sex - marital status - employment status - level of instruction - occupation <p>General</p> <ul style="list-style-type: none"> - ethnical origins - unionized - source of revenue - activity limitations - recreational or career-oriented courses and reasons </td> <td style="width: 33%; vertical-align: top;"> <p>Training programs organized or offered by employer</p> <ul style="list-style-type: none"> - main field of study - certificate or diploma sought - certificate or diploma obtained during the observation year - level of program - program funding - location - reason of training - length of program - type of institution - effectiveness of program </td> <td style="width: 33%; vertical-align: top;"> <p>Training-studies organized or offered by employer</p> <p>Training programs not organized nor offered by employer</p> <p>Courses not organized by employer</p> <p>Other courses not offered by employer</p> </td> </tr> </table>			<p>Socio-economic and demographic characteristics from LFS</p> <ul style="list-style-type: none"> - age and sex - marital status - employment status - level of instruction - occupation <p>General</p> <ul style="list-style-type: none"> - ethnical origins - unionized - source of revenue - activity limitations - recreational or career-oriented courses and reasons 	<p>Training programs organized or offered by employer</p> <ul style="list-style-type: none"> - main field of study - certificate or diploma sought - certificate or diploma obtained during the observation year - level of program - program funding - location - reason of training - length of program - type of institution - effectiveness of program 	<p>Training-studies organized or offered by employer</p> <p>Training programs not organized nor offered by employer</p> <p>Courses not organized by employer</p> <p>Other courses not offered by employer</p>
<p>Socio-economic and demographic characteristics from LFS</p> <ul style="list-style-type: none"> - age and sex - marital status - employment status - level of instruction - occupation <p>General</p> <ul style="list-style-type: none"> - ethnical origins - unionized - source of revenue - activity limitations - recreational or career-oriented courses and reasons 	<p>Training programs organized or offered by employer</p> <ul style="list-style-type: none"> - main field of study - certificate or diploma sought - certificate or diploma obtained during the observation year - level of program - program funding - location - reason of training - length of program - type of institution - effectiveness of program 	<p>Training-studies organized or offered by employer</p> <p>Training programs not organized nor offered by employer</p> <p>Courses not organized by employer</p> <p>Other courses not offered by employer</p>			

(*) These variables are drawn from the 1994 AETS and LFS surveys. Contact the Division for information on the variables used in previous surveys.

Adult Education and Training Survey (AETS) - Concluded

Advantages <ul style="list-style-type: none">- Enables a study of detailed socioeconomic characteristics of adults who take training courses.- Enables data linkage to LFS data.	
Constraints <ul style="list-style-type: none">- As the data produced by the different surveys are not comparable, it is difficult to determine trends.	
Suggested Topics for Analysis <ul style="list-style-type: none">- Socioeconomic and demographic profile of adults who take elementary-secondary level training courses.- Rate of participation by adults in training courses and duration of training.- Mean age of adults who take elementary-secondary level courses.- What individuals are most likely to enrol in an adult education course?- Where do the participants live?- What types of courses are the most popular?- Why do adults want to take this type of course?- Who gives the courses and who pays for them?- How long do the courses last?- What is the general level of training of the adult population?- Overall adult participation rate in training.	
Historical Continuity and Frequency <ul style="list-style-type: none">- start date: 1983- reference period: varies by survey- frequency: bi-annual (variable)- release time: 1 year after reference period	Accessibility <ul style="list-style-type: none">- publications:<ul style="list-style-type: none">• Devereaux, M.S., <i>One In Every Five: A Survey of Adult Education in Canada</i>, published jointly by Statistics Canada and the Education Support Branch, Secretary of State, Canada; Supply and Services Canada, Cat. No. S2-139/1984E• Couillard, R., <i>Adult Education and Training Survey - 1990</i>, Employment and Immigration Canada and Statistics Canada- customized microdata products (diskette, tape)- other customized statistical data products (printout,...)

**Contact: Analytical Outputs and Marketing Section
Education, Culture and Tourism Division
Statistics Canada
Phone: (613) 951-1500
Fax: (613) 951-9040
Internet: education@statcan.ca**

Source 10 Statistics on International Students

These administrative data are collected from Human Resources Development Canada formerly called Employment and Immigration Canada.

<p>Universe</p> <ul style="list-style-type: none">- All individuals who applied for and received a student authorization to study in Canada and have now entered the country.
<p>Information collected</p> <p>International students by</p> <ul style="list-style-type: none">- age and sex- country of origin- host province- economic development categorie- Official Development Assistance (ODA) and international organization assistance
<p>Advantages</p> <ul style="list-style-type: none">- Uniform set of basic data on International students.
<p>Constraints</p> <ul style="list-style-type: none">- The file containing records of student authorizations is an administrative file for Human Resources Development Canada (HRDC) rather than a statistical system and, therefore, the coding of certain fields, such as "level of study", are not verified. Given that some high schools have the word "college" in their names, it is possible that some of them would have been coded incorrectly to the college level, instead of high school.- Special measures were introduced in 1993 to improve editing of elementary-secondary and college-trade data obtained from HRDC. The process involves close examination of current data and revision of any coding errors. Analysis of 1990 and 1991 elementary-secondary and college-trade data indicates that historical (1975 to 1990) immigration records for these levels may be inflated by some 4% due to inclusion of duplicate records and that 1991 data contains significant errors and should no longer be used.

Statistics on International Students - Concluded

Suggested Topics for Analysis

- Trends in the distribution of international students in Canada by origin (continent) and economic development category of country.
- Trends in the number of international students in Canada by age group and level of study.
- Proportion of total enrolment of international students in canadian schools.
- International students sponsored with Canadian Official Development Assistance (ODA) by country of citizenship and sex.
- Trends in leading host countries of international students and canadian students abroad.
- Direct funding to international students by the ODA by country of citizenship.

Historical Continuity and Frequency

- start date: 1975
- reference period: December 1st
- frequency: annual
- release time: usually spring or fall

Accessibility

- publication catalogued: 81-261
- customized microdata products (diskette, tape)
- other customized statistical data products (printout,...)

Contact: Analytical Outputs and Marketing Section
Education, Culture and Tourism Division
Statistics Canada
Phone: (613) 951-1500
Fax: (613) 951-9040
Internet: education@statcan.ca

Source 11 Census of Population

The census provides demographic, social, economic and cultural data on the population of Canada. These data are used by all levels of government, by businesses, associations, administrators, reporters and researchers.

Universe

- The **1991** Census covers the following groups: Canadian citizens and landed immigrants who have their usual place of residence in Canada, those who are abroad, on a military base or on diplomatic mission, those who are at sea or in port on board Canadian merchant ships; non-permanent residents, i.e. persons who apply for refugee status; persons who hold student authorizations (international students and holders of student visas), work permits (foreign workers, holders of work permits), and special ministerial permits (including extensions); all dependents of applicants for refugee status. The population universe excludes foreign residents.

Note: Non-permanent residents were enumerated in the 1991 Census, but not in earlier censuses.

- Areas covered are Canada, provinces and territories and other areas (i.e. metropolitan areas, census divisions).

Information collected

Total population

- age
- sex
- marital status
- mother tongue

Population excluding residents of institutions

- citizenship
- language
- immigration
- disability
- place of birth
- ethnic origin
- Aboriginal population
- religion

Population 15 and over (excluding residents of institutions)

- fertility
- schooling (high school diploma or equivalent, school attendance, highest grade attended, major field of study, number of years of schooling)
- work (occupation and industry)
- income

Census of Population - Concluded

Advantages

- Census, an important data source, provides a large number of reliable characteristics (demographic, social and economic) that may be cross-referenced with schooling and occupation. It also provides low level geographic details.
- Historical trends may be determined.
- Educators of elementary/secondary level can be retrieved by occupation and industrial sector.

Constraints

- Cross-sectional data only.
- Education data available for all person 15 years and over.
- Data collected every five years.
- Makes no distinction between public and private schools.

Suggested Topics for Analysis

- Socio-demographic and economic profile of teaching and non-teaching staff.
- Teaching and non-teaching staff, by ethnic origin.
- What proportion of the teaching and non-teaching staff is made up of immigrants?
- Graduation/dropout rates.
- Students/teacher ratio.
- Schooling of immigrants.
- Teaching staff mobility.
- Impact of the Employment Equity Act (precedence to the employment of women and visible ethnic minorities) on evolution of female teaching staff figures.
- Aging of teaching staff (mean and median age of female teaching staff). What is the situation for non-teaching staff?
- Trends of enrolment figures with time, by age and sex, school attendance, highest grade attended
- Trends of graduation rates over time.
- Trends of students, by ethnic origin and years of schooling.

Historical Continuity and Frequency

- start date:
schooling:
 - 1871: ability to read and write
 - 1941: school attendance and literacy
 - 1951: addition of highest grade attended*occupation:* since 1871
- reference period: beginning of June
- frequency: every ten years since 1941 and every five years since 1971

Accessibility

- publications catalogued:
 - 1991: 93-328, 93-110
 - 1986: 92-914
- optical compact disk
- CANSIM
- customized microdata products (diskette, tape)
- other customized statistical data products (printout,...)

Contact: Customer Services Section
Census Operations Division
Statistics Canada
Phone: (613) 951-3960
Fax: (613) 951-0686

Source 12 Labour Force Survey (LFS)

The Labour Force Survey (LFS) collects data on labour market activity and the demographic characteristics of the Canadian population of working age. It provides estimates on the number of employed persons, unemployed persons and persons out of the labour force, and the characteristics of these persons. It is also used as a sampling frame for other surveys on the subject of labour and other interests.

Universe

- Persons 15 years of age and over in each province, with the exception of the Yukon and the Northwest Territories, persons living on Indian reserves, full-time members of the Canadian Armed Forces and residents of institutions (i.e. penitentiaries and hospitals for the chronically ill). The LFS is a household survey conducted in some 58,000 households across Canada. The LFS field covers approximately 97% of the country's population. The size of the sample drawn for the survey has fluctuated over time. From 1986 to 1989, approximately 48,000 households took part in the survey; in April 1990, the number was raised to 62,000, in April 1993, the number was lower than 58,000.

Note: Data has been collected in the Yukon since 1992.

Information collected

- | | | |
|---|---|---|
| <ul style="list-style-type: none"> - age - sex - marital status - industries and occupation - full-time employment - part-time employment | <ul style="list-style-type: none"> - employment expected to commence at a future date - level of education: highest grade attended, school attendance (full/part time), high school diploma - occupation category (teaching staff, non-teaching staff) - duration of employment | <ul style="list-style-type: none"> - number of hours usually worked - number of hours actually worked - Canada/provinces - census metropolitan areas/economic regions |
|---|---|---|

Note: Until December 1989, the survey data establish the highest grade of elementary or secondary school attended. Since January 1990, the data on elementary and secondary education indicate number of years of schooling completed. The purpose of the change is to obtain a better indication of the number of respondents who have completed secondary school.

Advantages

- Major monthly survey; covers many socioeconomic and demographic characteristics.
- Rapid data dissemination; generally the first Friday following the third day of each month.
- Historic trends may be determined.
- Used as a sampling frame for other surveys.

Labour Force Survey (LFS) - Concluded

Constraints

- No separation of public and private schools.
- Mobility of teaching and non-teaching staff (i.e. entries into and withdrawals from the school system) impossible to trace.

Suggested Topics for Analysis

- Demographic profile of young people and teaching staff.
- Socioeconomic profile of young people and teaching staff.
- Educators workload.
- Relationship between level of education and job held.
- Student/teacher ratio.
- Ratio of male teaching staff (number of men per 100 women).
- Aging of teaching staff.
- Data comparability with other sources.
- Student absentee rate (full/part-time school attendance).
- Work history, current teaching/non-teaching job.
- Transition from secondary school to work.
- Employment of young adults in relation to level of education.
- Unemployment and level of education.
- Impact of Employment Equity Act on evolution of female teaching staff figures.

Historical Continuity and Frequency

- start date: 1945 (quarterly)
- since 1952 (monthly)
- the reference period is the week containing the 15th day of each month
- frequency: monthly
- release time: usually the first Friday after the third day of the month

Accessibility

- publications catalogued: 71-001, 71-001P, 71-201, 71-220, 71-526, 71-528, 71-529, 75-001E
- CANSIM
- customized microdata products (diskette, tape)
- other customized statistical data products (printout,...)

Contact: Household Surveys Division
Statistics Canada
Phone: (613) 951-2793
Fax: (613) 951-2869

Source 13 Survey of Labour and Income Dynamics (SLID)

In 1994, Statistics Canada introduced a large-scale household panel survey. The Survey of Labour and Income Dynamics (SLID) follows individuals and families for a six-year period, tracking their labour market activities and changes in income and family circumstances. The main goals of SLID are to record important events in people's lives (including moves, training and family break-up) and to relate these events to changes affecting labour market and income activity. SLID supports research activities designed to provide a better understanding of labour market behaviour and economic well-being; it also supports the definition of policy.

Universe

- The target population of SLID is made up of all persons 16 years of age and over living in Canada, excluding inhabitants of Yukon and the Northwest Territories, residents of an institution (for a minimum period of six months), persons living on an Indian reserve and full-time members of the Canadian Armed Forces living on military bases.

Note: The first panel was selected from households rotating out of the Labour Force Survey. The sample consists of about 40,000 households divided into two equal panels.

Information collected

Job Characteristics

- Industry
- class of workers
- occupation
- main duties
- supervisory responsibility
- changes in duties during the year
- number of employees at place of work
- usual hours
- reason for working part-time
- work arrangements, including flexible schedules and child care
- work at home
- reason for job separation
- expectation of returning to the job

Paid workers

- wages
- union membership
- pensions
- unpaid absences of one week or longer (excluding on-call workers)
- the reasons of those absences
- any compensation received during the absences
- how and when the job was obtained

Training and education received during the year

- training received
- type of institution
- diploma, certificate or degree received

Income

- employment income
- pension income
- government income (all transfert payment from government)
- income from investment
- other income
- income tax summary information

Survey of Labour and Income Dynamics (SLID) - Continued

<p>Information collected (continued)</p>		
<p>Wealth content</p> <ul style="list-style-type: none"> - tangible assets - financial assets - equity in a business, farm, or partnership, including the value of capital equipment - other wealth not ready included - debt - registered pension plans 	<p>Demographic characteristics</p> <ul style="list-style-type: none"> - age and gender - relationship to other household members - marital status and marital history - number of children born and date of birth of first child - number of children adopted or raised - mother tongue - country of birth and year of immigration - whether Registered Indian or member of visible minority - education of parents - education of respondent including number of years and province of schooling, post-secondary education, diplomas, certificates, degrees received, field of study 	<p>Other information</p> <ul style="list-style-type: none"> - any activity restrictions or disabilities that limit the kind or amount of activity respondents can do at home, at school, or at work - any long-term disabilities or handicaps - any time they spent caring for people who have trouble caring for themselves or for children other than their own - whether the care-giving limited the amount of paid work they were able to do - if they received any unpaid help to care for their children - whether this increased the amount of paid work they were able to do
<p>Advantages</p> <ul style="list-style-type: none"> - Longitudinal data enable study of the changes that have occurred at the individual level. Variables useful to the field of education. 		
<p>Constraints</p> <ul style="list-style-type: none"> - With a survey of this scope, non response and sample attrition are the main sources of bias. 		

Survey of Labour and Income Dynamics (SLID) - Concluded

Suggested Topics for Analysis

- Geographic mobility: cause and effect (province/territory where most elementary/secondary education received).
- Demographic profile of students and teaching and non-teaching staff (workload).
- Socioeconomic profile of students and teaching and non-teaching staff.
- Relationship between schooling, profession and salary.
- Transition from school to work.
- Schooling of young people/parents.
- Quality of life of teachers (supervisory responsibilities, variable work schedule, work at home and work arrangements).
- Teaching staff work experience.
- Graduation/dropout rates.
- Students and teachers, by country of origin.

Accessibility

- Since 1995, there is an annual publication and an annual public use micro-data file release. The microdata file includes all data collected so far. A quarterly newsletter entitled "*Dynamics*" provides updates on survey developments and issues as they arise. A "SLID Research Paper Series" exists for those interested in following developments more closely, including survey design issues, data quality evaluation and exploratory research. There is no charge for *Dynamics*. Annual subscriptions to the SLID Research Paper Series can be obtained in either print or electronic format. Individual copies of research paper are also available in both formats.
- customized microdata products (diskette, tape)
- other customized statistical data products (printout,...)

Contact: Household Surveys Division
Statistics Canada
Phone: 951-2899 or 951-2891
Fax: 951-3253

Source 14 Survey of Employment, Payrolls and Hours (SEPH)

The Survey of Employment, Payrolls and Hours (SEPH) is designed to measure, on a monthly basis, the levels and month-to-month trends of payroll employment, paid hours and earnings.

Universe

- All firms, regardless of size, in all industries except agriculture, fishing, trapping, private household services, religious organizations and military services.
- Information is collected through a sample survey of establishments for large and medium employers and a sample of small employers with less than 99 employees using administrative records.
- The geographic areas cover Canada, provinces and territories, and some sub-provincial areas.

Information collected

- total number of employees (salaried employees, employees paid by the hour, other employees)
- average weekly earnings of salaried employees, employees paid by the hour, and other employees, including and excluding overtime
- average weekly hours of work performed by salaried employees and employees paid by the hour
- number of overtime hours performed by employees paid by the hour
- average hourly earnings of employees paid by the hour, including and excluding overtime

Advantages

- Most extensive monthly survey of employer establishments in Canada.
- Current data.
- Considerable detail, for some industries.
- Detailed geographic data.
- Only source of current data on weekly earnings.

Constraints

- No demographic characteristics.
- Employees not classified by profession, but by industry (i.e. elementary-secondary educational services industries).

Suggested Topics for Analysis

- Trend analysis of weekly earnings of salaried employees, by industry (i.e. elementary and secondary education) including and excluding overtime bonuses.

Survey of Employment, Payrolls and Hours (SEPH) - Concluded

Historical Continuity and Frequency

- data available since April 1983
- reference period: last seven days of reference month
- frequency: monthly data
- release time: publication of provisional data 60 days after the reference month; revised estimates, 30 days later

Accessibility

- publication catalogued: 72-002
- customized microdata products (diskette, tape)
- other customized statistical data products (printout,...)

Contact: Labour Division
Statistics Canada
Phone: (613) 951-4090
Fax: (613) 951-4087

Source 15
Survey of Literacy Skills Used in Daily Activities (LSUDA)

The Survey of Literacy Skills (LSUDA) national survey is used for the development of a detailed literacy profile of the adult Canadian population. More specifically, its goal is to directly measure the reading, writing and numeracy skills of adult Canadians in each of the country's official languages in relation to a range of socioeconomic factors. Literacy evaluation is conducted in the context of a range of daily activities (i.e. at work, at home) and includes an element of self-evaluation and individual perception of abilities and requirements.

The survey was conducted on behalf of the Department of Secretary of State of Canada (National Literacy Secretariat).

Universe

- A sample of approximately 9,500 respondents, in the 16-69 age range, was drawn across Canada from households who had recently participated in the Labour Force Survey (LFS). As a result, residents of Yukon and the Northwest Territories, members of the Armed Forces, persons living on Indian reserves and residents of institutions were not included in the sample: these individuals, who account for approximately 3% of the population of Canada, are not part of the LFS target population.

Information collected

- levels of reading skills
- levels of numeracy skills
- birth place
- official languages/mother tongue
- socio-economic and demographic characteristics from the LFS
 - age and sex
 - highest level of schooling attended (no elementary education or instruction, some secondary education, high school graduate, trade school, community college, university)
 - labour market activity (full/part-time)
 - employment characteristics (occupation)
- self-evaluation of requirements

Advantages

- Possibility of matching data (demographic and socioeconomic) with the LFS.

Constraints

- As a single survey was conducted, it is impossible to determine historic trends.

Survey of Literacy Skills Used in Daily Activities (LSUDA) - Concluded

Suggested Topics for Analysis

- Relationship between literacy skills and age.
- Impact of literacy on adult education.
- Low literacy - economic costs and impact on labour market.
- Relationship between low literacy skills and workplace.
- Relationship between low literacy skills and failure in school.
- Relationship between sex, country of birth and literacy skills.
- What type of jobs do the low literate hold?

Historical Continuity and Frequency

- start date: 1989
- reference period: October 1989
- frequency: one time only
- release time:
 - May 1990: reading skills
 - July 1990: numeracy skills
 - December 1990: writing skills

Accessibility

- publication catalogued: 89-525
- customized microdata products (diskette, tape)
- other customized statistical data products (printout,...)

Contact: Special Surveys Division
Statistics Canada
Phone: (613) 951-9475
Fax: (613) 951-0562

Source 16 Labour Market Activity Survey (LMAS)

This longitudinal study collects detailed information on the characteristics of the labour market activity and various types of employment engaged in by Canadians, for one, two and three-year periods. The survey was sponsored by Human Resources Development Canada.

Universe

- Canadian individuals aged 16-69 excluding individuals from Yukon and the Northwest Territories, persons living on Indian reserves, full-time members of the Canadian Armed Forces and inmates of institutions. The Labour Market Activity Survey sample is made up of approximately 40,000 households. The survey is a Labour Force Survey (LFS) supplement.
- The areas covered are Canada, provinces, economic regions and census metropolitan areas. This survey was discontinued in 1990. It was replaced by the Survey of Labour and Income Dynamics (SLID) (refer to source 13).

Information collected

- | | |
|--|---|
| <ul style="list-style-type: none"> - socio economic and demographic characteristics from the LFS - age and sex - marital status - education - family relationship - household composition - occupation - labour force attachment - normal work schedule - usual salary or wages - participation in job search and retraining programs implemented by Human Resources Development Canada | <ul style="list-style-type: none"> - union membership and collective agreement coverage - participation in a private pension plan - size of business - reason for job loss or work interruption - duration of periods of employment, unemployment and non-participation - satisfaction of wage-earning workers with hours of work over the year |
|--|---|

Advantages

- Detailed data on employment trends and unemployment concentration through time.
- Longitudinal data on employment and unemployment trends over a two or three year period.
- Data on salaries and wages, union membership and participation in a pension plan.
- Possibility of matching LMAS data for the first year of each two or three-year cycle to LFS data.
- Interesting geographic detail.

Labour Market Activity Survey (LMAS) - Concluded

Constraints

- The most recent survey, conducted in 1990, is replaced by the Survey of Labour and Income Dynamics, which stress respondent socioeconomic relationships.

Suggested Topics for Analysis

- Education level and profession.
- Satisfaction of teaching staff (hours of work through the year).
- Teaching staff and unemployment.
- Teaching staff salaries.
- Socio-demographic studies of students and teaching staff.
- Student employment.
- Summer employment.
- Labour market entrance (school to work transition).

Historical Continuity and Frequency

- start date: 1986 and last reference year 1990
(Data obtained from the LMAS is now collected by the Survey of Labour and Income Dynamics (SLID))
- reference period: calendar year
- frequency: annual
- release time: 10 to 12 months after collection

Accessibility

- publications catalogued: 71-205, 71-206, 71-207, 71-208, 71-214 and 71-215
- Microdata products, CDROM
- customized microdata products (diskette, tape)
- other customized statistical data products (printout,...)

Contact: Special Surveys Division
Statistics Canada
Phone: (613) 951-9475
Fax: (613) 951-0562

Source 17 Survey of Consumer Finances (SCF)

This survey collects data on individual and family income, by income source. The survey produces data on income distributions for families and individuals, the earnings of men and women, the income of dual earner families and the low income rates for families and individuals.

Universe

- The SCF covers individuals aged 15 or over in private households in the ten provinces with income (i.e. earnings, investment income, government transfer payments, retirement income, other income) during the reference year. It excludes residents of Yukon and the Northwest Territories, members of households living on Indian reserves, full-time members of the Canadian Armed Forces and residents of institutions (i.e. prisons, penitentiaries, reformatories, mental hospitals, orphanages and senior citizens residences). The SCF is a Labour Force Survey (LFS) supplement that covers two-thirds of the regular sample (approximately 39,000 households).
- The geographic areas identifiable are Canada, provinces, size of area of residence (500,000 and over to rural) and selected census metropolitan areas.

Information collected

- age and sex
- level of schooling attained (highest level of elementary and secondary education completed, some secondary education, some post-secondary education, post-secondary certificate, diploma or degree (including trade certificate, university degree (bachelor's and higher))
- marital status
- family relationship
- household/family composition
- immigration status
- mother tongue
- labour force status (employed, unemployed, not in labor force)
- industry
- occupation
- annual income by source:
 - earnings from employment (remunerated work, self-employment)
 - investment income (interest, dividends)
 - transfers (benefits from unemployment insurance, old age security, CPP/QPP, social assistance)
 - income tax payable, refundable tax credits
- work experience over the year (number of weeks worked, number of weeks unemployed)
- household facilities and equipment

Advantages

- Possibility of matching SCF data with LFS data at the individual level (thus augmenting the volume of information available).
- Time series on income and low income rates of individuals, households and families.
- Possibility of analysing individual labour market and income data within a family context.
- Data on income distribution before and after taxes.
- Imputation methods offset non response.

Constraints

- Sample size limits degree of useful sub-provincial analysis possible.
- Annual estimates have only been available since 1971.

Suggested Topics for Analysis

- Evolution of teacher employment income, by province.
- Socioeconomic characteristics of teachers and students, by mother tongue.
- Average income and labour force attachment of school dropouts on the labour market.
- Income source and work experience of young people.

Historical Continuity and Frequency

- start date: 1951-1971 occasional
1971 annual
- reference period: calendar year
- frequency: annual
- release time: eleven months after reference period

Accessibility

- publications catalogued: 13-207, 13-208, 13-210, 13-215, 13-217, 13-218
- uncatalogued reports on low income
- microdata products: public-use microdata files for individuals, census families, economic families, households plus a keyfile permitting linkage of low microdata files
- off-shelf tabulations or special-request tables on cost-recovery basis
- dissemination format: hard copy/print-out, diskette and tape
- customized microdata products (diskette, tape)
- other customized statistical data products (printout,...)

Contact: Household Surveys Division
Statistics Canada
Phone: (613) 951-4633 or 951-2211
Fax: (613) 951-3012

Source 18 Survey of Family Expenditures (FAMEX)

This survey provides estimates of expenditures, income and other characteristics of individuals and families in private households in Canada.

Universe

- The universe includes families and individuals in private households in the ten provinces of Canada and in Whitehorse and Yellowknife, and thus excludes the residents of Indian reserves, the families of official representatives of foreign countries living in Canada, the members of religious groups or other similar communities, persons who are permanent residents of institutions (i.e. prison inmates and the chronically ill living in a hospital or convalescent home). The sample of approximately 15,000 households is drawn from the Labour Force Survey (LFS) sampling frame.

Note: The family expenditures include expenditures incurred by Canadian residents at home and abroad.

- The standard geographic areas outputted are Canada, provinces, census metropolitan areas, census agglomerations, urban strata of 30,000 inhabitants or more, and urban and rural areas by municipal size group.

Information collected

- age and sex
- schooling of reference person and spouse
- marital status
- family relationship
- household composition
- immigration status of reference person and spouse
- mother tongue of reference person and spouse
- occupation
- household income
- labour force status over the year
- breakdown of expenses for over 1000 categories of consumer goods and services
- asset variation

Advantages

- Only source of detailed data on expenditures by family characteristics and geographical areas.
- The coverage is the same as used in the Survey of Consumer Finances and the Labour Force Survey.
- Possibility of synthetically matching data to Census data.

Constraints

- Although related data have been produced since 1938, the data have been conceptually comparable only since 1964.

Suggested Topics for Analysis

- Expenditures by various socio-economic characteristics of households, like income, composition, level of education of reference person, age and number of children.
- Expenditures on education in relationship to family structure and income.

Historical Continuity and Frequency

- start date: 1938
- reference period: preceding calendar year
- frequency: approximately every four years
- release time: one year after data collection

Accessibility

- publication catalogued: 62-555
- microdata products; standard tabulations available on request
- dissemination method: hard copy/printout, diskette, tape
- customized microdata products (diskette, tape)
- other customized statistical data products (printout,...)

Contact: Household Surveys Division
Statistics Canada
Phone: (613) 951-4645
Fax: (613) 951-3012

Source 19 General Social Survey (GSS, Cycles 4 and 9)

Cycles 4 and 9 of the General Social Survey monitor patterns and trends in work, education and retirement, as related to the impact of automation technology, satisfaction with the socioeconomic conditions, and government spending on various social issues in the provinces. Cycle 4 of the General Social Survey, which data collected in January and February 1989 focused mainly on work, education and retirement. Beside these three main themes, Cycle 9 of the General Social Survey of which data was collected in 1994 covers social mobility and unpaid work.

Universe

- All persons 15 years of age and over living in Canada, excluding Northwest Territories and Yukon and full-time residents of institutions. In addition, the population excludes persons belonging to households where there is no telephone, persons incapable of answering the telephone, persons who cannot be contacted during the survey period and persons who speak neither English nor French. Sample size is approximately 10,000 individuals.

Note: The target population is different from that of the Labour Force Survey (LFS), which also excludes residents of Indian reserves and permanent members of the Canadian Armed Forces.

- The geographic areas covered are Canada and provinces.

Information collected

- | | | |
|--|---|---|
| <ul style="list-style-type: none"> - age and sex - marital status - religion - date of immigration - place of birth - mother tongue/ language most often used - health - income and income source - relationship to selected person - employment (first job, job held five years ago, last job and current job) - job characteristics (satisfaction, working conditions, supervision, managing, unionization) - number of weeks worked - work interruptions (in the last five years) - use of computers at work - unpaid work | <ul style="list-style-type: none"> - schooling (number of years of elementary and secondary education completed, high school diploma, courses in mathematics, chemistry, geography and physics taken at the secondary level (cycle 4 only), post-secondary and university education, ongoing instruction to complete elementary and secondary education) - current education (diploma, certificate or degree sought, courses making up the program in the past twelve months, full or part time) - language of instruction in elementary and secondary school (cycle 9 only) | <ul style="list-style-type: none"> - total income of household members - spouse's years of schooling - spouse's main activity (cycle 9 only) - occupation of father and mother (cycle 9 only) - place of birth of father and mother (cycle 9 only) - retirement (retirement satisfaction, post-retirement activities) <p>The Cycle 9 survey includes questions on reasons for leaving school and the province where most elementary and secondary education was received.</p> |
|--|---|---|

General Social Survey (GSS, Cycles 4 and 9) - Concluded

Advantages

- Many socioeconomic characteristics.
- Many education-related variables.

Constraints

- It should be pointed out that the figures contained in this report are estimates based on data collected from a small fraction of the population (approximately 10,000 people), and that these estimates are subject to error. Two types of errors exist: sampling error and non-sampling error. Non-sampling error (which includes errors of observation, response, processing and non-response) is error that is in no way due to sampling. It is often difficult to pinpoint non-sampling errors and evaluate their significance. As the GSS is a point in time survey, the reader should be prudent in establishing cause and effect relationships based on observed linkage between variables. Linkages apparent in survey results may be attributable to differences among cohorts, effects of the time period selected, differences among age groups, or a combination of any number of these.
- A survey on any given topic is conducted only every five years.

Suggested Topics for Analysis

- Job satisfaction of teachers and career outlook.
- What motivates young people to leave school?
- In what province of origin was most elementary and secondary education received?
- Teachers' income by demographic and socioeconomic characteristics.

Historical Continuity and Frequency

- start date: 1989
- frequency: quinquennial

Accessibility

- publications: cycle 4:
 - *Quality of Work in the Service Sector*, Catalogue 11-612E no. 6
 - *Human Resource Challenges of Education, Computers and Retirement*, Catalogue 11-612E, no. 7
- customized microdata products (diskette, tape)
- other customized statistical data products (printout,...)

Contact: Housing, Family and Social Statistics Division
Statistics Canada
Phone: (613) 951-2572
Fax: (613) 951-0387

Source 20 Health and Activity Limitation Survey (HALS) 1991

The Health and Activity Limitation Survey (HALS) is a Statistics Canada post-censal survey designed to construct a national database on disability. It was first conducted following the 1986 Census of Population, and repeated following the 1991 Census.

Universe

- The HALS target population included all individuals having a physical or psychological disability who, at the time of the 1991 Census, were living in Canada, including residents of Yukon and the Northwest Territories and permanent residents of most collective dwellings and health-related institutions. Indian reserves were covered by the Aboriginal Peoples Survey, also conducted by Statistics Canada. For operational reasons, residents of penitentiaries and reformatories, military camps, campgrounds and parks, soup kitchens, merchant ships, coast guard vessels and group homes for children were excluded. HALS has two components: the household component conducted immediately following the 1986 and 1991 Censuses, and the institutional component, conducted at the beginning of 1987 and 1992.

Information collected

- age and sex
- marital status
- ethnic origin
- fertility (new variable introduced in the 1991 Census)
- mobility (prior place of residence)
- language (mother tongue, language spoken at home, official and non-official)
- income (total and source of revenue)
- schooling (highest grade attended, number of years of schooling, main field of study)
- place of birth
- religion (new variable introduced in 1991 Census)
- employment
- transportation
- housing
- household and family composition
- recreation and lifestyle
- nature and seriousness of disabilities
- barriers experienced by persons with disabilities in such areas as housework, employment, education, housing, transportation, finances and recreation
- use of/need for special aids and assistive devices
- out-of-pocket expenses related to the existence of a disability
- daily activities

Health and Activity Limitation Survey (HALS) 1991 - Concluded

Advantage

- One of the advantages of a post-censal survey such as HALS is the possibility of matching the data it gathers with census records. The records on each person interviewed for the household component of the survey now include census data in addition to HALS data.

Constraints

- Statistics Canada may refuse to produce tabulations or delete parts thereof if reliability cannot be guaranteed or if publication would violate an individual's right to confidentiality. This type of situation may arise where the data cover a very small geographic area or a very small, very specific population segment.

Note: The Census provides no data comparable to the HALS data collected from residents of institutions, as these individuals were selected from lists supplied by the institutions rather than from the census database. Basic demographic information was collected as part of the institutional component of the survey.

Suggested Topics for Analysis

- Demographic and socioeconomic profile of students with disabilities.
- Barriers faced by persons with disabilities in their employment.
- Barriers faced by persons with disabilities in education.
- Use of and requirement for special aids and assistive devices in the schools.

Historical Continuity and Frequency

- two surveys: 1986 and 1991

Accessibility

- on CANSIM
- publications catalogued: 82-602; 82-603; 82-604; 82-605; 82-606; 82-607; 82-608; 82-609; 82-610; 82-611; 82-612; 82-613; 82-614; 82-615 (vol.1-16); 98-126; 82-554; 82-555 (summer 1994)
- publications not catalogued, reference documents (guide and methodology), microdata products, special requests
- customized microdata products (diskette, tape)
- other customized statistical data products (printout,...)

Contact: Post-Censal Surveys Program
Statistics Canada
Phone: (613) 951-4532
Fax: (613) 951-2906

Source 21 Aboriginal Peoples Survey (APS)

The APS is the first post-censal survey on the Aboriginal peoples of Canada. It presents a profile of the lifestyle and living conditions of these people, including housing conditions, health, labour market experience, schooling, mobility and use of Aboriginal language(s). The data collected by the 1991 Census and the APS will help organizations and Aboriginal community, research groups and provincial, territorial and federal governments to understand the needs of Canada's Aboriginal peoples.

Universe

- The APS sample was drawn from all persons living in Canada at the time of the 1991 Census who reported Aboriginal origin and/or registration under the terms of the Indian Act. For practical reasons, residents of institutions (i.e. hospitals, penitentiaries) were excluded from the survey.
- The areas covered are census areas.

Information collected

- age and sex
- marital status
- labour market activity
- class of worker
- fertility
- schooling (respondent highest grade attended, school attendance, academic record, location of schools attended, presence of Aboriginal teacher, importance of Aboriginal language and history in curriculum, respondent access to institutional education, satisfaction with education and training received)
- occupation
- industry
- language (mother tongue, spoken at home, official and traditional)
- place of birth
- place of work
- mobility (place of residence one year earlier and five years earlier)
- ethnic origin
- member of an Indian band or a First Nation
- income (total, employment, main source)
- religion
- family composition
- disability
- health, lifestyle and social concerns

Advantages

- One of the advantages of the APS post-censal survey is that APS and census data may be matched.
- Many detailed variables on Aboriginal people.

Aboriginal Peoples Survey (APS) - Concluded

Constraints

- Statistics Canada may refuse to compile data and may suppress parts of tabulations deemed unreliable or potentially damaging to individual confidentiality. This type of situation may arise regarding requests made to the APS 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 figures are randomly rounded to a multiple of 5.
- 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.

Suggested Topics for Analysis

- Importance placed on Aboriginal language and history in school curricula.
- Language of instruction of Aboriginal students in elementary-secondary school and language spoken at home.
- Satisfaction of Aboriginal people with education and training received.
- Socioeconomic profile of Aboriginal people.
- Presence (percentage) of Aboriginal teachers in elementary and secondary schools.
- To what extent is Aboriginal cultural heritage taught in elementary and secondary school?
- Aboriginal schooling and school attendance in elementary/secondary level classes.

Historical Continuity and Frequency

- start date: 1991 (first survey)

Accessibility

- publication:
 - *Schooling, Work and Related Activities, Income, Expenses and Mobility*, Catalogue 89-534
- microdata file
- user's guide
- other profiles and publications
- customized microdata products (diskette, tape)
- other customized statistical data products (printout,...)

Contact: Post-Censal Surveys Program
Statistics Canada
Phone: (613) 951-1585
Fax: (613)

Source 22
Public Sector Employment and Payroll

The Public Institutions Division collects, compiles and analyzes a range of data on the public sector and disseminates them to users. These data cover the revenues, expenditures, assets, liabilities, employment and wages and salaries at the three levels of government.

Note: Statistics Canada is currently finalizing the definition of the public sector in Canada.

Universe

- The public sector of Canada includes all organizations, both commercial and non-commercial, under the control of a government body. The public sector universe, as defined by Statistics Canada, is divided into two main components: Government and Government Business Enterprises. The Government component includes departments, agencies, boards, commissions, municipalities and funds established and controlled by one or more public institutions; public educational institutions; cultural facilities; hospitals and social agencies; and the bodies administering universal pension plans.
- Government Business Enterprises are organizations engaged in commercial operations. They are similar in motivation to private business enterprises, but are controlled by government. They are either in competition with similar organizations in the private sector, or they monopolize markets that would otherwise be serviced by the private sector.
- The Public Institutions Division's public sector employment and remuneration program covers only those establishments within the public sector, who reported employment. With the exception of universities, the coverage of Statistics Canada's public sector universe is complete. Statistics Canada is in the process of finalizing a formal definition of the public sector. The issue of inclusion of universities in the public sector is still under review.

- Public educational institutions include:

Provincial and territorial governments

- colleges, vocational training institutes and trade schools
- school boards

Local government

- school boards

Note: The data are based on the financial management system (FMS).
The areas covered are Canada, provinces, territories.

Information collected

- total employees
- wages and salaries
- government employment and wages and salaries by function
 - general services
 - protection of persons and property
 - transport and communications
 - health
 - social services
 - education
 - resource conservation and industrial development
 - environment
 - recreation and culture
 - labor, employment and immigration
 - Foreign Affairs and International Assistance
 - regional planning and development
 - research establishments

Advantages

- The public sector employment data are reconciled with data based on the Labour Force Survey (LFS) and the Survey Employment, Payrolls and Hours (SEPH).
- The data on employment in the federal public sector are reconciled with data which are based on the Public Service Commission universe and data produced by Treasury Board (Canada). The data on employment in enterprises are reconciled with federal public accounts data and the annual reports of the enterprises.

Constraints

- Data are not comparable with public finance data.
- Historical public sector employment series goes back to 1987.

Suggested Topics for Analysis

- Trend of employment, by public sector organization size and components.
- Comparison of trends from one level of government to another, and between provinces.
- Similar comparisons with the private sector on distribution of employment and payroll, by industry.
- Comparison between the Public Sector of Canada and the public services of other countries in terms of size and organization.

Historical Continuity and Frequency

Provincial and territorial governments

- start date: 1959
- reference period: month, calendar year
- frequency: monthly, annual
- release time : 120 days after end of quarter or year

Local government

- start date: 1961
- reference period: month, quarter, calendar year
- frequency: monthly, quarterly, annual
- release time: 90 days after end of quarter or year

Federal government

- start date: January 1956
- reference period: month, calendar year
- frequency: monthly, annual
- release time: 90 days after end of quarter or year

General reference publication: 72-209

Accessibility

- CANSIM
- customized microdata products (diskette, tape)
- other customized statistical data products (printout,...)

- CANSIM
- customized microdata products (diskette, tape)
- other customized statistical data products (printout,...)

**Contact: Public Institutions Division
Statistics Canada
Phone: (613) 951-8306
Fax: (613) 951-0661**

Source 23 Building Permits Survey

The monthly Building Permits Survey collects data on building construction intentions from Canadian municipalities. The results of the survey are used as a comparison base by Canada Mortgage and Housing Corporation (CMHC), which is mandated to record monthly figures on the number of housing starts and completions. Building permit statistics are also essential for calculation of capital expenditures. Furthermore, as issuance of a building permit is one of the first steps in the construction process, the figure is extremely useful as an advance indicator of the activity.

Universe

- The survey targets all Canadian municipalities issuing building permits. These 2,400 municipalities, in all provinces and territories, cover 93% of the Canadian population. No sample is drawn for the survey, in which the municipalities participate voluntarily. In practical terms, all urban agglomerations and a good percentage of rural municipalities are represented. With a few exceptions, the survey covers the municipalities already covered by the "Housing Starts and Completions Survey" as well as most municipalities of less than 10,000 of population. Non-respondent municipalities that issue building permits are regularly encouraged to take part in the survey.

Information collected

- construction site (province and territory, economic region, census division, metropolitan area, census agglomeration, other municipalities of 10,000 or more inhabitants, rural municipality, census sub-division, non-standard geographic unit)
- type of building (number of permits for new buildings or additions to existing elementary and secondary schools available on special request only)
- type of work (i.e. new building construction, dwelling conversion, structural addition, renovation, etc.)

Note: Repair work (i.e. painting, reflooring, reroofing, etc.) for which no permit is required and engineering work (i.e. such dams, highways, oil pipelines, etc.) which, by definition, are not buildings, are not included in these figures.

- value of work
 - expenses (materials, labour, profits, general administration)

Note: The cost of land is never included in the estimated value of the permit, whereas acquisition costs (notarized documents, surveying charges, interest incurred) may in some cases be included.

- institutional and government construction (includes expenditures incurred by communities, public bodies and government for the construction of buildings, per example schools, universities, hospitals, clinics, churches, senior citizen residences)

Advantages

- Interesting geographic detail.
- Release time 30 days after reference month.

Building Permits Survey - Concluded

Constraints

- A survey of building permit data quality that covers the governments of major municipalities in Canada shows that the declared value of buildings for which a permit is issued is usually low. The fee schedule under which permits are issued, in most cases based on building value, indisputably leads to underevaluation of project value. Furthermore, survey results show that, in one half of the municipalities surveyed, municipal officers never check the value submitted by the applicant.
- Quality control: Rigorous quality control procedures are used to ensure that data collection, coding and processing are as accurate as possible. In addition to the usual edit procedures designed to check that the forms are fully completed, the data coded and entered undergo a quality control procedure established by Business Survey Methods Division. Data compilations and order of magnitude are also edited.
- Each report that does not meet quality standards is edited and corrected as required.
- Reliability: The data presented in this publication are respondent data only. As there is no imputation for lack of coverage, illegality or underevaluation of permits issued, sampling error cannot be calculated.
- All data comparison must be done with caution as permit issuance methods and value estimation methods may differ from one municipality to another. Furthermore, as the number of municipalities that participate in the survey is constantly rising, care must be taken when making comparisons involving different time periods.
- The monthly statistics are not corrected for cancelled or expired permits. According to municipal officers, the rate of cancellation or non use is under 5%.

Suggested Topics for Analysis

- Studies on number of new educational institutions and enlargement of existing elementary-secondary schools and impact on school enrolment.

Historical Continuity and Frequency

- start date: 1910
- reference period: month
- frequency: monthly
- release time: 30 days after reference month

Accessibility

- publications catalogued: 64-001 (*Monthly Building permits*) and 64-203 (*Annual Building Permits*)
- customized microdata products (diskette, tape)
- other customized statistical data products (printout,...)

**Contact: Investment and Capital Stock Division
Statistics Canada
Phone: (613) 951-9690
Fax: (613) 951-0196**

Source 24 Passenger Bus Survey

The Survey on the passenger bus industry provides industry statistics (such as basic input and output data of the Canadian passenger bus industry) and transportation-oriented statistics (including distance run, passengers and equipment operated).

Universe

- The universe of the surveys on inter-city passenger bus companies and other passenger bus companies is taken from the Statistics Canada Business Register. The survey covers only companies with a total gross operating revenue of \$500,000 or more. However, it does not cover passenger bus operated by the armed forces and school boards.

Information collected

- school bus companies
- operating revenues
 - regular and special bus and motorcoach service
 - charter bus and motorcoach service
- operating costs
- transportation costs
- transportation purchased and production equipment leased
- maintenance of production equipment
- terminus costs
- administrative and miscellaneous costs
- net operating revenue as bus passenger service
- financial statement
 - assets
 - liabilities
- employment
 - mechanics and maintenance staff
 - drivers, local and inter-city service
 - terminus employees
 - management
 - office staff
 - other salaried employees
- school bus companies by province
- total distance travelled
- fuel consumption

Advantages

- Only source known on school buses companies, no other data source is available for comparison purposes..

Passenger Bus Survey - Concluded

Constraints

- Even if all enterprises that generate revenue by road transport of passengers are not taken into account in this publication, the field of observation is considered representative of the industry.

Suggested Topics for Analysis

- Trends of school bus transportation.
- Type of company.
- Cost of school transportation.

Historical Continuity and Frequency

- start date: 1974
- reference period: month and fiscal year
- frequency: monthly and annual
- release time: after reference month and month of December following the reference fiscal year

Accessibility

- publications catalogued: 53-215 (annual) and 53-003 (monthly)
- other unpublished data products: customized tabulation or file and customized analysis
- customized microdata products (diskette, tape)
- other customized statistical data products (printout,...)

**Contact: Marketing Publications Officer
Transportation Division
Statistics Canada
Phone: (613) 951-2498
Fax: (613) 951-0579**

Source 25 National Longitudinal Survey of Children (NLSC)

The survey collects information for policy analysis and program development purposes on critical factors that influence the development of children in Canada. Survey objectives cover a number of requirements: to fill existing knowledge gaps on the characteristics and experiences of Canadian children, specifically in the early years of their lives; to examine all aspects of a child's life from a holistic viewpoint (i.e. the child, the family, the school milieu and the community); to produce national data and, wherever possible, provincial data; and to explore topics that are subject to interpretation and affect a major segment of the population.

Universe

- Overall, the survey will be conducted in households where there are children, and the parents will be asked to respond on their children's behalf. Some questions may also be asked to the children themselves, their teachers and their school principals. The NLSC field will not include Aboriginal children living on reserves, but will include Aboriginal children who live off reserve in a household included in the survey frame. Participating households will be selected from the Statistics Canada Labour Force Survey sampling frame.

The sample will be made up of approximately 25,000 children aged 0 to 11, along with their home environment and caregivers, who will be followed to adulthood.

Results from the survey can be expected in fall, 1995.

The survey will be both longitudinal and cross-sectional.

Information collected

- age (0-1, 2-3, 4-5, 6-7, 8-9 and 10-11): child development stages
- Relationship with teachers

Children selected

Demographic characteristics

- relationship to other family members
- age
- place of birth
- sex
- migratory status
- education
- language
- ethnic origin
- adoption/foster home placement

Physical health

- perception of state of health
- height and weight
- chronic illnesses
- disabilities
- vaccination records
- injuries
- use of health services

Mental health

- mental illness or problems
- self-esteem

Life experiences

- losses and moves
- number of persons involved
- separations

Lifestyle

- physical activity
- nutrition
- safety habits

Child care

National Longitudinal Survey of Children (NLSC) - Continued

**Information collected
(continued)**

Parents

Demographic characteristics

- same as for children, plus
- marital status
- marital history

Occupational characteristics

- labour market activity over past 12 months
- employee
- unemployed
- main activity
- current or prior job
- profession
- industry
- attachment

Individual income

- sources
- total income

Physical health

- perception of state of health
- chronic illnesses
- disabilities
- injuries
- use of health services
- illnesses/problems

Mental health

- mental illness or problems
- emotional health
- social support

Lifestyle

- physical activity
- tobacco use
- alcohol use
- substance abuse

Other family members

Demographic characteristics

- same as for children

Activity on the labour market over past 12 months

- employee
- unemployed
- main activity

Individual income

- sources
- main sources
- total income

Physical health

Mental health

Lifestyle

Teachers

Student's education

- grades and educational history
- academic performance
- language of instruction
- academic strengths
- special education

Student's behaviour

- days absent
- preparedness for school
- conduct disorder
- hyperactivity
- emotional disorder
- aggression
- prosocial

Parental involvement

- contact with teacher
- importance of school
- parental support

National Longitudinal Survey of Children (NLSC) - Continued

**Information collected
(concluded)**

Teachers (concluded)

Class and teaching practices

- number of children in homeroom
- students with special problems
- teaching strategies
- teacher's attitudes
- available resources

Perceptions of school

- staff social and professional climate
- disciplinary policies

Personal information on teacher

- sex, age
- years of education, experience
- special qualifications

Mathematical test

- addition
- subtraction
- multiplication

Principals

Students in school

- criteria for class assignments
- enrolment, absenteeism
- special problems

Parental involvement

- volunteer, provide staff support
- strength of parent's association

Characteristics of your school

- size and grade levels
- number of staff-teaching & other
- support services
- accessible resources

Perceptions of your school

- feelings, expectations, satisfaction

Personal information

- age, sex
- occupational experience
- level of education attained

Advantages

- A key NLSC planning consideration is the need to co-ordinate NLSC with other major longitudinal surveys under development at STC (specifically the prospects for co-ordinating NLSC and the National Population Health Survey (NPHS)). A proposal has also been made regarding co-ordination of specific aspects of NLSC content, which of course implies co-ordination of underlying concepts. Another longitudinal survey under development at STC (SLID) reports on labour market income and experience. STC is currently studying methods of co-ordinating NLSC and SLID.
- Major data source for enhancing understanding of children.

National Longitudinal Survey of Children (NLSC) - Concluded

Constraints

- Upper age limit 11 years of age (that will be followed to adulthood).

Suggested Topics for Analysis

- Demographic characteristics of school age children.
- Socio-affective relationship of young people to education.
- Teacher evaluation of child's school performance.
- Child's socio-affective relationships at home and at school.
- Impact of education on child's future mental and physical health, income, and employment.
- Factors predictive of leaving school or loss of interest in school.
- Dynamic and interactive influence of neighborhood, school, and family environments on children's future education, employment, income, and health.

Accessibility

- Statistics Canada will keep a main microdata file. It will also produce microdata files for wide dissemination and publish result highlights following each data collection.
- customized microdata products (diskette, tape)
- other customized statistical data products (printout,...)

Contact: Social Program Information and Analysis Directorate
Human Resources Development Canada
Phone: (613) 953-9142

Special Survey Division
Statistics Canada
Phone: (613) 951-9475
Fax: (613) 951-0562

Analytical Outputs and Marketing Section
Education, Culture and Tourism Division
Statistics Canada
Phone: (613) 951-1500
Fax: (613) 951-9040
Internet: education@statcan.ca

Source 26
Taxation Statistics
Revenue Canada Taxation (RCT)

Collects data on taxpayers in order to publish a detailed profile of all tax filers.

<p>Universe</p> <ul style="list-style-type: none"> - Individuals who filed a T1 income tax return. 	
<p>Information collected</p> <ul style="list-style-type: none"> - detailed income source on teachers and professors - deductions (teachers and professors) - non-refundable tax credits (teachers and professors) - provinces (teachers and professors) - selected demographic variables (sex, marital status, province of residence) - income from employment, pension, investment, independent work, and other sources 	
<p>Advantages</p> <ul style="list-style-type: none"> - Detailed income analysis of elementary-secondary school teaching staff; data may be indirectly derived from teaching staff percentage of total staff. 	
<p>Constraints</p> <ul style="list-style-type: none"> - There is no standardized procedure for classifying a tax filer's type of work or profession. Furthermore, because of space considerations, the special T1 form does not show type of work. A classification method (based on main income source) has been established for data compilation purposes. - The taxation statistics do not separate elementary and secondary school teachers from other teachers (estimation may be used to calculate salary trends for elementary and secondary teaching staff). 	
<p>Suggested Topics for Analysis</p> <ul style="list-style-type: none"> - Detailed analysis of teaching staff income, by sex and province of residence. 	
<p>Historical Continuity and Frequency</p> <ul style="list-style-type: none"> - frequency: annual data 	<p>Accessibility</p> <ul style="list-style-type: none"> - publication and unpublished data - publication: taxation statistics - customized microdata products (diskette, tape) - other customized statistical data products (printout,...)

Contact: Personal Taxation Statistics Section
Phone: 957-7387
Fax: 941-6778

