



Statistics
Canada

Statistique
Canada



cmec

Council of
Ministers
of Education,
Canada

Conseil des
ministres
de l'Éducation
(Canada)

Federal data scan: Aboriginal data in Statistics Canada's education data sources

March 2009



The Canadian Education Statistics Council (CESC) is a partnership between the Council of Ministers of Education, Canada (CMEC) and Statistics Canada. CESC funds policy-relevant research on topics of interest to ministers. Research activities are selected and developed in consultation with ministries and departments of education.

*

Statistics Canada is Canada's national statistics agency.

*

The Council of Ministers of Education, Canada (CMEC) is an intergovernmental body comprising provincial and territorial ministers of education and training. Through CMEC, ministers share information and undertake projects in areas of mutual concern and interest.

*

Report prepared by **CENTRE FOR EDUCATION STATISTICS**

*

Also available in French under the title

***Analyse des données fédérales :
Données sur les Autochtones dans les sources de
Statistique Canada sur l'éducation***

COUNCIL OF MINISTERS OF EDUCATION, CANADA
95 ST. CLAIR AVENUE WEST, SUITE 1106
TORONTO, ONTARIO M4V 1N6
CANADA
INFORMATION@CMEC.CA

© 2010 COUNCIL OF MINISTERS OF EDUCATION, CANADA

Table of content

1. Background and objectives	1
2. Overview of the review process	1
3. Major education data sources with Aboriginal identifiers	6
3.1 Aboriginal Peoples Survey (APS)	6
3.2 Access and Support to Education and Training Survey (ASETS).....	9
3.3 Adult Education and Training Survey (AETS).....	10
3.4 Census of Population	12
3.5 Elementary Secondary Education Statistics Project (ESESP).....	16
3.6 International Adult Literacy and Skills Survey (IALSS)	17
3.7 National Apprenticeship Survey (NAS)	19
3.8 National Graduates Survey (NGS) / Follow-up Survey of Graduates (FOG).....	20
3.9 Postsecondary Student Information System (PSIS).....	22
3.10 Programme for International Student Assessment (PISA) and Youth in Transition Survey (YITS).....	23
3.11 Survey of Approaches to Educational Planning (SAEP)	25
3.12 Survey of Canadian Attitudes toward Learning (SCAL)	27
3.13 Survey of Earned Doctorates (SED)	28
3.14 Survey of Labour and Income Dynamics (SLID).....	29
3.15 Workplace and Employee Survey (WES).....	31
4. Secondary education data sources with Aboriginal identifiers	33
4.1 General Social Survey (GSS) Cycle 21 - Family, Social Support and Retirement.....	33
4.2 General Social Survey (GSS) Cycle 18 - Victimization.....	35
4.3 Labour Force Survey (LFS)	36
4.4 National Longitudinal Survey of Children and Youth (NLSCY)	38
4.5 National Population Health Survey (NPHS) - Household Component.....	39
5. Limited education data sources with Aboriginal identifiers	42
5.1 Aboriginal Children's Survey (ACS).....	42
5.2 Canadian Community Health Survey (CCHS).....	44
6. Other data sources	46
6.1 Aboriginal Entrepreneurs Survey (AES)	46
6.2 Information and Communications Technologies in Schools Survey (ICTSS)	47
6.3 Living in Canada (pilot survey)	48
6.4 Canadian Post-Secondary Student Financial Survey (Ekos).....	48
6.5 Survey of Canadian Career College Students Phase II: In-School Student Survey (Malatest & Associates Ltd).....	50
6.6 Survey of Work and Lifelong Learning (WALL) (Institute for Social Research, York University).....	51
7. Aboriginal indicators developed by Indian and Northern Affairs Canada	52

8. Limitations to existing data on Aboriginal peoples	53
Appendix 1: Statistics Canada's sources of data on education	54
Appendix 2: How Statistics Canada identifies Aboriginal peoples	57

Federal data scan: Aboriginal data in Statistics Canada's education data sources

1. Background and objectives

At its June 2008 meeting, the Strategic Management Committee (SMC) of the Canadian Education Statistics Council (CESC) requested the preparation of an updated federal Aboriginal data scan to 1) Inform the work on Pan-Canadian Education Indicator Program (PCEIP) tables to increase the amount of comparable data for Aboriginal populations, 2) Provide information to CESC members about comparable data available to them for evidence-based decision making about Aboriginal education, and 3) Provide background information to support a consultation with national Aboriginal organizations and ministries/departments of education about indicators that are relevant to them from an educational perspective.

In response, this data scan was conducted with the following scope in mind: Update and expand the *PCEIP Aboriginal Data Feasibility Study* (last updated in September 2007) to include all of Statistics Canada's education data sources which contain Aboriginal identifiers, as well as data sources from other federal departments such as INAC (Indian and Northern Affairs Canada).

2. Overview of the review process

A list of all of Statistics Canada's sources of data on education was first compiled (see Appendix 1). Each education-related survey was then examined to determine whether they contained an Aboriginal identifier. Aboriginal identifiers could be based on Aboriginal ancestry, Aboriginal identity, Registered or Treaty Indian status, and Indian Band or First Nation membership (see Appendix 2: How Statistics Canada identifies Aboriginal peoples).

All scanned data sources were organized along three types: major, secondary, and limited sources of data on the topics of education and Aboriginal peoples.

Major data sources

Major data source on a topic indicates that the survey is strongly focused on a particular topic. For example, the Aboriginal Peoples Survey is clearly focused on the topic of Aboriginal peoples.

Secondary data sources

Secondary data source indicates a survey whose main topic was another theme but still touched significantly on the topic. For example, the Labour Force Survey focuses on labour market activities, however, in collecting data, several

questions are asked on the education of the respondent.

Limited data sources

A distinction was made between secondary data sources and data sources containing limited information on the topic as in some cases, the survey touches various themes. For example, the Canadian Community Health Survey is listed as having some data on education because there are a few questions relating to this topic. As well, some surveys which did not focus on Aboriginal peoples but contained an Aboriginal identifier as part of other demographic information were categorized as limited sources of data on Aboriginal peoples.

A total of fifteen major sources of data on education at Statistics Canada were found to include Aboriginal identifiers. In addition, five secondary, as well as two limited, sources of data on education at Statistics Canada included Aboriginal identifiers. Finally, three other data sources at Statistics Canada, although not focused on the topic of education in particular, were found to focus on Aboriginal peoples. These surveys were all examined in detail.

The present data scan also found three other surveys which were not administered by Statistics Canada, but had relevance to the topic of education and the development of indicators of Aboriginal education and learning. These surveys are also examined.

For the detailed examination of each of these data sources, a systematic review was undertaken which covered the following elements:

- **Aboriginal data source type**
Is the data source a major, secondary, or limited source of data on Aboriginal peoples?
- **Frequency of data collection**
- **Target population**
What is the target population of the survey? Is the Aboriginal population specifically sampled or over-sampled?
- **Aboriginal identifiers**
How does the survey define the Aboriginal population (i.e., Aboriginal ancestry, Aboriginal identity, Registered or Treaty Indian status, and/or Indian Band or First Nation membership)? Does the identifier provide separate categories for First Nations, Métis, and Inuit populations?
- **Coverage**
Does the survey provide complete national coverage of the Aboriginal population, or is only a specific Aboriginal population covered (e.g., urban, off-reserve Aboriginal peoples in Manitoba)? Is the Aboriginal sample size large enough to produce reliable estimates? If yes, which level(s) geography is(are) allowed?
- **Major topics**
- **Other topics**
- **Methodological or other issues**
What are the issues to consider if using this data source for developing Aboriginal education indicators?
 - Comparability assessment:
 - If applicable: Does the format of the Aboriginal identifier question(s) allow comparisons within time series of the same survey?
 - Are comparisons with Aboriginal estimates in other surveys possible?
 - Are comparisons with estimates from the non-

Aboriginal population possible?

- **Publications**

- Have analytical studies focusing on Aboriginal peoples ever been released using this data source?

A summary of essential review elements (i.e., Education and Aboriginal data source type; type of Aboriginal identifiers; frequency of data release; and an assessment of whether or not inter-jurisdictional comparisons of Aboriginal data are possible, as well as whether or not pan-Canadian comparisons between the

Aboriginal and the general population are possible) is presented in Table 1 for fifteen key Statistics Canada surveys.

The last section of this federal data scan provides an overview of available Aboriginal data and Aboriginal indicators developed by Indian and Northern Affairs Canada (INAC).

We finally discuss a number of general data limitations that apply to all surveys reviewed in this document. The scanned surveys should all be used with these data limitations in mind.

Table 1: Summary of fifteen key Statistics Canada education data sources with Aboriginal identifiers

DATA SOURCES	Education data source type	Aboriginal data source type	Aboriginal identifiers	Frequency of data release	Are inter-jurisdictional comparisons of Aboriginal data possible?	Are pan-Canadian comparisons between the Aboriginal and the general population possible?
Census of Population	Major	Major	Aboriginal ancestry, Aboriginal identity, Indian Band / First Nation membership, and Treaty / Registered Indian status	Every 5 years	Yes	Yes
Aboriginal Peoples Survey (APS)	Major	Major	Aboriginal ancestry, Aboriginal identity, Indian Band / First Nation membership, and Treaty / Registered Indian status	Occasional (1991, 2001, 2006)	Yes	No (data collected only in the Aboriginal population)
International Adult Literacy and Skills Survey (IALSS)	Major	Secondary	Aboriginal identity	Occasional (1994, 2003)	Yes, but only between regions that were over-sampled (urban areas in Manitoba and Saskatchewan; Northwest Territories, Yukon, and Nunavut)	Yes, but only for regions that were over-sampled
Access and Support to Education and Training Survey (ASETS)	Major	Limited	Aboriginal identity, Indian Band / First Nation membership, and Treaty / Registered Indian status	Occasional (since 2008)	Probably only between provinces with large proportions of Aboriginal peoples	Yes (for broad estimates)
National Apprenticeship Survey (NAS)	Major	Limited	Aboriginal identity	One time (2007)	Probably only between provinces with large proportions of Aboriginal peoples	Yes (for broad estimates)
National Graduates Survey (NGS) / Follow-up Survey of Graduates (FOG)	Major	Limited	Aboriginal ancestry (Classes of 1990 and 1995); Aboriginal ancestry and Aboriginal identity (Class of 2000)	Approximately every 5 years (1982, 1990, 1995, 2000, and 2005)	Probably only between provinces with large proportions of Aboriginal peoples	Yes (for broad estimates)
Programme for International Student Assessment (PISA) and the Youth in Transition Survey (YITS)	Major	Limited	Aboriginal identity (included as part of a question aimed at identifying members of visible minorities)	PISA: Every 3 years (since 2000); YITS: Biennial (since 2000)	No (sample size is too small)	Yes (for broad estimates)

Table 1: Summary of fifteen key Statistics Canada education data sources with Aboriginal identifiers

DATA SOURCES	Education data source type	Aboriginal data source type	Aboriginal identifiers	Frequency of data release	Are inter-jurisdictional comparisons of Aboriginal data possible?	Are pan-Canadian comparisons between the Aboriginal and the general population possible?
Survey of Canadian Attitudes toward Learning (SCAL)	Major	Limited	Aboriginal identity	Annual (from 2006 to 2008)	No (sample size is too small)	Yes (for broad estimates)
Survey of Labour and Income Dynamics (SLID)	Major	Limited	Aboriginal ancestry and Treaty / Registered Indian status	Annual (since 1993)	Probably only between provinces with large proportions of Aboriginal peoples	Yes (for broad estimates)
Workplace and Employee Survey (WES)	Major	Limited	Aboriginal ancestry	Annual (since 1999)	No (sample size is too small)	Yes (for broad estimates)
Labour Force Survey (LFS)	Secondary	Secondary	Aboriginal identity	Monthly (but LFS estimates for the Aboriginal population are annual)	Probably only between jurisdictions with large proportions of Aboriginal peoples	Yes (but estimates for the territories are not included in the national estimates due to use of a different methodology)
National Population Health Survey (NPHS)	Secondary	Limited	Aboriginal ancestry	Biennial (since 1994)	Unlikely	Yes (for broad estimates)
General Social Survey (GSS)	Secondary	Limited	Aboriginal ancestry and Aboriginal identity	Approximately every 5 years	Unlikely	Yes (for broad estimates)
Aboriginal Children's Survey (ACS)	Limited	Major	Aboriginal ancestry, Aboriginal identity, Indian Band / First Nation membership, and Treaty / Registered Indian status	Every 5 years (conducted for the first time following the 2006 Census)	Yes (with the Atlantic provinces aggregated together)	No (data collected only in the Aboriginal population)
Canadian Community Health Survey (CCHS)	Limited	Limited	Aboriginal ancestry and Aboriginal identity	Every two years prior to 2007; every year as of 2007	Unlikely	Yes (for broad estimates)

3. Major education data sources with Aboriginal identifiers

Major education data sources consist of those surveys that are strongly focused on the particular topic of education. A total of fifteen major sources of data on education at Statistics Canada were found to include Aboriginal identifiers. Only two of these major education data sources also consist of major sources of data on Aboriginal peoples: The Aboriginal Peoples Survey and the Census. The International Adult Literacy and Skills Survey is considered as a secondary source of data on Aboriginal peoples. All other surveys reviewed in this section only allow for a limited analysis of Aboriginal peoples.

3.1 Aboriginal Peoples Survey (APS)

Description: The Aboriginal Peoples Survey (APS) is a post-censal survey, that is, the sample was selected from people living in households whose response on their Census questionnaire indicated that they:

- had Aboriginal ancestors and / or
- identified as North American Indian and/or Métis and / or Inuit, and / or
- had treaty or registered Indian status and /or
- had Indian Band membership.

The survey provides additional data on the social and economic conditions of Aboriginal peoples. Its specific purpose is to identify the needs of Aboriginal peoples, focusing on issues such as health, language, employment, income, schooling, housing, and mobility.

Aboriginal data source type: Major

Frequency of data collection: Occasional (1991; 2001; 2006).

Target population: The target population includes all people living in Canada who have North American Indian, Métis or Inuit identity or ancestry, aged 6-14 years and 15 years and over. People living in institutions were not included. The 1991 and 2001 APS were conducted on reserve. The 2006 APS excludes people living on reserve in the provinces, but include all Aboriginal people living in the territories.

In 2001 the APS introduced a set of supplemental questionnaires designed to collect information on specific segments of the Aboriginal population. The 2001 and 2006 APS thus consisted of the following questionnaires:

- An adult "core" portion, which was administered to all Aboriginal participants 15 years and over;
- A Métis supplement, which was administered only to the Aboriginal adult population (15 years and over) who self-identified as Métis and/or who had Métis ancestry. This portion of the survey was not conducted on reserve or in Inuit communities;
- An Arctic supplement, known as the Survey of Living Conditions in the Arctic (SLiCA), was administered to the Aboriginal adult population (15 years and over) residing in Inuit communities;
- A Children and Youth questionnaire, which was directed at Aboriginal children and youth (0–14 years). As of 2006, to avoid overlap with the 2006 Aboriginal Children's Survey (ACS – see section 5), the 2006 APS samples only Aboriginal peoples aged six and over.

Aboriginal identifiers: The 2006 APS adult and children questionnaires ask three of the four census Aboriginal

identification questions: Aboriginal identity, Registered or Treaty Indian, and Member of an Indian Band or First Nation. However, the words "Inuit (Eskimo)" have been replaced by the word "Inuk", the singular form of "Inuit". A question on Aboriginal ancestry is also asked in the APS but its wording is different from the census ethnic origin question. The APS question deals only with Aboriginal origins and asks whether the selected person has Aboriginal ancestors belonging to an Aboriginal

group (North American Indian, Inuit, Métis). The identifiers used allow knowing whether the person has North American Indian, Métis, and/or Inuit ancestry/identity.

Finally, in the 2006 APS questionnaire two questions were added, on application and registration as a Registered Indian under Bill C-31.

Following are the 2006 APS identification questions:

1. Do any of your ancestors belong to any of the following Aboriginal groups?
(INTERVIEWER: Read list and wait for a response after each question. Mark Yes, No, Don't know or Refused to each.)

	Yes	No	Don't know	Refused
North American Indian	01 <input type="radio"/>	02 <input type="radio"/>	03 <input type="radio"/>	04 <input type="radio"/>
Métis	05 <input type="radio"/>	06 <input type="radio"/>	07 <input type="radio"/>	08 <input type="radio"/>
Inuit	09 <input type="radio"/>	10 <input type="radio"/>	11 <input type="radio"/>	12 <input type="radio"/>

2. Are you an Aboriginal person, that is, North American Indian, Métis or Inuk?

1 Yes, North American Indian 4 No
 2 Yes, Métis 7 Don't know
 3 Yes, Inuk 8 Refused

3. Are you a Treaty Indian or a Registered Indian as defined by the Indian Act of Canada?

1 Yes, Treaty Indian or Registered Indian 2 No
 7 Don't know
 8 Refused

4. Have you ever applied to the Department of Indian Affairs and Northern Development to be registered as a status Indian under Bill C-31?

1 Yes 2 No
 7 Don't know
 8 Refused

4a. Have you been registered as a Status Indian under Bill C-31?

1 Yes
 2 No
 7 Don't know
 8 Refused

5. Are you a member of an Indian Band or First Nation?

1 Yes, member of an Indian Band or First Nation 2 No
 7 Don't know
 8 Refused

Coverage: The APS provides complete national coverage of the Aboriginal population. Data are available for detailed levels of geography: Canada, provinces and territories, selected census metropolitan areas, selected census subdivisions, and other urban and rural areas. Note that the 2006 APS is not as yet being conducted on reserves. The survey covers people who have reported North American Indian, Inuit, and/or Métis identity; people with and without Registered Indian status; and members of an Indian Band or First Nation. The Aboriginal sample size is large enough (approximately 61,000 individuals in 2006) to produce reliable estimates at fairly fine levels of analysis.

Major topics:

Aboriginal peoples

Adults: education, language, labour market activities, unpaid work, income, mobility, housing, health, communications technology

Children: education, language, daily activities, social activities and relationships, health, nutrition

Métis supplement: household information, family and cultural background, health

Inuit supplement: household and harvesting activities, personal wellness, community wellness and social participation

Education

Adults: elementary and secondary studies, high school equivalency program, Aboriginal language (teaching and used by teachers), location of elementary and secondary school attended, postsecondary education, diplomas obtained, financial assistance, perception of content regarding the teaching on aboriginal peoples

Children: previous early childhood development or preschool program attendance (including programs specifically designed for Aboriginal children), current school attendance (including reasons if not attending school), parents' feelings about their child's school, parents' perception of how well their child is doing at school, absence from school for a period of 2 or more weeks in a row, current attendance at a before or after school child care program, parents' views on the importance of education for their child

Language

Mother tongue, languages spoken or understood

Ability to understand, speak, read, write main Aboriginal language

Incidence of use of main Aboriginal language

Perception of the importance of maintaining, learning or relearning Aboriginal language

Mobility

Moving date

Reasons for moving

Number of moves in past 12 months

Other topics:

Activity limitation

Family

Housing and shelter costs

Income

Labour market activities

Methodological or other issues:

- The 2001 and 2006 APS covered both the Aboriginal identity and Aboriginal ancestry populations, while the 1991 APS focused on the Aboriginal identity population. Thus, data from

the 1991 APS are not directly comparable with subsequent APS.

- The APS is a post-censal survey that provides more detailed information on the social and economic conditions of Aboriginal peoples in Canada that is tailored to Aboriginal peoples and communities. Thus, the APS does not provide the basis for comparisons with the non-Aboriginal population.
- The Aboriginal identity data from the APS, the Census, and the Aboriginal Children's Survey (ACS – see section 5) are not strictly comparable due to

3.2 Access and Support to Education and Training Survey (ASETS)

Description: The Access and Support to Education and Training Survey (ASETS) is a new survey that brings together three previously conducted surveys addressing issues relating to antecedents and determinants to access to post secondary education, including the role of student financing and participation in adult education and training. The ASETS replaces the Survey of Approaches to Educational Planning (SAEP), the Post-secondary Education Participation Survey (PEPS) and the Adult Education and Training Survey (AETS). The four main objectives of ASETS are: 1. to measure participation in formal and non-formal learning activities; 2. to assess the costs and financing of learning activities; 3. to better understand the barriers to participation in education and training; and 4. to evaluate programs that promote participation in learning activities such as student financial assistance, education savings grants and tax credits.

Aboriginal data source type: Limited.

differences in collection methods, wording of questions, and differing levels of undercoverage.

- The 1991 and 2001 APS do not provide a statistically representative sample of all reserves as some chose not to participate.

For more information:

<http://www.statcan.gc.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SurvId=3250&SurvVer=3&InstaId=16692&InstaVer=3&SDDS=3250&lang=en&db=IMDB&adm=8&dis=2>

Frequency of data collection:

Occasional (since 2008).

Target population: The target population for ASETS is comprised of all Canadian residents aged less than 65 years old, excluding individuals residing in the three territories in the North, and excluding individuals residing in institutions. The survey did not cover persons living in households that did not have land-line, cable or voice over IP service. As well, it did not cover individuals living in households whose telephone number was missing from the 2006 Census of Population and missing from the administration files to construct the sampling frame. The Aboriginal population is not specifically sampled or over-sampled.

Aboriginal identifiers: The ASETS includes questions that can be used to identify Aboriginal peoples based on Aboriginal identity, Registered Indian status, and Band membership (see below). The question on Aboriginal identity allows knowing whether the person has self-identified as North American Indian, Métis, and/or Inuit.

IM_Q10	ARE YOU / IS <NAME> an Aboriginal person, that is, a North American Indian, a Métis or an Inuit?
1 Yes 2 No DK, RF	
IM_Q11	ARE YOU / IS <NAME> a North American Indian, a Métis or an Inuit?
INTERVIEWER: Mark all that apply. If the respondent has already specified the Aboriginal group(s), select the group(s) from the list below; if not, ask the question:	
1 North American Indian 2 Métis 3 Inuit DK, RF	
IM_Q12	ARE YOU / IS <NAME> a member of an Indian Band or First Nation?
1 Yes 2 No DK, RF	
IM_Q13	ARE YOU / IS <NAME> a Treaty Indian or a Registered Indian as defined by the Indian Act of Canada?
1 Yes 2 No DK, RF	

Coverage: The ASETS covers the off-reserve Aboriginal population from the ten provinces. Aboriginal data from ASETS cover those who have reported Aboriginal identity, Band membership, and/or Registered Indian status. The ASETS 2008 is currently being processed, thus information on Aboriginal sample size is not yet available.

Major topics:

Education

Participation in formal and non-formal learning activities

Costs and financing of learning activities

Barriers to participation in education and training

Programs that promote participation in learning activities

Other topics: None.

Methodological or other issues: None.

For more information:

<http://www.statcan.gc.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=5151&lang=en&db=imdb&adm=8&dis=2>

3.3 Adult Education and Training Survey (AETS)

Description: The Adult Education and Training Survey (AETS) is Canada's most comprehensive source of data on individual participation in formal adult education and training. It is the only Canadian survey to collect detailed information about the skill development efforts of the entire adult Canadian population. The AETS provides information about the main subject of training activities, their provider, duration and the sources and types of support for training. Furthermore, the AETS allows for the examination of the socio-

economic and demographic profiles of both training participants and non-participants. This survey also identifies barriers faced by individuals who wish to take some form of training but cannot.

This survey has been discontinued as of 2008. The data are now collected by the Access and Support to Education and Training Survey (ASETS).

Aboriginal data source type: Limited.

Frequency of data collection: Occasional (1990, 1992, 1994, 1997, and 2002).

Target population: The AETS covers Canadians 25 years of age and older. The AETS was administered to a sub-sample of the Labour Force Survey (LFS) and

therefore its sample design is closely tied to that of the LFS. Specifically excluded from the survey's coverage are residents of the Yukon, Northwest Territories and Nunavut, persons living on Indian Reserves, full-time members of the Canadian Armed Forces and inmates of institutions. The Aboriginal population is not specifically sampled or over-sampled.

Aboriginal identifiers: The AETS includes a question that can be used to identify Aboriginal peoples based on Aboriginal ancestry (see below). The Aboriginal ancestry question does not allow knowing whether the person has North American Indian, Métis, and/or Inuit ancestry; a single "North American Indian (including Métis and Inuit)" category is used.

2003 questionnaire:

DM_Q01 To which ethnic or cultural background(s) do your ancestors belong? INTERVIEWER: Mark all that apply.

01 French

02 English

03 German

...

15 North American Indian (including Métis and Inuit)

...

18 Other - Specify

DK, RF

Coverage: The AETS covers the off-reserve Aboriginal population 25 years of age and older from the ten provinces. Aboriginal data from AETS cover those who have reported Aboriginal ancestry. The Aboriginal sample size (935 in 2002) is likely to yield reliable broad estimates at the national level, and perhaps in provinces with large proportions of Aboriginal peoples.

Major topics:

Education

Education or training completed or achieved, field of study

Training obstacles

Other topics:

Labour market activities

Activity limitation

Ethnic diversity and immigration

Income

Methodological or other issues: None.

For more information:

<http://www.statcan.gc.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=3879&lang=en&db=IMDB&dbg=f&adm=8&dis=2>

3.4 Census of Population

Description: The census is designed to provide information about the demographic, social and economic characteristics of the Canadian population and about its housing units. The use of census data allows for comparison of the demographic and socio-economic characteristics of the Aboriginal and non-Aboriginal populations.

Aboriginal data source type: Major.

Frequency of data collection: Every 5 years.

Target population: The census enumerates the entire Canadian population, which consists of Canadian citizens (by birth and by naturalization), landed immigrants and non-permanent residents and their families living with them in Canada.

The census questions used to identify Aboriginal peoples are asked in the long questionnaire (Forms 2B or 2D). The two forms are identical in content except for some adaptation of the examples. Form 2D, the Northern and Reserves questionnaire, is administered to every household (100% sample) in northern areas (with the exception of Whitehorse and Yellowknife) and almost all Indian reserves, Indian settlements, Indian government districts and "terres réservées". Households in remaining areas

receive either Form 2B which is administered to 1 in 5 households (20% sample) or the short questionnaire (Form 2A) administered to 4 in 5 households. Form 2A asks basic demographic information but does not contain questions to identify Aboriginal peoples.

A list of the Indian reserves that did not participate or for which the quality of the data was deemed unacceptable is provided in each Census product. In the absence of acceptable data for these reserves, they have been omitted from the census database.

Counts of Aboriginal peoples from the census do not include Aboriginal persons living in institutions (for example, hospitals, senior citizens' homes, jails, shelters, etc), nor those living outside Canada on census day.

Aboriginal identifiers: In 1991 and previous censuses, Aboriginal persons were determined using the ethnic origin question, based primarily on the ancestry dimension. The Aboriginal identity question was asked for the first time in the 1996 Census. Data from the 1991 Census are thus not directly comparable with subsequent censuses.

The 1996, 2001, and 2006 censuses used four comparable Aboriginal identifier questions. These questions measured Aboriginal ancestry, Aboriginal identity, Indian Band / First Nation membership, and Treaty / Registered Indian status. The identity and ancestry questions allow knowing whether one has reported North American Indian, Métis, and/or Inuit ancestry/identity.

The ethnic origin question in the 2006 Census long questionnaire (Form 2B) reads as follows:

The census has collected information on the ancestral origins of the population for over 100 years to capture the composition of Canada's diverse population.

17 What were the ethnic or cultural origins of this person's **ancestors**?

An ancestor is usually more distant than a grandparent.

For example, Canadian, English, French, Chinese, Italian, German, Scottish, East Indian, Irish, Cree, Mi'kmaq (Micmac), Métis, Inuit (Eskimo), Ukrainian, Dutch, Filipino, Polish, Portuguese, Jewish, Greek, Jamaican, Vietnamese, Lebanese, Chilean, Salvadorean, Somali, etc.

Specify as many origins as applicable using capital letters.

FOR INFORMATION

The ethnic origin question in the 2006 Census Northern and Reserves questionnaire (Form 2D) reads as follows:

The census has collected information on the ancestral origins of the population for over 100 years to capture the composition of Canada's diverse population.

17 What were the ethnic or cultural origins of this person's **ancestors**?

An ancestor is usually more distant than a grandparent.

For example, Cree, Ojibway, Mi'kmaq (Micmac), Dene, Blackfoot, Inuit, Métis, Canadian, French, English, German, etc.

Specify as many origins as applicable using capital letters.

FOR INFORMATION

The Aboriginal identity question in the 1996, 2001, and 2006 censuses reads as follows:

<p>18 Is this person an Aboriginal person, that is, North American Indian, Métis or Inuit (Eskimo)?</p> <p><i>If "Yes", mark "X" the circle(s) that best describe(s) this person now.</i></p>	<p><input type="radio"/> No → Continue with the next question</p> <p><input type="radio"/> Yes, North American Indian</p> <p><input type="radio"/> Yes, Métis</p> <p><input type="radio"/> Yes, Inuit (Eskimo)</p> <p>Go to Question 20</p>
--	---

The question on Aboriginal identity allows knowing whether the person has identified as North American Indian, Métis, and/or Inuit. The Aboriginal identity data from the 1996, 2001, and 2006 censuses are reasonably comparable to the ancestry data from the 1981 Census. In 1981, the

wording and format of the ancestry question allows the Aboriginal categories to be treated as an identity concept.

The Registered or Treaty Indian question in the 2006 Census was the same as in 2001 and 1996 and reads as follows:

<p>21 Is this person a Treaty Indian or a Registered Indian as defined by the <i>Indian Act of Canada</i>?</p>	<p><input type="radio"/> No</p> <p><input type="radio"/> Yes, Treaty Indian or Registered Indian</p>
---	--

Member of an Indian Band or First Nation: The 2006 Census used the same

question as in 2001 and 1996, which reads as follows:

<p>20 Is this person a member of an Indian Band/First Nation?</p>	<p><input type="radio"/> No</p> <p><input type="radio"/> Yes, member of an Indian Band/First Nation</p> <p>Specify Indian Band/First Nation (for example, Musqueam)</p> <p><input type="text"/></p>
--	---

Coverage: The Census provides complete national coverage of the Aboriginal population. Data are available for detailed levels of geography: Canada, provinces and territories, metropolitan areas, urban and rural areas, communities (including Indian reserves and settlements), census tracts and the smallest geographic areas, the dissemination areas. Information is available for the North American Indian,

Inuit, and Métis identity populations; for people with and without Registered Indian status; and for members of an Indian Band or First Nation. The Aboriginal sample size is large enough to produce reliable estimates at fairly fine levels of analysis.

Major topics:

Aboriginal peoples
 Activity limitation
 Education
 School attendance (type of school attended)
 Completed certificates, diplomas, degrees
 Highest certificate, diploma or degree completed
 Field of study
 Location of study
 Ethnic diversity and immigration
 Family
 Marital and common-law status
 Census family: family and household composition, family type, family structure, family status and household living arrangements
 Economic family: family type, family structure
 Housing and shelter costs
 Income
 Income sources: earnings, retirement, investment, public program benefits
 Income before and after tax
 Labour market activities
 Activity during reference week
 Industry
 Occupation
 Class of worker
 Work during reference year
 Language
 Mother tongue, language spoken at home and at work
 Knowledge of official and non-official languages
 Mobility
 Place of residence 1 year ago and 5 years ago
 Place of work and mode of transportation
 Population and demography
 Religion
 Unpaid work

Methodological or other issues:

- In 1991 and previous censuses, Aboriginal persons were determined using the ethnic origin question, based primarily on the ancestry dimension. Data from the 1991 Census are therefore not directly comparable with subsequent censuses.
- Recent censuses have shown evidence of changes in the reporting of Aboriginal identity over time (a phenomenon called “ethnic mobility”). In recent years, a growing number of people who had not previously identified with an Aboriginal group are now doing so. This factor has contributed to a substantial increase in the size of the Aboriginal population, especially in urban areas. For this reason, caution should be exercised in analyzing trends for Aboriginal peoples based on previous Census data.
- Changes in Aboriginal participation in the Census over time also result in comparability issues. In 1996, 2001, and 2006, enumeration in some Indian reserves and settlements was not permitted or was interrupted before it could be completed. This resulted in 77 incompletely enumerated reserves and settlements in 1996, 30 in 2001, and 22 in 2006. People residing in these incompletely enumerated Indian reserves and Indian settlements (most of whom were registered Indians), are not included in the data. Consequently, the impact of incomplete enumeration is greatest on data for North American Indians and for persons registered under the *Indian Act*. The impact of the missing data tends to be small for national-level

and most provincial-level statistics, but it can be significant for some smaller areas.

- Questions pertaining to education on the census questionnaire changed substantially between 2001 and 2006, principally to reflect developments in Canada's education system. These changes improved the quality of data collected by the census. For example, for the first time, information is available on the province, territory or country in which Canadians attained their highest level of education. In addition, the census has provided more precise information on the level of educational attainment and fields of study. However, changes to the questionnaire have meant that comparisons with data from previous censuses must be limited. For example, data on Field of study from the 2006 Census cannot be compared with 2001 data because of changes in the types of fields that were measured. Questions pertaining to university degrees attained in 2006, for example, a bachelor's degree or a master's degree, were similar to those asked in 2001. However, the 2006 Census collected information on non-university certification differently than in 2001.

For more information:

<http://www.statcan.gc.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=3901&lang=en&db=IMDB&dbg=f&adm=8&dis=2>

3.5 Elementary Secondary Education Statistics Project (ESESP)

Description: The Elementary Secondary Education Statistics Project (ESESP) is a national survey that provides information on enrolments, graduates, educators and finance of Canadian elementary-secondary public educational institutions. This information is used mainly to meet policy and planning needs in the field of elementary-secondary education. The goal of this project is to collect elementary/secondary expenditure data and to replace the following surveys (which were used for the collection of enrolment, graduate, and educator data): Elementary-Secondary School Enrolment Survey (ESSE); Minority and Second Language Education - Elementary and secondary levels Survey; Secondary School Graduate Survey (SSGS); and Elementary-Secondary Education Staff Survey (ESES).

Annually, the department or ministry of education in each jurisdiction sends to Statistics Canada data pertaining to enrolments, graduates, educators and finance of the public elementary-secondary schools under their jurisdictions. The information on enrolments pertains to the following two programs: regular and minority and second languages education. The information on regular programs is collected by type of programs (regular, upgrading and professional), education sector (youth or adult), grade and sex. The one on minority and second language programs is collected by type of program (immersion, as language of instruction, as a subject taught) and by grade. The survey also collects data on secondary school graduates by type of program (regular, upgrading and professional), sector

(youth and adult), age and sex. The survey also collects information pertaining to full-time and part-time educators by age group and sex. Finally, ESESP gathers expenditures data pertaining to level of government (school board and other government) and type of expenditures. It also collects expenditures on special needs education programs.

Aboriginal data source type: Limited.

Frequency of data collection: Annual (since 2003)

Target population: The frame used is the list of all provinces and territories. The collection unit is the province. ESESP is a census of all provinces and territories.

Aboriginal identifiers: The ESESP does not include any Aboriginal identifiers. This project is currently investigating the possibility of collecting data on enrolment and number of graduates by Aboriginal identity (First Nations, Métis and Inuit). However, the ESESP currently provides information on enrolments by type of Aboriginal language programs, by grade (from Junior Kindergarten to Grade 13), for school boards and districts.

Data on Aboriginal language instruction (a.k.a. Aboriginal second language program or Core Aboriginal) provides information on enrolments in programs where an Aboriginal language is taught as a subject as part of regular course offerings. One or more additional subjects can also be taught in an Aboriginal language up to less than 25% of the week.

Data on Aboriginal language as language of instruction (a.k.a. Aboriginal first language program) provides information on enrolments in schools where all classroom instruction is in an Aboriginal language for Aboriginal children.

Coverage: Information on enrolments by type of Aboriginal language programs covers Canadian elementary-secondary public educational institutions in all provinces and territories.

Major topics:

Education

Enrolment in public institutions by grade and sex including enrolment in minority language and immersion programs

Other topics:

Language

Methodological or other issues: This project is currently investigating the possibility of collecting data on enrolment and number of graduates by Aboriginal identity (First Nations, Métis and Inuit).

For more information:

<http://www.statcan.gc.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=5102&lang=en&db=IMDB&dbg=f&adm=8&dis=2>

3.6 International Adult Literacy and Skills Survey (IALSS)

Description: The International Adult Literacy and Skills Survey (IALSS) is the Canadian component of the Adult Literacy and Life Skills Survey (ALL). The IALSS was a seven-country initiative conducted in 2003. In every country nationally representative samples of adults aged 16-65 were interviewed and tested at home, using the same psychometric test to measure prose and document literacy as well as numeracy and problem-solving skills. The main purpose of the survey was to find out how well adults used printed information to function in society.

Another aim was to collect data on the incidence and volume of participation in adult education and training, and to investigate the relationships between initial and adult education, on the one hand, and literacy, numeracy and problem-solving proficiency and wider economic and social outcomes, on the other.

Aboriginal data source type: Secondary

Frequency of data collection: Occasional (1994, 2003)

Target population: The IALSS represents Canadian adults aged 16 and over not residing in institutions or on Aboriginal reserves. In addition to provincial and territorial estimates, the survey was designed to provide reliable estimates for a variety of special target populations such as recent and established immigrants, Francophones in New Brunswick, Manitoba and Ontario, Anglophones in Quebec, Urban Aboriginals in Manitoba and Saskatchewan, Youth in Quebec and British Columbia and Aboriginal residents in the three northern territories.

In 2003 IALSS thus increased the sample size of Aboriginal people living in urban areas in Manitoba and Saskatchewan, in the Northwest Territories and the Yukon, as well as the Inuit population in Nunavut.

Aboriginal identifiers: The background questionnaire of IALSS includes a question that can be used to identify Aboriginal peoples based on Aboriginal identity (see below). The question on Aboriginal identity allows knowing whether the person has self-identified as North American Indian, Métis, and/or Inuit.

Are you an Aboriginal person, that is North American Indian, Métis or Inuit (Eskimo)?

INTERVIEWER: Mark all that apply.

1 Yes, North American Indian

2 Yes, Métis

3 Yes, Inuit (Eskimo)

4 No

DK, RF

Coverage: The IALSS covers the off-reserve Aboriginal population living in urban Manitoba and in urban Saskatchewan, in the Northwest Territories and Yukon, as well as the Inuit population in Nunavut. Aboriginal data from IALSS cover those who have reported Aboriginal identity. The Aboriginal sample size (North American Indian: 1,508; Métis: 1,257; Inuit: 660) generally meets the thresholds for yielding reliable estimates in the over-sampled regions.

Major topics:

Education

Indicators of adult literacy, numeracy and problem-solving capabilities

Other topics:

Ethnic diversity and immigration

Family

Income

Labour market activities

Language

Methodological or other issues:

- The IALSS has now been replaced by the Programme for International Assessment of Adult Competencies (PIAAC). PIAAC will cover 25 countries and provide a direct assessment of literacy, numeracy, and problem solving skills in technology rich environments, plus job requirements. PIAAC is currently being developed. Questions of

Aboriginal identifiers and over-sample are currently being evaluated.

For more information:

<http://www.statcan.gc.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=4406&lang=en&db=IMDB&dbg=f&adm=8&dis=2>

Publications:

“Building on our Competencies: Canadian Results of the International Adult Literacy and Skills Survey 2003”. Chapter 3: Proficiencies of selected groups. Statistics Canada, Catalogue no. 89-617-XIE. 2005. This chapter includes an analysis of the literacy proficiency of the Aboriginal population in the over-sampled regions.

“Literacy profile of off-reserve First Nations and Métis people living in urban Manitoba and Saskatchewan: Results from the International Adult Literacy and Skills Survey 2003”. Education Matters: Insights on Education, Learning and Training in Canada, vol. 4 no. 5, January 2008. This report provides new analyses of the literacy of Aboriginal people (separately for First Nations and Métis people) living in urban areas in Manitoba and Saskatchewan.

3.7 National Apprenticeship Survey (NAS)

Description: The National Apprenticeship Survey (NAS) is Canada's most comprehensive pan-Canadian source of data on apprenticeship, collected from apprentices. It provides a comprehensive look at the factors affecting the completion, certification and transition of apprentices to the labour market. The survey has three major objectives: 1. to

better understand why a large percentage of registered apprentices do not complete the program; 2. to better understand to what extent program completion affects the labour market outcome of journeymen; and, 3. to identify why some apprentices take much longer to complete the program than expected.

Aboriginal data source type: Limited

Frequency of data collection: One time (2007)

Target population: The target population is the registered apprentices in the ten provinces, Yukon and Northwest Territories from the reference years of 2002, 2003 and 2004. Nunavut did not participate. This survey specifically targets three groups of apprentices: Completers, Discontinuers and Long-term continuers. For Completers and Discontinuers, apprentices had to be identified as such on the list of apprentices provided by each jurisdiction for the reference years 2002, 2003 and 2004. Long-term continuers were defined as all active apprentices (continuers) as of December 31, 2004 that registered as apprentices before the year 2000 (in the same trade as of the one in 2004). At the collection stage, a selected person from any of the three groups defined above was considered in scope for the survey if that person had some apprentice activities between 2000 and 2004. The Aboriginal registered apprentices population is not specifically sampled or over-sampled.

Aboriginal identifiers: The NAS includes a question that can be used to identify Aboriginal peoples based on Aboriginal identity (see below). The question on Aboriginal identity does not allow knowing whether the person has self-identified as North American Indian, Métis, and/or Inuit; only a single

“Aboriginal person, that is, North American Indian, Métis, or Inuit” category is used.

DM_Q17 Are you an Aboriginal person, that is, North American Indian, Métis or Inuit?

1 Yes

2 No

RF, DK

Coverage: The NAS covers the off-reserve, Aboriginal registered apprentices population from the ten provinces and Yukon and Northwest Territories. Aboriginal data from NAS cover those who have reported Aboriginal identity. The Aboriginal sample size (1,495) is likely to yield reliable results for broad estimates at the national level, and perhaps for some jurisdictions with large proportions of Aboriginal peoples.

Major topics:

Education

- Current and completed education or training
- Field of study
- Obstacles to training

3.8 National Graduates Survey (NGS) / Follow-up Survey of Graduates (FOG)

Description: The National Graduates Survey (NGS) is designed to measure the short to medium-term labour market outcomes of graduates from Canadian public university, community college and trade-vocational programs. This survey was designed to determine such factors as: the extent to which graduates of postsecondary programs had been successful in obtaining employment since graduation; the relationship between the graduates' programs of study and the employment subsequently obtained; the graduates' job and career satisfaction; the

rates of under-employment and unemployment; the type of employment obtained related to career expectations and qualification requirements; and the influence of postsecondary education on occupational achievement. Each graduating class is interviewed twice: two years after graduation (National Graduates Survey--NGS) and five years after graduation (Follow-up Survey of Graduates--FOG).

Aboriginal data source type: Limited

Frequency of data collection:

Approximately every 5 years (1982, 1990, 1995, 2000, and 2005)

Target population: The NGS covers 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 calendar year are the targeted population for this survey. Excluded are: graduates from private postsecondary education institutions; completers of continuing-education programs (unless these led to a degree, diploma or certificate); persons who completed vocational programs lasting less than three months; persons who completed programs other than in the 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. The Aboriginal

graduates population is not specifically sampled or over-sampled.

Aboriginal identifiers: The Classes of 1990 and 1995 include a question that can be used to identify Aboriginal peoples based on Aboriginal ancestry (see below). The Class of 2000 includes an Aboriginal ancestry and an Aboriginal identity

question (see below). Neither the Aboriginal ancestry nor identity questions allow knowing whether the person has North American Indian, Métis, and/or Inuit ancestry or identity; in both questions, a single "Aboriginal (North American Indian, Métis or Inuit)" category is used.

DE_Q10A To which ethnic or cultural group(s) do your ancestors belong? (For example: British, French, Chinese, etc.)

INTERVIEWER: Mark all that apply.

01 Canadian

02 British (England, Scotland, Ireland, Wales)

...

11 Aboriginal (North American Indian, Métis or Inuit)

...

21 Other

DK, RF

DE_Q10B People in Canada come from many racial or cultural backgrounds. I'm going to read you a list. Are you ...? INTERVIEWER: Read categories to respondent. Mark all that apply.

01 Aboriginal (North American Indian, Métis or Inuit)

02 White

...

13 Other

DK, RF

Coverage: The NGS covers the off-reserve, Aboriginal graduates from Canadian public postsecondary education institutions. Aboriginal data from the NGS cover those who have reported Aboriginal ancestry and more recently, Aboriginal identity. The Aboriginal sample size (1,782 for ancestry and 1,672 for identity in 2005) is likely to yield reliable results for broad estimates at the national level, and perhaps for some provinces with large proportions of Aboriginal peoples.

Major topics:

Education

Activities before completing studies and since graduation

Postsecondary education

Students' finances

Transition from school to labour market

Other topics:

Labour market activities

Aboriginal peoples

Activity limitation

Ethnic diversity and immigration

Income

Language

Mobility

Methodological or other issues: Data from the 1990, 1995, and 2000 Classes are not directly comparable unless Aboriginal ancestry is used.

For more information:

<http://www.statcan.gc.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&>

[SDDS=5012&lang=en&db=IMDB&dbg=f&adm=8&dis=2](https://www150.statcan.gc.ca/n1/pub/81-595-mie/2009001/article/00002-eng.htm)

Publication:

The report, "Manitoba postsecondary graduates from the Class of 2000: How did they fare?" (Statistics Canada, Catalogue no. 81-595-MIE — No. 029),

contains a section (Section 9) on Aboriginal graduates in Manitoba.

3.9 Postsecondary Student Information System (PSIS)

Description: The Postsecondary Student Information System (PSIS), formerly the Enhanced Student Information System (ESIS), is a national survey that enables Statistics Canada to provide detailed information on enrolments and graduates of Canadian postsecondary education institutions in order to meet policy and planning needs in the field of postsecondary education. In the year 2001, it began to replace the University Student Information System (USIS), the Community College Student Information System (CCSIS) and the Trade/Vocational Enrolment Survey (TVOC) with a single survey offering common variables for all levels of postsecondary education. Upon full implementation, PSIS will capture annually, enrolment and graduate information from all Canadian public postsecondary institutions.

PSIS collects information pertaining to the programs and courses offered at an institution, as well as information regarding the students themselves and the program(s) and courses in which they were registered, or from which they have graduated. PSIS is also designed to collect continuing education data. In addition, PSIS has been designed to provide

longitudinal data. It creates a unique longitudinal record for each postsecondary student in Canada which will, in turn, provide a history of flows taken by a student as he/she progresses through the education system.

Aboriginal data source type: Limited

Frequency of data collection: Annual (since 1999)

Target population: PSIS population is a census of all students and graduates of all Canadian public postsecondary institutions. The frame used is the list of Canadian public postsecondary institutions (universities, community colleges and trade and vocational training centres) compiled by the Centre for Education Statistics of Statistics Canada. The collection unit is the Canadian postsecondary institution. Each institution sends data pertaining to their programs and their students. The Aboriginal student population is not specifically sampled.

Aboriginal identifiers: The Student Description File contains demographic information about the students attending the various postsecondary institutions. Among others, it contains characteristics such as whether or not the student has self-identified as an Aboriginal person.

In PSIS, an Aboriginal person is defined as someone who is a North American Indian or a member of a First Nation, a Métis or an Inuit. North American Indians or members of a First Nation include status, treaty and registered Indians, as well as non-status and non-registered Indians. Aboriginal persons as per the above definition are given a single "North American Aboriginal person" code.

Coverage: PSIS covers the off-reserve Aboriginal students population enrolled in Canadian public postsecondary institutions. Aboriginal data from PSIS cover those who have reported Aboriginal identity. Aboriginal identifiers were not collected in surveys that PSIS is replacing, so we will only be able to start looking at the sample size and reliability of Aboriginal student data when PSIS is fully implemented.

Major topics:

Education

Institution

Classification of Instructional Programs (CIP) - field of study

Full-time or part-time status

Level of study

Other topics:

Ethnic diversity and immigration

Mobility

Methodological or other issues: None.

For more information:

<http://www.statcan.gc.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=5017&lang=en&db=IMDB&dbg=f&adm=8&dis=2>

3.10 Programme for International Student Assessment (PISA) and Youth in Transition Survey (YITS)

Description: PISA/YITS is one project, which consists of two parallel survey programs: the Programme for International Student Assessment (PISA) and the Youth in Transition Survey (YITS). PISA is an international assessment of the skills and knowledge of 15 year-olds which aims to assess whether students approaching the end of

compulsory education have acquired the knowledge and skills that are essential for full participation in society. PISA assessments take place every three years and focus on three domains: reading literacy, mathematical literacy and scientific literacy. While the three domains form the core of each cycle, two-thirds of the assessment time in each cycle will be devoted to a "major" domain.

YITS is a longitudinal survey designed to examine the major transitions in the lives of youth, particularly between education, training and work. Content includes measurement of major transitions in young people's lives including virtually all formal educational experiences and most about-market experiences, achievement, aspirations and expectations, and employment experiences. The implementation plan encompasses a longitudinal survey of each of two cohorts, ages 15 and 18-20, to be surveyed every two years.

The 15 year-old respondents to the Reading Cohort (conducted in 2000) participated in both PISA and YITS. Starting in 2002, they will be followed up longitudinally by YITS.

Aboriginal data source type: Limited

Frequency of data collection: PISA: Every 3 years (since 2000); YITS: Biennial (since 2000)

Target population: PISA covers students who are 15 years of age and are attending any form of schooling in the ten provinces of Canada. The survey population for the 18 to 20 year-old YITS cohort includes persons born in the years 1979 to 1981. The target population excludes the northern territories, Indian reserves, Canadian Forces bases and some remote areas. The survey population for the

Reading Cohort (15 year-olds) comprises persons who were born in 1984 and were attending any form of schooling in the ten provinces of Canada. Schools on Indian reserves were excluded, as were various types of schools for which it would be infeasible to administer the survey, such as home schooling and special needs schools.

The Aboriginal student population is not specifically sampled or over-sampled.

Aboriginal identifiers: In 2000, both PISA (Cohort A) and YITS (Cohort B)

included a question to identify members of visible minorities. These questions may be used to identify Aboriginal peoples, because the answer category "Aboriginal, that is, North American Indian, Métis or Inuit" appeared into the list of potential visible minority groups (see below). These questions do not allow knowing whether the person has self-identified as North American Indian, Métis, and/or Inuit; only a single "Aboriginal, that is, North American Indian, Métis or Inuit" category is provided.

PISA 2000 (Cohort A), Parent questionnaire

Canadians come from many cultural or racial backgrounds. I'm going to read you a list. Is this person...

- 01 **Aboriginal, that is, North American Indian, Métis or Inuit**
- 02 Black (e.g. African, Haitian, Jamaican, Somali)
- 03 White
- ...
- 13 Other (specify)
- DK REF

YITS 2000 (Cohort B)

People in this country come from many different cultural or racial backgrounds. I'm going to read you a list. Are you...

- 01 White
- 02 Aboriginal, that is North American Indian, Métis, or Inuit**
- 03 Black (e.g. African, Haitian, Jamaican, Somali)
- ...
- 13 Other, specify
- DK REF

Coverage: PISA/YITS covers the off-reserve Aboriginal student population from the ten provinces. Aboriginal data from PISA/YITS cover those who have reported Aboriginal identity. The Aboriginal sample size in PISA/YITS (see

counts below for Cohorts A and B) may lend itself to the production of broad estimates at the national level, but is unlikely to support very fine analyses and/or analyses at lower levels of geography.

Cohort B (aged 18 to 20 in 2000):

Cycle 1 (2000): 781

Cycle 2 (2002): 592

Cohort A (aged 15 in 2000):

Cycle 1 (2000): 1,048

Cycle 2 (2002): 955

Cycle 3 (2004): 432
Cycle 4 (2005): 337

Cycle 3 (2004): 749
Cycle 4 (2005): 571

Major topics:

PISA: Education

Students: student's proficiency in reading, mathematics and science, school computer use, level of schooling completed by parents
Schools: enrolment, school climate, material and teaching resources

YITS: Education

15 year-old cohort and 18 to 20-year-old cohort: formal educational experiences, labour market experiences, educational aspirations, postsecondary funding
15 year-old cohort: skills assessment through PISA

Other topics:

Ethnic diversity and immigration
Family
Income
Labour market activities
Language
Activity limitation
Mobility

Methodological or other issues: Indian and Northern Affairs Canada (INAC) is currently exploring the feasibility of extending data collection from PISA/YITS to better cover Aboriginal populations.

For more information:

YITS

<http://www.statcan.gc.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=4435&lang=en&db=IMDB&dbg=f&adm=8&dis=2>

PISA

<http://www.statcan.gc.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=5060&lang=en&db=IMDB&dbg=f&adm=8&dis=2>

Publications:

Maxim, P. & White, J. 2006. School completion and workforce transitions among urban Aboriginal youth. In White, J.P., Wingert, S., Beavon, D., & Maxim, P. (Eds), *Aboriginal Policy Research: Moving forward, making a difference* (Vol. III), pp. 33-52. Toronto: TEP. This study used YITS Cycle 2 to explore differential patterns of school completion and transition to the workforce between Aboriginal and non-Aboriginal youth aged 18 to 20.

3.11 Survey of Approaches to Educational Planning (SAEP)

Description: The Survey of Approaches to Educational Planning (SAEP) examines how Canadians are preparing their children for post-secondary education. The primary objective of the survey is to improve our understanding of the processes by which the parents/guardians of children aged 0-18 gather together the monetary and non-monetary resources needed to successfully pursue post-secondary education. These include financial saving strategies, parents/guardians' attitudes and values in respect to post-secondary education, the child's demonstration of commitment to education through academic performance and extra-curricular involvement. This survey has been discontinued as of 2008. The data are now collected by the Access

and Support to Education and Training Survey (ASETS).

Aboriginal data source type: Limited

Frequency of data collection:

Occasional (1999, 2002)

Target population: The survey targeted the population aged 0 to 18 living in the 10 provinces in Canada. The survey was undertaken as a supplement to the Labour Force Survey (LFS) by sampling one child per household from the five live LFS rotation groups in October 2002. Excluded from the survey were residents of the Yukon, the Northwest Territories,

Nunavut, persons living on Indian Reserves, full-time members of the armed forces and residents of institutions. The Aboriginal population is not specifically sampled or over-sampled.

Aboriginal identifiers: The SAEP includes a question that can be used to identify Aboriginal peoples based on Aboriginal ancestry (see below). Unlike the 1999 Aboriginal ancestry question, the 2002 Aboriginal ancestry question does not allow knowing whether the person has North American Indian, Métis, and/or Inuit ancestry; a single "Aboriginal (North American Indian, Métis or Inuit)" category is used.

2002 Questionnaire

DE_Q16 Canadians come from many ethnic and cultural backgrounds. From which backgrounds did (name of child)'s parents or grandparents come? (For example: English, French, North American Indian, Chinese, Italian.)

INTERVIEWER: DO NOT READ LIST. Mark all that apply.

01 Canadian (probe for any other background)

02 British (England, Scotland, Ireland, Wales)

...

07 **Aboriginal (North American Indian, Métis or Inuit)**

”

20 Other - Specify

DK, RF

1999 Questionnaire

G4. Thinking of the children in your household, to which ethnic or cultural group(s) do the ancestors of their mother belong?

(MARK ALL THAT APPLY.)

01 Canadian

02 Chinese

...

07 **Inuit/Eskimo**

...

11 **Métis**

12 **North American Indian**

...

17 Other - Specify:

97 Don't know / 98 Refused

G5. Thinking of the children in your household, to which ethnic or cultural group(s) do the ancestors of their father belong? (MARK ALL THAT APPLY.)

18 Canadian

19 Chinese

...

24 **Inuit/Eskimo**

...

28 **Métis**

29 North American Indian
34 Other - Specify
97 Don't know / 98 Refused

Coverage: SAEP covers the off-reserve Aboriginal population from the ten provinces. Aboriginal data from SAEP cover those who have reported Aboriginal ancestry. The Aboriginal sample size (803 in 2002) is likely to yield reliable broad estimates at the national level, and perhaps in provinces with large proportions of Aboriginal peoples.

Major topics:

Education

- Parents' attitudes towards postsecondary education
- Financial preparation for child's postsecondary education
- Success of child at school, educational ambitions
- Parents' participation in child's educational activities

Other topics:

- Activity limitation
- Ethnic diversity and immigration
- Family
- Income
- Language

Methodological or other issues: None.

For more information:

<http://www.statcan.gc.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=4442&lang=en&db=IMDB&dbg=f&adm=8&dis=2>

3.12 Survey of Canadian Attitudes toward Learning (SCAL)

Description: The Survey of Canadian Attitudes toward Learning (SCAL) is

conducted in collaboration with the Canadian Council on Learning (CCL) to assess Canadians' needs, opinions and knowledge concerning learning and education. The survey covers three domains that represent learning themes of current importance: early childhood learning, structured learning (elementary, secondary and post secondary) and adult learning. The survey will help identify knowledge gaps that exist and lead to a deeper understanding of attitudes towards learning among Canada's population.

Aboriginal data source type: Limited

Frequency of data collection: Annual (from 2006 to 2008)

Target population: SCAL covers the Canadian population aged 18 to 74, not residing in institutions or on Indian reserves and excluding members of the Armed Forces. The survey was administered to a sub-sample of individuals selected from dwellings in the Labour Force Survey (LFS) sample in the ten provinces, as well as from the Canadian Community Health Survey (CCHS) in the Territories in 2006 and 2007. The Territories were not sampled in 2008. The Aboriginal population is not specifically sampled or over-sampled.

Aboriginal identifiers: The SCAL includes a question that can be used to identify Aboriginal peoples based on Aboriginal identity (see below). The question on Aboriginal identity allows knowing whether the person has self-identified as North American Indian, Métis, and/or Inuit.

<p>DM_Q04</p> <p>1 Yes 2 No DK, RF</p> <p><i>Coverage: Respondents whose country of birth was Canada, USA or Greenland</i></p> <p>DM_Q05</p> <p>INTERVIEWER: Mark all that apply.</p> <p>1 North American Indian 2 Métis 3 Inuit DK, RF</p>	<p>Are you an Aboriginal person, that is, North American Indian, Métis or Inuit?</p> <p>Are you a North American Indian?</p>
---	--

Coverage: The 2006 and 2007 SCAL covers the off-reserve Aboriginal population aged 18 to 74 from the ten provinces and three territories. Beginning in 2008, the territories were excluded. Aboriginal data from SCAL cover those who have reported Aboriginal identity. The Aboriginal sample size (319 in 2006 and 335 in 2007) may lend itself to the production of broad estimates at the national level, but is unlikely to support very fine analyses and/or analyses at lower levels of geography.

Major topics:

Education

- Attitudes towards learning
- Early childhood, elementary, secondary and post-secondary education
- Job related training
- Learning about health

Other topics:

- Labour market activities
- Aboriginal peoples
- Ethnic diversity and immigration
- Family
- Income
- Language
- Mobility

Methodological or other issues: None.

For more information:

<http://www.statcan.gc.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&>

[SDDS=5122&lang=en&db=IMDB&dbg=f&adm=8&dis=2](http://www23.statcan.gc.ca/imdb/redmat/surveys/SDDS=5122&lang=en&db=IMDB&dbg=f&adm=8&dis=2)

3.13 Survey of Earned Doctorates (SED)

Description: The Survey of Earned Doctorates (SED) is an annual census of doctorate recipients in Canada that was conducted for the first time on a national basis during the 2003-2004 academic year. The basic purpose of this survey is to gather data about all doctoral graduates in Canada to inform government, associations, universities and other stakeholders on the characteristics and plans of these very highly qualified graduates as they leave their doctoral programs. The survey collects data about the graduate's postsecondary academic path, funding sources, field of study and his/her immediate postgraduate plans.

Aboriginal data source type: Very Limited

Frequency of data collection: Annual (since the 2003-2004 academic year)

Target population: The target population is all doctoral graduates from Canadian postsecondary education institutions who have obtained their degree during the reference period. The survey population excludes institutions that did not participate in the survey

during the reference period. The target population is identified from the list of Canadian postsecondary institutions granting doctoral degrees. Every listed institution was invited to participate in this survey. Institutions with no doctoral graduates for the survey reference year were excluded from the target population. The Aboriginal graduates population is not specifically sampled or over-sampled.

Aboriginal identifiers: The SED includes a question that can be used to identify Aboriginal peoples (see below) based on Aboriginal identity. The question on Aboriginal identity allows knowing whether the person has self-identified as North American Indian, Métis, and/or Inuit.

NOTE: The question below is from 2005-2006. The same question is used for 2004- 2005 and for 2002-2003:

C16. Ethno-cultural information is collected to support programs that promote equal opportunity for everyone.

Are you ... *Mark (X) ALL that apply.*

0734 White

0735 **North American Indian**

0736 **Métis**

0737 **Inuit**

...

0748 Other – Specify

Coverage: SED covers Aboriginal doctoral graduates from Canadian postsecondary institutions granting doctoral degrees. Aboriginal data from SED cover those who have reported Aboriginal identity. The Aboriginal sample size however, is extremely small (71 individuals in 2006/07 and 36 individuals in 2005/06) and is unlikely to yield reliable estimates even at a broad level. Data over several reference years would have to be aggregated, if feasible.

Major topics:

Education

Labour market activity

Mobility

School debt

Socio-economic background

Other topics:

Ethnic diversity and immigration

Labour market activities

Mobility

Activity limitation

Income

Language

Methodological or other issues: None.

For more information:

<http://www.statcan.gc.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=3126&lang=en&db=IMDB&dbg=f&adm=8&dis=2>

3.14 Survey of Labour and Income Dynamics (SLID)

Description: The Survey of Labour and Income Dynamics (SLID) complements traditional survey data on labour market activity and income with an additional dimension: the changes experienced by individuals over time. At the heart of the survey's objectives is the understanding of the economic well-being of Canadians: what economic shifts do individuals and families live through, and how does it vary with changes in their paid work, family make-up, receipt of government transfers or other factors? The survey's longitudinal dimension makes it possible to see such concurrent and often related events.

Aboriginal data source type: Limited

Frequency of data collection: Annual (since 1993)

Target population: The SLID covers all individuals in Canada, excluding residents of the Yukon, the Northwest Territories and Nunavut, residents of institutions and persons living on Indian reserves. The

Aboriginal population is not specifically sampled or over-sampled.

Aboriginal identifiers: SLID includes questions that can be used to identify Aboriginal peoples based on Aboriginal ancestry and Treaty / Registered Indian status (see below from 2006 SLID). The question on Aboriginal ancestry allows knowing whether the person has North American Indian, Métis, and/or Inuit origins.

DE_Q125: Are you a Treaty Indian or a Registered Indian as defined by the *Indian Act* of Canada?

1. Yes (Treaty Indian or Registered Indian)
2. No
8. Refuse
9. Don't know

DE_Q130: To which ethnic or cultural group(s) did your ancestors belong?

INTERVIEWER: **If Indian, probe for North American or East.** Mark all that apply.

01. Canadian (probe for any other background)
02. French
03. English
- ...
09. Cree
10. Micmac
11. **Métis**
12. **Inuit (Eskimo)**
- ...
26. Other (specify)
98. Refuse
99. Don't know

Coverage: SLID covers the off-reserve Aboriginal population from the ten provinces. Aboriginal data from SLID cover those who have reported Aboriginal ancestry and/or Treaty/Registered Indian status. The Aboriginal sample size (2,478 for ancestry and 1,093 for Registered Indian status in 2006) is likely to yield reliable results for broad estimates at the national level, and perhaps for some provinces with large proportions of Aboriginal peoples.

Major topics:

- Activity limitation
- Education
 - Level of schooling

Field of study

Full-time and part-time status, amount of time devoted to studies

Housing and shelter costs

Income

Labour market activities

Mobility

Other topics:

Ethnic diversity and immigration

Language

Place of work and mode of transportation

Aboriginal peoples

Family

Methodological or other issues: None.

For more information:

<http://www.statcan.gc.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=3889&lang=en&db=IMDB&dbg=f&adm=8&dis=2>

3.15 Workplace and Employee Survey (WES)

Description: The Workplace and Employee Survey (WES) is designed to explore a broad range of issues relating to employers and their employees. The overall goal of the survey is to examine the way in which employers and their employees respond to the changing competitive and technological environment. The survey aims to shed light on the relationships among competitiveness, innovation, technology use and human resource management on the employer side and technology use, training, job stability and earnings on the employee side. Employers and employees are linked at the micro data level; employees are selected from within sampled workplaces. Thus, information from both the supply and demand sides of the labour market is available to enrich studies on either side of the market. The WES offers potential users several unique innovations: chief among these is the link between events occurring in workplaces and the outcomes for workers. In addition, being longitudinal, it allows for a clearer understanding of changes over time.

Aboriginal data source type: Limited

Frequency of data collection: Annual (since 1999)

Target population: The target population for the employer component is defined as all business locations operating in Canada that have paid employees in March, with the following exceptions: a) Employers in Yukon, Nunavut and Northwest Territories; and b) Employers operating in crop production and animal production; fishing, hunting and trapping; private households, religious organizations and public administration. The target population for the employee component is all employees working or on paid leave in March in the selected workplaces who receive a Canada Revenue Agency T-4 Supplementary form. If a person receives a T-4 slip from two different workplaces, then the person will be counted as two employees on the WES frame. The WES draws its sample from the Business Register (BR) maintained by the Business Register Division of Statistics Canada and from lists of employees provided by the surveyed employers. The Business Register is a list of all businesses in Canada and is updated each month using data from various surveys, business profiling and administrative data. The Aboriginal population is not specifically sampled or over-sampled.

Aboriginal identifiers: WES is comprised of two questionnaires: an employee questionnaire (1999-2005) and a workplace questionnaire (1999-2006). The employee questionnaire includes a question that can be used to identify Aboriginal peoples based on Aboriginal ancestry (see below). The question on Aboriginal ancestry allows knowing whether the person has North American Indian, Métis, and/or Inuit origins.

Note: The question and question number are the same for all years the survey has taken place.

55. Canadians come from many ethnic, cultural and racial backgrounds. From which groups did your parents or grandparents descend? (Check all that apply.)

01 Canadian

20 American

02 British (from England, Scotland, Ireland, etc.)

...

10 **Inuit (Eskimo)**

...

14 **Métis**

15 **North American Indian (First Nations, Aboriginal persons, Native Peoples)**

...

19 Other, *specify*

Coverage: WES covers the off-reserve, provincial Aboriginal employees working or on paid leave in March in the selected workplaces who receive a Canada Revenue Agency T-4 Supplementary form. Aboriginal data from WES cover those who have reported Aboriginal ancestry. The Aboriginal sample size (528 in 2005) may lend itself to the production of broad estimates at the national level, but is unlikely to support very fine analyses and/or analyses at lower levels of geography.

For more information:

<http://www.statcan.gc.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=2615&lang=en&db=IMDB&dbg=f&adm=8&dis=2>

Major topics:

Education

Employees: Training development, career related training, highest level achieved, major field of study of the highest degree, certificate or diploma

Employers: Nature and extent of training in the workplace

Labour market activities

Other topics:

Activity limitation

Ethnic diversity and immigration

Income

Language

Place of work and mode of transportation

Methodological or other issues: None.

4. Secondary education data sources with Aboriginal identifiers

Secondary education data source consist of those surveys whose main topic was another theme but still touched significantly on the topic of education. A total of five secondary sources of data on education at Statistics Canada were found to include Aboriginal identifiers. All surveys reviewed in this section only allow for a limited analysis of Aboriginal peoples, with the exception of the Labour Force Survey, which is considered as a secondary source of data on Aboriginal peoples.

4.1 General Social Survey (GSS) Cycle 21 - Family, Social Support and Retirement

Description: The two primary objectives of the General Social Survey (GSS) are: to gather data on social trends in order to monitor temporal changes in the living conditions and well being of Canadians; and to provide immediate information on specific social policy issues of current or emerging interest.

The specific purpose of GSS Cycle 21 is to better understand the experiences of Canadians 45 years of age and over by examining key transitions related to their families, care giving and receiving, work and retirement. The survey collected

information on topics such as well-being, family composition, retirement decisions and plans, care giving and care receiving experiences, social networks and housing.

Aboriginal data source type: Limited

Frequency of data collection: Approximately every 5 years (1985, 1990, 1996, 2002, and 2007)

Target population: The target population for Cycle 21 is non-institutionalized persons 45 years of age or older, living in the ten provinces. In the GSS, all respondents were contacted and interviewed by telephone. Thus persons in households without telephones cannot be interviewed. Interviews are not conducted by cellular telephone so persons with only cellular telephone service are also excluded. The Aboriginal population is not specifically sampled or over-sampled.

Aboriginal identifiers: GSS Cycle 21 includes questions that can be used to identify Aboriginal peoples based on Aboriginal ancestry and Aboriginal identity (see below). The question on Aboriginal ancestry does not allow knowing whether the person has North American Indian, Métis, and/or Inuit origins; only a single "Aboriginal (North American Indian, Métis or Inuit)" category is provided. The question on Aboriginal identity allows knowing whether the person has North American Indian, Métis, and/or Inuit identity.

ETH_Q110 What were the ethnic or cultural origins of your/his/her ancestors?

INTERVIEWER: Ethnic or cultural backgrounds are to be entered in the order in which they are stated. Do not probe or provide examples or read response categories aloud. Mark one only.

1 Canadian

...

8 Aboriginal (North American Indian, Métis or Inuit)

...

16 Other – Specify

Don't know / Refusal

NOTE: The above question is asked of the respondent and is repeated up to 3 more times to allow for those who respond with more than one ethnic or cultural background.

ETP_Q110 What were the ethnic or cultural origins of your/his/her spouse's/partner's ancestors?

INTERVIEWER: Ethnic or cultural backgrounds are to be entered in the order in which they are stated. Do not probe or provide examples or read response categories aloud. Mark one only.

1 Canadian

...

8 Aboriginal (North American Indian, Métis or Inuit)

...

16 Other – Specify

Don't know / Refusal

NOTE: The above question is asked of the respondent's spouse/partner and is repeated up to 3 more times to allow for those who respond with more than one ethnic or cultural background.

AIR_Q110 Are you/Is he/Is she an Aboriginal person, that is, North American Indian, Métis or Inuit?

1 Yes

2 No

Don't know / Refusal

AIR_Q120 Are you/Is he/Is she:

INTERVIEWER: Read categories to respondent. Mark all that apply. If respondent answers "Eskimo", enter "13".

11 ... **North American Indian?**

12 ... **Métis?**

13 ... **Inuit?**

Don't know / Refusal

AIP_Q110 Is your/his/her spouse/partner an Aboriginal person, that is, North American Indian, Métis or Inuit?

1 Yes

2 No

Don't know / Refusal

AIP_Q120 Is he/she:

INTERVIEWER: Read categories to respondent. Mark all that apply. If respondent answers "Eskimo", enter "13".

11 ... **North American Indian?**

12 ... **Métis?**

13 ... **Inuit?**

Don't know / Refusal

Coverage: The GSS Cycle 21 covers the off-reserve, provincial Aboriginal population 45 years of age or older. Aboriginal data cover those who have reported Aboriginal ancestry and/or identity. The Aboriginal sample size may lend itself to the production of broad estimates at the national level, but is unlikely to support very fine analyses and/or analyses at lower levels of geography.

Major topics:

Activity limitation
Unpaid work

Other topics:

Education
Family
Labour market activities
Language
Place of work and mode of transportation
Religion
Aboriginal peoples
Ethnic diversity and immigration
Housing and shelter costs
Income
Mobility

Methodological or other issues: None.

For more information:

<http://www.statcan.gc.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=4502&lang=en&db=IMDB&dbg=f&adm=8&dis=2>

4.2 General Social Survey (GSS) Cycle 18 - Victimization

Description: The GSS Cycle 18 collects information on the nature and extent of criminal victimization in Canada.

Aboriginal data source type: Limited

Frequency of data collection: Approx. every 5 years (1988, 1993, 1999, and 2004)

Target population: The target population is non-institutionalized persons 15 years of age or older, living in the ten provinces. The Aboriginal population is not specifically sampled or over-sampled.

Aboriginal identifiers: The same identifiers as those described for Cycle 21 were used.

Coverage: The GSS Cycle 18 covers the off-reserve, provincial Aboriginal population aged 15 and over. Aboriginal data cover those who have reported Aboriginal ancestry and/or identity. The Aboriginal sample size may lend itself to the production of broad estimates at the national level, but is unlikely to support very fine analyses and/or analyses at lower levels of geography.

Major topics:

None

Other topics:

Education
Family
Labour market activities
Language
Place of work and mode of transportation
Religion
Aboriginal peoples
Activity limitation
Ethnic diversity and immigration
Housing and shelter costs
Income
Unpaid work

Methodological or other issues: None.

For more information:

<http://www.statcan.gc.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=4502&lang=en&db=IMDB&dbg=f&adm=8&dis=2>

[SDDS=4504&lang=en&db=IMDB&dbg=f&adm=8&dis=2](https://www23.statcan.gc.ca/imdb/dbg/db/DDS=4504&lang=en&db=IMDB&dbg=f&adm=8&dis=2)

4.3 Labour Force Survey (LFS)

Description: The Labour Force Survey (LFS) provides estimates of employment and unemployment which are among the most timely and important measures of performance of the Canadian economy. The main objective of the LFS is to divide the working-age population into three mutually exclusive classifications - employed, unemployed, and not in the labour force - and to provide descriptive and explanatory data on each of these.

Aboriginal data source type: Secondary

Frequency of data collection: Monthly

Target population: The LFS covers the civilian, non-institutionalised population 15 years of age and over. It is conducted in both the provinces and the territories. Excluded from the survey's coverage are: persons living on reserves and other Aboriginal settlements in the provinces; full-time members of the Canadian Armed Forces and the institutionalized population. The Aboriginal population is not specifically sampled or over-sampled.

Aboriginal identifiers: The LFS includes a question that can be used to identify Aboriginal peoples based on Aboriginal identity (see below). The question on Aboriginal identity allows knowing whether the person has self-identified as North American Indian, Métis, and/or Inuit.

ABO_Q01 Is ... an Aboriginal person, that is, North American Indian, Métis or Inuit?

1 Yes
2 No
DK, RF
If yes, go to ABO_Q02

ABO_Q02 If respondent has already specified the Aboriginal group(s), select the group(s) from list below; if not, ask:

Is ... a:
1 North American Indian
2 Métis
3 Inuit
DK, RF
Mark all that apply.

Coverage: Starting in late 2003 in Alberta, and then in April 2004 for the rest of Western Canada (Manitoba, Saskatchewan, and British Columbia), the LFS added questions to identify Aboriginal respondents living off-reserve with the goal of producing provincial labour market statistics on the Aboriginal population. In 2004, these questions were also asked in the territories, and, as of January 2007, it was extended to all provinces.

The LFS thus covers the off-reserve Aboriginal population from the ten provinces and three territories. Aboriginal data from the LFS cover Aboriginal peoples who have reported Aboriginal identity. The Aboriginal sample is large enough to produce reliable annual average estimates at the national level, and in certain jurisdictions with large proportions of Aboriginal peoples.

Major topics:

Labour market activities

Other topics:

Aboriginal peoples

Education

 Educational attainment

 High school graduation

 School attendance

 Type of school

 Full or part-time enrolment

 Type of post-secondary education

Ethnic diversity and immigration

Income

Family

Methodological or other issues:

- Although the LFS produces data on the territories, a different methodology is used than that for the provinces. LFS estimates for the territories are therefore not included in the national totals.
- Comparison between LFS and Census:
 - **Period covered and speed of release.** The annual LFS estimates on Aboriginal people will be available every year, whereas the Census is conducted every five years. Another advantage is that LFS estimates are representative of the entire year (12 reference weeks), whereas census estimates relate to only a single week in May. The time that elapses between the collection and the release of the data is also shorter for the LFS, making it possible to draw a very current picture of the labour market for Aboriginal populations.
 - **Population covered.** The population studied is more limited

in the LFS, since reserves are excluded, which constitutes an especially important difference in the case of data on Aboriginal people. Also, the estimates for the territories are not included in the national estimates.

- **Range of statistics.** The census data undeniably provide a wider range of data than the LFS. Also, the Census defines the Aboriginal population in various ways, whereas the LFS measures only Aboriginal identity.
- **Additional information about comparability of estimates.** Data from the LFS and the Census are not directly comparable, since the survey concepts and methods are different. For a more complete description of the differences, see the document “Differences between the LFS and Census estimates on the labour component, July 2008”, available on request at Labour Statistics Division.

For more information:

<http://www.statcan.gc.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=3701&lang=en&db=IMDB&dbg=f&adm=8&dis=2>

Publications:

The report, “Aboriginal Peoples in Western Canada: Estimates from the Labour Force Survey” (Statistics Canada, Catalogue No. 71-587-XIE), provides information on Aboriginal employment and unemployment, Aboriginal youths and the impact of education on labour market performance in Manitoba, Saskatchewan, Alberta and British

Columbia. Annual average data from the LFS for off-reserve Aboriginal peoples from April 2004 to March 2005 are used.

Data from the British Columbia Aboriginal Labour Force Survey were also made available in June 2005 (using data from April 2004 to April 2005).

The report, "Aboriginal Peoples Living Off-Reserve and the Labour Market,

4.4 National Longitudinal Survey of Children and Youth (NLSCY)

Description: The National Longitudinal Survey of Children and Youth (NLSCY) is a long-term study of Canadian children that follows their development and well-being from birth to early adulthood. The study is designed to collect information about factors influencing a child's social, emotional and behavioural development and to monitor the impact of these factors on the child's development over time.

Aboriginal data source type: Very Limited

Frequency of data collection: Every 2 years (since 1994)

Estimates from the Labour Force Survey, 2007" (Statistics Canada, Catalogue No. 71-588-X) presents the first national estimates on the labour market experiences of Aboriginal people living off-reserve from the Labour Force Survey (LFS). These estimates are based on the year 2007 and cover Aboriginal people living off-reserve in the ten provinces.

Target population: The NLSCY covers the non-institutionalized civilian population (aged 0 to 11 at the time of their selection) in Canada's ten provinces. The survey excludes children living on Indian reserves or Crown lands, residents of institutions, full-time members of the Canadian Armed Forces, and residents of some remote regions. The Aboriginal population is not specifically sampled or over-sampled.

Aboriginal identifiers: The NLSCY includes a question that can be used to identify Aboriginal peoples based on Aboriginal identity (see below from Cycle 7 Survey 2006/2007, Book 1 - Parent, Child & Youth). The question on Aboriginal identity allows knowing whether the child has been identified as North American Indian, Métis, and/or Inuit.

SOCB_Q3A Is this child an Aboriginal person, that is, North American Indian, Métis or Inuit?

1 Yes

2 No

DK, RF

SOCB_Q3B To what Aboriginal group does this child belong?

INTERVIEWER: Mark all that apply. If respondent has already specified the Aboriginal group(s), select the group(s) from the list below; if not, ask:

1 North American Indian

2 Métis

3 Inuit (Eskimo)

DK, RF

Coverage: The NLSCY covers the off-reserve Aboriginal children and youth

population from the ten provinces. Aboriginal data from the NLSCY cover

Aboriginal children for whom an Aboriginal identity has been reported. The Aboriginal sample size is small and may lend itself to the production of broad estimates at the national level, but is unlikely to support very fine analyses and/or analyses at lower levels of geography.

Major topics:

Family

Other topics:

Education

Ethnic diversity and immigration

Income

Labour market activities

Religion

Methodological or other issues:

- The Survey of Northern Children (SNC), Cycle 6, was conducted by Statistics Canada between February and April 2005, as a component of the NLSCY. The SNC is a cross-sectional survey of children living in the Yukon and Nunavut who were born in 1999 and who were enrolled in senior kindergarten in September 2004. The survey was conducted at the same time as Cycle 6 of the NLSCY, using the same interviewers as well as a similar survey instrument.
- In 2006, the SNC was incorporated into the Aboriginal Children's Survey (ACS – see section 5). The ACS is specifically designed to provide a picture of the early development of Aboriginal children and the social and living conditions in which they are learning and growing.

For more information:

<http://www.statcan.gc.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=4450&lang=en&db=IMDB&dbg=f&adm=8&dis=2>

4.5 National Population Health Survey (NPHS) - Household Component

Description: The National Population Health Survey (NPHS) collects information related to the health of the Canadian population and related socio-demographic information. It is composed of three components: the Households, the Health Institutions, and the North components. The North component ended after three cycles, i.e. in 1998-1999. The Household component started in 1994/1995 and is conducted every two years. The first three cycles (1994/1995, 1996/1997 and 1998/1999) were both cross-sectional and longitudinal. Beginning in Cycle 4 (2000/2001) the survey became strictly longitudinal (for example, collecting health information from the same individuals each cycle).

Aboriginal data source type: Limited

Frequency of data collection: Biennial (since 1994)

Target population: The target population of the longitudinal NPHS Household component includes household residents in the ten Canadian provinces in 1994/1995 excluding persons living on Indian Reserves and Crown Lands, residents of health institutions, full-time members of the Canadian Forces Bases and some remote areas in Ontario and Quebec. The same persons will be interviewed every two years over a period of 18 years.

Aboriginal identifiers: The longitudinal NPHS Household component includes questions that can be used to identify Aboriginal peoples based on Aboriginal ancestry. One question asks about ethnic/cultural ancestry and allows

knowing whether the respondent has North American Indian, Métis, and/or Inuit ancestry. Another question asks about racial background, and only a single “Native / Aboriginal Peoples of North America (North American Indian, Métis, Inuit / Eskimo)” category is used.

Longitudinal component: The following question was asked of respondents from the Cycles 1 to 4 (1994-1995, 1996-1997, 1998-1999, 2000-2001) of the longitudinal portion of the survey. There were no identifiers for Cycles 5 to 8 (2002-2003, 2004-2005, 2006-2007, and 2008-2009):

SD_Q4 To which ethnic or cultural group(s) did your ancestors belong? (For example: French, Scottish, Chinese) INTERVIEWER: Mark all that apply.

SDC0_4A 1 Canadian

SDC0_4B 2 French

SDC0_4C 3 English

...

SDC0_4P 16 **North American Indian**

SDC0_4Q 17 **Métis**

SDC0_4R 18 **Inuit / Eskimo**

...

SDC0_4S 19 Other - Specify

SD_Q7 How would you best describe your race or colour? INTERVIEWER: Mark all that apply.

SDC0_7A 1 White

SDC0_7B 2 Chinese

SDC0_7C 3 South Asian (e.g., East Indian, Pakistani, Punjabi, Sri Lankan)

SDC0_7D 4 Black

SDC0_7E 5 **Native / Aboriginal Peoples of North America (North American Indian, Métis, Inuit / Eskimo)**

...

SDC0_7L 12 Other – Specify

Coverage: The longitudinal NPHS Household component covers the off-reserve Aboriginal population from the ten provinces (excluding however the Aboriginal population residing in some remote areas in Ontario and Quebec). Aboriginal data cover those who have reported Aboriginal ancestry. The Aboriginal sample size may lend itself to the production of broad estimates at the national level, but is unlikely to support very fine analyses and/or analyses at lower levels of geography.

Major topics:

Activity limitation

Chronic health problems

Injuries

Activity limitation and mental health

Other topics:

Education

Ethnic diversity and immigration

Family

Labour market activities

Language

Aboriginal peoples

Income

Religion

Methodological or other issues: None.

For more information:

NPHS, Household component –
Longitudinal:

[http://www.statcan.gc.ca/cgi-
bin/imdb/p2SV.pl?Function=getSurvey&
SDDS=3225&lang=en&db=IMDB&dbg
=f&adm=8&dis=2](http://www.statcan.gc.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=3225&lang=en&db=IMDB&dbg=f&adm=8&dis=2)

NPHS, North component:

[http://www.statcan.gc.ca/cgi-
bin/imdb/p2SV.pl?Function=getSurvey&
SDDS=5004&lang=en&db=imdb&adm=
8&dis=2](http://www.statcan.gc.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=5004&lang=en&db=imdb&adm=8&dis=2)

5. Limited education data sources with Aboriginal identifiers

Limited education data sources consist of those surveys which touched various themes, including education. These surveys have some data on education because there are a few questions relating to this topic. Two limited sources of data on education at Statistics Canada were found to include Aboriginal identifiers. The first survey, the Aboriginal Children's Survey, consists of a major source of data on Aboriginal peoples. The second survey, the Canadian Community Health Survey, only allows for a limited analysis of Aboriginal peoples.

5.1 Aboriginal Children's Survey (ACS)

Description: The Aboriginal Children's Survey (ACS) was designed to provide a picture of the early development of Aboriginal children and the social and living conditions in which they are learning and growing. The survey provides an extensive set of data about Aboriginal (Métis, Inuit, and off-reserve First Nations) children under six years of age in urban, rural, and northern locations across Canada.

In 2006, the Survey of Northern Children, originally a component of the National Longitudinal Survey of Children and Youth (NLSCY), was incorporated into the ACS to provide information on the health and development of children, under the age of 6 years, living in the territories.

Aboriginal data source type: Major

Frequency of data collection: Every 5 years. The ACS was conducted for the first time following the 2006 Census

Target population: The target population for the ACS includes all children in Canada with North American Indian, Métis or Inuit identity or ancestry, under the age of 6 years, excluding children living in Indian settlements or on reserves. Children living in institutions were not included. Although children living on reserve were not included in the provinces, all Aboriginal children living in the territories and children in some First Nations communities in Quebec were included.

The target population for the Survey of Northern Children includes all children (Aboriginal and non-Aboriginal) living in the territories, under the age of 6 years. Children living in institutions were not included.

Aboriginal identifiers: The 2006 ACS asks the same four questions as the 2006 APS to check whether selected children do belong to the target population: Aboriginal ancestry, Aboriginal identity, Registered or Treaty Indian and Member of an Indian Band or First Nation. The ancestry and identity questions allow knowing whether the child has been identified as having North American Indian, Métis, and/or Inuit ancestry/identity.

2006 Aboriginal Children's Survey identification questions:

A3. Do any of ___'s ancestors belong to any of the following Aboriginal groups?
INTERVIEWER: Read list and wait for a response after each question is read (Mark "Yes", "No", "Don't know" or "Refused" to each.)

	Yes	No	Don't know	Refused
a. North American Indian	1 <input type="radio"/>	2 <input type="radio"/>	7 <input type="radio"/>	8 <input type="radio"/>
b. Métis	1 <input type="radio"/>	2 <input type="radio"/>	7 <input type="radio"/>	8 <input type="radio"/>
c. Inuit	1 <input type="radio"/>	2 <input type="radio"/>	7 <input type="radio"/>	8 <input type="radio"/>

A4. Is ___ an Aboriginal person, that is, North American Indian, Métis, or Inuk?

1 <input type="radio"/>	Yes, North American Indian	4 <input type="radio"/>	No
2 <input type="radio"/>	Yes, Métis	7 <input type="radio"/>	Don't know
3 <input type="radio"/>	Yes, Inuk	8 <input type="radio"/>	Refused

A5. Is ___ a Treaty Indian or a Registered Indian as defined by the Indian Act of Canada?

1 <input type="radio"/>	Yes, Treaty Indian or Registered Indian	2 <input type="radio"/>	No
		7 <input type="radio"/>	Don't know
		8 <input type="radio"/>	Refused

A6. Is ___ a member of an Indian Band or First Nation?

1 <input type="radio"/>	Yes, member of an Indian Band or First Nation	2 <input type="radio"/>	No
		7 <input type="radio"/>	Don't know
		8 <input type="radio"/>	Refused

Coverage: The ACS provides complete national coverage of the Aboriginal children population. Information is available for most areas of residence (off-reserve, rural non-reserve, urban non-CMA, and urban CMA), and all jurisdictions (with the Atlantic being aggregated together). Note that the 2006 ACS is not as yet being conducted on reserves. An on-reserve component is planned to be conducted in a progressive fashion at a later time period. The ACS covers Aboriginal children for whom Aboriginal ancestry, Aboriginal identity, Registered Indian status, and Band membership has been reported. The Aboriginal sample size (approximately 17,000 children) is large enough to produce reliable estimates at the national, provincial, and territorial levels of geography. The sample size also supports fairly fine levels of analysis.

Major topics:

Aboriginal peoples
 Household information

Family and cultural background
 Child's health, activity limitation
 Food and nutrition, sleep
 Developmental milestones
 Education
 Child care
 Language
 Strengths and difficulties
 Learning and activities
 Activity limitation
 Family
 Family and household composition
 Relationships
 Child health
 Communication, development, behaviour, child care use
 Socio-demographic profile of parents
 Language
 Languages spoken or understood
 Languages spoken at home
 Perception of the importance of speaking and understanding
 Aboriginal language

Other topics:

Education

Current school attendance and grade level (for 4 and 5 year olds)

Child care (for children under 4 years old)

Mobility

Methodological or other issues:

- The ACS is a post-censal survey that provides more detailed information on the social and economic conditions of Aboriginal children in Canada that is tailored to Aboriginal peoples and communities. Thus, the ACS does not provide the basis for comparisons with the non-Aboriginal population.

5.2 Canadian Community Health Survey (CCHS)

Description: The Canadian Community Health Survey (CCHS) collects information related to health status, health care utilization and health determinants for the Canadian population. It relies upon a large sample of respondents and is designed to provide reliable estimates at the health region level. The CCHS has the following objectives: 1. support health surveillance programs by providing health data at the national, provincial and infraprovincial levels; 2. provide a single data source for health research on small populations and rare characteristics; 3. timely release of information easily accessible to a diverse community of users; and 4. create a flexible survey instrument that includes a rapid response option to address emerging issues related to the health of the population.

Aboriginal data source type: Limited

- The Aboriginal identity data from the Census, the APS and the ACS are not strictly comparable due to differences in collection methods, wording of questions, and differing levels of undercoverage.

For more information:

<http://www.statcan.gc.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=5108&lang=en&db=IMDB&dbgf&adm=8&dis=2>

Publications:

“Aboriginal Children's Survey, 2006: Family, Community and Child Care”. 2008. Statistics Canada, Catalogue no. 89-634-X - No. 001.

Frequency of data collection: Prior to 2007, data collection occurred every two years on an annual period. Data are available for the 2001, 2003 and 2005 periods. In 2007, major changes were made to the survey design with the goal of improving its effectiveness and flexibility through data collection on an ongoing basis. Data collection now occurs every year, rather than every two years as was the case prior to 2007.

Target population: The target population of the CCHS is all Canadians aged 12 and over. Excluded are individuals living on Indian Reserves and on Crown Lands, institutional residents, full-time members of the Canadian Forces, and residents of certain remote regions. Some remote regions in Nunavut are excluded, as the CCHS only collects information in Nunavut's 10 largest communities.

Aboriginal identifiers: The CCHS includes questions that can be used to identify Aboriginal peoples based on

Aboriginal ancestry and Aboriginal identity (see below). Both questions allow knowing whether the person has North

American Indian, Métis, and/or Inuit ancestry/identity.

The following questions are from Cycle 4 (2007). Similar or same questions are found in Cycle 3 (2005, Cycle 2.1 (2003), Cycle 1.1 (2000-2001), Cycle 1.2 (Mental Health and Well-being, 2002), Cycle 2.2 (Nutrition, 2004), Healthy Aging (2008-2009) and Mental Health Stigma and Discrimination Content Module Test 2008.

SDC_Q4 To which ethnic or cultural groups did your ancestors belong? (For example: French, Scottish, Chinese, East Indian)

INTERVIEWER: Mark all that apply. If "Canadian" is the only response, probe. If the respondent hesitates, do not suggest Canadian. If the respondent answers "Eskimo", enter "20".

SDC_4A 1 Canadian

SDC_4B 2 French

SDC_4C 3 English

...

SDC_4T 18 North American Indian

SDC_4U 19 Métis

SDC_4V 20 Inuit

...

SDC_4S 21 Other – Specify

SDC_Q4S INTERVIEWER: Specify.

DK, R

SDC_Q4_1 ARE YOU an Aboriginal person, that is, North American Indian, Métis or Inuit?

1 Yes

2 No

DK, R

SDC_Q4_2 ARE YOU: INTERVIEWER: Read categories to respondent. Mark all that apply. If respondent answers "Eskimo", enter "3".

SDC_42A 1 ... North American Indian?

SDC_42B 2 ... Métis?

SDC_42C 3 ... Inuit?

DK, R

Coverage: The CCHS covers the off-reserve Aboriginal population from the ten provinces and three territories. Aboriginal data from the CCHS cover those who have reported Aboriginal ancestry and/or Aboriginal identity. The Aboriginal sample size may lend itself to the production of broad estimates at the national level, but is unlikely to support very fine analyses and/or analyses at lower levels of geography.

Major topics:

Activity limitation

Other topics:

Ethnic diversity and immigration

Family

Language

Aboriginal peoples

Education

Income

Labour market activities

Methodological or other issues: None.

For more information:

<http://www.statcan.gc.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=3226&lang=en&db=IMDB&dbg=f&adm=8&dis=2>

6. Other data sources

Other data sources at Statistics Canada, although not focused on the topic of education in particular, were found to focus on Aboriginal peoples. This was the case for the Aboriginal Entrepreneurs Survey, and the Information and Communications Technologies in Schools Survey. Statistics Canada's new pilot survey, the Living in Canada survey, will contain topics related to education and Aboriginal peoples, and is thus also briefly described.

Finally, three other surveys, not administered by Statistics Canada but with relevance to the topic of education, are described: the Canadian Post-Secondary Student Financial Survey (administered by Ekos); the Survey of Canadian Career College Students (administered by Malatest); and the Survey of Work and Lifelong Learning (administered by the Institute for Social Research at York University). These surveys contain an Aboriginal identifier and allow for a limited analysis of Aboriginal peoples.

6.1 Aboriginal Entrepreneurs Survey (AES)

Description: The objective of the Aboriginal Entrepreneurs Survey (AES) was to provide updated information on Aboriginal business owners and their businesses. The survey collected information on a variety of topics such as: business objectives and growth expectations, barriers to expansion, training, employee characteristics, business financing, sources of assistance, markets and clients.

Aboriginal data source type: Major

Frequency of data collection: One time (2002)

Target population: The target population comprises individuals who, according to the 2001 Census, were aged 15 and over, living in private dwellings in Canada, who were self-employed Aboriginal peoples. Census Question 44 was used to identify self-employed individuals. The 2001 2B and 2D Census population databases were used as a frame for the AES. The 2B database contains a representative sample of one in five Canadian households. The 2D database contains information on all households in northern areas and most Indian reserves, Indian settlements, Indian government districts and *terres réservées*.

Aboriginal identifiers: 2001 Census questions 18, 20 and 21 were used for the purposes of identifying Aboriginal people. Specifically, respondents, by way of these questions, had the opportunity to (a) identify with one or more Aboriginal group (North American Indian, Métis, Inuit), (b) acknowledge membership in an Indian Band or First Nation, and (c) acknowledge status as a Treaty Indian or Registered Indian as defined by the Indian Act of Canada.

Coverage: The AES covered the Aboriginal population from all provinces and Territories, as well as the Aboriginal population living on and off reserve. Information is available for the North American Indian, Inuit, and Métis identity populations; for people with and without Registered Indian status; and for members of an Indian Band or First Nation. Of the 8,541 households included in the sample for the AES, a total of 1,126 individuals participated in this survey. The overall response rate was established at 36%.

Major topics:

Aboriginal peoples
Business and finance
Labour
Work, income and spending

Other topics:

None

Methodological or other issues: None.

For more information:

<http://www.statcan.gc.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=5048&lang=en&db=imdb&adm=8&dis=2>

6.2 Information and Communications Technologies in Schools Survey (ICTSS)

Description: The Information and Communications Technologies in Schools Survey (ICTSS) collected data on the infrastructure, reach and some usage patterns of information and communications technologies in all elementary and secondary schools in Canada. The main purpose of this survey was to obtain critical benchmark data on the integration of ICT in education.

Aboriginal data source type: Secondary

Frequency of data collection: One time (2003-04)

Target population: The target population for ICTSS was all elementary and secondary schools in Canada, excluding continuing education/adult day schools, trade/vocational schools, language and cultural educational schools, home schools, community education centres and social service centres. It included schools in all provinces and territories and also schools located in

Aboriginal communities. The respondents were school principals who provided both the data available to them as well as their views on ICT.

The frame for the First Nations portion of the ICTSS was based on pre-identified First Nations schools on the main ICTSS frame and refined with the aid of information received from Industry Canada, Indian and Northern Affairs Canada, and First Nations Regional Management Organizations.

Aboriginal identifiers: There were no Aboriginal identifiers in this survey; the survey was sent to schools located in Aboriginal communities.

Coverage: This survey covers First Nations schools who returned their questionnaires (i.e. *responding* First Nations schools) in Canada. A total of 154 questionnaires out of the 588 questionnaires that were mailed out to First Nations schools in April 2004 were returned (a return rate of 26%).

Major topics:

Education and Information and communications technology

Current ICT infrastructure in the school

Information about the time when students can access computers

Information about the location of computers in the school

Types of internet and intranet connections

Teacher skills and training in ICT

Capabilities in regards to online courses and videoconferencing

Attitudes toward ICT

Challenges encountered in using ICT

Other topics:

None

the answers and opinions provided by principals of the responding schools and not as representative of First Nations schools overall.

Methodological or other issues:

- Little information was available on the nature of schools who did not return their questionnaires. More information would have been needed to identify “out-of-scope” records, to derive a true non-response rate, and to determine the nature of the corresponding bias. Although the response rate could not be calculated, the return rate of 26% for First Nations schools suggests a high non-response occurrence for the survey. The First Nations portion of ICTSS should thus be seen as representing

For more information:

<http://www.statcan.gc.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=5051&lang=en&db=imdb&adm=8&dis=2>

Publications:

“Connectivity and ICT Integration in First Nations Schools: Results from the Information and Communications Technologies in Schools Survey, 2003/04”. 2005. Statistics Canada, Catalogue no. 81-595-MIE — No. 034. identification, which is currently being developed.

6.3 Living in Canada (pilot survey)

Description: The Living in Canada Pilot Survey will collect information about how jobs, education, health, and families affect people's lives. The information collected will serve as the basis for a better understanding of Canadian society in the 21st century. A few of the questions that will be answered by this survey include: 1) how do people prepare for job loss or retirement? 2) what happens to children when their families break up? 3) who takes care of children or elderly parents? How stressful is this? 4) is health or wealth more important in people's lives? and 5) how do different groups like immigrants or lone parents get along in society?

Aboriginal data source type: Unable to determine at this time as this is a pilot survey

Aboriginal identifiers: The survey will be using Statistics Canada's harmonized standard questions for Aboriginal

6.4 Canadian Post-Secondary Student Financial Survey (Ekos)

Description: The Canadian Post-Secondary Student Financial Survey is a private survey sponsored by Human Resources and Skills Development Canada (HRSDC), and administered by Ekos. The Canadian Post-Secondary Student Financial Survey asked students about their financial situation, income and expenditures at the beginning of 2003–04 and throughout the school year. The study also investigated the views and experiences of students' parents: the amounts they contributed, their methods of saving for their children's post-secondary education and the impact of this financial contribution on other financial decisions in the household. The survey was administered using a mixture of Internet (self-administered) and telephone (administered by interviewers) survey methods.

Aboriginal data source type: Limited

Frequency of data collection: Data first collected in September 2003, followed by five monthly waves and a follow-up survey in February 2005

Target population: The target population for this survey is students in post-secondary education. A total of 46 post-secondary institutions (27 universities and 19 colleges) across the ten provinces and one territory (Yukon) were asked to send an e-mail or hard copy letter to their students telling them about the study. These institutions were picked with the

intention of including a varied set of institutions by region, size and program offerings. No Aboriginal schools were included in the sample, nor were particular measures taken to oversample Aboriginal students, although a few schools were added to increase the representation of Aboriginal students.

Aboriginal identifiers: Students were asked to indicate whether they "considered themselves to be an Aboriginal person" (see below). The Aboriginal identifier included "Status or Non-Status Indian, Métis or Inuit" as a single category.

Would you consider yourself to be an Aboriginal person, including a Status or Non-Status Indian, Métis or Inuit person?

Yes

No

Don't Know/No Response

Coverage: This survey covers Aboriginal students from 46 post-secondary institutions across the ten provinces and the Yukon, who considered themselves to be an Aboriginal person (Status or Non-Status Indian, Métis or Inuit). In total, there are 289 Aboriginal students in the survey sample (3% of the total sample), which is sufficient to generate results for this population at a broad level, but not to conduct finer analyses at low levels of geography.

Topics:

Assets

Employment profile

Support from parents and other family members

Parent perspective

Repayable and non-repayable sources of income

Financial picture

Perceived impacts of finances on schooling and related decisions

Roles and responsibilities for financing post-secondary education

Publication:

A number of findings for Aboriginal students are described in the following report: "Investing in Their Future: A Survey of Student and Parental Support for Learning". July 2006. EKOS Research Associates, in partnership with Canada Millennium Scholarship Foundation, Department of Human Resources and Social Development Canada, and Council of Ministers of Education, Canada.

For more information:

http://www.milleniumpscholarships.ca/images/Publications/investing_Aug17-06_EN.pdf

6.5 Survey of Canadian Career College Students Phase II: In-School Student Survey (Malatest & Associates Ltd)

Aboriginal data source type: Limited

Frequency of data collection: One time (2006)

Description: The Survey of Canadian Career College Students: Phase II is a private survey that was sponsored by Human Resources and Social Development Canada (HRSDC), and administered by R.A. Malatest & Associates Ltd. This survey was conducted to further understand student participation in the private post-secondary educational system. The key objectives of this survey were: 1) to understand the socio-economic background of students attending private post-secondary training institutions; 2) to identify the factors that influenced the selection of a private post-secondary program or institution rather than a public post-secondary program; 3) to assess work and educational transition plans of students post-program; and 4) to detail the level of student satisfaction with the education/services provided.

Target population: The target population was students from private career colleges receiving less than 50% government funding, with less than 30% enrollment in ESL or correspondence programs. The in-school survey was completed by a total of 13,721 students from 384 private career colleges across Canada. The Aboriginal student population was not specifically sampled or over-sampled.

Aboriginal identifiers: The survey included a question which asked if respondents "considered themselves to be a person of Aboriginal or native ancestry". Another question asked which of the following four categories "best described their Aboriginal status": Status Indian, Non-Status Indian, Métis, or Inuit (see below).

F3. **Do you consider yourself to be a person of Aboriginal or native ancestry?** (e.g. First Nations, North American Indian, Inuit, Metis, etc.)
 Yes
 No

F4. **If Yes, which of the following best describes your Aboriginal status?**
 Status Indian
 Non-Status Indian
 Metis
 Inuit

Coverage: This survey covers Aboriginal students from 384 private career colleges across Canada. About 1,130 students (or 10% of the total sample) reported an Aboriginal status (Status Indian, Non-Status Indian, Métis, or Inuit), which is sufficient to generate results for this population at a broad level, and also for jurisdictions with large proportions of Aboriginal peoples.

Topics:
 Student pathways to private career colleges
 Private career college programming
 Program financing
 Student debt
 Satisfaction with program/institution
 Career post program

Publications:

A number of findings for Aboriginal students are described in the following report: "Final Report: Survey of Canadian Career College Students, Phase II: In-School Student Survey". March 2008. Prepared for Human Resources and Social Development Canada, Strategic Communications and Public Involvement Branch, by R.A. Malatest & Associates Ltd.

For more information:

http://www.hrsdc.gc.ca/en/publications/resources/por/subjects/learning/2008/p_or_350_05c/page00.shtml

6.6 Survey of Work and Lifelong Learning (WALL) (Institute for Social Research, York University)

Description: The Survey of Work and Lifelong Learning (WALL) is part of the research network on "The Changing Nature of Work and Lifelong Learning" funded by the Social Sciences and Humanities Research Council (SSHRC) as a Collaborative Research Initiative on the New Economy. The survey was administered by the Institute for Social Research at York University. This survey provides profiles of the current work and

learning activities of a large-scale sample of Canadian adults. Work profiles include paid employment and also household work and community volunteer work. The array of adult learning profiles includes formal schooling, further adult education courses, informal training and non-taught informal learning.

Aboriginal data source type: Limited

Frequency of data collection: One time (2004)

Target population: The WALL survey is based on interviews with a representative sample of 9,063 Canadian adults over age 18 in the ten provinces, with an over-representation of respondents from selected urban areas to ensure adequate representation of non-Caucasian and recent immigrant groups. The Aboriginal population is not specifically sampled or over-sampled.

Aboriginal identifiers: The WALL includes a question which can be used to identify Aboriginal peoples based on Aboriginal ancestry. Respondents were asked: "How would you best describe your race or colour?" A single "Aboriginal" category is provided (see below).

<p>s24_5a How would you BEST describe your race or colour: would you say White, Chinese, South Asian, Black, Aboriginal, Arab or West Asian, Filipino, South East Asian, Latin American, Japanese or Korean?</p> <p>1 White 5 Aboriginal ... 97 Other</p>
--

Coverage: The WALL covers the off-reserve Aboriginal population from the ten provinces. Aboriginal data is based on Aboriginal ancestry. The Aboriginal sample size is small (153, just under 2% of the total sample) and is unlikely to provide

reliable estimates for results other than at a broad, national level.

For more information:
<http://www.wallnetwork.ca/>

7. Aboriginal indicators developed by Indian and Northern Affairs Canada

Statistics Canada is not the only federal collector of information about Aboriginal peoples in Canada. Other sources of information include administrative data, examples of which include the Indian Registry (the status Indian population registry) and the Nominal Roll (the elementary and secondary school enrolment database) at Indian and Northern Affairs Canada (INAC). INAC also publishes government expenditures data on programs and activities in, or related to, the North.

It is possible to find in INAC's Basic Departmental Data reports information on the Registered Indian population (living on and off reserve) demographics and educational outcomes. Examples of indicators include:

- Enrolment for elementary/secondary schools
- Enrolment in provincial and First Nation managed schools
- High school graduates
- Post-secondary enrolment
- Post-secondary education attainment

The different purposes of INAC's Indian Register and Statistics Canada's Census of population often result in differences in counts for the Registered Indian population from each of these data sources. Incomplete enumeration and undercoverage account for most of the difference between the Census count of persons registered and the count produced by the Indian Register. Methodological differences, as well as differences in concepts and definitions between the two sources, also account for

a smaller part of the difference. Given the numerous differences between these two sources of data, namely in their purposes and coverage, the two sources are not directly comparable.

INAC is also developing the Community Well-Being index (CWB), which measures the social and economic well-being in Canadian First Nations communities. Based on Census data, the CWB is a composite indicator which combines four dimensions of community well-being (income, education, housing, and labour force activity) into a single index. It can be used to compare Aboriginal communities and non-Aboriginal communities (nationally and internationally), to develop trends over time, and to help identify correlates of well-being.

8. Limitations to existing data on Aboriginal peoples

A number of general data limitations apply to all surveys reviewed in this document. The scanned surveys should thus be used with their data limitations in mind. The main data limitations to examined data sources are the following:

- First, other than the Census and the 1991/2001 Aboriginal Peoples Survey, no Statistics Canada surveys are conducted on reserves.
- Only the Census and the two postcensal surveys on Aboriginal peoples – the Aboriginal Peoples Survey and the Aboriginal Children's Survey – are considered as major sources of data on Aboriginal peoples.
- Although a majority of Statistics Canada surveys are not developed specifically for Aboriginal peoples, many include questions that can be used to identify Aboriginal peoples. Many of these surveys, however, cannot provide reliable estimates for the Aboriginal population because they do not have a large enough sample. When sample size does allow the production of reliable estimates for the Aboriginal population, more detailed breakdowns at finer levels of analysis (by Aboriginal identity groups; by age groups; by jurisdictions; by area of residence; etc.) are not always supported, and only estimates for the total Aboriginal population at the national level can be produced.
- Data from a majority of Statistics Canada surveys are based on Aboriginal self-identification and

allow for limited analysis of the Aboriginal population in Canada, as they cannot be considered representative of the entire Aboriginal population.

- Across surveys, the set of questions used to define the Aboriginal population are not always consistent, which may create challenges in analyzing and comparing the data. For instance, some surveys measure Aboriginal ancestry, while others measure Aboriginal identity. Given this lack of consistency, at a minimum, it would seem important to specify how the Aboriginal population was defined when reporting results from a given survey.
- The Aboriginal identifiers currently used in Statistics Canada's surveys are not in perfect line with the CMEC Working Group on the Aboriginal Education Action Plan's recommended three identifiers for pan-Canadian data, namely, First Nations, Métis, and Inuit. Instead of 'First Nations', all surveys use the label 'North American Indian'. The Métis and Inuit groups, however, appear to be consistently distinguished whenever the Aboriginal population is divided into Aboriginal identity groups.

We note in closing that Statistics Canada is currently developing standard questions and answer categories for 16 key topics, including questions used to identify Aboriginal peoples. This initiative will likely promote consistency across surveys. Furthermore, although the exact wording of these standard questions is still being developed, the label 'North American Indian' will likely be replaced by the label 'First Nations'.

Appendix 1: Statistics Canada's sources of data on education

Major education data sources:	Does the survey contain an Aboriginal identifier?	If yes: Aboriginal data source type
1. Aboriginal Peoples Survey (APS)	Yes	Major
2. Access and Support to Education and Training Survey (ASETS)	Yes	Limited
3. Adult Education and Training Survey (AETS)	Yes	Limited
4. Census of Population	Yes	Major
5. Community College Student Information System (CCSIS) – data now collected by Postsecondary Student Information System (PSIS)	--	--
6. Continuing Education Survey (COED) – discontinued	--	--
7. Elementary Secondary Education Statistics Project (ESESP)	Yes	Limited
8. Financial Information of Universities and Colleges Survey (FIUC)	No	--
9. Financial Statistics of Community Colleges and Vocational Schools (FINCOL)	No	--
10. International Adult Literacy and Skills Survey (IALSS) – will be replaced by the Programme for International Assessment of Adult Competencies (PIACC)	Yes	Secondary
11. National Apprenticed Trades Survey – discontinued and replaced by National Apprenticeship Survey (NAS)	--	--
12. National Apprenticeship Survey (NAS)	Yes	Limited
13. National Graduates Survey (NGS) and Follow-up Survey of Graduates (FOG)	Yes	Limited
14. Ontario Adult Literacy Survey (OALS)	No	--
15. Post-Secondary Education Participation Survey 2002 (PEPS) – discontinued in 2008; data now collected by the Access and Support to Education and Training Survey (ASETS)	--	--
16. Postsecondary Student Information System (PSIS)	Yes	Limited
17. Programme for International Student Assessment (PISA) and Youth in Transition Survey (YTTS)	Yes	Limited
18. Registered Apprenticeship Information System (RAIS)	No	--
19. Survey of Approaches to Educational Planning (SAEP) – discontinued in 2008; data now collected by the Access and Support to Education and Training Survey (ASETS)	Yes	Limited
20. Survey of Canadian Attitudes toward Learning (SCAL)	Yes	Limited
21. Survey of Earned Doctorates (SED)	Yes	Very Limited
22. Survey of Labour and Income Dynamics (SLID)	Yes	Limited

23. Survey of Uniform Financial System - School Boards (SUFSB)	No	--
24. Trade/Vocational Enrolment Survey (TVOC)	No	--
25. Tuition and Living Accommodation Costs (TLAC)	No	--
26. University Student Information System (USIS) – data now collected by Postsecondary Student Information System (PSIS)	--	--
27. Workplace and Employee Survey (WES)	Yes	Limited

Secondary education data sources:	Does the survey contain an Aboriginal identifier?	If yes: Aboriginal data source type
1. Ethnic Diversity Survey (EDS)	No	--
2. General Social Survey (GSS) — Family, Social Support and Retirement (Cycle 21)	Yes	Limited
3. General Social Survey (GSS) — Family Transitions (Cycle 20)	Yes	Very Limited
4. General Social Survey (GSS) — Time Use (Cycle 19)	Yes	Very Limited
5. General Social Survey (GSS) — Victimization (Cycle 18)	Yes	Limited
6. General Social Survey (GSS) — Social Engagement (Cycle 17)	Yes	Very Limited
7. General Social Survey (GSS) — Access to and Use of Information Communication Technology (Cycle 14)	Yes	Very Limited
8. Labour Force Survey (LFS)	Yes	Secondary
9. Longitudinal Survey of Immigrants to Canada (LSIC)	No	--
10. National Longitudinal Survey of Children and Youth (NLSCY)	Yes	Very Limited
11. National Population Health Survey (NPHS) - Household Component	Yes	Limited
12. Participation and Activity Limitation Survey (PALS)	No	--
13. Survey of Financial Security (SFS)	No	--
14. Survey on the Vitality of Official Language Minorities (SVOLM)	No	--

Limited education data sources:	Does the survey contain an Aboriginal identifier?	If yes: Aboriginal data source type
1. Aboriginal Children's Survey (ACS)	Yes	Major
2. Canadian Community Health Survey (CCHS)	Yes	Limited
3. Longitudinal Immigration Database (IMDB)	No	--

Other data sources:	Does the survey contain an Aboriginal identifier?	If yes: Aboriginal data source type
1. Aboriginal Entrepreneurs Survey (AES)	Yes	Major
2. Information and Communications Technologies in Schools Survey 2003-2004 (ICTSS)	Yes	Secondary
3. Living in Canada (pilot survey)	Yes	TBD
4. Canadian Post-Secondary Student Financial Survey (private survey sponsored by HRSDC and administered by Ekos)	Yes	Limited
5. Survey of Canadian Career College Students Phase II (survey administered by Malatest)	Yes	Limited
6. Survey of Work and Lifelong Learning (WALL) (survey administered by the Institute for Social Research at York University)	Yes	Limited

Appendix 2: How Statistics Canada identifies Aboriginal peoples

There are four questions that can be used to identify Aboriginal peoples within Statistics Canada's data sources:

- Ethnic origin (including Aboriginal ancestry);
- Aboriginal identity;
- Registered or Treaty Indian; and
- Member of an Indian Band or First Nation.

There is no single or "correct" definition of Aboriginal populations. The choice of a definition depends on the purpose for which the information is to be used. Different definitions are used depending on the focus and requirements of the user. Each question will yield Aboriginal populations with different counts and characteristics.

Ethnic origin or ancestry

Ethnic origin or ancestry refers to the ethnic or cultural origin of a person's ancestors, an ancestor being usually more distant than a grandparent. The concept of ancestry is based on responses to questions such as: "To which ethnic or cultural group(s) did your ancestors belong?", or "Canadians come from many ethnic, cultural and racial backgrounds. What is your background?" In most cases the interviewer is instructed to mark "all that apply". In some cases a list of answers is read, which may include the choice: "Aboriginal, that is North American Indian, Métis, or Inuit". In other cases, however, the list of answers may not be read and may be left open-ended.

This open-ended format may be problematic in terms of comparability with other data sources that use a more direct question to define Aboriginal

populations (i.e., "Are you North American Indian, Métis or Inuit?", see below), and also in terms of self-selection issues and resulting sample size and characteristics. Another problem that may arise when measuring Aboriginal ancestry is the potential for false positives, namely those who indicate having Aboriginal ancestors but who are not themselves an Aboriginal person.

Data limitations: Comparability of the Aboriginal ancestry data from different censuses or surveys is affected by several factors, including the social environment at the time of the data collection and changes in the Aboriginal participation over time. The concept of ethnicity is fluid and is complex to measure. Respondents' understanding or views about ethnicity or ancestry and awareness of their family background affect the reporting of ethnicity or ancestry. Increasing intermarriage among various groups has led to an increase in the reporting of multiple origins (ancestries), which has added to the complexity of the ethnic (ancestry) data. Furthermore, reporting patterns are affected by changes in the format and wording of the question, as well as changes in the examples provided on the question.

Aboriginal identity

Statistics Canada collects information about Aboriginal identity in keeping with the terminology of Aboriginal peoples as employed in the Constitution Act, 1982 (S.35(2) in this Act, "Aboriginal peoples of Canada" includes the Indian, Inuit and Métis peoples of Canada).

Aboriginal identity is an indicator of a person's affiliation with an Aboriginal

group that is North American Indian, Métis or Inuit, based on responses to questions such as: "Are you... Aboriginal, that is North American Indian, Métis, or Inuit?"

Because this question relies on the person to self-identify as an Aboriginal person, however, a problem that may arise when measuring Aboriginal identity is the potential for false negatives, namely those who are Aboriginal peoples but fail to identify themselves as such.

Data limitations: Caution should be exercised in analyzing trends in Aboriginal identity based on previous time series of the census or other surveys. The growth in the Aboriginal identity population has been affected by both demographic factors (birth, deaths and migration) and by reporting changes. The latter refers to people changing the reporting of their Aboriginal affiliations from a non-Aboriginal identity to an Aboriginal identity.

Registered or Treaty Indian

Registered Indians (also referred to as "status Indians") refer to those persons registered under the *Indian Act* while Treaty Indians refer to people who are registered under the *Indian Act* and who belong to an Indian Band or First Nation that signed a treaty with the Crown.

Data limitations: The Indian Register maintained by Indian and Northern Affairs Canada (INAC) is the other source of data for the Registered Indian population. The different purposes of the Indian Register and the census often result in differences in counts for this population group from each of the data sources. Incomplete enumeration and undercoverage account for most of the difference between the census count of

persons registered and the count produced by the Indian Register. Methodological differences, as well as differences in concepts and definitions between the two sources, also account for a smaller part of the difference. Given the numerous differences between these two sources of data, namely in their purposes and coverage, the two sources are not directly comparable.

Member of an Indian Band or First Nation

This question asks respondents if they are members of an Indian Band or First Nation and if yes, to indicate the name of the Indian Band or First Nation.

Data limitations: Indian Band/First Nation data should be used with caution. The most important causes of the differences in the Indian Band population counts from the Census and the Indian Register maintained by INAC are the incomplete enumeration of some Indian reserves as well as methodological, conceptual and collection differences between the two sources.

For more information, consult the document "How Statistics Canada Identifies Aboriginal Peoples" (Statistics Canada, Catalogue no. 12-592-XIE, 2007).

Harmonization project

Statistics Canada is currently developing standard questions and answer categories for 16 key topics, including questions used to identify Aboriginal peoples. The harmonization not only involves a review of questions, but also of underlying concepts, definitions and subject matter notes associated with the questions. This initiative will improve timeliness and data quality by making use of previously tested

and proven questions. It will also promote consistency across surveys.

The exact wording of the questions are currently being developed, but the

standard questions to identify Aboriginal peoples will include the concepts of Aboriginal identity or group, Registered / Treaty Indian Status, and Member of a First Nation or Indian Band.

www.cmec.ca/publications