

**STATISTICS CANADA
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Statistics Canada's education-related data sources with Aboriginal identifiers

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Report prepared by

CENTRE FOR EDUCATION STATISTICS

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Also available in French under the title:

*Sources de données sur l'éducation de Statistique Canada
comportant des identificateurs des Autochtones*

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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.

Using the *PCEIP Aboriginal Data Feasibility Study (2007)* as its base, a data scan was conducted to include all of Statistics Canada's education data sources that contain Aboriginal identifiers. This data scan was completed in March 2009 and formed the first version of this report. Since then, additional changes to Statistics Canada's education data sources that contain Aboriginal identifiers have taken place, and the present report reflects those changes.

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 for information on Aboriginal concepts and definitions, and how Statistics Canada identifies Aboriginal peoples). Changes that took place since the last update (March 2009) were added.

All 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 thirteen 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, two 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.

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 nineteen key Statistics Canada surveys.

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

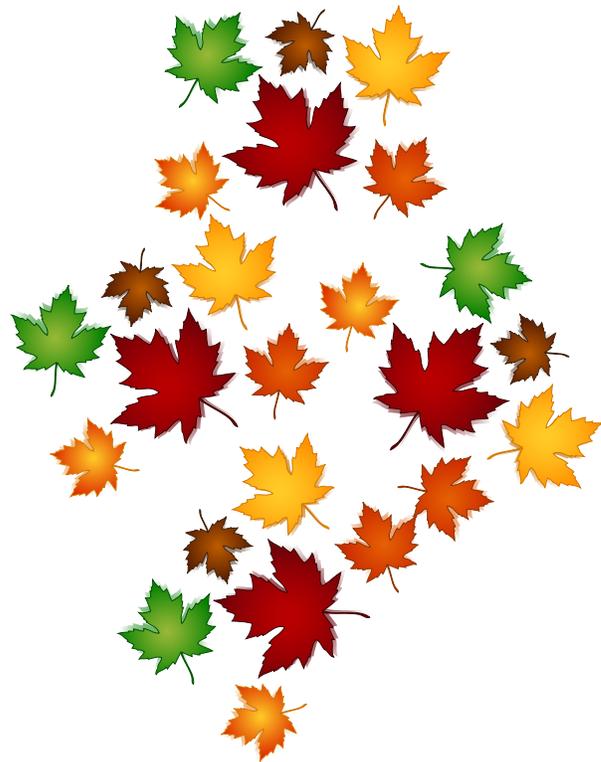


Table 1: Summary of nineteen key Statistics Canada education-related data sources with Aboriginal identifiers

DATA SOURCES	Education data source type	Aboriginal data source type	Aboriginal identifiers	Survey Status/ 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 (Long form)	Major	Major	Aboriginal ancestry, Aboriginal identity, Indian Band / First Nation membership, and Treaty / Registered Indian status	Inactive Every 5 years The Census of Population (long form) was last conducted in 2006	Yes	Yes
National Household Survey	Major	Major	Aboriginal ancestry, Aboriginal identity, First Nation/Indian band membership, and Registered or Treaty Indian status	Active Every 5 years (2011)	Yes	Yes
Aboriginal Peoples Survey (APS)	Major	Major	Aboriginal ancestry, Aboriginal identity, Indian Band / First Nation membership, and Treaty / Registered Indian status	Active Occasional (1991, 2001, 2006, 2012)	Yes	No (data collected only for the Aboriginal population)
International Adult Literacy and Skills Survey (IALSS)	Major	Secondary	Aboriginal identity	Inactive Occasional (1994, 2003)	Yes, between regions that were over-sampled (urban areas in Manitoba and Saskatchewan; Northwest Territories, Yukon, and Nunavut)	Yes, y for regions that were over-sampled

DATA SOURCES	Education data source type	Aboriginal data source type	Aboriginal identifiers	Survey Status/ Frequency of data release	Are inter-jurisdictional comparisons of Aboriginal data possible?	Are pan-Canadian comparisons between the Aboriginal and the general population possible?
Programme for the International Assessment of Adult Competencies (PIAAC)	Major	Secondary	Aboriginal identity, Aboriginal group, Status Indian, and First Nation/ Indian Band	Active Occasional (2012)	Yes, between regions that were over-sampled (urban Ontario, urban Manitoba, urban Saskatchewan, urban British Columbia and in the Northwest Territories and Yukon, as well as the Inuit population in Nunavut.	Yes, 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	Inactive Occasional One time (2008)	Likely between provinces with large proportions of Aboriginal peoples	Yes (for broad estimates)
National Apprenticeship Survey (NAS)	Major	Limited	Aboriginal identity	Inactive Occasional One time (2007)	Likely 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 (Classes of 2000, 2005, 2009/2010)	Active Approximately every 5 years (1982, 1990, 1995, 2000, 2005, 2010)	Likely between provinces with large proportions of Aboriginal peoples	Yes (for broad estimates)

DATA SOURCES	Education data source type	Aboriginal data source type	Aboriginal identifiers	Survey Status/ Frequency of data release	Are inter-jurisdictional comparisons of Aboriginal data possible?	Are pan-Canadian comparisons between the Aboriginal and the general population possible?
Programme for International Student Assessment (PISA)	Major	Limited	Aboriginal identity (included as part of a question aimed at identifying members of visible minorities) included in PISA 2000/ YITS cohort and PISA 2009 cycle only	Active Every 3 years (2000, 2003, 2006, 2009, 2012)	No (sample size is too small) †	Yes (for broad estimates)
Youth in Transition Survey (YITS)	Major	Limited	Aboriginal identity (included as part of a question aimed at identifying members of visible minorities) included in PISA 2000/ YITS cohort and PISA 2009 cycle only	Inactive Biennial (2000-2010)	No (sample size is too small) †	Yes (for broad estimates)
Survey of Canadian Attitudes toward Learning (SCAL)	Major	Limited	Aboriginal identity	Inactive Annual (2006 to 2008)	No (sample size is too small) † 2008	Yes (for broad estimates)
Survey of Labour and Income Dynamics (SLID)	Major	Limited	Aboriginal ancestry and Treaty / Registered Indian status	Inactive Annual (1993-2011)	Likely between provinces with large proportions of Aboriginal peoples †	Yes (for broad estimates)
Workplace and Employee Survey (WES)	Major	Limited	Aboriginal ancestry	Inactive Annual (1999-2006) 2006 was the last wave of Workplace and Employee Survey	No (sample size is too small) †	Yes (for broad estimates)

DATA SOURCES	Education data source type	Aboriginal data source type	Aboriginal identifiers	Survey Status/ Frequency of data release	Are inter-jurisdictional comparisons of Aboriginal data possible?	Are pan-Canadian comparisons between the Aboriginal and the general population possible?
Labour Force Survey (LFS)	Secondary	Secondary	Aboriginal identity	Active Monthly (but LFS estimates for the Aboriginal population are annual)	Likely between jurisdictions with large proportions of Aboriginal peoples	Yes (estimates for the territories are not included in the national estimates due to use of a different methodology)
Longitudinal and International Study of Adults (LISA)	Secondary	Limited	Aboriginal identity, Treaty/ Registered Indian status and First Nation/Indian Band	Active Biennial (2012, 2014)	Possibly between provinces with strong Aboriginal representation †	Yes (for broad estimates)
Canadian Income Survey (CIS)	Secondary	Limited	Aboriginal identity	Active Annual (starting in 2012)	Unlikely †	Yes (for broad estimates)
National Population Health Survey (NPHS)	Secondary	Limited	Aboriginal ancestry	Inactive Biennial (1994 to 2011)	Unlikely †	Yes (for broad estimates)
General Social Survey (GSS)	Secondary	Limited	Aboriginal ancestry and/or Aboriginal identity	Active Annual (Themes 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	Inactive Once only (conducted following the 2006 Census)	Yes (with the Atlantic provinces aggregated together)	No (data collected only for the Aboriginal population)
Canadian Community Health Survey (CCHS)	Limited	Limited	Aboriginal ancestry and Aboriginal identity	Active Biennial prior to 2007; Annual as of 2007	Unlikely	Yes (for broad estimates)

Symbol: † excludes the territories

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 twelve 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 National Household Survey (Census of Population in previous years). 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.

Active Surveys

3.1 Aboriginal Peoples Survey (APS)

Description: The 2012 Aboriginal Peoples Survey (APS) is a national survey of First Nations people living off reserve, Métis and Inuit aged six years and over. The 2012 APS represents the fourth cycle of the survey and focuses on the topics of education, employment and health. It also collects information on language, income, housing and mobility.

The 2012 APS collects unique and detailed data on education, employment and health, data which are not available from any other source. For example, although the 2011 National Household Survey collected data on level of education and on major field of study, the 2012 APS addresses additional topics such as number of schools attended, exposure to Aboriginal languages, school climate and support, frequency of reading, participation in extra-curricular activities, peer influences and plans for further schooling.

Aboriginal data source type: Major

Frequency of data collection: Occasional (1991; 2001; 2006; 2012).

Target population: Contrary to 2001 and 2006, the 2012 target population no longer covers the Aboriginal ancestry-only population and no longer covers Indian reserves and First Nations communities in the territories.

In the provinces, certain Indian reserves and settlements were covered in 2001 and most of them were covered in 1991.

The target population of the 2012 Aboriginal Peoples Survey (APS) was composed of the Aboriginal identity population of Canada, 6 years of age and over as of February 1, 2012, living in private dwellings excluding people living on Indian reserves and settlements and in certain First Nations communities in Yukon and the Northwest Territories (NWT). The concept of “Aboriginal identity” refers to those persons who reported identifying with at least one Aboriginal group, namely, First Nations (North American Indian), Métis or Inuit, those who reported being a Status Indian (Registered Indian or Treaty Indian, as defined by the Indian Act of Canada), or those who reported being a member of a First Nation or Indian band.

The APS selected its sample from reported answers to the 2011 National Household Survey (NHS) questionnaire. More precisely, the APS sample was selected from individuals who answered “Yes” to either one of the three NHS questions defining the identity population (questions 18, 20 and 21) or those who reported Aboriginal ancestry to question 17. Individuals with Aboriginal ancestry who did not report Aboriginal identity are defined as the “Aboriginal ancestry-only population”. Although, in contrast to the 2006 APS, the ancestry-only population was not part of the 2012 APS target population, it was still sampled because it was noted that slightly less than one-third of the ancestry-only population based on the 2006 Census long form reported identity on the 2006 APS. Therefore, unlike the target population, the sampled population (or survey population) was composed of both the identity population and the Aboriginal ancestry-only population, which together form the “total Aboriginal population”.

Aboriginal identifiers: Following are the 2012 APS identification questions:

IDENTIFICATION (ID)

ID_R01

I would now like to ask you some questions about yourself.

ID_Q01

Are you an Aboriginal person, that is, First Nations, Métis or Inuk (Inuit)?
First Nations includes Status and Non-Status Indians.

INTERVIEWER: The terms "First Nations" and "North American Indian" can be interchanged. Some respondents may prefer one term over the other.

"Inuit" is the plural form of "Inuk".

- 1 Yes
- 2 No (Go to ID_Q03)
- DK, RF (Go to ID_Q03)

ID_Q02

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

Are you First Nations, Métis or Inuk (Inuit)?

INTERVIEWER: Mark all that apply.

First Nations (North American Indian) includes Status and Non-Status Indians. The terms "First Nations" and "North American Indian" can be interchanged. Some respondents may prefer one term over the other.

"Inuit" is the plural form of "Inuk".

- 1 First Nations (North American Indian)
- 2 Métis
- 3 Inuk (Inuit)
- DK, RF

ID_Q03

Are you a Status Indian, that is, a Registered or Treaty Indian as defined by the *Indian Act of Canada*?

INTERVIEWER: "Status Indians" include Registered and Treaty Indians. Registered Indians are persons who are registered under the *Indian Act* of Canada. Treaty Indians are persons who belong to a First Nation or Indian band that signed a treaty with the Crown.

- 1 Yes, Status Indian (Registered or Treaty)
- 2 No
- DK, RF

ID_Q04A

Have you ever applied to Aboriginal Affairs and Northern Development Canada (previously named INAC) to be registered as a Status Indian under Bill C-31 or Bill C-3?

INTERVIEWER: Mark all that apply.

- 1 Yes, Bill C-31
- 2 Yes, Bill C-3
- 3 No
- DK, RF

(Go to ID_Q05)
(Go to ID_Q05)

5

Aboriginal Peoples Survey (APS) – 2012
Education and Employment
Questionnaire: Main

Q04B

Have you been registered as a Status Indian under Bill C-31 or Bill C-3?

INTERVIEWER: Mark all that apply.

- 1 Yes, Bill C-31
- 2 Yes, Bill C-3
- 3 No
- DK, RF

Q05

Are you a member of a First Nation or Indian band?

INTERVIEWER: For example, Musqueam Indian Band, Sturgeon Lake First Nation, Alikamekw (At l⁷ ka mek) of Manawan, etc..

- 1 Yes
- 2 No
- DK, RF

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 2012 APS was not conducted on reserve. The Aboriginal sample size is large enough to produce reliable estimates at these levels of geography. More than 50,000 individuals with Aboriginal identity or Aboriginal ancestry in the NHS were sampled. Of those, approximately 38,150 individuals completed the APS

questionnaire for a response rate of 76%. Excluding approximately 9,740 non-Aboriginal respondents, the total number of Aboriginal respondents included in the 2012 APS database is about 28,410.

Major topics:

Education
Labour Market Activities
Health

Target groups

Current Attendees – Grades 1 to 6
Current Attendees - Grades 7 to 12
High School Leavers and Completers
Respondents aged >=45

These will be used to track the various educational pathways of Aboriginal people.

Other topics:

Aboriginal Identification
Household Composition
Mobility
Traditional Activities
Income
Housing
For more information on topics and indicators, please click [here](#).

Methodological or other issues:

COMPARISON BETWEEN THE 2012 APS AND THE 2006 APS

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

The most significant methodological difference between the 2012 APS and the 2006 APS is that in 2012, the Aboriginal ancestry-only population was no longer part of the survey's target population, as it was in 2006. As a result, two different post-stratification strategies were used in 2006 and 2012, making it inadvisable to compare the Aboriginal identity population estimates between the two survey cycles.

Another important difference in methodology is the fact that the 2006 APS sample was selected from respondents to the 2006 Census, while the 2012 APS sample was selected from respondents to the 2011 NHS. The characteristics of respondents to the NHS may be different than those of respondents to a census. The fact that non-respondents have different characteristics than respondents creates what is called non-response

bias. Despite the fact that the NHS used follow-up strategies and non-response adjustment strategies at weighting to reduce this bias, it is possible that some non-response bias still remains.

One difference in content is that the question on Aboriginal self-reporting was divided in two in the 2012 APS questionnaire. Also, this question was not preceded by the three questions on Aboriginal ancestry (three questions in one), as it was in 2006. This may have resulted in differences in terms of how individuals responded to the Aboriginal self-reporting question.

COMPARISONS BETWEEN THE 2012 APS AND THE 2011 NHS

In general, the Aboriginal identity population counts on the 2012 APS for certain subpopulations may differ from those obtained from the NHS, even if the population universe for the NHS is restricted to that of the APS.

There are a number of reasons why Aboriginal identity may differ between the two surveys: 1) different interview methods and the impact of proxy reporting (information for the same respondent was not necessarily given by the same person in the two surveys); 2) different questionnaires; 3) different contexts; 4) effect of time; 5) different data processing procedures. For more information, please see Chapter 8 of "Aboriginal Peoples Survey, 2012: Concepts and Methods Guide.

For more information:

[Aboriginal Peoples Survey 2012](#)

[Aboriginal Peoples Survey, 2012: Concepts and Methods Guide.](#)

[The Education and Employment Experiences of First Nations People Living Off Reserve, Inuit, and Métis: Selected Findings from the 2012 Aboriginal Peoples Survey](#)

[Aboriginal Peoples Survey, 2006: Concepts and Methods Guide](#)

3.2 Elementary Secondary Education Survey (ESES)

Description: The Elementary Secondary Education (ESES) 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 (ESESS).

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, ESES 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. For the past couple of years, the coverage has been expanded to include private schools and home-schooled student. This is still work in progress as there is no full coverage yet.

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. ESES is a census of all provinces and territories.

Aboriginal identifiers: The ESES 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.



Enrolments by type of Aboriginal Language Programs by Grade, School Boards and Districts (Headcount), 2007/2008 to 2011/2012 (Public)

Aboriginal Language as a subject⁶

Junior Kindergarten

Kindergarten

1

2

3

4

5

6

7

8

9

10

11

12

13

Ungraded

Total

Aboriginal Language as Language of Instruction⁷

Junior Kindergarten

Kindergarten

1

2

3

4

5

6

7

8

9

10

11

12

13

Ungraded

Total

6. Aboriginal language instruction (a.k.a. Aboriginal second language program or Core Aboriginal): 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.

7. Aboriginal language as language of instruction (a.k.a. Aboriginal first language program): 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 investigated the possibility of collecting data on enrolment and number of graduates by Aboriginal identity (First Nations, Métis and Inuit).

There has been an agreement with the provinces and territories (except Quebec) to start collecting this information using Statistics Canada's standard definition for Aboriginal identity. Some challenges have been noted by certain provinces and territories, and will be followed up on through a Strategic Management Committee.

All jurisdictions agreed that there is a need to know about the different Aboriginal groups (First Nations, Métis, Inuit) as it is a priority for their ministers. All jurisdictions have indicated they will start collecting this data in February 2016 ESES (reference year 2014/15). There will possibly be a couple of years of pilot to see if the data make sense, if they are comparable, and what level of information could be reported, before releasing the data.

For more information click [here](#).

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

Description: 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.

The National Graduates Survey (NGS) 2013 was conducted in the spring/summer of 2013 and collected information on graduates from public postsecondary institutions in Canada, focusing on employment, labour market outcomes and student debt.

The 2013 NGS, class of 2009/2010, was conducted three years after graduation, whereas previous NGSs were conducted two years after graduation. While information on graduates at the time of graduation is comparable across cycles, information on graduates' activities at the time of the interview is not directly comparable. For example, labour market outcomes and debt repayment pertain to status three years after graduation for the 2013 NGS compared with two years after graduation for other cycles of NGS.

Aboriginal data source type: Limited

Frequency of data collection: Approximately every 5 years (1982, 1986, 1990, 1995, 2000, and 2005, 2010) Data was last collected for 2013 (class of 2009/2010)

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 included a question that can be used to identify Aboriginal peoples based on Aboriginal ancestry. The Class of 2000 included an Aboriginal ancestry and an Aboriginal identity question. 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.

The Classes of 2009 and 2010 include a question on Aboriginal identity and a question on Aboriginal identity group as well as an ancestry question which allows for an Aboriginal ancestry response (see below).

Aboriginal Minimum (AMB) - Question
identifier:**AMB_Q01**

Are you an Aboriginal person, that is, First Nations, Métis or Inuk (Inuit)? First Nations includes Status and Non-Status Indians.

1: Yes

2: No

7: DK

8: RF
Aboriginal Minimum (AMB) - Question
identifier:**AMB_Q02**

Are you First Nations, Métis or Inuk (Inuit)?

1: First Nations (North American Indian)

2: Métis

3: Inuk (Inuit)

7: DK

8: RF

DE_Q29C

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

01: Canadian

02: British (England, Scotland, Ireland, Wales)

03: French

04: German

05: Italian

06: Ukrainian

07: Chinese

08: Dutch (Netherlands)

09: Polish

10: South Asian (East Indian, Pakistani, Punjabi, Sri Lankan)

11: Aboriginal (North American Indian, Métis or Inuit)

12: Jewish

13: Norwegian

14: Russian

15: Filipino

16: Swedish

17: Hungarian (Magyar)

18: Portuguese

19: American (U.S.A.)

20: Spanish

21: Other - Specify

97: DK

98: 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 (1,132 for ancestry and 1,365 for identity in 2009/10) 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 click [here](#).

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.

3.4 2011 National Household Survey (NHS)

Description: The 2011 National Household Survey (NHS) is a new survey which replaces the long census questionnaire, more widely known as the Census Form 2B.

The 2011 National Household Survey (NHS) provides information about the demographic, social and economic characteristics of Canadians and the dwellings in which

they live. The use of NHS data allows for comparison of the demographic and socio-economic characteristics of the Aboriginal and non-Aboriginal populations.

The NHS questionnaire contains 54 individual questions and 10 questions about the dwelling.

Aboriginal data source: Major

Frequency of data collection: Every 5 years

Target population: The NHS covers all persons who usually live in Canada, in the provinces and the territories. It includes persons who live on Indian reserves and settlements, permanent residents, non-permanent residents such as refugee claimants, holders of work or study permits, and members of their families living with them.

Foreign residents such as representatives of a foreign government assigned to an embassy, high commission or other diplomatic mission in Canada, members of the armed forces of another country stationed in Canada, and residents of another country who are visiting Canada temporarily are not covered by the NHS.

The survey also excludes persons living in institutional collective dwellings such as hospitals, nursing homes and penitentiaries; Canadian citizens living in other countries; and full-time members of the Canadian Forces stationed outside Canada. Also excluded are persons living in non-institutional collective dwellings such as work camps, hotels and motels, and student residences.

The reference date of the NHS is May 10, 2011, the date of the 2011 Census of Population.

Aboriginal identifiers:

Statistics Canada regularly reviews the questions used on the Census and other surveys to ensure that the resulting data are representative of the population. As a first step in the process to review the questions used to produce data about First Nations, Inuit and Métis populations, regional discussions were held with more than 350 users of Aboriginal data in over 40 locations across Canada during the winter, spring and early summer of 2007.

As a result of the regional discussions, Statistics Canada developed improvements to the questions.

For more information, click [here](#).

The 2011 National Household Survey (NHS) data on Aboriginal identity, Aboriginal group, Registered or Treaty Indian status, Membership in a First Nation or Indian band and Aboriginal ancestry variables were collected from answers reported in questions 18, 20, 21 and 17:

- Aboriginal identity: Derived data from Questions 18, 20 and 21
- Aboriginal group: Question 18
- Registered or Treaty Indian status: Question 20
- Membership in a First Nation or Indian band: Question 21
- Aboriginal ancestry: Question 17 (ethnic origin)

Most 2011 National Household Survey respondents received the 2011 National Household Survey Form N1 questionnaire, while respondents living on Indian reserves, in Indian settlements, in Inuit regions and in other remote areas received the 2011 National Household Survey Form N2 questionnaire. On both questionnaires, questions 18, 20 and 21 were identical.

In Question 17 (Ethnic origin), the examples were different on the N1 and N2 questionnaires. The N1 examples were: Canadian, English, French, Chinese, East Indian, Italian, German, Scottish, Irish, Cree, Mi'kmaq, Salish, Métis, Inuit, Filipino, Dutch, Ukrainian, Polish, Portuguese, Greek, Korean, Vietnamese, Jamaican, Jewish, Lebanese, Salvadorian, Somali and Colombian.

In comparison, the N2 questionnaire examples were more specific to the Aboriginal population: Cree, Ojibway, Mi'kmaq, Salish, Dene, Blackfoot, Inuit, Métis, Canadian, French, English and German.

Note: Examples for the education questions are also geared to the Aboriginal population living in these areas.

The 2011 NHS Ethnic Origin question (N1 questionnaire)

This question collects information on the ancestral origins of the population and provides information about 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, Salish, Dene, Blackfoot, Inuit, Métis, Canadian, French, English, German, etc.

Specify as many origins as applicable using capital letters.

The 2011 NHS Aboriginal group question (N1 and N2 questionnaires)

<p>18 Is this person an Aboriginal person, that is, First Nations (North American Indian), Métis or Inuk (Inuit)?</p> <p><i>Note: First Nations (North American Indian) includes Status and Non-Status Indians.</i></p> <p><i>If "Yes", mark "⊗" the circle(s) that best describe(s) this person now.</i></p>	<p><input type="radio"/> No, not an Aboriginal person</p> <p><input type="radio"/> Yes, First Nations (North American Indian)</p> <p><input type="radio"/> Yes, Métis</p> <p><input type="radio"/> Yes, Inuk (Inuit)</p>	<p>Continue with the next question</p> <p>Go to Question 20</p>
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The 2011 NHS Registered or Treaty Indian status question

In the 2011 NHS question, the term 'Status Indian' was included to clarify the question, since this term is used more extensively than 'Registered or Treaty Indian' across Canada.

<p>20 Is this person a Status Indian (Registered or Treaty Indian as defined by the <i>Indian Act</i> of Canada)?</p>	<p><input type="radio"/> No</p> <p><input type="radio"/> Yes, Status Indian (Registered or Treaty)</p>
--	--

The 2011 NHS First Nation/Indian band membership question

In the 2011 NHS, the terms 'Indian band' and 'First Nation' were reversed from the 2006 Census version of the question, as a result of preferences expressed during testing of the question

<p>21 Is this person a member of a First Nation/Indian band?</p> <p><i>If "Yes", which First Nation/Indian band?</i></p> <p><i>For example, Musqueam Indian Band, Sturgeon Lake First Nation, Atikamekw of Manawan.</i></p>	<p><input type="radio"/> No</p> <p><input type="radio"/> Yes, member of a First Nation/Indian band</p> <p>↓ <i>Specify name of First Nation/Indian band.</i></p> <table border="1" style="width: 100%; height: 20px; border-collapse: collapse;"> <tr> <td style="width: 12.5%;"></td><td style="width: 12.5%;"></td> </tr> </table> <table border="1" style="width: 100%; height: 20px; border-collapse: collapse;"> <tr> <td style="width: 12.5%;"></td><td style="width: 12.5%;"></td> </tr> </table>																								

Coverage: The NHS is a voluntary survey. For more information, see the [National Household Survey User Guide](#).

The National Household Survey used different forms and questionnaires to collect data from Canadians. Two types of questionnaires were developed for the NHS: a questionnaire (N1) for the self-administered collection method, and a questionnaire (N2) for collection on Indian reserves and in remote areas, where 100% of the households were interviewed by a Statistics Canada enumerator

The coverage of the NHS differs from the past. The universe for the 2011 NHS represents a different population than the one covered by the 2006 Census. The target population for the 2006 Census long form includes usual residents in collective dwellings and persons living abroad whereas the target population for the NHS excludes them. The list of incompletely enumerated Indian reserves and Indian settlement is also different.

The population estimates, at the Canada level, from the 2011 National Household Survey using the four common different definitions are shown below.

Aboriginal ancestry	1,836,035
Aboriginal identity	1,400,685
First Nation/Indian band membership	675,485
Registered or Treaty Indian status	697,505

Major topics:

The data collected by the NHS cover the following subjects:

- Basic demographics
- Families and households
- Activity limitations
- Ethnic diversity and immigration
- Language
- Aboriginal Peoples
- Mobility and migration
- Education
- Labour
- Place of work and commuting to work

- Income and earnings
- Housing and shelter costs

The 2011 NHS measured four main concepts through its education questions:

- completed education credentials: certificates, diplomas and degrees (Questions 27 to 30)
- major field of study (Question 31)
- location of study (Question 32)
- attendance at school (Question 33).

Questionnaire changes

Although the 2011 NHS education questions were essentially the same as the 2006 Census education questions, there were some minor differences. Most of these differences took the form of additional instructions, different examples of programs or changes to formatting.

Methodological or other issues:

The NHS is the largest voluntary survey ever conducted by Statistics Canada. During data collection, Statistics Canada used a wide variety of tools to encourage as many people as possible to complete the NHS. As a result, the final response rate was 68.6%, similar to the rates for Statistics Canada’s other voluntary surveys.

In some small areas, the response rate was not high enough to produce a valid statistical picture. For those cases, users are encouraged to use data for a higher geography. For most areas, however, the responses received made it possible to produce good-quality estimates that will meet the needs of many users.

Incompletely enumerated Indian reserves and Indian settlements

In 2011, there were a total of 36 Indian reserves and Indian settlements that were ‘incompletely enumerated’ in the National Household Survey (NHS). For 23 reserves or settlements, NHS enumeration was either not permitted or was interrupted before it could be completed. In the case of 13 reserves in Northern Ontario, enumeration was delayed because of natural events (specifically forest fires) and estimates for these communities are not included in national or provincial estimates.

The extent of the impact will depend on the geographic area under study. It is much less for higher geographic

areas such as Canada, provinces and territories, census metropolitan areas, and census agglomerations. The impact may be more significant for lower geographic areas, such as census subdivisions.

The issue of incompletely enumerated reserves has the most impact on NHS estimates for the First Nations population living on reserve as well as the Registered or Treaty Indian population living on reserve. This issue does not have an impact on the estimates for the Inuit or Métis populations, as they are much less likely to live on reserve.

Several data sources were used to evaluate the NHS estimates for Aboriginal variables. Evidence suggests that the Inuit population living outside of Inuit Nunangat is overestimated at the national level. The magnitude of this overestimation appears to be higher (and more variable) for some smaller geographic areas. Additionally, while the NHS results show increases in the growth of the Métis population and the First Nations population living off reserve as compared with data from the 2006 Census, many factors, other than non-response bias, could explain the growth of these populations, including changes in reporting patterns and the propensity of people to self-identify as an Aboriginal person.

Comparability of data on Aboriginal people over time

The following factors should be taken into account when comparing data on Aboriginal people over time, for example, when comparing between the 2006 Census and the 2011 National Household Survey:

- Differences in the wording and in the format of Aboriginal questions.
- Differences in methodology of the 2011 NHS.
- Legislative changes, for example Bill C-31 in 1985 and Bill C-3 in 2011, which affect concepts such as Aboriginal identity and Registered or Treaty Indian status.
- Changes made to the definition of reserves
- Differences in the list of incompletely enumerated reserves.

Over and above these factors, for a variety of reasons, some people report their Aboriginal identity and/or ancestry differently from one data collection period to another. A portion of the growth in the number of people reporting an Aboriginal Identity or Ancestry is due to natural (demographic) growth, as well as due to other factors. While the majority of those reporting an

Aboriginal Identity or Ancestry has been stable over time, there can be changes in reporting patterns between Aboriginal groups and between the non-Aboriginal and Aboriginal populations. While some of the factors listed above could affect these response behaviours, there could still be other phenomena at work, such as the social climate, changing attitudes about Aboriginal identity, anticipated legal changes, or other factors that may influence how people view themselves. Users should be aware that, for the 2011 NHS, these reporting differences are more frequent among non-Status First Nations people, Inuit living outside Nunangat and Métis.

For more information:

[The educational attainment of Aboriginal peoples in Canada](#)

[Education Reference Guide, National Household Survey, 2011](#)

3.5 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, PSIS captures 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. The variable ‘Aboriginal or visible minority variable’ is used, with the response choice ‘Aboriginal’. Both concepts are combined in the variable and the response rate is very low across all provinces/territories. The plan is to keep the Aboriginal variable separate in the near future and hopefully increase its accuracy and reliability.

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 click [here](#).

3.6 Programme for the International Assessment of Adult Competencies (PIAAC)

Description: The Program for the International Assessment of Adult Competencies (PIAAC) is a multi-cycle international programme of assessment of adult skills and competencies initiated by the Organisation for Economic Co-operation and Development (OECD). It aims to collect the information of residents from several countries, including Canada.

PIAAC evolved from two previous international literacy surveys: the International Adult Literacy Survey (IALS), conducted between 1994 and 1998, and the Adult Literacy and Lifeskills Survey (ALL), conducted between 2002 and 2006. With the first round of data collection, PIAAC seeks to ensure continuity with these previous surveys, to provide information regarding change in the distribution of skills over the years, to extend the skill being measured by including problem solving in technology-rich environments, and to provide more information about individuals with low levels of competency by assessing reading component skills.

Aboriginal data source type: Secondary

Frequency of data collection: Occasional (2011, 2012)
Data collection for this reference period: 2011-11-01 to 2012-06-30

Target population: The target population consists of Canadian adults aged 16 to 65 not residing in institutions or on Aboriginal reserves. It also excludes families of members of the Armed Forces living on military bases as well as residents of some sparsely populated areas. Once combined, these exclusions represent less than 2% of the whole population of Canadian adults aged 16 to 65 years old, and therefore respect the survey’s international requirements.

Aboriginal identifiers: The questionnaire of International Study of Adults (2012) includes questions to identify Aboriginal peoples based on Aboriginal identity, Aboriginal group, Status Indian, and First Nation/Indian Band (see next page).

Q04fca1

Are you an Aboriginal person, that is, First Nations, Métis or Inuit? First Nations include Status and Non-Status Indians.

- 1: Yes
- 2: No
- 8: Refusal
- 9: Don't know

Section J - Question identifier:J_Q04fca2

If the respondent has already specified the Aboriginal group(s), select the group(s) from the list below; If not, ask: Are you First Nations, Métis or Inuit?

- 1: First Nations (North American Indian)
- 2: Métis
- 3: Inuit (Inuk)
- 8: Refusal
- 9: Don't know

If the respondent has already specified the Aboriginal group(s), select the group(s) from the list below; If not, ask: Are you First Nations, Métis or Inuit?

- 1: First Nations (North American Indian)
- 2: Métis
- 3: Inuit (Inuk)
- 8: Refusal
- 9: Don't know

Section J - Question identifier:J_Q04fca3

Are you a Status Indian (Registered or Treaty) as defined by the Indian Act of Canada?

- 1: Yes, Status Indian (Registered or Treaty)
- 2: No
- 8: Refusal
- 9: Don't know

Section J - Question identifier:J_Q04fca3

Are you a member of a First Nation/Indian Band?

- 1: Yes
- 2: No
- 8: Refusal
- 9: Don't know

Section J - Question identifier:J_Q04fca5

What First Nation or Indian Band are you a member of?

- 8:Refusal
- 9:Don't know

Coverage: The PIAAC oversampled the off-reserve Aboriginal population living in urban Ontario, in urban Manitoba, in urban Saskatchewan, in urban British Columbia and in the Northwest Territories and Yukon, as well as the Inuit population in Nunavut. Aboriginal data from PIAAC covers those who have reported Aboriginal identity. The Aboriginal sample size provides reliable estimates in each of the provinces and territories as well as good Canada-level estimates.

	Aboriginal
Newfoundland and Labrador	
Prince Edward Island	
Nova Scotia	
New Brunswick	
Quebec	119
Ontario	1233
Manitoba	744
Saskatchewan	692
Alberta	145
British Columbia	642
Provinces only	3557
Yukon	359
Northwest Territories	454
Nunavut	594
Territories only	1407
TOTAL	4964

The frame was the 2011 Census and the National Household Survey (NHS). The 2011 Census was used for the general sample of adults aged 16 to 65, while the NHS was used for the Aboriginal and Immigrant supplementary samples. When the Census was used as a frame, only households that were not also selected for the NHS were eligible to be selected. However, some exceptions to this occurred in the territories where all households in a Census collection unit may have been selected for the NHS. In total, approximately 49,000 individuals were selected.

Sample selection occurred in up to three stages. In the first stage, geographical clusters were selected. These clusters were previously stratified into urban and rural

strata. Subsequently, households were selected from the Census or NHS within each selected cluster. Then within each selected household, one individual was chosen to participate in this survey.

The selection of clusters and households was done by systematic probability proportional to size sampling. Within a household, one individual was selected at random.

The level of coverage of the Canadian population aged between 16 and 65 years old by the 2011 Census, which data were used as a survey frame for this survey, in conjunction with the National Household Survey data, is evaluated at 96.4% at the national level, from 94.9% to 98.6% at the provincial level, and from 91.5% to 94.6% in the Territories.

Response rate:

The response rate is 58.3 % at the national level, and varies between 50.7% and 63.9% at the provincial or territorial level. This is a sample survey with a cross-sectional design.

Major topics:

- Adult education and training
- Education, training and learning
- Job training and educational attainment
- Labour
- Literacy

Methodological or other issues: None

Publications:

Skills in Canada: [First Results from the Programme for the International Assessment of Adult Competencies \(PIAAC\) - Proficiency of Aboriginal peoples](#); Chapter 3, “Skill levels of selected populations within Canada, Proficiency of Aboriginal People”

3.7 Programme for International Student Assessment (PISA)

Description: The Programme for International Student Assessment (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.

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).

YITS is designed to examine the patterns of, and influences on, major transitions in young people’s lives, particularly with respect to education, training and work. The implementation plan encompasses a longitudinal survey of each of two groups, 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 were followed up longitudinally by YITS

Aboriginal data source type: Limited

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

Target population: The survey population was comprised of students who were 15 years of age 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. These exclusions represent less than 4% of 15-year-olds in Canada.

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

Aboriginal identifiers: In 2000, the PISA (Cohort A) included a question to identify members of visible minorities. This question may be used to identify Aboriginal peoples, because the answer category “Aboriginal, that is, North American Indian, Métis or Inuit” appeared in the list of potential visible minority groups (see below). This question does 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. The question is similar to the one used in the YITS (Cohort B).

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

Coverage: PISA covers the off-reserve Aboriginal student population from the ten provinces. Aboriginal data from PISA cover those who have reported Aboriginal identity. The Aboriginal sample size in PISA (see counts below for Cohort A) 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 A (aged 15 in 2000):

Cycle 1 (2000): 1,048

Cycle 2 (2002): 955

Cycle 3 (2004): 749

Cycle 4 (2005): 571

Cycle 5 (2007): 432

Cycle 6 (2009): 306

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

Other topics:

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

Methodological or other issues: None

For more information: [PISA](#)

3.8 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 0-17 (0-18 prior to 2013) 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.

Aboriginal data source type: Limited

Frequency of data collection: Occasional (1999, 2002, 2013)

Target population: The survey targeted the population aged 0 to 17 (0-18 prior to 2013) living in the 10 provinces in Canada. 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. SAEP was conducted in October and November 2013 as a supplement to the Labour Force Survey. The SAEP questionnaire consists of a subset of questions used in SAEP 2002. The implementation of the 2002 questionnaire followed an extensive reassessment of data requirements, input consultations with academic experts and the client (Employment and Social Development Canada), questionnaire development and questionnaire testing.

The SAEP used three of the six rotation groups in the October LFS sample and two of the six rotation groups in the November LFS sample. For the SAEP, the coverage of the LFS was modified to include only those households with at least one child aged 17 and under and, within those households, only one randomly selected child.

Aboriginal identifiers: Prior to SAEP 2013, the SAEP included a question that can be used to identify Aboriginal peoples based on Aboriginal ancestry. 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.

In 2013, this information was collected through the LFS questionnaire. Please note that the LFS only collected information on those age 16 and older. Consequently, this information is only available for the parents of the child.

The 2013 SAEP is based on Aboriginal identity and are based on the following LFS questions.

ABO_Q01

If Country of Birth is not Canada , USA or Greenland go to ED_Q01

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

If yes, go to ABO_Q02

If no, go to ED_Q011

ABO_Q02

If respondent has already specified the Aboriginal group(s), select the group(s) from list below; if **not**, ask: ... **Is ... a North American Indian, Métis or Inuit?**

Mark all that apply.

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, 577 (Aboriginal identity) in 2013) 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 click [here](#).**Inactive Surveys****3.9 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 postsecondary 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.**Frequency of data collection:** One time (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. Data support analysis at the national level only. Due to the small number of respondents who reported Aboriginal identity, analysis is limited.

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 click [here](#).

3.10 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 socioeconomic 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). The collection period is at the beginning of the year after the reference year. Data collection for this reference period: 2003-02-17 to 2003-03-14

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 click [here](#).

3.11 Census of Population (Long Form)

Description: For 2011, Statistics Canada did not use a mandatory long-form questionnaire as part of the census. Information previously collected by the mandatory long-form census questionnaire was collected as part of the new voluntary National Household Survey (NHS). Questions on Aboriginal ancestry and Aboriginal identity and education appear on the NHS questionnaire.

The 2011 Census consisted of the same eight questions that appeared on the 2006 Census short-form questionnaire (covering basic demographic topics such as age, sex, marital status, mother tongue and consent to future release of personal information), plus two additional language questions on knowledge of official languages and languages spoken at home.

The 2011 [Census questionnaires](#) can be found on the Statistics Canada website. Refer to the [2011 Census Dictionary](#).

Also see [here](#).

2006 and previous censuses

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. Long form last conducted in 2006

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:

<p><i>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.</i></p> <p>17 What were the ethnic or cultural origins of this person's ancestors?</p> <p><i>An ancestor is usually more distant than a grandparent.</i></p> <p><i>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.</i></p>	<p><i>Specify as many origins as applicable using capital letters.</i></p> <table border="1"><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>																																																																																

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

<p><i>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.</i></p> <p>17 What were the ethnic or cultural origins of this person's ancestors?</p> <p><i>An ancestor is usually more distant than a grandparent.</i></p> <p><i>For example, Cree, Ojibway, Mi'kmaq (Micmac), Dene, Blackfoot, Inuit, Métis, Canadian, French, English, German, etc.</i></p>	<p><i>Specify as many origins as applicable using capital letters.</i></p> <table border="1"><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>																																																																																

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 click [here](#).

3.12 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. Replaced by the Programme for International Assessment of Adult Competencies.

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.

For more information click [here](#).

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.

3.13 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 standardized source of data across all provinces and territories.

The NAS collects information on the work and training experiences of apprentices before, during and after their involvement with their apprenticeship program. 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

Other topics:

- Income
- Labour market activities
- Language

Methodological or other issues: None.

For more information click [here](#).

Publication:

“National Apprenticeship Survey: Canada Overview Report 2007”. Statistics Canada, Catalogue no. 81-598-X, No. 001. 2008. Section 7: Women, Aboriginal peoples and landed immigrants. This chapter examines why these groups (women, Aboriginal peoples and landed immigrants) encounter more obstacles than the apprentice population as a whole.

3.14 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 postsecondary) 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.

DM_Q04 Are you an Aboriginal person, that is, North American Indian, Métis or Inuit?

- 1 Yes
- 2 No
- DK, RF

Coverage: Respondents whose country of birth was Canada, USA or Greenland

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

DM_Q05 Are you a North American Indian Métis or Inuit?

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

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, 335 in 2007 and 208 in 2008) 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 click [here](#).

3.15 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). Data are available for last reference period 2007-07-04 to 2008-11-03.

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). The question allows knowing whether the person has self-identified as North American Indian, Métis, and/or Inuit.

NOTE: The question below is from 2007-2008. The same question is used for 2005- 2006 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, 36 individuals in 2005/06, and 23 individuals in 2007/2008) 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 click [here](#).

3.16 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.

Effective with the 2012 reference year, cross-sectional income estimates will be available from the Canadian Income Survey. Longitudinal estimates are available up to and including 2010.

[Summary of changes over time - Survey of Labour and Income Dynamics \(SLID\)](#)

Aboriginal data source type: Limited

Frequency of data collection: Annual (1993-2011).

For 2012 income data, a new survey, the Canadian Income Survey (CIS), replaced SLID.

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 (2,194 for ancestry and 923 for Registered Indian status in 2011) 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 click [here](#).

3.17 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 (1999-2006) 2006 was the last wave of Workplace and Employee Survey. The 2006 data only include employer data since the employee portion of the survey was not conducted.

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.

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.

For more information click [here](#).



3.18 Youth in Transition Survey (YITS)

Description: The Youth in Transition Survey (YITS) is designed to examine the patterns of, and influences on, major transitions in young people's lives, particularly with respect to education, training and work. Content includes measurement of major transitions in young people's lives including virtually all formal educational experiences and most labour market experiences, achievement, aspirations and expectations, and employment experiences. The implementation plan encompasses a longitudinal survey of 15 year olds (as of December 1999) to be surveyed every two years.

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.

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

Aboriginal data source type: Limited

Frequency of data collection: biennial (2000, last period 2009- 2010)

Target population: 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. These exclusions represent less than 4% of 15-year-olds in Canada.

Aboriginal identifiers: In 2000, YITS (Cohort B) included a question to identify members of visible minorities. This question may be used to identify Aboriginal peoples, because the answer category "Aboriginal, that is, North American Indian, Métis or Inuit" appeared in the list of potential visible minority groups (see below). This question does 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.

YITS Cycle 6 includes Personal Characteristics and Family Background (Modules U and UNK) and has a question on Cultural or racial background which refers to the ethnic or cultural group(s) to which the respondent's ancestors belong.

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: YITS covers the off-reserve Aboriginal student population from the ten provinces. Aboriginal data from YITS cover those who have reported Aboriginal identity. The Aboriginal sample size in YITS (see counts below for Cohort 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

Cycle 3 (2004): 432

Cycle 4 (2005): 337

Cycle 5 (2007):258

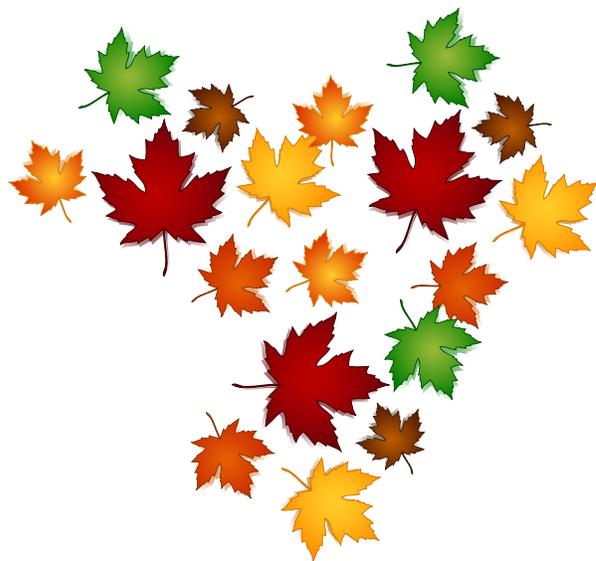
Major topics:

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

Methodological or other issues: none

For more information: [YITS](#)



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.

Active Surveys

General Social Survey (GSS) - Overview

Description: The two primary objectives of the General Social Survey (GSS) are: to gather data on social trends in order to monitor changes in the living conditions and well-being of Canadians over time; and to provide information on specific social policy issues of current or emerging interest. A specific topic is usually repeated every five years.

For more information, see:

[The General Social Survey: An Overview](#)

4.1 General Social Survey – Time Use (Cycle 24)

Description: This survey monitors changes in time use. Time spent on paid and unpaid work, sleep, education, sports, child care and leisure is included.

Aboriginal data source type: Very limited

Frequency of data collection: Quinquennial (5 year)
Data collection for this reference period: 2010-01-04 to 2010-12-31

Status: Active

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

Aboriginal identifiers: Cycle 24 includes a question on Aboriginal identity which follows the Statistics Canada standard wording. (See below) A question on the Aboriginal identity of the respondent's spouse/partner is also included.

AIR_Q110

Are you an Aboriginal person, (for this survey an Aboriginal person refers to, First Nations [North American Indian], Métis or Inuk [Inuit])?

- 1) Yes
- 2) No Go to End of module
- Don't know Go to End of module
- Refusal Go to End of module

AIR_Q120

Are you:

Interviewer: Mark all that apply.

If respondent answers "North American Indian", enter "11" or if respondent answers "Eskimo" enter "13".

Read categories to respondent.

- 11) ... **First Nations?**
- 12) ... **Métis?**
- 13) ... **Inuit?**
- Don't know
- Refusal

Coverage: The GSS Cycle 24 covers people 15 years of age and older not living in institutions in the ten provinces including those who have reported Aboriginal identity (either on or off-reserve). There was an Aboriginal sample size of 580, representing almost 951,000 Canadians with 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:

- Commuting to work
- Labour
- Society and community
- Time use
- Unpaid work

Other topics:

Education
 Aboriginal peoples
 Cultural activities and sports participation
 Transportation
 Housing
 Religion
 Language
 Income

Methodological or other issues: None.

For more information click [here](#).

4.2 General Social Survey – Family (Cycle 25)

Description: This survey monitors changes in Canadian families. It collects information on: conjugal and parental history (chronology of marriages, common-law unions and children), family origins, children’s home leaving, fertility intentions as well as work history and other socioeconomic characteristics.

Aboriginal data source type: Very limited

Frequency of data collection: Quinquennial (5 year).
 Data collection for this reference period: 2011-02-01 to 2011-11-30

Status: Active

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

Aboriginal identifiers: Cycle 25 includes a question on Aboriginal identity which follows the Statistics Canada standard wording (see below). A question on the Aboriginal identity of the respondent’s spouse/partner is also included.

Aboriginal identity of respondent (AIR)

Aboriginal identity of respondent (AIR) - Question identifier: AIR_Q110

Are you an Aboriginal person (for this survey an Aboriginal person refers to, First Nations, [North American Indian], Métis or Inuk [Inuit])?

1. Yes
 2. No
- DK, RF

Aboriginal identity of respondent (AIR) - Question identifier: AIR_Q120

Are you:

11. ... First Nations?
 12. ... Métis?
 13. ... Inuit?
- DK, RF

Coverage: The GSS Cycle 25 covers people 15 years of age and older not living in institutions in the ten provinces including those who reported Aboriginal identity (either on or off-reserve. There was an Aboriginal sample size of 760, representing almost 878,000 Canadians with 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:

Families, households and housing
 Family history
 Family types
 Household characteristics
 Society and community

Other topics:

Education
 Work
 Aboriginal peoples
 Religion
 Language
 Income

Methodological or other issues: None.

For more information click [here](#).

4.3 General Social Survey (GSS) Cycle 26 – Caregiving and Care Receiving

Description: The purpose of GSS Cycle 26 is to provide a snapshot of the lives of caregivers and care receivers in today’s Canada. Cycle 26 is the fourth cycle of GSS that deals with this topic, the first three having been conducted in 1996, 2002 and 2007. The content of Cycle 26 is similar to previous cycles with some sections revised, expanded or removed. While some cycles also included topics such as retirement or family history, Cycle 26 focuses exclusively on various aspects of giving and receiving care.

This survey collects data on the situation of Canadians who receive help or care because of a long-term health condition, a disability or problems related to aging, and of those who provide help or care to family members or friends with those conditions.

Questions in the survey cover the types and amount of care family caregivers provide, the kinds and amounts of care Canadians receive, and the unmet needs of those who need care but are not receiving it. An expanded set of questions covers the impact of caregiving on various aspects of the lives of caregivers. All respondents will be asked questions about their overall health, employment, housing and other socio-demographic characteristics such as birth place, religion and language.

Aboriginal data source type: Very limited

Frequency of data collection: Approximately every 5 years (1985, 1990, 1996, 2002, and 2007, and 2012)

Target population: The target population for Cycle 26 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: GSS Cycle 26 includes a question that can be used to identify Aboriginal peoples based on Aboriginal ancestry (see below). The question on Aboriginal ancestry does not provide information on the specific Aboriginal origins (North American Indian, Métis, and/or Inuit origins); only a single “Aboriginal (North American Indian, Métis or Inuit)” category is provided

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

INTERVIEWER: Do not probe or provide examples unless required by respondent. Do not read response categories aloud. Mark up to 4 responses.

1 Canadian

...

8 Aboriginal (North American Indian, Métis or Inuit)

...

16 Other – Specify

Don't know / Refusal

Coverage: The GSS Cycle 26 covers people 15 years of age and older not living in institutions in the ten provinces including those who have reported Aboriginal ancestry (either on or off-reserve). There was an Aboriginal sample size of 1,100, representing 1,226,000 Canadians with 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
Caregiving
Care receiving
Unpaid work

Other topics:

Education
Family
Labour market activities
Language
Religion
Aboriginal peoples
Ethnic diversity and immigration
Housing
Income
Mobility

Methodological or other issues: None.

For more information click [here](#).

4.4 General Social Survey - Giving, Volunteering and Participating, 2013 Cycle 27

Description: The purpose of this survey is to collect data regarding unpaid volunteer activities, charitable giving and participation. The results will help build a better understanding of these activities, which can in turn be used to help develop programs and services

Aboriginal data source type: Very limited

Frequency of data collection: Approximately every 5 years

The 2013 GSS GVP was previously conducted as the Canada Survey of Giving, Volunteering and Participating (CSGVP) in 2010, 2007 and 2004. The National Survey of Giving, Volunteering and Participating (NSGVP) was conducted in 2000 and 1997.

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

Aboriginal identifiers: GSS Cycle 27 includes questions that can be used to identify Aboriginal peoples based on Aboriginal identity (see below). The question on Aboriginal identity asks whether the person has North American Indian, Métis, and/or Inuit identity.



Aboriginal Minimum (AMB)
Harmonized content

AMB_Q01

Are you an Aboriginal person, that is, First Nations, Métis or Inuk (Inuit)? First Nations includes Status and Non-Status Indians.

1. Yes

2. No

DK, RF

AMB_Q02

Are you First Nations, Métis or Inuk (Inuit)?

1. First Nations (North American Indian)

2. Métis

3. Inuk (Inuit)

DK, RF

Coverage: The GSS 27 on GVP covers people 15 years of age and older not living in institutions in the ten provinces including those who have reported Aboriginal identity (either on or off-reserve). 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:

Volunteering and donating
Labour
Society and community
Education

Other topics:

Religion
Language
Health

Methodological issues: None

For more information click [here](#).

4.5 General Social Survey - Social Identity (SI) 2013, Cycle 27

Description: The main objective of the GSS on Social Identity (SI) is to provide an overall picture of Canadians' identification, attachment, belonging and pride in their social and cultural environment

Aboriginal data source type: Very limited

Frequency of data collection: Quinquennial (5 year)

Target population: The target population is all non-institutionalized persons 15 years of age or older, living in the ten provinces of Canada.

With Cycle 27 – Social Identity, households were first contacted by telephone and an individual aged 15 years

or older was randomly selected to respond to the survey. The individual was then offered to continue the interview by phone or to complete the survey over the Internet. This cycle was the first GSS cycle to offer the Internet option to respondents. Persons in households without telephones were not interviewed. However, persons living in such households represent less than 2% of the target population. The Aboriginal population is not specifically sampled or over-sampled.

Aboriginal identifiers: GSS Cycle 27 includes questions that can be used to identify Aboriginal peoples based on Aboriginal ancestry and Aboriginal identity (see below). The question on Aboriginal identity asks whether the person is First Nations, Métis, and/or Inuk (Inuit). The question uses the Statistics Canada standard wording.

Ethnic origin of respondent (ETH)

ETH_R110

The following question is about your ethnic ancestry, heritage or background.

Interviewer: Press <1> to continue.

ETH_Q110

What were the ethnic or cultural origins of your ancestors?

Interviewer: Do not probe or provide examples unless required by respondent. Do not read response categories aloud. Mark up to 4 responses.

- 01 Canadian
- 02 English
- 03 French
- 04 Scottish
- 05 Irish
- 06 German
- 07 Italian
- 08 Aboriginal (First Nations, Métis or Inuit)
- 09 Ukrainian
- 10 Chinese
- 11 Dutch
- 12 Polish
- 13 South Asian (East Indian, Sri Lankan, Pakistani, Punjabi, etc.)
- 14 Jewish
- 15 Portuguese
- 16 Filipino
- 17 Other – Specify (Go to ETH_S110)
- Don't know
- Refusal

AMB_Q01

Are you an Aboriginal person, that is, First Nations, Métis or Inuk (Inuit)? First Nations includes Status and Non-Status Indians.

Interviewer: The terms “First Nations” and “North American Indian” can be interchanged. Some respondents may prefer one term over the other.

“Inuit” is the plural form of “Inuk”.

- 1 Yes
- 2 No
- Don't know
- Refusal

Go to AMB_END

AMB_Q02

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

Are you First Nations, Métis or Inuk (Inuit)?

Interviewer: Mark all that apply.

First Nations (North American Indian) includes Status and Non-Status Indians.

The terms “First Nations” and “North American Indian” can be interchanged. Some respondents may prefer one term over the other.

“Inuit” is the plural form of “Inuk”.

- 11 First Nations (North American Indian)
- 12 Métis
- 13 Inuk (Inuit)
- Don't know
- Refusal

Coverage: The GSS Cycle 27 S.I. covers people 15 years of age and older not living in institutions in the ten provinces including those who have reported Aboriginal ancestry and/or identity (either on or off-reserve).

There was an Aboriginal sample size of 1,360, representing 1,768,000 Canadians with 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:

Social networks
Civic participation and engagement
Knowledge of Canadian history

Appreciation of national symbols
Shared values
Confidence in institutions and trust in people

Other topics:

Employment
Education
Religion
Income

Methodological issues: None

For more information click [here](#).

4.6 General Social Survey (GSS) Cycle 28 - Victimization

Description: The main objective of the GSS on Victimization is to better understand how Canadians perceive crime and the justice system and their experiences of victimization.

This survey is the only national survey of self-reported victimization and is collected in all provinces and territories. The survey allows for estimates of the numbers and characteristics of victims and criminal incidents. As not all crimes are reported to the police, the survey provides an important complement to officially recorded crime rates. It measures both crime incidents that come to the attention of the police and those that are unreported. It also helps to understand the reasons behind whether or not people report a crime to the police.

Aboriginal data source type: Very limited

Frequency of data collection: Every 5 years (1988, 1993, 1999, 2004, 2009, and 2014)

Target population: The target population is all non-institutionalized persons 15 years of age or older, living in the provinces and territories.

In the provinces, all respondents are contacted and interviewed by telephone. Thus persons in households without telephones cannot be interviewed. However, persons living in such households represent less than 2% of the target population.

In the territories, interviews are conducted by telephone or face-to-face.

For both the provinces and territories, the Aboriginal population is not specifically sampled or over-sampled.

Aboriginal identifiers: GSS Cycle 28 includes questions that can be used to identify Aboriginal peoples based on Aboriginal identity (see below). The question on Aboriginal identity uses the Statistics Canada standard wording. Respondents are asked whether they are, First Nations, Métis or Inuk (Inuit).

Aboriginal Minimum (AMB)

Harmonized content

AMB_Q01

Are you an Aboriginal person, that is, First Nations, Métis or Inuk (Inuit)? First Nations includes Status and Non-Status Indians.

Interviewer: The terms “First Nations” and “North American Indian” can be interchanged. Some respondents may prefer one term over the other.

“Inuit” is the plural form of “Inuk”.

1. Yes (Go to AMB_Q02)

2. No

DK, RF

Go to AMB_END

AMB_Q02

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

Are you First Nations, Métis or Inuk (Inuit)?

Interviewer: Mark all that apply.

First Nations (North American Indian) includes Status and Non-Status Indians.

The terms “First Nations” and “North American Indian” can be interchanged. Some respondents may prefer one term over the other.

“Inuit” is the plural form of “Inuk”.

1. First Nations (North American Indian)

2. Métis

3. Inuk (Inuit)

DK, RF

Aboriginal Identity of spouse/Partner (AIP)

AIP_Q01

Is your [spouse/partner] an Aboriginal person (that is, First Nations, Métis or Inuk [Inuit])?

Interviewer: The terms “First Nations” and “North American Indian” can be interchanged. First Nations includes Status and Non-Status Indians. Some respondents may prefer one term over the other.

“Inuit” is the plural form of “Inuk”.

1. Yes (Go to AIP_Q02)

2. No

DK, RF

Go to AIP_END

AIP_Q02

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

Is your [spouse/partner] First Nations, Métis or Inuk (Inuit)?

Interviewer: Mark all that apply.

First Nations (North American Indian) includes Status and Non-Status Indians.

The terms “First Nations” and “North American Indian” can be interchanged. Some respondents may prefer one term over the other.

“Inuit” is the plural form of “Inuk”.

11. First Nations (North American Indian)

12. Métis

13. Inuk (Inuit)

DK, RF

Coverage: The GSS Cycle 28 covers people aged 15 years and older not living in institutions in the provinces and territories including those who have reported Aboriginal identity (either on or off-reserve). 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: Victims and victimization

Other topics:

Education
Family
Labour market activities
Language
Religion
Aboriginal peoples
Activity limitation
Immigration
Housing
Income

Methodological or other issues: None.

For more information click [here](#).

4.7 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. The LFS also provides employment estimates by industry, occupation, public and private sector, hours worked and much more, all cross-classifiable by a variety of demographic characteristics

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. These groups together represent an exclusion of less than 2% of the Canadian population aged 15 and over. The off-reserve 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.

<p>ABO_Q01</p> <p>If Country of Birth is not Canada, USA or Greenland go to ED_Q01</p> <p>Is ,, an Aboriginal person, that is, North American Indian, Métis or Inuit?</p> <p>1 Yes 2 No</p> <p>If yes, go to ABO_Q02</p> <p>If no, go to ED_Q01</p> <p>ABO_Q02</p> <p>If respondent has already specified the aboriginal group(s), select the group(s) from list below; if not, ask: Is ... a North American Indian, Métis or Inuit?</p> <p>1 North American Indian/First Nations 2 Métis 3 Inuit</p> <p>Mark all that apply.</p>

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
- Employment and unemployment
- Hours of work and work arrangements
- Industries
- Labour
- Occupations
- Unionization and industrial relations
- Wages, salaries and other earnings

Other topics:

- Aboriginal peoples
- Education
 - Educational attainment
 - High school graduation
 - Highest degree/certificate/diploma
- 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.
 - Comparability of the 2011 National Household Survey Labour force status data with those of the Labour Force Survey

Both the National Household Survey (NHS) and the Labour Force Survey (LFS) collect data on the labour market activities of the Canadian population. For the most part, labour force status estimates from the NHS are similar to those from the monthly Labour Force Survey at the national and provincial levels. However, there are a number of conceptual differences between the two surveys. Users should take into account factors, such as population coverage, collection methodology, sample size and questionnaire content. For more information on the comparability of the National Household Survey and the Labour Force Survey click [here](#).

- **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 NHS data provide a wider range of data than the LFS. Also, the NHS defines the Aboriginal population in various ways, whereas the LFS measures only Aboriginal identity.

For more information click [here](#).

Publications:

[Labour force characteristics of the Métis: Findings from the 2012 Aboriginal Peoples Survey](#)

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 2015 revisions of the Labour Force Survey \(LFS\) Section 9.0](#)

Aboriginal People and the Labour Market: Estimates from the Labour Force Survey, 2008-2010 The report, “[Aboriginal Peoples Living Off-Reserve and the Labour Market, 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.

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

[Aboriginal People Living Off-reserve and the Labour Market: Estimates from the Labour Force Survey, 2008-2009](#)

[Aboriginal People Living Off-reserve and the Labour Market: Estimates from the Labour Force Survey, 2007](#)

4.8 Longitudinal and International Study of Adults (LISA)

Description: The Longitudinal and International Study of Adults (LISA) is a multi-topic survey that aims to see how the many factors of a person’s life (such as family, work, and education) intersect and influence a person’s outcomes over time. For example, what are the long-term benefits of postsecondary education? What skills are required for meaningful participation in the work force? How do people’s standards of living change as they experience health issues, move in and out of work, change relationships, or enter parenthood? These changes are possible to see through the survey’s longitudinal framework.

[Summary of changes over time - Longitudinal and International Study of Adults \(LISA\)](#)

Aboriginal data source type: Limited

Frequency of data collection: Biennial (2012, 2014)

Status: Active

Target population: The LISA covers all individuals in Canada, plus their future descendants, but excludes: residents of the Yukon, the Northwest Territories and Nunavut, residents of institutions, official representatives of other countries and their families, members of religious and other communal colonies, members of the Canadian Armed Forces stationed outside Canada, and persons living on Indian reserves. The Aboriginal population is not specifically sampled or over-sampled.

Aboriginal identifiers: LISA includes questions that can be used to identify Aboriginal peoples based on Aboriginal ancestry and Treaty / Registered Indian status (see below from 2012 LISA).

DGAB_Q05: Are you an Aboriginal person, that is, First Nations, Métis or Inuit? First Nations include Status and Non-Status Indians.

- 1 Yes
- 2 No
- 6 Valid Skip
- 7 Don't Know
- 8 Refusal
- 9 Not Stated

DGAB_Q10: Are you First Nations, Métis or Inuit?

- 1 First Nations (North American Indian)
- 2 Métis
- 3 Inuit (Inuk)
- 6 Valid Skip
- 7 Don't Know
- 8 Refusal
- 9 Not Stated

DGAB_Q15: Are you a Status Indian (Registered or Treaty) as defined by the Indian Act of Canada?

- 1 Yes, Status Indian (Registered or Treaty)
- 2 No
- 6 Valid Skip
- 7 Don't Know
- 8 Refusal
- 9 Not Stated

DGAB_Q20: Are you a member of a First Nation/Indian Band?

- 1 Yes
- 2 No
- 6 Valid Skip
- 7 Don't Know
- 8 Refusal
- 9 Not Stated

Coverage: LISA includes individuals who self-identify as an Aboriginal person, either with or without Status. The 2012 LISA includes 911 self-identified Aboriginal persons, including 311 who reported having Status. This is a small number of observations compared to other surveys, but broad estimates at the national level or in provinces with strong Aboriginal representation are still possible.

Major topics:

Education
Labour market activities
Skills and training
Retirement

Family
Income

Other topics:

Aboriginal Peoples
Disability
Caregiving
Health
Life events and satisfaction

Methodological or other issues: None.

For more information click [here](#).

Coverage: The GSS Cycle 14 covers people 15 years of age and older not living in institutions in the ten provinces including those who have reported Aboriginal ancestry (either on or off-reserve). There was an Aboriginal sample size of 700, representing almost 620,000 Canadians with 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:

Individual and household internet use
Information and communications technology
Society and community

Methodological or other issues: None.

For more information click [here](#).

Susan Crompton. "Off-reserve Aboriginal Internet users", Social Canadian Trends, Winter 2004, no 11, pages 8-14. [Off-reserve Aboriginal Internet users](#)

4.10 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.

The NLSCY began in 1994 and was jointly conducted by Statistics Canada and Human Resources and Skills Development Canada (HRSDC), formerly known as Human Resources Development Canada (HRDC).

Aboriginal data source type: Very limited

Frequency of data collection: Every 2 years (from 1994 to 2008-2009 (Cycle 8)).

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 8 Survey 2008/2009, 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. A question on ancestry is also included which allows for the identification of North American, Métis and Inuit ancestries. Cycles 6 to 8 of the Survey include both the Aboriginal identity and ancestry questions. Earlier Cycles 1 to 5 of the NLSCY include only the ancestry question

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

SOCB_Q4 To which ethnic or cultural group(s) did his ancestors belong? (For example: French, Scottish, Chinese)?

INTERVIEWER: Mark all that apply.

01 Canadian
02 French
03 English
04 German
05 Scottish
06 Irish
07 Italian
08 Ukrainian
09 Dutch (Netherlands)
10 Chinese
11 Jewish
12 Polish
13 Portuguese

- 14 South Asian
- 15 Black
- 16 North American Indian
- 17 Métis
- 18 Inuit/Eskimo
- 19 Vietnamese
- 20 Russian
- 21 Korean
- 22 Iranian
- 23 Balkan (Yugoslav, Serbian, Slovenian...)
- 24 Filipino
- 25 Hungarian
- 26 Other
- 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
- Child development and behaviour
- Children and youth
- Education
- Education, training and learning
- Health and well-being (youth)

Other topics:

- 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 click [here](#).

4.11 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), 2010-2011 (Cycle 9). After nine cycles, the National Population Health Survey has ended.

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 NPHS longitudinal sample includes 17,276 persons from all ages in 1994/1995 and these same persons were interviewed every two 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 9 (2002-2003, 2004-2005, 2006-2007, 2008-2009, and 2010-2011):

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:

Disability

Diseases and health conditions

Health

Health care services

Lifestyle and social conditions
Mental health and well-being
Prevention and detection of disease

Other topics:

Education

Ethnic diversity and immigration

Family

Labour market activities

Language

Aboriginal peoples

Income

Religion

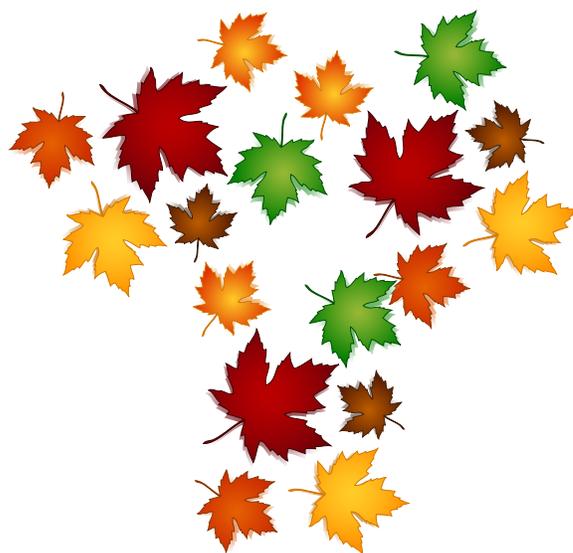
Each cycle, a common set of health questions was asked to the respondents. This allows for the analysis of changes in the health of the respondents over time. In addition to the common set of questions, the questionnaire included focus content and supplements that changed from cycle to cycle. For the complete list of topics covered by the NPHS over time, please consult “[NPHS Content, Household Component](#)”.

Methodological or other issues: None.

For more information:

[NPHS, Household component – Longitudinal](#)

[NPHS, North component](#)



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.

Active Surveys

5.1 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 interprovincial 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

Frequency of data collection: Prior to 2007, data collection occurred every two years on an annual period. Data are available for the 2000- 2001, 2003, 2005, 2007, 2008, 2009, 2010, 2011, 2012 and 2013 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.

While a sample of approximately 130,000 respondents were interviewed during the reference periods of 2000-

2001, 2003 and 2005, the sample size was changed to 65,000 respondents each year starting in 2007.

Target population: The CCHS covers the population 12 years of age and over living in the ten provinces and the three 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 Forces; the institutionalized population and persons living in the Quebec health regions of Région du Nunavik and Région des Terres-Cries-de-la-Baie-James. Altogether, these exclusions represent less than 3% of the target population.

In the north, the frame for the CCHS covers 92% of the targeted population in the Yukon, 96% in the Northwest Territories and 92% in Nunavut. In Nunavut, starting in 2013, the coverage was expanded to represent 92% of the targeted population. Before 2013, the coverage was 71% since the survey covered only the ten 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 the CCHS 2014). Similar or same questions are found in the CCHS annual surveys 2008 – 2013, Cycle 4.1 (2007), Cycle 3.1 (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_Q4A

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

- 01: Canadian
- 02: French
- 03: English
- 04: German
- 05: Scottish
- 06: Irish
- 07: Italian
- 08: Ukrainian
- 09: Dutch (Netherlands)
- 10: Chinese
- 11: Jewish
- 12: Polish
- 13: Portuguese
- 14: South Asian (e.g. East Indian, Pakistani, Sri Lankan)
- 15: Norwegian
- 16: Welsh
- 17: Swedish
- 18: First Nations (North American Indian)
- 19: Métis
- 20: Inuit
- 21: Other - Specify
- 98: RF
- 99: DK

SDC_Q4B_1

Are you an Aboriginal person, that is, First Nations, Métis or Inuk (Inuit)? First Nations includes Status and Non-Status Indians.

- 1: Yes
- 2: No
- 8: RF
- 9: DK

SDC_N4B_2

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

(Are you First Nations, Métis or Inuk (Inuit)?)

INTERVIEWER: Mark all that apply.
First Nations (North American Indian) includes Status and Non-Status Indians.
The terms “First Nations” and “North American

Indian” can be interchanged. Some respondents may prefer one term over the other.

“Inuit” is the plural form of “Inuk”.

- 1: First Nations (North American Indian)
- 2: Métis
- 3: Inuk (Inuit)
- 8: RF
- 9: DK

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
- Diseases and health conditions
- Health
- Lifestyle and social conditions
- Prevention and detection of disease

Other topics:

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

Methodological or other issues: None.

For more information click [here](#).

5.2 Canadian Income Survey (CIS)

Description: Starting with the 2012 reference year, the Canadian Income Survey (CIS) is a cross-sectional survey developed to provide a portrait of the income and income sources of Canadians, with their individual and household characteristics. The data collected in the CIS is combined with Labour Force Survey and tax data.

The survey gathers information on labour market activity, school attendance, activity limitation, support payments, child care expenses, inter-household transfers, personal income, and characteristics and costs of housing. This content is supplemented with information on individual and household characteristics (e.g. age, educational attainment, main job characteristics, Aboriginal identity, family type), as well as geographic details (e.g., province, census metropolitan area (CMA)) from the LFS. Tax data

for income and income sources are also combined with the survey data.

The CIS is an annual supplement to the Labour Force Survey (LFS), with the first collection undertaken in 2013 for the 2012 reference year.

Aboriginal data source type: Limited

Frequency of data collection: Annual

Target population: The CIS target population consists of all persons living in Canada, excluding persons living in the territories or persons living on reserves and other Aboriginal settlements in the provinces, full-time members of the Canadian Forces living in military camps and persons living full-time in institutions. CIS information is collected for all household members 16 years of age and older.

ABO_Q01

If Country of Birth is not Canada , USA or Greenland go to ED_Q01

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

If yes, go to ABO_Q02

If no, go to ED_Q01

ABO_Q02

If respondent has already specified the Aboriginal group(s), select the group(s) from list below; if not, ask: Is ... a North American Indian, Métis or Inuit?

Mark all that apply.

Coverage: The CIS sample is a sub-sample selected from the Labour Force Survey sample. Unlike the LFS, the CIS is a voluntary survey, meaning that some LFS respondents may choose not to participate in the CIS. In total, information for Canadians in 25,536 households was collected for the 2012 CIS.

Major topics:

Families, households and housing
Household, family and personal income
Income, pensions, spending and wealth
Labour
Low income and inequality

Other topics:

age
educational attainment
main job characteristics
immigration

Aboriginal identity
family type)

Methodological or other issues:

The CIS reports on many of the same statistics as the Survey of Labour and Income Dynamics (SLID), which last reported on income for the 2011 reference year. Prior to SLID, income data came from the Survey of Consumer Finances (SCF) [Note 1](#).

The 2012 CIS uses a different methodology compared to that used in SLID . Comparisons of CIS and SLID reveal differences in estimates between 2011 and 2012 which are attributable to the two surveys having different methods, rather than a true change in the characteristics of the population.

Statistics Canada will release, in July 2015, results from the 2013 CIS. This will be a first step towards the generation of a new income series using CIS data.

Until revised historical statistics are prepared and analysed to ensure that they are as comparable as possible to the current CIS results, the results of the Canadian Income Survey should not be compared to those produced by the Survey of Labour and Income Dynamics or other previous income surveys.

It is valid to compare estimates for different subpopulations within the CIS, such as estimates for different provinces or demographic groups.

For more information:

[Canadian Income Survey \(CIS\)](#)

[Note to Users of Data from the 2012 Canadian Income Survey](#)

Inactive Surveys

5.3 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.

The Aboriginal Children's Survey was developed by Statistics Canada and Aboriginal early childhood development experts from across the country and was conducted jointly with Human Resources and Social Development Canada.

Aboriginal data source type: Major

Frequency of data collection: Once only. The ACS was conducted following the 2006 Census as a post-censal survey.

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.

The Aboriginal Children's Survey (ACS) is a post-censal survey, that is, the sample was selected from children living in households whose response on their 2006 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

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="checkbox"/>	2 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>
b. Métis	1 <input type="checkbox"/>	2 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>
c. Inuit	1 <input type="checkbox"/>	2 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>

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

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

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

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

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

1 <input type="checkbox"/>	Yes, member of an Indian Band or First Nation	2 <input type="checkbox"/>	No
		7 <input type="checkbox"/>	Don't know
		8 <input type="checkbox"/>	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.
- 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 click [here](#).

Publications:

[Aboriginal Children's Survey, 2006: Supporting Data Tables.](#)

[Inuit Language Indicators for Inuit Children Under the Age of Six in Canada](#)

[Aboriginal Language Indicators for Off-reserve First Nations Children Under the Age of Six in Canada](#)

[Aboriginal Language Indicators for Métis Children Under the Age of Six in Canada](#)

[The early learning experiences of off-reserve First Nations children in Canada](#)

[The early learning experiences of Métis children in Canada](#)

[The Early Learning Experiences of Inuit Children in Canada](#)

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.

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)

Status: Inactive

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 click [here](#).

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)

Status: Inactive

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

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 the answers and opinions provided by principals of the

responding schools and not as representative of First Nations schools overall.

For more information click [here](#).

Publications: Johanne Plante. [Connectivity and ICT Integration in First Nations Schools: Results from the Information and Communications Technologies in Schools Survey, 2003/04](#)

7. Limitations to existing data on Aboriginal peoples

A number of general data limitations apply to all surveys reviewed in this document. The 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/NHS and the 1991/2001/2006/2012 Aboriginal Peoples Survey, no Statistics Canada surveys are conducted on reserves.
- Only the Census/NHS 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. For example, the self-identified Aboriginal population does not cover the entire Aboriginal population, as some individuals may not identify as Aboriginal but have Registered Indian status.
- 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. Caution should be exercised when comparing data from different sources which use different concepts and question wording to identify Aboriginal Peoples.
- The Aboriginal identifiers currently used in Statistic Canada’s major sources of data on Aboriginal peoples (NHS, APS) as well as some other surveys are in 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. Earlier surveys have used the terminology ‘North American Indian’ to refer to First Nations. The Métis and Inuit groups, however, appear to be consistently distinguished whenever the Aboriginal population is divided into Aboriginal identity groups.

Statistics Canada has developed standard questions and answer categories for the questions used to identify Aboriginal peoples. This initiative will help to promote consistency across surveys. The standard questions are presented in Appendix 2.



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. National Household Survey	Yes	Major
6. Community College Student Information System (CCSIS) – data now collected by Postsecondary Student Information System (PSIS)	--	--
7. Continuing Education Survey (COED) – discontinued	--	--
8. Elementary Secondary Education Statistics Project (ESESP)	Yes	Limited
9. Financial Information of Universities and Colleges Survey (FIUC)	No	--
10. Financial Statistics of Community Colleges and Vocational Schools (FINCOL)	No	--
11. International Adult Literacy and Skills Survey (IALSS) – will be replaced by the Programme for International Assessment of Adult Competencies (PIACC)	Yes	Secondary
12. Programme for the International Assessment of Adult Competencies (PIAAC)	Yes	Secondary
13. National Apprenticed Trades Survey – discontinued and replaced by National Apprenticeship Survey (NAS)	--	--
14. National Apprenticeship Survey (NAS)	Yes	Limited
15. National Graduates Survey (NGS) and Follow-up Survey of Graduates (FOG)	Yes	Limited
16. Ontario Adult Literacy Survey (OALS)	No	--

Major education data sources:	Does the survey contain an Aboriginal identifier?	If yes: Aboriginal data source type
17. Post-Secondary Education Participation Survey 2002 (PEPS) – discontinued in 2008; data now collected by the Access and Support to Education and Training Survey (ASETS)	--	--
18. Postsecondary Student Information System (PSIS)	Yes	Limited
19. Programme for International Student Assessment (PISA) and Youth in Transition Survey (YITS)	Yes	Limited
20. Registered Apprenticeship Information System (RAIS)	No	--
21. 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
22. Survey of Canadian Attitudes toward Learning (SCAL)	Yes	Limited
23. Survey of Earned Doctorates (SED)	Yes	Very limited
24. Survey of Labour and Income Dynamics (SLID)	Yes	Limited
25. Survey of Uniform Financial System - School Boards (SUFBS)	No	--
26. Trade/Vocational Enrolment Survey (TVOC)	No	--
27. Tuition and Living Accommodation Costs (TLAC)	No	--
28. University Student Information System (USIS) – data now collected by Postsecondary Student Information System (PSIS)	--	--
29. 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) — Caregiving and Care Receiving (Cycle 26)	Yes	Very limited
3. General Social Survey (GSS) — Family (Cycle 25)	Yes	Very limited
4. General Social Survey (GSS) — Time Use (Cycle 24)	Yes	Very limited
5. General Social Survey (GSS) — Victimization (Cycle 28)	Yes	Very limited
6. General Social Survey (GSS) — Social Identity (Cycle 27)	Yes	Very limited
7. General Social Survey (GSS) — Giving, Volunteering and Participating (Cycle 27)	Yes	Very limited
8. General Social Survey (GSS) — Access to and Use of Information Communication Technology (Cycle 14)	Yes	Very limited
9. Labour Force Survey (LFS)	Yes	Secondary
10. Canadian Income Survey (CIS)	Yes	Secondary
11. Longitudinal and International Study of Adults (LISA)	Yes	Secondary
12. Longitudinal Survey of Immigrants to Canada (LSIC)	No	--
13. National Longitudinal Survey of Children and Youth (NLSCY)	Yes	Very limited
14. National Population Health Survey (NPHS) - Household Component	Yes	Limited
15. Participation and Activity Limitation Survey (PALS)	No	--
16. Survey of Financial Security (SFS)	No	--
17. 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



Appendix 2

How Statistics Canada defines Aboriginal concepts/variables

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 a First Nation or Indian Band.

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. For example, those who indicate that they have Aboriginal ancestors do not always identify themselves as 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 First Nations, Métis or Inuit, based on responses to questions such as: "Are you... Aboriginal, that is First Nations, 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 status

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 Aboriginal Affairs and Northern Development Canada (AANDC) is the other source of data for the Registered Indian population. The different purposes of the Indian Register and the Census/NHS 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 a First Nation or Indian Band

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

Data limitations: First Nation/Indian Band data should be used with caution. The most important causes of the differences in the Indian Band population counts from the Census/NHS 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, please see: [Section 6.3.1 Comparability with the Indian Register](#)

Harmonization project

Statistics Canada has worked on developing standard questions and answer categories for 18 key topics (subject modules), 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 wording of the Aboriginal standard questions have been developed and include the concepts of Aboriginal identity or group, Registered / Treaty Indian Status, and Member of a First Nation or Indian band (see below).

For more information on discussions and testing, please refer to:

[Qualitative Testing of Aboriginal Identification Questions \(89-639-X\)](#)

[Report on Regional Discussions on Aboriginal Identification Questions \(89-629-X\)](#)

Aboriginal Identity

AMB_Q01 / AEB_Q01: Are you an Aboriginal person, that is, First Nations, Métis or Inuk (Inuit)? First Nations includes Status and Non-Status Indians.

INTERVIEWER: The terms “First Nations” and “North American Indian” can be interchanged. Some respondents may prefer one term over the other.

“Inuit” is the plural form of “Inuk”.

1. Yes (Go to AMB_Q02 (Minimal) AEB_Q02 (Extended))
2. No (Go to AEB_Q03) (Extended)

DK, RF (Go to AEB_Q03) (Extended)

AMB_Q02 / AEB_Q02:

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

Are you First Nations, Métis or Inuk (Inuit)?

INTERVIEWER: Mark all that apply. First Nations (North American Indian) includes Status and Non-Status Indians.

The terms “First Nations” and “North American Indian” can be interchanged. Some respondents may prefer one term over the other.

“Inuit” is the plural form of “Inuk”.

1. First Nations (North American Indian)
2. Métis
3. Inuk/Inuit

DK, RF

Registered or Treaty Indian Status

AEB_Q03: Are you a Status Indian, that is, a Registered or Treaty Indian as defined by the Indian Act of Canada?

INTERVIEWER: “Status Indians” include Registered and Treaty Indians. Registered Indians are persons who are registered under the Indian Act of Canada. Treaty Indians are persons who belong to a First Nation or Indian band that signed a treaty with the Crown.

1. Yes, Status Indian (Registered or Treaty)
2. No

DK, RF

Membership in a First Nation or Indian band

AEB_Q04: Are you a member of a First Nation or Indian band?

INTERVIEWER: For example, Musqueam Indian Band, Sturgeon Lake First Nation, Atikamekw of Manawan, etc.

1. Yes
2. No

DK, RF



Statistics Canada's education-related data sources with Aboriginal identifiers

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.

Using the PCEIP Aboriginal *Data Feasibility Study* (2007) as its base, a data scan was conducted to include all of Statistics Canada's education data sources that contain Aboriginal identifiers. This data scan was completed in March 2009 and formed the first version of this report. Since then, additional changes to Statistic Canada's education data sources that contain Aboriginal identifiers have taken place, and the present report reflects those changes.

