CESC-SSHRC Education Research Initiative

Selected Statistics Canada Data Sources for Research on Transitions and Learning Outcomes

September, 2003

Contents

Introduction

This document is designed to assist researchers in learning about available Statistics Canada data that could be used in studies of transitions and learning outcomes. Its main purpose is to support the CESC-SSHRC Education Initiative RFP processes. In an effort to encourage continued use of the data sources, however, information is also provided on upcoming cycles of these surveys. The surveys described here do not make up an exhaustive list of the data sources available at Statistics Canada. Contacts for further information are provided at the end of the report should researchers be interested in pursuing other data sources.

National Longitudinal Survey of Children and Youth (NLSCY)

Key Facts:

- Introduced in 1994.
- Longitudinal sample of children selected from households.
- Original cohort of 23,000 children aged 0-11.
- Followed biennially until age 25.
- Cross-sectional oversamples of 0-5 year-olds.
- Data available for 4 cycles.
- Broad focus on motor, social and cognitive development.

Survey Objectives:

The NLSCY is designed to fill an information gap by establishing a national data base on the characteristics and life experiences of children and youth in Canada as they grow up. The data is to support research on outcomes at each stage of development and on the biological, social, and economic characteristics and factors that affect these outcomes. This includes the relative importance of these factors and how they affect children's development and well-being. The survey is carried out through a partnership of Human Resources Development Canada (HRDC) and Statistics Canada.

Sample Population:

Cycle 1 (1994-95): a representative sample of children aged newborn to 11 living in Canada (in two-year age groups). Permits extensive national level analysis and is sufficient to fulfil a requirement for provincial or regional level analysis.

To allow analysis of early learning and development, children under 6 are being added to the sample as the initial cohort ages.

Most recent data reference period:

2000-01 (Cycle 4) data collected from September to June 2001 with a reference period of the past year or since September (for children and youth in school – collected from November to May).

2002-03 (Cycle 5) data collection began in September 2002. Reference period of past year or since September as for previous cycle.

Data collection method:

Cycle 5 (2002-03):

· Parent Questionnaire: Computer-assisted personal interview (CAPI); parents of younger children - now computer-assisted telephone interview (CATI)
· Youth Self-complete Questionnaires (10 to 19 years of age): paper and pencil questionnaires, drop-off/pick up
· 16 to 19's Questionnaires: Computer-assisted personal interview (CAPI)
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Teacher Self-Complete Questionnaire: paper and pencil questionnaires, mail out/mail back

- Children's and Youth's Direct Assessments (4 to 6's, grades 2 to 10, 16-17's): completed by child or youth in the home with interviewer administration

Cycle Years:

Cycle 1: 1994-95
Cycle 2: 1996-97
Cycle 3: 1998-99
Cycle 4: 2000-01
Cycle 5: 2002-03, etc.

Sample Sizes:

Cycle 1 (1994-95):
23,000 children aged newborn to 11 years to be followed every two years until age 25.
This cohort currently numbers about 14,000.
The additional children under 6 number about 15,000.

Historical Continuity:

Age-appropriate concepts and instruments used. Similar concepts and instruments used across cycles.

Survey Content:

Information is collected on five main outcomes for the child or youth – physical health, emotional development, language/communication, cognition/learning, and social development.

Factors which may affect those outcomes include: family characteristics such as socio-economic status (parents' education, income and occupation), family structure, parenting style, parent-child interactions, and family functioning; school experiences and characteristics; community experiences, such as child care, and neighbourhood characteristics.

Age-appropriate instruments are used. Data are collected from the person most knowledgeable about the child (usually a parent), the child or youth, and the teacher.

Geography:

National level data, some data at provincial and territorial levels

Demography:

Age, Sex, Marital Status of parents

Socio-economic:

Labour market participation and work place information for parents and older youth, personal and household income, education of parents, children and youth

Date for Next Cycle:

Cycle 5 in the field September 2002 to June 2003, Cycle 6 in the field September 2004 to Spring 2005.

Revisions-Enhancements in Next Cycle:

Cycle 6: some potential new questions for oldest cohort (20-21's)

Survey Results :

Publications:

Growing Up in Canada, 1996: first results for cycle 1

Applied Research Branch Bulletin, Special Edition on Child Development, Fall 1999

Vulnerable Children: Findings from Canada's National Longitudinal Survey of Children and Youth, J. Douglas Willms, editor. The University of Alberta Press, 2002: book compiling research using cycle 1 data and a "vulnerability index"

Research papers through HRDC's research program. See website: www. hrdc-drhc.gc.ca/arb

Developments: NLSCY and YITS newsletter:
www.hrdc-drhc.gc.ca/nlscy-elnej

Data availability:

Cycles 1 to 3.

Youth in Transition Survey (YITS)

Key Facts:

- Introduced in 2000.
- Two longitudinal cohorts of youth: age 15 and age 18-20
- About 30,000 15-year-olds selected from schools.
- About 22,000 18-20-year-olds selected from households.
- Followed biennially until age 30.
- 15-year-olds also participated in Programme for International Student Assessment (PISA)
- Data available for first cycle.
- Focus on social and educational factors that influence the levels and distribution of individual and social outcomes.

Survey Objectives:

A longitudinal survey designed to provide policy-relevant information about school-work transitions and factors influencing pathways between education, training and work.

Sample Populations:

YITS 2000:

Two age cohorts:

Cohort A) a representative sample of 15-year-olds residing in Canada and attending school

Cohort B) a representative sample of 18-20-year-olds residing in Canada

YITS 2002

Both cohorts from YITS 2000 were re-interviewed in the spring of 2002 and will be re-interviewed in 2004.

NEW YITS COHORT for 2003:

A new representative sample of 15-year-olds attending school in Canada will be selected and followed biennially. Their first interview will be conducted in 2003.

Most recent data reference period:

2002 data was collected in January to March of this year, with a reference period of 2000 and 2001 for most questions.

Data collection method:

YITS 2000 18-20-year-old cohort: Computer-assisted telephone interview (CATI)

YITS 2000 15-year-old cohort: A self-completed paper and pencil student background questionnaire and paper and pencil telephone interview with parents.

YITS 2002: Computer-assisted telephone interview.

YITS 2003: Self-completed paper and pencil student questionnaires, computer-assisted telephone interview with parents.

Cycle Years:
2000, 2002, 2003, 2004

Sample sizes:
2000 - 18-20-year-old cohort - 22,000
15-year-old cohort - 30,000

2002 ~ 44,000 was the target sample. Data are being processed and final counts are not yet available.

2003 - New wave of 15-year-olds - sample size to be determined

2004 - same as 2002 with top-ups for attrition

Historical continuity:
Similar concepts and instruments being used across cycles and cohorts to allow for comparisons within and between cohorts and cycles.

Survey Content :
Note: *Variations exist in the following lists between the 15-year-old cohort and the 18-20-year-old cohort. For example, 15-year-olds are not asked questions related to the first year post-secondary experience, and the 18-20-year-olds do not have an accompanying principal's or parent's questionnaire and do not complete the skills test in PISA (see the next entry for more information on PISA)*

Geography: Canada, Provinces

Demography: Age, sex, marital status

Socio-economic: High school attendance and experience, high school engagement measures, high school grades, peer group attitudes towards post-secondary, use of drugs and alcohol, reasons for leaving high school, highest level of educational attainment, educational aspirations, barriers to post-secondary, post-secondary experience, type of post-secondary institution attended, financing of post-secondary, work history, engagement in extra-curricular school, volunteer and athletic activities, family composition, parents highest level of educational attainment, parents occupation, family income.

Date for next cycle:
January - March 2004

Revisions- Enhancements in next cycle:
For 2002, up-dates on education and work activities from previous cycle.
For 2003, improvement to the First Year Post-secondary engagement measures

Survey Results:

Publications:

At a crossroads: First results for the 18-20 year old cohort of the Youth in Transition Survey. Statistics Canada Cat. # 81-591-xpe (paper)/81-591-xie (internet)

Data availability:

YITS 2000, 18-20-year-old cohort:

Preliminary data set available.

Final data set planned for release in early 2003.

YITS/PISA 2000, 15-year-old cohort:

Student questionnaire information and PISA assessment scores for each respondent have been released in December 2001.

School questionnaire information planned for release in November 2002

Final release of data planned in early 2003 (including Parent files)

Program for International Student Assessment (PISA)

Key Facts:

- Introduced in 2000, Canada and 31 other countries participated in this OECD project.
- In Canada, a sample of 30,000 15-year-olds selected from within schools.
- Direct student assessments in three domains (one major and two minor): reading, mathematics and science.
- Main assessment domain in 2000 was reading.
- In Canada, PISA 2000 cohort also participated in the Youth in Transition Survey.
- PISA occurs on a three-year cycle with new cohorts of 15-year-olds in 2003 (main assessment domain is mathematics) and 2006 (main assessment domain is science).
- Data available for first cycle (2000).
- Focuses on student assessment and factors which influence achievement.

Survey Objectives:

The Program for International Student Assessment (PISA) is a collaborative effort among several member countries of the Organisation for Economic Co-operation and Development (OECD). The main objective is to regularly assess the achievement of 15-year-olds in three domains—reading literacy, mathematical literacy and scientific literacy—through a common international test and to gather information on factors which influence performance in these areas.

Three PISA cycles have been planned, each one focusing on a different literacy domain. In 2000, the major focus was reading literacy, with mathematical and scientific literacy as minor domains. Mathematical and scientific literacy will be the focus in 2003 and 2006, respectively.

In Canada, the PISA assessment tests are done in conjunction with the Youth in Transition Survey (see previous entry for more information on YITS).

Sample Populations:

15-year-olds in OECD member countries, who are attending any form of schooling.

Most recent data reference period:

2000

Data collection method:

Skills Assessments - Self-completed paper and pencil assessments administered in schools
Student questionnaire - Self-complete paper and pencil questionnaire
Principal's questionnaire - Self-complete paper and pencil questionnaire

Cycle years:

2000, 2003, 2006

Sample Size:
For PISA 2000 - 30,000 15-year-olds from 1000 schools in Canada

Historical continuity:
PISA is designed to retain historical continuity in major concepts and measures across cycles (both on the contextual information and on the assessment scores).

Survey content:
All YITS 2000 content pertinent to the 15 year-old-cohort plus:

PISA 2000: Skills Assessments in :

Reading literacy: Retrieving, interpreting, and reflecting and evaluating
Mathematical literacy
Scientific literacy

Student Background information: parents interests, social capital, wealth, home educational resources, cultural capital, PISA student background questions that are in addition to those asked in the YITS background questionnaire: extension/remedial courses, student marks, student job expectations, class size, use of school resources, time spent in reading, mathematics, and science courses, homework policy and practice, student teacher relations, teacher support, disciplinary climate, achievement press, school engagement, absenteeism, sense of belonging, enjoyment of reading, reading diversity, time spent reading, access to print materials, global index of engagement in reading

Principal Questionnaires: School location, size, structure, material resources, human resources, school policies, climate, and management, characteristics of the community served by the school

Date for next Cycle:
2003

Revisions- Enhancements in next cycle:
Mathematics will be the major domain in 2003
Additional revisions: Information technology, additional participating countries, possible development of a longitudinal approach internationally

Survey Results:
Publications:
Measuring up: the Performance of Canada's youth in reading, mathematics and science – OECD PISA 2000 Study – First results for Canadians aged 15. Statistics Canada Cat. # 81-590-XPE/ 81-590-XPF

Knowledge and Skills for Life: First results from the OECD Program for International Student Assessment, 2000

Data availability:
PISA student and assessment files are available.
International file available from OECD website www.pisa.oecd.org

Survey of Approaches to Educational Planning (SAEP)

Key Facts:

- Introduced in 1999 and repeated in 2002.
- Cross-sectional sample of children aged 0-18 and their parents.
- In 1999, a sample of 36,000 households and 20,000 children.
- Data available for 1999.
- Collects detailed information on how Canadian parents prepare for their children's postsecondary education both financially and non-financially.

Survey Objectives:

This survey is intended to provide detailed cross-sectional information on the activities (financial, social and cultural) by which Canadian parents support their children as they prepare for education after high school. It gathers information on the means by which parents save for their children's education, including the use of RESP's, and other savings plans, bank loans and the like. The data includes information which profiles the child and the parents on a number of socio-economic variables. SAEP is a supplement to the Labour Force Survey

Sample Population:

Canadian children, 0 to 18 years of age and their parents.

Most recent data reference period:

Snapshot as of October 1999

Data collection method:

1999 - paper and pencil telephone interview. Questions were asked of the person in the household deemed to be the person most knowledgeable of the child. Data for up to three children per household was collected.

Cycle Years:

1999, 2002

Sample sizes:

1999 - 36,000 households, 20,000 children 18 years of age or less

2002 - 14,000 households, 14,000 children 18 years of age or less

Historical continuity:

1999 and 2002 will be comparable on most concepts

Survey Content:

Geography: Canada, Provinces

Demography: Age, sex , marital status

Socio-economic variables:

Family and Parent profile: Family composition, language spoken most often in the home, citizenship of parents, ethnicity of parents, family income, hopes and expectations for child's educational attainment, importance of good grades, frequency checking homework, control of TV time, provision of tutoring, frequency of praise, school contact by parent, encouragement to learn alphabet, read, write etc., weekly hours of interaction, discussion of school activities, availability of educational resources, discussion of career options.

Child profile: Health limitations, school attendance, school type, level of school attended, child care arrangements, grades in school, feelings toward school, participation in activities run by school and/or outside school,

Financial preparation for post-secondary: Savings, plans to save, savings vehicles, other savings, means by which child may contribute, use of RESP , type of RESP, $ amount of savings in RESP, frequency of contribution, contribution in 2001, main reason not using an RESP, main reason not yet begun to save, main reason will not save at all, total savings expected when child starts PSE, expected annual cost of PSE

Date for Next Cycle:

October 2002.

Revisions-Enhancements in Next Cycle:

The October 2002 collection will be conducted through a computer assisted telephone interview(CATI). The collection will be restricted to one child per household and a wider array of age-specific data will be collected.

Survey Results:

Publications:

The Daily (April 2001)

Data availability:

1999 data available

Post Secondary Education Participation Survey (PEPS)

Key Facts:

- Introduced in 2002.
- Cross-sectional sample of 5,000 18-24 year-olds (17-24 in Quebec).
- Data to be available in September, 2003.
- Focuses on financial aspects of participation in postsecondary education and factors affecting access to, persistence in and completion of postsecondary education.

Survey Objectives:

Originally a survey funded by the Canada Student Loans Program to examine financial aspects of participation in post-secondary education, it has grown into a broader post-secondary education survey which measures factors impacting access to, and persistence in completing post-secondary education. It continues to have a major focus on the financial factors affecting post-secondary participation. PEPS is a Labour Force Survey supplement.

Sample Population:

18-24 year olds (17-24 year olds in Québec)

Most recent data reference period:

12 months prior to interview date

Data collection method:

Computer-assisted telephone interview

Cycle Years:

2002

Sample Size:

5,000

Historical continuity:

Not applicable

Survey Content:

Geography: Canada, Regions

Demography: Age, sex , marital status

Socio-economic Variables: Racial background, country of birth, citizenship, current living arrangements (parents, residence, on their own), parents/guardians highest level of education, parents/guardians occupation.

Student Costs and Loan Information: Sources and dollar value of funds for post-secondary and costs associated with one academic year, number of years

receiving student loan, student loan debt information, knowledge of interest relief and debt reduction programs, receipt of debt reduction/loan remission/interest relief, applied for a student loan, loan application not approved, reasons for not applying for a student loan

Education Information: Highest level of education, date completed/left high school, marks in high school, number of post-secondary programs, field of study, type of institution, first/last dates of enrolment, duration of program (full-time), current student status, type of program for most recent/current program, enrolment status, program completion indicator, reasons for not completing, date of planned completion (current students), distance education methods, work placement, highest level of education desired, reasons for not continuing/starting post-secondary education, parents' expectations regarding post-secondary, saving for respondent's post-secondary education, reasons why parents did not save for post-secondary education, amount of education costs expected to be covered by savings, sources used to finance education

Date for Next Cycle:

To be determined

Survey Results:

Publications: To be determined

Data availability:

September 2003

National Graduates Survey (NGS)

Key Facts:

- Conducted for the postsecondary graduating classes of 1982, 1986, 1990, 1995 and 2000.
- A sample of graduates of Canadian public postsecondary institutions was contacted two and five years after graduation.
- Sample sizes range from 35,000 to over 40,000 graduates.
- Large samples allow profiling by major fields of study and province.
- Data available for all cohorts except the class of 2000.
- Focuses on tracing graduates' participation in advanced education programs and their labour market success in the short and medium term.

Survey Objectives:

To obtain information on the transition to the labour market and the labour market experiences of college and university graduates, focusing on employment, occupations and the relationship between jobs and education.

Sample Population:

Graduates from Canadian public post-secondary education institutions (trade-vocational, college, and university) who have completed the requirements for degrees, diplomas, or certificates in the reference calendar year.

Most recent data reference period:

2002 National Graduate Survey of 2000 graduates

Data collection method:

Telephone interviews (1982, 1986 and 1990)
Computer-assisted telephone interview (1995 and 2000)

Cycle Years:

Graduates of 1982, 1986, 1990, 1995 and 2000 interviewed two and five years after graduation.

Sample Sizes:

1982 - 35,700
1986 - 40,800
1990 - 36,000
1995 - 43,000
2000 - 42,000

Historical continuity:

Historical comparisons and continuity in concepts is greatest between the 1990, 1995 and 2000 graduate surveys although some concepts are comparable over a longer period.

Survey Content:

Geography: Canada, Provinces, Territories

Demography: Age, sex , marital status

Socio-economic variables: education experience and outcomes; program characteristics; activities before completing studies, information on jobs held since graduation, financial and loan information, reasons for enrolling, satisfaction with education and job, employability skills, additional education/training taken after graduation

Graduates who moved to the United States (2000): last province or territory of residence before moving to the United States, main activity prior to relocation, reason for moving to the United States, enrolment in American college or university, main activity when first arrived in the United States, how graduate was admitted in the United States, intention to return to Canada, reasons for returning to Canada

Date for Next Cycle:

To be determined

Revisions-Enhancements in Next Cycle:

To be determined

Survey Results:

Publications: (each survey year has an associated publication)

Recent publications:

Analysis of the 2000 Follow-up of 1995 Graduates - to be released late Fall 2002
The Class of '95: Report of the 1997 National Survey of 1995 Graduates

Data availability:

Data available for classes of 1982, 1986, 1990 and 1995 graduates.
Release of five year follow-up of 1995 graduates is planned for late Fall 2002.

International Adult Literacy Survey, 1994 (IALS) and Adult Literacy and Lifeskills Survey, 2003 (ALL)

Key Facts:

- Introduced in 1994 (IALS) and repeated in 2003 (ALL).
- International comparative survey.
- In 1994, a cross-sectional sample of about 6,000 Canadians aged 16+.
- Data available for 1994.
- The 1994 IALS directly assessed the basic life skills of Canadians across several domains: prose literacy, document literacy and quantitative literacy. Allows for an examination of the relationship of tested skills to individual economic and social success.

Survey Objectives:

These international surveys are conducted in conjunction with a number of countries affiliated with the Organisation for Economic Cooperation (OECD). The objective of the survey is to profile the basic life skills of Canadians (in prose literacy, document literacy and quantitative literacy in IALS and prose literacy, document literacy, numeracy and problem-solving in ALL), relative to other countries, and to determine the relationship of each of the tested skills to individual economic and social success. The survey is also intended to identify sub-populations whose performance in the skill domains places individuals at risk. The ALL survey (2003) is also intended to compare and contrast the current skills profiles of Canadian respondents with those found in IALS in 1994.

Sample Population:

Non-institutionalized population aged 16 to 65.

Cycle Years:

About every 10 years

Most recent data reference period:

1994 (International Adult Literacy Survey)

Data collection method:

Computer assisted background questionnaire and paper and pencil assessment tests

Sample size:

IALS - 5,660 in Canada
ALL - 24,000 in Canada

Date for next cycle:

Winter 2003 (Adult Literacy and Life Skills Survey)

Historical continuity:

Different samples with comparable concepts

Survey Content (2003)

Geography: Canada, Provinces

Demographic variables: Age, sex

Socio-economic variables: Immigration status, linguistic information, country of birth, parental information, ethnic origin, Aboriginal status, years of formal education, highest level of educational attainment, location of secondary schooling, mathematics instruction, use of remedial help with reading at school, dependent children, employment status, 12 month work history, main job information, type of job, wage rate, full/part time information, personal income , household income, literacy and numeracy practices at work and in general: occurrence (frequency), variety (of texts used), participation in formal and informal education and learning, training, program of studies, participation, full/part time student, duration, financial support, social capital such as social association with family and friends, the nature of social networks, well-being scale measures

Skills Assessment: Paper and pencil testing on skills with scores for each respondent

Survey Results:

Publications: (some examples)

International Adult Literacy Survey. Statistics Canada Cat. # 89-552-MPE

Literacy, Numeracy and Labour Market Outcomes in Canada (Highlights). Statistics Canada Cat. #89F0125XPE

Schooling, Literacy and Individual Earnings (Highlights). Statistics Canada Cat. # 89F0120XPF

Literacy, Economy and society, OECD, 1995

Literacy Skills for the Knowledge Society, OECD, 1997

Literacy in the Information Age, OECD, 2000

Data availability:

Data are available for 1994.

Adult Education and Training Survey (AETS)

Key Facts:

- Conducted in 1992, 1994, 1998 and 2003.
- A cross-sectional sample of Canadians aged 17+ (prior to 2003) with some exclusions.
- A cross-sectional sample of Canadians aged 25-64 in 2003.
- In 1998, sample size of 33,000.
- Data available for all years except 2003.
- Measures adult participation in public and private education in Canada and factors determining participation.

Survey Objectives:

The Adult Education and Training Survey has been conducted since 1990 as a cost-recovery project with Human Resources and Development Canada. The objective of the survey is to measure adult participation in both public and private education in Canada and to develop a comprehensive understanding of those factors which play a determining role in participation. The AETS is a Labour Force Survey supplement.

Sample Population:

AETS 1992, 1994, 1998 - Persons over the age of 17, excluding those aged 17-19 and still in high school full-time with no employer-support, and those aged 20-24 and still in post-secondary full-time with no employer-support

AETS 2003: Persons aged 25-64, with an added sample of 65 and over for international comparison.

Most recent data reference period:

For the 1998 Survey, the reference period is 1997.

Data collection method:

Computer-assisted telephone interview

Cycle Years:

1992, 1994, 1998, 2003

Sample Sizes:

1992 - 45,000 respondents
1994 - 42,000 respondents
1998 - 33,000 respondents
2003 - 31,000 respondents

Historical continuity:

1992, 1994 and 1998 are historically comparable on most questions and concepts. Major revisions to the 2003 cycle will affect historical continuity on some concepts.

Survey Content:

Geography: Canada, Provinces

Demographic variables: Age, sex, marital status

Socio-economic Variables: income, mother tongue, ethnic origin, place of birth, employment status, occupation, industry, job tenure, highest level of educational attainment, participation in education and training by level of education and field of study, participation in distance education, number and type of programs taken, number of courses, workshops, seminars or other training, motivation for education/training (job-related/personal interest), barriers to participation, employer-support for education and training

Date for Next Cycle:

January 2003

Revisions - Enhancements in next cycle:

Detailed information will be collected on one randomly selected learning activity including: information on duration, field of study, employer support, provider, work placement, distance training, expenses and financial support, participation during working hours, mandatory participation, completion status, obstacles encountered while training, and motivations and outcomes associated with the learning activity. The 2003 cycle of the AETS will also measure participation in informal learning.

Survey Results:

Publications:

1992 Adult Education and Training Survey
Adult Education and Training in Canada, 1994
A Report on Adult education and Training in Canada, 2000
Articles in Education Quarterly Review

Data availability:

All years except 2003.

Survey of Labour and Income Dynamics (SLID)

Key Facts:

- Introduced in 1993.
- Panel survey of about 15,000 households (about 35,000 individuals aged 15+) followed for six consecutive years.
- New panel is introduced every three years.
- Data available for five waves (1993-1997).
- Designed to capture changes in economic well-being and determinants of labour market and income changes. Includes detailed information on educational attainment and educational activities.

Survey Objectives:

The survey was designed to capture: 1) changes in the economic well-being of individuals and families over time; and 2) the determinants of labour market and income changes. The survey supports analysis on transitions into and out of the labour force associated with both life and business cycles; on the impact of family events on labour market activity and remuneration; on the determinants of income instability; on what triggers shifts into, and out of, low income and on changes in the composition of income through time. Since SLID also carries a broad selection of human capital variables, it is also used for studies of such topics as gender-base wage and earnings gaps and returns to education.

Sample Population:

15 + population

Most recent data reference period:

Calendar year prior to collection

Data collection method:

Computer-assisted telephone interview; and some administrative records

Cycle Years:

annual beginning in 1993

Sample Size:

The SLID sample is composed of two panels. Each panel consists of two LFS rotation groups and includes about 15,000 households or 35,000 individuals. A panel is surveyed for a period of six consecutive years and a new panel is introduced every three years.

Historical continuity:

SLID is designed to ensure historical continuity in concepts and measures across cycles and panels.

Survey Content:

Geography: Canada, regions, metropolitan areas

Demography: Age, sex, marital status

Socio-economic: ethnicity, mother tongue, immigration status, country of birth, parent's education and country of birth, activity limitations, number of children, mobility, family events, dwelling type and tenure, labour force activity, job characteristics, multiple job-holding spells, occupation, industry, union membership, work absences, employer characteristics, personal income, assests and debts, educational activity, educational attainment; as well as a range of household and economic and census family information.

Date for Next Cycle:

January and May of each year.

Survey Results:

Publications:

SLID Working Paper Series, Statistics Canada Catalogue 75F0002MPE
Dynamics of Labour and Income, Statistics Canada Catalogue 75-201-XPE
Survey of Labour and Income Dynamics Microdata User's Guide, Statistics Canada Catalogue 75M0001GPE

Data availability:

Data available for five waves – 1993 to 1997.

Workplace and Employee Survey (WES)

Key Facts:

- Introduced in 1999.
- Longitudinal survey linking data from 24,600 employees to 6,400 work locations.
- Data available for 1999.
- Designed to shed light on the relationships between competitiveness, innovation, technology use, and human resource management on the employer side; and technology use, training, job stability, and earnings on the employee side. WES makes it possible to see how the interaction of employers and employees in the workplace affects the success of individuals and firms.

Survey Objectives:

The overall goal of WES is to examine the way in which employers and their employees respond to the changing competitive and technological environment. Information on workforce characteristics and job organization is important to understanding the dynamic nature of the workplace.

Sample Population:

The target population for the employer component is defined as all business locations in Canada that have paid employees, with the following exceptions:
a) Employers in Yukon and Northwest Territories
b) Employers operating in farming; fishing, hunting and trapping; private households and public administration.

The target population for the employee component is all employees working in the selected workplaces who receive a Customs Canada and Revenue Agency T-4 Supplementary form. If a person receives a T-4 slip from two different workplaces, then the person will be counted as two employees on the WES frame.

Most recent data reference period:

There are two reference periods used for the WES. Questions concerning employment breakdown use the last pay period of March for the reference year while other questions refer to the last 12-month period ending in March of the reference year.

Data collection method:

Interviewers in person collected the workplace survey data. Telephone interviews were conducted with employees who agree to the survey by filling out and mailing in employee participation forms.

Cycle Years:

Began in 1999. The employer sample is longitudinal – sampled locations will be followed over time (for a minimum of 4 years) with periodic additions of samples of new locations. Employees will be followed for two years only.

Sample Size:
Linked data from 24,600 employees and 6,400 work locations in 1999.

Survey Content:
Geography: Canada
Demography: Region, industry, employment size

On the workplace side data includes: employment, vacancies, hiring, separations, human resource practices, compensation, work organization, training, industrial relations, competition, business strategy, organizational change, technology, innovation, and to a lesser extent, business performance.

On the worker side, data includes: technology use, training, work arrangements, employee participation, and personal and family support. This is in addition to data on education, occupation, collective bargaining, tenure, and demographics that are usually collected in household surveys.

Date for Next Cycle:
2002

Survey Results:
Publications:

The Daily: Results from the 1999 inaugural survey
The "Who, What, When and Where" of Gender Pay Differentials

Working Smarter: The Skill Bias of Computer Technologies

Human Resource Practices

A New Portrait of Job Vacancies in Canada

Compendium of 1999 survey results

Data availability:
Data available for 1999.

Census of Population

Key Facts:

- Conducted every 5 years.
- Education information collected for all persons aged 15+.
- Key education variables include school attendance, highest level of educational attainment, degrees held, field of study for highest degree.
- Most recent education data for 2001 released March 2003.
- Census information allows for profiling the Canadian population on a number of important socio-economic indicators including labour market indicators, earnings, socio-demographic characteristics.

Survey Objectives:

The Census is conducted every 5 years in Canada and is intended to profile the Canadian population on a number of important socio-economic indicators. Education information is collected for all persons aged 15 and older living in Canada on Census day.

Most recent data reference period:

2001

Data collection method:

Mail-out paper questionnaire.

Cycle Years:

Education data available since 1941 but a number of changes in the education questions and on population inclusions/exclusions have had varying impacts on the type of analysis that can be conducted.

Historical Continuity:

1991 to present

Survey Content:

Geography: Canada, Provinces, CMA's, CSD's

Demography: Age, sex, marital status

Socio-economic variables: School attendance, highest level of educational attainment, degrees held, field of study for highest degree, labour force participation, labour force status in reference week, earnings, other income, occupation, industry, place of work, Aboriginal status, immigrant status, ethnic origin, place of birth, mother tongue, language spoken most often in the home, knowledge of official and other languages, religion, economic family characteristics, census family characteristics, activity limitations, dwelling information

Date for next cycle:

May 16, 2006

Survey Results:

The Daily

Each subject area (i.e. education) has a number of publications, both in hard copy and on-line.

Data availability:

2001 Census data release for education was March 11, 2003.

Data Access and Further Information

General Statistics Canada website - www.statcan.ca

Client Services at the Centre for Education Statistics

Client Services at the Centre for Education Statistics can be reached at:
e:mail: educationstats@statcan.ca
Telephone (toll free):1-800-307-3382
Telephone:1-613-951-7608

We provide relevant documentation from our surveys.
1.Questionnaires
2.User-guides
3.Codebooks
4.Analytical Reports (also available through the STC Web-Site @ www.statcan.ca)

Requests for custom tabulations of our data:

1.Process all requests for custom tabulations
2.Answer basic questions concerning information sent out from the Centre
3.Will refer clients to subject matter experts if more detail is required

Client Services will also put researchers in touch with Statistics Canada specialists who have in-depth knowledge of particular data sources.

Data Liberation Initiative (DLI)

What is the DLI?

With the advent of the Data Liberation Initiative (DLI), Canadian universities need no longer purchase Statistics Canada data file by file. Instead, participating universities pay an annual subscription fee that allows their faculty and students unlimited access to DLI Microdata, databases and geographic files.

Did you know that the DLI...?

1. Provides affordable and equitable access to Canadian data for teaching and research
2. Has created a Canada wide learning network of data experts and users
3. Has already provided the basis for new research presented at the Congress of the Social Sciences and Humanities
4. Makes young people more employable in the "knowledge society"
5. Has an important training impact that will enrich universities' human resources represents excellent value for money
6. Is equally available to small and large universities
7. Has the financial support of a wide range of academic and government organizations

Background of the DLI

When Statistics Canada data costs increased in the 1980s, researchers, students and instructors made increased use of American, British and even Chinese data. The cheaper foreign data did not always reflect the Canadian situation, and there were gaps. Furthermore, many universities had not provided the technical support scholars needed to handle complex data files. To help buffer the increased costs of the 1986 Census, an ad hoc buying consortium was organised in 1989 by the Canadian Association of Public Data Users (CAPDU) and the Canadian Association of Research Libraries (CARL). The experience demonstrated the possibility of a successful consortial arrangement between Statistics Canada and Canadian universities. In 1993, a working group sponsored by the Social Sciences Federation of Canada (SSFC) came up with a plan that was acceptable to Statistics Canada and to the university community. Statistics Canada and the Depository Services Program played key roles in this process. The DLI received approval from Treasury Board in February 1996 and was included as part of the federal government's Science and Technology Strategy in March of that year.

Benefits of the DLI

The DLI represents a major application of Canada's information highway technology. It allows universities, for the first time, to offer a full range of data services to students and faculty alike. There is also growing evidence that the Initiative is making important contributions to Canadian teaching and research. Courses are being reconfigured to encourage students to use the data and grants have been won for proposals directly related to the availability of data through the DLI. Researchers who formerly had to depend mainly on public opinion polls as a source of Canadian data can ow supplement them with Statistics Canada Microdata. Training in state-of-the-art data management is another benefit of the DLI, says Paul Bernard, sociologist at the Université de Montréal. "The most important contribution, in my view, is that data librarians and the beginnings of data centres have sprung up all over the place. These data librarians have trained one

another and are working together to provide a service to the community. They're also working with professors to get students involved with social statistics."

Outlook for the future of DLI

Researchers, journalists, and provincial governments are also expressing interest in the Initiative. Training of librarians and other data users is ongoing. The DLI External Advisory Committee has made a proposal to award scholarships to students for projects involving DLI data. The continued success of the Initiative leads Prof. Bernard to make a bold prediction: "if the work of the DLI is properly supported, Canada might well become a centre of excellence in data research on a world scale."

Research Data Centres

The Research Data Centres (RDC) program is part of an initiative by Statistics Canada, the Social Sciences and Humanities Research Council (SSHRC) and university consortia to help strengthen Canada's social research capacity and to support the policy research community.

RDCs provide researchers with access, in a secure university setting, to Microdata from population and household surveys. Statistics Canada employees staff the centres. They are operated under the provisions of the ***Statistics Act*** in accordance with all the confidentiality rules and are accessible only to researchers with approved projects who have been sworn in under the *Statistics Act* as 'deemed employees.'

RDCs are located throughout the country, so researchers do not need to travel to Ottawa to access Statistics Canada Microdata.

The Benefits of RDCs

The Research Data Centres provide opportunities to:

1. generate a wide perspective on Canada's social landscape
2. develop a network of research centres across the country—in both larger and smaller population centres
3. expand the collaboration between Statistics Canada, SSHRC, universities and academic researchers, and build on the ***Data Liberation Initiative***; and
4. train a new generation of Canadian data specialists.

Additional Notes:

Researchers must go through the proposal process to gain access to the information www.sshrc.ca

All tables and information will be reviewed by an STC employee at the RDC for confidentiality

Remote Data Access for Research and Analysis

Remote Data Access (RDA) enables researchers to write and test their own computer programs using a file with artificial data. They can then send these programs via the Internet to Statistics Canada, where they are run on the Microdata file. The results are then sent back to the client. This service is an alternative to using Statistics Canada's Research Data Centres or Regional Offices which are not always located in areas accessible to the researchers.

http://www.statcan.ca/english/edu/rda/index.htm

Eligibility

RDA is available to any researcher, provided Statistics Canada has approved their project.

Client responsibility

The client is encouraged to read and understand all the information included in the user guide for each survey before sending programs to Statistics Canada. Clients are also encouraged to test their programs carefully to ensure that they don't contain syntax errors.
The client is responsible for archiving all programs and output files.

Statistics Canada's role

Statistics Canada will run the client's program on the Microdata set but will not make any assessment as to whether or not the program has worked properly. If the submission contains a programming error the log will be sent to the client. A submission is when Statistics Canada executes the client's program once with no prior manual intervention other than verifying the input data filename. A submission includes no more than 10 procedures (i.e. regression).

Statistics Canada will respond to an RDA request within 2 working days after receiving the client's program. This does not include any delays caused by unsuccessful submissions. Additional support to the client to help correct or modify the program may be available on a cost recovery basis.

Computer software supported by Statistics Canada

Statistics Canada will support SAS, SPSS, STATA and WESVAR. The programs will be run on microcomputers.

Contacts for Further Information

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SSHRC programs

Here is an Internet link presenting the various programs of the Social Sciences and Humanities Research Council:

http://www.sshrc.ca/web/apply/program_index_e.asp