

Data sources used in this publication

This appendix contains an alphabetical listing of all data sources used in this publication. An overview of each data source is provided along with contact information from which readers can obtain further details.

Adult Education and Training Survey (AETS)

Centre for Education Statistics, Statistics Canada

Survey objectives: Although the objectives of the AETS have evolved over time, the objectives of the 1998 survey are indicative of its general intentions:

- Measure the incidence of adult education and training in Canada in a comprehensive manner;
- Provide a socio-economic and demographic profile of individuals who participate and do not participate in adult education and training;
- Profile the types, duration and location of training and education that individuals receive;
- Profile employer involvement in the training and education process;
- Identify barriers faced by individuals who wish to take some form of education and training but cannot.

Target population: The population is defined as people 17 years of age and over living in the ten provinces, excluding inmates of institutions such as prisons, hospitals, and long-term care facilities, residents of Indian reserves, and full-time members of the armed forces. However, in order to retain a focus on learners no longer in initial education, all full-time students were excluded except those sponsored by an employer, those over the age of 19 enrolled in an elementary or secondary education program, and those over the age of 24 enrolled in a postsecondary education program.

Appendix 4

Sample size:	Final sample sizes for AETS data reported in this publication are: 1991: 45,000 1993: 41,000 1997: 33,000
Data collection method:	The survey was conducted as a supplement to the Labour Force Survey in January 1992, 1994 and 1998, with respondents asked to identify the education and/or training they received in the previous calendar year. Information is collected for one randomly selected member of the household aged 17 or older. Proxy responses are not permitted.
Survey frequency:	1984, 1986, 1990, 1992, 1994, 1998 and 2003.
Reference period:	1991, 1993 and 1997.
Historical continuity:	Although data has been collected since 1984, the questionnaire structure and survey procedures were improved beginning in 1992. A major element of the redesign was the change in the collection methodology resulting in the elimination of proxy responses. The 1994 AETS and the 1998 AETS were conducted based on the same methodology as the 1992 survey with only minor modifications to the questionnaire. Consequently, historical comparisons should only be considered for surveys conducted since 1992.
Contact:	Client Services Centre for Education Statistics, Statistics Canada
Toll-free:	1-800-307-3382 (613) 951-7608
Email:	educationstats@statcan.ca

Annual College and Related Institutions Educational Staff Survey

Centre for Education Statistics, Statistics Canada

Survey objectives:	Data are collected on full- and part-time educational staff of community colleges and public trade-vocational schools across Canada. Staff attributes collected include gender, date of birth, position, years of teaching experience, full- or part-time employment status, salary, field of principal subject taught, and employment relationship with the reporting institution (contract or indeterminate position).
Target population:	All educational staff involved in teaching credit and non-credit courses at community colleges and public trade-vocational schools in the provinces and territories. Included are: teaching staff (including those on leave and visiting teaching staff), senior academic staff with or without teaching responsibilities (e.g., department heads, division heads, chairpersons, deans), and career counsellors who as part of their job, help students make decisions about academic programs.

Sample size:	Census.
Data collection method:	Statistics on the educational staff in community colleges and public trade-vocational schools are drawn from the administrative records of these institutions. In most cases, institutions submit individual record data either directly to Statistics Canada or to their ministry/department of education or training, which in turn reports to Statistics Canada. Aggregate level data are collected from those institutions that are not able to provide individual record data.
Survey frequency:	Annual, since 1976.
Reference period:	1989-1990 and 1999-2000.
Contact:	Client Services Centre for Education Statistics, Statistics Canada
Toll-free:	1-800-307-3382 (613) 951-7608
Email:	educationstats@statcan.ca

Annual Demographic Statistics, 2001

Statistics Canada Catalogue No. 91-213-XPB

Demography Division, Statistics Canada

The 2001 edition of this publication provides the most recent population estimates and projections up to 2006 by age group and sex, plus data on births, deaths and migrations. It groups the information by province and territory, census metropolitan area and census division, and also provides data on census families and marriages and divorces. A CD-ROM, included with the publication, contains a historical time series, which dates back to 1971 for provinces and territories, and to 1986 for census divisions and census metropolitan areas.

Basic Science and Technology Statistics, 1995 and 2001

Organisation for Economic Co-operation and Development (OECD)

This publication provides recent basic statistics on the resources devoted to R&D in OECD countries. The statistical series are presented for the last seven years for which data are available and cover, inter alia, expenditure by source of funds, type of costs, personnel by occupation and/or level of qualification, at the national level by performance sector, for enterprises by industry, and for higher education by field of science. The publication also provides information on the output of science and technology activities relating to the technology balance of payments.

Census of Population

Census Operations Division, Statistics Canada

Survey objective: To provide a detailed portrait at a single point in time on the demographic, social, and economic conditions of the population, and on its housing units.

- Target population:** The Census covers the entire Canadian population, defined as Canadian citizens (by birth or by naturalization), landed immigrants, and non-permanent residents together with family members who live with them. Non-permanent residents are persons living in Canada who have a Minister's permit, a student or employment authorization, or who are claiming refugee status. The Census does not count foreign residents (government representatives of another country attached to an embassy or other diplomatic body in Canada and their families, members of the Armed Forces of another country stationed in Canada and their families, and persons temporarily visiting). The Census also counts Canadian citizens and landed immigrants who are temporarily outside the country on Census Day. This includes federal and provincial government employees working outside Canada, Canadian embassy staff posted to other countries, members of the Canadian Armed Forces stationed abroad, and all Canadian crew members of merchant vessels.
- Sample size:** All members of the Canadian population are enumerated and surveyed. Four out of five households will receive the short form of the Census questionnaire while the remaining one in five will receive a long form. The short form contains seven questions: the respondent's name, sex, age, marital status, common-law status, family and household relationships, and mother tongue. The long form includes the same questions from the short questionnaire plus 52 additional questions.
- Data collection method:** In order to achieve its objectives, the Census enumerates every household in Canada. Two methods of data collection are employed: self-enumeration and canvasser enumeration. For self-enumeration, a census representative drops off a questionnaire at each household during the two weeks before Census Day. An adult or responsible member of the household is asked to complete the questionnaire on Census Day for all members of the household, and then to mail the questionnaire in a pre-addressed envelope. In 2001, approximately 98% of households were self-enumerated. In the case of canvasser enumeration, a census representative visits the household and completes a questionnaire for the household by interview. This method is normally used in remote and northern areas of the country, and on most Indian reserves. The canvasser enumeration method is also used in certain urban areas where it is considered highly possible that respondents would be unlikely to return a questionnaire. Approximately 2% of households were enumerated in the 2001 Census using the canvasser enumeration method.
- Survey frequency:** Every five years with the next Census to be conducted in 2006.
- Reference period:** 1991, 1996 and 2001.

Historical continuity:

In 1991 and previous censuses, Aboriginal persons were determined using the ethnic origin question (ancestry). Beginning in 1996, a question was added on the individual's own perception of his or her Aboriginal identity. Caution should be exercised in analyzing trends for Aboriginal peoples based on Census data for 1991 and earlier. In terms of Aboriginal self-identity, it should be noted that patterns are changing. In recent years, a growing number of people who had not previously identified with an Aboriginal group are now doing so. Changes in Aboriginal participation in the Census over time also result in comparability issues.

Contact: Statistics Canada
General enquiries line
Toll-free: 1-800-263-1136
Email: infostat@statcan.ca

Community College Student Information System (CCSIS)

Centre for Education Statistics, Statistics Canada

Survey objectives: This database provides enrolment and graduate statistics for postsecondary programs of community colleges. Various demographic and program-related characteristics of students and graduates are also available.

Target population: This database covers all students registered for programs that are eligible for academic credit in a postsecondary diploma, certificate, or university transfer/university level program in community colleges in the provinces and territories. A secondary school completion or equivalent is the normal prerequisite for entry into the postsecondary programs covered by this survey. The “général” program at Quebec institutions, the completion of which is a prerequisite for entry into universities, is included. Students registered in co-op programs who are on a work assignment at the time of the survey are included in the enrolment counts as are students registered for diplomas or certificates awarded by a professional body, if such programs form part of the regular offerings of the institution.

Sample size: Census.

Data collection method: Enrolment and graduate statistics of community colleges are drawn from the administrative records of these institutions. Community colleges may send individual record data directly to Statistics Canada or to ministries/departments of education and training, which in turn send it to Statistics Canada.

Survey frequency: Annual, since 1969.

Reference period: Enrolment data are shown in this publication for 1987-1988 to 1999-2000. Enrolment data is collected as of October 31 of the academic year and is used as a proxy for the total number of students enrolled during a complete academic year. Graduate data are shown for the years 1976 to 1998. The reference period for graduate data is from August 1 of the previous year to July 31 of the current year.

Historical continuity:

The Enhanced Student Information System (ESIS), initially implemented in 2000, has begun to replace current postsecondary enrolment and graduate surveys, including the CCSIS, with a single survey. Although institutions in most parts of the country are already reporting under ESIS, initial start-up problems have limited the data available for this publication. While ESIS has been designed to continue the work of the postsecondary enrolment and graduation surveys, it will address their shortcomings and providing additional policy-relevant information.

Contact: Client Services
Centre for Education Statistics,
Statistics Canada

Toll-free: 1-800-307-3382
(613) 951-7608

Email: educationstats@statcan.ca

Consumer Finances, Survey of (SCF)

Income Statistics Division, Statistics Canada

Survey objectives: SCF was conducted annually up to the 1997 reference year to obtain work experience and income information from Canadian households. The survey provides up-to-date information on the distribution and sources of income, before and after taxes, for families and individuals. It was the source for estimates of income and low income in the population.

Target population: SCF includes all individuals aged 15 and over residing in households in the ten provinces, with income (i.e., earnings, investment income, government transfer payments, retirement income, or other income) during the reference year. It excludes residents of the territories, residents of Indian Reserves, full-time members of the Canadian Armed Forces and residents of institutions (e.g., prisons, hospitals, and long-term care facilities).

Sample size: The SCF sample consists of two-thirds of the Labour Force Survey (LFS) sample. In 1997 SCF had 53,000 responses from persons 15 years and over.

Data collection method: Income questionnaires were mailed to two-thirds of the households selected for the LFS. After the administration of the LFS, persons 15 years of age and over gave detailed income information for the previous calendar year from the mailed questionnaires that they were asked to complete prior to the interview.

Survey frequency: Annual. The Survey of Labour and Income Dynamics (SLID) replaced SCF as of the 1998 reference year.

Reference period: 1990 and 1995.

Historical continuity: SLID replaced SCF as of the 1998 reference year. Results from SLID and SCF have been compared in detail to assess the differences and the impact on time-series consistency. Essentially, the two surveys tell the same story with respect to low income and income distribution.

Contact: Client Services Section
Income Statistics Division,
Statistics Canada

Toll-free: 1-888-297-7355
(613) 951-7355

Email: income@statcan.ca

Education at a Glance, 2002

Organisation for Economic Co-operation and Development (OECD)

Education at a Glance – OECD Indicators is an annual publication of the OECD that was first published in 1992. It contains data and analysis for over 30 indicators that provide insights into the functioning of education systems including the operation, evolution, and impact of education, and that reflect emerging issues on national policy agendas. The OECD indicators allow international comparisons that help countries to see their systems in light of other countries' performances.

Elementary-Secondary Educational Staff Survey

Centre for Education Statistics, Statistics Canada

Survey objectives: To collect information on the main characteristics of educators: age, sex, employment status, position, and grade level.

Target population: All personnel responsible for instructing students, including regular classroom teachers, relief, supply, itinerant or resource teachers, other school instructional staff, school aides, teaching and research assistants. Also includes specialized personnel who are not involved in teaching students but who provide curriculum support services to students. These include principals, guidance counsellors, librarians and other administrators responsible for educational policies. Also included are personnel who have no teacher training and who are not directly responsible for instructing pupils but provide health and social support services to pupils. Administrative support staff is also included.

Sample size: Census.

Data collection method: Data are derived from the administrative files of the ministries/departments of education.

Survey frequency: Annual, since 1972-1973.

Reference period: 1989-1990 to 1999-2000. The data are collected as of September 30.

Historical continuity: The survey was revised in 1978 and 1986.

Contact: Client Services
Centre for Education Statistics,
Statistics Canada

Toll-free: 1-800-307-3382
(613) 951-7608

Email: educationstats@statcan.ca

Elementary-Secondary School Enrolment Survey

Centre for Education Statistics, Statistics Canada

Survey objectives: Pre-elementary and elementary-secondary enrolment data are collected by type of school (public and private schools, schools for the visually and hearing impaired, and federal schools, including Department of National Defence schools overseas). The data are broken down by age and gender, and by grade and gender.

Target population: Students in the provinces and territories enrolled in public schools, private schools, schools for the visually and hearing impaired, and federal schools (including Department of National Defence schools overseas).

Sample size: Census.

Data collection method: Data pertaining to public schools are derived from the administrative files of the ministries/departments of education and some federal departments. Some ministries/departments supply both private and public school data, while in other jurisdictions Statistics Canada surveys the institutions directly.

Survey frequency: Annual, since 1973-1974.

Reference period: Data shown in this publication are for 1989-1990 to 1999-2000. The data are collected as of September 30 (October 31 in Ontario) of each year.

Contact: Client Services
Centre for Education Statistics,
Statistics Canada

Toll-free: 1-800-307-3382
(613) 951-7608

Email: educationstats@statcan.ca

Estimates of Canadian research and development expenditures (GERD), Canada, 1991 to 2002, and by province 1991 to 2000

Statistics Canada Catalogue No. 88F0006XIE2002015

Science, Innovation and Electronic Information Division, Statistics Canada

This publication presents the national gross domestic expenditures on research and development (GERD) from 1991 to 2002, as well as the provincial GERD from 1991 to 2000.

Estimates of Population by Age and Sex for Canada, the Provinces and the Territories

Demography Division, Statistics Canada

This estimates program is used in the calculation of demographic, social, and economic indicators (e.g., fertility rates, unemployment rates, school enrolment rates) in which the population, or a part thereof, serves as the denominator. In addition, the data is used in the preparation of population projections by Statistics Canada, where estimates of population by age and sex are used as the base population.

Contact: Statistics Canada
General enquiries line
Toll-free: 1-800-263-1136
Email: infostat@statcan.ca

Estimation of research and development expenditures in the higher education sector, 2000-2001

Statistics Canada Catalogue No. 88F0006XIE2002014

Science, Innovation and Electronic Information Division, Statistics Canada

This publication provides an explanation of the estimation procedures used to calculate research and development expenditures in the higher education sector for 2000-2001.

Federal Government Expenditures in Support of Education, Survey of

Centre for Education Statistics, Statistics Canada

Survey objectives: This survey collects data on direct federal government financial support for education at all levels by department and by province/territory. The result is a data set on actual and estimated federal spending on education. These data are also used to reconcile financial data from other sources. For example, these data provide a basis for verification of grant data as reported by institutions and for the consolidation of education expenditures.

Target population: Federal departments and agencies that are part of the *Public Service Staff Relations Act* and the *Financial Administration Act*.

Sample size: Census.

Data collection method: Data are collected through a standard questionnaire sent to all federal departments and agencies that are part of the *Public Service Staff Relations Act* and the *Financial Administration Act*. The data collected are coded according to Statistics Canada's standard classification of accounts.

Survey frequency: Annually beginning in 1982-1983.

Reference period: 1997-1998 to 1999-2000.

Contact: Client Services
Centre for Education Statistics,
Statistics Canada

Toll-free: 1-800-307-3382
(613) 951-7608

Email: educationstats@statcan.ca

Financial Information of Universities and Colleges Survey

Centre for Education Statistics, Statistics Canada

Survey objectives: Detailed data are collected on the revenue and expenditures of universities and degree-granting institutions in Canada. This survey is similar to the Survey of Financial Statistics of Community Colleges and Vocational Schools, but the university survey includes information on research and development expenditures—in fact, it is the principal source of R&D expenditures estimates in the university sector as they are reported in Canada and reported internationally for Canada.

Target population: All degree-granting universities and university-colleges in Canada.

Sample size: Census.

Data collection method: This survey is run in association with the Canadian Association of University Business Officers (CAUBO). CAUBO is responsible for sending the data collection questionnaires to all its members while Statistics Canada sends the questionnaire to non-CAUBO institutions that grant degrees, which in total represent just 1% of total reported revenue and expenditures. Financial experts at each institution complete the survey. Statistics Canada compiles the data from all institutions (CAUBO and non-CAUBO). Ontario universities report through their own financial organization, the Committee of Finance Officers, that then sends a single file to Statistics Canada for mapping into the database.

Survey frequency: Annually, since 1972-1973.

Reference period: 1997-1998 to 1999-2000.

Contact: Client Services
Centre for Education Statistics,
Statistics Canada

Toll-free: 1-800-307-3382
(613) 951-7608

Email: educationstats@statcan.ca

Financial Statistics of Community Colleges and Vocational Schools

Centre for Education Statistics, Statistics Canada

Survey objectives:	Detailed revenue and expenditure data are collected from community colleges and public trade-vocational schools. Supporting information is also collected to enable the breakdown of revenues by source of funds, expenditures by function (e.g., instruction) and by detailed classification (e.g., instructor salaries).
Target population:	All community colleges and public trade-vocational institutions in the provinces and territories that offer educational programs at the postsecondary level and/or trade-vocational level (private institutions that only offer courses at the trade-vocational level however are not covered).
Sample size:	Census.
Data collection method:	The sources of these data are the administrative records of all community colleges and public trade-vocational schools in the provinces and territories. Statistics Canada collects the required data either directly from the community colleges and public vocational schools themselves or from their responsible ministry/department of education/training.
Survey frequency:	Annually, since 1982.
Reference period:	1997-1998 to 1999-2000.
Contact:	Client Services Centre for Education Statistics, Statistics Canada
Toll-free:	1-800-307-3382 (613) 951-7608
Email:	educationstats@statcan.ca

Financial Statistics of Private Elementary and Secondary Schools, Survey of

Centre for Education Statistics, Statistics Canada

Survey objectives:	This survey collects financial data from private elementary and secondary schools in Canada on school revenues by source of funds (e.g., tuition fees), expenditures by function (e.g., administration, instruction) and by detailed classification (e.g., teachers, salaries). This survey is also used to estimate private school expenditures for years when no survey is conducted.
Target population:	Private elementary and secondary schools in the provinces and territories.
Sample size:	Census.
Data collection method:	The data are drawn from the administrative files of private schools.
Survey frequency:	Every three years including 2000-2001. The next data collection will be in 2003-2004, with data estimated in the intermediate years.

Reference period: 1997-1998 to 1999-2000.

Contact: Client Services
Centre for Education Statistics,
Statistics Canada

Toll-free: 1-800-307-3382
(613) 951-7608

Email: educationstats@statcan.ca

Household Spending, Survey of (SHS)

Income Statistics Division, Statistics Canada

Survey objective: Collects information on the budget of Canadian households including expenditures, income, and changes in assets and debts over the 12-month period from January 1 to December 31 of the reference year. Also gathers information about dwelling characteristics and the household equipment owned by households as of December 31 of the reference year. The survey is used as a data source for a number of Statistics Canada products including the setting of low-income cutoffs.

Target population: Households in Canada of all sizes, be it an individual or a family. The following groups are excluded from the survey: persons living on Indian reserves or Crown lands, official representatives of foreign countries living in Canada and their families, members of religious and other communal colonies, people living in residences for senior citizens, persons living full time in institutions (for example, inmates of penal institutions or chronic care patients living in hospitals and nursing homes), and members of the Canadian armed forces living in military camps.

The population of the territories is included in the 1997, 1998, and 1999 reference years and every second year thereafter starting with 2001. In the territories, individuals living in very small communities (generally consisting of fewer than 100 households) or in unorganized areas are excluded from the target population.

Sample size: The final sample size for the data presented in this publication is 15,000 households in 2000.

Data collection method: Interviews with a selected household member (the member of the household mainly responsible for its financial maintenance) on the finances of the entire household are conducted within the first three months of the year following the survey's reference year. For example, the 2000 SHS was conducted from January to March 2001.

Survey frequency: Annual, starting with 1997 reference year.

Reference period: 2000.

Historical continuity: The SHS integrates most of the content found in the Family Expenditure Survey (FAMEX) and the Household Facilities and Equipment Survey. The last FAMEX survey covered the 1996 reference year, with the first SHS having been conducted for the 1997 reference year. Many data from these two surveys are comparable to the SHS data. However some differences related to the methodology, to data quality and to the definitions must be considered before comparing the data.

Contact: Client Services
Income Statistics Division,
Statistics Canada

Toll-free: 1-888-297-7355
(613) 951-7355

Email: income@statcan.ca

Intellectual Property Commercialization in the Higher Education Sector, Survey of

Science, Innovation and Electronic Information Division, Statistics Canada

Survey objectives: To collect information on the process of intellectual property management (identifying, protecting, promoting and/or commercializing intellectual property) in Canadian degree-granting universities and colleges and their affiliated research hospitals.

Target population: Degree-granting universities and colleges and their affiliated research hospitals.

Sample size: Census.

Data collection method: In May 1999, the survey questionnaire was sent out to all members of the Association of Universities and Colleges of Canada, all members of the Association of Canadian Teaching Hospitals, and all other Canadian hospitals reporting R&D activity on the Annual Hospital Survey.

Survey frequency:

- 1998 (covering fiscal year ending between April 1, 1997, and March 31, 1998)
- 1999 (covering fiscal year ending between April 1, 1998, and March 31, 1999)
- 2001 (covering fiscal year ending between April 1, 2000, and March 31, 2001)

Reference period: Fiscal year 1998-1999 (ending between April 1, 1998, and March 31, 1999).

Historical continuity: Overall data quality is better in the 1999 survey due to more complete reporting by the major universities. As a result, a comparison of the results from the 1998 and 1999 surveys show increases, believed to be due to more complete reporting rather than increased activity.

Contact: Science, Innovation and Electronic
Information Division,
Statistics Canada

Tel.: (613) 951-3838

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Labour Force Survey (LFS)

Labour Statistics Division, Statistics Canada

- Survey objectives:** To collect labour force information from the civilian, working-age population of Canada in order to provide estimates of the number and characteristics of the employed, unemployed, and persons not in the labour force. The data collected is used to publish monthly standard labour market indicators. In addition, data are collected on a wide range of variables concerning the respondents' household, family, and individual characteristics including educational attainment and school attendance.
- Target population:** The LFS covers the civilian, non-institutionalized population 15 years of age and over. 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 (e.g., hospitals, prisons, and long-term care facilities). Basic demographic information is also collected for all members of the selected household, regardless of age.
- Sample size:** The number of households sampled across the country has varied over the years as a result of varying levels of funding and improvements in sample design. The sample size has been approximately 54,000 households (or about 100,000 persons) since July 1995.
- Data collection method:** Each sampled household is interviewed once per month for six months. Data collection for the LFS is carried out each month during the week following the LFS reference week, which is normally the week containing the 15th day of the month. Demographic information is collected for all persons in a household for whom the selected dwelling is the usual place of residence. Labour force information is collected for all civilian household members aged 15 and over. Respondent burden is minimized for the elderly (age 70 and older) by carrying forward their responses from the initial interview to the subsequent five months in the survey. Proxy interviews are allowed for the LFS.
- Survey Frequency:** Monthly. Data are available from 1966.
- Reference period:** 1990 to 2001.

Historical Continuity:

The survey underwent major redesign in 1976 and 1997, however most data are historically consistent. The 1997 redesign resulted primarily in the addition of new questions relating to labour conditions and a restructured question flow in order to take advantage of computer-assisted interviewing software. In addition, the 1990 LFS questionnaire introduced revised questions on the educational attainment variable and therefore these data are not directly comparable to those collected prior to 1990. Beginning with the 1990 survey, data on primary and secondary education reflects the highest grade completed rather than attended. A question on high school graduation was also added as prior to 1990, for those whose highest level was Grade 11 to 13, no attempt was made to determine if the respondent actually graduated. Also with the 1990 questionnaire, any education that could be counted towards a degree, certificate or diploma from an educational institution is taken as postsecondary education. Prior to this revision, postsecondary education was limited to education that normally requires high school graduation (thereby failing to pick-up on much trade-vocational education as this does not always require high school education). Finally the changes introduced with the 1990 questionnaire allow more information to be collected on the type of postsecondary education.

Contact: Client Services
Labour Statistics Division,
Statistics Canada

Toll-free: 1-866-873-8788
(613) 951-4090

Email: labour@statcan.ca

Main Science and Technology Indicators, 1998, 2001, 2002

Organisation for Economic Co-operation and Development (OECD)

This biannual publication provides a set of indicators that reflect the level and structure of the efforts undertaken by OECD member countries and eight non-member economies (Argentina, China, Israel, Romania, Russian Federation, Singapore, Slovenia, Chinese Taipei) in the field of science and technology. The indicators cover the resources devoted to R&D, patent families, technology balance of payments and international trade in highly R&D-intensive industries. Also presented are the underlying economic series used to calculate these indicators. Series are presented for a reference year and for the last six years for which data are available.

Minority and Second Language Education, Elementary and Secondary Levels

Centre for Education Statistics, Statistics Canada

Survey objectives: This survey collects enrolment information on minority and second language programs offered in public and private elementary and secondary schools. Enrolment information is not only collected by type of program but also by grade, level of study, and percent of school week spent in studying the second language.

Target population: Information on three levels of language programs are collected: Minority Language Instruction (Francophone schools outside of Quebec, Anglophone schools in Quebec), Second Language Immersion (more than 25% of instruction is in second language), and Second Language Instruction (less than 25% of instruction is in second language). School coverage extends to public and private elementary and secondary schools in the provinces and territories and schools operated by the Department of National Defence in Canada and overseas.

Sample size: Census.

Data collection method: Administrative data for all public schools are sent by the respective ministry/department of education. For private schools, some ministries/departments of education supply this information as well, whereas in other jurisdictions a survey is mailed to each institution.

Reference period: 1997-1998 to 1999-2000. The data are collected as of September 30 of the school year.

Survey frequency: Annual, since 1973-1974.

Contact: Client Services
Centre for Education Statistics,
Statistics Canada

Toll-free: 1-800-307-3382
(613) 951-7608

Email: educationstats@statcan.ca

National Graduates Survey (NGS)

Centre for Education Statistics, Statistics Canada

Survey objectives: The NGS is designed to measure the labour market outcomes of graduates from university, community college, and trade-vocational programs two and five years after graduation.

Target population: Persons who completed the requirements for degrees, diplomas, or certificates from public universities, community colleges, and trade-vocational programs in Canada. Specifically, the types of graduates included are:

- graduates of university programs leading to bachelor's, master's, or doctorate degrees or specialized certificates or diplomas;
- graduates of postsecondary programs (of at least one year in duration and normally requiring secondary school completion or equivalent for admission) in Colleges of Applied Arts and Technology (CAAT), Collèges d'enseignement général et professionnel (CEGEP), community colleges, technical schools, or similar institutions;

- graduates of pre-employment programs (with a normal duration of at least three months) which lead to a certificate or diploma at the skilled trade level and are offered at trade-vocational schools, as well as many community colleges and technical institutes.

Excluded from the definition of graduates are:

- graduates from private postsecondary institutions such as computer training schools or commercial secretarial schools;
- individuals who completed continuing education courses, at universities and colleges, that do not lead to degrees or diplomas;
- individuals who completed part-time trade courses, such as adult education evening courses, while employed full time;
- individuals who completed vocational programs that were not in the skilled trades and/or were less than three months in duration;
- individuals in apprenticeship programs.

Sample size:

The data reported in this publication are based on the following final sample sizes:

- 31,000 persons for the graduating class of 1990 (surveyed two and five years after graduation);
- 29,000 persons for the graduating class of 1995 (surveyed two and five years after graduation).

Data collection method:

Interviews are used to collect information from graduates. Proxy answers are not permitted.

Reference period:

Data presented in this publication are for the graduating class of 1990, two and five years after graduation, and for the class of 1995, two and five years after graduation.

Survey frequency:

To date, four graduating classes have been surveyed two and five years after graduation: 1982, 1986, 1990 and 1995. The graduating class of 2000 was surveyed for the first time, two years after graduation, in 2002.

Contact: Client Services
Centre for Education Statistics,
Statistics Canada

Toll-free: 1-800-307-3382
(613) 951-7608

Email: educationstats@statcan.ca

National Longitudinal Survey of Children and Youth (NLSCY)

Special Surveys Division, Statistics Canada

Survey objectives:	NLSCY is a longitudinal survey, designed to follow the same group of children over several years to study their development and well-being from birth to early adulthood. The NLSCY sample permits results to be reported for the general population of 0- to 5-year-olds in addition to the longitudinal results. 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 survey covers a comprehensive range of topics including the health of children, information on their physical development, learning and behaviour as well as data on their social environment (family, friends, schools and communities).
Target population:	The non-institutionalized, civilian child population in Canada's 10 provinces. The children sampled by the NLSCY do not include people living on Indian reserves or Crown lands, residents of institutions, full-time members of the Canadian Armed Forces, and residents of some remote regions.
Sample size:	The sample size for Cycle 3 was 8,800 4- and 5-year-olds.
Data collection method:	In addition to an interview with the person most knowledgeable about the child (most often the mother), the NLSCY uses a variety of methods to collect information on child development and functioning. Starting in Grade 2, measures of mathematics and reading skills are administered to children in their schools. Preschool children are given a test of vocabulary skills in the household. All of these measures are administered with the informed consent of the person most knowledgeable about the child. Children older than 10 years of age complete questionnaires about themselves and their school experiences. Questionnaires are also completed by the child's school teacher and principal addressing such areas as the child's education, behaviour at school, and classroom and school environment.
Survey frequency:	Biennial, starting in 1994-1995.
Reference period:	The data reported in this publication are for 4- and 5-year-olds participating in Cycle 3 (1998-1999).
Contact:	Client Services Special Surveys Division, Statistics Canada
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Population projections for Canada, provinces and territories 2000-2026

Statistics Canada Catalogue No. 91-520-XPB

This publication presents projections based on the population estimates as of July 1, 2000. The projections take into account recent and emerging demographic trends in fertility, mortality, international migration (immigration and emigration), non-permanent residents, and internal migration. A range of scenarios by age and sex are provided to 2026 for Canada, provinces and territories; and to 2051 for Canada.

Programme for International Student Assessment (PISA)

Organisation for Economic Co-operation and Development (OECD)

Survey objectives: PISA, a collaborative effort among OECD member countries, assesses youth outcomes in three domains—reading literacy, mathematical literacy, and scientific literacy—through common international tests. The PISA assessment is intended to go beyond the testing of school-based curriculum in order to assess to what degree students approaching the end of their compulsory education have mastered the knowledge and skills in each of the literacy domains that are essential for full participation in society. More specifically PISA aims to answer the following questions:

- How well are young adults prepared to meet the challenges of the future?
- Are they able to analyze, reason and communicate their ideas effectively?
- Do they have the capacity to continue learning throughout life?
- Are some kinds of teaching and school organization more effective than others?

Target population: Individuals 15 years of age (those born in 1984), who were attending school in one of the ten provinces of Canada. Students of schools located on Indian reserves were excluded, as were students of schools for those with severe learning disabilities, schools for blind and deaf students, and students who were being home-schooled. The territories choose not to participate in PISA 2000. Internationally, 32 countries participated in PISA.

Sample size: In most countries, between 4,500 and 10,000 15-year-olds participated in PISA for a total of over 250,000 students. In Canada, 30,000 students from 1,200 schools in the ten provinces participated. This large Canadian sample was needed to produce reliable estimates for each province and for both the English and French language school systems in Manitoba, Ontario, Quebec, New Brunswick and Nova Scotia. (Sample sizes by jurisdiction are available in the Canadian report on PISA, available at <http://www.cmec.ca>).

Data collection: The PISA 2000 survey included a direct assessment of students' skills through reading, mathematics, and science tests, with each student taking a two-hour long assessment consisting of different combinations of test items. The 2000 PISA assessment focussed mainly on reading, with mathematics and science as minor testing domains. As a result, there were fewer mathematics and science items included and these items were administered to a sub-sample of the PISA participants. The reading test items supported three sub-scores in retrieving information, interpreting texts, and reflection and evaluation, whereas mathematics and science each had only one score.

Students also completed a 20-minute questionnaire focussing on factors contributing to student achievement and a 3-minute questionnaire focussing on information technology. In addition, PISA 2000 included a questionnaire, which was administered to school principals, to collect information about the characteristics of participating schools.

Students in Canada who participated in PISA also participated in a 30-minute questionnaire for the Youth in Transition Survey (YITS) (see the entry in this Appendix for more details).

The PISA assessment was administered in school, during regular school hours, in April and May 2000.

Survey frequency: Every 3 years with major testing domains as follows:

- 2000: reading;
- 2003: mathematics;
- 2006: science.

Reference period: The data shown in this report are from the 2000 PISA.

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Provincial Expenditures on Education in Reform and Correctional Institutions

Centre for Education Statistics, Statistics Canada

Survey objectives: The survey is used to supplement data collected from the Provincial Public Accounts on provincial/territorial expenditures on education, which are used in the determination of total consolidated expenditures on education in Canada and published in various Statistics Canada publications.

Target population: Reform and correctional institutions in the provinces and territories.

Sample size: Census.

Data collection method: Derived from administrative files.

Survey frequency: Annual, since 1970-1971.

Reference period: 1997-1998 to 1999-2000.

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Public Institutions Division

Statistics Canada

Public Institutions Division's statistical program is designed to measure and analyze the economic dimensions of the public sector of Canada, including its profile.

The economic dimensions consist of revenues and expenditures, assets and liabilities, debt and employment-related statistics of public sector entities. In order to measure properly the public sector, the Division must maintain an up-to-date profile of the public sector universe. The public sector includes all entities such as government departments, establishments or funds, which political authorities at all levels use to implement their social and economic policies. Government business enterprises are also part of the public sector universe.

The public sector does not include supra-national bodies such as agencies of the United Nations or other international organizations that may exist and operate within Canada.

Registered Apprenticeship Information System

Centre for Education Statistics, Statistics Canada

Survey objectives: The purpose of this survey is to obtain information on the number of apprentices registered in each province and territory and trade qualifiers receiving certification with and without Interprovincial Standard Red Seal.

Target population: All persons registered with a province or territory taking apprenticeship training and trade qualifiers receiving certification with and without Interprovincial Standard Red Seal.

Sample size: Census.

Data collection method: This information is taken from the administrative files of the apprenticeship training branch of each province and territory. Individual record data is sent by the provinces and territories to Statistics Canada.

Survey frequency: Annual. Since 1991, individual record data have been collected. From 1980 to 1990, aggregate data by trades was collected.

Reference period: The data shown in this report are for 1991 and 2000.

Historical continuity: The survey collected aggregate data from 1980 to 1990, and included information on the number of new registrations, total registrations, leavers, completions and certificates. In 1991 individual record information began to be requested and additional information on gender and age was obtained.

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Report on the Demographic Situation in Canada, 2000-2001

Statistics Canada Catalogue No. 91-209-XPE

Part I of this annual publication is traditionally devoted to recent demographic trends occurring in Canada. Changes in the main phenomena affecting the Canadian population—fertility, mortality, marriage and divorce, international migration and internal migration—are presented, analysed and discussed in order for the reader to be able to quickly understand the meaning of these ongoing changes. The second part of this report is devoted to original studies on important questions related to the Canadian population.

School Achievement Indicators Program (SAIP)

Council of Ministers of Education, Canada (CMEC)

Survey objectives: The provinces and territories, through the CMEC, have developed SAIP to assess the performance of 13- and 16-year-old students in mathematics content and mathematics problem-solving, reading and writing, and science. SAIP presents achievement results for Canada as a whole and for each participating province and territory. SAIP also provides results for the English and French school systems within a jurisdiction. Beginning with the 1999 science assessment, SAIP began to collect contextual information on student performance to help interpret and explain the achievement results.

Target population: Students in the 10 provinces and 3 territories aged 13 and 16 (i.e., those students who reached their 13th or 16th birthdays between September 1 and August 31 of the previous year).

Sample size: The following table presents the sample sizes for the data shown in this report:

Assessment	13-year-olds	16-year-olds	Total
2001 Mathematics problem solving	11,000	8,000	19,000
1999 Science written	12,000	11,000	23,000

Quebec 16-year-olds did not participate in the mathematics 2001 assessment. More detailed sample sizes by jurisdiction are available in the SAIP reports, available at <http://www.cmec.ca>.

Data collection method: For all SAIP assessments, development teams composed of representatives from provinces and territories jointly establish curriculum frameworks and assessment criteria. These

frameworks and criteria are intended to reflect the commonly accepted knowledge and skills students should acquire during their elementary and secondary education.

The mathematics assessment had two components: a content component (the results of which are not reported in this publication) and a problem-solving component. The problem-solving component involved six scenarios, each comprised of five problems.

The science assessment was in two parts: a written assessment and a practical tasks assessment (the results of the practical task assessment are not reported in this publication). Students' knowledge of science concepts and their application to society around them, as well as their understanding of the nature of science, were measured by responses to multiple-choice and short, written-response questions.

For both assessments, student performance is reported in relation to five proficiency levels, Level 1 being the lowest and Level 5 the highest. Developers of SAIP define Level 2 as the expected performance level for 13-year-olds, and Level 3 as the expected performance level for 16-year-olds.

In each assessment, both age groups write components of the same test. Thus direct comparisons between 13- and 16-year-olds can be made.

In addition, all students also complete a student background questionnaire (approximately 30 minutes in length) on the opportunities students have to learn the subject being tested and on their attitudes toward this subject, as well as other information on their interests and activities. The teacher and principal each complete a separate questionnaire focusing on additional contextual information.

SAIP tests are administered during April and May.

Survey frequency: SAIP is a cyclical program of student assessment with the following schedule:

Mathematics	Reading and Writing	Science
1993	1994	1996
1997	1998	1999
2001	2002 (writing)	2004

Reference period: Data presented in this report are from:

- Mathematics 2001 (problem-solving, 13- and 16-year-olds);
- Science 1999 (written component, 13- and 16-year-olds).

Historical continuity:

Mathematics: Sound statistical comparisons can be made between 1997 and 2001 assessments. However, because of changes in assessment design, the 1993 results are not directly comparable with those of subsequent mathematics assessments.

Science: Between 1996 and 1999, changes to the assessment and scoring procedures were kept to a minimum for the written assessment. In the sampling procedure, student selection was modified slightly from the 1996 assessment. In 1999, students were selected without any exclusion, while in 1996, students could be excluded before the final sample was drawn. In 1999, school administrators, together with school staff could consider that a student had very limited abilities in science and that it would serve no purpose to have the student write the assessment. If the student could not make a reasonable attempt at answering any of the Level 1 questions included in the *Information Bulletin for Schools*, the school could exempt the student and designate him or her as below Level 1. It is therefore likely that more students were included in the 1999 sample that would be classified as below Level 1. Despite these changes in sampling procedure between the 1996 and 1999 assessments, sound statistical comparisons can be made between these two assessments.

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School Leavers Survey

Centre for Education Statistics, Statistics Canada

Survey objectives: The primary objectives of this survey are to establish rates of leaving school before high school graduation in Canada and the provinces, to investigate factors associated with school leaving, and to compare the labour force and quality of life experiences between those who left high school before graduation (leavers), those who successfully graduated from high school (completers), and those who are still in the high school system (continuers).

Target population: Individuals in the 18- to 20 year-old age range as of April 1, 1991, residing in one of the ten provinces of Canada.

Sample size: The survey was administered to 18,000 individuals, selected from the family allowance file.

Data collection: Data collection for this survey was conducted with the selected individual by telephone.

Frequency of survey: One-time survey conducted in 1991.

Reference period:	1991.
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Science, Innovation and Electronic Information Division (SIEID), Science and Innovation Surveys Section

Statistics Canada

With support from government and industry partners, SIEID focuses on the development of statistical measures and indicators that facilitate the analysis of the economic and social impacts of the following activities:

- Science and Technology Activities
- Industrial Research and Development
- Human Resources and Intellectual Property
- Advanced Technologies
- Innovation
- Biotechnology
- E-Commerce
- Telecommunications
- Broadcasting
- Information Society, Research and Analysis

Secondary School Graduates Survey

Centre for Education Statistics, Statistics Canada

Survey objectives: This survey collects data on secondary school graduates by age and gender for youths in regular high school programs.

Target population: This survey collects data on all graduates of regular high school programs. For the purposes of this survey, graduates from upgrading programs for out-of-school adults, sometimes leading to “equivalency” certification but in other cases leading to regular high school graduation certification, are not included. Youths are defined as “regular high school” students if they are less than age 20.

Sample size Census.

Data collection method: Data are from administrative files and are provided annually to Statistics Canada by all provinces and territories.

Survey frequency: Annual.

Reference period: 1994-1995 and 1999-2000.

Historical continuity:

The survey started in the early 1960s and has been modified periodically since then.

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Survey of Labour and Income Dynamics (SLID)

Income Statistics Division, Statistics Canada

Survey objectives:

SLID is a longitudinal survey that follows the same individuals and households for six years, tracking their educational and labour market experiences, and changes in income and family dynamics. As changes in labour and income situations can be closely related to family and personal characteristics, SLID is designed to collect extensive information on areas such as socio-demographic background, education, family composition, activity limitation, and geographic mobility, and changes in these factors. Although SLID is first and foremost a longitudinal survey, it also generates cross-sectional data, including estimates of the number of people with a job or experiencing a period of unemployment at some time during the year, and annual wage distributions.

Target population:

Individuals in the ten provinces, excluding residents of institutions and persons living on Indian reserves. The labour and income questions are intended for people 16 to 69 years old, however basic demographic information is also longitudinally collected on persons 15 years of age and under, and those 69 and older from other household members.

Sample size:

Approximately 30,000 households are selected to be surveyed throughout all ten provinces. The SLID sample is composed of two groups, each of which consists of two LFS subsamples (technically referred to as rotation groups) and includes roughly 15,000 households. A group is surveyed for a period of six consecutive years, with a new group being introduced every three years.

Data collection method:

SLID interviews are conducted over the telephone. For each sampled household in SLID, up to 12 interviews are conducted over a six-year period. Every year, in January, interviewers collect information regarding respondents' labour market experiences during the previous calendar year and the socio-demographic characteristics as of the end of the previous calendar year. Every May, information on income from the previous calendar year is collected from the same sampled households. The income interview is deferred until May to take advantage of income tax time when respondents are more familiar with their income situation. To reduce response burden, respondents can give Statistics Canada permission to use their

T1 tax information for the purposes of SLID. Those who do so are only contacted for the labour interviews. Proxy response is accepted in SLID.

Survey frequency: Annual, since 1993.

Reference period: 1996, 2000.

Historical continuity: Starting with the 1998 reference year, SLID took over from the Survey of Consumer Finances in producing the annual, or cross-sectional, income statistics, in addition to continuing the production of longitudinal data, which began with the first SLID survey in 1993.

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Third International Mathematics and Science Study (TIMSS)

International Association for the Evaluation of Educational Achievement

Survey objectives: The goal of TIMSS is to measure student achievement in school subjects, with a view to learning more about the factors directly relating to student learning that are amenable to policy, for example, curricular emphasis, allocation of resources, or instructional practices.

The first round of data collection for TIMSS occurred in 1995 in Grades 3, 4, 7, 8, and 12. In 1999, a partial replication of the 1995 study was conducted at the Grade 8 level so that comparisons could be made between the performance of students in 1995 and the performance of students in 1999 (in terms of both the performance of Grade 8 students in 1995 and 1999, and, since Grade 4 students in 1995 were in Grade 8 in 1999, the eighth-grade performance of this cohort of students with their performance at the fourth grade).

Target population: For TIMSS 1999, the target population was students enrolled in the upper of two adjacent grades that contained the largest proportion of 13-year-olds at the time of testing; this was the eighth grade in most countries including Canada. The mean age of participants in Canada was 14.0. Internationally, 38 countries participated in TIMSS 1999, with 26 of these also having participated in TIMSS 1995.

Sample size: Internationally, approximately 200,000 students from 6,000 schools participated in TIMSS 1999. In each country, nationally representative samples of approximately 3,500 eighth-grade students (aged 13 and 14) were assessed in about 150 schools. In Canada, approximately 8,800 students from 385 schools participated. The sample included French and English, public, private and separate schools. Newfoundland and Labrador,

Data collection method:

Quebec, Ontario, Alberta, and British Columbia elected to over-sample so that comparisons could be made at the provincial level.

Students wrote a 90-minute test in mathematics and science. They also completed a questionnaire about their opinions, attitudes, and interests. The teachers and principals of the sampled students completed questionnaires: the teacher questionnaire focused on teaching emphasis of the topics under study, instructional practices, professional training and education, and their views on mathematics and science; whereas principals responded to questions about school staffing and resources, mathematics and science course offerings and teacher support.

The survey was administered from February to May 1999 in Canada and the other Northern Hemisphere countries, and from September to November 1998 in the Southern Hemisphere countries. Each participating country was responsible for carrying out all aspects of the data collection using standardized procedures developed for the study.

The TIMSS 1999 test booklets consisted of a number of items from the 1995 study that had been used but not released, supplemented by new items developed and field tested to parallel those that had been released. The mathematics test covered five content areas—fractions and number sense, measurement, data representation, analysis and probability, geometry, and algebra—and tested five performance categories—knowing, using routine procedures, using complex procedures, investigating and solving problems, and communicating and reasoning. The science component is also designed along two categories. The content category consists of: earth science, life science, physics, chemistry, environmental and resource issues and scientific enquiry, and the nature of science. The performance category consists of: understanding simple information, understanding complex information, theorizing, analyzing and solving problems, using tools, routine procedures and science processes, and investigating the natural world. The test items included multiple-choice items as well as items to which students had to construct responses.

Survey frequency:

- 1995 (Grades 3, 4, 7, 8, and 12);
- 1999 (partial replication of TIMSS 1995 at the Grade 8 level only);
- 2003 (Grades 4 and 8).

Reference period:

Data presented in this report are from TIMSS 1999 (Grade 8: 13- and 14-year-olds).

Historical continuity:

The 1999 test design paralleled the 1995 design. The same sampling procedures were used for the 1995 eighth-grade assessment.

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Further details on the target population, sampling and assessment design are available through the TIMSS 1999 Technical Report available on the Web at http://timss.bc.edu/timss1999i/tech_report.html. More information on the performance of students in Canada can be obtained at <http://www.curricstudies.educ.ubc.ca/wprojects/TIMSS/>.

Trade-vocational Enrolment Survey (TVOC)

Centre for Education Statistics, Statistics Canada

Survey objectives: This survey provides data on enrolment and graduates in trade-vocational and preparatory training programs offered by community colleges and public trade-vocational schools. Information on the socio-demographic characteristics of students and graduates is also collected.

Target population: All full- and part-time students of trade-vocational and vocational preparatory programs offered by community colleges and public trade-vocational schools in the provinces and territories. The types of programs covered by this survey are pre-employment or pre-apprenticeship programs, registered apprenticeship programs, pre-vocational academic upgrading or basic training for skill development programs, pre-employment language training programs (English/French as a second language courses), basic job readiness training programs, orientation programs and special training programs.

Sample size: Census.

Data collection method: Data are drawn from the administrative records of community colleges and public trade-vocational schools. Institutions submit individual student record data to Statistics Canada.

Survey frequency: Annual.

Reference period: Enrolment: 1988-1989 to 1998-1999.
Completions: 1991-1992 and 1998-1999.

Historical continuity:

The Trade-vocational Enrolment Survey prior to 1992-1993 provided a Canada-wide data base on full-time enrolments and completions in trade-vocational programs offered by community colleges, public vocational schools and other similar institutions. The survey obtained aggregate counts of full-time students by program rather than student records. Beginning in 1992-1993, the requested method of reporting the data changed from aggregate to individual student records for both full- and part-time enrolment.

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Tuition and living accommodation costs for full-time students at Canadian degree-granting institutions

Centre for Education Statistics, Statistics Canada

Survey objectives: The survey data are used by federal and provincial governments, university and student associations, students and researchers. The information is used to analyze and assess the cost students can incur while attending a Canadian university on a full-time basis, for future planning and setting of new rates, as well as assessing the effects of an increase in rates.

Target population: All degree-granting postsecondary institutions, i.e. universities and university-colleges.

Sample size: Census.

Data collection method: Data are extracted from administrative files.

Survey frequency: Annual.

Reference period: 1997-1998 to 1999-2000.

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Uniform Financial System—School Boards, Survey of

Centre for Education Statistics, Statistics Canada

Survey objectives: This survey looks at the revenues and expenditures of school boards, aggregated at the jurisdictional level. Board revenues can be examined by sources of funds (e.g., local taxation),

whereas expenditures can be examined by function (e.g., administration, instruction), and detailed classification (e.g., salaries and compensations, supplies and services).

Target population:	All school boards in the provinces and territories.
Sample size:	Census.
Data collection method:	Provincial- and territorial-level data on school board revenue and expenses is collected by Statistics Canada from the ministry/department of education of each province and territory. The Centre breaks down expenditure items in cases where the provincial/territorial classification is not detailed enough.
Survey frequency:	Annually.
Reference date:	1997-1998 to 1999-2000.
Historical continuity:	Survey revisions took place in 1982 and comparisons across years before 1982 should be conducted with caution.
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University and College Academic Staff System

Centre for Education Statistics, Statistics Canada

Survey objectives:	This database provides information on the number and characteristics of full-time teachers in degree-granting institutions.
Target population:	Full-time teachers in degree-granting institutions.
Sample size:	Census.
Data collection method:	Data are extracted from the administrative files of Canada's universities and degree-granting institutions, usually in individual record format.
Survey frequency:	Annual.
Reference period:	1989-1990 and 1999-2000.
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University Student Information System (USIS)– Enrolment and Graduations

Centre for Education Statistics, Statistics Canada

- Survey objectives:** The USIS database provides Canada-wide enrolment and graduate statistics from degree-granting universities and colleges. Data collected enables a general profile of students and the programs they take including gender, age, citizenship, geographic source of student, level of education, field of study, type of attendance (full-time, part-time), and year of graduation.
- Target population:** The target population for the enrolment statistics is all students enrolled in degree-granting institutions in Canada in programs leading toward a degree, diploma or certificate. This includes students enrolled in courses as well as students who have completed their course requirements and who are engaged in thesis writing or research. Those students who are taking courses eligible for credit but who are not seeking a degree, diploma or certificate (e.g., auditors) are also included. The target population for the graduate statistics is all students who have received a degree, diploma, or certificate during the calendar year ending in December.
- Sample size:** Census.
- Data collection method:** All student data is extracted from the administrative files of Canada's degree-granting institutions, generally in an individual record format.
- Survey frequency:** Annual. Enrolment data are available from the 1972-1973 academic year to the present. Graduate data are from 1970 to the present.
- Reference period:** Enrolment data are shown in this publication for the 1988-1989, 1992-1993, and 1998-1999 academic years. Enrolment data are collected as of December 1 of the academic year in all provinces except Ontario, where the reference date is November 1, and is used as a proxy for the total number of students enrolled during a complete academic year. Graduate data are shown for the years 1976 to 1998. The reference period for graduate data is the calendar year ending in December.
- Historical continuity:** The Enhanced Student Information System (ESIS), initially implemented in 2000, has begun to replace current postsecondary enrolment and graduate surveys, including the University Student Information System, with a single survey. Although institutions in most parts of the country are already reporting under ESIS, initial start-up problems have limited the data available for this publication. While ESIS has been designed to continue the work of the postsecondary enrolment and graduation surveys, it will address their shortcomings and providing additional policy-relevant information.

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Youth in Transition Survey (YITS)

Centre for Education Statistics, Statistics Canada

Survey objectives: YITS is a longitudinal survey designed to provide information on the transitions in the lives of young people as they move from high school to postsecondary education, and from schooling to the labour market and the factors influencing these pathways, particularly family background, secondary school experiences, achievement, aspirations and expectations, and various activities (volunteer work, part-time work, participation in work-experience programs).

Target population: YITS involves the participation of two different age groups: younger teenagers, who began their participation in the survey at 15 years of age, and an older cohort who entered at ages 18 to 20. The target population for the 15-year-old cohort are youth in the ten provinces who were born in 1984 who were attending school in Canada at the time of sample selection. Students of schools located on Indian reserves were excluded, as were students of schools for those with severe learning disabilities, schools for blind and deaf students, and students who were being home-schooled. The target population for the cohort entering YITS at ages 18 to 20 was youth in the ten provinces born between 1979 and 1981. As the sample for the 18- to 20-year-old cohort is derived from households that were in previous Labour Force Survey samples, it excludes individuals living on Indian reserves or Crown lands, in care and treatment facilities and in correctional facilities.

Sample size: For the 15-year-old group, approximately 30,000 students from 1,200 schools participated in the first cycle of YITS. Approximately 23,000 youths aged 18 to 20 also participated. The same youths from both these age groups will continue to be interviewed every two years in order to have data over several years.

Data collection method: The first cycle for the 15-year-old cohort was administered in schools along with the Programme for International Student Assessment (PISA), an international assessment of the skills and knowledge of 15-year-olds, directed by the Organisation for Economic Co-operation and Development involving 32 countries. Data collection took place in April and May 2000.

As part of the data collection, 15-year-olds:

- completed the YITS questionnaire which collected information on the student's school experience, activities, achievements, aspirations and expectations and employment history;
- wrote the PISA skill assessment focusing on reading but also testing in the areas of mathematics and science;
- completed the PISA student questionnaire on factors related to student achievement.

In addition, information on the students' schools was also collected via the PISA school administrator's questionnaire in which school principals provided information about characteristics of schools including questions specific to the measurement of school-work transitions.

Parents of the 15-year-old youths taking part in YITS were interviewed by telephone in June 2000, to collect their views on their child's schooling and to provide family background information.

The integration of YITS and PISA enable the examination of the relationship between tested skills and knowledge and the education and labour market outcomes of youth.

For participants 18 to 20 years of age, the survey was administered by telephone between January and April 2000, when participants were asked about their education and employment activities during the previous year.

Survey frequency: YITS will contact the same youths from the initial 15-year-old and 18- to 20-year-old groups every two years over several years, with the second cycle of data collection taking place in 2002.

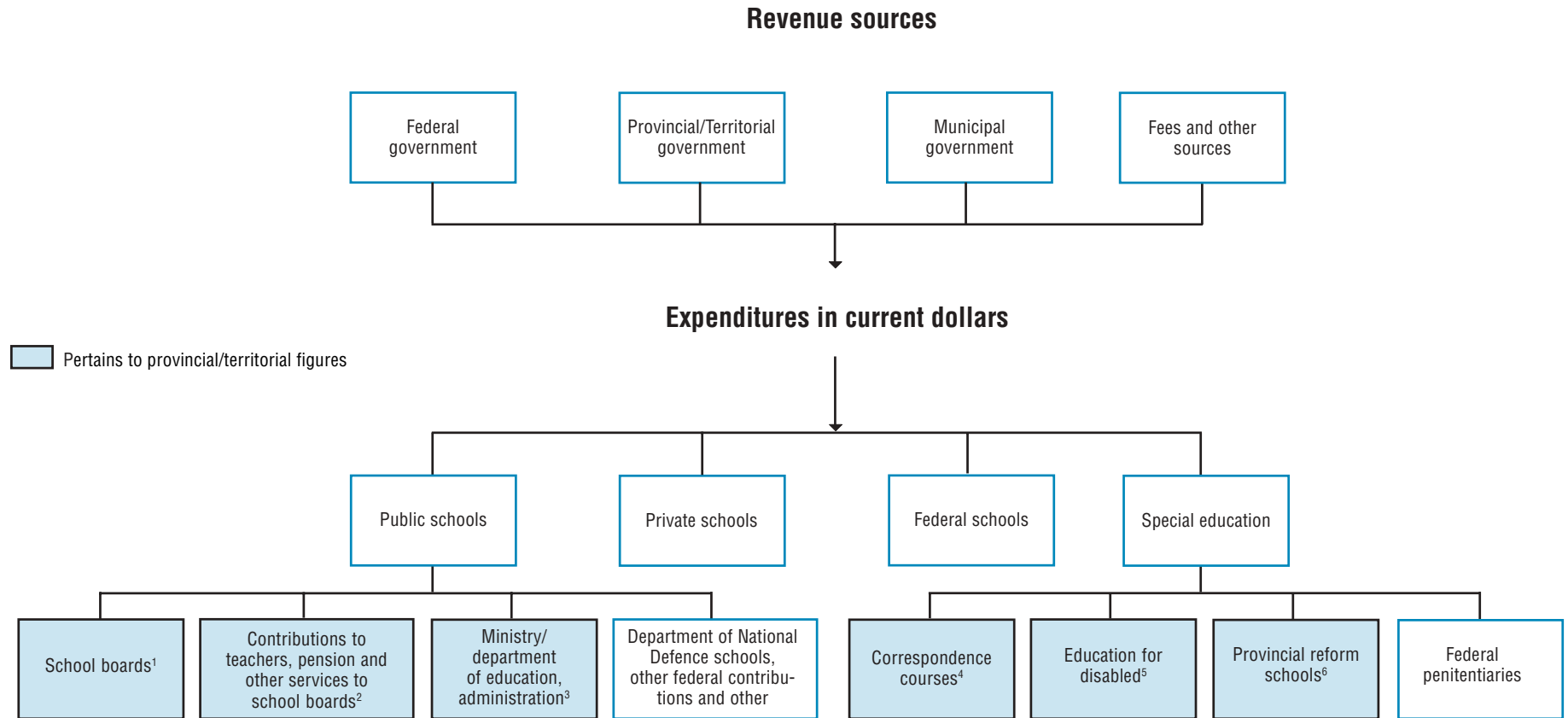
Reference period: 1999 (for 18- to 20-year-olds).
2000 (for 15-year-olds).

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Calculation of revenues and expenditures for each jurisdiction – Elementary and secondary education



Appendix 5

1. Ministry/department of education: Adjustments have been made in most provinces/territories to standardize fiscal year ends.
2. Ministry/department of education (public accounts) and/ or "provincial/territorial estimates".
3. Ministry/department of education. Adjustments or estimates are made in some provinces/territories where the elementary/secondary administration amount is not separated out in the public accounts or the provincial/territorial estimates.
4. In some provinces/territories, may include expenditures on correspondence courses incurred by other ministries/departments, not only ministry/department of education.
5. In some provinces/territories, may include expenditures on correspondence courses incurred by other ministries/departments, not only ministry/department of education.
6. Information on reform schools is obtained by a survey sent to various ministries/departments of justice, correctional services, penitentiaries or other reform school related administrative bodies.

Basic reference statistics

Provinces/territories	Consumer Price Index (2001 = 100)					Gross Domestic Product (GDP) ¹ (excluding FISIM ²) (in millions of dollars)		
	1997	1998	1999	2000	2001	1998	1999	2000
CANADA	92.4	93.3	94.9	97.5	100.0	901,239	960,573	1,041,099
Newfoundland and Labrador	94.5	94.7	96.1	99.0	100.0	11,063	12,176	13,881
Prince Edward Island	92.9	92.5	93.6	97.5	100.0	2,920	3,052	3,279
Nova Scotia	92.7	93.3	94.8	98.2	100.0	20,910	22,521	23,581
New Brunswick	93.2	93.7	95.2	98.3	100.0	17,279	18,372	19,381
Quebec	92.7	94.0	95.4	97.7	100.0	195,010	206,744	220,733
Ontario	91.7	92.5	94.3	97.0	100.0	371,614	398,757	422,409
Manitoba	92.1	93.2	95.0	97.4	100.0	30,446	31,272	33,280
Saskatchewan	91.7	92.9	94.5	97.0	100.0	28,614	29,577	32,969
Alberta	91.2	92.2	94.4	97.8	100.0	105,908	115,351	141,529
British Columbia	95.2	95.5	96.5	98.4	100.0	113,510	118,415	125,281
Yukon	94.0	95.0	95.9	98.0	100.0	1,063	1,090	1,107
Northwest Territories	95.8	95.8	96.7	98.4	100.0	2,619	2,097	2,459
Nunavut	...	...	96.7	98.4	100.0	...	837	891

Provinces/territories	Gross Domestic Product (GDP) (excluding FISIM ²) adjusted to the fiscal year ³ (in millions of dollars)			Purchasing Power Parity ⁴ (PPP)			GDP implicit price index ⁵ (2001=100)		
	1997-1998	1998-1999	1999-2000	1998	1999	2000	1991	1995	2000
CANADA	878,761	916,073	986,442	1.16	1.19	1.19	86.1	91.4	99.0
Newfoundland and Labrador	10,566	11,341	12,602	1.16	1.19	1.19	85.3	89.4	101.4
Prince Edward Island	2,796	2,953	3,109	1.16	1.19	1.19	88.0	89.5	97.5
Nova Scotia	20,221	21,313	22,786	1.16	1.19	1.19	87.6	91.6	98.5
New Brunswick	16,776	17,552	18,624	1.16	1.19	1.19	84.2	91.7	98.5
Quebec	188,981	197,944	210,241	1.16	1.19	1.19	88.5	93.1	98.7
Ontario	358,344	378,400	404,670	1.16	1.19	1.19	90.2	93.9	99.1
Manitoba	29,635	30,653	31,774	1.16	1.19	1.19	86.3	91.7	97.8
Saskatchewan	28,733	28,855	30,425	1.16	1.19	1.19	78.4	89.6	99.9
Alberta	105,875	108,269	121,896	1.16	1.19	1.19	71.4	76.1	97.8
British Columbia	112,812	114,736	120,132	1.16	1.19	1.19	80.9	92.5	98.7
Yukon	1,087	1,070	1,094	1.16	1.19	1.19	...	...	...
Northwest Territories	2,663	2,489	2,188	1.16	1.19	1.19	...	...	...
Nunavut	...	...	851	...	1.19	1.19	...	...	...

1. GDP data used in the calculation of total research and development (R&D) expenditures and university R&D expenditures as a proportion of GDP differ slightly from those presented here. The source of GDP figures used in the R&D section is Statistics Canada's Income and Expenditure Accounts Division (December 2002).
2. Financial intermediation services indirectly measured (FISIM) in the System of National Accounts is measured as the total property income receivable by financial intermediaries minus their total interest payable, excluding the value of any property income receivable from the investment of their own funds, as such income does not arise from financial intermediation.
3. GDP is estimated as $0.75(\text{GDP}_{t-1}) + 0.25(\text{GDP}_t)$, where 0.75 and 0.25 are the weights for the respective portions of the two reference periods for GDP which fall within the educational financial year.
4. PPP figures were obtained from the OECD publication *Education at a Glance*, 2000, 2001, and 2002.
5. The GDP implicit price index is used to deflate university R&D expenditures and the source of funds of these expenditures for Canada and the provinces. The source of this index is Statistics Canada's CANSIM II Table 384-0036 (1997=100). For the purposes of this report, this index was rebased to 2001=100 by dividing the series for Canada and each province by the 2001 factor.

Appendix 6