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151 Slater Street, Suite 710  
Ottawa, Ontario K1P 5H3  
613-233-8891, Fax 613-233-8250  
csls@csls.ca

CENTRE FOR THE  
STUDY OF LIVING  
STANDARDS

## ABORIGINAL LABOUR MARKET INFORMATION IN CANADA: AN OVERVIEW

Fanny McKellips

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# Aboriginal Labour Market Information in Canada: an Overview

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## Abstract

This report, prepared for the Friendship Centres of Canada, provides a detailed overview and assessment of available sources of labour market information (LMI) on Aboriginal Canadians. The Friendship Centres play a pivotal role in community and economic development by providing training and employment opportunities, facilitating social development, and building human and resource capacity for Aboriginal Canadians. Better labour market information, and better use of existing LMI, can facilitate their work. The three most important sources of LMI for Aboriginal Canadians are the Labour Force Survey, National Household Survey, and Aboriginal Peoples Survey. The report identifies the exclusion of the Aboriginal population living on reserve in all Statistics Canada surveys except the National Household Survey and the Census as the most important lacuna in Canadian Aboriginal labour market information. The report concludes that despite the many gaps, there is a wealth of Aboriginal LMI available in Canada, at the national, regional and local levels, that can be used by Friendship Centres to better develop and target programs and services to the urban Aboriginal population.

# Aboriginal Labour Market Information in Canada: an Overview

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# Aboriginal Labour Market Information in Canada: an Overview

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## Executive Summary

This report, prepared for the Friendship Centres of Canada, provides a detailed overview and assessment of available sources of labour market information (LMI) on Aboriginal Canadians. The Friendship Centres play a pivotal role in community and economic development by providing training and employment opportunities, facilitating social development, and building human and resource capacity for Aboriginal Canadians. Better LMI and better use of existing LMI can facilitate their work. To develop this better LMI, it is important to know the current state of Aboriginal LMI in Canada.

The three most important sources of LMI for Aboriginal Canadians are:

- Labour Force Survey
- National Household Survey
- Aboriginal Peoples Survey

The Labour Force Survey (LFS) is a monthly household survey sampling approximately 54,000 households to collect labour market information from the civilian, non-institutionalized population that is 15 years of age and older. Information collected includes labour force status, class of worker, job permanence, full time/part time status, job tenure, hours worked, industry, wage, and occupation, as well as age, gender and educational attainment.

The LFS is administered Canada-wide, excluding reserves. A question about Aboriginal identity was added to the LFS Canada-wide in 2007. The exclusion of reserves limits the usefulness of the LFS as a source of Aboriginal LMI. In addition, the exclusion of the institutionalized population may bias to Aboriginal labour market information estimates, as Aboriginal individuals are overrepresented in prisons.

The National Household Survey (NHS) is a voluntary national survey that collects demographic, social and economic information on the characteristics of the population as well as information on dwellings. The sample size is one third of the total population. It is the major source of detailed information on the Canadian population. The NHS replaced the mandatory long-form Census in 2011. Labour market data available from the NHS include labour force status, class of worker, occupation, industry, work activity, full time/part time status, income of individuals, income of households, and place of work status. These definitions are consistent with LFS definitions. The NHS also includes data on education, gender, age, mobility, ethnic origin, Aboriginal identity and Aboriginal ancestry, and housing.

The main strength of the NHS in terms of labour market data is that it allows the construction of Aboriginal population profiles for communities. Through these profiles, it is possible to view NHS data only for respondents of Aboriginal identity, in any geographical area where over 250 individuals are of Aboriginal identity.

The Aboriginal Peoples Survey (APS) provides data on the social and economic conditions of Aboriginal people in Canada. It is conducted by Statistics Canada, after completion of the NHS, to provide additional data not available in any other survey for the purpose of identifying the needs of Aboriginal people. The APS focuses on education, employment, health, language, income, housing, and mobility.

The APS provides little conventional labour market information not found in the LFS and NHS. Therefore its advantage over the LFS and NHS for conventional labour market analysis is limited, especially since it is not conducted on reserves, unlike the NHS. The strength of this survey in terms of Aboriginal labour market data is that it includes information on participation in traditional Aboriginal activities, such as making clothing or footwear, making arts or crafts, hunting, fishing, trapping and gathering wild plants, which is not available anywhere else.

Aboriginal LMI is also available from the following data sources:

- First Nations Regional Early Childhood, Education and Employment Survey
- Survey of Labour and Income Dynamics
- National Graduates Survey
- National Apprenticeship Survey
- Canadian Community Health Survey
- Registered Apprenticeship Information System
- Programme for the International Assessment of Adult Competencies
- Urban Aboriginal Peoples Survey
- Aboriginal Affairs and Northern Development Canada's First Nations Database
- Aboriginal Skills and Employment Training Strategy administrative data

In addition to survey and administrative data sources, there are a number of documents that analyze trends in Canadian Aboriginal labour market behaviour. The main analyses identified in this report were:

- Aboriginal Affairs and Northern Development Canada's Fact Sheet – 2011 National Household Survey, Aboriginal Demographics, Educational Attainment and Labour Market Outcomes
- Statistics Canada's Aboriginal Statistics at a Glance
- Employment and Social Development Canada's Aboriginal Labour Market Bulletin

It is important to take into account the skills of Aboriginal people, since skills are the basic building block upon which success in education and the labour market crucially depend. The report identified three sources of skills measurement:

- The Conference Board of Canada: Employability Skills 2000+
- Employment and Social Development Canada: Literacy and Essential Skills
- O\*NET

One of the most obvious skills required for success in any given career or lifestyle choice is literacy, as it is the basis of all further learning and knowledge. For this reason, it is interesting to know the literacy skill level of the Aboriginal population in particular parts of the country. The most authoritative source of information on literacy in Canada is the Programme for the International Assessment of Adult Competencies (PIAAC). However, PIAAC only provides literacy scores at high levels of aggregation as the sample size is limited. The report discusses an innovative approach developed by Murray and Shillington (2012) to estimate the literacy skill of particular populations at detailed levels of geography. They used the 2003 PIAAC to determine the relationship between literacy scores and personal characteristics such as education, age, gender, mother tongue, immigration status and province. Once they had a mathematical relation between these variables, they were able to apply it to population estimates from the 2006 Census. In this way, they estimated literacy for the Aboriginal population, on-reserve and off-reserve.

The report concludes that the best way to analyze Aboriginal labour market performance off reserves is to use the National Household Survey, the Labour Force Survey, and the Aboriginal Peoples Survey, complemented by other surveys when necessary. The NHS has the largest sample size and can be used to obtain detailed information at low aggregation levels. Because the NHS is only run every five years, the LFS can be used to obtain more timely data, however the sample size is smaller. As both these surveys do not focus on Aboriginal people specifically, the Aboriginal Peoples Survey can be used to add data more sensitive to the Aboriginal population.

Major gaps still need to be filled in the Aboriginal LMI area. First, more timely detailed data on Aboriginal labour market performance is needed. Second, better job vacancies information for industries, occupations, and regions of particular interest to the Aboriginal population would be useful. Finally, the most important lacuna in Canadian Aboriginal labour market information is the exclusion of the Aboriginal population living on reserve in all Statistics Canada surveys except the National Household Survey and the census.

In addition to data gaps, there are also a number of issues linked to the use of the data sources discussed in this report, especially the NHS, including

- Intragenerational and intergenerational ethnic mobility;
- Small sample sizes; and
- Limited information in the Public Use Microdata Files and Data Centres at low levels of disaggregation.

Despite the concerns expressed above, there is a wealth of Aboriginal labour market information available in Canada, at the national, regional and local levels. This existing



information can be used by Friendship Centres to better develop and target programs and services to the urban Aboriginal population.

# Aboriginal Labour Market Information in Canada: an Overview

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## I. Introduction

In Canada, 1,400,685 people were of Aboriginal identity in 2011, as estimated by the National Household Survey (Statistics Canada 2013a), which represents 4.3% of Canadians. This population records a much higher unemployment rate than the Canadian non-Aboriginal unemployment rate. For this reason, improving labour market outcomes for Aboriginal Canadians is an important issue. The mining, oil and gas extraction, and construction sectors report labour shortages in regions where Aboriginal unemployment is high. This suggests that Aboriginal workers do not have the right skills for the available jobs, although other factors such as cultural barriers and racism may also be relevant.

The Friendship Centres provide training and employment opportunities to urban Aboriginal people. A constraint for these centres is the absence of a single, current, and comprehensive source of Aboriginal labour market supply and demand information (LMI). LMI on particular individuals or jobs can be used for labour market matching or job brokering, whereas aggregate LMI can be used for analytical purposes. Five uses of Aboriginal LMI by Friendship Centres have been identified by the Centre for the Study of Living Standards:

1. To analyze at a point in time the overall labour market performance of Aboriginal Canadians and compare this performance to that of non-Aboriginal Canadians;
2. To monitor over time changes in the overall labour market performance of Aboriginal Canadians, both in absolute terms and relative to the non-Aboriginal population;
3. To identify and monitor specific gaps in Aboriginal labour market performance, relative to that of non-Aboriginal performance, such as the gap in educational attainment between Aboriginal and non-Aboriginal Canadians;
4. To identify actual problems or potential problems and develop public policies and private sector actions to address these challenges; and
5. To employ LMI on emerging labour market trends, especially related to areas of growing employment opportunities, to inform the provision of one-on-one job counseling to Aboriginal Canadians seeking to obtain employment or update their education and skills.

The objective of this report is to provide a compendium of available Aboriginal LMI as well as an assessment of each source. This has been done through a literature review. All relevant sources of Aboriginal labour market data have been analyzed, and a few key people have been surveyed. This review on scope and quality of Aboriginal LMI is part of a larger report which

will also examine existing approaches to supply and demand labour market modeling in Canada, highlighting best practices, and produce a feasibility report for the Friendship Centres.

The report is organized as follows. Section two summarizes all surveys and administrative data sets by Statistics Canada which provide Aboriginal LMI. Section three reviews surveys not directly run by Statistics Canada which also provide Aboriginal LMI. Section four discusses additional sources and analysis of Aboriginal LMI. Section five describes the measurement of skills applied to Aboriginal people. Finally, section six concludes. The first appendix provides information on a few issues encountered when analyzing Aboriginal data, the second appendix is a data quality assessment of the major surveys, and the Appendix Tables offer a summary of the discussions in this paper.

## **II. Statistics Canada Surveys and Administrative Data Sets**

Aboriginal LMI has many uses, but before trying to use it in various ways, it is important to understand exactly what data are available and their sources. This section of the paper will focus on surveys and administrative data sets collected by Statistics Canada that provide LMI about Aboriginal people, as Statistics Canada is the main source of national data. The first surveys described will be the major sources of Aboriginal LMI: the Labour Force Survey, the National Household Survey, and the Aboriginal Peoples Survey. Appendix B offers a more detailed data quality assessment of these three major sources. Next, non-major sources of Aboriginal LMI will be described: the Survey of Labour and Income Dynamics, the National Graduates Survey, the National Apprenticeship Survey, the Canadian Community Health Survey, other household surveys, the Registered Apprenticeship Information System, and other administrative data sets.

### **A. Labour Force Survey, Data on Aboriginal Canadians**

The Labour Force Survey (LFS) is a monthly household survey sampling approximately 54,000 households to collect labour market activity information from the civilian, non-institutionalized population 15 years of age and older. This information serves as the basis for most of Statistics Canada's current labour market data. The survey divides the population by labour force status (employed, unemployed and not in labour force). Employment variables of the LFS include the class of worker (employed, self-employed), job permanence (permanent, seasonal, temporary casual), whether the job is full time or part time, job tenure, actual hours worked, industry, wage, and occupation. The LFS also contains data on the characteristics of the respondents, such as age, gender, and educational attainment. LFS data are available for Canada, the provinces, economic regions and census metropolitan areas. The LFS is administered Canada-

wide, including all the territories since 2006,<sup>1</sup> but excludes those living on Indian reserves or other Aboriginal settlements.<sup>2</sup>

The National Association of Friendship Centers only deals with urban Aboriginal people. For this reason, the excluded on-reserve Aboriginal population may not seem relevant. However, Aboriginal individuals living on-reserve often move to urban destinations. As such, the on-reserve population is important to the exhaustive study of Aboriginal labour markets.

A question about Aboriginal identity was added to the LFS in Alberta in 2003, then in the rest of western Canada in 2004 and has been Canada-wide since 2007. Because of the exclusion of individuals living on Indian reserves, the Aboriginal population estimates from the LFS are lower than those from the Census. For example, the 2011 LFS estimated the total Aboriginal working age population at 670.5 thousand, and the 2011 NHS estimated it at 1,008.6 thousand (Table 1). Therefore, the LFS covered 66.5 per cent of the Aboriginal working age population. Similarly, the 2011 LFS estimated the total Aboriginal identity labour force at 430.1 thousand and the 2011 NHS estimated it at 618.1 thousand, so the LFS covered 69.6 per cent of the Aboriginal labour force in 2011. The exclusion of on-reserve Aboriginal individuals leads to more favourable labour force performance estimates than if they were included in the LFS, as Aboriginal labour force performance is poorer on-reserve.

**Table 1: Coverage of the Working Age Aboriginal Identity Population Provided by the LFS and NHS**

Population (aged 15 years and over)	2011 NHS	2011 LFS	LFS data as a proportion of NHS (per cent)
<b>Total</b>	1,008,580	670,500	66.5
<b>Employed</b>	525,100	374,500	71.3
<b>Unemployed</b>	92,985	55,700	59.9
<b>Labour force</b>	618,085	430,100	69.6

**Note:** LFS data are annual averages, whereas NHS data are for the reference week of May 1 to May 7. The NHS covers the whole population, but the LFS excludes persons living on-reserves and other Aboriginal settlements in the provinces, full-time members of the Canadian Armed forces and the institutionalized population.

The exclusion of the institutionalized population from the LFS also adds a bias to the Aboriginal LMI estimates, as Aboriginal individuals are overrepresented in prisons. Indeed, the

<sup>1</sup> As of the July 2006 reference period, LFS data for the territories are being released, only as three month moving averages. National LFS estimates are derived using only the results of the LFS in the provinces. Territorial estimates are published separately. Territorial estimates are excluded from the national total because of difficulty reaching small communities, as well as differences in sample design, rotation pattern and reliability criteria.

<sup>2</sup> Information on the labour force survey is available on the Statistics Canada website following this link; <http://www23.statcan.gc.ca/imdb/p2SV.pl?Function=getSurvey&SDDS=3701>. The questionnaire is available at [http://www23.statcan.gc.ca/imdb-bmdi/instrument/3701\\_Q1\\_V5-eng.htm](http://www23.statcan.gc.ca/imdb-bmdi/instrument/3701_Q1_V5-eng.htm). The Statistics Canada guide to the LFS is available at <http://www5.statcan.gc.ca/olc-cel/olc.action?ObjId=71-543-G&ObjType=2&lang=en&limit=0>.

Aboriginal population represents roughly 20% of the institutionalized population (Statistics Canada, 2010).

In 2010, Statistics Canada ran a pilot LFS in Siksika Nation Indian Reserve. The pilot LFS survey was a success in producing a series of estimates that describe the employment of residents of Siksika Nation, although some challenges were encountered during the process, particularly when it comes to staffing, transit on-reserve, respondent mobility, and proxy response. Because of the remoteness of the location and these challenges, Statistics Canada concluded that it is not cost-effective to administer the LFS on-reserve, although the possibility remains.<sup>3</sup>

The advantage of the LFS is that it is published monthly, only a maximum of thirteen days after the end of the reference period, making it useful for the study of current labour market developments. It provides a consistent time series and high reliability at the aggregate level.

Free annual Aboriginal data tables are available electronically in Beyond 20/20 format from Statistics Canada, upon request. The Center for the Study of Living Standards has made these data available online.<sup>4</sup> For monthly data, it is possible to subscribe, through Statistics Canada, for \$36.51 per table/per month. The monthly data are available as a three month moving average rather than just monthly, to minimize volatility. Special requests for tabulation can be done on a cost recovery basis. Unfortunately, LFS Aboriginal data are not available on CANSIM.

In 2012, the CSLS conducted a detailed analysis of Aboriginal labour market performance in Canada from 2007-2011 using LFS data (CSLS 2012).<sup>5</sup>

## B. National Household Survey, Data on Aboriginal Canadians

The National Household Survey (NHS) is a voluntary national survey that provides information on people living in Canada. It includes demographic, social and economic characteristics as well as information on dwellings. It is the major source of detailed information on the Canadian population. The NHS replaced the mandatory long-form Census in 2011.<sup>6</sup> Every five years, one in three households is surveyed, which is approximately 4.5 million dwellings. It provides data even for small geographical areas. For this reason, in non-Aboriginal remote areas and on Indian reserves, 100 per cent of households are asked to respond to the survey. Furthermore, response to the NHS is voluntary and usually self-administered, except in remote areas and Indian reserves, where a Statistics Canada enumerator interviews respondents.<sup>7</sup> In 2011,

<sup>3</sup> Information on this pilot survey is available at <http://www.statcan.gc.ca/pub/75-005-m/75-005-m2013001-eng.htm>.

<sup>4</sup> Available at <http://www.csls.ca/reports/csls2012-04AppendixTables.xlsx>.

<sup>5</sup> Available at <http://www.csls.ca/reports/csls2012-04.pdf>.

<sup>6</sup> The mandatory census still exists and includes population and dwelling counts, age characteristics, marital status, family characteristics, household and dwelling characteristics, and language. It can be consulted through the NHS community profiles. However, the mandatory long-form Census was replaced by the voluntary NHS.

<sup>7</sup> At AANDC, they argue that because reporting in Aboriginal communities is done using face-to-face interviews, the return rate is better than is the case for the regular population. For communities that participated, the return rate is on the order of 80% and the completion rate is better than the national rate as well. On top of that, coverage was 100 per cent of households (as compared to around a third for the rest of Canada). For the rest of Canada, the return rate is closer to 65% and the completion rate, although difficult to figure out, appears to be similarly low. In essence, the data for aboriginal communities may be better than for other communities in Canada.

the NHS estimated that 1,400,600 individuals in Canada were of Aboriginal identity, which is 4.3 per cent of the Canadian population.<sup>8</sup>

Labour market data available from the NHS include labour force status (employed, unemployed, not in labour force), class of worker (employee, self-employed), occupation, industry, work activity, whether the job is full time or part time, income of individuals, income of households, and place of work status. These definitions are consistent with LFS definitions. The NHS also includes data on education (educational attainment, major field of study and location of study), gender, age, mobility, ethnic origin, Aboriginal identity and Aboriginal ancestry.

Long-form census data from earlier years (for example 1996, 2001 and 2006) can be used with the NHS to create a times series. However, Statistics Canada warns to use caution when comparing NHS data and long-form Census data. The NHS is voluntary, whereas the long-form Census was mandatory, so the response rate is much lower for the NHS. In 2011, the unweighted response rate was 68.6 per cent and the weighted response rate was 77.2 per cent. This introduces a non-response bias, which combined with other methodological changes between the two surveys (such as the wording of certain questions) affects their comparability over time. Data from the NHS are available by community.<sup>9</sup>

According to Statistics Canada, some Indian reserves and settlements did not participate in the 2011 National Household Survey (NHS) as enumeration was either not permitted or it was interrupted before completion.<sup>10</sup> These reserves are referred to as 'incompletely enumerated reserves'. There were 36 reserves out of 863 inhabited reserves in the 2011 NHS that were incompletely enumerated.<sup>11</sup> These reserves are excluded from the global NHS estimates. This is noted in community profiles of higher-level geographic areas containing these reserves. At high levels of aggregation, this does not affect the quality of the data. In total, around 40,000 Aboriginal individuals were not enumerated (see Appendix Table 13 for the administrative numbers). For 13 reserves in northern Ontario where the NHS was not completed during the regular collection period because of forest fires, data were collected later and are provided by Statistics Canada, although NHS community profiles are not available for these Indian reserves.<sup>12</sup>

The NHS remains a valuable source of Aboriginal labour market data, because it is the only comprehensive survey by Statistics Canada administered on Indian reserves.<sup>13</sup>

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<sup>8</sup> The NHS description from the Statistics Canada website is available at <http://www12.statcan.gc.ca/nhs-enm/index-eng.cfm>. The NHS 2011 questionnaire and guide are available at [http://www12.statcan.gc.ca/nhs-enm/2011/ref/about-apropos/ques\\_guide-eng.cfm](http://www12.statcan.gc.ca/nhs-enm/2011/ref/about-apropos/ques_guide-eng.cfm).

<sup>9</sup> Community profiles are available at <http://www12.statcan.gc.ca/nhs-enm/index-eng.cfm>. In addition to data from the 2011 NHS, Census community profiles are available for 2006, 2001 and 1996.

<sup>10</sup> As previously mentioned, although the NAFC has an off-reserve focus, LMI for the on-reserve population is important in the exhaustive study of labour markets as there is a movement between on-reserve and off-reserve individuals.

<sup>11</sup> A list of incompletely enumerated reserves is available at <http://www12.statcan.gc.ca/census-recensement/2011/ref/irr-app-ann-1-eng.cfm>. See appendix table 4 for more information.

<sup>12</sup> Profiles of these reserves are available at <http://www12.statcan.gc.ca/nhs-enm/2011/ref/no13reserves/index.cfm?LANG=E>.

<sup>13</sup> For more information on Aboriginal people in the NHS, see the Aboriginal Peoples technical report from Statistics Canada available at <http://www12.statcan.gc.ca/nhs-enm/2011/ref/reports-rapports/ap-pa/index-eng.cfm>.

**Table 2: Number of Jurisdictions for which 2011 NHS Aboriginal Profile Data are Available**

Province	Census Division	CMA	CA	Census Subdivision				Indian Band Area	Métis Settlement	Inuit Region
				Town <sup>14</sup>	City	Indian Reserve	Other <sup>15</sup>			
Newfoundland and Labrador	11	1	2	22	3	3	4	3	0	1
Prince Edward Island	3	0	1	0	1	1	0	1	0	0
Nova Scotia	17	1	4	2	0	10	16	9	0	0
New Brunswick	14	2	6	3	7	10	0	10	0	0
Quebec	75	6	19	1	48	18	31	28	0	1
Ontario	49	16	27	54	50	46	50	47	0	0
Manitoba	23	1	4	10	9	49	22	49	0	0
Saskatchewan	18	2	7	6	13	65	11	55	0	0
Alberta	18	2	17	39	17	42	32	37	8	0
British Columbia	29	3	21	3	45	52	62	64	0	0
Yukon	1	0	1	1	1	0	3	4	0	0
Northwest Territories	6	0	1	4	1	1	14	11	0	1
Nunavut	3	0	0	0	1	0	18	0	0	1
<b>Canada</b>	<b>267</b>	<b>34</b>	<b>110</b>	<b>144</b>	<b>193</b>	<b>297<sup>16</sup></b>	<b>269</b>	<b>318</b>	<b>8</b>	<b>4</b>
<b>Per cent of total jurisdictions</b>	<b>91.1</b>	<b>100.0</b>	<b>91.7</b>	<b>17.8</b>	<b>50.9</b>	<b>26.7</b>	<b>8.5</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

**Census division (CD)** is the general term for provincially legislated areas (such as county, *municipalité régionale de comté* and regional district) or their equivalents. Census divisions are intermediate geographic areas between the province/territory level and the municipality (census subdivision) level. (Source: Statistics Canada Census Dictionary)

**Census metropolitan area (CMA) and census agglomeration (CA):** Area consisting of one or more neighbouring municipalities situated around a core. A census metropolitan area must have a total population of at least 100,000 of which 50,000 or more live in the core. A census agglomeration must have a core population of at least 10,000. (Source: Statistics Canada Census Dictionary)

**Census subdivision (CSD)** is the general term for municipalities (as determined by provincial/territorial legislation) or areas treated as municipal equivalents for statistical purposes (e.g., Indian reserves, Indian settlements and unorganized territories). (Source: Statistics Canada Census Dictionary)

**Indian band area:** A band is defined as a body of Indians for whose collective use and benefit lands have been set apart or money is held by the Crown, or who have been declared to be a band for the purpose of the *Indian Act*. (Source: Statistics Canada Census Dictionary -Membership in a First Nation or Indian band)

**Note:** There is overlap between most of these jurisdictions.

<sup>14</sup> The province of Quebec makes no distinction under law between towns and cities. Here, city refers to "ville" and town refers to "village"

<sup>15</sup> Other Census subdivisions are subdivision of unorganized, community, township and royalty, subdivision of county municipality, municipal district, parish, rural community, municipalité, terre Inuite, village nordique, canton, unorganized, paroisse, village Cri, township, village, resort village, rural municipality, northern hamlet, summer village, Indian settlement, improvement district, regional district electoral area, Nisga'a village, settlement, hamlet, Teslin land, community government, and chartered community.

<sup>16</sup> This number refers to the CSD type of Indian Reserve only. There are other CSD types such as Indian Settlements, Indian Government Districts and Terres Reservees, which have Aboriginal Profile Data.

A strength of the NHS in terms of labour market data is that it allows the construction of Aboriginal population profiles for communities. This is available under the Aboriginal population profiles.<sup>17</sup> Through these profiles, it is possible to view NHS data only for respondents of Aboriginal identity, in any geographical area where over 250 individuals are of Aboriginal identity. For areas where there are fewer than 250 individuals of Aboriginal identity, this is not a concern as detailed information about the Aboriginal population is likely not necessary for most applications. These data are available for Canada, the provinces, census divisions (267 out of 293), census metropolitan areas (34 out of 34), census agglomerations (110 out of 120), towns (144 out of 811), cities (193 out of 379), Indian reserves (297 out of 1114)<sup>18</sup>, other census subdivisions (269 out of 3166), Indian band areas (318 out of 318), Métis settlements (8 out of 8) and Inuit regions (4 out of 4). Table 2 offers a breakdown of jurisdictions for which Aboriginal population profiles are available. Appendix Table 12 offers a breakdown of jurisdictions for which Aboriginal population profiles are not available.<sup>19</sup> The CSLS estimates that 73% of the off-reserve Aboriginal population is covered by the Aboriginal population profiles for CMAs and CAs.<sup>20</sup>

The Aboriginal population profile is a very valuable tool for studying the Aboriginal labour market, even for Aboriginal individuals living on-reserve. It is available for free on the internet at the click of a button. For example, one can search the Indian reserve of Alderville First Nation, in Ontario, and find that the total Aboriginal identity population is 335 individuals, that 320 identify as First Nations, that 135 individuals are employed and 15 unemployed, that 130 of the employed individuals work full-time, that 125 individuals are not in the labour force, that the most important occupations are sales and service occupations and trades, transport and equipment operators and related occupations, that the most important industry is public administration, that the average income is \$24,496 per individual, etc. As another example, Table 3 compares labour force status, highest certificate, diploma or degree, and the classification of instructional programs for Aboriginal people between Edmonton and Slave Lake.

If a NHS Aboriginal population profile for a community is not released because the Aboriginal population is less than 250 individuals, it is possible to find the number of Aboriginal people in the community by searching it in the regular NHS community profile, although detailed Aboriginal information will be unavailable.

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<sup>17</sup> Aboriginal population profiles available at <http://www12.statcan.gc.ca/nhs-enm/2011/dp-pd/aprof/index.cfm?Lang=E>.

<sup>18</sup> Data are not available for every Indian reserve; however Indian band areas (for which data are available) correspond to one or more Indian reserves. A list of Indian band areas and the Indian reserves they include is available at <http://www12.statcan.gc.ca/nhs-enm/2011/dp-pd/aprof/help-aide/a-tab.cfm?Lang=E>.

<sup>19</sup> In addition to data from the 2011 NHS, Census Aboriginal population profiles are also available for 2006 and 2001. These profiles are archived on the Statistics Canada website at <http://www12.statcan.ca/census-recensement/2006/dp-pd/prof/92-594/index.cfm?Lang=E>.

<sup>20</sup> 526,785 individuals are covered by the Aboriginal population profiles of CMAs and 255,545 by those of CAs. this represents 78% of the off-reserve Aboriginal population of 1,075,910 individuals.



**Table 3: Comparison of Aboriginal Labour Force Status and Educations between Edmonton and Slave Lake through the NHS Aboriginal Population Profiles 2011**

	Edmonton (city)	Slave Lake (town)		
<b>Population</b>				
Total Aboriginal identity population in private households	41,990	1,690		
<b>Labour force status</b>				
Total Aboriginal identity population aged 15 years and over in private households by labour force status	30,855	1,130		
In the labour force	20,610	810		
Employed	17,860	720		
Unemployed	2,755	95		
Not in labour force	10,245	320		
Participation rate	66.8	71.7		
Employment rate	57.9	63.7		
Unemployment rate	13.4	11.7		
<b>Education</b>			Proportion of total (per cent)	
			Edmonton (city)	Slave Lake (town)
Total Aboriginal identity population aged 15 years and over in private households by highest certificate, diploma or degree	30,860	1,130	100.0	100.0
No certificate, diploma or degree	10,645	505	34.5	44.7
High school diploma or equivalent	7,625	300	24.7	26.5
Postsecondary certificate, diploma or degree	12,580	325	40.8	28.8
Apprenticeship or trades certificate or diploma	3,615	135	11.7	11.9
College, CEGEP or other non-university certificate or diploma	5,375	170	17.4	15.0
University certificate or diploma below bachelor level	990	0	3.2	0.0
University certificate, diploma or degree at bachelor level or above	2,610	15	8.5	1.3
Bachelor's degree	1,830	20	5.9	1.8
University certificate, diploma or degree above bachelor level	775	0	2.5	0.0
Total Aboriginal identity population aged 25-34 in private households by major field of study - Classification of Instructional Programs (CIP) 2011	7,100	235	100.0	100.0
No postsecondary certificate, diploma or degree	3,605	155	50.8	66.0
Education	85	0	1.2	0.0
Visual and performing arts, and communications technologies	95	0	1.3	0.0
Humanities	145	0	2.0	0.0
Social and behavioural sciences and law	400	0	5.6	0.0
Business, management and public administration	655	0	9.2	0.0
Physical and life sciences and technologies	90	0	1.3	0.0
Mathematics, computer and information sciences	105	0	1.5	0.0
Architecture, engineering, and related technologies	1,130	45	15.9	19.1
Agriculture, natural resources and conservation	55	0	0.8	0.0
Health and related fields	455	0	6.4	0.0
Personal, protective and transportation services	270	0	3.8	0.0
Others fields of study	0	0	0.0	0.0

**Note:** Totals do not add up because of rounding,

The NHS Aboriginal population profiles make it possible for the Friendship Centres across Canada to easily find detailed information on the Aboriginal population in their area. Indeed, data on the Aboriginal population are available for 95%<sup>21</sup> of the communities where Friendship Centres are located. Centres for which data are unavailable can still find detailed data by searching for a larger geographic unit than the town listed on their website.

For example, suppose the friendship centre in Niagara-on-the-Lake wants detailed information about the Aboriginal population. They search the Aboriginal population profiles for Niagara-on-the-Lake and find that it is not available. A search of the community profile shows that the Aboriginal population in Niagara-on-the-Lake is 130 individuals. This explains why detailed Aboriginal population data is not available. However, Niagara-on-the-Lake is in the regional municipality of Niagara, which does have an Aboriginal population profile. The 9,055 Aboriginal individuals in this profile include the 130 individuals from Niagara-on-the-Lake. The Friendship Center can therefore use this information in their decision making.

As well as the NHS community profiles and Aboriginal population profiles, some NHS data about Aboriginal people is available through Statistics Canada data tables.<sup>22</sup> The advantage of data tables over population profiles is that they provide cross-tabulation. These are available for Canada, provinces, territories, CMAs and CAs. Subjects include Aboriginal ancestry, residence in Inuit Nunangat, Registered or Treaty Indian status, on-reserve residence, condition of dwelling, census family status, detailed knowledge of Aboriginal languages, and highest certificate, diploma or degree. An example of a possible cross-tabulation is condition of dwelling by number of persons per room, age group, housing suitability, Registered or Treaty Indian, and sex.

### C. Aboriginal Peoples Survey

The Aboriginal Peoples Survey (APS) provides data on the social and economic conditions of Aboriginal people in Canada. It is conducted by Statistics Canada, after completion of the NHS, to provide additional data not available in any other survey for the purpose of identifying the needs of Aboriginal people. The APS focuses on education, employment, health, language, income, housing and mobility. It provides insight on behaviour underlying labour market outcomes observed in the national household survey. The APS was developed by Statistics Canada in collaboration with the three departments funding it: Aboriginal Affairs and Northern Development Canada, Health Canada, and Employment and Social Development Canada.<sup>23</sup>

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<sup>21</sup> NHS Aboriginal population profiles are available for 94 out of the 99 Friendship Centres listed on the National Association of Friendship Centres website (<http://nafc.ca/friendship-centres/>). Niagara-on-the-Lake and Senneterre are unavailable because the Aboriginal population is less than 250 individuals. Lynn Lake and Ile-a-la-Crosse are unavailable in 2011 (community profiles also unavailable) but were available in 2006; they are suppressed for data quality reasons. No Aboriginal population profile or community profile appears for Fort Rae.

<sup>22</sup> NHS Aboriginal data tables available at <http://www12.statcan.gc.ca/nhs-enm/2011/dp-pd/dt-td/Index-eng.cfm>.

<sup>23</sup> The Statistics Canada description of the APS is available at <http://www23.statcan.gc.ca/imdb/p2SV.pl?Function=getSurvey&SDDS=3250>. The 2012 questionnaire is available at [http://www23.statcan.gc.ca/imdb-bmdi/instrument/3250\\_Q10\\_V1-eng.htm](http://www23.statcan.gc.ca/imdb-bmdi/instrument/3250_Q10_V1-eng.htm) and the 2012 guide is available at <http://www5.statcan.gc.ca/olc-cel/olc.action?ObjId=89-653-X2013002&ObjType=46&lang=en&limit=0>.

The APS provides little conventional labour market information not in the LFS and NHS. Therefore its advantage over the LFS and NHS for conventional labour market analysis is limited, especially since it is not conducted on-reserves, unlike the NHS. The strength of this survey in terms of Aboriginal labour market data is that it includes participation in traditional Aboriginal activities, such as making clothing or footwear, making arts or crafts, hunting, fishing, trapping and gathering wild plants, which is not available anywhere else. Hence, the strength of the APS is the survey's ability to better understand the labour market through variables not found on the NHS and LFS, such as health indicators and language.

Other information given in the APS which is not explicitly recorded by the LFS and NHS includes barriers in finding work (not knowing the type of job you want, not having the work experience required for available jobs, not having the means of transportation to get to available jobs, a shortage of jobs) and impediments to labour mobility (still in school, happy with job situation, miss family/friends, no guarantee of finding work elsewhere, uncertainty/afraid of changes [different city, people], cultural, linguistic or social reasons, cost of living elsewhere too high, moving too expensive, education/professional recognition, caring for own child, other family responsibilities, retired, maintain access to healthcare). Also, although methods used in looking for work are included in the LFS, the APS records the use of Aboriginal employment agencies and Aboriginal organizations in finding work. This information is useful for policymaking.

The APS follows and complements the NHS. Definitions are identical between the two surveys. The main labour market variables reported in the APS are labour force status, reasons for discouraged workers, barriers in finding work, class of worker, job tenure, industry, occupation, usual hours of work, full time/part time status, job permanence, labour mobility, and traditional activities. Personal characteristics collected are age, gender, and education. Similarly to employment, information on education is more detailed than in the NHS. For example, the APS provides the highest year of school achieved, rather than focusing on certificates, diplomas and degrees. The data are available for Canada, the provinces and territories, Inuit regions, census metropolitan areas, census subdivisions, and health regions.

The first APS was conducted in 1991. Subsequently, it was conducted in 2001, 2006, and 2012. It is now conducted every five years. In 2001, the APS was constructed using Aboriginal input. In 2006, the same questionnaire was used. In 2012, the questionnaire was updated by adding questions from other Statistics Canada surveys. Data is released 11 months after the end of the reference year.

The APS samples persons 6 years of age and over who have reported Aboriginal identity in the NHS. In 2006 and 2012, it covered First Nations peoples, Métis and Inuit living off-reserve, but excluded people living on Indian reserves and settlements and certain First Nations communities in the Yukon and Northwest Territories.<sup>24</sup> This exclusion was to avoid overlap with

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<sup>24</sup> However, in 1991 and 2001, the APS included limited on-reserve coverage. As explained by Statistics Canada, in 2001 the APS was originally supposed to sample all Aboriginal communities, including very small ones. However, it was realized that cost estimates for interviewing were higher than planned, and the sample in all types of communities was reduced. In the end, the APS was conducted in the largest reserves of each province, which represented about 50%

the First Nations Regional Early Childhood, Education and Employment Survey to be released in 2015..

In 2012, about 50,000 individuals of Aboriginal identity were sampled for the APS, with a voluntary response rate of 76%.<sup>25</sup> This represents roughly one seventh of Aboriginal NHS respondents living off-reserve, or roughly 5% of the total off-reserve Aboriginal population.<sup>26</sup> Statistics Canada warns that comparing population estimates from the 2012 APS and 2006 APS is not recommended because of changes to survey content and in methodology.<sup>27</sup>

Public use micro data files (PUMFs) are available for 1991, 2001, and 2006. An analytical article titled "The Education and Employment Experiences of First Nations People living off Reserve, Inuit and Métis: Selected Findings from the 2012 Aboriginal Peoples Survey", as well as a short video to support it, were released in 2013.<sup>28</sup> This analytical article consists of three parts: the education and employment experiences of First Nations people living off-reserves; the education and employment experiences of Inuit people; and the education and employment experiences of Métis people. Each part contains a section describing current employment experiences, which mainly describes labour force profiles for Canada. Tables to accompany the article are available on-demand via email free of charge, but are not posted. Custom data tables are available on a cost-recovery basis. In 2014, a more extensive set of indicators from the 2012 APS became available on CANSIM for the first time, and the 2012 public use microdata file (PUMF) is now available as well.<sup>29</sup>

Data from the 2006 APS can be found under the archived 2006 profile of Aboriginal children, youth and adults.<sup>30</sup> Data are available by Aboriginal identity for Canada and the provinces (rural and urban), 5 census agglomerations and several Inuit lands in Inuvialuit, Nunavik, Nunatsiavut and Nunavut.

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of the on-reserve population of each province. However, some of the largest reserves refused to participate, in which case smaller reserves were sampled. Because of this, the information collected is not representative of the entire on-reserve population. It is only representative at the community level for those that participated.

<sup>25</sup> Due to the ineligibility of certain participants, the APS analytical file contains only 28,000 respondents.

<sup>26</sup> The NHS estimates the off-reserve Aboriginal population at 1,075,910 individuals in 2011 (Statistics Canada 2014). As the NHS surveys one in three households, this means approximately 358 637 Aboriginal individuals living off-reserve responded to the survey. The 50,000 APS respondents represent a seventh of this number.

<sup>27</sup> As explained by Statistics Canada: Between the 2006 APS and the 2012 APS, there were a number of major changes relating not only to survey content, but also to methodology. Because of these changes, comparing population estimates between the two surveys is not recommended. However, proportions between the two survey cycles can be compared (for example, the proportions of high school graduates in a specific age group can be compared, as can be the proportions of high school leavers).

<sup>28</sup> The article is available at <http://www.statcan.gc.ca/pub/89-653-x/89-653-x2013001-eng.htm>.

<sup>29</sup> CANSIM tables from the APS are available at

<http://www5.statcan.gc.ca/cansim/a31?lang=eng&actionMode=tableDefinitions&id=3250>.

<sup>30</sup> 2006 profiles available at <http://www12.statcan.ca/census-recensement/2006/dp-pd/89-635/P2.cfm?Lang=eng&age=3>.

## D. Non-Major Surveys

### 1. Survey of Labour and Income Dynamics, Data on Aboriginal Canadians

The Survey of Labour and Income Dynamics (SLID) is an important source of data on Canadians. It provides information on families, households, and individuals by adding an additional dimension to the traditional labour market surveys: the changes experienced by individuals over time. Indeed, it is a longitudinal survey which follows respondents over six years, therefore it can explain how socio-economic shifts affect individuals and families.<sup>31</sup>

The SLID is annual. Data are published roughly 15 months following the end of the reference period. A time series is available from 1991 to 2011 for this survey. The survey was discontinued in 2013 (reference year 2011), but will be replaced with the Canadian Income Survey. Time series comparison between the two surveys will be possible. Also, in the 1990s, the SLID replaced the Survey of Consumer Finances, which can be used to extend the time series back to 1976.

Variables pertaining to the labour market included in this survey are activity limitation, education, housing and shelter costs, income, labour market activities, and mobility. Other variables and characteristics included in the survey are ethnic diversity and immigration, language, place of work and mode of transportation, and Aboriginal peoples and family.

The data are available at the national and provincial levels, as well as for major census metropolitan areas. The territories, as well as Indian reserves, are excluded from the sample. As this is a longitudinal survey, the same panel is interviewed yearly for six years. A panel consists of 17,000 households (34,000 adults). Panels are replaced every three years and two panels always overlap.

Aboriginal results from the SLID are not available online, but the public use microdata file (PUMF) includes an Aboriginal identifier. The PUMF can be ordered at no cost from Statistics Canada.

The strength of this survey is that it follows the same households over time, recording change. The SLID also has the advantage of having a long time series. However, there is considerable lag from the end of the reference period to the release of SLID data. Another flaw of this survey is that it excludes the territories and people living on Indian reserves. Finally, Aboriginal data are not available online, which is another weakness of the SLID.

### 2. National Graduates Survey, Data on Aboriginal Canadians

The National Graduates Survey (NGS) is a cohort analysis of labour market performance and income of recent graduates entering the labour market, two years after graduation, and with a

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<sup>31</sup> The Statistics Canada description of the survey is available at <http://www23.statcan.gc.ca/imdb/p2SV.pl?Function=getSurvey&SDDS=3889>. The survey questionnaire is available at [http://www23.statcan.gc.ca/imdb/p3Instr.pl?Function=getInstrumentList&Item\\_Id=128004&UL=1V&](http://www23.statcan.gc.ca/imdb/p3Instr.pl?Function=getInstrumentList&Item_Id=128004&UL=1V&). The survey overview is available at <http://www.statcan.gc.ca/pub/75f0011x/75f0011x2013001-eng.htm>.

follow-up five years after graduation. It describes factors such as the success of graduates in finding employment and the type of employment obtained. The target population consists of graduates from Canadian public postsecondary education institutions.<sup>32</sup> The sample size in 2005 was 34,304 graduates.<sup>33</sup> The sample size in 2013 is not provided.<sup>34</sup>

Variables of this survey related to employment are: activities last week, first job after graduation, labour market activities, labour force status, class of worker, industry, occupation, and usual hours of work. The NGS also includes data on demographic characteristics, Aboriginal identity, activities before graduation, activities the previous week, education programs, student loans, and further education.

The survey is conducted irregularly. It usually includes a follow-up three years after the initial survey. It was first conducted in 1978 for the class of 1976. It was then conducted in 1984 for the class of 1982 with a follow-up in 1987, in 1988 for the class of 1986 with a follow-up in 1991, in 1992 for the class of 1990 with a follow-up in 1995, in 1997 for the class of 1995 with a follow-up in 2000, in 2002 for the class of 2000 with a follow up in 2005, in 2007 for the class of 2005, and in 2013 for the class of 2009/2010. In recent years, there has not been a follow-up survey because of lack of funding.

This survey is interesting because it provides labour market information in relation with education on the occupational experience of different study cohorts over time. Statistics Canada produces some publications from the NGS but, for specific Aboriginal labour market information, the public use microdata file (PUMF) is a better source. It allows custom analysis to be run using various factors simultaneously with Aboriginal identity. The PUMF for the class of 2009-2010 will be published in December 2014. It will be the first NGS PUMF to include an Aboriginal identifier.

### 3. National Apprenticeship Survey, Data on Aboriginal Canadians

The National Apprenticeship Survey (NAS) is an occasional survey designed to provide information about Canadian apprentices. The goal is to understand why some apprentices do not

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<sup>32</sup> Statistics Canada describes the target population as graduates from Canadian public postsecondary education institutions (universities, colleges, trade schools) who graduated or completed the requirements for degrees, diplomas or certificates during the reference school year. Graduates from private postsecondary education institutions, completers of continuing-education programs (unless these led to a degree, diploma or certificate), persons who completed programs lasting less than three months, persons who completed programs other than skilled trades (e.g. basic training and skill development), completers of provincial apprenticeship programs, and those living outside of Canada or the United States at the time of the survey are excluded.

<sup>33</sup> See next footnote, there is no guide for 2009/2010.

<sup>34</sup> A description of the survey can be found at

<http://www23.statcan.gc.ca/imdb/p2SV.pl?Function=getSurvey&SDDS=5012>. The questionnaire is available at [http://www23.statcan.gc.ca/imdb/p3Instr.pl?Function=assembleInstr&lang=en&Item\\_Id=150151#qb151973](http://www23.statcan.gc.ca/imdb/p3Instr.pl?Function=assembleInstr&lang=en&Item_Id=150151#qb151973). There is no guide for the survey, but the public use micro data file guide contains similar information. It is available at <http://data.library.utoronto.ca/datapub/codebooks/cstdli/ngs/ngs05/ngs2005gid.pdf> for 2005. Although this guide is for 2005, the questionnaire was the same for 2005 as for 2009/2010, therefore this guide provides a good description of the recent survey.

complete their programs, how completion affects the labour market outcome of trainees, and why some apprentices take longer than expected to complete their programs.<sup>35</sup>

The survey focuses on 30,000 respondents divided into three categories: long-term continuers, completers, and discontinuers. For each category, the collected data centers on education, training and learning, job training and educational attainment, labour, outcome of education, and general socio-demographic characteristics.

The 30,000 respondents are sampled from apprentices in all provinces, the Northwest Territories, and the Yukon. Nunavut did not participate. The most recent NAS was in 2007, for reference years 2002-2004. Previous surveys were conducted in 1994 and 1989-1990. The survey is triggered when there is a concern about the state of apprentices. For example, the latest NAS was conducted because the number of non-completers was high.

Results of the survey can be accessed through "Overview Reports". There are reports for Canada, the territories, and every province.<sup>36</sup> Every report contains a table comparing the percentage of Aboriginal long-term continuers, completers, and discontinuers, to those of all other apprentices. This is not available online by trade group for Aboriginal people. No public use microdata file (PUMF) was produced for this survey.

This survey's strength is that it compares apprenticeship information between Aboriginal people and all other apprentices. However, this survey is occasional and there are no recent data. Another weakness of the survey is that the Aboriginal data included in the overview reports is limited. However, data can be obtained at a cost through custom requests.

#### **4. Canadian Community Health Survey, Data on Aboriginal Canadians**

The Canadian Community Health Survey (CCHS) is designed to provide information on the health of Canadians. Its objectives are to support health surveillance programs by providing health data at the national, provincial and intra-provincial levels, to provide a single data source for health research on small populations and rare characteristics, timely release of information easily accessible to a diverse community of users, and creation of a flexible survey instrument that includes a rapid response option to address emerging issues related to the health of the population.<sup>37</sup>

The CCHS is an annual survey that dates back to 2001. Prior to 2007, data collection happened every two years. Data are published approximately six months after the end of the reference year. The target population are Canadians aged 12 and over. Aboriginal people living

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<sup>35</sup> The Statistics Canada description of the survey is available at <http://www23.statcan.gc.ca/imdb/p2SV.pl?Function=getSurvey&SurvId=29921&InstaId=29922&SDDS=3160>. The questionnaire is available at [http://www23.statcan.gc.ca/imdb-bmdi/instrument/3160\\_Q1\\_V1-eng.pdf](http://www23.statcan.gc.ca/imdb-bmdi/instrument/3160_Q1_V1-eng.pdf). The user guide is available at [http://www23.statcan.gc.ca/imdb-bmdi/pub/document/3160\\_D2\\_T1\\_V1-eng.pdf](http://www23.statcan.gc.ca/imdb-bmdi/pub/document/3160_D2_T1_V1-eng.pdf).

<sup>36</sup> These can be accessed at <http://www5.statcan.gc.ca/COR-COR/COR-COR/objList?lang=eng&srcObjType=SDDS&srcObjId=3160&tgtObjType=OLC>.

<sup>37</sup> The description of the survey is available at <http://www23.statcan.gc.ca/imdb/p2SV.pl?Function=getSurvey&SurvId=144171&InstaId=164081&SDDS=3226>. The questionnaire is available at [http://www23.statcan.gc.ca/imdb-bmdi/instrument/3226\\_Q1\\_V10-eng.pdf](http://www23.statcan.gc.ca/imdb-bmdi/instrument/3226_Q1_V10-eng.pdf).

on Indian reserves are excluded, as well as the institutionalized population. The sample size is 65,000 respondents.

This survey also includes a few questions about labour, which makes it possible to link health indicators with basic LMI. More specifically, the labour market variables in this survey are labour force status, work activities in the last week, work status (employed/self-employed), work occupation, and income. Also included are demographics such as age, gender, and educational attainment. Data from the CCHS are available at the national level, provincial/territorial level, and for health regions.

The health data from the CCHS is available on CANSIM, even for the Aboriginal population (at the provincial level). However, labour market data from the CCHS are not available on CANSIM. These data are available through the public use microdata file.

## 5. Other Household Surveys

The surveys discussed have been those that are the most useful to the study of Aboriginal labour markets. However, other surveys containing Aboriginal identifiers might still be of use. These will be briefly highlighted here.

The Access and Support to Education and Training Survey (ASETS) was a one-off survey in 2008 that replaced the Adult Education and Training Survey (AETS). Its subjects were adult education and training, education finance, and education, training and learning. It addresses issues such as antecedents and determinants of access to post secondary education. The survey sampled Canadian residents less than 65 years of age.<sup>38</sup>

The Youth in Transition Survey (YITS) was developed jointly by Statistics Canada and Human Resources and Skills Development Canada. It was a biennial longitudinal survey designed to examine major transitions in the lives of youth, particularly between education, training and work. This survey is no longer active. It ran from 1998-1999 to 2008-2009.<sup>39</sup>

The Survey of Canadian Attitudes toward Learning (SCAL) was an annual survey to assess Canadian's needs, opinions and knowledge concerning learning and education. The four major themes covered were early childhood learning, structured learning (elementary, secondary and post-secondary education), adult learning, and health and learning. This survey is inactive; it was conducted from 2006 to 2008.<sup>40</sup>

The National Longitudinal Survey of Children and Youth (NLSCY) was a biennial survey designed to follow the development and well-being of Canadian children from birth to early adulthood. It is now discontinued. Topics covered were health of children, their physical

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<sup>38</sup> The survey is available at <http://www23.statcan.gc.ca/imdb-bmdi/pub/5151-eng.htm>

<sup>39</sup> The website is <http://www23.statcan.gc.ca/imdb/p2SV.pl?Function=getSurvey&SDDS=4435>

<sup>40</sup> The survey website is <http://www23.statcan.gc.ca/imdb/p2SV.pl?Function=getSurvey&SDDS=5122>.



development, learning and behaviour, as well as their social environment. It was conducted from 1991-1995 to 2008-2009.<sup>41</sup>

The Aboriginal Children's Survey (ACS) was a one-off survey in 2006. It provided extensive information about Aboriginal children across Canada. Topics covered were child's health, sleep, nutrition, development, nurturing, child care, school, language, behaviour, and activities.<sup>42</sup>

The General Social Survey (GSS) program is a series of independent, annual surveys, each covering one topic in depth. The topics are caregiving, families, time use, social identity, volunteering and victimization. Each theme is repeated in depth approximately every 5 years. The survey exists since 1985 (in 1985 the first cycle was health).<sup>43</sup>

The Aboriginal Entrepreneurs Survey (AES) was a one-off survey in 2002, to obtain information on Aboriginal entrepreneurs and their businesses, such as business objectives and growth expectations, barriers to expansion, training, employee characteristics, business financing, sources of assistance, markets, and clients. The main goal was for the survey to assist Industry Canada (the survey sponsor) in creating policies which support Aboriginal business development. The target population was Aboriginal individuals who reported being self-employed in the 2001 Census. The data are not available online.<sup>44</sup>

The Canadian Financial Capability Survey collects information on the knowledge of Canadians in financial decision-making. It targets persons over eighteen years of age living in Canada. This survey was first run in 2008. It was conducted for a second time in 2013. The Aboriginal sample size in this survey is quite small. This survey is a source of information on labour market outcomes and preparation.<sup>45</sup>

## **E. Administrative Data Sets**

### **1. Registered Apprenticeship Information System, Data on Aboriginal Canadians**

The Registered Apprenticeship Information System (RAIS) is an administrative source which compiles data on individuals who receive and complete apprenticeship training. Data are collected by provincial apprenticeship authorities, extracted from administrative files annually for all units of the target population, and delivered to Statistics Canada, who manages the system. Responding to the survey is mandatory. Data are released roughly 17 months following the end of the reference year. Variables of the RAIS include number of registrations (new registrations, already registered at the beginning of the reporting period, and reinstatement during the reporting period), completions, and certificates, for apprentice/trade qualifier and for red seal/non-red seal,

<sup>41</sup> The survey website is <http://www23.statcan.gc.ca/imdb/p2SV.pl?Function=getSurvey&SDDS=4450>.

<sup>42</sup> The survey website is <http://www23.statcan.gc.ca/imdb/p2SV.pl?Function=getSurvey&SDDS=5108>.

<sup>43</sup> The description of the survey is available at <http://www.statcan.gc.ca/pub/89f0115x/89f0115x2013001-eng.htm>.

<sup>44</sup> The survey description is available at <http://www23.statcan.gc.ca/imdb/p2SV.pl?Function=getSurvey&SDDS=5048>.

<sup>45</sup> The description of the survey is available at <http://www23.statcan.gc.ca/imdb/p2SV.pl?Function=getSurvey&SDDS=5159>.

for 24 major trade groups.<sup>46</sup> Characteristics included in the RAIS are age, sex, and Aboriginal identity.<sup>47</sup>

The RAIS is available on the Statistics Canada website since 1998. Data are available online for Canada and the provinces. The online data are for major trade groups only. However, Aboriginal data are not available for this survey as data on Aboriginal status were very poorly reported, since most provinces do not collect Aboriginal identity data on their apprentices.

## 2. Other Administrative Data Sets

Statistics Canada provides a database of Employment Insurance statistics. It is updated monthly. Estimates are also produced by detailed age group and for 140 occupations. The data goes back to 1997 and is available nationally, for provinces, census metropolitan areas and census subdivisions. However, specific Aboriginal data is not available.<sup>48</sup>

The Postsecondary Student Information System (PSIS) is a compilation of data from Canadian postsecondary institutions. Subjects include educational attainment, education, training and learning, and fields of study. The goal of the PSIS is to enable Statistics Canada to provide detailed information on enrolments and graduates of Canadian postsecondary institutions in order to meet policy and planning needs in the field of postsecondary education. The PSIS contains an Aboriginal identifier, but it is limited as an Aboriginal data source.<sup>49</sup>

## III. Other Surveys

This section of the report focuses on surveys containing Aboriginal LMI, either run by an organization other than Statistics Canada, or conducted by Statistics Canada in Canada as part of an international survey run by another organization. The surveys discussed in this section will be the First Nations Regional Early Childhood, Education and Employment Survey, the Programme for the International Assessment of Adult Competencies, and the Urban Aboriginal Peoples Study.

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<sup>46</sup> These are: automotive services, carpenters, early childhood educators and assistants, community and social service workers, electricians, electronics and instrumentation, exterior finishing, food service, hairstylists and estheticians, heavy duty equipment mechanics, heavy equipment and crane operators, interior finishing, landscape and horticulture technicians and specialists, machinists, metal workers, millwrights, oil and gas well drillers, servicers, testers and related workers, plumbers, pipefitters and steamfitters, refrigeration and air conditioning mechanics, sheet metal workers, user support technicians, welders, stationary engineers and power plant operators, and construction workers

<sup>47</sup> The description of the survey is available at <http://www23.statcan.gc.ca/imdb/p2SV.pl?Function=getSurvey&SurvId=81735&InstalId=161313&SDDS=3154> and the instrument at [http://www23.statcan.gc.ca/imdb-bmdi/document/3154\\_D1\\_T4\\_V3-eng.htm](http://www23.statcan.gc.ca/imdb-bmdi/document/3154_D1_T4_V3-eng.htm).

<sup>48</sup> Information on this database is available at <http://www23.statcan.gc.ca/imdb/p2SV.pl?Function=getSurvey&lang=en&db=imdb&adm=8&dis=2&SDDS=2604>.

<sup>49</sup> Information about the PSIS is available at <http://www23.statcan.gc.ca/imdb/p2SV.pl?Function=getSurvey&SDDS=5017>.

## A. First Nations Regional Early Childhood, Education and Employment Survey

The First Nations Regional Early Childhood, Education and Employment Survey (FNREEES) is being conducted by the Ottawa-based First Nations Information Governance Centre (FNIGC).<sup>50</sup> The goal is for the FNREEES to complement the APS by obtaining Aboriginal data on-reserve. Together, the FNREEES and APS are called the Surveys on Aboriginal People.<sup>51</sup> Although the National Association of Friendship Centers has an off-reserve focus, on-reserve LMI is important in the study of labour markets as there is movement between the on-reserve and off-reserve populations.

The first FNREEES will involve 30,000 First Nations people in approximately 250 reserves and northern communities in Canada. Data collection started in the fall of 2013 and is expected to last a year. Limited information is available at the moment on the FNREEES as the questionnaire is not available. The APS served as a base for the construction of this questionnaire, with added input from Aboriginal people to capture information unique to Indian Reserves. As the core of the FNREEES is comparable to the APS, the section on the APS provides a more detailed description of content.<sup>52</sup> However, despite being similar conceptually, the two surveys cannot be compared for a variety of reasons (different time periods, different questions and different samples).

The FNIGC plans to release a summary report of the data in 2015. Later, select regional breakdowns of data tables from the national report and other tables will be available online. At a cost, custom data tables will be available, as well as a public use microdata file (PUMF) that can only be accessed in FNIGC's research center located in Ottawa.

The FNIGC has experience conducting surveys on Indian reserves, as they have been running the First Nations Regional Health Survey (FNRHS) since 1997. This survey was conducted in 1997, 2002/2003 and 2008/2010. The FNRHS describes the health of children, youth and adults living on Indian reserves. It also includes information on employment (labour force status and job sector) and income.<sup>53</sup>

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<sup>50</sup> The FNIGC, founded in 2010 (although its history dates back to 1996, as the FNRHS National Steering Committee), is a non-profit organisation under mandate by the Assembly of First Nations. Its objective is to be Canada's premier source of information about First Nations people living on-reserve and in northern communities. The FNIGC gathers information through the First Nations Regional Health Survey (FNRHS) and the First Nations Regional Early Childhood, Education and Employment Survey (FNREEES), hoping that quality data will contribute to the improvement of the health and well-being of First Nations. The FNIGC also does work in certification and training. The FNRHS and FNREEES are the only national surveys governed by First Nations and are innovative in respecting the principles of OCAP (ownership, control, access, and possession), developed by the FNIGC. The FNIGC is mainly funded by the Assembly of First Nations. The FNIGC website is <http://fnigc.ca/>.

<sup>51</sup> Information on the Surveys on Aboriginal People available at <http://www.aadnc-aandc.gc.ca/eng/1321384019753/1322059098232>

<sup>52</sup> The website for FNREEES is <http://fnigc.ca/our-work/fnreees/about-reees.html>.

<sup>53</sup> The website for the FNRHS is <http://fnigc.ca/our-work/regional-health-survey/about-rhs.html>. The FNIGC faces similar issues to statistics Canada with regards to refusals. Since they do not do a census of reserves, it is unclear whether they have an advantage.

Harvard University's Project on American Indian Economic Development conducted an independent review on the FNRHS. They are quoted by the FNIGC saying that "compared to ... surveys of Indigenous people from around the world, ... FNRHS was unique in First Nations ownership of the research process, its explicit incorporation of First Nations values into the research design and in the intensive collaborative engagement of First Nations people ... at each stage of the process" (FNIGC, 2011). The FNIGC also states that the Harvard Review Team found that the FNRHS Phase 1 of the survey was technically rigorous (FNIGC, 2011).<sup>54</sup>

A key feature of the FNIGC is that it respects the First Nations principles of ownership, control, access and possession (OCAP). This means that First Nations control the data collection process. They own the data and can control what information is collected, used and shared, and by whom. Because of this, FNIGC states that their surveys are operated by First Nations, for First Nations. OCAP is a registered trademark of the FNIGC.<sup>55</sup> OCAP respects the values of First Nations people. For example, in a publication of the FNRHS, the introduction explains that information is given by Aboriginal people, and the results are distributed as a way to give back to them. This respects the Aboriginal teaching that in life one gives and receives (First Nations Center, 2005).<sup>56</sup>

Because the FNREEES is governed by First Nations and respects OCAP, it is more trusted by the on-reserve Aboriginal population than the federal-run NHS. In 2011, the NHS was not able to completely enumerate all Indian reserves as access was refused on some reserves. The FNREEES therefore holds the advantage that it might have access to more Indian reserves.

The principles of OCAP are in direct conflict with those of Statistics Canada. More specifically, the OCAP principle of possession by Aboriginal people clashes with Statistics Canada's principle of accessibility. If the Aboriginal people own the data, they can choose who accesses it, whereas one of Statistics Canada's goals is to make data accessible to all. Data from the FNREEES are not released yet, but this may cause trouble when analysts try to access the data. Also, OCAP is relatively new, but when and if it becomes more established, Aboriginal people living on-reserves may decide not to allow any survey which does not respect OCAP on-reserve, which would be problematic for the NHS.

## **B. Programme for the International Assessment of Adult Competencies**

The Programme for the International Assessment of Adult Competencies (PIAAC) is an international survey on literacy conducted in 33 countries. In Canada and a few other countries, it is the third in a series of literacy skills surveys. First came the International Adult Literacy Survey (IALS) in 1994, followed by the International Adult Literacy and Skills Survey (IALSS) (the Canadian component of the Adult Literacy and Life Skills Survey (ALL)) in 2003. These surveys are initiatives by the Organization for Economic Co-operation and Development (OECD) whose

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<sup>54</sup> The FNRHS questionnaire is available at [http://www.fnhc.ca/pdf/RHS\\_Adult\\_Questionnaire\\_2008.pdf](http://www.fnhc.ca/pdf/RHS_Adult_Questionnaire_2008.pdf) and a database for the FNRHS is available at <http://data.fnigc.ca/online>.

<sup>55</sup> Information about OCAP is available at <http://fnigc.ca/ocap.html>.

<sup>56</sup> See Appendix C for a discussion on OCAP

mission is to promote policies to improve economic and social well-being of people around the world. In Canada, these surveys are conducted by Statistics Canada.

The purpose of the IALS was to assess how well adults used printed information to function in society. The goal was to create comparable literacy profiles for the seven countries which participated (including Canada). It was the first international source of comparative data on participation in adult education and training. This survey was conducted in 1994. It was followed in 2003 by the IALSS, which had the same objective, expanded to skills. The ALL, of which the IALSS is the Canadian component, involved 10 countries. Items from the 1994 survey were used in the 2003 survey to make comparison possible in regards to the distribution of skills over the years. The 2003 IALSS included respondents over the age of 65, but this is not true for the PIAAC.

The PIAAC is taking part in three rounds, as more countries join the initiative.<sup>57</sup> Countries do not participate in more than one round. The first round was in 2008-2013 and involved 24 countries, one of which was Canada. The second round is in 2012-2016 and involves 9 countries, for a total of 33 participating countries. A third round will take place in 2014-2018. At the moment, it is still possible for countries to join the third wave. The PIAAC has three parts, a background questionnaire, a direct assessment, and a module on the use of skills. The background questionnaire looks at demographic characteristics, educational attainment and training, employment status and income, and social and linguistic background. The module on the use of skills focuses on reading activities, writing activities, activities that involve numbers, and use of computers or the internet, as part of a job as well as outside of work. The direct assessment measures literacy, numeracy and PS-TRE (problem solving in technology-rich environments). These skills are evaluated on a continuum which has been divided into levels of proficiency.<sup>58</sup>

The sample size of the PIAAC in Canada was 50,000 respondents between 16 and 65 years of age. Aboriginal people living on Indian reserves are excluded from the survey, but the PIAAC contains an Aboriginal identifier. Aboriginal people were oversampled for this survey. Results from the PIAAC for all participating countries are available at the national level, as well as the provincial level for Canada. Statistics Canada offers a public use microdata file (PUMF) with the Canadian results. This file contains a variable for Aboriginal identity. There are multiple publications using data from the PIAAC, mainly from the OECD, the Council of Ministers of Education Canada (CMEC),<sup>59</sup> and Statistics Canada. For example, Statistics Canada and CMEC have published "Skills in Canada: First Results from the Programme for the International Assessment of Adult Competencies".<sup>60</sup> The OECD has published "OECD Skills Outlook 2013: First Results from the Survey of Adult Skills".<sup>61</sup> An international data explorer is available from

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<sup>57</sup> The OECD information on PIAAC is found at <http://www.oecd.org/site/piaac/>.

<sup>58</sup> The Statistics Canada information on the PIAAC is available at <http://www23.statcan.gc.ca/imdb/p2SV.pl?Function=getSurvey&SurvId=132267&InstaId=132269&SDDS=4406>. The survey questionnaire is available at [http://www23.statcan.gc.ca/imdb/p3Instr.pl?Function=assembleInstr&lang=en&Item\\_Id=102838](http://www23.statcan.gc.ca/imdb/p3Instr.pl?Function=assembleInstr&lang=en&Item_Id=102838).

<sup>59</sup> The CMEC information on PIAAC is found at <http://www.piaac.ca/>.

<sup>60</sup> This report is available at [http://www.cmec.ca/Publications/Lists/Publications/Attachments/315/Canadian-PIAAC-Report\\_EN.pdf](http://www.cmec.ca/Publications/Lists/Publications/Attachments/315/Canadian-PIAAC-Report_EN.pdf).

<sup>61</sup> Available at <http://www.oecd.org/site/piaac/publications.htm>.

the OECD.<sup>62</sup> The data explorer allows the creation of statistical tables with the results of the three literacy surveys. The data can be analyzed by country, as well as by provinces for Canada, in relation to demographic characteristics, social and linguistic background, education, use of skills, and employment status. However, the data explorer does not appear to have Aboriginal identity as a variable when analyzing data

Data for other participating countries are also available through the OECD international data explorer, as well as through public use microdata files from the OECD.

Similar to the PIAAC is the Programme for International Student Assessment (PISA). PISA is developed jointly by Statistics Canada and the OECD, as part of an international assessment. The goal is to determine whether students of 15 years of age have acquired, through their mandatory schooling, the knowledge and skills essential to participate in society. The PISA is conducted every three years.<sup>63</sup>

### C. Urban Aboriginal Peoples Study

The Urban Aboriginal Peoples Study was conducted in 2009 and published in 2010 by The Environics Institute. Following the release of the 2006 Census, the researchers who developed this study realized that the urban Aboriginal population was the fastest growing population in Canada. For this reason, they wished to better understand this group, by focusing on urban Aboriginal people's communities of origin, Aboriginal cultures, community belonging, education, work, health, political engagement and activity, justice, relationships with Aboriginal and non-Aboriginal people, life aspirations and definitions of success, and experiences with discrimination.<sup>64</sup>

Finding that traditional surveys on Aboriginal peoples were more focused on solving problems than on reflecting the total urban Aboriginal population, the researchers tried to make their sample representative of the urban Aboriginal population as a whole, making sure to include those that went to university and are successful in their careers. For the Urban Aboriginal Peoples Study, 2,614 interviews were conducted with individuals living in Vancouver, Calgary, Edmonton, Regina, Saskatoon, Winnipeg, Thunder Bay, Toronto, Montreal, and Halifax. Ottawa was also included in the study, but only for its Inuit population.

The Environics Institute tried to ask questions representative of Aboriginal culture and had discussions with various Aboriginal groups while designing the survey. The interviews were done in person rather than on the phone, hoping this would lead to more honest answers. Nearly all the interviewers were Aboriginal as well, to make respondents more comfortable. Aboriginal groups such as Friendship Centers participated in the sampling, making it possible to reach more Aboriginal individuals.

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<sup>62</sup> The international data explorer is available at <http://piaacdataexplorer.oecd.org/ide/idepiaac/>.

<sup>63</sup> Information on the PISA is available at <http://www23.statcan.gc.ca/imdb/p2SV.pl?Function=getSurvey&SDDS=5060>

<sup>64</sup> The website for the Urban Aboriginal Peoples Study is <http://www.uaps.ca/>. The questionnaire can be accessed at <http://www.uaps.ca/wp-content/uploads/2010/04/UAPS-Main-Survey-Questionnaire-FINAL-ENGLISH.pdf>.

Interviews were also conducted with non-Aboriginal individuals, for comparative purposes. Labour market variables in this survey are education, employment status, occupation, satisfaction with job, success in working life, and obstacles in getting or keeping a job. It also includes interesting characteristics such as Aboriginal identity, Indian status, age, and gender.

An example of a question in this survey is: "what difficulties, if any, have you faced in getting or keeping a job" with possible answers being "lack of child care, transportation, discrimination, other".

The strength of this survey is that it provides information on the respondent's perception of various variables. For example, it records the satisfaction of respondents with their job. Statistics Canada's surveys do not usually include this subjective dimension. However, because the survey is run by an organization outside of Statistics Canada, the data are not comparable with that of Statistics Canada, seeing as the definitions may vary.

The Environics institute published reports on the data from the Urban Aboriginal Peoples Study. There is a main report, as well as a report for each city.<sup>65</sup> The main report is called "UAPS Main Report" and the city reports are called "City Reports". The data are also available through tables on their website.<sup>66</sup>

The Urban Aboriginal Peoples Study was sponsored by many organizations. The major sponsors were Indian and Northern Affairs Canada, the Trillium Foundation, and the provinces of Alberta, Saskatchewan, Manitoba, and Ontario. This was a one-off survey, there are no plans for a follow-up.

## **IV. Additional Sources and Analysis of Aboriginal Labour Market Information**

As described in the two previous sections of this report, there are many surveys describing Aboriginal LMI. However, there are additional sources of Aboriginal LMI, such as databases of Aboriginal data by organizations other than Statistics Canada. This section will describe these sources, focusing on the Aboriginal Affairs and Northern Development Canada's First Nations database and the Aboriginal Skills and Employment Training Strategy. This section will also describe major analytical articles and reports using Aboriginal LMI: Aboriginal Affairs and Northern Development Canada's Fact Sheet, Statistics Canada's Aboriginal Statistics at a Glance, and the Employment and Social Development Canada's Aboriginal labour market bulletin. Finally, there will be a brief mention of other sources of data, at the community and provincial levels.

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<sup>65</sup> The reports are available at <http://www.uaps.ca/knowledge/reports/>.

<sup>66</sup> The data tables are available at <http://www.uaps.ca/surveys-data/>.

## A. Aboriginal Affairs and Northern Development Canada's First Nations Database

First Nations profiles are available through Aboriginal Affairs and Northern Development Canada (AANDC). There is a profile for every First Nation in Canada (there are 617 First Nations in Canada). The profiles include information about the First Nation's reserve, governance (who are the chief and councillors), federal funding, geography, registered population statistics (by gender: on own reserve, on other reserve, on own crown land, on other band crown land, on no band crown land, off-reserve), and various Census/NHS statistics. It is also possible to search profiles through reserve/settlement/village, tribal council, political organisation, or geographic location.<sup>67</sup>

The strength of these profiles in terms of Aboriginal LMI is that they make the administrative data about the Registered Indian population available. There is no time series available as this database is updated regularly.

## B. Aboriginal Skills and Employment Training Strategy

The Aboriginal Skills and Employment Training Strategy (ASETS) is designed to help Aboriginal prepare for, find, and keep high-demand jobs. Its programs and services include skills development, training for high-demand jobs, job finding, programs for youth, programs for urban and Aboriginal peoples with disabilities, and access to child care.

ASETS holders must collect information on their clients and relate it to Employment and Social Development Canada (ESDC). These data are not published but have the potential to be a source of Aboriginal LMI. In the past this was done through the Contact 4 system. The data collected was: date of birth, gender, Aboriginal group, marital status, number of dependent children, language spoken, disability, address, educational attainment, social assistance recipient, and labour force status (after action plan).

A year or two ago, Contact 4 was discontinued. NAFC has been working on a new platform to guide the ASETS holders. They have developed a self-sufficiency index and a tool to assess, design intervention plans, and monitor clients. This has not yet been rolled out but could be a promising source of LMI.

The self-sufficiency index is based on five scales. These are: employment, income, education and learning, skills, and community participation. The associated questionnaire is very detailed. It contains information on: background, employment, income, education and learning, skills, community participation, family development, services, child care, housing, transportation, food and nutrition, health, legal, and stressors.

This source could be interesting as both a source on the skills of Aboriginal people as well as a source of LMI.

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<sup>67</sup> The profiles are available at <http://pse5-esd5.ainc-inac.gc.ca/fnp/Main/index.aspx?lang=eng>.



## **C. Major Analytical Articles and Reports using Aboriginal Labour Market Information**

### **1. Aboriginal Affairs and Northern Development Canada's Fact Sheet - 2011 National Household Survey Aboriginal Demographics, Educational Attainment and Labour Market Outcomes**

Aboriginal Affairs and Northern Development Canada also produces a fact sheet on Aboriginal people, with data from the 2011 NHS. It contains data about demographic characteristics, education, and labour markets. An example of a fact about education from the fact sheet is: "the overall working-age Aboriginal population lags behind in educational attainment with 29% having less than high school compared with 12% for non-Aboriginal individuals of the same age. The gap between the two populations has narrowed between 2006 and 2011, however, going from 19 to 17 percentage points." The data are available for the Aboriginal population in general, as well as for the Registered Indian population, the non-status Indian population, and the Métis population.<sup>68</sup>

### **2. Statistics Canada's Aboriginal Statistics at a Glance**

In 2010, Statistics Canada published Aboriginal Statistics at a Glance. This series includes Aboriginal data on population, age, provincial and territorial distribution, mobility, family composition, housing conditions, Aboriginal languages, education, employment, income, health, life expectancy, and justice. It combines information from the 1996, 2001, and 2006 censuses of population (does not include the 2011 NHS), the 2006 Aboriginal Peoples Survey, the 2005 Canadian Community Health Survey, and the 2007/2008 Adult Correctional Services Survey.<sup>69</sup>

### **3. Employment and Social Development Canada's Aboriginal Labour Market Bulletin**

The government of Canada, through Employment and Social Development Canada (ESDC), has developed the Aboriginal Skills and Employment Training Strategy. This program aims to help Aboriginal prepare, find, and maintain jobs. As part of this strategy, they publish the Aboriginal Labour Market Bulletin twice a year to share information with their agreement holders. The latest issue is spring 2014.<sup>70</sup>

The bulletins present many Aboriginal LMI indicators, such as unemployment, employment and participation rates, and employment gains. Job vacancy information is also included, although not limited to the Aboriginal population. This information is first presented at the national level and then divided into provincial and territorial levels.

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<sup>68</sup> The fact sheet is available at <https://www.aadnc-aandc.gc.ca/eng/1376329205785/1376329233875>.

<sup>69</sup> The Aboriginal Statistics at a Glance are available at <http://www.statcan.gc.ca/pub/89-645-x/89-645-x2010001-eng.htm>.

<sup>70</sup> The bulletins are available at <http://www.esdc.gc.ca/eng/jobs/aboriginal/bulletins/index.shtml>.

The data for these bulletins come from the Labour Force Survey.

## **D. Other**

Other municipal, provincial or territorial surveys do exist, conducted by public sector organizations, education institutions and associations, industry sector associations, and private and not-for-profit organizations. Appendix D provides a table listing these sources.

These other sources of data are not of particular interest when compared to the sources in this report. No organisation can compete with Statistics Canada in conducting surveys at the national level. Also, Statistics Canada has strong experience in conducting survey and its surveys are of strong statistical quality.

The sources described in the list are mostly at the provincial level, or conducted within a single institution. These do not have to sample size or scientific expertise to compete with the surveys described in this report. Additionally, these surveys would be difficult to compare to the major sources of Aboriginal LMI.

For these reason, these additional sources of data have been excluded from this report. Additionally, certain Aboriginal communities record LMI on their members. If this data were gathered in a consistent manner this would be a good source of Aboriginal LMI.

## **V. Measurement of Skills Applied to the Aboriginal Population**

When trying to paint a global picture of the Aboriginal labour market, it is important to take into account the skills of Aboriginal people. To evaluate skills, it is important to know exactly how these are to be defined. Many different definitions can be used. For this report, the focus will be on a set of skills that are essential to any job and everyday life. These have been the center of much study in the last decade. These skills are not directly related to educational attainment or job training. As such, they are not formally described by traditional surveys such as the NHS or the LFS. This section of the report will discuss the definitions of three organizations which have done work on skills. The first will be employability skills by the Conference Board of Canada, followed by literacy and employment skills by Employment and Social Development Canada, and finally skills as used in O\*NET sponsored by the U.S. Department of Labor. The report will then discuss a research paper in which the authors have developed a way to estimate the skills of the entire Aboriginal population. Ultimately, this section of the report will describe a few literacy assessment tools that are or can be applied to the Aboriginal population.

## A. Definition

### 1. The Conference Board of Canada: Employability Skills 2000+

In the early 1990s, the Conference Board of Canada tried to develop a consensus for employers, employees, students, and educators on what skills employers require (Bloom and Kitagawa 1999). As shown in Exhibit 1, learning was divided into skills and knowledge. Skills are separated into generic and specific skills. Specific skills include job-specific skills, technical, and technological skills. The generic skills are divided into employability skills and life/other skills. The recent focus has been on employability skills.

The employability skills provided by the Conference Board in the 1990s have now evolved into what is called the employability skills 2000+. <sup>71</sup> They involve three sets of skills: fundamental skills, personal management skills, and teamwork skills.

Fundamental skills serve as a basis for the development of further skills. This includes the ability to communicate, to manage information, to use numbers, and to think and solve problems. Fundamental skills lead to personal management skills, which are those required for personal growth. These include the ability to demonstrate positive attitudes and behaviours, to be responsible, to be adaptable, to learn continuously, and to work safely. Finally, teamwork skills are necessary to contribute to a team. These are the ability to work with others, and to participate in projects and tasks.

#### Exhibit 1: The Learning Hierarchy

Learning					
Skills					Knowledge
Generic			Specific		
Employability		Life/Other	Job-specific	Technical	Technological
Academic	Personal management	Team-work			

Source: Exhibit 1, [http://www.accc.ca/wp-content/uploads/archive/es-ce/257\\_99.pdf](http://www.accc.ca/wp-content/uploads/archive/es-ce/257_99.pdf)

### 2. Employment and Social Development Canada: Literacy and Essential Skills

Employment and Social Development Canada (ESDC) is a department of the Government of Canada responsible for developing, managing, and delivering social programs and services. In 1994, ESDC (known as Human Resources Development Canada at the time) launched the Essential Skills Research Project. The goal was to examine how essential skills were used in different jobs. About 3,000 interviews were conducted across to Canada with employees in 180 occupations. ESDC built on earlier work on employability skills, mainly by the

<sup>71</sup> The Conference Board of Canada description of the employability skills 2000+ is available at <http://www.conferenceboard.ca/topics/education/learning-tools/employability-skills.aspx>.

Conference Board of Canada. The ESDC also adapted scales from the International Adult Literacy Survey. This allows one to not only enumerate skills but to rate them from one to five. In Canada, when one discusses literacy or essential skills, the ESDC definition is usually what is referred to.

ESDC identified nine literacy and essential skills. These skills are common to every job and serve as a basis for further learning. They can each be rated from one (basic task) to five (advanced task). Different jobs will require different levels of complexity for each skill. The nine literacy and essential skills are: reading, writing, document use, numeracy, computer use, thinking, oral communication, working with others, and continuous learning. Exhibit 2 summarizes these.

### Exhibit 2: ESDC Literacy and Essential Skills

<b>Literacy and essential skills</b>	
<b>Reading</b>	<ul style="list-style-type: none"> <li>• Forms and labels if they contain at least one paragraph</li> <li>• Print and non-print media</li> <li>• Paragraph-length text in charts, tables and graphs</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Writing texts and writing in documents</li> <li>• Non-paper-based writing</li> </ul>
<b>Document use</b>	<ul style="list-style-type: none"> <li>• Print and non-print media</li> <li>• Reading/interpreting and writing/completing/producing of documents</li> </ul>
<b>Numeracy</b>	<ul style="list-style-type: none"> <li>• Use of numbers</li> <li>• Thinking in quantitative terms</li> </ul>
<b>Computer use</b>	<ul style="list-style-type: none"> <li>• Variety and complexity of computer use</li> </ul>
<b>Thinking</b>	<ul style="list-style-type: none"> <li>• Problem solving</li> <li>• Decision making</li> <li>• Critical thinking</li> <li>• Job task planning and organizing</li> <li>• Significant use of memory</li> <li>• Finding information</li> </ul>
<b>Oral communication</b>	<ul style="list-style-type: none"> <li>• Use of speech for exchange of thoughts and information</li> </ul>
<b>Working with others</b>	<ul style="list-style-type: none"> <li>• Work with others to carry out tasks</li> </ul>
<b>Continuous learning</b>	<ul style="list-style-type: none"> <li>• Knowing how to learn</li> <li>• Obtaining and updating credentials</li> <li>• Learning about new equipment, procedures, products and services</li> </ul>

**Source:** Built from <http://www.esdc.gc.ca/eng/jobs/les/definitions/index.shtml>

Reading refers to the ability to read a text, whereas writing refers to the ability to write a text or fill out a document. These are the traditional literacy skills. Document use is the ability to use the content of a document when reading it, for example to follow a list of instructions. Numeracy is the ability to use numbers and think in quantitative terms. Computer use pertains to the modern day need to be able to work with computers. Thinking includes six different types of interconnected cognitive functions: problem solving, decision making, critical thinking, job task

planning and organizing, significant use of memory, and finding information. Oral communication is the ability to communicate with others using speech. Working with others is a soft skill. It represents the extent to which one can carry out a task by working with others. Finally, continuous learning is the ongoing process of acquiring new skills and knowledge.<sup>72</sup>

On the Job Bank website, the government of Canada offers essential skills profiles of over 150 occupations. By clicking on an occupation, it is possible to see the skills required as well as their level of complexity.<sup>73</sup>

### 3. O\*NET

In Canada, ESDC is the main reference when defining literacy and essential skills, and matching them to occupations. In the United States, the primary source for occupational information is O\*NET, a database of information based on occupations (including skills involved), sponsored by the U.S. Department of Labor. When searching for essential skills profiles, it is more complete than the Job Bank database in Canada, as it also covers occupations requiring a degree. For example, it is not possible to search economist by job title in the essential skills profile on Job Bank, but it is available through O\*NET. O\*NET is sponsored by the US Department of Labor/Employment and Training Administration.<sup>74</sup>

Through a search for a specific occupation, O\*NET delivers information on tasks, tools and technology used in this occupation, knowledge, skills, abilities, work activities, work context, job zone (jobs are grouped by the level of preparation they require), education, credentials, interests of most people who do this job, work styles (personal characteristics that affect how well someone will do a job), work values, related occupations, wages and employment trends, job openings on the web, and sources of additional information. Through O\*Net, it is also possible to search for occupations through a skill. For example, a search of the critical thinking skill will lead to judges as the first occupation result.

O\*NET divides skill into six categories. However, these go beyond the frame of generic skills adopted by the Conference Board of Canada. These categories are basic skills, complex problem solving skills, resource management skills, social skills, system skills, and technical skills.

Basic skills are those needed for further learning. They are active learning, active listening, critical thinking, learning strategies, mathematics, monitoring (monitoring/assessing performance of oneself, others, or organizations to make improvements or take corrective action), reading comprehension, science (using scientific rules and methods to solve problems), speaking and writing. Complex problem solving is another type of skill. It is the ability to solve problems in a complex, real-world setting. Resource management skills pertain to the allocation of resources, which is divided into management of financial resources, management of material resources, management of personnel resources and time management. Social skills examine the

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<sup>72</sup> Literacy and essentials skills by ESDC are available at <http://www.esdc.gc.ca/eng/jobs/les/tools/index.shtml>.

<sup>73</sup> The Job Bank website is [http://www.jobbank.gc.ca/es\\_all-eng.do](http://www.jobbank.gc.ca/es_all-eng.do).

<sup>74</sup> The O\*NET website is <http://www.onetonline.org/>.

**Exhibit 3: O\*NET Skills**

<b>Skills</b>	
<b>Basic</b>	<ul style="list-style-type: none"> <li>• Active learning</li> <li>• Active listening</li> <li>• Critical thinking</li> <li>• Learning strategies</li> <li>• Mathematics</li> <li>• Monitoring</li> <li>• Reading comprehension</li> <li>• Science</li> <li>• Speaking</li> <li>• Writing</li> </ul>
<b>Complex problem solving</b>	<ul style="list-style-type: none"> <li>• Complex problem solving</li> </ul>
<b>Resource management</b>	<ul style="list-style-type: none"> <li>• Management of financial resources</li> <li>• Management of material resources</li> <li>• Management of personnel resources</li> <li>• Time management</li> </ul>
<b>Social</b>	<ul style="list-style-type: none"> <li>• Coordination</li> <li>• Instructing</li> <li>• Negotiation</li> <li>• Persuasion</li> <li>• Service orientation</li> <li>• Social perceptiveness</li> </ul>
<b>Systems</b>	<ul style="list-style-type: none"> <li>• Judgment and decision making</li> <li>• System analysis</li> <li>• Systems evaluation</li> </ul>
<b>Technical</b>	<ul style="list-style-type: none"> <li>• Equipment maintenance</li> <li>• Equipment selection</li> <li>• Installation</li> <li>• Operation and control</li> <li>• Operation monitoring</li> <li>• Programming</li> <li>• Quality control analysis</li> <li>• Repairing</li> <li>• Technology design</li> <li>• Troubleshooting</li> </ul>

**Source:** Constructed from <http://www.onetonline.org/find/descriptor/browse/Skills/>

ability to work with others. They involve coordination, instructing, negotiation, persuasion, service orientation (actively looking for ways to help people) and social perceptiveness. System skills refer to the capacity to understand, monitor and improve socio-technical systems. These are

judgement and decision making, systems analysis, and systems evaluation. Technical skills involve the application of machines or technical systems. Technical skills include equipment maintenance, equipment selection, installation, operation and control, operation monitoring, operations analysis, programming, quality control analysis, repairing, technology design, and troubleshooting. Exhibit 3 enumerates these.

## B. Measurement of Aboriginal Skills

Literacy is an important part of labour markets, as it is the basis of all further learning and knowledge. For this reason, it is interesting to know the literacy skill level of an entire population for which labour markets are being analyzed. However, the PIAAC provides literacy scores for high levels of aggregation, but the sample size is too small to obtain scores for smaller populations. In a study called "Understanding Aboriginal Literacy Markets in Canada: A Segmentation Analysis", the authors Scott Murray and Richard Shillington (Murray and Shillington, 2012) have found a way to estimate the literacy skill of particular populations. The project was completed under contract to Bow Valley College with funding from the Office of Literacy and Essential Skills at Human Resources and Skills Development Canada.<sup>75</sup>

In this study, the authors used the 2003 IALSS to determine a relationship between literacy scores and personal characteristics such as education, age, gender, mother tongue, immigration status and province. Once they had a mathematical relation between these variables, they were able to apply it to population estimates from the 2006 Census. In this way, they estimated literacy for the Aboriginal population, on-reserve and off-reserve.

This was done through an econometric model. The relationship between literacy scores and personal characteristics revealed by the IALSS was used to estimate the chances of individuals scoring a literacy score of 1, 2, 3, 4, or 5. To identify this relationship, a regression was performed between prose literacy level and predictor variables. The dependent variable was the average of the 5 estimates of prose literacy provided by the IALSS. The independent variables had to be in both the IALSS and Census in order to be coded. These were: educational attainment, gender, age, mother tongue, province, labour force status, whether one lives in a CMA, and occupational group. The results of the regression gave coefficients that were used to predict the literacy score of individuals.

The authors found that more Aboriginal people had literacy skill levels of one and two than most Canadians, whereas more Canadians had literacy levels of three, four and five than Aboriginal people. For example, compared to the entire Canadian population, Band members living off-reserve have 4 percentage points more workers with a skill level of 1, 9 percentage points more workers with a skill level of 2, 7 percentage points less workers with a skill level of 3, 4 percentage points less workers with a skill level of 4, and 1 percentage point less workers with a skill level of 5. Additionally, the authors found that Band members living on-reserve are significantly less skilled than Aboriginal adults living off-reserve.

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<sup>75</sup> The study is available at <http://www.dataangel.ca/docs/UnderstandingAboriginalLiteracy2012.pdf>.

When estimating the literacy skills of the Aboriginal population, the authors were observing what they call the supply side of the "literacy skill market". They also analyzed the demand side. They define the demand for literacy skill by applying ESDC's essential skills profiles to the distribution of employment by occupation from the 2006 Census. The authors found that Aboriginal workers occupy jobs that demand lower skill levels when compared to the Canadian population.

Finally, using the estimated literacy skill demand and supply, the authors tried to estimate skill shortages and surpluses, as well as the costs and benefits of eliminating them. It was found that there is room to improve Aboriginal literacy skills and that this would, mainly, improve productivity and therefore be worth the investment.

The ideas developed in this paper on ways to estimate literacy skills for an entire population, as well as the demand for these skills, are very interesting. It could be developed further to obtain more data about Aboriginal people, or put to use in various models of labour market predictions.

This study also contains interesting data tables on Aboriginal literacy. The data available are: demographic characteristics, educational attainment, labour force distribution, distribution of skill demand, distribution of prose literacy proficiency, literacy utilization rate, literacy skill surplus and shortage, employed population surplus and shortage, and distribution of the Aboriginal population by literacy market segment. These tables are available for Canada, provinces, and territories, for various Aboriginal populations (such as on-reserve/off-reserve). The data are usually presented as a percentage of total Aboriginal population.

### **C. Literacy Assessment Tools Applied to the Aboriginal Population**

There are multiple sources of literacy assessment tools that can be applied, or are already applied, to the Aboriginal population.

For example, the ESDC's Office of Literacy and Essential Skills (OLES)<sup>76</sup> has been working with the Aboriginal Skills Group which has developed a tool called Essential Skills 3G.<sup>77</sup> The online tool assesses the following skills: reading, document use, numeracy, listening skills, writing, and speaking skills. The results are compared to over 90 occupations, to verify if the candidate is work ready and to help focus training where it would be most beneficial.

Bow Valley College, in Calgary, also has a literacy assessment tool called the Test of Workplace Essential Skills (TOWES), and a newer version called TOWES prime. As well as a tool for the assessment of essential skills, TOWES offers curriculum and training support.<sup>78</sup> TOWES is not specific to the Aboriginal population and also does not cover all nine essential skills.

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<sup>76</sup> OLES is an office within ESDC which provides literacy and essential skills information.

<sup>77</sup> This tool is available at <http://aboriginalskills.ca/essentialskills/>.

<sup>78</sup> This is available at <http://www.towes.com/en/home/home>



The Coast Salish Employment and Training Society has also developed an employment skills assessment tool.<sup>79</sup> Another assessment tool worth mentioning is the Employment Readiness Scale.<sup>80</sup>

## VI. Conclusion

Many sources of Aboriginal LMI have been described in this report, from Statistics Canada and elsewhere. Although there is not one single source of Aboriginal LMI, the data available are quite comprehensive.

The best way to analyze Aboriginal labour markets off of Indian reserves is to use the National Household Survey, the Labour Force Survey, and the Aboriginal Peoples Survey, complemented by other surveys when necessary. The NHS has the biggest sample size and can be used to obtain detailed information at low aggregation levels. Because the NHS is only run every five years, the LFS can be used to obtain more timely data, however the sample size is smaller. As both these surveys do not focus on Aboriginal people, the Aboriginal Peoples Survey can be used to add data more sensitive to the Aboriginal population.

These three surveys are the major sources of Aboriginal LMI. Between these and the other surveys available, the collection of Aboriginal LMI is quite extensive. Nonetheless, gaps still need to be filled in order for the data to be exhaustive. First of all, more timely data would make labour market estimates more precise. Additionally, unemployment rates and out of labour force population rates by occupation could provide a clearer picture of the state of the potential labour force. Another useful improvement would be better data on job vacancies, which could be broken down by detailed industry and occupation. A remaining gap is the Aboriginal population living on-reserve, however this is not the focus of the National Association of Friendship Centres.

Knowing exactly what data are available is the first step in understanding the changing skills demand and supply of Aboriginal Canadians. The next step in this project is to examine existing approaches to supply and demand labour market modeling in Canada, highlighting best practices.

The National Association of Friendship Centers can use this paper to support the Friendship Centres in understanding data and applying it to their work by explaining how LMI is useful to Friendship Centres, by listing the main sources, and by describing how to access such data.

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<sup>79</sup> The Coast Salish Employment and Training Society website is <http://csets.com/>.

<sup>80</sup> <http://www.employmentreadiness.info/home>

Table 4: Available Sources on Aboriginal Labour Market Information, Demographics and Employment<sup>81</sup>

Variable		LFS	NHS	APS	SLID	NGS	NAS	CCHS	RAIS	FNRECEES	PIAAC	UAPS		
<b>Demographics</b>	Individual characteristics	Labour force status	•	•	•		•		•		•	•	•	
		Class of worker	•	•	•		•		•		•			
		Income	•	•		•			•			•		
		Income of households		•										
		Family				•								
		Labour mobility			•						•			
		Mode of transport				•								
		Traditional Aboriginal activities			•						•			
		Activity limitation				•								
		Housing and shelter costs				•								
		Mobility		•		•								
		Ethnic origin, Aboriginal status or Registered Indian status	•	•	•	•	•	•	•	•	•	•	•	•
		Language				•							•	
		Immigration				•							•	
		Age	•	•	•	•	•	•	•	•	•	•	•	•
Gender	•	•	•	•	•	•	•	•	•	•	•	•		
<b>Employment</b>	Job characteristics	Job permanence	•		•						•			
		Industry	•	•	•		•				•			
		Occupation	•	•	•		•		•		•		•	
		Full time or part time	•	•	•						•			
		Job tenure	•		•						•			
		Place of work status		•		•								
		Hours worked	•		•		•				•			
		Success in working life												•
Satisfaction with job												•		

<sup>81</sup> This is not necessarily an exhaustive list. Additional variables may be available within each of these surveys. For more details on additional variables and the possible classifications within these variables, see Appendix Tables.

Table 5: Available Sources on Aboriginal Labour Market Information, Employment and Education<sup>82</sup>

Variable		LFS	NHS	APS	SLID	NGS	NAS	CCHS	RAIS	FNRECEES	PIAAC	UAPS	
<b>Employment</b>	Labour market activities	General			•	•					•		
		Reading									•		
		Writing									•		
		Quantitative/mathematical work									•		
		Computers									•		
	Activities outside of employment	General										•	
		Reading										•	
		Writing										•	
		Quantitative/mathematical work										•	
		Problem solving										•	
		Computers										•	
	Employment identification and limitations	Method used in looking for work			•						•		
		Reasons for discouraged workers			•						•		
		Barriers in finding work or keeping work			•						•		•
<b>Education</b>	Characteristics of education	Educational attainment	•	•	•	•		•		•	•	•	
		Fields of study		•		•			•		•		
		Location of study		•			•						
		Full time or part time				•							
	Economic security after education	First job after graduation					•						
		Student loans					•						
	Additional education attainment information	Additional education in Canada prior to diploma					•						
		Higher education					•						

<sup>82</sup> This is not necessarily an exhaustive list. Additional variables may be available within each of these surveys. For more details on additional variables and the possible classifications within these variables, see Appendix Tables.

Table 6: Available Sources on Aboriginal Labour Market Information, Education and Geography<sup>83</sup>

Variable		LFS	NHS	APS	SLID	NGS	NAS	CCHS	RAIS	FNRECEES	PIAAC	UAPS	
Education	Time management during and after education	Activities last week				•							
		Activities before graduation				•							
		Amount of time devoted to studies				•							
	Apprenticeship	Long-term continuers						•					
		Completers						•		•			
		Discontinuers						•					
		Registrations								•			
	Certificates								•				
Geography	Canadian	National	•	•	•	•	•	•	•	•	•		
		Provinces	•	•	•	•	•	•	•	•	•	•	
		Territories			•		•	•	•		•		
		Select cities											•
	Census	Census metropolitan areas	•	•	•	•			•				
		Census agglomeration		•									
		Census division		•									
		Census subdivisions		•	•								
	Regions	Health regions			•				•				
		Economic regions	•										
	Aboriginal	Indian band areas		•									
		Métis settlements		•									
		Inuit regions		•	•								
On-reserve			•							•			

<sup>83</sup> This is not necessarily an exhaustive list. Additional variables may be available within each of these surveys. For more details on additional variables and the possible classifications within these variables, see Appendix Tables.

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## **Appendix A: General Issues on Aboriginal Data from Statistics Canada Surveys**

### **1. Aboriginal Identity**

There is no single definition of an Aboriginal person. In most, if not all, of the surveys described in this paper, Aboriginal identity is self-reported. The absence of a clear definition can lead to a bias and affect comparability between surveys. Depending on the wording of a question, an individual could report being Aboriginal in one survey but not in the next. Additionally, changes in legislation and attitudes towards Aboriginal identity over the years have increased the number of people who identify as Aboriginal people. This also affects comparability between surveys.

When Aboriginal identity questions were first added to Statistics Canada surveys, little thought was given to the wording of the questions and how they would be perceived by the Aboriginal population. In recent years, an effort has been made to make the definition consistent. For one, the same wording is being used across most surveys. Also, not only does Statistics Canada ask if someone is of Aboriginal identity, but they ask if the individual is First Nations, Métis, Inuit, or a Registered Indian. This precision helps with consistency. However, organizations other than Statistics Canada may not put as much effort into trying to use consistent definitions.

For these reasons, caution must be used by those who analyze Aboriginal data. It is recommended to read the questionnaire of a survey to determine the precision of the Aboriginal identity question, rather than relying on the fact it exists, when analyzing Aboriginal data from a survey and comparing them to other data.

### **2. Sample Size**

It is important to keep in mind that just because a survey has an Aboriginal identifier does not necessarily mean that data will be available on Aboriginal people. The biggest challenge in extracting Aboriginal data from national surveys is finding a sample size large enough to retain for analytical purposes. The amount of Aboriginal respondents can be too small for data to be of good quality. Also, the sample of the survey may be large enough for data to be available at the sub-national level for the total population, but data may only be available at the national level for the Aboriginal sub-sample. The NHS is the only survey which has Aboriginal data for small levels of aggregation.

However, sometimes Statistics Canada oversamples Aboriginal people. This means Aboriginal respondents represent a larger share of the survey sample than they do of the total population. This raises the quality of Aboriginal data from a survey.

### 3. Public Use Microdata Files and Data Centres

A public use microdata file (PUMF) provides access to data from a survey. It contains various variables from a survey, allowing the user to group and manipulate data according to custom research requirements. Statistical software such as SPSS and SAS are needed to work with these files.

As PUMFs are public, they must be anonymous, under the Statistics Act. Variables which concern a low percentage of respondents are removed from PUMFs, as individuals could be identified. For this reason, low levels of aggregation are not available through PUMFs. Some PUMFs are only available at the national level; it depends on the sample size. Because variables are removed from PUMFs, some PUMFs do not contain an Aboriginal identifier, even if the original survey does.

To analyze variables that are not included in a PUMF or levels of aggregation that are not possible through a PUMF, analysts need to use confidential microdata files. These are much harder to access. Confidential microdata files can only be accessed in Research Data Centres. These centres are located in universities across Canada. To gain access to a microdata file in a research center, an analyst must submit a research proposal and take an oath to respect confidentiality. A fee must also be paid.

Confidential microdata files are complicated to access, but they are the best source of data from a survey, especially for a sub-sample such as the Aboriginal population. Nonetheless, for basic analysis, a PUMF may be sufficient.

To obtain data from a survey which is not on a PUMF, a custom request can also be made, on a cost recovery basis.



## **Appendix B: Data Quality Assessment of the Three Major Surveys**

### **1. Aboriginal Peoples Survey**

#### **Relevance**

The Aboriginal Peoples Survey was developed in partnership with the departments funding it (Aboriginal Affairs and Northern Development Canada, Health Canada, and Employment and Social Development Canada). As these are the main users of the data, the survey corresponds to user needs.

Input from Aboriginal people went into the creation of the questionnaire. This ensures that the survey corresponds to the needs of the Aboriginal people as well.

Statistics Canada is a federal department in charge of the collection of data on Canadians. They conduct many surveys and are very experienced in doing so. The survey methodology is well documented on their website. For these reasons, the methodology of the data collection is considered sound.

The Aboriginal Peoples Survey corresponds to the needs of the main users and is methodologically sound, therefore it is a relevant survey.

#### **Accuracy and reliability**

Statistics Canada is a world renowned Statistical Agency. As such, it can be trusted to provide accurate and reliable data.

In the Aboriginal Peoples Survey Concepts and Methods Guide, Statistics Canada details the potential errors of the survey and provides indicators of their severity, as well as steps taken to raise the quality of the data. Errors described are sampling errors, as well as non-sampling errors such as non-response errors, coverage errors, measurement errors and processing errors.

In the guide, Statistics Canada also explains difference between the APS and NHS (which is used as the reference for Canadian statistics). They also compare and explain differences in the estimates.

Statistics Canada being well respected and exhaustive in its description of possible errors in the survey, the APS is considered accurate and reliable.

#### **Timeliness and punctuality**

The APS is only conducted every five years, so it is not as timely as can be. However, a survey of this size and detail is onerous to run and cannot be expected every year.

The data is only released a couple of years after the reference year. This is not ideal, but it is the trade off for all the quality analysis that take place before the release.

### **Accessibility and Clarity**

The APS data is well accessible; profiles are available to consult the results from the 2006 APS. Results are quite clear, but various guides and analysis exist describing the data.

The methodology is also described in the various guides. Some are simplified to make them clear and accessible, whereas some are more complicated for users who are interested in the details.

For these reasons, the APS is clear and accessible.

### **Coherence and Comparability**

Statistics Canada goes to great lengths trying to ensure comparability and coherence in its surveys. However, legislation involving Aboriginal people in Canada has recently changed, which affects definitions. This affects the comparability of the APS over time. This would be true for any survey involving Aboriginal Canadians; this quality issue cannot be improved.

The survey is comparable over time as the 2001 and 2006 survey questionnaires were the same. Questions were added to the 2011 version, making it more complete, but Statistics Canada puts effort in keeping concepts and definitions constant.

Changes that affect coherence and comparability are made to improve survey quality and satisfy user needs. These changes are therefore necessary. The APS remains a coherent and comparable survey.

## **2. National Household Survey**

### **Relevance**

The National Household Survey (NHS) is Canada's major national survey. It is used to estimate the country's population as well as provide detailed information on Canadians. Statistics Canada, the organization who runs it and also ran the previous census, is the federal government agency that produces national statistics. As such, strict guidelines surround every step of the survey process. These guidelines are clear and available on their website.

Data from the NHS covers many subjects. It is used nationwide as the source for Canadian data. Although it may not contain very detailed information about every subject,<sup>84</sup> as a general source of information on Canadians, it is complete.

Users across the nation use this data for analysis or to guide various decisions, therefore the NHS corresponds to user needs.

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<sup>84</sup> Other surveys by Statistics Canada provide more specific detailed information, for example the Labour Force Survey provides detailed labour market information.

Because it is complete and satisfies user needs, the NHS is a very relevant survey.

### **Accuracy and Reliability**

The NHS is the major survey of Statistics Canada, the most important source of Canadian data and a world renowned statistical agency.

The NHS is subject to errors just like any other surveys. These are well documented by Statistics Canada in various guides and documentation.

Because the NHS is voluntary, it has a sampling error that is slightly higher (or worse) than the mandatory long form Census it replaces. The most important non-sampling error is the non-response bias. Effectively, as responding to the NHS is voluntary, a percentage of the population chooses not to respond (approximately 31% of the population) (Statistics Canada 2013 b).

Statistics Canada takes many steps to assess the quality of the NHS: non-response rates, indicators of response quality, global non-response rate, indicators of non-response bias, coefficients of variation, verification of NHS data during collection and processing, verification of data after edit and imputation, and certification of final estimates.

As these errors are inherent to any survey and steps are taken to account for them, it can be said that the NHS is accurate and reliable. Additionally, the NHS is used as the reference for Canadian numbers, against which other surveys are compared, making it intrinsically the most accurate and reliable survey.

### **Timeliness and Punctuality**

The NHS is only conducted every five years. It is very extensive and enumerates the entire Canadian population. It is a time consuming and expensive project; it would not be sustainable to run it every year.

The data from the 2011 NHS were published two years after the reference year. The NHS data set is immense and takes time to work with. Data analysis takes place before the release. This takes time but ensures the quality of the data. Publishing the results is also a long process as there is a large amount of data. The data must also be reviewed to verify it ensures confidentiality before it is released.

### **Accessibility and Clarity**

Data from the NHS are easily accessible through community profiles and data tables. Additional features such as Aboriginal population profiles make the NHS very accessible. These are accessible without discrimination as they are public on the Statistics Canada website. Strategies to release data are available on the website. The website is easily navigable. Some tabulation is possible through statistical tables. If not readily available, custom tabulations can be requested on a cost-recovery basis.

Statistics Canada is transparent in sharing its data production methodology. A user guide for the NHS is available on the Statistics Canada website.

The NHS data is easy to read. Various guides and analytical articles supplement the data to increase comprehension.

### **Coherence and Comparability**

In general, scope, definitions, units, and concepts are constant through the data production process for the previous long-form Census and the NHS. At times, certain definitions need to be changed, for increased comparability across various surveys, legislation changes etc. Statistics Canada lists a summary of changes to the survey over time to be transparent.

However, comparability over time is questionable, because the NHS is voluntary, whereas the long-form Census was mandatory. Caution must be used when comparing the two surveys.

## **3. Labour Force Survey**

### **Relevance**

The Labour Force Survey (LFS) is the main source of labour market data in Canada and it is used as official numbers. For example, the unemployment rate from the LFS is published every month in the media. Statistics Canada, who conducts this survey, is the main Canadian statistical agency in charge of collecting information. Guidelines for data collection are well detailed on the Statistics Canada website.

The LFS corresponds well to user needs, being the main source of current labour market data in Canada. For these reasons, the LFS is very relevant.

### **Accuracy and Reliability**

The LFS documents all sampling and non-sampling errors. A document on data quality is available in the user guide. Non-response is the most important LFS non-sampling error. The non-response rate of the LFS is reported by Statistics Canada to be 10%, despite interviewers making all reasonable attempts for interviews. A weight adjustment is used to replace missing households. Statistics Canada provides three measures of sampling errors, the standard error, confidence intervals, and coefficients of variation.

Statistics Canada has a strict protocol to create population samples for the LFS. It is a probability sample, based on a stratified multi-stage design. The sample is large, including 54,000 households. However, when sub-samples below the national level are analyzed, the reliability diminishes. The same is true for analysis below the all-industry level.

Error detection is done at every stage of the survey. The Computer Assisted Interviewing questionnaire is built with edits that check entered data for inconsistencies. Data is then reviewed.

Imputation is done for identified discrepancies, logical inconsistencies and missing information. Finally, a weight is assigned to each record, a process that includes various steps.

LFS data are frequently compared to those of other major surveys with similar data, such as the Survey of Employment, Payroll and Hours, the Survey of Labour Income and Dynamics, Employment Insurance data, the Census, and Gross Domestic Product Data.

These procedures are well documented.

In July 2014, an error was detected in the processing of the August 8, 2014 Labour Force Survey release. They announced the number of new jobs added in July was 200, when it should have been 42,000. This error only impacts the July 2014 estimates. The source of the error was identified and corrected estimates were released August 15, 2014. The accuracy and reliability of Statistics Canada could be questioned, but they assure this is an isolated event.

### **Timeliness and Punctuality**

The LFS is extremely timely. The data are released publicly a maximum of thirteen days after the end of the reference period.

### **Accessibility and Clarity**

The regular LFS data are easily accessible, free of charge, on CANSIM. The annual Aboriginal data must be ordered through email but the response is quick. The monthly data must also be ordered by email, at a charge, but it is not expensive. Various publications with LFS data are also available, free of charge, on the Statistics Canada website.

Although it is possible to order the Aboriginal data, the LFS is not the most accessible survey as the Aboriginal data are not available online.

### **Coherence and Comparability**

Statistics Canada uses constant and coherent definitions in its major surveys, ensuring their comparability.

The LFS is comparable to other major surveys, such as the Survey of Employment, Payroll and Hours, the Survey of Labour Income and Dynamics, and the Census. It is also comparable to Employment Insurance data.

Questions have been added to the LFS over time, but the majority of the survey is comparable over time. When changes have been made, it has been to improve the general quality of the survey.

## Appendix C: Appendix Tables

**Appendix Table 1: Labour Force Survey, Data on Aboriginal Canadians**

Frequency:	<ul style="list-style-type: none"> <li>• Monthly</li> </ul>
Time Series:	<ul style="list-style-type: none"> <li>• 2007-2014</li> </ul>
Variables:	<ul style="list-style-type: none"> <li>• Labour force status <ul style="list-style-type: none"> <li>Employed</li> <li>Unemployed</li> <li>Not in labour force</li> </ul> </li> <li>• Class of worker <ul style="list-style-type: none"> <li>Employee</li> <li>Self-employed</li> </ul> </li> <li>• Job permanence <ul style="list-style-type: none"> <li>Permanent</li> <li>Seasonal</li> <li>Temporary</li> <li>Casual</li> </ul> </li> <li>• Full time/part time</li> <li>• Job tenure</li> <li>• Actual hours worked</li> <li>• Industry <ul style="list-style-type: none"> <li>Goods-producing sector <ul style="list-style-type: none"> <li>Agriculture</li> <li>Forestry, fishing, mining, quarrying, oil and gas</li> <li>Utilities</li> <li>Construction</li> <li>Manufacturing</li> </ul> </li> <li>Services-producing sector <ul style="list-style-type: none"> <li>Educational services</li> <li>Health care and social assistance</li> <li>Public administration</li> <li>Trade</li> <li>Transporting and warehousing</li> <li>Finance, insurance, real estate and leasing</li> <li>Professional, scientific and technical services</li> <li>Management of companies and administrative and other support services</li> <li>Information, culture and recreation</li> <li>Accommodation and food services</li> <li>Other services</li> </ul> </li> </ul> </li> <li>• Occupation <ul style="list-style-type: none"> <li>Management occupations</li> <li>Business, finance and administrative occupations</li> <li>Natural and applied sciences and related occupations</li> <li>Health occupations</li> <li>Occupations in social science, education, government service and religion</li> <li>Occupations in art, culture, recreation and sport</li> <li>Sales and service occupations</li> </ul> </li> </ul>

	<p>Trades, transport and equipment operators and related occupations Occupations unique to primary industry Occupations unique to processing, manufacturing and utilities</p> <ul style="list-style-type: none"> <li>• Hourly wages</li> </ul>
Characteristics:	<ul style="list-style-type: none"> <li>• Gender</li> <li>• Age</li> <li>• Educational attainment <ul style="list-style-type: none"> <li>No postsecondary degree, certificate or diploma</li> <li>Trade certificate or diploma from a vocational school or apprenticeship training</li> <li>Non-university certificate or diploma from a community college, CEGEP, school of nursing etc.</li> <li>University certificate below bachelor's level</li> <li>Bachelor's degree</li> <li>University degree or certificate above bachelor's degree</li> </ul> </li> </ul>
Geography:	<ul style="list-style-type: none"> <li>• Canada</li> <li>• Provinces</li> <li>• Economic regions (ER)</li> <li>• Census metropolitan areas (CMA)</li> </ul>
Strengths:	<ul style="list-style-type: none"> <li>• Timely, published every month</li> <li>• Consistent time series</li> <li>• High reliability at aggregate level</li> </ul>
Weaknesses:	<ul style="list-style-type: none"> <li>• Excludes population living on Indian reserves or other Aboriginal settlements</li> <li>• Only available since 2007 for Aboriginals nationwide</li> <li>• Sample size (limited for sub-provincial geography)</li> </ul>
Sample Size:	<ul style="list-style-type: none"> <li>• 54,000 households (possibility of Aboriginal households being oversampled)</li> <li>• Covers approximately 79.1 per cent of the Aboriginal labour force (2007 LFS as a proportion of the 2006 Census)</li> </ul>
Access:	<ul style="list-style-type: none"> <li>• Public Use Microdata File (PUMF)</li> <li>• Special request (at a cost)</li> <li>• Aboriginal data not available on CANSIM</li> <li>• The appendix to the CSLS paper has special request Aboriginal labour market data available at <a href="http://www.csls.ca/reports/csls2012-04AppendixTables.pdf">http://www.csls.ca/reports/csls2012-04AppendixTables.pdf</a></li> </ul>
Description of Survey:	<ul style="list-style-type: none"> <li>• <a href="http://www23.statcan.gc.ca/imdb/p2SV.pl?Function=getSurvey&amp;SDDS=3701">http://www23.statcan.gc.ca/imdb/p2SV.pl?Function=getSurvey&amp;SDDS=3701</a></li> </ul>
Instrument/ Questionnaire	<ul style="list-style-type: none"> <li>• <a href="http://www23.statcan.gc.ca/imdb-bmdi/instrument/3701_Q1_V5-eng.htm">http://www23.statcan.gc.ca/imdb-bmdi/instrument/3701_Q1_V5-eng.htm</a></li> </ul>
Guide	<ul style="list-style-type: none"> <li>• <a href="http://www5.statcan.gc.ca/olc-cel/olc.action?ObjId=71-543-G&amp;ObjType=2&amp;lang=en&amp;limit=0">http://www5.statcan.gc.ca/olc-cel/olc.action?ObjId=71-543-G&amp;ObjType=2&amp;lang=en&amp;limit=0</a></li> </ul>
Other	<ul style="list-style-type: none"> <li>• The CSLS has written a paper called <i>Aboriginal Labour Market Performance in Canada- 2007-2011</i> using the LFS available at <a href="http://www.csls.ca/reports/csls2012-04.pdf">http://www.csls.ca/reports/csls2012-04.pdf</a></li> </ul>

**Appendix Table 2: National Household Survey, Data on Aboriginal Canadians**

Frequency:	<ul style="list-style-type: none"> <li>• Every five years starting in 2011</li> </ul>
Time Series:	<ul style="list-style-type: none"> <li>• Long-form Census can be used to create a time series</li> </ul>
Variables:	<ul style="list-style-type: none"> <li>• Labour force status <ul style="list-style-type: none"> <li>In the labour force <ul style="list-style-type: none"> <li>Employed</li> <li>Unemployed</li> </ul> </li> <li>Not in Labour Force</li> </ul> </li> <li>• Class of Worker <ul style="list-style-type: none"> <li>Employee</li> <li>Self-employed</li> </ul> </li> <li>• Occupation (9 occupations)</li> <li>• Industry (20 industries)</li> <li>• Work activity <ul style="list-style-type: none"> <li>Did not work</li> <li>Weeks worked</li> </ul> </li> <li>• Full time/part time weeks worked <ul style="list-style-type: none"> <li>Did not work in 2010</li> <li>Worked in 2010 <ul style="list-style-type: none"> <li>Worked full-time in 2010</li> <li>Worked part-time in 2010</li> </ul> </li> </ul> </li> <li>• Income of individuals <ul style="list-style-type: none"> <li>Total income <ul style="list-style-type: none"> <li>Without income</li> <li>With income</li> <li>Median income</li> <li>Average income</li> </ul> </li> <li>After-tax income <ul style="list-style-type: none"> <li>Without after-tax income</li> <li>With after-tax income</li> <li>Median after-tax income</li> <li>Average after-tax income</li> </ul> </li> <li>Composition of income <ul style="list-style-type: none"> <li>Market income <ul style="list-style-type: none"> <li>Employment income <ul style="list-style-type: none"> <li>Wages and salaries</li> <li>Self-employment income</li> </ul> </li> <li>Investment income</li> <li>Retirement pensions, superannuation and annuities</li> <li>Other money income</li> </ul> </li> <li>Government transfer payments <ul style="list-style-type: none"> <li>Canada/Quebec pension plan benefits</li> <li>Old age security pensions and guaranteed income supplement</li> <li>Employment insurance benefits</li> <li>Child benefits</li> <li>Other income from a government source</li> </ul> </li> <li>Income tax paid as a % of total income</li> <li>After-tax income as a % of total income</li> <li>Net capital gains or losses as a % of total income</li> </ul> </li> </ul> </li></ul>



	<p>Total population who worked full time, full year  Median employment income  Average employment income  Total population by decile of adjusted after-tax family income</p> <ul style="list-style-type: none"> <li>• Income of households <ul style="list-style-type: none"> <li>Total income</li> <li>After-tax income</li> <li>Household income <ul style="list-style-type: none"> <li>Median household total income</li> <li>Average household total income</li> <li>Median after-tax household income</li> <li>Average after-tax household income</li> </ul> </li> <li>One-person private households <ul style="list-style-type: none"> <li>Median household total income</li> <li>Average household total income</li> <li>Median after-tax household income</li> <li>Average after-tax household income</li> </ul> </li> <li>Two-or-more persons private households <ul style="list-style-type: none"> <li>Median household total income</li> <li>Average household total income</li> <li>Median after-tax household income</li> <li>Average after-tax household income</li> </ul> </li> </ul> </li> <li>• Place of work status <ul style="list-style-type: none"> <li>Worked at home</li> <li>Worked outside Canada</li> <li>No fixed workplace address</li> <li>Worked at usual place</li> </ul> </li> </ul>
Characteristics:	<ul style="list-style-type: none"> <li>• Education <ul style="list-style-type: none"> <li>No certificate, diploma or degree</li> <li>High school diploma or equivalent</li> <li>Postsecondary certificate, diploma or degree <ul style="list-style-type: none"> <li>Apprenticeship or trades certificate or diploma</li> <li>College, CEGEP or other non-university certificate or diploma</li> <li>University certificate or diploma below bachelor level</li> <li>University certificate, diploma or degree at bachelor level or above <ul style="list-style-type: none"> <li>Bachelor's degree</li> <li>University certificate, diploma or degree above bachelor level</li> </ul> </li> </ul> </li> </ul> </li> <li>Major field of study (CIP) <ul style="list-style-type: none"> <li>No postsecondary certificate</li> <li>Education</li> <li>Visual and performing arts, and communications technologies</li> <li>Humanities</li> <li>Social and behavioural sciences and law</li> <li>Business, management and public administration</li> <li>Physical and life sciences and technologies</li> <li>Mathematics, computer and information sciences</li> <li>Architecture, natural resources and conservation</li> <li>Health and related fields</li> <li>Personal, protective and transportation services</li> <li>Others fields of study</li> </ul> </li> </ul>

	<p>Location of study</p> <ul style="list-style-type: none"> <li>No postsecondary certificate, diploma or degree</li> <li>With postsecondary certificate, diploma or degree <ul style="list-style-type: none"> <li>Location of study inside Canada <ul style="list-style-type: none"> <li>Same as province or territory of residence</li> <li>Another province or territory</li> </ul> </li> <li>Location of study outside Canada</li> </ul> </li> </ul> <ul style="list-style-type: none"> <li>• Mobility <ul style="list-style-type: none"> <li>Non-movers</li> <li>Movers <ul style="list-style-type: none"> <li>Non-migrants</li> <li>Migrants <ul style="list-style-type: none"> <li>Internal migrants <ul style="list-style-type: none"> <li>Intraprovincial migrants</li> <li>Interprovincial migrants</li> </ul> </li> <li>External migrants</li> </ul> </li> </ul> </li> </ul> </li> </ul> <li>• Gender</li> <li>• Age</li> <li>• Ethnic Origin <ul style="list-style-type: none"> <li>First Nations</li> <li>Inuit</li> <li>Métis</li> </ul> </li> <li>• Aboriginal Population <ul style="list-style-type: none"> <li>Aboriginal identity <ul style="list-style-type: none"> <li>First Nations</li> <li>Métis</li> <li>Inuk</li> <li>Multiple Aboriginal identities</li> </ul> </li> <li>Registered or treaty Indian</li> </ul> </li>
Geography:	<ul style="list-style-type: none"> <li>• Canada</li> <li>• Provinces</li> <li>• Census divisions (CD) (Aboriginal profile available for 267 CDs)</li> <li>• Census metropolitan areas and census agglomerations (CMA and CA) (Aboriginal profile available for 145 CMAs and CAs)</li> <li>• Census subdivisions (CSD) (Aboriginal profile available for 903 CSDs)</li> <li>• Indian band areas (Aboriginal profile available for 318 Indian band areas)</li> <li>• Métis settlements (Aboriginal profile available for 8 Métis settlements)</li> <li>• Inuit regions (Aboriginal profile available for 4 Inuit regions)</li> </ul>
Strengths:	<ul style="list-style-type: none"> <li>• Available for Indian reserves and remote areas</li> <li>• Large sample size</li> <li>• Reliable data for small geographic areas</li> </ul>
Weaknesses:	<ul style="list-style-type: none"> <li>• Frequency</li> <li>• Lack of consistency with long-form Census</li> </ul>
Sample Size:	<ul style="list-style-type: none"> <li>• One in three Canadian households (4.5 million dwellings)</li> </ul>
Access:	<ul style="list-style-type: none"> <li>• NHS community profiles: <a href="http://www12.statcan.gc.ca/nhs-enm/2011/dp-pd/prof/index.cfm?Lang=E">http://www12.statcan.gc.ca/nhs-enm/2011/dp-pd/prof/index.cfm?Lang=E</a></li> <li>• NHS Aboriginal community profiles: <a href="http://www12.statcan.gc.ca/nhs-enm/2011/dp-pd/aprof/index.cfm?Lang=E">http://www12.statcan.gc.ca/nhs-enm/2011/dp-pd/aprof/index.cfm?Lang=E</a></li> <li>• Statistics Canada data tables: <a href="http://www12.statcan.gc.ca/nhs-enm/2011/dp-pd/dt-">http://www12.statcan.gc.ca/nhs-enm/2011/dp-pd/dt-</a></li> </ul>

	<a href="#">td/index-eng.cfm</a>
Survey website:	<ul style="list-style-type: none"><li>• <a href="http://www12.statcan.gc.ca/nhs-enm/index-eng.cfm">http://www12.statcan.gc.ca/nhs-enm/index-eng.cfm</a></li></ul>
Instrument/ Questionnaire and guide (2011)	<ul style="list-style-type: none"><li>• <a href="http://www12.statcan.gc.ca/nhs-enm/2011/ref/about-apropos/ques_guide-eng.cfm">http://www12.statcan.gc.ca/nhs-enm/2011/ref/about-apropos/ques_guide-eng.cfm</a></li></ul>

**Appendix Table 3: Aboriginal Peoples Survey**

Frequency:	<ul style="list-style-type: none"> <li>• Roughly every five years since 2001</li> </ul>
Time Series:	<ul style="list-style-type: none"> <li>• 1991, 2001, 2006, 2012</li> </ul>
Variables:	<ul style="list-style-type: none"> <li>• Labour force status <ul style="list-style-type: none"> <li>Employed</li> <li>Unemployed</li> <li>Not in labour force</li> </ul> </li> <li>• Method used in looking for work <ul style="list-style-type: none"> <li>Contacted potential employer(s) directly</li> <li>Through friend(s)/relative(s)</li> <li><b>Through co-worker(s)</b></li> <li>Placed or answered newspaper ad(s)</li> <li>Community bulletin boards/radio</li> <li>Contacted public employment agency</li> <li><b>Contacted Aboriginal organization or Aboriginal employment agency</b></li> <li><b>Was referred by another employer</b></li> <li><b>Searched the Internet</b></li> <li>Was referred by a union</li> </ul> </li> <li>• <b>Reasons for discouraged workers</b> <ul style="list-style-type: none"> <li><b>Own illness or disability</b></li> <li><b>Caring for own children</b></li> <li><b>Caring for elder relative</b></li> <li><b>Other personal or family responsibilities</b></li> <li><b>Going to school</b></li> <li><b>Waiting for recall (to former job)</b></li> <li><b>Waiting for replies from employers</b></li> <li><b>Believes no work available (in area or suited to skills)</b></li> <li><b>No reason given</b></li> <li><b>Other</b></li> </ul> </li> <li>• <b>Barriers in finding work</b> <ul style="list-style-type: none"> <li><b>Not knowing the type of job you want</b></li> <li><b>Not having the work experience required for available jobs</b></li> <li><b>Not having the means of transportation to get to available jobs</b></li> <li><b>A shortage of jobs</b></li> </ul> </li> <li>• Class of worker <ul style="list-style-type: none"> <li>Employee</li> <li>Self-employed</li> <li>Working in a family business without pay</li> </ul> </li> <li>• Job tenure</li> <li>• Industry</li> <li>• Occupation</li> <li>• Usual hours of work</li> <li>• Part time/full time</li> <li>• Job permanence <ul style="list-style-type: none"> <li>Permanent</li> <li>Temporary</li> <li>Seasonal</li> <li>Casual</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Traditional activities</b> <ul style="list-style-type: none"> <li><b>Making clothing or footwear</b></li> <li><b>Making arts or crafts</b></li> <li><b>Hunting</b></li> <li><b>Fishing</b></li> <li><b>Trapping and gathering wild plants</b></li> </ul> </li> <li>• <b>Labour mobility</b> <ul style="list-style-type: none"> <li><b>Would move to another city or town to improve job or career opportunities</b></li> <li><b>Would not move to another city or town to improve job or career opportunities</b></li> <li><b>Impediments to labour mobility</b> <ul style="list-style-type: none"> <li><b>Still in school</b></li> <li><b>Happy with job situation</b></li> <li><b>Miss family/friends</b></li> <li><b>No guarantee of finding work elsewhere</b></li> <li><b>Uncertainty/afraid of changes</b></li> <li><b>Cultural, linguistic or social reasons</b></li> <li><b>Cost of living too high</b></li> <li><b>Moving too expensive</b></li> <li><b>Education/professional recognition</b></li> <li><b>Caring for own child</b></li> <li><b>Other family responsibilities</b></li> <li><b>Retired</b></li> <li><b>Maintain access to healthcare</b></li> </ul> </li> </ul> </li> </ul>
Characteristics:	<ul style="list-style-type: none"> <li>• Age</li> <li>• Gender</li> <li>• <b>Education (more detailed than NHS and LFS)</b></li> </ul>
Geography:	<ul style="list-style-type: none"> <li>• Canada</li> <li>• Provinces and territories</li> <li>• Inuit regions</li> <li>• Census metropolitan areas</li> <li>• Census subdivisions</li> <li>• Health regions</li> </ul>
Strengths:	<ul style="list-style-type: none"> <li>• Traditional Aboriginal activities</li> </ul>
Weaknesses:	<ul style="list-style-type: none"> <li>• Not available for Indian reserves</li> <li>• Frequency</li> </ul>
Sample Size:	<ul style="list-style-type: none"> <li>• 50,000 individuals of Aboriginal identity or Aboriginal ancestry, which represents a seventh of respondents of the NHS</li> </ul>
Access:	<ul style="list-style-type: none"> <li>• Special request (at a cost)</li> <li>• PUMF</li> <li>• CANSIM</li> </ul>
Description of Survey:	<ul style="list-style-type: none"> <li>• <a href="http://www23.statcan.gc.ca/imdb/p2SV.pl?Function=getSurvey&amp;SDDS=3250">http://www23.statcan.gc.ca/imdb/p2SV.pl?Function=getSurvey&amp;SDDS=3250</a></li> </ul>
Instrument/ Questionnaire (2012)	<ul style="list-style-type: none"> <li>• <a href="http://www23.statcan.gc.ca/imdb-bmdi/instrument/3250_Q10_V1-eng.htm">http://www23.statcan.gc.ca/imdb-bmdi/instrument/3250_Q10_V1-eng.htm</a></li> </ul>
Guide (2012)	<ul style="list-style-type: none"> <li>• <a href="http://www5.statcan.gc.ca/olc-cel/olc.action?ObjId=89-653-X2013002&amp;ObjType=46&amp;lang=en&amp;limit=0">http://www5.statcan.gc.ca/olc-cel/olc.action?ObjId=89-653-X2013002&amp;ObjType=46&amp;lang=en&amp;limit=0</a></li> </ul>

**Note:** In bold are items found neither in the LFS nor the NHS

**Appendix Table 4: Survey of Labour and Income Dynamics, Data on Aboriginal Canadians**

Frequency:	<ul style="list-style-type: none"> <li>• Annual</li> </ul>
Time Series:	<ul style="list-style-type: none"> <li>• 1991-2011 (will be comparable with the new Canadian Income Survey starting in 2013) (the Survey of Consumer Finances can be used to cover from 1976)</li> </ul>
Variables:	<ul style="list-style-type: none"> <li>• Activity limitation</li> <li>• Education <ul style="list-style-type: none"> <li>• Level of schooling</li> <li>• Field of study</li> <li>• Full-time and part-time status, amount of time devoted to studies</li> </ul> </li> <li>• Housing and shelter costs</li> <li>• Income</li> <li>• Labour market activities</li> <li>• Mobility</li> </ul>
Characteristics:	<ul style="list-style-type: none"> <li>• Ethnic diversity and immigration</li> <li>• Language</li> <li>• Place of work and mode of transportation</li> <li>• Aboriginal peoples</li> <li>• Family</li> </ul>
Geography:	<ul style="list-style-type: none"> <li>• National</li> <li>• Provincial</li> <li>• Census Metropolitan Areas</li> </ul>
Strengths:	<ul style="list-style-type: none"> <li>• Longitudinal survey</li> <li>• Long time series</li> </ul>
Weaknesses:	<ul style="list-style-type: none"> <li>• Data published two years after reference year</li> <li>• Aboriginal data not online</li> <li>• Excludes territories and persons living on Indian reserves</li> </ul>
Sample Size:	<ul style="list-style-type: none"> <li>• A panel consists of 17,000 households (34,000 adults); two panels always overlap</li> </ul>
Access:	<ul style="list-style-type: none"> <li>• No Aboriginal data online</li> <li>• Public Use Microdata File</li> </ul>
Description of Survey:	<ul style="list-style-type: none"> <li>• <a href="http://www23.statcan.gc.ca/imdb/p2SV.pl?Function=getSurvey&amp;SDDS=3889">http://www23.statcan.gc.ca/imdb/p2SV.pl?Function=getSurvey&amp;SDDS=3889</a></li> </ul>
Instrument/ Questionnaire	<ul style="list-style-type: none"> <li>• <a href="http://www23.statcan.gc.ca/imdb/p3Instr.pl?Function=getInstrumentList&amp;Item_Id=128004&amp;UL=1V&amp;">http://www23.statcan.gc.ca/imdb/p3Instr.pl?Function=getInstrumentList&amp;Item_Id=128004&amp;UL=1V&amp;</a></li> </ul>
Survey overview	<ul style="list-style-type: none"> <li>• <a href="http://www.statcan.gc.ca/pub/75f0011x/75f0011x2013001-eng.htm">http://www.statcan.gc.ca/pub/75f0011x/75f0011x2013001-eng.htm</a></li> </ul>

**Appendix Table 5: National Graduates Survey, Data on Aboriginal Canadians**

Frequency:	<ul style="list-style-type: none"> <li>• Irregular</li> </ul>
Time Series:	<ul style="list-style-type: none"> <li>• 2013 (class of 2009/2010), 2007 (class of 2005), 2002 (class of 2000) and 2005 follow-up, 1997 (class of 1995) and 2000 follow-up, 1992 (class of 1990) and 1995 follow-up, 1988 (class of 1986) and 1991 follow-up, 1984 (class of 1982) and 1987 follow-up, 1978 (class of 1976)</li> </ul>
Labour market variables:	<ul style="list-style-type: none"> <li>• Activities last week</li> <li>• First job after graduation</li> <li>• Labour market activities</li> <li>• Labour force status</li> <li>• Class of worker</li> <li>• Industry</li> <li>• Occupation</li> <li>• Usual hours of work</li> </ul>
Other variables:	<ul style="list-style-type: none"> <li>• Activities before graduation</li> <li>• Activities last week</li> <li>• Student loans</li> <li>• Additional education in Canada prior to diploma</li> </ul>
Characteristics:	<ul style="list-style-type: none"> <li>• Demographics</li> <li>• Aboriginal identity</li> <li>• Education programs</li> <li>• Higher education</li> </ul>
Strengths:	<ul style="list-style-type: none"> <li>• Provides labour market information in relation with education</li> </ul>
Weaknesses:	<ul style="list-style-type: none"> <li>• Irregular frequency</li> </ul>
Sample Size:	<ul style="list-style-type: none"> <li>• 34,304 graduates in 2005</li> </ul>
Access:	<ul style="list-style-type: none"> <li>• Public Use Microdata File<sup>85</sup></li> </ul>
Description of Survey:	<ul style="list-style-type: none"> <li>• <a href="http://www23.statcan.gc.ca/imdb/p2SV.pl?Function=getSurvey&amp;SDDS=5012">http://www23.statcan.gc.ca/imdb/p2SV.pl?Function=getSurvey&amp;SDDS=5012</a></li> </ul>
Instrument/ Questionnaire	<ul style="list-style-type: none"> <li>• <a href="http://www23.statcan.gc.ca/imdb/p3Instr.pl?Function=assembleInstr&amp;lang=en&amp;Item_Id=150151">http://www23.statcan.gc.ca/imdb/p3Instr.pl?Function=assembleInstr&amp;lang=en&amp;Item_Id=150151</a></li> </ul>
Guide (class of 2005-same questionnaire used for the class of 2009/2010)	<ul style="list-style-type: none"> <li>• <a href="http://data.library.utoronto.ca/datapub/codebooks/cstdli/ngs/ngs05/ngs2005gid.pdf">http://data.library.utoronto.ca/datapub/codebooks/cstdli/ngs/ngs05/ngs2005gid.pdf</a></li> </ul>

<sup>85</sup> The data is not on CANSIM and no articles focus on Aboriginal data

**Appendix Table 6: National Apprenticeship Survey, Data on Aboriginal Canadians**

Frequency:	<ul style="list-style-type: none"> <li>• Occasional</li> </ul>
Time Series:	<ul style="list-style-type: none"> <li>• 1989-1990, 1994, 2007</li> </ul>
Variables:	<ul style="list-style-type: none"> <li>• Long-term continuers</li> <li>• Completers</li> <li>• Discontinuers</li> </ul>
Geography:	<ul style="list-style-type: none"> <li>• National</li> <li>• Provinces</li> <li>• Territories (excluding Nunavut)</li> </ul>
Strengths:	<ul style="list-style-type: none"> <li>• Comparison between Aboriginal peoples and all other apprentices</li> <li>• Detailed information about apprentices</li> </ul>
Weaknesses:	<ul style="list-style-type: none"> <li>• Occasional</li> <li>• No recent data</li> <li>• Limited information available</li> </ul>
Sample Size:	<ul style="list-style-type: none"> <li>• 30,000 respondents</li> </ul>
Access:	<ul style="list-style-type: none"> <li>• Overview reports available at <a href="http://www5.statcan.gc.ca/COR-COR/COR-COR/objList?lang=eng&amp;srcObjType=SDDS&amp;srcObjId=3160&amp;tgtObjType=OLC">http://www5.statcan.gc.ca/COR-COR/COR-COR/objList?lang=eng&amp;srcObjType=SDDS&amp;srcObjId=3160&amp;tgtObjType=OLC</a></li> </ul>
Description of Survey:	<ul style="list-style-type: none"> <li>• <a href="http://www23.statcan.gc.ca/imdb/p2SV.pl?Function=getSurvey&amp;SurvId=29921&amp;InstaId=29922&amp;SDDS=3160">http://www23.statcan.gc.ca/imdb/p2SV.pl?Function=getSurvey&amp;SurvId=29921&amp;InstaId=29922&amp;SDDS=3160</a></li> </ul>
Instrument/ Questionnaire	<ul style="list-style-type: none"> <li>• <a href="http://www23.statcan.gc.ca/imdb-bmdi/instrument/3160_Q1_V1-eng.pdf">http://www23.statcan.gc.ca/imdb-bmdi/instrument/3160_Q1_V1-eng.pdf</a></li> </ul>
User guide	<ul style="list-style-type: none"> <li>• <a href="http://www23.statcan.gc.ca/imdb-bmdi/pub/document/3160_D2_T1_V1-eng.pdf">http://www23.statcan.gc.ca/imdb-bmdi/pub/document/3160_D2_T1_V1-eng.pdf</a></li> </ul>



**Appendix Table 7: Canadian Community Health Survey, Data on Aboriginal Canadians**

Frequency:	<ul style="list-style-type: none"> <li>• Annual</li> </ul>
Time Series:	<ul style="list-style-type: none"> <li>• 2001-2014</li> </ul>
Variables:	<ul style="list-style-type: none"> <li>• Health indicators</li> <li>• Labour force <ul style="list-style-type: none"> <li>Labour force status</li> <li>Work activities in the last week</li> <li>Employee/self-employed</li> <li>Work occupation</li> <li>Income</li> </ul> </li> </ul>
Characteristics:	<ul style="list-style-type: none"> <li>• Age</li> <li>• Gender</li> <li>• Educational attainment</li> </ul>
Geography:	<ul style="list-style-type: none"> <li>• National</li> <li>• Provincial/territorial</li> <li>• CMA</li> <li>• Health regions</li> </ul>
Strengths:	<ul style="list-style-type: none"> <li>• Links health indicators to basic LMI</li> </ul>
Weaknesses:	<ul style="list-style-type: none"> <li>• LMI not available online</li> </ul>
Sample Size:	<ul style="list-style-type: none"> <li>• 65,000 respondents</li> </ul>
Access:	<ul style="list-style-type: none"> <li>• Health data on CANSIM</li> <li>• Public Use Microdata File</li> </ul>
Description of Survey:	<ul style="list-style-type: none"> <li>• <a href="http://www23.statcan.gc.ca/imdb/p2SV.pl?Function=getSurvey&amp;SurvId=144171&amp;InstalId=164081&amp;SDDS=3226">http://www23.statcan.gc.ca/imdb/p2SV.pl?Function=getSurvey&amp;SurvId=144171&amp;InstalId=164081&amp;SDDS=3226</a></li> </ul>
Instrument/ Questionnaire	<ul style="list-style-type: none"> <li>• <a href="http://www23.statcan.gc.ca/imdb-bmdi/instrument/3226_Q1_V10-eng.pdf">http://www23.statcan.gc.ca/imdb-bmdi/instrument/3226_Q1_V10-eng.pdf</a></li> </ul>

**Appendix Table 8: Registered Apprenticeship Information System, Data on Aboriginal Canadians**

Frequency:	<ul style="list-style-type: none"> <li>• Annual</li> </ul>
Times Series:	<ul style="list-style-type: none"> <li>• 1998-2012</li> </ul>
Variables:	<ul style="list-style-type: none"> <li>• Completions</li> <li>• Registrations <ul style="list-style-type: none"> <li>• Already registered at the beginning of the registration period</li> <li>• New registration during the reporting period</li> <li>• Reinstatement during the reporting period</li> </ul> </li> <li>• Certificates <ul style="list-style-type: none"> <li>• Apprentice/Trade qualifier</li> <li>• Red seal/Non-red seal</li> </ul> </li> </ul>
Characteristics:	<ul style="list-style-type: none"> <li>• Age</li> <li>• Gender</li> <li>• Trade group (major trades)</li> <li>• Aboriginal identity</li> </ul>
Geography	<ul style="list-style-type: none"> <li>• Province</li> </ul>
Strengths:	<ul style="list-style-type: none"> <li>• No sampling (administrative data)</li> <li>• Time series</li> </ul>
Weaknesses:	<ul style="list-style-type: none"> <li>• Data released two years following reference year</li> <li>• Limited geographic breakdown below provincial level</li> <li>• Aboriginal data not available publicly</li> </ul>
Sample Size:	<ul style="list-style-type: none"> <li>• All units of the target population (no sampling)</li> </ul>
Access:	<ul style="list-style-type: none"> <li>• Aboriginal data not available</li> </ul>
Description of Survey:	<ul style="list-style-type: none"> <li>• <a href="http://www23.statcan.gc.ca/imdb/p2SV.pl?Function=getSurvey&amp;SurvId=81735&amp;InstalId=161313&amp;SDDS=3154">http://www23.statcan.gc.ca/imdb/p2SV.pl?Function=getSurvey&amp;SurvId=81735&amp;InstalId=161313&amp;SDDS=3154</a></li> </ul>
Instrument/ Questionnaire	<ul style="list-style-type: none"> <li>• <a href="http://www23.statcan.gc.ca/imdb-bmdi/document/3154_D1_T4_V3-eng.htm">http://www23.statcan.gc.ca/imdb-bmdi/document/3154_D1_T4_V3-eng.htm</a></li> </ul>

### Appendix Table 9: First Nations Regional Early Childhood, Education and Employment Survey

Frequency:	<ul style="list-style-type: none"> <li>Once</li> </ul>
Time Series:	<ul style="list-style-type: none"> <li>2013</li> </ul>
Variables:	<ul style="list-style-type: none"> <li>Will be similar to APS</li> </ul>
Characteristics:	<ul style="list-style-type: none"> <li>Will be similar to APS</li> </ul>
Geography:	<ul style="list-style-type: none"> <li>On-reserve</li> </ul>
Strengths:	<ul style="list-style-type: none"> <li>Trusted by First Nations</li> <li>First Nations input</li> <li>On-reserve</li> </ul>
Weaknesses:	<ul style="list-style-type: none"> <li>Not run by Statistics Canada</li> </ul>
Sample Size:	<ul style="list-style-type: none"> <li>30,000 First Nations on-reserve and in northern communities</li> </ul>
Access:	<ul style="list-style-type: none"> <li>To be released in 2015</li> </ul>
Description of Survey:	<ul style="list-style-type: none"> <li><a href="http://fnigc.ca/our-work/fnreees/about-reees.html">http://fnigc.ca/our-work/fnreees/about-reees.html</a></li> </ul>
Instrument/ Questionnaire (2012)	<ul style="list-style-type: none"> <li>Not available</li> </ul>
Guide (2012)	<ul style="list-style-type: none"> <li>Not available</li> </ul>

Note: As the questionnaire for the REEES is not available online, it is not possible to identify the variables and characteristics. Also, this survey is not by Statistics Canada and does not have a rigorous accompanying guide describing the detail of the survey and data quality.

**Appendix Table 10: Programme for the International Assessment of Adult Competencies**

Frequency:	<ul style="list-style-type: none"> <li>Occasional</li> </ul>
Time Series:	<ul style="list-style-type: none"> <li>2012, IALSS in 2003 and IALS in 1994</li> </ul>
Variables (from the module on the use of skills):	<ul style="list-style-type: none"> <li>Activities that take place in your job <ul style="list-style-type: none"> <li>Cooperating or collaborating with co-workers</li> <li>Sharing work-related information with co-workers</li> <li>Instructing, training or teaching people, individually or in groups</li> <li>Making speeches or giving presentations in front of five or more people</li> <li>Selling a product/service</li> <li>Advising people</li> <li>Planning your own activities</li> <li>Planning the activities of others</li> <li>Organizing your own time</li> <li>Persuading or influencing people</li> <li>Negotiating with people either inside or outside your firm or organization</li> <li>Problem Solving</li> </ul> </li> <li>Reading activities that take place as part of your job <ul style="list-style-type: none"> <li>Read directions or instructions</li> <li>Read letters, memos or emails</li> <li>Read articles in newspapers, magazines or newsletters</li> <li>Read articles in professional journals or scholarly publications</li> <li>Read books</li> <li>Read manuals or reference materials</li> <li>Read bills, invoices, bank statements or other financial statements</li> <li>Read diagrams, maps or schematics</li> <li>Read on computer screens or other electronic devices</li> </ul> </li> <li>Writing activities that take place as part of your job <ul style="list-style-type: none"> <li>Write letters, memos or e-mails</li> <li>Write articles for newspapers, magazines or newsletters</li> <li>Write reports</li> <li>Fill in forms</li> </ul> </li> <li>Activities that involve numbers, quantities, numerical information, statistics or mathematics as part of your job <ul style="list-style-type: none"> <li>Calculate prices, costs or budgets</li> <li>Calculate fractions, decimals or percentages</li> <li>Use a calculator</li> <li>Prepare charts, graphs or tables</li> <li>Use simple algebra or formulas</li> <li>Use more advanced math or statistics such as calculus, complex algebra, trigonometry or use of regression techniques</li> <li>Use a computer</li> </ul> </li> <li>Use of computers or Internet as part of your job <ul style="list-style-type: none"> <li>Use email</li> <li>Use the Internet in order to better understand issues related to your work</li> <li>Conduct transactions on the Internet, for example buying or selling products or services, or banking</li> <li>Use a spreadsheet software, for example Excel</li> </ul> </li> </ul>

	<p>Use a word processor, for example Word</p> <p>Use a programming language to program or write computer code</p> <p>Participate in real-time discussions on the Internet, for example, online conferences, or chat groups</p> <p>Level of computer use needed to perform job</p> <ul style="list-style-type: none"> <li>• Reading activities outside of work <ul style="list-style-type: none"> <li>Read directions or instructions</li> <li>Read letters, memos or emails</li> <li>Read articles in newspapers, magazines or newsletters</li> <li>Read articles in professional journals or scholarly publications</li> <li>Read books</li> <li>Read manuals or reference materials</li> <li>Read bills, invoices, bank statements or other financial statements</li> <li>Read diagrams, maps or schematics</li> </ul> </li> <li>• Writing activities outside of work <ul style="list-style-type: none"> <li>Write letters, memos or e-mails</li> <li>Write articles for newspapers, magazines or newsletters</li> <li>Write reports</li> <li>Fill in forms</li> </ul> </li> <li>• Activities that involve numbers, quantities, numerical information, statistics or mathematics outside of work <ul style="list-style-type: none"> <li>Calculate prices, costs or budgets</li> <li>Calculate fractions, decimals or percentages</li> <li>Use a calculator</li> <li>Prepare charts, graphs or tables</li> <li>Use simple algebra or formulas</li> <li>Use more advanced math or statistics such as calculus, complex algebra, trigonometry or use of regression techniques</li> <li>Use a computer</li> </ul> </li> <li>• Use of computers or the Internet outside of work <ul style="list-style-type: none"> <li>Use email</li> <li>Use the Internet in order to better understand issues related to, for example, your health or illnesses, financial matters, or environment issues</li> <li>Conduct transactions on the Internet, for example buying or selling products or services, or banking</li> <li>Use a spreadsheet software, for example Excel</li> <li>Use a word processor, for example Word</li> <li>Use a programming language to program or write computer code</li> <li>Participate in real-time discussions on the Internet, for example, online conferences, or chat groups</li> <li>Level of computer use needed to perform job</li> </ul> </li> <li>• Dealing with problems and tasks <ul style="list-style-type: none"> <li>Relating ideas to real life situations in which they apply</li> <li>Learning new things</li> <li>Getting to the bottom of difficult things</li> <li>Figuring out how different ideas fit together</li> <li>Looking for additional information</li> </ul> </li> </ul>
Characteristics (from the background)	<ul style="list-style-type: none"> <li>• Demographic characteristics</li> <li>• Educational attainment and training</li> <li>• Employment status and income</li> </ul>

questionnaire):	<ul style="list-style-type: none"> <li>• Social and linguistic background</li> <li>• Aboriginal Identity</li> </ul>
Direct Assessment	<ul style="list-style-type: none"> <li>• Literacy</li> <li>• Numeracy</li> <li>• PS-TRE (problem solving in technology-rich environments)</li> </ul>
Number of participating countries:	<ul style="list-style-type: none"> <li>• 33 (at this time, third round to come)</li> </ul>
Geography (Canada):	<ul style="list-style-type: none"> <li>• National and provincial</li> </ul>
Sample Size (Canada):	<ul style="list-style-type: none"> <li>• 50,000 respondents aged 16 to 65</li> </ul>
Access (Canada):	<ul style="list-style-type: none"> <li>• OECD public use microdata files</li> <li>• Many publications</li> <li>• CMEC Pan-Canadian report (includes a section on Aboriginal population)</li> <li>• International data explorer</li> </ul>
Description of Survey:	<ul style="list-style-type: none"> <li>• <a href="http://www23.statcan.gc.ca/imdb/p2SV.pl?Function=getSurvey&amp;SurvId=132267&amp;InstaId=132269&amp;SDDS=4406">http://www23.statcan.gc.ca/imdb/p2SV.pl?Function=getSurvey&amp;SurvId=132267&amp;InstaId=132269&amp;SDDS=4406</a></li> </ul>
Instrument/ Questionnaire	<ul style="list-style-type: none"> <li>• <a href="http://www23.statcan.gc.ca/imdb/p3Instr.pl?Function=assembleInstr&amp;lang=en&amp;Item_Id=102838">http://www23.statcan.gc.ca/imdb/p3Instr.pl?Function=assembleInstr&amp;lang=en&amp;Item_Id=102838</a></li> </ul>
Pan-Canadian Report	<ul style="list-style-type: none"> <li>• <a href="http://www.cmec.ca/Publications/Lists/Publications/Attachments/315/Canadian-PIAAC-Report.EN.pdf">http://www.cmec.ca/Publications/Lists/Publications/Attachments/315/Canadian-PIAAC-Report.EN.pdf</a></li> </ul>
International data explorer	<ul style="list-style-type: none"> <li>• <a href="http://piaacdataexplorer.oecd.org/ide/idepiaac/">http://piaacdataexplorer.oecd.org/ide/idepiaac/</a></li> </ul>

**Appendix Table 11: Urban Aboriginal Peoples Study**

Frequency:	<ul style="list-style-type: none"> <li>• Once</li> </ul>
Time Series:	<ul style="list-style-type: none"> <li>• 2009</li> </ul>
Variables:	<ul style="list-style-type: none"> <li>• Education</li> <li>• Employment status</li> <li>• Occupation</li> <li>• Satisfaction with job</li> <li>• Success in working life</li> <li>• Obstacles in getting or keeping a job</li> </ul>
Characteristics:	<ul style="list-style-type: none"> <li>• Aboriginal identity</li> <li>• India status</li> <li>• Age</li> <li>• Gender</li> </ul>
Geography:	<ul style="list-style-type: none"> <li>• Vancouver</li> <li>• Calgary</li> <li>• Edmonton</li> <li>• Regina</li> <li>• Saskatoon</li> <li>• Winnipeg</li> <li>• Thunder Bay</li> <li>• Toronto</li> <li>• Montreal</li> <li>• Halifax</li> <li>• Ottawa (Inuit only)</li> </ul>
Strengths:	<ul style="list-style-type: none"> <li>• Detailed information about the respondent's perception of various variables, such as employment</li> <li>• Designed to reflect the whole urban Aboriginal population (educated and non-educated/rich and poor etc.)</li> </ul>
Weaknesses:	<ul style="list-style-type: none"> <li>• Only eleven cities</li> <li>• Not comparable with Statistics Canada survey</li> </ul>
Sample Size:	<ul style="list-style-type: none"> <li>• 2,614 interviews</li> </ul>
Access:	<ul style="list-style-type: none"> <li>• Reports (a main report and reports by city)</li> <li>• Data tables</li> </ul>
Description of Survey:	<ul style="list-style-type: none"> <li>• <a href="http://www.uaps.ca/">http://www.uaps.ca/</a></li> </ul>
Instrument/ Questionnaire	<ul style="list-style-type: none"> <li>• <a href="http://www.uaps.ca/wp-content/uploads/2010/04/UAPS-Main-Survey-Questionnaire-FINAL-ENGLISH.pdf">http://www.uaps.ca/wp-content/uploads/2010/04/UAPS-Main-Survey-Questionnaire-FINAL-ENGLISH.pdf</a></li> </ul>

**Appendix Table 12: Number of Jurisdictions for which 2011 NHS Aboriginal Profile Data are not Available**

Province	Census Division	CMA	CA	Census Subdivision				Indian Band Area	Métis Settlement	Inuit Region
				Towns	City	Indian Reserve	Other <sup>86</sup>			
Newfoundland and Labrador	0	0	1	258	0	0	90	0	0	0
Prince Edward Island	0	0	1	7	1	3	100	0	0	0
Nova Scotia	1	0	0	29	0	17	27	0	0	0
New Brunswick	1	0	0	24	1	10	224	0	0	0
Quebec	23	0	6	46	177	12	965	0	0	0
Ontario	0	0	2	35	0	103	248	0	0	0
Manitoba	0	0	0	43	0	34	133	0	0	0
Saskatchewan	0	0	0	141	3	113	633	0	0	0
Alberta	1	0	0	70	0	51	204	0	0	0
British Columbia	0	0	0	12	4	473	210	0	0	0
Yukon	0	0	0	2	0	0	30	0	0	0
Northwest Territories	0	0	0	0	0	1	21	0	0	0
Nunavut	0	0	0	0	0	0	12	0	0	0
Canada	26	0	10	667	186	817	2897	0	0	0

**Census division (CD)** is the general term for provincially legislated areas (such as county, *municipalité régionale de comté* and regional district) or their equivalents. Census divisions are intermediate geographic areas between the province/territory level and the municipality (census subdivision) level. (Source: Statistics Canada Census Dictionary)

**Census metropolitan area (CMA) and census agglomeration (CA):** Area consisting of one or more neighbouring municipalities situated around a core. A census metropolitan area must have a total population of at least 100,000 of which 50,000 or more live in the core. A census agglomeration must have a core population of at least 10,000. (Source: Statistics Canada Census Dictionary)

**Census subdivision (CSD)** is the general term for municipalities (as determined by provincial/territorial legislation) or areas treated as municipal equivalents for statistical purposes (e.g., Indian reserves, Indian settlements and unorganized territories). (Source: Statistics Canada Census Dictionary)

**Indian band area:** A band is defined as a body of Indians for whose collective use and benefit lands have been set apart or money is held by the Crown, or who have been declared to be a band for the purpose of the *Indian Act*. (Source: Statistics Canada Census Dictionary -Membership in a First Nation or Indian band)

**Note:** There is overlap between most of these jurisdictions.

<sup>86</sup> Other Census subdivisions are subdivision of unorganized community, township and royalty, subdivision of county municipality, municipal district, parish, rural community, municipalité, terre Inuite, village nordique, canton, unorganized, paroisse, village Cri, township, village, resort village, rural municipality, northern hamlet, summer village, Indian settlement, improvement district, regional district electoral area, Nisga'a village, settlement, hamlet, Teslin land, community government, and chartered community.



**Appendix Table 13: NHS Non-Enumerated or Incompletely Enumerated Indian Reserves and Indian Settlements<sup>87</sup>**

Reserve name	Province	First Nation	Registered population living on own reserve (AANDC administrative data)	Registered population living off-reserve (AANDC administrative data)	Total registered population (AANDC administrative data)*
<b>Permission not given</b>					
Awkwasne 59 and Akwasasne	Ontario and Quebec	Mohawks of Akwasasne	9,455	2,533	12,064
Bear Island 1	Ontario	Temagami First Nation	232	553	814
Big Island Lake Cree Territory	Saskatchewan	Big Island Lake Cree Nation	791	218	1,146
Esquimalt	British Columbia	Esquimalt	166	103	294
Goulais Bay 15A and Rankin Location 15D	Ontario	Batchewana First Nation	729	1,973	2,751
Kahnawake and Doncaster**	Quebec	Mohawks of Kahnawá:ke	not available	not available	not available
Kanesatake and Doncaster**	Quebec	Mohawks of Kanesatake	1,362	1,019	2,406
Saddle Lake	Alberta	Saddle Lake Cree Nation	6,178	3,721	10,091
Wahta Mohawk Territory	Ontario	Wahta Mohawk	162	619	781
Walpole Island 46	Ontario	Walpole Island	2,307	2,352	4,682
Wendake	Quebec	Nation Huronne Wendat	1,494	2,405	3,903
<b>Total</b>			<b>22,876</b>	<b>15,496</b>	<b>38,932</b>

\*Other places of residency not displayed are registered population living on other reserves, registered population living on own crown land, registered population living on other band crown land, registered population living on no band crown land.

\*\*Doncaster is an Indian reserve shared by the Mohawks of Kahnawá:ke and the Mohawks of Kanesatake, it is inhabited and used as a fishing and hunting territory.

<sup>87</sup> The list of incompletely enumerated Indian reserves and Indian settlements is obtained from Statistics Canada. The counts for individual reserves, both on- and off-reserve, are obtained from AANDC. Hence, the Statistics Canada list of incompletely enumerated reserves and Indian settlements is being used and linked to AANDC Registered Indian on- and off-reserve counts for individual reserves. This link has been made because Statistics Canada publishes counts for reserves only if these reserves include people residing within them.

Reserve name	Province	First Nation	Registered population living on own reserve (AANDC administrative data)	Registered population living off-reserve (AANDC administrative data)	Total registered population (AANDC administrative data)*
<b>Enumeration interrupted***</b>					
Attawapiskat 91A	Ontario	Attawapiskat	1,887	1,506	3,510
Brokenhead 4	Manitoba	Brokenhead Ojibway Nation	665	1,249	1,918
Dauphin River 48A	Manitoba	Dauphin River	253	107	361
Essipit	Quebec	n.a.**	n.a.	n.a.	n.a.
Factory Island 1	Ontario	Moose Cree First Nation	n.a.	n.a.	n.a.
Lac-Rapide	Quebec	Algonquins of Barriere Lake	226	148	732
Opaskwayak Cree Nation 27A (Carrot River)***	Saskatchewan	Opsakwayak Cree Nation	3,124	2,576	5,715
Sandy Lake 88	Ontario	Sandy Lake	2,518	379	2,950
The Narrows 49	Manitoba	Lake St. Martin	1,460	1,049	2,524
<b>Total</b>			9,433	7,014	17,710

\*Other places of residency not displayed are registered population living on other reserves, registered population living on own crown land, registered population living on other band crown land, registered population living on no band crown land.

\*\*No First Nation profile

\*\*\*On Opaskwayak Cree Nation 27A (Carrot River), the reason that the reserve was not enumerated is that Statistics Canada determined it to be uninhabited, although at first it was considered inhabited.

Reserve name	Province	First Nation	Registered population living on own reserve (AANDC administrative data)	Registered population living off-reserve (AANDC administrative data)	Total registered population (AANDC administrative data)*	
<b>Natural Event</b>						<b>Statistics Canada Population Count**</b>
Bearskin Lake	Ontario	Bearskin Lake	461	438	902	400
Fort Hope 64	Ontario	Eabametoong First Nation	1,471	999	2,525	1,085
Kasabonika Lake	Ontario	Kasabonika Lake	1,030	52	1,112	890
Kingfisher Lake 1	Ontario	Kingfisher	511	42	558	415
Neskantaga	Ontario	Neskantaga First Nation***	314	95	431	240
Summer Beaver	Ontario	Nibinamik First Nation	47	126	493	335
Pikangikum 14	Ontario	Pikangikum	2,556	93	2,668	2,280
Poplar Hill	Ontario	Poplar Hill	564	15	591	495
Sachigo Lake 1	Ontario	Sachigo Lake	475	360	880	420
Wawakapewin (Long Dog Lake)	Ontario	Wawakapewin	41	24	73	n.a.
Weagamow Lake 87	Ontario	North Caribou Lake	780	243	1,079	810
Webequie	Ontario	Webequie	302	106	884	670
Wunnumin 1	Ontario	Wunnumin	540	103	669	480
<b>Total</b>			<b>9,092</b>	<b>2,696</b>	<b>12,865</b>	<b>8,520</b>

\*Other places of residency not displayed are registered population living on other reserves, registered population living on own crown land, registered population living on other band crown land, registered population living on no band crown land.

\*\*Although these are not included in the NHS results, the reserves that were not enumerated because of natural events were later enumerated by Statistics Canada.

\*\*\*Neskantaga First Nation owns two reserves, Neskantaga and Summer Beaver. They share Summer Beaver with Nibinamik First Nation.

Grand Total	Registered population living on own reserve (AANDC administrative data)	Registered population living off-reserve (AANDC administrative data)	Total registered population (AANDC administrative data)*
	41,401	25,206	69,507

\*Other places of residency not displayed are registered population living on other reserves, registered population living on own crown land, registered population living on other band crown land, registered population living on no band crown land.

Note: The populations displayed here are the population of First Nations. A First Nation can have more than one reserve. Caution must be used to ensure there is no double counting.

**Source, incompletely enumerated reserves:** Statistics Canada (2013), "Appendix 1: Incompletely enumerated Indian reserves and Indian settlements". Available at: <http://www12.statcan.gc.ca/census-recensement/2011/ref/irr-app-ann-1-eng.cfm>

**Source, First Nations:** Aboriginal Affairs and Northern Development Canada, "First Nation Profiles". Available at : <http://pse5-esd5.ainc-inac.gc.ca/fnp/Main/index.aspx?lang=eng>

**Source, Statistics Canada population count for reserves that were not enumerated in the NHS because of natural events:** Statistics Canada (2014), "Profile for the NHS Special Collection for 13 Indian reserves and Indian settlements in Northern Ontario, 2011". Available at: <http://www12.statcan.gc.ca/nhs-enm/2011/ref/no13reserves/index.cfm?Lang=E>

## Appendix D: List of Canadian Labour Market Data Sources

The following data sources were identified through a municipal, provincial and national level scan of those involved in collecting, gathering and maintaining supply side data. These included public sector organizations, education institutions and associations, industry sector associations, private- and not-for-profit organizations.

Location	Organization	Organization Type	Population	Title	URL
Alberta	Bio Alberta: Association for Life Sciences Industry	Industry association	Life Sciences	Life sciences in Alberta State of the Industry 2013	<a href="http://www.bioalberta.com/sites/default/files/SOI%202013%20Report%20final.pdf">http://www.bioalberta.com/sites/default/files/SOI%202013%20Report%20final.pdf</a>
Alberta	Government of Alberta, Innovation and Advanced Education	P/T government	Graduates Data on Aboriginal Canadians	Graduate Outcomes Survey	<a href="http://eae.alberta.ca/ministry/stats.aspx">http://eae.alberta.ca/ministry/stats.aspx</a>
Alberta	Grant MacEwan University	University	Graduates	MacEwan University Graduate Survey Report 2013	<a href="http://www.macewan.ca/contribute/groups/public/@web/@irp/documents/document/pfw_026741.pdf">http://www.macewan.ca/contribute/groups/public/@web/@irp/documents/document/pfw_026741.pdf</a>
Alberta	Northern Alberta Development Council	P/T government	General	2013 Professional Workforce Scan A multi-sector summary of employment trends across Alberta's north	<a href="http://www.nadc.gov.ab.ca/Docs/Workforce-Scan-2013.pdf">http://www.nadc.gov.ab.ca/Docs/Workforce-Scan-2013.pdf</a>
Alberta	Northern Alberta Institute of Development	College	Graduates	Five Year Out Survey of NAIT Graduates, Class of 2002  Graduate Employment Rates by Full-time Program	<a href="https://www.nait.ca/portal/server.pt/directory/graduate_placement/539">https://www.nait.ca/portal/server.pt/directory/graduate_placement/539</a>
Alberta	Southern Alberta Institute of Development	College	Graduates	SAIT Graduate Employment Survey	<a href="http://www.sait.ca/about-sait/publications/graduate-employment-survey/graduate-employment-survey.php">http://www.sait.ca/about-sait/publications/graduate-employment-survey/graduate-employment-survey.php</a>

<b>Alberta</b>	University of Alberta	University	Graduates Data on Aboriginal Canadians	Employment Survey University of Alberta Graduates 2006	<a href="http://www.caps.ualberta.ca/en/EmployersOldVersion/~/media/CAPS/Shared/Documents/capemployersurvey.ashx">http://www.caps.ualberta.ca/en/EmployersOldVersion/~/media/CAPS/Shared/Documents/capemployersurvey.ashx</a>
<b>British Columbia</b>	BC Stats	P/T government	Aboriginal Canadians	Aboriginal Community Data Initiative	<a href="http://www.bcsstats.gov.bc.ca/StatisticsBySubject/AboriginalPeoples/AboriginalReports.aspx">http://www.bcsstats.gov.bc.ca/StatisticsBySubject/AboriginalPeoples/AboriginalReports.aspx</a>
<b>British Columbia</b>	BC Stats	P/T government	Graduates Data on Aboriginal Canadians	BC Student Outcomes	<a href="http://outcomes.bcsstats.gov.bc.ca/Default/Home.aspx">http://outcomes.bcsstats.gov.bc.ca/Default/Home.aspx</a>
<b>British Columbia</b>	British Columbia Construction Association	Industry association	Construction	2014 BC Construction Industry Survey	<a href="http://www.bccassn.com/page/2014%20bc%20construction%20industry%20survey.aspx">http://www.bccassn.com/page/2014%20bc%20construction%20industry%20survey.aspx</a>
<b>British Columbia</b>	British Columbia Technology Industry Association (BC TIA)	Industry association	Technology Industry	British Columbia Technology Report Card 2012	<a href="http://www.bctia.org/Resources/Library/BC-TIA-Publications/Industry-Reports/BC-Technology-Report-Card-2012">http://www.bctia.org/Resources/Library/BC-TIA-Publications/Industry-Reports/BC-Technology-Report-Card-2012</a>
<b>British Columbia</b>	British Columbia, Ministry of Advanced Education	P/T government	Universities and colleges Data on Aboriginal Canadians	Post-secondary Central Data Warehouse	<a href="http://www.aved.gov.bc.ca/datawarehouse/welcome.htm">http://www.aved.gov.bc.ca/datawarehouse/welcome.htm</a>
<b>British Columbia</b>	Emily Carr University of Art and Design	University	Graduates	Alumni Survey Infographic 2012	<a href="http://www.ecuad.ca/sites/www.ecuad.ca/files/news/2012-09/257492/alumni-survey-infographic.pdf">http://www.ecuad.ca/sites/www.ecuad.ca/files/news/2012-09/257492/alumni-survey-infographic.pdf</a>
<b>British Columbia</b>	Government of British Columbia	P/T government	Aboriginal Canadians	Aboriginal Organizations and Services in British Columbia	<a href="http://www2.gov.bc.ca/gov/topic.page?id=81317D590523458781D8474FF658C47B">http://www2.gov.bc.ca/gov/topic.page?id=81317D590523458781D8474FF658C47B</a>
<b>Canada</b>	Aboriginal Affairs and	Federal government	Aboriginal Canadians	Fact Sheet - 2011 National	<a href="https://www.aadnc-">https://www.aadnc-</a>

	Northern Development Canada			Household Survey Aboriginal Demographics, Educational Attainment and Labour Market Outcomes	<a href="http://aandc.gc.ca/en/g/1376329205785/1376329233875">aandc.gc.ca/en/g/1376329205785/1376329233875</a>
<b>Canada</b>	Aboriginal Affairs and Northern Development Canada	Federal government	First Nations	First Nations Database	<a href="http://pse5-esd5.ainc-inac.gc.ca/fnp/Main/index.aspx?lang=eng">http://pse5-esd5.ainc-inac.gc.ca/fnp/Main/index.aspx?lang=eng</a>
<b>Canada</b>	Canadian Manufactured Housing Institute	Industry Association	Manufactured Housing	Manufactured Building Survey - 2012 Annual Report	<a href="http://www.cmhi.ca/sites/default/files/cmhi_2012_annual_report_final_english.pdf">http://www.cmhi.ca/sites/default/files/cmhi_2012_annual_report_final_english.pdf</a>
<b>Canada</b>	Canadian University Survey Consortium	Educational association	General Universities and colleges	CUSC Surveys of Graduating Students	<a href="http://www.cusc-ccreu.ca/publications.htm">http://www.cusc-ccreu.ca/publications.htm</a>
<b>Canada</b>	Careers in Oil and Gas (belonging to the Petroleum Human Resources Council)	Industry association	Oil and gas	Reports on HR trends and oil and gas outlook	<a href="http://www.careersinoilandgas.com/labour-market-information/reports.aspx">http://www.careersinoilandgas.com/labour-market-information/reports.aspx</a>
<b>Canada</b>	Employment and Social Development Canada	Federal government	Aboriginal Canadians	Aboriginal Labour Market Bulletin	<a href="http://www.esdc.gc.ca/eng/jobs/aboriginal/bulletins/index.shtml">http://www.esdc.gc.ca/eng/jobs/aboriginal/bulletins/index.shtml</a>
<b>Canada</b>	EnviroNics	Research firm	Aboriginal Canadians	Urban Aboriginal Peoples Study	<a href="http://www.uaps.ca">http://www.uaps.ca</a>
<b>Canada</b>	First Nations Information Governance Centre	NGO	Aboriginal Canadians	First Nations Regional Early Childhood, Education and Employment Survey	<a href="http://fnigc.ca/our-work/fnreees/about-reees.html">http://fnigc.ca/our-work/fnreees/about-reees.html</a>
<b>Canada</b>	Mining Industry Human Resources Council	Industry association	Mining industry	Canadian Mining Industry 2013 Employment, Hiring Requirements and Available Talent 10-Year Outlook	<a href="http://mihrc.ca/en/resources/Hiring_Requirements_Available_Talent_10_year.pdf">http://mihrc.ca/en/resources/Hiring_Requirements_Available_Talent_10_year.pdf</a>

<b>Canada</b>	Mining Industry Human Resources Council	Industry association	Mining industry Data on Aboriginal Canadians	Labour Market Research and Sector Studies, Regional Outlook reports	<a href="http://mihr.ca/en/publications/Regional_Outlook.asp">http://mihr.ca/en/publications/Regional_Outlook.asp</a>
<b>Canada</b>	Mining Industry Human Resources Council	Industry association	Mining industry Data on Aboriginal Canadians	Labour Market Research and Sector Studies, Sector Studies reports	<a href="http://mihr.ca/en/publications/Sector_Studies.asp">http://mihr.ca/en/publications/Sector_Studies.asp</a>
<b>Canada</b>	R.A. Malatest & Associates Ltd.  In partnership with: Canada Millennium Scholarship Foundation Department of Human Resources and Skills Development Canada National Association of Career Colleges	Research firm	Private college graduates Data on Aboriginal Canadians	Survey of Canadian Career College Students, Phase III: Graduate Survey	<a href="http://www.library.carleton.ca/sites/default/files/find/data/surveys/pdf_files/millennium_rs-42_2009-03-26_en.pdf">http://www.library.carleton.ca/sites/default/files/find/data/surveys/pdf_files/millennium_rs-42_2009-03-26_en.pdf</a>
<b>Canada</b>	Statistics Canada	Federal government	Aboriginal Canadians	Aboriginal Peoples Survey	<a href="http://www23.statcan.gc.ca/imdb/p2SV.pl?Function=getSurvey&amp;SDDS=3250&amp;lang=en&amp;db=imdb&amp;adm=8&amp;dis=2">http://www23.statcan.gc.ca/imdb/p2SV.pl?Function=getSurvey&amp;SDDS=3250&amp;lang=en&amp;db=imdb&amp;adm=8&amp;dis=2</a>
<b>Canada</b>	Statistics Canada	Federal government	Aboriginal Canadians	Aboriginal Statistics at a Glance	<a href="http://www.statcan.gc.ca/pub/89-645-x/89-645-x2010001-eng.htm">http://www.statcan.gc.ca/pub/89-645-x/89-645-x2010001-eng.htm</a>
<b>Canada</b>	Statistics Canada	Federal government	General	Business Register	<a href="http://www23.statcan.gc.ca/imdb/p2SV.pl?Function=getSurvey&amp;SDDS=1105&amp;lang=en&amp;db=IMDB&amp;db=f&amp;adm=8&amp;dis=2#a5">http://www23.statcan.gc.ca/imdb/p2SV.pl?Function=getSurvey&amp;SDDS=1105&amp;lang=en&amp;db=IMDB&amp;db=f&amp;adm=8&amp;dis=2#a5</a>
<b>Canada</b>	Statistics Canada	Federal government	General Data on	Canadian Community	<a href="http://www23.statcan.gc.ca/im">http://www23.statcan.gc.ca/im</a>



			Aboriginal Canadians	Health Survey	<a href="http://www23.statcan.gc.ca/imdb/p2SV.pl?Function=getSurvey&amp;SDDS=3226">db/p2SV.pl?Function=getSurvey&amp;SDDS=3226</a>
<b>Canada</b>	Statistics Canada	Federal government	General Data on Aboriginal Canadians	Labour Force Survey	<a href="http://www23.statcan.gc.ca/imdb/p2SV.pl?Function=getSurvey&amp;SDDS=3701">http://www23.statcan.gc.ca/imdb/p2SV.pl?Function=getSurvey&amp;SDDS=3701</a>
<b>Canada</b>	Statistics Canada	Federal government	General Data on Aboriginal Canadians	National Apprenticeship Survey	<a href="http://www23.statcan.gc.ca/imdb/p2SV.pl?Function=getSurvey&amp;SDDS=3160">http://www23.statcan.gc.ca/imdb/p2SV.pl?Function=getSurvey&amp;SDDS=3160</a>
<b>Canada</b>	Statistics Canada	Federal government	General Data on Aboriginal Canadians	National Graduates Survey	<a href="http://www23.statcan.gc.ca/imdb/p2SV.pl?Function=getSurvey&amp;SDDS=5012">http://www23.statcan.gc.ca/imdb/p2SV.pl?Function=getSurvey&amp;SDDS=5012</a>
<b>Canada</b>	Statistics Canada	Federal government	General Data on Aboriginal Canadians	National Household Survey	<a href="http://www12.statcan.gc.ca/nhs-enm/index-eng.cfm">http://www12.statcan.gc.ca/nhs-enm/index-eng.cfm</a>
<b>Canada</b>	Statistics Canada	Federal government	General Data on Aboriginal Canadians	Registered Apprenticeship Information System	<a href="http://www23.statcan.gc.ca/imdb/p2SV.pl?Function=getSurvey&amp;SDDS=3154">http://www23.statcan.gc.ca/imdb/p2SV.pl?Function=getSurvey&amp;SDDS=3154</a>
<b>Canada</b>	Statistics Canada	Federal government	General Data on Aboriginal Canadians	Survey of Labour and Income Dynamics	<a href="http://www23.statcan.gc.ca/imdb/p2SV.pl?Function=getSurvey&amp;SDDS=3889">http://www23.statcan.gc.ca/imdb/p2SV.pl?Function=getSurvey&amp;SDDS=3889</a>
<b>Canada</b>	Statistics Canada	Federal government	Universities and colleges	University and College Academic Staff System (UCASS)	<a href="http://www23.statcan.gc.ca/imdb/p2SV.pl?Function=getSurvey&amp;SDDS=3101">http://www23.statcan.gc.ca/imdb/p2SV.pl?Function=getSurvey&amp;SDDS=3101</a>
<b>Canada</b>	The Canadian Chamber of Commerce	Chamber of commerce	General Data on Aboriginal Canadians	Canada's Skills Crisis: What We Heard A Canadian Chamber of Commerce report on cross-country consultations in 2012	<a href="http://www.chamber.ca/publications/reports/2012-archives/">http://www.chamber.ca/publications/reports/2012-archives/</a>

<b>International</b>	Organization for Economic Co-operation and Development	Intergovernmental	General Data on Aboriginal Canadians	Programme for the International Assessment of Adult Competencies	<a href="http://www.oecd.org/site/piaac/">http://www.oecd.org/site/piaac/</a>
<b>Manitoba</b>	Government of Manitoba, Education and Advanced Learning, Council on Post-Secondary Education	P/T government	Graduates Data on Aboriginal Canadians	Survey of Manitoba's University and College Graduates – 2008	<a href="http://www.copse.mb.ca/pdf/manitoba_graduate_outcomes_survey%20final_feb_09.pdf">http://www.copse.mb.ca/pdf/manitoba_graduate_outcomes_survey%20final_feb_09.pdf</a>
<b>Manitoba</b>	Manitoba Customer Contact Centre	Industry Association	Customer Contact	Human Resource Trends in the Contact Centre Sector	<a href="http://www.mcca.mb.ca/industry-information">http://www.mcca.mb.ca/industry-information</a>
<b>Manitoba</b>	Red River College	College	Graduates Data on Aboriginal Canadians	RRC Graduate Satisfaction and Employment Reports	<a href="http://www.rrc.mb.ca/index.php?pid=1236">http://www.rrc.mb.ca/index.php?pid=1236</a>
<b>New Brunswick</b>	Government of New Brunswick, Post-Secondary Education, Training and Labour	P/T government	Aboriginal Canadians	Workplace Essential Skills Program (WES)	<a href="http://www2.gnb.ca/content/gnb/en/departments/aboriginal-affairs/services/services_rendrer.200971.Workplace_Essential_Skills_Program_%28WES%29.html">http://www2.gnb.ca/content/gnb/en/departments/aboriginal-affairs/services/services_rendrer.200971.Workplace_Essential_Skills_Program_%28WES%29.html</a>
<b>New Brunswick</b>	University of St. Thomas	University	Graduates	Post-Graduation Survey	<a href="https://www.stthomas.edu/careerdevelopment/post-graduation-survey/">https://www.stthomas.edu/careerdevelopment/post-graduation-survey/</a>
<b>Northern Canada</b>	Frances Abele and Senada Delic Carleton University	Academic	Aboriginal Youth	Knowledge Synthesis Report: Aboriginal Youth Employment in Northern Canada Frances Abele and Senada Delic January 2014	<a href="http://carleton.ca/3ci/wp-content/uploads/Abele-and-Delic-Knowledge-Synthesis-Report-2-20-2014.pdf">http://carleton.ca/3ci/wp-content/uploads/Abele-and-Delic-Knowledge-Synthesis-Report-2-20-2014.pdf</a>
<b>Northwest</b>	Northwest	P/T	General	1994 NWT	<a href="http://www.stat">http://www.stat</a>

<b>Territories</b>	Territories, Bureau of Statistics	government	Data on Aboriginal Canadians	Labour Force Survey	<a href="http://snwt.ca/labour-income/labour-force-activity/Annual_Reports/lfs94.pdf">snwt.ca/labour-income/labour-force-activity/Annual_Reports/lfs94.pdf</a>
<b>Northwest Territories</b>	Northwest Territories, Bureau of Statistics	P/T government	General Data on Aboriginal Canadians	1999 NWT Labour Force Survey	<a href="http://www.stat.snwt.ca/labour-income/labour-force-activity/Annual_Reports/1999lfs.pdf">http://www.stat.snwt.ca/labour-income/labour-force-activity/Annual_Reports/1999lfs.pdf</a>
<b>Northwest Territories</b>	Northwest Territories, Bureau of Statistics	P/T government	General Data on Aboriginal Canadians	2009 NWT Community Survey 2004 NWT Community Survey 2002 NWT Population Survey 2002 Regional Employment & Harvesting	<a href="http://www.stat.snwt.ca/recent_surveys/">http://www.stat.snwt.ca/recent_surveys/</a>
<b>Nova Scotia</b>	Nova Scotia Community College	College	Graduates	2013 Graduate Follow-up Study - Results in Brief	<a href="http://www.nsc.c.ca/about_nsc/c/publications/NSCC_GraduateFollow-UpStudy_Results_2013.pdf">http://www.nsc.c.ca/about_nsc/c/publications/NSCC_GraduateFollow-UpStudy_Results_2013.pdf</a>
<b>Nova Scotia New Brunswick PEI</b>	Maritime Provinces Higher Education Commission	Educational association	General Data on Aboriginal Canadians	Graduate Outcomes Survey	<a href="http://www.mphhec.ca/research/graduatefollowupsurveys.aspx">http://www.mphhec.ca/research/graduatefollowupsurveys.aspx</a>
<b>Nunavut</b>	Nunavut Arctic College	College	Graduates Data on Aboriginal Canadians	2012 Nunavut Arctic College Graduate Satisfaction Survey	<a href="http://www.arcticcollege.ca/en/corporate-documents">http://www.arcticcollege.ca/en/corporate-documents</a>
<b>Ontario</b>	Cambrian College	College	Graduates	Cambrian College 2013 Graduate Report	<a href="http://cambriancollege.ca/Programs/Documents/GraduateReport.pdf">http://cambriancollege.ca/Programs/Documents/GraduateReport.pdf</a>
<b>Ontario</b>	City of Ottawa	Local government	General Data on Aboriginal Canadians	OTTAWA Integrated Local Labour Market Planning Fall 2013 Update with a Special Focus	<a href="http://oillmp.ca/files/OILLMP-Oct2013Update-Eng-FINAL.pdf">http://oillmp.ca/files/OILLMP-Oct2013Update-Eng-FINAL.pdf</a>

				on LABOUR MARKET SUPPLY  2013 Interim Report	
<b>Ontario</b>	City of Toronto	Local government	General	Labour Force Readiness Plans (2003)	<a href="http://www1.toronto.ca/wps/portal/contentonly?vnextoid=55a9c4ada284b310VgnVCM10000071d60f89RCRD&amp;vgnextchannel=1c0032d0b6d1e310VgnVCM10000071d60f89RCRD">http://www1.toronto.ca/wps/portal/contentonly?vnextoid=55a9c4ada284b310VgnVCM10000071d60f89RCRD&amp;vgnextchannel=1c0032d0b6d1e310VgnVCM10000071d60f89RCRD</a>
<b>Ontario</b>	Colleges Ontario	Educational association	Colleges	KPI (Key Performance Indicators) Surveys (Annual, 1999- 2013)	<a href="http://www.collegesontario.org/outcomes/key-performance-indicators.html">http://www.collegesontario.org/outcomes/key-performance-indicators.html</a>
<b>Ontario</b>	Council of Ontario Universities	Educational association	General	2012 Graduate Survey	<a href="http://cou.on.ca/publications/reports/pdfs/cou-gradsurvey_no_v2013-final-final-s">http://cou.on.ca/publications/reports/pdfs/cou-gradsurvey_no_v2013-final-final-s</a>
<b>Ontario</b>	Government of Ontario, Ministry of Training, Colleges, and Universities	P/T government	Graduates	Employment Profile Survey results from Ontario's Colleges of Applied Arts and Technology Reporting Years: 2008- 2009 to 2012- 2013	<a href="http://www.tcu.gov.on.ca/eng/labourmarket/employmentprofiles/">http://www.tcu.gov.on.ca/eng/labourmarket/employmentprofiles/</a>
<b>Ontario</b>	Mohawk College	College	Graduates	2011-2012 Graduate Employment Report	<a href="http://www.mohawkcollege.ca/about/research/gradReport.html">http://www.mohawkcollege.ca/about/research/gradReport.html</a>
<b>Ontario</b>	Queen's University	University	Graduates	Exit Polls	<a href="http://www.queensu.ca/irp/accountability/surveys.html">http://www.queensu.ca/irp/accountability/surveys.html</a>
<b>Ontario</b>	University of Windsor	University	Graduates	Post Graduation	<a href="http://www1.uwindsor.ca/ode">http://www1.uwindsor.ca/ode</a>

				Survey	<a href="http://www.careers/post-graduation-survey">tte/careers/post-graduation-survey</a>
<b>Ontario</b>	Wilfrid Laurier University	University	Graduates	Laurier Graduate Survey Results	<a href="http://navigator.wlu.ca/career/student/planning/grad-survey.htm">http://navigator.wlu.ca/career/student/planning/grad-survey.htm</a>
<b>Quebec</b>	Collège d'Alma	College	Graduates	Career outcomes	<a href="http://www.alma.edu/academics/support/center-for-student-opportunity/career-services/career-outcomes/">http://www.alma.edu/academics/support/center-for-student-opportunity/career-services/career-outcomes/</a>
<b>Quebec</b>	Commission de la construction de Québec	Industry association	Construction	Job Prospects in the Construction Trades	<a href="http://www.ccq.org/en/DevenirTravailleur/H01_ActiviteIndustrie">http://www.ccq.org/en/DevenirTravailleur/H01_ActiviteIndustrie</a>
<b>Quebec</b>	Commission de la construction de Québec	Industry association	Construction	Perspectives 2013-2016 des métiers et occupations de la construction	<a href="http://www.ccq.org/en/DevenirTravailleur/Publications/Stats/PerspectivesRegionales/PR_2013/Liste_PR_2013">http://www.ccq.org/en/DevenirTravailleur/Publications/Stats/PerspectivesRegionales/PR_2013/Liste_PR_2013</a>
<b>Quebec</b>	Commission de la construction de Québec	Industry association	Construction	State of the Labour Pools	<a href="http://www.ccq.org/en/DevenirTravailleur/E08_EtatBassinsMO">http://www.ccq.org/en/DevenirTravailleur/E08_EtatBassinsMO</a>
<b>Quebec</b>	Concordia University	University	Graduates	Employment survey results	<a href="http://www.concordia.ca/jmsb/services/career/employers/employment-report.html">http://www.concordia.ca/jmsb/services/career/employers/employment-report.html</a>
<b>Quebec</b>	CREPUQ: Conférence des recteurs et des principaux des universités du Québec	Educational association	General	Ensemble de données universitaires communes - Québec (EDUCQ)	<a href="http://www.crepucq.qc.ca/EducQ/index.html">http://www.crepucq.qc.ca/EducQ/index.html</a>
<b>Saskatchewan</b>	Government of Saskatchewan, Advanced Education	P/T government	Graduates Data on Aboriginal Canadians	Post-Secondary Graduates Survey: 2011-12 Survey of 2009-10 Post-secondary	<a href="http://ae.gov.sk.ca/post-secondary-graduates-survey">http://ae.gov.sk.ca/post-secondary-graduates-survey</a>

				Graduates	
<b>Saskatchewan</b>	Saskatchewan Apprenticeship and Trade Certification Commission	P/T government	Apprenticeships Data on Aboriginal Canadians	2011 Report on Labour Market Conditions for the Apprenticeship Trades in Saskatchewan	<a href="http://www.saskapprenticeship.ca/wp-content/uploads/2012/05/Labour-Market-Conditions-for-the-Apprenticeship-Trades-2011-2014.pdf">http://www.saskapprenticeship.ca/wp-content/uploads/2012/05/Labour-Market-Conditions-for-the-Apprenticeship-Trades-2011-2014.pdf</a>
<b>Saskatchewan</b>	Saskatchewan Apprenticeship and Trade Certification Commission	P/T government	Apprenticeships Data on Aboriginal Canadians	Apprentice Employment in the Public Sector An Opportunity That is Overdue, 2009	<a href="http://www.saskapprenticeship.ca/wp-content/uploads/2012/05/March2009ApprenticeEmploymentinthePublicSector.pdf">http://www.saskapprenticeship.ca/wp-content/uploads/2012/05/March2009ApprenticeEmploymentinthePublicSector.pdf</a>
<b>Saskatchewan</b>	SIAST	College	Graduates	SIAST Graduate Employment Reports	<a href="http://gosiast.com/about-siast/about-us/reports-and-statistics/institutional-reports.aspx">http://gosiast.com/about-siast/about-us/reports-and-statistics/institutional-reports.aspx</a>
<b>Yukon</b>	Yukon Bureau of Statistics	P/T government	General	Dawson City Labour Skills Inventory Survey, 2006	<a href="http://www.eco.gov.yk.ca/stats/pdf/dawson_labour_skills.pdf">http://www.eco.gov.yk.ca/stats/pdf/dawson_labour_skills.pdf</a>
<b>Yukon</b>	Yukon College	College	Graduates	Yukon College Student Exit Survey 2010/2011	<a href="http://www.yukoncollege.yk.ca/downloads/2010-2011_ExitSurveyFinal.pdf">http://www.yukoncollege.yk.ca/downloads/2010-2011_ExitSurveyFinal.pdf</a>