

International Adult Literacy Survey

Canadian Data

Microdata User's Guide

Statistics Canada

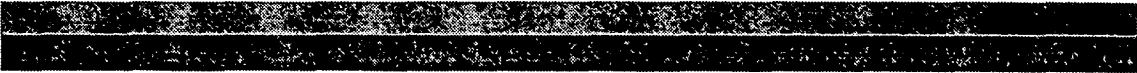


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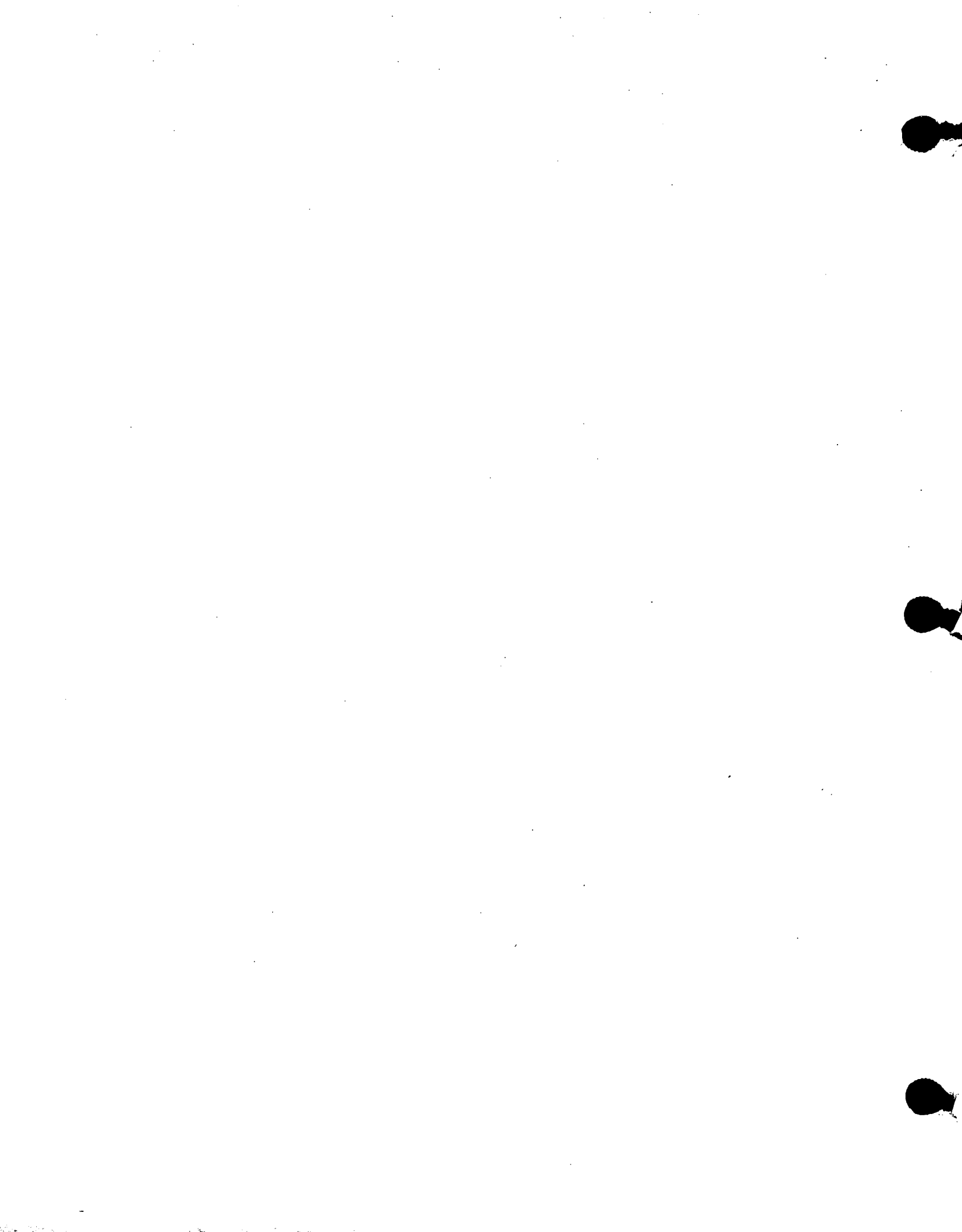
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1.0 Introduction

The Canadian component of the International Adult Literacy Survey (IALS) was conducted by Statistics Canada in September 1994 with the cooperation and support of the National Literacy Secretariat and Human Resources Development Canada. This manual has been produced to facilitate the manipulation of the microdata file of the survey results.

Any questions about the data set or its use should be directed to:

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2.0 Background

In recent years, adult literacy has come to be seen as crucial to the economic performance of industrialized nations. Literacy is no longer defined merely in terms of a basic threshold of reading ability, mastered by almost all those growing up in developed countries. Rather, literacy is now seen as how adults use written information to function in society. Today, adults need a higher level of literacy to function well: society has become more complex and low-skill jobs are disappearing. Therefore, inadequate levels of literacy among a broad section of the population potentially threaten the strength of economies and the social cohesion of nations.

With these high stakes, governments have a growing interest in understanding the level and distribution of literacy among their adult populations, and what can be done to improve them. In particular, they have been trying for the first time to measure adult literacy directly. But a broader understanding of literacy problems across industrialized countries, and of consequent policy lessons, was hindered by a lack of comparable international data.

The IALS was a collaborative effort by seven governments and three intergovernmental organizations to begin filling that information gap. The countries of Canada, Germany, the Netherlands, Poland, Sweden, Switzerland and the United States participated in the IALS.

A large sample of adults (ranging from 1,500 to 8,000 per country) in Europe and North America were given the same wide-ranging test of their literacy skills during the autumn of 1994. An international report entitled *Literacy, Economy and Society*¹ presented the international results. These data paint a detailed portrait on the condition of adult literacy and its relationship with a host of background and demographic characteristics of European and North American adults. A similar report, *Reading the Future*,² presents the Canadian results in detail. The Canadian IALS was funded by the National Literacy Secretariat of the Department of the Secretary of State and Human Resources Development Canada.

This document summarizes the survey concepts and operations of the Canadian survey. It is important for users to become familiar with the contents of this document before publishing or otherwise releasing any estimates derived from the Canadian IALS microdata file.

¹ *Literacy, Economy and Society: Results of the first International Adult Literacy Survey*. Organisation for Economic Co-operation and Development and Minister of Industry, (Statistics Canada Catalogue no. 89-545-XPE), 1995.

² *Reading the Future: A Portrait of Literacy in Canada*. Minister of Industry, (Statistics Canada Catalogue no. 89-551-XPE), 1996.



3.0 Objectives

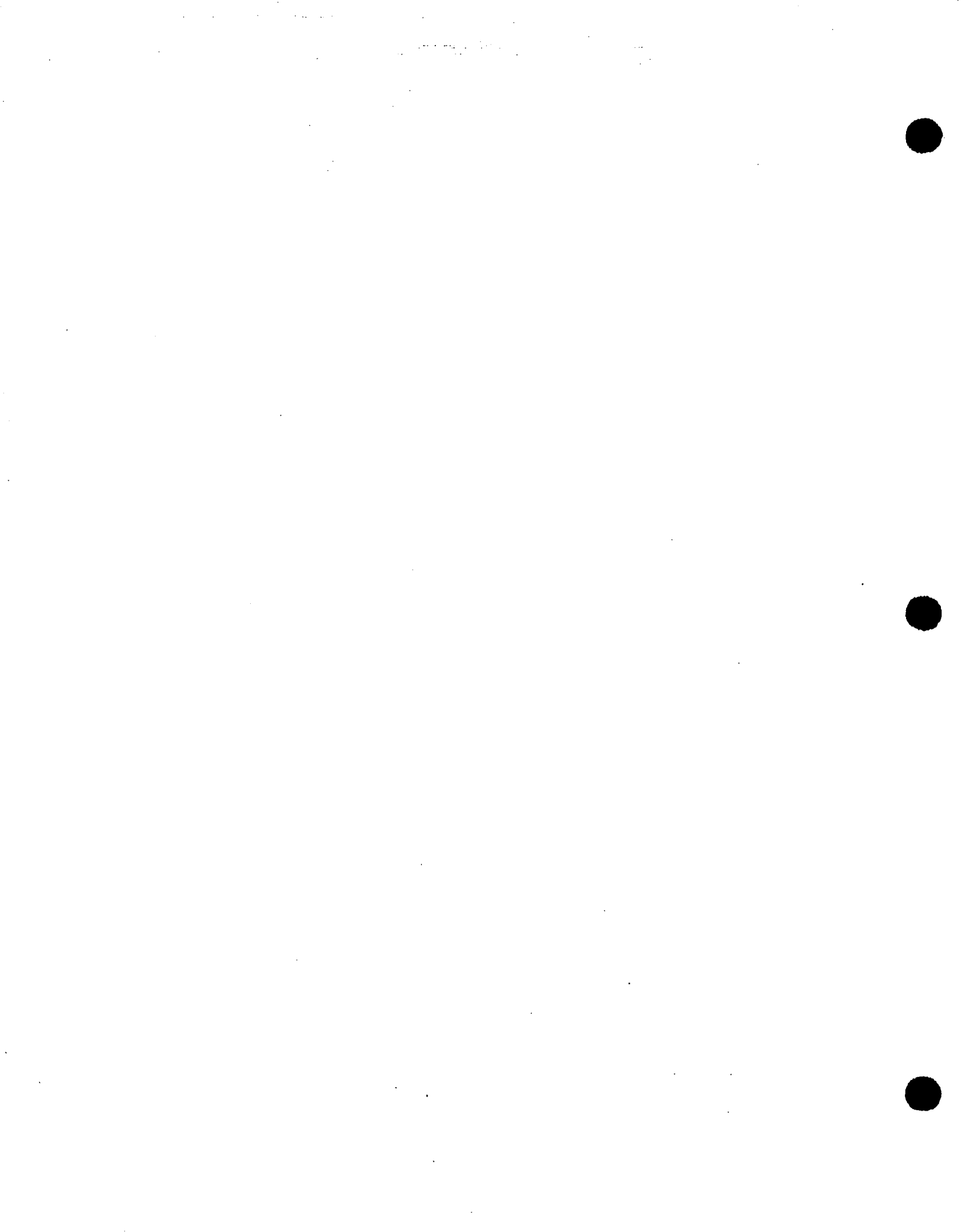
The Canadian IALS survey had a number of objectives. These were:

- a) to provide an updated profile of adult literacy abilities for Canada for comparison to that provided by the Survey of Literacy Skills Used in Daily Activities (LSUDA);

In October 1989, Statistics Canada fielded LSUDA to profile the literacy abilities of the adult Canadian population. This survey played an important role in re-defining the nature and extent of the literacy "deficit" in Canada and in raising both institutional and public awareness of the issue. Like any study, however, LSUDA raised as many questions as it answered. The Canadian IALS was meant to answer the most important of these.

- b) to provide sufficiently large numbers of Franco-Ontarians/New Brunswickers, seniors, social assistance recipients, unemployment insurance recipients and out-of-school youth to profile their skill levels;
- c) to shed light on the relationship between performance, educational attainment, labour market participation and employment for those at certain literacy levels; and
- d) to compare Canadian literacy levels with those in other countries.

The central element of the survey was the direct assessment of the literacy skills of Canadians using commonplace tasks of varying degree of difficulty drawn from a range of topic and knowledge areas. This information was supported by the collection of background information on respondents. In addition, the background questionnaire included questions on the self-assessment of literacy skills of respondents, on the training which the respondent has taken in the year previous to the survey and on the perceived barriers to realizing enhanced literacy skill levels.



4.0 Concepts and Definitions

This chapter outlines concepts and definitions of interest to the users. Users are referred to Chapter 12 of this document for a copy of the actual survey forms used.

4.1 Defining and Measuring Literacy

Many previous studies have treated literacy as a condition that adults either have or do not have, and hence tried to count the number of illiterates. These efforts tend to define literacy in terms of a number of completed years of schooling or a grade-level score on school-based reading tests. The IALS survey design team agreed that it would be undesirable to establish a single international standard for literacy. Such a standard would not only be arbitrary, but would fail to acknowledge the multifaceted nature of literacy and the complexity of the literacy problem. Instead, the participating countries agreed that, in common with recent North American and Australian surveys (The Commonwealth Department of Employment, Education and Training 1989),³ the IALS would define literacy in terms of a mode of adult behaviour, namely:

Using printed and written information to function in society, to achieve one's goals, and to develop one's knowledge and potential.

This definition attempts to encompass a broad set of information-processing skills that adults may be called upon to use in performing many different types of tasks—at work, at home, or in their communities. Some other types of knowledge and skill (including teamwork, interpersonal and other communication skills) were recognized as important, but could not be measured with the resources available.

Literacy can neither be narrowed down to a single skill suited for dealing with all types of text, nor defined as an infinite set of skills, each particular to a different type of material. Following the example of the North American studies referred to above, the IALS experts decided to define literacy in terms of three domains, each encompassing a common set of skills relevant for diverse tasks:

- a) *Prose literacy*—the knowledge and skills needed to understand and use information from texts including editorials, news stories, poems and fiction;

³ "Validity" in *Educational Measurement*, 3rd ed. Macmillan, 1989.

- b) *Document literacy*—the knowledge and skills required to locate and use information contained in various formats, including job applications, payroll forms, transportation schedules, maps, tables and graphics; and
- c) *Quantitative literacy*—the knowledge and skills required to apply arithmetic operations, either alone or sequentially, to numbers embedded in printed materials, such as balancing a chequebook, figuring out a tip, completing an order form or determining the amount of interest on a loan from an advertisement.⁴

In each of these three domains, rather than expressing a threshold for achieving literacy, a scale from 0 to 500 was constructed, upon which tasks of varying difficulty were placed. A person's literacy ability in each domain can be expressed by a score, defined as the point at which he or she has an 80% chance of successfully performing a given task. For analytical purposes and for designing remedial programs, it is useful to group people into five levels of literacy, corresponding to ranges of scores achieved (for example, Level 1 includes scores from 0 to 225). This measurement system is described in more detail in the following sections.

The use of these three parallel literacy scales makes it possible to profile and compare the various types and levels of literacy demonstrated by adults in several countries, and by subgroups within those countries. In doing so, they help us to understand the broad and diverse nature of literacy.

4.2 **Defining and Measuring Literacy Performance on Three Scales**

The performance results for the IALS are reported on three scales—prose, document and quantitative—rather than on a single scale. Each scale ranges from 0 to 500. Scale scores have, in turn, been grouped into five empirically determined literacy levels. As illustrated on the subsequent pages, each of these levels implies an ability to cope with a particular subset of reading tasks. The balance of this chapter reports the proficiency achieved on each scale by adults in each participating country, and explains how to interpret this data by describing the scales and the kinds of tasks that were used in the test and the literacy levels that have been adopted.

While the literacy scales make it possible to compare the prose, document and quantitative skills of different populations and to study the relationships between literacy skills and various factors, the scale scores by themselves carry little or no meaning. In other words, whereas most people have a practical understanding of what it means when the temperature outside reaches 10°C, it is not intuitively clear what it means when a particular group

⁴ Quantitative literacy as defined in the IALS is equivalent to the term "numeracy" used in the 1989 Survey of Literacy Skills Used in Daily Activities.

is at 287 on the prose scale, or 250 on the document scale, or in Level 2 on the quantitative scale.

One way to gain some understanding about what it means to perform at various points along a literacy scale is to identify a set of variables that can be shown to underlie performance on these tasks. Collectively, these variables provide a framework for understanding what is being measured in a particular assessment and what skills and knowledge are being demonstrated by various levels of proficiency.

Toward this end, the section begins by describing how the literacy scale scores were defined. A detailed description of the prose, document and quantitative literacy scales is then provided, including a definition of each of the five levels. Some sample tasks are presented to illustrate the types of materials and task demands that characterize the five levels on each scale.


4.3 Defining Literacy Levels

The item response theory (IRT) scaling procedures that were used in the IALS provide a statistical solution for establishing one or more scales for a set of tasks in which the ordering of difficulty is essentially the same for everyone. First, the difficulty of tasks is ranked on the scale according to how well respondents actually perform them. Next, individuals are assigned scores according to how well they do on a variety of tasks at different levels.

The scale point assigned to each task is the point at which individuals with that proficiency score have a given probability of responding correctly. In this survey, an 80% probability of correct response was the criterion used. This means that individuals estimated to have a particular scale score will consistently perform tasks—with an 80% probability—like those at that point on the scale. It also means they will have a greater than 80% chance of performing tasks that are lower than their estimated proficiency on the scale. It does not mean, however, that individuals with low proficiency can never succeed at more difficult tasks—that is, on tasks with difficulty values higher than their proficiencies. They may do so some of the time. Thus, it means that their probability of success is relatively low. In other words, the more difficult the task relative to their proficiency, the lower the likelihood of a correct response.

An analogy might help clarify this point. The relationship between task difficulty and individual proficiency is much like the high jump event in track and field, in which an athlete tries to jump over a bar that is placed at increasing heights. Each high jumper has a height at which he or she is proficient. That is, the jumper can clear the bar at that height with a high probability of success, and can clear the bar at lower heights almost every time. When the bar is higher than the athlete's level of proficiency, however, it is expected that the athlete will be unable to clear the bar consistently.

Once the literacy tasks are placed along each of the scales using the criterion of 80%, it is possible to see how well the interactions among various task



characteristics explain the placement of tasks along the scales. Analyses of the interactions between the materials being read and the tasks based on these materials reveal that an ordered set of information-processing skills appears to be called into play to successfully perform the various tasks displayed along each scale (Kirsch and Mosenthal 1993).⁵ To capture this order, each scale is divided into five levels reflecting the empirically determined progression of information-processing skills and strategies:

- Level 1 (0 to 226.0000);
- Level 2 (226.0001 to 276.0000);
- Level 3 (276.0001 to 326.0000);
- Level 4 (326.0001 to 376.0000);
- Level 5 (≥ 376.0001).

It is worth noting that, while some of the tasks were at the low end of a scale and some at the very high end, most had values in the 200-to-400 range. It is also important to recognize that these levels were selected not as a result of any statistical property of the scales, but rather as the result of shifts in the skills and strategies required to succeed on various tasks along the scales, ranging from simple to complex.

⁵ "Interpreting the IEA Reading/Literacy Scales" in *Methodological Issues in Comparative Educational Studies: The Case of the IEA Reading Literacy Study*. National Center for Education Statistics, U.S. Department of Education, 1993.

Table 1: Description of Prose, Document and Quantitative Literacy Levels

Level*	Prose	Document	Quantitative
1 0 to 225	Most of the tasks at this level require the reader to locate one piece of information in the text that is identical or synonymous to the information given in the directive. If a plausible incorrect answer is present in the text, it tends not to be near the correct information.	Most of the tasks at this level require the reader to locate a piece of information based on a literal match. Distracting information, if present, is typically located away from the correct answer. Some tasks may direct the reader to enter personal information onto a form.	Although no quantitative tasks used in the IALS fall below the score value of 225, experience suggests that such tasks would require the reader to perform a single, relatively simple operation (usually addition) for which either the numbers are already entered onto the given document and the operation is stipulated, or the numbers are provided and the operation does not require the reader to borrow.
2 226 to 275	Tasks at this level tend to require the reader to locate one or more pieces of information in the text, but several distracters may be present, or low-level inferences may be required. Tasks at this level also begin to ask readers to integrate two or more pieces of information, or to compare and contrast information.	Document tasks at this level are a bit more varied. While some still require the reader to match on a single feature, more distracting information may be present or the match may require a low-level inference. Some tasks at this level may require the reader to enter information onto a form or to cycle through information in a document.	Tasks in this level typically require readers to perform a single arithmetic operation (frequently addition or subtraction) using numbers that are easily located in the text or document. The operation to be performed may be easily inferred from the wording of the question or the format of the material (for example, a bank deposit form or an order form).
3 276 to 325	Tasks at this level tend to direct readers to search texts to match information that require low-level inferences or that meet specified conditions. Sometimes the reader is required to identify several pieces of information that are located in different sentences or paragraphs rather than in a single sentence. Readers may also be asked to integrate or to compare and contrast information across paragraphs or sections of text.	Tasks at this level appear to be most varied. Some require the reader to make literal or synonymous matches, but usually the matches require the reader to take conditional information into account or to match on multiple features of information. Some tasks at this level require the reader to integrate information from one or more displays of information. Other tasks ask the reader to cycle through a document to provide multiple responses.	Tasks found in this level typically require the reader to perform a single operation. However, the operations become more varied—some multiplication and division tasks are found in this level. Sometimes two or more numbers are needed to solve the problem and the numbers are frequently embedded in more complex displays. While semantic relation terms such as "how many" or "calculate the difference" are often used, some of the tasks require the reader to make higher order inferences to determine the appropriate operation.
4 326 to 375	These tasks require readers to perform multiple-feature matching or to provide several responses where the requested information must be identified through text-based inferences. Tasks at this level may also require the reader to integrate or contrast pieces of information, sometimes presented in relatively lengthy texts. Typically, these texts contain more distracting information and the information that is requested is more abstract.	Tasks at this level, like those in the previous levels, ask the reader to match on multiple features of information, to cycle through documents, and to integrate information; frequently however, these tasks require the reader to make higher order inferences to arrive at the correct answer. Sometimes, conditional information is present in the document, which must be taken into account by the reader.	With one exception, the tasks at this level require the reader to perform a single arithmetic operation where typically either the quantities or the operation are not easily determined. That is, for most of the tasks at this level, the question or directive does not provide a semantic relation term such as "how many" or "calculate the difference" to help the reader.
5 376 to 500	Some tasks at this level require the reader to search for information in dense text that contains a number of plausible distracters. Some require readers to make high-level inferences or use specialized knowledge.	Tasks at this level require the reader to search through complex displays of information that contain multiple distracters, to make high-level inferences, process conditional information, or use specialized knowledge.	These tasks require readers to perform multiple operations sequentially, and they must disembed the features of the problem from the material provided or rely on background knowledge to determine the quantities or operations needed.

* The cut-off values for each level are approximate. Refer to page 10 for details.

4.4 Interpreting the Literacy Levels

This section describes each scale in terms of the nature of task demands at each of the five levels. For each scale, the factors contributing to their difficulty are discussed. The aim of the section is to provide meaning to the scales and to facilitate interpretation of the results.

4.4.1 Prose Literacy

The ability to understand and use information contained in various kinds of textual material is an important aspect of literacy. The International Adult Literacy Survey therefore included an array of prose selections, including text from newspapers, magazines and brochures. The material varied in length, density, content, and use of structural or organizational aids such as headings, bullets and special typefaces. All prose samples were reprinted in their entirety with the original layout and typography intact.

Each prose selection was accompanied by one or more questions or directives asking the reader to perform specific tasks. These tasks represent three major aspects of information-processing: locating, integrating and generating. Locating tasks require the reader to find information in the text based on conditions or features specified in the question or directive. The match may be literal or synonymous, or the reader may need to make an inference in order to perform successfully. Integrating tasks ask the reader to pull together two or more pieces of information in the text. In some cases the information can be found in a single paragraph, while in others it appears in different paragraphs or sections. In the generating tasks, readers must produce a written response by processing information from the text and also by making text-based inferences or drawing on their own background knowledge.

In all, the prose literacy scale includes 34 tasks with difficulty values ranging from 188 to 377. These tasks are distributed by level as follows: Level 1 (6 tasks); Level 2 (8 tasks); Level 3 (14 tasks); Level 4 (5 tasks); and Level 5 (1 task). It is important to remember that the tasks requiring the reader to locate, integrate and generate information extend over a range of difficulty as a result of interactions with other variables including:

- the number of categories or features of information the reader must process;
- the extent to which information given in the question or directive is obviously related to the information contained in the text;
- the amount and location of information in the text that shares some of the features with the information being requested and thus, seems plausible but does not fully answer the question; these are called "distracters";
- the length and density of the text.

The five levels of prose literacy are defined on the following pages.


Prose Level 1:

Score range of 0 to 225

Most of the tasks at this level require the reader to locate one piece of information in the text that is identical or synonymous to the information given in the directive. If a plausible incorrect answer is present in the text, it tends not to be near the correct information.

Tasks at this level require the reader to locate and match a single piece of information in the text. Typically the match between the task and the text is literal, although sometimes a low-level inference may be necessary. The text is usually brief or has organizational aids such as paragraph headings or italics that suggest where in the text the reader should search for the specified information. Generally, the target word or phrase appears only once in the text.

The easiest task in Level 1 (difficulty value of 188) directs respondents to look at a medicine label to determine the "maximum number of days you should take this medicine." The label contains only one reference to number of days and this information is located under the heading "DOSAGE." The reader must go to this part of the label and locate the phrase "not longer than 7 days."

MEDCO ASPIRIN	500
INDICATIONS: Headaches, muscle pains, rheumatic pains, toothaches, earaches. RELIEVES COMMON COLD SYMPTOMS.	
DOSAGE: ORAL. 1 or 2 tablets every 6 hours, preferably accompanied by food, for not longer than 7 days. Store in a cool, dry place.	
CAUTION: Do not use for gastritis or peptic ulcer. Do not use if taking anticoagulant drugs. Do not use for serious liver illness or bronchial asthma. If taken in large doses and for an extended period, may cause harm to kidneys. Before using this medication for chicken pox or influenza in children, consult with a doctor about Reyes Syndrome, a rare but serious illness. During lactation and pregnancy, consult with a doctor before using this product, especially in the last trimester of pregnancy. If symptoms persist, or in case of an accidental overdose, consult a doctor. Keep out of reach of children.	
INGREDIENTS: Each tablet contains 500 mg acetylsalicylic acid. Excipient c.b.p. 1 tablet. Reg. No. 88246	
Made in Canada by STERLING PRODUCTS, INC. 1600 Industrial Blvd., Montreal, Quebec H9J 3P1	

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Prose Level 2:

Score range of 226 to 275

Tasks at this level tend to require the reader to locate one or more pieces of information in the text, but several distracters may be present, or low-level

inferences may be required. Tasks at this level also begin to ask readers to integrate two or more pieces of information, or to compare and contrast information.

Like the tasks at Level 1, most of the tasks at Level 2 ask the reader to locate information. However, more varied demands are placed on the reader in terms of the number of responses the question requires, or in terms of the distracting information that may be present. For example, a task based on an article about the impatiens plant asks the reader to determine what happens when the plant is exposed to temperatures of 14 °C or lower. A sentence under the section "General care" states that "When the plant is exposed to temperatures of 12-14 °C, it loses its leaves and won't bloom anymore." This task received a difficulty value of 230, just in the Level 2 range. What made this task somewhat harder than those identified at Level 1 is that the previous sentence in the text contains information about the requirements of the impatiens plant in various temperatures. This information could have distracted some readers, making the task slightly more difficult.

IMPATIENS

Like many other cultured plants, impatiens plants have a long history behind them. One of the older varieties was sure to be found on grandmother's windowsill. Nowadays, the hybrids are used in many ways in the house and garden.

Origin: The ancestors of the impatiens, *Impatiens sultani* and *Impatiens holstii*, are probably still to be found in the mountain forests of tropical East Africa and on the islands off the coast, mainly Zanzibar. The cultivated European plant received the name *Impatiens walleriana*.

Appearance: It is a herbaceous bushy plant with a height of 30 to 40 cm. The thick, fleshy stems are branched and very juicy, which means, because of the tropical origin, that the plant is sensitive to cold. The light green or white speckled leaves are pointed, elliptical, and slightly indented on the edges. The smooth leaf surfaces and the stems indicate a great need of water.

Bloom: The flowers, which come in all shades of red, appear plentifully all

year long, except for the darkest months. They grow from "suckers" (in the stem's "armpit").

Assortment: Some are compact and low-growing types, about 20 to 25 cm. high, suitable for growing in pots. A variety of hybrids can be grown in pots, window boxes, or flower beds. Older varieties with taller stems add dramatic colour to flower beds.

General care: In summer, a place in the shade without direct sunlight is best; in fall and spring, half-shade is best. When placed in a bright spot during winter, the plant requires temperatures of at least 20°C; in a darker spot, a temperature of 15°C will do. When the plant is exposed to temperatures of 12-14°C, it loses its leaves and won't bloom anymore. In wet ground, the stems will rot.

Watering: The warmer and lighter the plant's location, the more water it needs. Always use water without a lot of minerals. It is not known for sure whether or not the plant needs humid air. In any case, do not spray water directly onto the leaves, which causes stains.

Feeding: Feed weekly during the growing period from March to September.

Repotting: If necessary, repot in the spring or in the summer in light soil with humus (prepacked potting soil). It is better to throw the old plants away and start cultivating new ones.

Propagating: Slip or use seeds. Seeds will germinate in ten days.

Diseases: In summer, too much sun makes the plant woody. If the air is too dry, small white flies or aphids may appear.

A similar task involving the same text asks the reader to identify "what the smooth leaf and stem suggest about the plant." The second paragraph of the article is labelled "Appearance" and contains a sentence that states, ". . . stems are branched and very juicy, which means, because of the tropical origin, that the plant is sensitive to cold." This sentence distracted some readers from the last sentence in the paragraph: "The smooth leaf surfaces and the stems indicate a great need of water." This task received a difficulty value of 254, placing it in the middle of Level 2.

Prose Level 3:

Score range of 276 to 325

Tasks at this level tend to direct readers to search texts to match information that require low-level inferences or that meet specified conditions. Sometimes the reader is required to identify several pieces of information that are located in different sentences or paragraphs rather than in a single sentence. Readers may also be asked to integrate or to compare and contrast information across paragraphs or sections of text.

Tasks at Level 3 on the prose scale tend to require the reader to search for information that requires low-level inferences or that meet conditions stated in the question. Sometimes the reader needs to identify several pieces of information that are located in different sentences or paragraphs rather than in a single sentence. Readers may also be asked to integrate or to compare and contrast information across paragraphs or sections of text.

A task at this level (with a difficulty value of 281) refers the reader to a page from a bicycle owner's manual to determine how to check to make sure the seat is in the proper position. The reader must locate the section labelled "Fitting the Bicycle." Then readers must identify and summarize the correct information in writing, making sure the conditions stated are contained in their summary.

A second Level 3 task, receiving a difficulty value of 310, directs the reader to look at a set of four movie reviews to determine which review was least favourable. Unlike some reviews that rate movies by points or some graphic such as stars, these reviews contain no such indicators. The reader needs to glance at the text of each review to compare what the reviewer said in order to judge which movie received the worst rating.

Another Level 3 question involved an article about cotton diapers. Here readers were asked to write three reasons why the author prefers to use cotton diapers over disposable diapers. This task was relatively difficult (318) because of several variables. First, the reader has to provide several answers requiring text-based inferences. Nowhere in the text does the author say, "I prefer cotton diapers because . . ." These inferences are made somewhat more difficult because the type of information being requested is a "reason" rather than something more concrete such as a date or person. And finally, the text contains information that may distract the reader.



Prose Level 4:

Score range of 326 to 375

These tasks require readers to perform multiple-feature matching or to provide several responses where the requested information must be identified through text-based inferences. Tasks at this level may also require the reader to integrate or contrast pieces of information, sometimes presented in relatively lengthy texts. Typically, these texts contain more distracting information and the information that is requested is more abstract.

One task falling in the middle of Level 4 with a difficulty value of 338 directs readers to use the information from a pamphlet about a hiring interview to “write in your own words one difference between the panel interview and the group interview.” Here readers needed to read the brief descriptions about each type of interview. And, rather than merely locating a fact about each or identifying a similarity, they need to integrate what was being presented to infer a characteristic on which the two types of interviews differ. Experience from other large-scale assessments reveals that tasks in which readers are asked to contrast information are more difficult, on average, than tasks in which they are asked to compare information to find similarities.

The Hiring Interview

Preinterview

Try to learn more about the business. What products does it manufacture or services does it provide? What methods or procedures does it use? This information can be found in trade directories, chamber of commerce or industrial directories, or at your local employment office.

Find out more about the position. Would you replace someone or is the position newly created? In which departments or shops would you work? Collective agreements describing various standardized positions and duties are available at most local employment offices. You can also contact the appropriate trade union.

The Interview

Ask questions about the position and the business. Answer clearly and accurately all questions put to you. Bring along a note pad as well as your work and training documents.

The Most Common Types of Interview

One-on-one: Self explanatory.

Panel: A number of people ask you questions and then compare notes on your application.

Group: After hearing a presentation with other applicants on the position and duties, you take part in a group discussion.

Postinterview

Note the key points discussed. Compare questions that caused you difficulty with those that allowed you to highlight your strong points. Such a review will help you prepare for future interviews. If you wish, you can talk about it with the placement officer or career counsellor at your local employment office.

Prose Level 5:

Score range of 376 to 500

Some tasks at this level require the reader to search for information in dense text that contains a number of plausible distracters. Some require readers to make high-level inferences or use specialized knowledge.

One task used in this assessment fell in Level 5. This task, receiving a difficulty value of 377, requires the reader to look at an announcement from a personnel department and "list two ways in which CIEM helps people who will lose their jobs because of a departmental reorganization." The correct response requires readers to search through this text to locate the embedded sentence "CIEM acts as a mediator for employees who are threatened with dismissal resulting from reorganization, and assists with finding new positions when necessary." This task is difficult because the announcement is organized around information that is different from what is being requested in the question. Thus, while the correct information is located in a single sentence, this information is embedded under a list of headings describing CIEM's activities for employees looking for other work. This list of headings serves as an excellent set of distracters for the reader who does not search for or locate the phrase containing the conditional information stated in the directive; that is, those who lose their jobs because of a departmental reorganization.

4.4.2

Document Literacy

Adults often encounter materials such as tables, schedules, charts, graphs, maps and forms at home, at work, or when travelling in their communities. The knowledge and skills needed to process information contained in these documents is therefore an important aspect of being literate in a modern society. Success in processing documents appears to depend at least in part on the ability to locate information in a variety of displays, and to use this information in various ways. Sometimes procedural knowledge may be required to transfer information from one source to another, as is necessary in completing applications or order forms.

The IALS document literacy scale contains 34 tasks that are ordered along the scale from 182 to 408 as the result of responses of adults from each of the participating countries. These tasks are distributed as follows: Level 1 (6 tasks); Level 2 (12 tasks); Level 3 (13 tasks); Level 4 (2 tasks); and Level 5 (1 task). By examining tasks associated with these proficiency levels, characteristics that are likely to make particular document tasks more or less difficult can be identified. Questions or directives associated with the various document tasks are basically of four types: *locating, cycling, integrating and generating*. Locating tasks require the reader to match one or more features of information stated in the question to either identical or synonymous information given in the document. Cycling tasks require the reader to locate and match one or more features of information, but differ from locating tasks because they require the reader to engage in a series of feature matches to satisfy conditions given in the question. The integrating tasks typically require the reader to compare and contrast information in adjacent parts of the

document. In the generating tasks, readers must produce a written response by processing information found in the document and by making text-based inferences or drawing on their own background knowledge.

As with the prose tasks, each type of question or directive associated with a document task extends over a range of difficulty as a result of interactions among several other characteristics:

- the number of categories or features of information in the question the reader must process or match;
- the number of categories or features of information in the document that seem plausible or correct because they share some but not all of the information with the correct answer;
- the extent to which the information asked for in the question is obviously related to the information stated in the document;
- the structure and content of the document.

A more detailed discussion of the five levels of document literacy follows.

Document Level 1:

Score range of 0 to 225

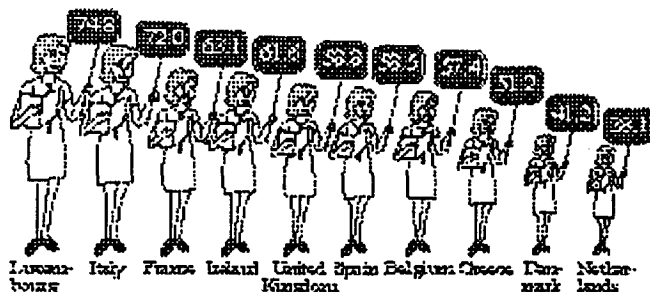
Most of the tasks at this level require the reader to locate a piece of information based on a literal match. Distracting information, if present, is typically located away from the correct answer. Some tasks may direct the reader to enter personal information onto a form.

Tasks at this level require the reader to make a literal match on the basis of a single piece of information. Information that could distract the reader, if present, is typically located away from the correct answer. One document task meeting this description (188) directs the reader to identify from a chart the percentage of teachers from Greece who are women. The chart displays the percentages of women teachers from various countries. Only one number appears on the chart for each country.

A very similar task involves a chart displayed in a newspaper showing the expected amounts of radioactive waste by country. This task, which has a difficulty value of 218, directs the reader to identify the country that is projected to have the smallest amount of waste by the year 2000. Again, there is only one percentage associated with each country. In this task, however, the reader must first identify the percentage associated with the smallest amount of waste and then match it to the country.

FEW DUTCH WOMEN AT THE BLACKBOARD

There is a low percentage of women teachers in the Netherlands compared to other countries. In most of the other countries, the majority of teachers are women. However, if we include the figures for inspectors and school principals, the proportion shrinks considerably and women are in a minority everywhere.



Percentage of women teachers (kindergarten, elementary, and secondary).

Document Level 2:

Score range of 226 to 275

Document tasks at this level are a bit more varied. While some still require the reader to match on a single feature, more distracting information may be present or the match may require a low-level inference. Some tasks at this level may require the reader to enter information onto a form or to cycle through information in a document.

One Level 2 task on the document scale (242) seems very similar to one described above for Level 1. This task directs the reader to use a chart to identify the year in which the fewest people in the Netherlands were injured by fireworks. Part of what may have made this task somewhat more difficult is that two charts were presented instead of just one. One, labelled "Fireworks in the Netherlands," depicts years and numbers representing funds spent in millions of Canadian dollars, while the other, "Victims of fireworks," uses a line to show numbers of people treated in hospitals. Another contributing factor may have been that neither graph contains the label "number injured by fireworks." The reader needs to make a low inference that victims or number treated equates to injuries.

Several other tasks falling within Level 2 direct the reader to use information given to complete a form. In one case they are asked to fill out an order form to purchase tickets to see a play on a particular day, at a particular time. In another, readers are asked to complete the availability section of an employment application based on information provided that included: total number of hours they are willing to work, hours they are available, how they heard about the job, and availability of transportation.

Document Level 3:

Score range of 276 to 325

Tasks at this level appear to be most varied. Some require the reader to make literal or synonymous matches, but usually the matches require the reader to take conditional information into account or to match on multiple features of information. Some tasks at this level require the reader to integrate information from one or more displays of information. Other tasks ask the reader to cycle through a document to provide multiple responses.

One task falling around the middle of Level 3 in difficulty involves the fireworks charts. This task directs the reader to write a brief description of the relationship between sales and injuries based on the information shown in the two graphs. This task received a difficulty value of 295. A second task, receiving a similar difficulty value, directs readers to a bus schedule. They are asked to identify the time of the last bus they could take from a particular location on a Saturday night. Here the reader must match several pieces of information—the last time, a particular location, on Saturday, in the evening—to arrive at a correct answer. This task received a difficulty value of 297.

A third task, falling at high end of Level 3 (321), involves the use of a quick copy printing requisition form that might be found in the workplace. The task asks the reader to explain whether or not the quick copy centre would make 300 copies of a statement that is 105 pages long. In responding to this directive, the reader must determine whether conditions stated in the question meet those provided in the guidelines to this document.

Document Level 4:

Score range of 326 to 375

Tasks at this level, like those in the previous levels, ask the reader to match on multiple features of information, to cycle through documents, and to integrate information; frequently however, these tasks require the reader to make higher order inferences to arrive at the correct answer. Sometimes, conditional information is present in the document, which must be taken into account by the reader.

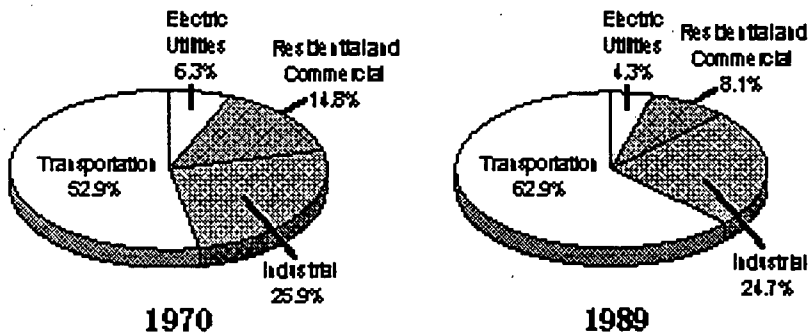
The only task falling at this level (341) asks the reader to look at two pie charts showing oil use for 1970 and 1989. The question directs the reader to summarize how the percentages of oil used for different purposes changed over the period specified. Here the reader must cycle through the two charts, comparing and contrasting the percentages for each of the four stated purposes. Then the reader must generate a statement that captures these changes.

Document Level 5:

Score range of 376 to 500

Tasks at this level require the reader to search through complex displays of information that contain multiple distracters, to make high-level inferences, process conditional information, or use specialized knowledge.

U.S. Oil Use 1970 and 1989



The only Level 5 task in this international assessment involved a page taken from a consumer magazine rating clock radios. The most difficult task (408) involving this document asked the reader for the average advertised price for the basic clock radio receiving the highest overall score. This task required readers to process two types of conditional information. First, they needed to identify the radio receiving the highest overall score while distinguishing among the three types of clock radios reviewed: full-featured, basic and those with a cassette player. Second, they needed to locate a price. In making this final match, they needed to notice that two prices were given; the first, the suggested retail and the second, the average advertised price.

A second and considerably easier task involving this document and falling at the high end of Level 2 (321) asks the reader "which full-featured radio is rated the highest on performance." Again, readers needed to find the correct category of clock radio. Yet, they needed to process fewer conditions. Here they only needed to distinguish between the rating for "Overall Score" and "Performance." It is possible that some adults identified the full-featured radio as receiving the highest "Overall Score" rather than the one rated highest in "Performance" as specified in the question. As such, "Overall Score" would be considered a plausible distracter. Another factor that likely contributed to this task's difficulty is that "Overall Score" is given a numerical value while the other features are rated by a symbol. It may be that some adults found the correct category ("Performance"), but selected the first radio listed, assuming it performed best. The text accompanying this table indicates the radios are rated within a category by overall score. It is easy to imagine that some people may have equated overall score with overall performance.

4.4.3 Quantitative Literacy

Since adults are frequently required to perform arithmetic operations in everyday life, the ability to perform quantitative literacy tasks is another important aspect of literacy. These skills may seem, at first glance, to be fundamentally different from the types of knowledge and skill associated with prose and document literacy and therefore, to extend the concept of literacy beyond its traditional limits. However, experience in North America with large-scale assessments of adults indicates that the processing of printed information plays an important role in affecting the difficulty of tasks along the scale (Kirsch et al. 1993;⁶ Montigny et al. 1991).⁷

In general, it appears that many individuals can perform single arithmetic operations when both the numbers and operations are made explicit. However, when the numbers to be used must be located in and extracted from different types of documents that contain similar but irrelevant information, when the operations to be used must be inferred from printed directions, and when multiple operations must be performed, the tasks become increasingly difficult.

The IALS quantitative literacy scale contains 33 tasks ranging from 225 to 408 in difficulty. These tasks are distributed as follows: Level 1 (1 task); Level 2 (9 tasks); Level 3 (16 tasks); Level 4 (5 tasks); and Level 5 (2 tasks). The difficulty of these tasks and, therefore, their placement along the scale, appears to be a function of several factors including:

- the particular arithmetic operation required to complete the task;
- the number of operations needed to perform the task successfully;
- the extent to which the numbers are embedded in printed materials;
- the extent to which an inference must be made to identify the type of operation to be performed.

A detailed discussion of the five levels of quantitative literacy follows.

Quantitative Level 1:

Score range of 0 to 225

Although no quantitative tasks used in the IALS fall below the score value of 225, experience suggests that such tasks would require the reader to perform a single, relatively simple operation (usually addition) for which either the numbers are already entered onto the given document and the operation is stipulated, or the numbers are provided and the operation does not require the reader to borrow.

⁶ *Adult Literacy in America: A First Look at the Results of the National Adult Literacy Survey.* National Center for Education Statistics, U.S. Department of Education, 1993.

⁷ *Adult Literacy in Canada: Results of a National Study.* Minister of Industry, Science and Technology, (Statistics Canada Catalogue no. 89-525-XPE), 1991.

The easiest quantitative task in the IALS (225) directs the reader to complete an order form. The last line on this form says "Total with Handling." The line above it says "Handling Charge \$2.00." The reader simply had to add the \$2.00 to the \$50.00 they had entered on a previous line to indicate the cost of the tickets. In this task, one of the numbers was stipulated, the operation was easily identified from the word "total" and the operation did not require the reader to borrow. Moreover, the format of the form set the problem up in a simple column format, further facilitating the task for the reader.

Quantitative Level 2:

Score range of 226 to 275

Tasks in this level typically require readers to perform a single arithmetic operation (frequently addition or subtraction) using numbers that are easily located in the text or document. The operation to be performed may be easily inferred from the wording of the question or the format of the material (for example, a bank deposit form or an order form).

A typical Level 2 task on the quantitative scale directs the reader to use a weather chart in a newspaper to determine how many degrees warmer today's high temperature is expected to be in Bangkok than in Seoul. Here the reader had to cycle through the table to locate the two temperatures and then subtract them to determine the difference. This task received a difficulty value of 255.

A similar but slightly more difficult task (268) requires the reader to use the chart about women in the teaching profession in Europe that is displayed in Level 1 for the document scale. This task directs the reader to calculate the percentage of men in the teaching profession in Italy. Both this task and the one just mentioned involved calculating the difference between two numbers. Part of what distinguishes these two tasks is that in the former, both temperatures could be identified in the table from the newspaper. For the task involving men teachers in Italy, the reader needed to make the inference that the percentage of men teachers is equal to 100% minus the percentage of women teachers.

Quantitative Level 3:

Score range of 276 to 325

Tasks found in this level typically require the reader to perform a single operation. However, the operations become more varied—some multiplication and division tasks are found in this level. Sometimes two or more numbers are needed to solve the problem and the numbers are frequently embedded in more complex displays. While semantic relation terms such as "how many" or "calculate the difference" are often used, some of the tasks require the reader to make higher order inferences to determine the appropriate operation.

Tasks falling around 300 on the quantitative scale still require the reader to perform single arithmetic operations, but the operations become more varied. Part of what distinguishes tasks at this level from those seen at lower levels is that the displays of information become more complex and the reader must identify two or more numbers from various places in the document. For example, one task located at 302 on the quantitative scale directs the reader

to look at two graphs containing information about consumers and producers of primary energy. In one question, they are asked to calculate how much more energy Canada produces than it consumes. Here the operation is not facilitated by the format of the document and the reader must locate the information using both bar graphs. In another question using this document, the reader is directed to calculate the total amount of energy in quadrillion (10^{15}) Btu consumed by Canada, Mexico and the United States. This task falls at 300 on the scale. It requires the reader to add three numbers. Presenting two graphs likely contributed to the difficulty of this task. Some respondents may have performed the appropriate calculation for the three countries specified using the producer energy chart rather than the consumer energy chart.

Another task at this level involves the fireworks charts for the document scale. This quantitative task asks the reader to calculate how many more people were injured in 1989 than in 1988. What contributes to this task receiving a difficulty value of 293 is that one of the numbers was not given in the line graph. The reader needed to interpolate the number from information provided along the vertical axis.

In a more difficult task (located at 317 on the scale), readers are asked to look at a recipe for scrambled eggs with tomatoes. The recipe gives the ingredients for four servings: 3 tablespoons of oil, 1 garlic clove, 1 teaspoon of sugar, 500 grams of fresh red tomatoes and 6 eggs. The question asks them to determine the number of eggs they will need if they are using the recipe for six people. Here they must know how to calculate or determine the ratio needed. This task is somewhat easier than might be expected, given other tasks at this level. This may be because people are familiar with recipes and with manipulating them to fit a particular situation.

This appears to be true for another question using this recipe. It asks the reader to determine the amount of oil that would be needed if the recipe were being used for two people. This task received a value of 253 on the scale. A larger percentage of respondents found it easier to halve an ingredient than to increase one by 50%. It is not clear why this is so. It may be that some of the respondents have an algorithm for responding to certain familiar tasks that does not require them to apply general arithmetic principles for solving the problem.

Quantitative Level 4:

Score range of 326 to 375

With one exception, the tasks at this level require the reader to perform a single arithmetic operation where typically either the quantities or the operation are not easily determined. That is, for most of the tasks at this level, the question or directive does not provide a semantic relation term such as "how many" or "calculate the difference" to help the reader.

Tasks around 350 on the quantitative scale tend to require the application of a single operation where either the quantities or the operation are not easily determined. One such task involves a compound interest table. It directs the reader to "calculate the total amount of money you will have if you invest \$100 at a rate of 6% for 10 years." This task received a difficulty value of

348, in part because many people treated this as a document rather than a quantitative task and simply looked up the amount of interest that would be earned. They likely forgot to add the interest to their \$100 investment.

Compound Interest Compounded Annually											
Principal	Period	4%	5%	6%	7%	8%	9%	10%	12%	14%	16%
\$100	1 day	0.011	0.014	0.016	0.019	0.022	0.025	0.027	0.033	0.038	0.044
	1 week	0.077	0.096	0.115	0.134	0.153	0.173	0.192	0.230	0.268	0.307
	6 mos	2.00	2.50	3.00	3.50	4.00	4.50	5.00	6.00	7.00	8.00
	1 year	4.00	5.00	6.00	7.00	8.00	9.00	10.00	12.00	14.00	16.00
	2 years	8.16	10.25	12.36	14.49	16.64	18.81	21.00	25.44	29.96	34.56
	3 years	12.49	15.76	19.10	22.50	25.97	29.50	33.10	40.49	48.15	56.09
	4 years	16.99	21.55	26.25	31.08	36.05	41.16	46.41	57.35	68.90	81.06
	5 years	21.67	27.63	33.82	40.26	46.93	53.86	61.05	76.23	92.54	110.03
	6 years	26.53	34.01	41.85	50.07	58.69	67.71	77.16	97.38	119.50	143.64
	7 years	31.59	40.71	50.36	60.58	71.38	82.80	94.87	121.07	150.23	182.62
	8 years	36.86	47.75	59.38	71.82	85.09	99.26	114.36	147.60	185.26	227.84
	9 years	42.33	55.13	68.95	83.85	99.90	117.19	135.79	177.31	225.19	280.30
	10 years	48.02	62.89	79.08	96.72	115.89	136.74	159.37	210.58	270.72	341.14
	12 years	60.10	79.59	101.22	125.22	151.82	181.27	213.84	289.60	381.79	493.60
15 years	80.09	107.89	139.66	175.90	217.22	264.25	317.72	447.36	613.79	826.55	
20 years	119.11	165.33	220.71	286.97	366.10	460.44	572.75	864.63	1,274.35	1,846.08	

Another task at this level requires respondents to read a newspaper article describing a research finding linking allergies to a particular genetic mutation. The question directs the reader to calculate the number of people studied who were found to have the mutant gene. To answer the question correctly, readers must know how to convert the phrase "64 percent" to a decimal number and then multiply it by the number of patients studied (400). The text provides no clues on how to set up this problem.

A third task involves the distance chart shown on the next page. Readers were asked to "calculate the total number of kilometres travelled in a trip from Guadalajara to Tecoman and then to Zamora." Here a semantic relation term was provided, but the quantities were not easily identified. As a result, this task received a difficulty value of 335. Making the inference that the trip was from Guadalajara to Tecoman and then from Tecoman to Zamora was difficult for some respondents. In a different task, respondents were asked to determine how much less the distance from Guadalajara to Tecoman is than the distance from Guadalajara to Puerto Vallarta. In this Level 3 task (308), the quantities were relatively easy to locate.

TABLE OF APPROXIMATE DISTANCES (in kilometres)

Colima					
224	Guadalajara				
98	322	Manzanillo			
371	340	273	Puerto Vallarta		
45	269	62	330	Tecomán	
244	171	342	515	289	Zamora

Quantitative Level 5:

Score range of 376 to 500

These tasks require readers to perform multiple operations sequentially, and they must disembed the features of the problem from the material provided or rely on background knowledge to determine the quantities or operations needed.

One of the most difficult tasks on the quantitative scale (381) requires readers to look at a table providing nutritional analysis of food and then, using the information given, determine the percentage of calories in a Big Mac® that comes from total fat. To answer this question, readers must first recognize that the information about total fat provided is given in grams. In the question, they are told that a gram of fat has 9 calories. Therefore, they must convert the number of fat grams to calories. Then, they need to calculate this number of calories as a percentage of the total calories given for a Big Mac®. Only one other item on this scale received a higher score.

4.5

Estimating Literacy Performance Across the Levels

The literacy levels not only provide a means for exploring the progression of information-processing demands across each of the scales, but they also can be used to help explain how the proficiencies individuals demonstrate reflect the likelihood they will respond correctly to the broad range of tasks used in this assessment as well as to similar tasks that were not included. In practical terms, this means that individuals performing at 250 on each scale are expected to be able to perform the average Level 1 and 2 tasks with a high degree of proficiency. That is, they will be able to perform these kinds of tasks with an average probability of 80% or higher. It does not mean that they will not be able to perform tasks in Levels 3 or higher. They will do so some of the time, but not consistently.



The three charts given in Tables 2.1 to 2.3 display the probability that individuals performing at selected points on each of the scales will give a correct response to tasks of varying difficulty. For example, a reader whose prose proficiency is 150 has less than a 50% chance of giving a correct response to the Level 1 tasks. Individuals whose proficiency score is 200, in contrast, have about an 80% probability of responding correctly to these Level 1 tasks.

In terms of task demands, it can be inferred that adults performing at 200 on the prose scale are likely to be able to locate a single piece of information in a brief text when there is no distracting information, or if plausible but incorrect information is present but located away from the correct answer. However, these individuals are likely to demonstrate far more difficulty with tasks in Levels 2 through 5. For example, they would have only about a 40% chance of performing the average Level 2 task correctly and an 18% chance of success with tasks in Level 3 and no more than a 7% chance with tasks in Levels 4 and 5.

Tables 2.1 to 2.3: Average Probabilities of Successful Performance by Individuals with Selected Proficiency Scores on Tasks in Each Literacy Level of the Prose, Document and Quantitative Scales

Table 2.1: Prose Scale

Prose level	Selected proficiency scores				
	150	200	250	300	350
	%				
1	48	81	95	99	100
2	14	40	76	94	99
3	6	18	46	78	93
4	2	7	21	50	80
5	2	6	18	40	68

Table 2.2: Document Scale

Document level	Selected proficiency scores				
	150	200	250	300	350
	%				
1	40	72	94	99	100
2	19	50	82	95	99
3	7	20	49	79	94
4	4	12	31	60	83
5	<1	1	3	13	41

Table 2.3: Quantitative Scale

Quantitative level	Selected proficiency scores				
	150	200	250	300	350
	%				
1	34	67	89	97	99
2	20	45	75	92	98
3	7	20	48	78	93
4	1	6	22	58	87
5	1	2	7	20	53

* Probabilities in this row are based on one task.



In contrast, respondents demonstrating a proficiency of 300 on the prose scale have about an 80% chance or higher of succeeding on tasks in Levels 1, 2 and 3. This means that they demonstrate success with tasks that require them to make low-level inferences and with tasks that require them to take some conditional information into account. They can also integrate or compare and contrast information that is easily identified in the text. On the other hand, they are likely to demonstrate some difficulty with tasks where they must make high text-based inferences or where they need to process more abstract types of information. These more difficult tasks may also require them to draw on less familiar or more specialized types of knowledge beyond that given in the text. On average, they have about a 50% probability of performing Level 4 tasks correctly; with Level 5 tasks, their likelihood of responding correctly decreases to 40%.

Similar kinds of interpretations can be made using the information presented for the document and quantitative literacy scales. For example, someone who is at 200 on the quantitative scale has, on average, a 67% chance of responding correctly to Level 1 tasks. His or her likelihood of responding correctly decreases to 45% for Level 2 tasks, 20% for Level 3 tasks, 6% for Level 4 tasks and only 2% for Level 5 tasks. Similarly, readers with a proficiency of 300 on the quantitative scale would have a probability of 95% or higher of responding correctly to tasks in Levels 1 and 2. Their average probability would decrease to 78% for Level 3 tasks, 58% for Level 4 and 20% for Level 5.

5.0 Survey Methodology

The survey methodology section describes the target and survey populations, the frame, the survey units, the size of the sample and the sample selection methods.

5.1 IALS Target Groups

Literacy estimates were required at the national level and also for seven target groups. To provide reliable literacy estimates, a sample of 700 persons was initially selected from each of the groups, except where indicated. These target groups were:

a) Franco-Ontarians

Franco-Ontarians were defined as persons residing in Ontario at the time of the IALS survey who had a mother tongue of French and who still understood French. A total sample of 2,285 households were initially selected for this sample.

b) New Brunswick

New Brunswick had their sample augmented such that 700 francophone and 700 anglophone persons were selected.

c) In-school youth

For the purposes of the IALS, in-school youth are defined as those aged 16 to 24 who reported on the LFS that they were enrolled as a full-time student in the week preceding the LFS interview.

d) Out-of-school youth

Out-of-school youth are those aged 16 to 24 who did not report that they were enrolled as a full-time student.

e) Seniors

Seniors are defined as those who are 65 years of age or older. A sample of 1,240 seniors was selected for this target group.

f) Unemployment Insurance recipients

Such persons were identified from a match of the LFS files to the unedited Survey of Consumer Finance (SCF) file. Those who reported any income under "Unemployment Insurance benefits (before deductions)" from the question "During the twelve months ending December 31, 1993, what was your income from the following sources?" were included in this target group.

g) Social assistance recipients

These people were also identified from a match of the LFS files to the unedited SCF file. Those who reported any income under "social assistance and provincial income supplements" from the question "During the twelve months ending December 31, 1993, what was your income from the following sources?" and were under 60 years of age (to exclude Old Age Security and Canada Pension Plan beneficiaries) were included in this target group.

5.2 Population Coverage

Canada's target population for the IALS consisted of all residents of households aged 16 years and over in the ten provinces.

The LFS was one frame used to cover this population, where the LFS is a monthly household survey whose sample of individuals is representative of the civilian, non-institutionalized population 15 years of age or older in Canada's ten provinces. Specifically excluded from the survey's coverage are residents of the Yukon and Northwest Territories, persons living on Indian Reserves, full-time members of the Canadian Armed Forces and inmates of institutions. Further, from the Census frame, francophone residents of the province of Ontario who lived in geographic regions where less than 20 persons were francophone, were also excluded. All the above exclusions represent about 2% of the Canadian population aged 16 years and over.

Canada's total in-scope population was 21,307,893 persons.

5.3 Sample Design

The IALS was conducted in September 1994 with an initial sample of 8,712 persons. The Canadian survey used two separate frames to select its sample:

- a) One was the Labour Force Survey sample file, used to select most persons for the sample. This file consists of approximately 73,000 dwellings across Canada.
- b) The other was the 1991 Census file used to select a sample of francophones from the province of Ontario. Because this population comprises only about 5% of Ontario's population, a Census frame was deemed most appropriate.

Each sample used a different methodology for selecting its sample, as described on the following pages.

5.3.1

LFS Primary Stratification

The LFS sample is based upon a stratified, multi-stage design employing probability sampling at all stages of the design. The design principles are the same for each province.

Provinces are first stratified into economic regions—geographic areas of more or less homogeneous economic structure formed on the basis of federal provincial agreements. Economic regions are relatively stable over time.

These economic regions are treated as primary strata and further stratification is carried out within them (see Section 5.3.3).

5.3.2

LFS Types of Areas

Economic regions are further disaggregated into 3 categories: self-representing areas (SRUs), non-self-representing areas (NSRUs) and special areas. Generally, SRUs are urban areas whose population as of the 1981 Census exceeds 15,000 persons or whose unique labour force characteristics demand their establishment as SRUs. For the most part, SRU boundaries are coincident with delineations established for the Census.

All SRUs in each economic region are included in the survey and, as the name implies, each is represented by its own sample.

NSRUs are the areas lying outside the SRUs and they consist largely of small urban centres and rural areas. Each economic region contains one NSRU which is represented by its own sample.

A small proportion (approximately 1%) of the LFS population is found in institutions (for example, live-in staff of hospitals or schools or permanent residents of hotels or motels), on military bases (civilian personnel only) or in remote areas of provinces which are not readily accessible to LFS interviewers. For administrative purposes, this portion of the population is sampled separately through the special area frame. This portion of the sample is selected on a province-wide basis, without reference to the stratification used for SRU and NSRU areas.

5.3.3

LFS Secondary Stratification

SRU areas are next individually delineated into design strata, which reflect areas of similar socio-economic status as identified in the 1981 Census. The extent of the stratification (i.e. number of strata) depends upon the size of the SRU.

In economic regions in which the NSRU population constitutes a significant proportion of the economic region population, the NSRU is next delineated into separate urban and rural strata. Within each of these strata, further stratification is carried out to reflect differences on a number of labour force characteristics.

In special areas, strata are formed on a province-wide basis. The strata reflect the main types of special groups in the population which require special administrative sampling procedures. These are: military establishments, institutions and remote areas.

5.3.4

LFS Cluster Delineation and Selection

Within each of the secondary strata found in SRU areas, a number of geographic contiguous groups of dwellings, or clusters, are formed based upon a combination of 1981 Census counts and field enumeration. These clusters generally are coincident with city blocks or block faces. The selection of a sample of clusters (generally six or 12 clusters) from each of these secondary strata represents the first stage of sampling in SRU areas.

Within each of the secondary strata in NSRU areas, a number of large geographic areas are delineated in such a way that each one reflects the composition of the stratum within which it is located with respect to a number of socio-economic characteristics. Two or four of these areas, known as primary sampling units (or PSUs) are selected into the sample from each secondary stratum. Within each selected PSU, a number of smaller geographically contiguous groups of dwellings, or clusters, are then formed using well-defined physical features which are recognizable both on maps and in the field.

In special areas, census enumeration areas (geographic areas covered by individual enumerators for the Census) represent the first stage of selection. Within those selected, where necessary, geographically contiguous groups of dwellings or clusters are formed and the selection of a sample of these represents the second stage of sampling.



5.3.5

LFS Dwelling Selection

In all three types of areas (SRU, NSRU and special areas) selected clusters are first visited by enumerators in the field and a listing of all private dwellings in the cluster is prepared. From the listing a sample of six dwellings (on average) is then selected. This represents the final stage of sampling.

In the 17 largest SRUs, a sample of apartments in large apartment buildings is selected from a separate register based upon information supplied by CMHC. The purpose of this is to ensure better representation of apartment dwellers in the sample as well as to minimize the effect of growth in clusters, due to construction of new apartment buildings.

5.3.6

LFS Person Selection

Demographic information is obtained for all persons for whom the selected dwelling is the usual place of residence. LFS information is obtained for all civilian household members 15 years of age or older.

5.3.7

LFS Sample Size

The sample size of eligible persons in the LFS is determined so as to meet the statistical precision requirements for various labour force characteristics at the provincial and subprovincial level, to meet the requirements of federal, provincial and municipal governments as well as a host of other data users.

The monthly LFS sample consists of approximately 73,000 dwellings. After excluding dwellings found to be vacant, dwellings demolished or converted to non-residential uses, dwellings containing only ineligible persons, dwellings under construction, and seasonal dwellings, about 63,000 dwellings remain which are occupied by one or more eligible persons. From these dwellings, LFS information is obtained for approximately 122,000 civilians aged 15 or over.

5.3.8

LFS Sample Rotation

The LFS employs a panel design whereby the entire monthly sample of dwellings consists of six panels, or rotation groups, of approximately equal size. Each of these panels can be considered by itself to be representative of the entire LFS population. All dwellings in a rotation group remain in the LFS sample for six consecutive months after which time they are replaced

(rotated out of the sample) by a new panel of dwellings selected from the same or similar clusters.

This rotation pattern was adopted to ensure that the sample of dwellings constantly reflects changes in the current housing stock and to minimize any problems of non-response or respondent burden that would occur if households were to remain in the sample for longer than six months. It also has the statistical advantage of providing a common sample base for short-term month-to-month comparisons of LFS characteristics.

Because of the rotation group feature, it is possible to readily conduct supplementary surveys using the LFS design but employing less than the full-size sample.

5.3.9

Modifications to the LFS Design for the IALS Supplement

The IALS used two of the six rotation groups in the May 1994 LFS sample. For the IALS, the coverage of the LFS was modified to include all members of the household aged 16 years and older. However, unlike the LFS where information is collected for all eligible household members, the IALS only collected information from one pre-selected household member and proxy responses were not permitted for the Core Task Booklet or Main Task Booklet. A total sample of 6,427 persons aged 16 years and older was selected using stratified random sampling.

5.3.10

Census Frame First Stage of Sampling

The following text describes the sample design that was used for selecting the Franco-Ontario portion of the IALS sample.

The sample design planned for the Census-based part of this survey was a three-stage design. First, geographic units known as primary sampling units, or PSUs, were selected. Within each PSU, a certain number of dwellings were chosen, and within each dwelling, one of the francophones in the household, if any, was selected. Each stage is described in detail below.

The first stage consisted in the formation and selection of PSUs. The ideal was to create the largest possible PSUs and select the greatest possible number of them. This would reduce the variance component of the first stage, which is usually the largest in this type of design. For practical reasons, however, one PSU had to correspond to one interviewer assignment and have a total area of no more than 500 square kilometres. The solution was to use 1991 Census enumeration areas⁸ (EAs) as PSUs

⁸ An enumeration area is a geographic unit canvassed by one interviewer. It contains about 350 households. Its surface area depends on the population density.

themselves, or to form PSUs by combining adjoining EAs into larger areas. The latter procedure was applied primarily in cities where EAs are quite small. In Toronto, for example, a total of 3,462 EAs were amalgamated into one PSU. This process reduced the number of PSUs from 14,015, the total number of populated EAs in Ontario, to 6,601. The result was a much more efficient sample design from the standpoint of variance.

To further improve efficiency, remote EAs and EAs with a small francophone population (the cut-off was arbitrarily set at 20) were excluded. This eliminated 69% of the PSUs, but only 7% of the target population—a highly satisfactory trade-off.

The remaining 2,028 PSUs were then stratified according to size. Size was based on the adult francophone population in the 1991 Census. The first stratum was made up of the five largest PSUs (Ottawa, Toronto, Windsor, Sudbury and St. Catharines), which were take-all units. The second stratum consisted of all PSUs with a francophone population of 100 or more. Because these PSUs varied widely in size, sampling in this stratum was done with probability proportional to size. The smallest PSUs were placed in the third stratum, and simple random sampling was applied. The main reason for this was to keep the survey weights reasonable.

The number of PSUs to be selected was set at 60, which was the maximum number of interviewers that could be hired. It was estimated that an interviewer could conduct about 40 interviews during the collection period. This yielded a sample size of approximately 2,300 people.

5.3.11

Census Frame Second Stage of Sampling

After the PSUs were selected, a list of all "francophone" dwellings in the PSUs was assembled in preparation for the second stage of sampling. A francophone dwelling is any dwelling in which at least one francophone lived, according to 1991 Census data. Only the addresses of these dwellings were recorded; the names of the francophones concerned were not. The main objective was to obtain a list of dwellings where it was highly probable at least one francophone resided. Were it not for individual and household mobility between the time of the Census in June 1991 and the survey period in September 1994, that probability would have been a certainty. The net loss of dwellings was estimated at about 26%; in other words, we expected that when the survey was conducted, there would be no francophones present in 26% of the sampled dwellings. To avoid potential bias, it would have been best to sample a number of dwellings in which no francophones were present according to the last Census and thereby cover the francophone population that had moved into such dwellings since June 1991. However, cost and variance considerations precluded such an exercise.

5.3.12

Census Frame Third Stage of Sampling

After the dwellings had been selected by simple systematic sampling,⁹ the third and final stage of sampling took place at the time of data collection. The interviewers were instructed to determine, in person, whether there were any francophones in each selected household, and if there was more than one, to choose one for the survey using a random selection grid.

5.4

IALS Sample Size

A total sample size of 5,660 persons were interviewed for the IALS. The following tables shows the breakout by geographic region and by age group of this sample.

Table 3: IALS Sample Size by Geographic Region

Geographic region	Sample size	Population
Atlantic provinces	1,535	1,786,424
Quebec	794	5,431,033
Ontario	1,925	8,004,546
Western provinces	1,406	6,085,890
Canada	5,660	21,307,893

Table 4: IALS Sample Size by Age Group

Age group	Sample size	Population
16 to 24	1,193	3,369,904
25 to 44	2,006	9,080,575
45 to 64	1,212	5,749,886
65 and over	1,249	3,107,529
Canada	5,660	21,307,893

⁹The list of dwellings was sorted by EA, and dwellings were selected systematically to achieve good geographic representation within the PSUs.

6.0 Data Collection

Testing adult literacy directly necessitates going to people's homes to assess their abilities in a manner usually done in schools. Thus the IALS, like the two preceding national studies in North America¹⁰ was unusual because it combined the techniques of household-based survey research with those of educational testing. (However, in contrast with most standardized tests, multiple-choice questions were avoided; it was thought that adults would be more interested in answering open-ended questions.) In each case, the test was accompanied by a background questionnaire to obtain detailed information on demographic and other characteristics of the respondent.

The information collection period for the IALS was the month of September, 1994.

6.1 Administering the IALS Questionnaires

The IALS survey consisted of three documents:

- a) a background questionnaire;
- b) a core booklet; and
- c) a main task booklet.

The first 20 minutes of the survey were devoted to completing the background and demographic questionnaire. This information provides the means for exploring how literacy is connected to social, educational, economic and other variables and for exploring the extent to which these relationships are similar across different groups of the population.

Survey participants were then asked to complete a core booklet, designed to avoid the embarrassment of giving the full test to adults with very low literacy skills. Only those adults able to answer at least two tasks correctly in the core booklet were given the full test.

Respondents then completed a booklet of sample tasks designed for completion in about 45 minutes (although there was no actual time limit to complete the test). The survey was designed to give each participant a subset of tasks that were carefully selected from the total pool. This design feature ensured that each task was administered to a nationally representative sample of adults.

¹⁰ Canada's 1989 Survey of Literacy Skills Used in Daily Activities and the 1990 National Adult Literacy Survey conducted in the United States.

The tasks were organized into seven blocks. These blocks each contained about five items with an average of three questions per item. To reduce response burden, only three blocks were administered to each person. To control for any bias that pairing and ordering of the blocks might introduce, the blocks were ordered into seven different booklets that spiralled the blocks in the following sequence:

<u>Booklet number</u>	<u>Block numbers</u>
1	1, 2, 4
2	2, 3, 5
3	3, 4, 6
4	4, 5, 7
5	5, 6, 1
6	6, 7, 2
7	7, 1, 3

In this way, each block was paired with a different block and each block occurred in each of the three positions within a task book.

Each person selected for the IALS had been randomly assigned one of the seven task booklets at the time of sample selection. The booklet number was written on the questionnaire label so that the interviewer would know which booklet should be administered.

6.2 LFS Data Collection Procedures

Interviewers who regularly conduct the Labour Force Survey were the interviewers employed for the IALS. Hence, most of the data collection procedures used for the LFS were implemented for the IALS and are described below. Any differences in the procedures between the two surveys are documented in the subsequent section.

6.2.1 LFS Interviewing Procedures

Statistics Canada interviewers, who are part-time employees hired and trained specifically to carry out the LFS, contacted each of the sampled dwellings to obtain the required labour force information. Each interviewer contacts approximately 70 dwellings per month.

Dwellings new to the sample are contacted through a personal visit. The interviewer first obtains socio-demographic information for each household member and then obtains labour force information for all eligible members. Provided there is a telephone in the dwelling and permission has been granted, subsequent interviews are conducted by telephone. As a result, approximately 85% of all dwellings are interviewed by telephone. In these subsequent monthly interviews, as they are called, the interviewer confirms

the socio-demographic information collected in the first month and collects the labour force information for the current month.

In all dwellings, information about all household members is obtained from a knowledgeable household member—usually the person at home when the interviewer calls. Such 'proxy' reporting, which accounts for approximately 55% of the information collected, is used to avoid the high cost and extended time requirements that would be involved in repeat visits or calls necessary to obtain information directly from each respondent.

At the conclusion of the LFS monthly interviews, interviewers introduce the supplementary survey, if any, to be administered to some or all household members that month.

If, during the course of the six months that a dwelling normally remains in the sample, an entire household moves out and is replaced by a new household, information is obtained about the new household for the remainder of the six-month period.

6.2.2

LFS Supervision and Control Procedures

All LFS interviewers are under the supervision of a staff of senior interviewers who are responsible for ensuring that interviewers are familiar with the concepts and procedures of the LFS and its many supplementary surveys, and also for periodically monitoring their interviewers and reviewing their completed documents. The senior interviewers are, in turn, under the supervision of the LFS program managers, located in each of the six Statistics Canada regional offices.

6.2.3

LFS Non-response Procedures

Interviewers are instructed to make all reasonable attempts to obtain LFS interviews with members of eligible households. For individuals who at first refuse to participate in the LFS, a letter is sent from the Regional Office to the dwelling address stressing the importance of the survey and the household's cooperation. This is followed by a second call (or visit) from the interviewer. For cases in which the timing of the interviewer's call (or visit) is inconvenient, an appointment is arranged to call back at a more convenient time. For cases in which there is no one home, numerous call backs are made. Under no circumstances are sampled dwellings replaced by other dwellings for reasons of non-response.

Each month, after all attempts to obtain interviews have been made, a small number of non-responding households remain. For households non-responding to the LFS and for which LFS information was obtained in the previous month, this information is brought forward and used as the current

month's LFS information. No supplementary survey information is collected for these households.

6.3 IALS Modifications to the LFS Data Collection Procedures

Labour Force Survey interviewers carried out the data collection for the IALS. Their training was particularly oriented towards methods of administering the tasks in a neutral manner and to adhere strictly to directives. The sensitive nature of the subject matter was stressed and they were trained to deal with situations involving language difficulties, low literacy skill levels, reluctance and other difficulties which might arise during the interview. (The interviewers were provided with a training manual, an interviewers manual and a procedures manual.)

The IALS was administered to one randomly pre-selected individual per household. For the LFS-based sample, this random selection was carried out at head office prior to the survey week. Labels identifying the selected individuals were produced and then attached to the questionnaire. If the selected person was not available at the time of the first contact, the interviewer arranged for a convenient time to phone back. Proxy response was not allowed.

For the Census-based sample, the interviewers were required to manually select the respondent from the list of household members. The interviewers were instructed to determine in person whether there were any francophones in each selected household, and if there was more than one, to choose one for the survey using a random selection grid.

If a respondent could not communicate with the interviewer in one of the official languages, an interpreter could be used to set up an appointment and to administer the background questionnaire. The respondent was then asked to attempt the simulated tasks without the assistance of the interpreter. All tasks or items were administered to respondents in accordance with rigorous interviewer instructions. Interviewers were required to record a refusal or a verbally expressed inability to perform the survey by the respondent. Respondents were encouraged to look at and attempt all tasks.

The interviewers were trained not to assume or guess a level of respondent competence (or an absence of competence) in one of the official languages. Similarly, the interviewers were to check for language preference before the administration of the tasks. They were not to assume that because the background questionnaire was completed in one of the official languages that the tasks would necessarily be administered in the same language. An account was made of persons who were incapable of performing any of the simulated tasks because of language difficulties.

7.0 Data Processing

The main output of the IALS is a "clean" microdata file. This section presents a brief summary of the processing steps involved in producing this file.

7.1 Data Capture

All Canadian IALS forms were data captured using minicomputers at Statistics Canada's Head Office. The data capture program allowed for a valid range of codes for each question and automatically followed the flow of the questionnaire. After data capture, an initial computer file containing an unedited version of all data captured information was created.

7.2 Scoring

The respondents' answers to each of the tasks were scored centrally in Statistics Canada's Head Office by a small group of individuals. For most tasks, the scoring was relatively simple and consisted of assigning a code to a correct or an incorrect answer. For the more elaborate tasks, a number of possible correct answers were identified and scores were assigned if the respondent had mentioned the required number out of the list. Style and spelling were not taken into account in the scoring.

Two independent scorers were used to score each of the test booklets. Where differences between the two scorers existed, a closer look was taken at the question to determine which scorer was correct and whether any ambiguity existed in the scoring guide. Extra efforts were taken to ensure that all tests were scored the same way within and between countries.

A separate file containing the scores was appended to the above captured information.

7.3 Editing

The first stage of survey processing involved editing all survey records according to prespecified edit rules to check for errors, gaps and inconsistencies in the survey data. Checks were made to ensure that numerical answers to certain questions fell within acceptable logical ranges. Checks were also made to ensure that portions of the questionnaire that were to be skipped in the interview because of a previous answer were in

fact, skipped. Where errors or inconsistencies were found, the erroneous information was blanked out and replaced by a "not stated" response.

Editing was mostly "top-down" meaning that when a flow question was encountered, the flow pattern indicated by the response of that question was accepted as true.

7.4 **Coding of Open-ended Questions**

A few data items on the questionnaire were recorded by interviewers in an open-ended format. These were items relating to, for example, the description of the place of work for the father/male guardian of the respondent, the kind of business that this was and the kind of work that he was doing.

Where necessary some of the text codes used in the open-ended questions are aggregated on the microdata files. They are regrouped to suit the major coding schemes. In the above example, variables giving the respondent's father's Standard Industrial Code (SIC) and Standard Occupational Code (SOC) are provided on the microdata file instead of the initial written responses.

7.5 **Scaling**

The captured and preliminary edited file was then sent to the Educational Testing Service at Princeton, New Jersey for scaling.

To produce estimates of literacy ability, people were streamed into three groups. The first group, and by far the largest, had sufficient cognitive data to produce estimates of ability directly from the different items they completed. The other two smaller groups had estimates imputed for them based on the background interview and statistical modelling that controlled for various characteristics outlined in the background interview. One of these groups, for whom scores was imputed, could not complete enough of the test for a specific literacy reason, such as unfamiliarity with the language of the test. Another group also with imputed scores, did not complete the tests for reasons that were not literacy related, such as refusal to continue, or illness. The estimates for these groups were included in the overall survey results to help reduce bias, and to allow representative national distributions and international comparisons.

The scale point assigned to each task is the point at which individuals with that proficiency score have an 80% probability of responding correctly. So individuals with a particular scale score will consistently perform tasks—with an 80% probability—at that level. They will have a higher probability of doing tasks lower on the scale, but a lower probability of correctly answering tasks

higher on the scale. Individuals falling lower on the scale still may be able to perform tasks higher up, but they are less likely to be able to do so.

7.6 **Creation of Derived Variables**

A number of data items on the microdata file have been derived by combining items on the questionnaire in order to facilitate data analysis (e.g. A9_A11DV which combines respondents who completed secondary or higher and respondents who had some secondary education; B1DV which combines languages reported and language of interview).

7.7 **Suppression of Confidential Information**

It should be noted that the 'public use' microdata files described above differ in a number of important respects from the survey 'master' files held by Statistics Canada. These differences are the result of actions taken to protect the anonymity of individual survey respondents. Users requiring access to information excluded from the microdata files may purchase custom tabulations. Estimates generated will be released to the user, subject to meeting the guidelines for analysis and release outlined in Sections 10.3 and 10.4 of this document.

Suppression of Geographic Identifiers:

The survey master data file includes explicit geographic identifiers for province and urban size class. The survey's public-use microdata file does not contain any geographic identifiers below the regional level (i.e. Atlantic provinces, Quebec, Ontario, Western provinces) with the exception of New Brunswick and Alberta.

Suppression of Demographic Identifiers:

Demographic information which could possibly be used to uniquely identify a survey participant must also be suppressed. Such variables include, for example, age, occupation and income of an individual. For such variables, a range rather than the exact information, is provided for the individual. For example, instead of reporting a respondent's age as "16," it would appear on the public use microdata file as "16 to 25."



8.0 Weighting

The principle behind estimation in a probability sample such as the LFS is that each person in the sample “represents,” besides himself or herself, several other persons not in the sample. For example, in a simple random 2% sample of the population, each person in the sample represents 50 persons in the population.

The weighting phase is a step which calculates, for each record, what this number is. This weight appears on the microdata file, and must be used to derive meaningful estimates from the survey. For example, if the number of individuals living in the Atlantic provinces who have a literacy level of 3 for prose is to be estimated, it is done by selecting the records referring to those individuals in the sample with that characteristic and summing the weights entered on those records.

For the IALS, the weighting of each of the LFS-based and Census-based samples was done independently. The two weighted files were then merged and a combined weighting process was done. Each of the independent weighting operations are described below followed by the joint weighting step.

8.1 Weighting Procedures for the LFS Sub-sample

Since the Canadian IALS used a sub-sample of the LFS sample for part of its sample, the derivation of weights for these survey records is clearly tied to the weighting procedure used for the LFS. The LFS weighting procedure is briefly described below.

8.1.1 LFS Weighting

In the LFS, the final weight attached to each record is the product of the following factors: the basic weight, the cluster sub-weight, the balancing factor for non-response, the rural-urban factor and the province/age/sex ratio adjustment factor. Each is described below.

Basic Weight:

In a probability sample, the sample design itself determines weights which must be used to produce unbiased estimates for the population. Each record must be weighted by the inverse of the probability of selecting the person to whom the record refers (in the example of a 2% simple random sample, this probability would be .02 for each person and the records must be weighted

by $1/.02=50$). Because all eligible individuals in a dwelling are interviewed (directly or by proxy), this probability is essentially the same as the probability with which the dwelling is selected.

Cluster Sub-weight:

The cluster delineation is such that the number of dwellings in the sample increases very slightly with moderate growth in the housing stock. Substantial growth can be tolerated in an isolated cluster before the additional sample represents a field collection problem. However, if growth takes place in more than one cluster in an interviewer assignment, the cumulative effect of all increases may create a workload problem. In clusters where substantial growth has taken place, sub-sampling is used as a means of keeping interviewer assignments manageable. The cluster sub-weight represents the inverse of this sub-sampling ratio in clusters where sub-sampling has occurred.

Non-response:

Notwithstanding the strict controls of the LFS, some non-response is inevitable, despite all the attempts made by the interviewers. The LFS non-response rate is approximately 5%. For certain types of non-response (household temporarily absent, refusal), data from a previous month's interview with the household if any, is brought forward and used as the current month's data for the household.

In other cases, non-response is compensated for by proportionally increasing the weights of responding households. The weight of each responding record is increased by the ratio of the number of households that should have been interviewed, divided by the number that were actually interviewed. This adjustment is done separately for geographic areas called balancing units. It is based on the assumption that the households that have been interviewed represent the characteristics of those that should have been interviewed. To the extent that this assumption is not true, the estimates will be somewhat biased.

Rural-urban Factor:

In geographic areas without sufficient rural and urban population for explicit urban and rural strata to be formed, each primary sampling unit (PSU) is composed of both urban and rural parts. Information concerning the total population in rural and urban areas is available from the 1991 Census for each PSU as well as for each economic region (ER) in which explicit urban/rural stratification is not done. Comparison by ER with the actual 1991 rural or urban census counts indicates whether the selected PSUs over- or under-represent the respective areas. The ratio of actual rural-urban counts is divided by the corresponding estimates. These two factors are computed for each relevant ER at the time of selection of the PSUs and are entered on each sample record according to the appropriate area (rural or urban) of the geographic area. Changes in these factors are incorporated at the time of PSU rotations.

Subprovincial and Province/Age/Sex Adjustments:

By applying the previously described four weighting factors, an initial weight, called the "subweight," is calculated. A valid estimate can be derived for any characteristic for which information is collected by the LFS. In particular, estimates are produced of the total number of persons 15+ in provincial economic regions and the 24 large metropolitan areas as well as of designated age-sex groups in each of the ten provinces.

Independent estimates are available monthly for each of these classes from projections based upon the 1991 Census counts. By using an interactive 'raking ratio' adjustment procedure, the weights derived to this point are adjusted by a multiplying factor to correspond to the independent estimate for the various classes. This factor is the ratio of the independent estimate to the survey estimate based upon the first four weighting factors. The effect of this final adjustment is to insure that basic provincial and total population counts for economic regions, and that age/sex distribution data published from the LFS correspond to other Statistics Canada data sources as well as to increase the precision of all estimates derived from the LFS. This final adjustment is known as the "final weight" of the LFS.

8.1.2 Weighting Procedures for the IALS Sub-sample

The principles behind the calculation of the weights for the IALS are identical to those for the LFS. However, further adjustments are made to the LFS weights in order to derive a final weight for the individual records on the IALS LFS sub-sample data file.

- a) An adjustment to account for the use of a two-sixth sub-sample, instead of the full LFS sample.
- b) An adjustment to account for the additional non-response to the supplementary survey i.e. non-response to the IALS for individuals who did respond to the LFS or for which previous month's LFS data was brought forward.
- c) A readjustment to account for independent province/age/sex projections, after the above adjustments are made.
- d) A readjustment to account for independent economic region-census metropolitan area projections, after the above adjustments are made.

Adjustments a) and b) are taken into account by multiplying the LFS sub-weight for each responding IALS record by:

$$\frac{\text{sum of LFS subweights from each household responding to the LFS}}{\text{sum of LFS subweights from each household responding to the IALS}}$$

to obtain a non-response adjusted IALS sub-weight (WEIGHT1).

Adjustment c) is calculated by multiplying WEIGHT1 for each IALS respondent by:

$$\frac{\text{population total for province/sex/agegroup } i}{\text{sum of WEIGHT1 for survey respondents in province/sex/agegroup } i}$$

The resulting weight (WEIGHT2) is then used in adjustment d) by multiplying by another factor:

$$\frac{\text{population total for ER-CMA } j}{\text{sum of WEIGHT2 for survey respondents in ER-CMA } j}$$

to give WEIGHT3. Steps c) and d) were repeated iteratively until the adjustment factors converged to 1.

8.2 Weighting Procedures for the Census Sub-sample

The final weight of every record in the Franco-Ontario sample is the product of five numbers: the weight for the first stage of selection, an adjustment factor for this stage, the weight for the second stage of selection, an adjustment factor for this stage, and the weight for the third stage of selection. Details are given below for each of these numbers.

Weight for the First Stage of Selection:

This is the inverse of the probability of selection of the primary sampling unit (PSU). It varies according to the size of the PSU.

First Adjustment Factor:

The purpose of this adjustment is to correct for complete non-response at the PSU level. The adjustment factor is the ratio of total PSUs selected to responding PSUs and is done independently in strata 1 and 2.

In practice, there was no such complete non-response and the factors ended up being all equal to unity.

Weight for the Second Stage of Selection:

This is the inverse of the probability of selection of the household. All households in a given PSU have the same weight (provided they belong to the target population of households).

Second Adjustment Factor:

The purpose of this adjustment is two-fold: correct for household non-response, for those households that belong to the target population, and correct for out-of-scope households that do not. The adjustment factor is simply the ratio of total households selected to responding households, and is calculated at the PSU level.

Correcting for out-of-scope households corresponds to accounting for these households without francophones at last Census but where francophones have moved since. The adjustment has the effect of making the volumes of households with francophones comparable to what they were at the last Census.

Weight for the Third Stage of Selection:

This is the inverse of the probability of selection of the individual. In other words, the weight is equal to the number of francophones aged 16 or over in the household.

8.3

Weighting Procedures for the Combined Samples

The next step in the weighting procedure was to merge the data from the LFS-based and the Census-based samples and adjust the weights accordingly.

First, the few Franco-Ontarians in the LFS-based sample needed to be identified and then dropped. These already-weighted records were then replaced by the 1,044 respondents from the Census-based sample. The resulting file size was 5,660 records.

A subsequent program adjusted the weights to comply with the French/English speaking counts for Ontario. Finally, these weights were adjusted based on the province/sex/age categories used previously. The resulting weight (WEIGHT) is the final weight which appears on the IALS microdata file.



9.0 Data Quality

9.1 Response Rates

The overall response rate to the Canadian IALS was 68.7% with a total number of 5,660 respondents.

The response rate differed between the LFS frame sample and the Census frame sample as described below.

9.1.1 LFS Frame Response Rate

Because part of the IALS sample was selected from respondents to the Labour Force Survey, the total response rate for this portion of the sample consists of the response to the LFS itself as well as the response to the IALS. The response rates for only the IALS sample is shown in Table 5 below.

Table 5: LFS Frame Response Rates

Stage	Number	Percentage
Initial sample	6,427	100.0
Household responses	5,941	92.4
Individual responses	4,703	73.2

The response rate for the LFS in May 1994 was 92.1%. The largest group of non-respondents to the LFS survey is males between the ages of 20 to 24 inclusive (18.2%). However, LFS estimates are weighted up to population projections from the 1991 Census by province, sex and age group cells to adjust for undercoverage.

Of the 6,427 persons selected in the IALS sample, 4,703 (73.2%) responded to the IALS survey. Thus the overall response rate to the LFS frame portion of the sample was 67.4%.

9.1.2 Census Frame Response Rates

As noted earlier, the initial sample from the Census frame consisted of 2,285 people in the same number of households. Table 6 shows the response rates achieved at each stage of collection. Note that the percentages in the table are calculated in relation to the preceding row.

The first stage of collection involved contacting any member of the selected household to determine whether the household was eligible. There was a successful contact in 85.6% of the cases. Non-response at this stage was divided equally between outright refusal to participate in the survey and cases where contact could not be made at all during the entire collection period.

Table 6: Census Frame Response Rates

Stage	Number	Percentage
Initial sample	2,285	
Household responses	1,956	85.6
Target population	1,184	60.5
Individual responses	1,044	88.2

In cases where a household member agreed to respond, we were able to determine whether the household was eligible. It is worth noting that nearly 40% of the households proved to be ineligible because there were no francophones. This figure is much higher than the 26% expected. Some explanations for the discrepancy have been proposed. First, the estimate of 26% was based on the following assumptions: (a) the mobility rate of francophones in Ontario is the same as that of the overall population; (b) the mobility rate during the period in question (1991-1994) is the same as in the preceding intercensal period (1986-1991), with the appropriate adjustment for the smaller time interval; and (c) people who move tend to remain in the same area. Since all these assumptions seem plausible, it is difficult to tell which one could be responsible for the discrepancy. Another suggestion was that the high rate of ineligibility was due to hidden non-response. A respondent anxious to end the interview quickly could easily have said there were no francophones in the household. We have no way of checking whether that actually happened.

The next row in the table shows that the response rate at the level of the person selected from the household was 88.2%. Combining the household and individual rates yields an overall response rate of 75.5% for the Census frame portion of the IALS sample.

9.2

Survey Errors

The estimates derived from this survey are based on a sample of households. Somewhat different figures might have been obtained if a complete census had been taken using the same questionnaire, interviewers, supervisors, processing methods, etc. as those actually used. The difference between the estimates obtained from the sample and the results from a complete count taken under similar conditions is called the sampling error of the estimate.

Errors which are not related to sampling may occur at almost every phase of a survey operation. Interviewers may misunderstand instructions, respondents may make errors in answering questions, the answers may be incorrectly entered on the questionnaire and errors may be introduced in the processing and tabulation of the data. These are all examples of non-sampling errors.

9.2.1

Sampling Errors

Since it is an unavoidable fact that estimates from a sample survey are subject to sampling error, sound statistical practice calls for researchers to provide users with some indication of the magnitude of this sampling error. This section of the documentation outlines the measures of sampling error which Statistics Canada commonly uses and which it urges users producing estimates from this microdata file to use also.

The basis for measuring the potential size of sampling errors is the standard error of the estimates derived from survey results.

However, because of the large variety of estimates that can be produced from a survey, the standard error of an estimate is usually expressed relative to the estimate to which it pertains. This resulting measure, known as the coefficient of variation (C.V.) of an estimate, is obtained by dividing the standard error of the estimate by the estimate itself and is expressed as a percentage of the estimate.

For example, suppose that, based upon the survey results, one estimates that 16.6% of Canadians are at literacy Level 1 with regard to prose, and this estimate is found to have standard error of 0.013. Then the coefficient of variation of the estimate is calculated as:

$$\left(\frac{.013}{.166} \right) \times 100\% = 7.8\%$$

Tables giving the coefficients of variation for the IALS as well as instructions for their use are given in Section 10.5 C.V. Release Guidelines.

9.2.2

Non-sampling Errors

Over a large number of observations, randomly-occurring non-sampling errors will have little effect on estimates derived from the survey. However, errors occurring systematically will contribute to biases in the survey estimates. Considerable time and effort was made to reduce non-sampling errors in the survey. Quality assurance measures were implemented at each step of the data collection and processing cycle to monitor the quality of the data. These measures included the use of highly skilled interviewers, extensive training of interviewers with respect to the survey procedures and questionnaire, observation of interviewers to detect problems of questionnaire design or misunderstanding of instructions, procedures to ensure that data capture errors were minimized and coding and edit quality checks to verify the processing logic.

Despite these efforts, non-sampling error is bound to have some impact on the IALS estimates. The following sections outline the most likely sources of this error and its probable impact on the survey estimates.

Sampling Frame:

The Canadian IALS used two different sampling frames: the Labour Force Survey (LFS) file and the 1991 Canadian Census of Population.

Although the LFS file provides good up-to-date coverage, the information used to select the sample for the September 1994 IALS survey was obtained in May of that same year. This three-month lag should not have any major impact on the estimates.

However, the Census frame used for the Franco-Ontarian portion of the sample was from 1991—four years before the IALS was conducted. Only those households in which a Franco-Ontarian lived in 1991 were approached for the survey. It turned out that approximately 40% of households that would have contained a Franco-Ontarian in 1991 no longer did. Further, households into which a Franco-Ontarian had moved during the last four years were not able to be included in the sample. Although these biases will have little effect on national estimates (Franco-Ontarians comprise less than 5% of Ontario's population), the estimates for the Franco-Ontarian population may be affected.

Non-response:

A major source of non-sampling errors in surveys is the effect of non-response on the survey results. The extent of non-response varies from partial non-response (failure to answer just one or some questions) to total non-response.

Total non-response occurred when the interviewer was either unable to contact the respondent, no member of the household was able to provide the information, or the respondent refused to participate in the survey. The non-response rate for the IALS was approximately 30%. Analysis of the

characteristics of the IALS non-respondents suggest that they are not concentrated in any specific group. Total non-response was handled by adjusting the weight of households who responded to the survey to compensate for those who did not respond.

Partial non-response to the survey occurred, in most cases, when the respondent did not understand or misinterpreted a question, refused to answer a question, or could not recall the requested information. Generally, the extent of non-response was small in the IALS. However, one of the variables which was particularly difficult to collect, as in all surveys, was income.

The IALS had three income questions:

J2: What is the best estimate of your personal income in 1993 from all sources, including those just mentioned?

J3: What is the best estimate of your personal income from only wages, salary or self-employment in 1993?

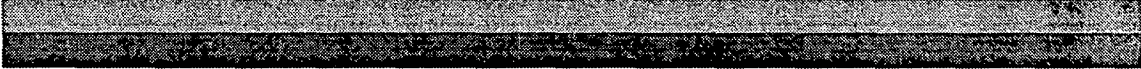
J5: What is the best estimate of the total income of all household members (including yourself) from all sources in 1993?

The non-response levels to J2, J3 and J5 were, respectively, 18.7%, 12.7% and 33.8%.

Looking further at J5, household income, the 5,660 persons sampled responded with either a valid response, they didn't know their household income or did not provide a response as follows:

Table 7: Non-response to Question J5—Household Income

Age	Valid response	Didn't know	Not stated	Total % Total sample
16 to 25	44%	53%	3%	100% 1,259
26 to 35	78%	17%	5%	100% 1,010
36 to 45	75%	18%	7%	100% 997
46 to 55	70%	23%	7%	100% 658
56 to 65	65%	27%	8%	100% 576
66 and over	70%	25%	5%	100% 1,160
Total	67%	28%	5%	100% 5,660



Thus, from the above table, it is clear that caution should be used when using the household income variable, especially for persons in the age group 16 to 25 years of age.

Response Error:

A number of other potential sources of non-sampling error that are unique to the IALS deserve comment. Firstly, some of the respondents may have found the test portion of the study intimidating and this may have had a negative affect on their performance. Unlike "usual" surveys, the IALS test items have "right" and "wrong" answers. Also, for many respondents this would have been their first exposure to a "test" environment in a considerable number of years. Further, although interviewers did not enforce a time limit for answering questions, the reality of having someone watching and waiting may have, in fact, imposed an unintentional time pressure. It is recognized, therefore that even though items were chosen to closely reflect everyday tasks, the test responses might not fully reveal the literacy capabilities of respondents due to the testing environment. Further, although the test nature of the study called for respondents to perform the activities completely independently of others, situations in the real world often enable persons to sort through printed materials with family, friends and associates. It could be therefore, that the skills measured by the survey do not reflect the full range of some respondents' abilities in a more natural setting.

Scoring:

Another potential source of non-sampling error for the IALS relates to the scoring of the test items, particularly those that were scored on a scale (e.g. items that required respondents to write). Special efforts such as centralizing the scoring and sample verification were made to minimize the extent of scoring errors.

10.0 Guidelines for Tabulation, Analysis and Release

This section of the documentation outlines the guidelines to be adhered to by users tabulating, analyzing, publishing or otherwise releasing any data derived from the survey's microdata file. With the aid of these guidelines, users of microdata should be able to produce the same figures as those produced by Statistics Canada and, at the same time, will be able to develop current unpublished figures in a manner consistent with these established guidelines.

10.1

Using Plausible Values and Replicate Weights

The 1994 International Adult Literacy Survey design is an adaptation of a three parameter logistic (PL) Item Response Theory model. The first parameter (A) is the ability of the item to discriminate (sensitivity to proficiency) and the second (B) is its difficulty. A third parameter (C) is the lower asymptote parameter which reflects the possibly non-zero chance of a correct response independent of ability. However, since the IALS test did not use any multiple choice type questions, this (C) parameter was fixed at zero throughout, thus transforming the equation into what can now be called a 2PL model. Once the parameters have been calculated, each item can be assigned a Response Probability value of 80 (RP80) which measures the proficiency level needed for a respondent to answer the task with an 80% probability of success. The table shown below lists the RP80 for each item in each of the two subpopulations presented in this data set (Canadians who answered the test in English and those who answered in French). The organization of these tables is by literacy domain. It should be noted that whenever the item discriminated differently, rules of inclusion were initiated. These rules, simply stated, assigned a distinct parameter to up to three subpopulations (recall that the IALS design included seven countries of which Canada and Switzerland possessed two subpopulations each, making a total of nine subpopulations). If four or more subpopulations displayed differential parameters, the item was dropped from the assessment and did not go into the calculation of the assessment of an individual's proficiency. As such, certain RP80 values in the tables below have been shaded to highlight the fact that these received parameters which are distinct from other subpopulations. From the tables, it is encouraging to see that the vast majority of items scaled the same for both subpopulations. This fact

strengthens the comparability of the literacy scores between French and English Canada.

PROSE SCALE

Items	Description	RP80 English	RP80 French
CORE1	<i>Unicef Ad</i>	189.8938786	224.1030973
B1Q5	<i>Diapers Letter</i>	317.8058185	317.8058185
B1Q6	<i>Diapers Letter</i>	296.9904024	296.9904024
B1Q10	<i>Personnel Department</i>	248.4166721	248.4166721
B1Q11	<i>Personnel Department</i>	376.7743736	376.7743736
B2Q1	<i>Impatiens</i>	253.7411922	253.7411922
B2Q3	<i>Impatiens</i>	230.2467793	230.2467793
B2Q6	<i>New Rules</i>	329.0041594	329.0041594
B2Q7	<i>New Rules</i>	373.5966306	373.5966306
B3Q7	<i>Job Interview</i>	306.0457282	306.0457282
B3Q8	<i>Job Interview</i>	337.7541898	337.7541898
B3Q9	<i>Job Interview</i>	279.0881647	253.2920568
B3Q11	<i>Bicycle Frames</i>	281.3549376	281.3549376
B3Q12	<i>Bicycle Frames</i>	318.3080169	318.3080169
B3Q13	<i>Short News Stories</i>	296.4747053	296.4747053
B3Q15	<i>Short News Stories</i>	245.5680114	294.9734291
B4Q1	<i>Pain Reliever Label</i>	188.0138329	188.0138329
B4Q2	<i>Pain Reliever Label</i>	313.0754116	297.5182944
B4Q6	<i>Refrigerator Warranty</i>	313.9714816	313.9714816
B4Q7	<i>Refrigerator Warranty</i>	305.7673979	305.7673979
B5Q1	<i>Marathon Swimmer</i>	192.3312797	192.3312797
B5Q2	<i>Marathon Swimmer</i>	225.9201046	225.9201046
B5Q3	<i>Car Safety Seat</i>	255.1994525	255.1994525
B5Q4	<i>Car Safety Seat</i>	350.094749	350.094749
B5Q5	<i>Car Safety Seat</i>	323.465911	323.465911
B5Q6	<i>Car Safety Seat</i>	292.890363	316.0089586
B6Q1	<i>Scrambled Eggs Recipe</i>	208.9180688	208.9180688
B6Q7	<i>Movie Summaries</i>	274.488233	274.488233
B6Q8	<i>Movie Summaries</i>	309.7234426	309.7234426
B7Q10	<i>Contacting Employer</i>	271.3392475	271.3392475
B7Q11	<i>Contacting Employer</i>	348.9818092	348.9818092
B7Q13	<i>Fire Safety Tips</i>	205.4677056	205.4677056
B7Q14	<i>Fire Safety Tips</i>	294.3257286	294.3257286
B7Q15	<i>Fire Safety Tips</i>	275.1531582	275.1531582

DOCUMENT SCALE

Items	Description	RP80 English	RP80 French
CORE2	<i>Election Results</i>	182.0867127	182.0867127
B1Q1	<i>Refrigerator Problems</i>	259.9819674	290.9272859
B1Q2	<i>Refrigerator Problems</i>	254.1039688	254.1039688
B1Q13	<i>Swimming Pool</i>	314.5781773	246.0350329
B2Q8	<i>Weather Report</i>	322.3656518	322.3656518
B2Q10	<i>Weather Report</i>	303.6465555	303.6465555
B2Q111	<i>Employment Application</i>	230.9035136	230.9035136
B2Q112	<i>Employment Application</i>	280.1836577	280.1836577
B2Q113	<i>Employment Application</i>	227.2490085	227.2490085
B2Q114	<i>Employment Application</i>	221.3502113	221.3502113
B2Q115	<i>Employment Application</i>	276.8321353	236.4874712
B3Q2	<i>Oil Use Chart</i>	341.050128	341.050128
B3Q5	<i>Bus Schedule</i>	258.2759499	258.2759499
B4Q4	<i>Copying Form</i>	321.3194427	321.3194427
B4Q5.1	<i>Copying Form</i>	294.1067908	294.1067908
B4Q121	<i>Les Mis Tickets</i>	228.6805677	228.6805677
B4Q122	<i>Les Mis Tickets</i>	255.8663135	255.8663135
B4Q123	<i>Les Mis Tickets</i>	222.3999457	222.3999457
B4Q124	<i>Les Mis Tickets</i>	194.7982858	194.7982858
B5Q7	<i>Fireworks Chart</i>	242.1578495	242.1578495
B5Q8	<i>Fireworks Chart</i>	290.9890613	290.9890613
B5Q10	<i>Fireworks Chart</i>	294.5214312	294.5214312
B5Q114	<i>Hours Worked</i>	325.1710164	331.5533971
B5Q12	<i>Mexico Distance Chart</i>	363.6544417	313.263293
B6Q4	<i>Nuclear Waste Chart</i>	218.3578905	218.3578905
B6Q6	<i>Nuclear Waste Chart</i>	261.0038571	285.7140989
B6Q9	<i>Compound Interest</i>	270.3962842	270.3962842
B6Q11	<i>Compound Interest</i>	296.6201527	296.6201527
B7Q1	<i>Female Teachers Chart</i>	187.4996364	187.4996364
B7Q3	<i>Female Teachers Chart</i>	234.4078508	234.4078508
B7Q4	<i>Loans Ad</i>	269.9357775	269.9357775
B7Q7	<i>Rating Radios</i>	326.6704281	326.6704281
B7Q8	<i>Rating Radios</i>	286.9749734	286.9749734
B7Q9	<i>Rating Radios</i>	407.6511039	407.6511039

QUANTITATIVE SCALE

Items	Description	RP80 English	RP80 French
CORE3	<i>Election Results</i>	261.5524517	261.5524517
CORE5	<i>Deposit Slip</i>	231.7775353	180.1737503
B1Q4	<i>Diapers Letter</i>	288.8865002	288.8865002
B1Q7	<i>Energy Chart</i>	299.8901123	299.8901123
B1Q9	<i>Energy Chart</i>	301.8144666	301.8144666
B1Q14	<i>Swimming Pool</i>	292.6784676	292.6784676
B1Q15	<i>Swimming Pool</i>	264.7554498	264.7554498
B2Q4	<i>Women's Accessories Sale</i>	315.3931308	315.3931308
B2Q5	<i>Women's Accessories Sale</i>	407.5795553	407.5795553
B2Q9	<i>Weather Report</i>	254.9098152	254.9098152
B3Q1	<i>Oil Use Chart</i>	276.2432746	276.2432746
B3Q3	<i>Oil Use Chart</i>	277.1175339	277.1175339
B3Q6	<i>Bus Schedule</i>	293.8170586	272.6768064
B3Q14	<i>Short News Stories</i>	327.5987704	327.5987704
B4Q3	<i>Pain Reliever Label</i>	272.2433951	272.2433951
B4Q5.2	<i>Copying Form</i>	301.6751813	301.6751813
B4Q9	<i>Nutritional Analysis</i>	323.977585	323.977585
B4Q10	<i>Nutritional Analysis</i>	380.9832424	380.9832424
B4Q11	<i>Nutritional Analysis</i>	279.8976014	279.8976014
B4Q125	<i>Les Mis Tickets</i>	228.8624467	228.8624467
B4Q126	<i>Les Mis Tickets</i>	224.6957296	224.6957296
B5Q9	<i>Fireworks Charts</i>	292.5923314	292.5923314
B5Q111	<i>Hours Worked</i>	335.5283789	335.5283789
B5Q112	<i>Hours Worked</i>	331.1071364	331.1071364
B5Q13	<i>Mexico Distances Table</i>	335.1582189	335.1582189
B5Q14	<i>Mexico Distances Table</i>	307.8383032	307.8383032
B6Q2	<i>Scrambled Eggs Recipe</i>	310.8828931	280.3852519
B6Q3	<i>Scrambled Eggs Recipe</i>	252.7716511	286.0611925
B6Q5	<i>Nuclear Waste Chart</i>	286.5801317	286.5801317
B6Q10	<i>Compound Interest</i>	347.685046	347.685046
B7Q2	<i>Female Teachers Chart</i>	268.1261603	268.1261603
B7Q5	<i>Loans Ad</i>	317.330755	258.2997258
B7Q6	<i>Loans Ad</i>	321.3230952	321.3230952

As noted previously, a respondent's proficiency in the three scales was summarized through the use of the item parameters and the respondent's ability in accordance with the IRT scaling models. The application differed from the norm in that the IALS called for administering relatively few items to each respondent in order to track *population* levels of proficiency more efficiently. Because the data are not intended to estimate *individual* levels of proficiency, however, more complicated analyses are required. In essence, this added dimension requires that the estimation of proficiency be based on a series of five plausible values for each of the three literacy domains. Plausible values methodology was used to estimate key population features consistently and to approximate others no less accurately than standard IRT procedures would. These five plausible values—prose1 through prose5 for the prose scale, doc1 through doc5 for the document scale and quant1 through quant5 for the quantitative scale—have been recoded into plausible levels with values from 1 through 5 reflecting the empirically determined progression of information-processing skills and strategies required to perform increasingly complex tasks. Level 1 is equivalent to scores in the range 0 to 226 (inclusive); Level 2 is equal to scores of 226.0001 through 276; Level 3 goes from 276.0001 to 326; Level 4 includes scores ranging from 326.0001 to 376 and, Level 5 is equivalent to scores greater or equal to 376.0001. For the prose scale, the variables are called plev1 through plev5, for the document scale, these are dlev1 through dlev5 and for the quantitative scale, qlev1 through qlev5. Finally, in order to reproduce estimates published in the international (1995) and national Canadian (1996) reports, plev1 has been recoded into variable xprose whereby Levels 4 and 5 have been collapsed. Similarly, dlev1 has been recoded into xdoc and qlev1 into xquant. The reason for this recoding is to provide enough sample in each level to produce statistically meaningful estimates. The use of the first plausible value as the root for these estimates is entirely arbitrary and it would be equally legitimate to use any of the five values to produce point estimates. The table below demonstrates the inheritance tree for the plausible values, levels and reporting level for all three domains.

	PROSE1 →		PLEV1 →	1-4 XPROSE
	PROSE2 →		PLEV2	
0-500	PROSE3 → 1-5		PLEV3	
	PROSE4 →		PLEV4	
	PROSE5 →		PLEV5	
	DOC1 →		DLEV1 →	1-4 XDOC
	DOC2 →		DLEV2	
0-500	DOC3 → 1-5		DLEV3	
	DOC4 →		DLEV4	
	DOC5 →		DLEV5	
	QUANT1 →		QLEV1 →	1-4 XQUANT
	QUANT2 →		QLEV2	
0-500	QUANT3 → 1-5		QLEV3	
	QUANT4 →		QLEV4	
	QUANT5 →		QLEV5	

Also included in the file are a series of 30 replicate weights to allow for the estimation of sampling variability. Using a jackknife variance estimator allows for fairly precise estimates of the total sampling error for population estimates and for conducting multivariate analyses derived from the 1994 International Adult Literacy Survey data. The jackknife procedure has a number of properties that make it particularly suited to the analysis of these data:

- a) It provides unbiased estimates of the sampling error arising from the complex sample selection procedure for linear estimates such as simple totals and means, and does so approximately for more complex estimates.
- b) It reflects the component of sampling error introduced by the use of weighting factors, such as non-response adjustments, that are dependent on the sample data actually obtained.
- c) It can be adapted readily to the estimation of sampling errors for parameters estimated using statistical modeling procedures, as well as for tabulation estimates such as totals and means.
- d) Once appropriate weights are derived and attached to each record, jackknifing can be used to estimate sampling errors. A single set of replicate weights is required for all tabulations and model parameter estimates that may be needed.

For simple point estimates, it is sufficient to use the population weight along with one of the five plausible values (chosen at random) across the three literacy domains. To simplify this type of univariate or bivariate analysis, the variables xprose, xdoc and xquant are included on the Canadian microdata file. For any analysis dealing with correlation analysis or other variance and significance tests, it is recommended that a sample weight be used $((\text{population weight}/\text{population}) * \text{the sample size})$. This produces a mean weight value of one and a sum of weights equal to the sample. The benefit is that an over estimation of the significance is avoided.

When more detailed analyses are required, such as the need for standard error measurements, or when the population is rarified or when complex regressions are attempted, it is important to use all five plausible values in the equation as well as all 30 replicate weights. This is a cumbersome procedure requiring the replication of tabulations using each of the replicate weights and each of the plausible values. In effect, for every tabulation required, 150 tables (30 by 5) must be produced. The correct point estimate is a factor of the mean of the cells from each of the 150 tables. For instance, the first cell of all 150 tables would be added together and divided by 150. Once this is done for each cell, the final table could be used to calculate standard errors. Such an exercise would produce corrections for both sampling and for imputation.

It is possible to do this jackknifing procedure using SPSS or SAS in a single pass. The following routines detail this procedure. In these examples, the variable GENDER is used as a break control variable, and the derived statistics are printed for each gender code; X may be any variable or transformation of variables except plausible values:

Standard error computation: Multiweight method using SPSS:

```
GET FILE=SYSFILE/          (System file for sample)
    KEEP=GENDER, WEIGHT,XREPLI01 TO XREPLI30, X.
VECTOR WT=XREPLI01 TO XREPLI30.
VECTOR WX(30).
SELECT IF (NOT SYSMIS (X)).
COMPUTE WTX=WEIGHT*X.
LOOP #I=1 TO 30.
    COMPUTE WX(#I) = WT(#I)*X.
END LOOP.
AGGREGATE OUTFILE=* /BREAK=GENDER /UNW=N(WEIGHT) /
    SWT,SW1 TO SW30 = SUM(WEIGHT, XREPLI01 TO XREPLI30) /
    SWX,SX1 TO SX30 = SUM(WTX,WX1 TO WX30) /.
VECTOR SW = SW1 TO SW30.
VECTOR SX = SX1 TO SX30.
COMPUTE XBAR = SWX/SWT.
COMPUTE XVAR = 0.
LOOP #I=1 TO 30.
    COMPUTE #DIFF = SX(#I)/SW(#I) - XBAR.
    COMPITE XVAR = XVAR + #DIFF * #DIFF.
END LOOP.
COMPUTE XSE = SQRT(XVAR).
PRINT FORMATS XVAR,XSE (F8.4).
LIST VARIABLES=GENDER,UNW, SWT, XBAR, XVAR, XSE.
FINISH.
```

Standard error computation: Multiweight method using SAS:

DATA A;

SET SYSFILE.IALS; /*Call up the system file */

ARRAY WT XREPLI01-XREPLI30;

ARRAY WX WX1-WX30;

IF (X NE .);

WTX = WEIGHT*X;

DO OVER WT;

WX = WT*X;

END;

PROC SUMMARY;

CLASS GENDER;

VAR WEIGHT XREPLI01-XREPLI30 WTX WX1-WX30;

OUTPUT OUT=B N(WEIGHT)=UNW

SUM(WEIGHT WTX XREPLI01-XREPLI30 WX1-WX30)=

SWT SWX SW1-SW30 SX1-SX30;

DATA C;

SET B;

ARRAY SW SW1-SW30;

ARRAY SX SX1-SX30;

XBAR = SWX/SWT;

XVAR = 0;

DO OVER SW;

DIFF = (SX/SW)-XBAR;

XVAR = XVAR+DIFF*DIFF;

END;

XSE = SQRT(XVAR);

PROC PRINT;

VAR GENDER UNW SWT XBAR XVAR XSE;

Standard error computation: Multiweight method using SPSS with correction for imputation:

```
GET FILE=SYSFILE/ (System file for sample)
  KEEP=GENDER, WEIGHT, XREPLI01 TO XREPLI30, X.
VECTOR VALUE=PROSE1 TO PROSE5.
VECTOR WT=XREPLI01 TO XREPLI30.
VECTOR WX(30).
VECTOR WS(5).
SELECT IF (NOT SYSMIS (PROSE1)).
COMPUTE WTX=WEIGHT*PROSE1.
LOOP #I=1 TO 30.
  COMPUTE WX(#I) = WT(#I)*PROSE1.
END LOOP.
LOOP #I=1 TO 5.
  COMPUTE WS(#I) = VALUE(#I)*WEIGHT.
END LOOP.
AGGREGATE  OUTFILE=* /BREAK=GENDER /UNW=N(WEIGHT)/
  SWT, SW1 TO SW30 = SUM(WEIGHT,REPLI01 TO REPLI30)/
  SWX, SX1 TO SX30 = SUM(WTX, WX1 TO WX30)/
  SS1 TO SS5 = SUM (WS1 TO WS5)/.
VECTOR SW = SW1 TO SW30.
VECTOR SX = SX1 TO SX30.
VECTOR SS = SS1 TO SS5.
COMPUTE XBAR = SWX/SWT.
COMPUTE XBAR = 0.
LOOP #I=1 TO 30.
  COMPUTE #DIFF = SX(#I)/SW(#I) - XBAR.
  COMPUTE XVAR = XVAR + #DIFF * #DIFF.
END LOOP.
LOOP #I=1 TO 5.
  COMPUTE SS(#I)/SWT.
END LOOP.
COMPUTE SBAR = MEAN(SS1 TO SS5).
COMPUTE SVAR = VARIANCE(SS1 TO SS5).
COMPUTE XSE = SQRT(XVAR+(6/5)*SVAR).
PRINT FORMATS SBAR,XVAR,SVAR,XSE (F8.4).
LIST VARIABLES=GENDER,UNW,SWT,SBAR,XVAR,SVAR,XSE.
FINISH.
```

Standard error computation: Multiweight method using SAS with correction for imputation:

DATA A;

```
SET SYSFILE.IALS; /*Call up the system file */
ARRAY WT XREPLI01-XREPLI30;
ARRAY WX WX1-WX30;
ARRAY VALUE PROSE1-PROSE5;
ARRAY WS WS1-WS5;
IF (PROSE1 NE.);
WTX = WEIGHT*PROSE1;
DO OVER WT;
    WX = WT*PROSE1;
END;
DO OVER WS;
    WS = VALUE*WEIGHT;
END;
```

PROC SUMMARY;

```
CLASS GENDER;
VAR WEIGHT XREPLI01-XREPLI30 WTX WX1-WX30 WS1-WS5;
OUTPUT OUT=B N(WEIGHT)=UNW
    SUM(WEIGHT WTX XREPLI01-XREPLI30 WX1-WX30
    WS1-WS5)=SWT SWX SW1-SW30 SX1-SX30 SS1-SS5;
```

DATA C;

```
SET B;
ARRAY SW SW1-SW30;
ARRAY SX SX1-SX30;
ARRAY SS SS1-SS5;
XBAR = SWX/SWT;
XVAR = 0;
DO OVER SW;
    DIFF = (SX/SW)-XBAR;
    XVAR = XVAR+DIFF*DIFF;
END;
DO OVER SS;
    SS = SS/SWT;
END;
SBAR = MEAN(SS1,SS2,SS3,SS4,SS5);
SVAR = VAR(SS1,SS2,SS3,SS4,SS5);
XSE = SQRT(XVAR+(6/5)*SVAR);
```

PROC PRINT;

```
VAR GENDER UNW SWT XBAR XVAR SVAR XSE;
```

10.2 Rounding Guidelines

In order that estimates for publication or other release derived from the microdata file correspond to those produced by Statistics Canada, users are urged to adhere to the following guidelines regarding the rounding of such estimates:

- a) Estimates in the main body of a statistical table are to be rounded to the nearest hundred units using the normal rounding technique. In normal rounding, if the first or only digit to be dropped is 0 to 4, the last digit to be retained is not changed. If the first or only digit to be dropped is 5 to 9, the last digit to be retained is raised by one. For example, in normal rounding to the nearest 100, if the last two digits are between 00 and 49, they are changed to 00 and the preceding digit (the hundreds digit) is left unchanged. If the last digits are between 50 and 99 they are changed to 00 and the preceding digit is incremented by 1.
- b) Marginal sub-totals and totals in statistical tables are to be derived from their corresponding unrounded components and then are to be rounded themselves to the nearest 100 units using normal rounding.
- c) Averages, proportions, rates and percentages are to be computed from unrounded components (i.e. numerators and/or denominators) and then are to be rounded themselves to one decimal using normal rounding. In normal rounding to a single digit, if the final or only digit to be dropped is 0 to 4, the last digit to be retained is not changed. If the first or only digit to be dropped is 5 to 9, the last digit to be retained is increased by 1.
- d) Sums and differences of aggregates (or ratios) are to be derived from their corresponding unrounded components and then are to be rounded themselves to the nearest 100 units (or the nearest one decimal) using normal rounding.
- e) In instances where, due to technical or other limitations, a rounding technique other than normal rounding is used resulting in estimates to be published or otherwise released which differ from corresponding estimates published by Statistics Canada, users are urged to note the reason for such differences in the publication or release document(s).
- f) Under no circumstances are unrounded estimates to be published or otherwise released by users. Unrounded estimates imply greater precision than actually exists.

10.3

Sample Weighting Guidelines for Tabulation

The sample design used for the IALS was not self-weighting. When producing simple estimates, including the production of ordinary statistical tables, users must apply the proper sampling weight.

If proper weights are not used, the estimates derived from the microdata file cannot be considered to be representative of the survey population, and will not correspond to those produced by Statistics Canada.

Users should also note that some software packages may not allow the generation of estimates that exactly match those available from Statistics Canada, because of their treatment of the weight field.

10.3.1

Definitions of Types of Estimates: Categorical vs. Quantitative

Before discussing how the IALS data can be tabulated and analyzed, it is useful to describe the two main types of point estimates of population characteristics which can be generated from the microdata file for the IALS.

Categorical Estimates:

Categorical estimates are estimates of the number, or percentage of the surveyed population possessing certain characteristics or falling into some defined category. The number of Canadians at literacy Level 1 on the prose scale or the proportion of Franco-Ontarians at literacy Level 4 in numeracy are examples of such estimates. An estimate of the number of persons possessing a certain characteristic may also be referred to as an estimate of an aggregate.

Examples of Categorical Questions:

Q: Do you ever watch television or videos in a language other than French or English?

R: Yes / No

Q: How would you rate your reading skills in English needed in daily life?

R: Excellent / Good / Moderate / Poor

Quantitative Estimates:

Quantitative estimates are estimates of totals or of means, medians and other measures of central tendency of quantities based upon some or all of the members of the surveyed population. They also specifically involve estimates of the form \bar{X}/\bar{Y} where \bar{Y} is an estimate of surveyed population quantity total and \bar{Y} is an estimate of the number of persons in the surveyed population contributing to that total quantity.

An example of a quantitative estimate is the average number of employers that working Canadians had in the past 12 months. The numerator is an estimate of the total number of employers that working Canadians had in the past 12 months, and its denominator is the number of Canadians reporting that they worked in the past 12 months.

Examples of Quantitative Questions :

- Q: How many different employers have you had in the past 12 months?
R: |_|_| employer(s)
- Q: How many hours per week did you usually work at this job?
R: |_|_| hours

10.3.2

Tabulation of Categorical Estimates

Estimates of the number of people with a certain characteristic can be obtained from the microdata file by summing the final weights of all records possessing the characteristic(s) of interest. Proportions and ratios of the form \bar{X}/\bar{Y} are obtained by:

- a) summing the final weights of records having the characteristic of interest for the numerator (\bar{X}),
- b) summing the final weights of records having the characteristic of interest for the denominator (\bar{Y}), then
- c) dividing the numerator estimate by the denominator estimate.

10.3.3

Tabulation of Quantitative Estimates

Estimates of quantities can be obtained from the microdata file by multiplying the value of the variable of interest by the final weight for each record, then summing this quantity over all records of interest. For example, to obtain an estimate of the total number of different employers that people working part time have had in the past 12 months, multiply the value reported in the question D4 (number of employers) by the final weight for the record, then sum this value over all records with D5=2 (part time).

To obtain a weighted average of the form \bar{X}/\bar{Y} , the numerator (\bar{X}) is calculated as for a quantitative estimate and the denominator (\bar{Y}) is calculated as for a categorical estimate. For example, to estimate the average number of employers in the past 12 months of people working part time,

- a) estimate the total number of employers as described above,
- b) estimate the number of people in this category by summing the final weights of all records with QD5=2, then
- c) divide estimate a) by estimate b).

10.4 **Guidelines for Statistical Analysis**

The IALS is based upon a complex sample design, with stratification, multiple stages of selection, and unequal probabilities of selection of respondents. Using data from such complex surveys presents problems to analysts because the survey design and the selection probabilities affect the estimation and variance calculation procedures that should be used. In order for survey estimates and analyses to be free from bias, the survey weights must be used.

While many analysis procedures found in statistical packages allow weights to be used, the meaning or definition of the weight in these procedures differ from that which is appropriate in a sample survey framework, with the result that while in many cases the estimates produced by the packages are correct, the variances that are calculated are poor. Variances for simple estimates such as totals, proportions and ratios (for qualitative variables) are provided in the accompanying sampling variability tables.

For other analysis techniques (for example linear regression, logistic regression and analysis of variance), a method exists which can make the variances calculated by the standard packages more meaningful, by incorporating the unequal probabilities of selection. The method rescales the weights so that there is an average weight of 1.

For example, suppose that analysis of all male respondents is required. The steps to rescale the weights are as follows:

- a) select all respondents from the file who reported SEX=male,
- b) calculate the AVERAGE weight for these records by summing the original person weights from the microdata file for these records and then dividing by the number of respondents who reported SEX=male,
- c) for each of these respondents, calculate a RESCALED weight equal to the original person weight divided by the AVERAGE weight,
- d) perform the analysis for these respondents using the RESCALED weight.

However, because the stratification and clustering of the sample's design are still not taken into account, the variance estimates calculated in this way are likely to be under-estimates.

The calculation of truly meaningful variance estimates requires detailed knowledge of the design of the survey. Such detail cannot be given in this microdata file because of confidentiality. Variances that take the complete sample design into account can be calculated for many statistics by Statistics Canada on a cost-recovery basis.

10.5 **C.V. Release Guidelines**

Before releasing and/or publishing any estimate from the IALS, users should first determine the quality level of the estimate. The quality levels are *acceptable*, *marginal* and *unacceptable*. Data quality is affected by both sampling and non-sampling errors, as discussed in Section 9. However for release purposes, the quality level of an estimate will be determined only on the basis of sampling error as reflected by the coefficient of variation as shown in Table 8. Nonetheless users should be sure to read Section 9 to be more fully aware of the quality characteristics of these data.

First, the number of respondents who contribute to the calculation of the estimate should be determined. If this number is less than 30, the weighted estimate should be considered to be of unacceptable quality.

For weighted estimates based on sample sizes of 30 or more, users should determine the coefficient of variation of the estimate and follow the guidelines below. These quality level guidelines should be applied to weighted rounded estimates.


All estimates can be considered releasable. However, those of marginal or unacceptable quality level must be accompanied by a warning to caution subsequent users.

Table 8: Quality Level Guidelines

Quality level of estimate	Guidelines
1. Acceptable	<p>Estimates have: a sample size of 30 or more, and low coefficients of variation in the range 0.0% to 16.5%.</p> <p>No warning is required.</p>
2. Marginal	<p>Estimates have: a sample size of 30 or more, and high coefficients of variation in the range 16.6% to 33.3%.</p> <p>Estimates should be flagged with the letter M (or some similar identifier). They should be accompanied by a warning to caution subsequent users about the high levels of error associated with the estimates.</p>
3. Unacceptable	<p>Estimates have: a sample size of less than 30, or very high coefficients of variation in excess of 33.3%.</p> <p>Statistics Canada recommends not to release estimates of unacceptable quality. However, if the user chooses to do so then estimates should be flagged with the letter U (or some similar identifier) and the following warning should accompany the estimates:</p> <p>"The user is advised that . . . (specify the data) . . . do not meet Statistics Canada's quality standards for this statistical program. Conclusions based on these data will be unreliable, and most likely invalid. These data and any consequent findings should not be published. If the user chooses to publish these data or findings, then this disclaimer must be published with the data."</p>

10.6 Remote Data Access

The Canadian IALS microdata file has been formatted in such a manner that any variables which have been suppressed for reasons of confidentiality (e.g. discrete age or province) are given a field position which corresponds to their position on the master file residing at Statistics Canada. This format is followed in order to facilitate tabulation requests to Statistics Canada using one or a combination of these confidential variables. Procedures now in place allow users who know the position to confidential variables the ability to send complete programs written in various popular statistical packages, to send request via the Internet, and, once the results of these tables have been vetted for confidentiality, the results can be quickly encrypted and returned to



the user. This procedure is commonly referred to as "Remote Data Access." The benefits of such a system include, more affordable special tabulations, faster turnaround of data to our clients and increased accessibility to the data.

For more information about the Remote Data Access program, please contact Statistics Canada's Special Surveys Division at: special@statcan.ca or call Michael Sivyer at (613) 951-4598 or 1-800-461-9050 (North America only).



11.0 Approximate Sampling Variability Tables

In order to supply coefficients of variation which would be applicable to a wide variety of categorical estimates produced from this microdata file and which could be readily accessed by the user, a set of approximate sampling variability tables has been produced. These "look-up" tables allow the user to obtain an approximate coefficient of variation based on the size of the estimate calculated from the survey data.

The coefficients of variation (C.V.) are derived using the variance formula for simple random sampling and incorporating a factor which reflects the multi-stage, clustered nature of the sample design. This factor, known as the design effect, was determined by first calculating design effects for a wide range of characteristics and then choosing from among these a conservative value to be used in the look-up tables which would then apply to the entire set of characteristics.

Table 9 shows the design effects, sample sizes and population counts by province which were used to produce the Approximate Sampling Variability Tables.

Table 9: Input to Create the Approximate Sampling Variability Tables

Province	Design effect	Sample size	Population
Atlantic provinces	5.8	1,535	1,786,424
Quebec	5.4	794	5,431,033
Ontario	14.9	1,925	8,004,546
Western provinces	4.9	1,406	6,085,890
Canada	9.1	5,660	21,307,893

All coefficients of variation in the Approximate Sampling Variability Tables are approximate and, therefore, unofficial. Estimates of actual variance for specific variables may be obtained from Statistics Canada on a cost-recovery basis. The use of actual variance estimates would allow users to release otherwise unreleaseable estimates, i.e. estimates with coefficients of variation in the 'confidential' range.

Remember: If the number of observations on which an estimate is based is less than 30, it is recommended that the weighted estimate not be released regardless of the value of the coefficient of variation for this estimate. This is because the formulas used for estimating the variance do not hold true for small sample sizes.

11.1

How to Use the C.V. Tables for Categorical Estimates

The following rules should enable the user to determine the approximate coefficients of variation from the Sampling Variability Tables for estimates of the number, proportion or percentage of the surveyed population possessing a certain characteristic and for ratios and differences between such estimates.

Rule 1: Estimates of Numbers Possessing a Characteristic (Aggregates)

The coefficient of variation depends only on the size of the estimate itself. On the Sampling Variability Table for the appropriate geographic area, locate the estimated number in the left-most column of the table (headed "Numerator of Percentage") and follow the asterisks (if any) across to the first figure encountered. This figure is the approximate coefficient of variation.

Rule 2: Estimates of Proportions or Percentages Possessing a Characteristic

The coefficient of variation of an estimated proportion or percentage depends on both the size of the proportion or percentage and the size of the total upon which the proportion or percentage is based. Estimated proportions or percentages are relatively more reliable than the corresponding estimates of the numerator of the proportion or percentage, when the proportion or percentage is based upon a sub-group of the population. For example, the proportion of people in Atlantic Canada at document literacy Level 2 is more reliable than the estimated number of people in Atlantic Canada at document literacy Level 2. (Note that in the tables, the C.V.s decline in value reading from left to right).

When the proportion or percentage is based upon the total population of the geographic area covered by the table, the C.V. of the proportion or percentage is the same as the C.V. of the numerator of the proportion or percentage. In this case, Rule 1 can be used.

When the proportion or percentage is based upon a subset of the total population (e.g. those in a particular sex or age group), reference should be made to the proportion or percentage (across the top of the table) and to the numerator of the proportion or percentage (down the left side of the table). The intersection of the appropriate row and column gives the coefficient of variation.

Rule 3: Estimates of Differences Between Aggregates or Percentages

The standard error of a difference between two estimates is approximately equal to the square root of the sum of squares of each standard error considered separately. That is, the standard error of a difference ($\hat{d} = \hat{X}_1 - \hat{X}_2$) is:

$$\sigma_{\hat{d}} = \sqrt{(\hat{X}_1 \alpha_1)^2 + (\hat{X}_2 \alpha_2)^2}$$

where \hat{X}_1 is estimate 1, \hat{X}_2 is estimate 2, and α_1 and α_2 are the coefficients of variation of \hat{X}_1 and \hat{X}_2 respectively. The coefficient of variation of \hat{d} is given by $\sigma_{\hat{d}}/\hat{d}$. This formula is accurate for the difference between separate and uncorrelated characteristics, but is only approximate otherwise.

Rule 4: Estimates of Ratios

In the case where the numerator is a subset of the denominator, the ratio should be converted to a percentage and Rule 2 applied. This would apply, for example, to the case where the denominator is the number Canadians at prose literacy Level 2 and the numerator is the number people from Atlantic Canada at prose literacy Level 2.

In the case where the numerator is not a subset of the denominator, for example, the ratio of the number of people from Atlantic Canada at prose literacy Level 2 as compared to the number of persons from Quebec at prose literacy Level 2, the standard deviation of the ratio of the estimates is approximately equal to the square root of the sum of squares of each coefficient of variation considered separately multiplied by \hat{R} . That is, the standard error of a ratio ($\hat{R} = \hat{X}_1 / \hat{X}_2$) is:

$$\sigma_{\hat{R}} = \hat{R} \sqrt{\alpha_1^2 + \alpha_2^2}$$

where α_1 and α_2 are the coefficients of variation of \hat{X}_1 and \hat{X}_2 respectively. The coefficient of variation of \hat{R} is given by $\sigma_{\hat{R}}/\hat{R}$. The formula will tend to overstate the error, if \hat{X}_1 and \hat{X}_2 are positively correlated and understate the error if \hat{X}_1 and \hat{X}_2 are negatively correlated.

Rule 5: Estimates of Differences of Ratios

In this case, Rules 3 and 4 are combined. The C.V.s for the two ratios are first determined using Rule 4, and then the C.V. of their difference is found using Rule 3.

11.1.1

Examples of Using the C.V. Tables for Categorical Estimates

The following 'real life' examples are included to assist users in applying the foregoing rules.

Example 1 : Estimates of Numbers Possessing a Characteristic (Aggregates)

Suppose that a user estimates that 3,537,110 Canadians had a literacy Level 1 in prose. How does the user determine the coefficient of variation of this estimate?

- (1) Refer to the C.V. table for CANADA.
- (2) The estimated aggregate (3,537,110) does not appear in the left-hand column (the 'Numerator of Percentage' column), so it is necessary to use the figure closest to it, namely 4,000,000.
- (3) The coefficient of variation for an estimated aggregate is found by referring to the first non-asterisk entry on that row, namely, 8.3%.
- (4) So the approximate coefficient of variation of the estimate is 8.3%.

The finding that there were 3,537,110 Canadians with literacy Level 1 in prose is acceptable and can be published without a warning attached.

Example 2 : Estimates of Proportions or Percentages Possessing a Characteristic

Suppose that the user estimates that $1,308,780 \div 3,537,110 = 37.0\%$ of Canadians with literacy Level 1 in prose watched between two and five hours of television daily. How does the user determine the coefficient of variation of this estimate?

- (1) Refer to the table for CANADA.
- (2) Because the estimate is a percentage which is based on a subset of the total population (i.e. Canadians with prose literacy Level 1), it is necessary to use both the percentage (37.0%) and the numerator portion of the percentage (1,308,730) in determining the coefficient of variation.
- (3) The numerator, 1,308,730, does not appear in the left-hand column (the 'Numerator of Percentage'

column) so it is necessary to use the figure closest to it, namely 1,500,000. Similarly, the percentage estimate does not appear as any of the column headings, so it is necessary to use the figure closest to it, 35.0%.

- (4) The figure at the intersection of the row and column used, namely 12.2% is the coefficient of variation to be used.
- (5) So the approximate coefficient of variation of the estimate is 12.2%. The finding that 37.0% of Canadians with prose literacy Level 1 watched between two and five hours of television daily is acceptable and can be published without qualification.

Example 3 : Estimates of Differences Between Aggregates or Percentages

Suppose that a user estimates that $1,308,730 \div 3,537,110 = 37.0\%$ of Canadians with literacy Level 1 in prose watched between two and five hours of television daily, while $2,220,112 \div 5,454,821 = 40.7\%$ of Canadians with literacy Level 2 in prose watched between two and five hours of television daily. How does the user determine the coefficient of variation of the difference between these two estimates?

- (1) Using the CANADA C.V. table in the same manner as described in Example 2 gives the C.V. of the estimate for those at prose Level 1 at 12.2%, and the C.V. of the estimate for those at prose Level 2 as 10.1%.
- (2) Using Rule 3, the standard error of a difference ($\hat{d} = \hat{X}_1 - \hat{X}_2$) is:

$$\sigma_{\hat{d}} = \sqrt{(\hat{X}_1 \alpha_1)^2 + (\hat{X}_2 \alpha_2)^2}$$

where \hat{X}_1 is estimate 1, \hat{X}_2 is estimate 2, and α_1 and α_2 are the coefficients of variation of \hat{X}_1 and \hat{X}_2 respectively.

That is, the standard error of the difference $\hat{d} = (0.370 - 0.407) = 0.037$ is:

$$\begin{aligned} \sigma_{\hat{d}} &= \sqrt{[(.370)(.122)]^2 + [(.407)(.101)]^2} \\ &= \sqrt{(.002038) + (.001690)} \\ &= .061 \end{aligned}$$

- (3) The coefficient of variation of \hat{d} is given by $\sigma_{\hat{d}}/\hat{d} = 0.061 \div 0.037 = 1.65$.
- (4) So the approximate coefficient of variation of the difference between the estimates is extremely high (165%). It is recommended that this estimate not be released. However, if the user decides to release it, the estimate must be flagged with the letter "U" (unacceptable) and footnoted with the following warning:
 "The user is advised that the estimate of the difference between Canadians at prose literacy Level 1 and those at prose literacy Level 2 who watched between two and five hours of television daily does not meet Statistics Canada's quality standards for this statistical program. Conclusions based on these data will be unreliable, and most likely invalid. These data and any consequent findings should not be published. If the user chooses to publish these data or findings, then this disclaimer must be published with the data."

Example 4 : Estimates of Ratios

Suppose that the user estimates that 1,308,730 Canadians with literacy Level 1 in prose watched between two and five hours of television daily, while 2,220,112 Canadians with literacy Level 2 in prose watched between two and five hours of television daily. The user is interested in comparing the estimate for Level 1 versus that for Level 2 in the form of a ratio. How does the user determine the coefficient of variation of this estimate?

- (1) First of all, this estimate is a ratio estimate, where the numerator of the estimate ($= \hat{X}_1$) is the number of Canadians with literacy Level 1 in prose who watched between two and five hours of television daily. The denominator of the estimate ($= \hat{X}_2$) is the number of Canadians with literacy Level 2 in prose who watched between two and five hours of television daily.
- (2) Refer to the table for CANADA.
- (3) The numerator of this ratio estimate is 1,308,730. The figure closest to it is 1,500,000. The coefficient of variation for this estimate is found by referring to the first non-asterisk entry on that row, namely, 14.3%.
- (4) The denominator of this ratio estimate is 2,220,112. The figure closest to it is 2,000,000. The coefficient of variation for this estimate is found by referring to the first non-asterisk entry on that row, namely, 12.4%.
- (5) So the approximate coefficient of variation of the ratio estimate is given by Rule 4, which is,

$$\alpha_{\hat{R}} = \sqrt{\alpha_1^2 + \alpha_2^2}$$

where α_1 and α_2 are the coefficients of variation of \bar{X}_1 and \bar{X}_2 respectively.

That is,

$$\begin{aligned}\alpha_{\hat{R}} &= \sqrt{(.143)^2 + (.124)^2} \\ &= 0.189\end{aligned}$$

The obtained ratio of prose Level 1 versus prose Level 2 Canadians who watched between two and five hours of television daily is $1,308,730 \div 2,220,112$ which is 0.6:1. The coefficient of variation of this estimate is 18.9%, which should be flagged with the letter "M" (marginal). The estimate should be accompanied by a warning to caution subsequent users about the high levels of error associated with the estimate.

11.2

How to Use the C.V. Tables to Obtain Confidence Limits

Although coefficients of variation are widely used, a more intuitively meaningful measure of sampling error is the confidence interval of an estimate. A confidence interval constitutes a statement on the level of confidence that the true value for the population lies within a specified range of values. For example a 95% confidence interval can be described as follows:

If sampling of the population is repeated indefinitely, each sample leading to a new confidence interval for an estimate, then in 95% of the samples the interval will cover the true population value.

Using the standard error of an estimate, confidence intervals for estimates may be obtained under the assumption that under repeated sampling of the population, the various estimates obtained for a population characteristic are normally distributed about the true population value. Under this assumption, the chances are about 68 out of 100 that the difference between a sample estimate and the true population value would be less than one standard error, about 95 out of 100 that the difference would be less than two standard errors, and about 99 out 100 that the differences would be less than three standard errors. These different degrees of confidence are referred to as the confidence levels.

Confidence intervals for an estimate, \hat{X} , are generally expressed as two numbers, one below the estimate and one above the estimate, as $(\hat{X}-k, \hat{X}+k)$ where k is determined depending upon the level of confidence desired and the sampling error of the estimate.

Confidence intervals for an estimate can be calculated directly from the Approximate Sampling Variability Tables by first determining from the appropriate table the coefficient of variation of the estimate \hat{X} , and then using the following formula to convert to a confidence interval CI:

$$CI_X = [\hat{X} - t\hat{X}\alpha_{\hat{X}}, \hat{X} + t\hat{X}\alpha_{\hat{X}}]$$

where α_x is the determined coefficient of variation of \hat{X} , and

- $t = 1$ if a 68% confidence interval is desired
- $t = 1.6$ if a 90% confidence interval is desired
- $t = 2$ if a 95% confidence interval is desired
- $t = 3$ if a 99% confidence interval is desired.

Note: Release guidelines which apply to the estimate also apply to the confidence interval. For example, if the estimate should not be released, then the confidence interval should not be released either.

11.2.1 Example of Using the C.V. Tables to Obtain Confidence Limits

A 95% confidence interval for the estimated proportion of Canadians with literacy Level 1 in prose who watched between two and five hours of television daily (from Example 2, Section 11.1.1) would be calculated as follows.

- $\hat{X} = 37.0\%$ (or expressed as a proportion = 0.370)
- $t = 2$ (for a 95% confidence interval)
- $\alpha_x = 12.2\%$ (0.122 expressed as a proportion) is the coefficient of variation of this estimate as determined from the tables
- $CI_x = \{0.370 - (2)(0.370)(0.122), 0.370 + (2)(0.370)(0.122)\}$
- $CI_x = \{0.370 - 0.90, 0.370 + 0.90\}$
- $CI_x = \{0.28, 0.46\}$

With 95% confidence it can be said that between 28.0% and 46.0% of Canadians with literacy Level 1 in prose watched between two and five hours of television daily.

11.3 How to Use the C.V. Tables to Do a T-test

Standard errors may also be used to perform hypothesis testing, a procedure for distinguishing between population parameters using sample estimates. The sample estimates can be numbers, averages, percentages, ratios, etc. Tests may be performed at various levels of significance, where a level of significance is the probability of concluding that the characteristics are different when, in fact, they are identical.

Let X_1 and X_2 be sample estimates for two characteristics of interest. Let the standard error on the difference $\hat{X}_1 - \hat{X}_2$ be σ_d .

If $t = \frac{\hat{X}_1 - \hat{X}_2}{\sigma_d}$ is between -2 and 2, then no conclusion

about the difference between the characteristics is justified at the 5% level of significance. If however, this ratio is smaller than -2 or larger than +2, the observed difference is significant at the 0.05 level. That is to say that the characteristics are significant.

11.3.1 Example of Using the C.V. Tables to Do a T-test

Let us suppose we wish to test, at 5% level of significance, the hypothesis that there is no difference between the proportion of Canadians with literacy Level 1 in prose who watched between two and five hours of television daily and the proportion of Canadians with literacy Level 2 in prose who watched between two and five hours of television daily. From Example 3, Section 11.1.1, the standard error of the difference between these two estimates was found to be = 0.061. Hence,

$$t = \frac{\hat{X}_1 - \hat{X}_2}{\sigma_d} = \frac{.370 - .407}{.061} = \frac{-0.037}{.061} = -0.61$$

Since $t = -0.61$ is between -2 and 2, no conclusion about the difference between the two estimates at the 0.05 level of significance can be made.

11.4

Coefficients of Variation for Quantitative Estimates

For quantitative estimates, special tables would have to be produced to determine their sampling error. Since most of the variables for the IALS are primarily categorical in nature, this has not been done.

As a general rule, however, the coefficient of variation of a quantitative total will be larger than the coefficient of variation of the corresponding category estimate (i.e. the estimate of the number of persons contributing to the quantitative estimate). If the corresponding category estimate is not releasable, the quantitative estimate will not be either. For example, the coefficient of variation of the total number of different employers that Canadians have had in the past 12 months would be greater than the coefficient of variation of the corresponding proportion of Canadians who had more than one employer in the past 12 months. Hence if it is suggested that the coefficient of variation of the proportion not be released, then the coefficient of variation of the corresponding quantitative estimate should neither be released.

Coefficients of variation of such estimates can be derived as required for a specific estimate using a technique known as pseudo replication. This involves dividing the records on the microdata files into subgroups (or replicates) and determining the variation in the estimate from replicate to replicate. Users wishing to derive coefficients of variation for quantitative estimates may contact Statistics Canada for advice on the allocation of records to appropriate replicates and the formulae to be used in these calculations.

11.5

Release Cut-offs for the IALS

The minimum size of the estimate at the regional and Canada levels are specified in Table 10. It is recommended that estimates smaller than the minimum size given in the "Unacceptable" column should not be released due to their high coefficients of variation.

Table 10: Table of Release Cut-offs (in 000s)

Region	Acceptable	Marginal	Unacceptable
Atlantic provinces	≥225	58 - 224	< 58
Quebec	≥1,250	275 - 1,249	< 275
Ontario	≥575	175 - 574	< 175
Western provinces	≥625	175 - 624	< 175
Canada	≥1,250	325 - 1,249	< 325

11.6

C.V. Tables



Approximate Sampling Variability Tables

International Adult Literacy Survey - September 1994
Canada

Numerator of Percentage	Estimated Percentage														
	('000)	0.1%	1.0%	2.0%	5.0%	10.0%	15.0%	20.0%	25.0%	30.0%	35.0%	40.0%	50.0%	70.0%	90.0%
1	584.9	582.3	579.3	570.4	555.2	539.6	523.4	506.8	489.6	471.8	453.3	413.8	320.5	185.1	
2	413.6	411.7	409.7	403.3	392.6	381.5	370.1	358.4	346.2	333.6	320.5	292.6	226.7	130.9	
3	337.7	336.2	334.5	329.3	320.5	311.5	302.2	292.6	282.7	272.4	261.7	238.9	185.1	106.8	
4	292.5	291.1	289.7	285.2	277.6	269.8	261.7	253.4	244.8	235.9	226.7	206.9	160.3	92.5	
5	261.6	260.4	259.1	255.1	248.3	241.3	234.1	226.7	219.0	211.0	202.7	185.1	143.4	82.8	
6	238.8	237.7	236.5	232.9	226.7	220.3	213.7	206.9	199.9	192.6	185.1	168.9	130.9	75.6	
7	221.1	220.1	219.0	215.6	209.8	203.9	197.8	191.6	185.1	178.3	171.3	156.4	121.2	69.9	
8	206.8	205.9	204.8	201.7	196.3	190.8	185.1	179.2	173.1	166.8	160.3	146.3	113.3	65.4	
9	195.0	194.1	193.1	190.1	185.1	179.9	174.5	168.9	163.2	157.3	151.1	137.9	106.8	61.7	
10	185.0	184.1	183.2	180.4	175.6	170.6	165.5	160.3	154.8	149.2	143.4	130.9	101.4	58.5	
11	176.4	175.6	174.7	172.0	167.4	162.7	157.8	152.8	147.6	142.3	136.7	124.8	96.6	55.8	
12	168.9	168.1	167.2	164.7	160.3	155.8	151.1	146.3	141.3	136.2	130.9	119.5	92.5	53.4	
13	162.2	161.5	160.7	158.2	154.0	149.6	145.2	140.6	135.8	130.9	125.7	114.8	88.9	51.3	
14	156.3	155.6	154.8	152.4	148.4	144.2	139.9	135.5	130.9	126.1	121.2	110.6	85.7	49.5	
15	151.0	150.3	149.6	147.3	143.4	139.3	135.2	130.9	126.4	121.8	117.0	106.8	82.8	47.8	
16	146.2	145.6	144.8	142.6	138.8	134.9	130.9	126.7	122.4	118.0	113.3	103.5	80.1	46.3	
17	141.9	141.2	140.5	138.3	134.7	130.9	127.0	122.9	118.8	114.4	109.9	100.4	77.7	44.9	
18	137.9	137.2	136.6	134.4	130.9	127.2	123.4	119.5	115.4	111.2	106.8	97.5	75.6	43.6	
19	134.2	133.6	132.9	130.9	127.4	123.8	120.1	116.3	112.3	108.2	104.0	94.9	73.5	42.5	
20	130.8	130.2	129.5	127.5	124.1	120.6	117.0	113.3	109.5	105.5	101.4	92.5	71.7	41.4	
21	127.6	127.1	126.4	124.5	121.2	117.7	114.2	110.6	106.8	103.0	98.9	90.3	69.9	40.4	
22	*****	124.1	123.5	121.6	118.4	115.0	111.6	108.1	104.4	100.6	96.6	88.2	68.3	39.5	
23	*****	121.4	120.8	118.9	115.8	112.5	109.1	105.7	102.1	98.4	94.5	86.3	66.8	38.6	
24	*****	118.9	118.3	116.4	113.3	110.1	106.8	103.5	99.9	96.3	92.5	84.5	65.4	37.8	
25	*****	116.5	115.9	114.1	111.0	107.9	104.7	101.4	97.9	94.4	90.7	82.8	64.1	37.0	
30	*****	106.3	105.8	104.1	101.4	98.5	95.6	92.5	89.4	86.1	82.8	75.6	58.5	33.8	
35	*****	98.4	97.9	96.4	93.8	91.2	88.5	85.7	82.8	79.8	76.6	69.9	54.2	31.3	
40	*****	92.1	91.6	90.2	87.8	85.3	82.8	80.1	77.4	74.6	71.7	65.4	50.7	29.3	
45	*****	86.8	86.4	85.0	82.8	80.4	78.0	75.6	73.0	70.3	67.6	61.7	47.8	27.6	
50	*****	82.3	81.9	80.7	78.5	76.3	74.0	71.7	69.2	66.7	64.1	58.5	45.3	26.2	
55	*****	78.5	78.1	76.9	74.9	72.8	70.6	68.3	66.0	63.6	61.1	55.8	43.2	25.0	
60	*****	75.2	74.8	73.6	71.7	69.7	67.6	65.4	63.2	60.9	58.5	53.4	41.4	23.9	
65	*****	72.2	71.9	70.8	68.9	66.9	64.9	62.9	60.7	58.5	56.2	51.3	39.8	23.0	
70	*****	69.6	69.2	68.2	66.4	64.5	62.6	60.6	58.5	56.4	54.2	49.5	38.3	22.1	
75	*****	67.2	66.9	65.9	64.1	62.3	60.4	58.5	56.5	54.5	52.3	47.8	37.0	21.4	
80	*****	65.1	64.8	63.8	62.1	60.3	58.5	56.7	54.7	52.8	50.7	46.3	35.8	20.7	
85	*****	63.2	62.8	61.9	60.2	58.5	56.8	55.0	53.1	51.2	49.2	44.9	34.8	20.1	
90	*****	61.4	61.1	60.1	58.5	56.9	55.2	53.4	51.6	49.7	47.8	43.6	33.8	19.5	
95	*****	59.7	59.4	58.5	57.0	55.4	53.7	52.0	50.2	48.4	46.5	42.5	32.9	19.0	
100	*****	58.2	57.9	57.0	55.5	54.0	52.3	50.7	49.0	47.2	45.3	41.4	32.1	18.5	
125	*****	52.1	51.8	51.0	49.7	48.3	46.8	45.3	43.8	42.2	40.5	37.0	28.7	16.6	
150	*****	47.5	47.3	46.6	45.3	44.1	42.7	41.4	40.0	38.5	37.0	33.8	26.2	15.1	
200	*****	41.2	41.0	40.3	39.3	38.2	37.0	35.8	34.6	33.4	32.1	29.3	22.7	13.1	
250	*****	36.6	36.1	35.1	34.1	33.1	32.1	31.0	29.8	28.7	27.6	26.2	20.3	11.7	
300	*****	33.4	32.9	32.1	31.2	30.2	29.3	28.3	27.2	26.2	25.2	23.9	18.5	10.7	
350	*****	31.0	30.5	29.7	28.8	28.0	27.1	26.2	25.2	24.2	23.2	22.1	17.1	9.9	
400	*****	29.0	28.5	27.8	27.0	26.2	25.3	24.5	23.6	22.7	21.7	20.7	16.0	9.3	
450	*****	26.9	26.2	25.4	24.7	23.9	23.1	22.2	21.4	20.5	19.5	18.5	14.3	8.7	
500	*****	25.5	24.8	24.1	23.4	22.7	21.9	21.1	20.3	19.4	18.5	17.5	13.3	8.3	
750	*****	20.8	20.3	19.7	19.1	18.5	17.9	17.2	16.6	15.9	15.1	14.3	10.7	6.8	
1000	*****	18.0	17.6	17.1	16.6	16.0	15.5	14.9	14.3	13.7	13.1	12.5	9.5	5.9	
1500	*****	14.3	13.9	13.5	13.1	12.6	12.2	11.7	11.3	10.8	10.3	9.7	7.2	4.8	
2000	*****	12.4	12.1	11.7	11.3	10.9	10.6	10.1	9.7	9.3	8.9	8.3	6.1	4.1	
3000	*****	9.9	9.6	9.3	9.0	8.7	8.3	8.0	7.7	7.4	7.0	6.7	5.1	3.4	
4000	*****	8.3	8.0	7.7	7.4	7.1	6.8	6.5	6.2	5.9	5.6	5.3	4.1	2.9	
5000	*****	7.2	6.9	6.7	6.4	6.1	5.8	5.5	5.2	4.9	4.6	4.3	3.2	2.6	
6000	*****	6.3	6.1	5.9	5.6	5.3	5.0	4.7	4.4	4.1	3.8	3.5	2.5	2.4	
7000	*****	5.6	5.4	5.2	4.9	4.6	4.3	4.0	3.7	3.4	3.1	2.8	2.0	2.2	
8000	*****	5.1	4.8	4.6	4.3	4.0	3.7	3.4	3.1	2.8	2.5	2.2	1.6	2.1	
9000	*****	4.4	4.1	3.9	3.6	3.3	3.0	2.7	2.4	2.1	1.8	1.5	1.1	2.0	
10000	*****	4.1	3.8	3.6	3.3	3.0	2.7	2.4	2.1	1.8	1.5	1.2	0.9	1.9	
12500	*****	2.9	2.7	2.5	2.3	2.1	1.9	1.7	1.5	1.3	1.1	0.9	0.7	1.7	
15000	*****	1.5	1.4	1.3	1.2	1.1	1.0	0.9	0.8	0.7	0.6	0.5	0.4	1.5	

Notes: For correct usage of these tables refer to the Microdata Documentation

Approximate Sampling Variability Tables

International Adult Literacy Survey - September 1994
Region: Atlantic Provinces

Numerator of Percentage	Estimated Percentage													
	('000)	0.1%	1.0%	2.0%	5.0%	10.0%	15.0%	20.0%	25.0%	30.0%	35.0%	40.0%	50.0%	70.0%
1	259.6	258.4	257.1	253.1	246.4	239.4	232.3	224.9	217.3	209.4	201.2	183.6	142.2	82.1
2	*****	182.7	181.8	179.0	174.2	169.3	164.2	159.0	153.6	148.0	142.2	129.8	100.6	58.1
3	*****	149.2	148.4	146.1	142.2	138.2	134.1	129.8	125.4	120.9	116.1	106.0	82.1	47.4
4	*****	129.2	128.5	126.6	123.2	119.7	116.1	112.5	108.6	104.7	100.6	91.8	71.1	41.1
5	*****	115.6	115.0	113.2	110.2	107.1	103.9	100.6	97.2	93.6	90.0	82.1	63.6	36.7
6	*****	105.5	105.0	103.3	100.6	97.7	94.8	91.8	88.7	85.5	82.1	75.0	58.1	33.5
7	*****	97.7	97.2	95.7	93.1	90.5	87.8	85.0	82.1	79.1	76.0	69.4	53.8	31.0
8	*****	91.4	90.9	89.5	87.1	84.7	82.1	79.5	76.8	74.0	71.1	64.9	50.3	29.0
9	*****	86.1	85.7	84.4	82.1	79.8	77.4	75.0	72.4	69.8	67.1	61.2	47.4	27.4
10	*****	81.7	81.3	80.0	77.9	75.7	73.5	71.1	68.7	66.2	63.6	58.1	45.0	26.0
11	*****	77.9	77.5	76.3	74.3	72.2	70.0	67.8	65.5	63.1	60.7	55.4	42.9	24.8
12	*****	74.6	74.2	73.1	71.1	69.1	67.1	64.9	62.7	60.4	58.1	53.0	41.1	23.7
13	*****	71.7	71.3	70.2	68.3	66.4	64.4	62.4	60.3	58.1	55.8	50.9	39.5	22.8
14	*****	69.1	68.7	67.6	65.8	64.0	62.1	60.1	58.1	56.0	53.8	49.1	38.0	21.9
15	*****	66.7	66.4	65.4	63.6	61.8	60.0	58.1	56.1	54.1	51.9	47.4	36.7	21.2
16	*****	64.6	64.3	63.3	61.6	59.9	58.1	56.2	54.3	52.3	50.3	45.9	35.6	20.5
17	*****	62.7	62.4	61.4	59.8	58.1	56.3	54.5	52.7	50.8	48.8	44.5	34.5	19.9
18	*****	*****	60.6	59.7	58.1	56.4	54.7	53.0	51.2	49.3	47.4	43.3	33.5	19.4
19	*****	*****	59.0	58.1	56.5	54.9	53.3	51.6	49.8	48.0	46.1	42.1	32.6	18.8
20	*****	*****	57.5	56.6	55.1	53.5	51.9	50.3	48.6	46.8	45.0	41.1	31.8	18.4
21	*****	*****	56.1	55.2	53.8	52.2	50.7	49.1	47.4	45.7	43.9	40.1	31.0	17.9
22	*****	*****	54.8	54.0	52.5	51.0	49.5	47.9	46.3	44.6	42.9	39.2	30.3	17.5
23	*****	*****	53.6	52.8	51.4	49.9	48.4	46.9	45.3	43.7	41.9	38.3	29.7	17.1
24	*****	*****	52.5	51.7	50.3	48.9	47.4	45.9	44.4	42.7	41.1	37.5	29.0	16.8
25	*****	*****	51.4	50.6	49.3	47.9	46.5	45.0	43.5	41.9	40.2	36.7	28.4	16.4
30	*****	*****	46.9	46.2	45.0	43.7	42.4	41.1	39.7	38.2	36.7	33.5	26.0	15.0
35	*****	*****	43.5	42.8	41.6	40.5	39.3	38.0	36.7	35.4	34.0	31.0	24.0	13.9
40	*****	*****	*****	40.0	39.0	37.9	36.7	35.6	34.4	33.1	31.8	29.0	22.5	13.0
45	*****	*****	*****	37.7	36.7	35.7	34.6	33.5	32.4	31.2	30.0	27.4	21.2	12.2
50	*****	*****	*****	35.8	34.8	33.9	32.8	31.8	30.7	29.6	28.4	26.0	20.1	11.6
55	*****	*****	*****	34.1	33.2	32.3	31.3	30.3	29.3	28.2	27.1	24.8	19.2	11.1
60	*****	*****	*****	32.7	31.8	30.9	30.0	29.0	28.1	27.0	26.0	23.7	18.4	10.6
65	*****	*****	*****	31.4	30.6	29.7	28.8	27.9	26.9	26.0	25.0	22.8	17.6	10.2
70	*****	*****	*****	30.3	29.4	28.6	27.8	26.9	26.0	25.0	24.0	21.9	17.0	9.8
75	*****	*****	*****	29.2	28.4	27.6	26.8	26.0	25.1	24.2	23.2	21.2	16.4	9.5
80	*****	*****	*****	28.3	27.5	26.8	26.0	25.1	24.3	23.4	22.5	20.5	15.9	9.2
85	*****	*****	*****	27.5	26.7	26.0	25.2	24.4	23.6	22.7	21.8	19.9	15.4	8.9
90	*****	*****	*****	26.0	25.2	24.5	23.7	22.9	22.1	21.2	20.3	18.4	14.2	8.2
95	*****	*****	*****	25.3	24.6	23.8	23.1	22.3	21.5	20.6	19.8	17.8	14.6	8.4
100	*****	*****	*****	24.6	23.9	23.2	22.5	21.7	20.9	20.1	19.2	17.4	14.2	8.2
125	*****	*****	*****	22.0	21.4	20.8	20.1	19.4	18.7	18.0	17.2	15.4	12.7	7.3
150	*****	*****	*****	20.1	19.5	19.0	18.4	17.7	17.1	16.4	15.7	14.0	11.6	6.7
200	*****	*****	*****	16.9	16.4	15.9	15.4	14.8	14.2	13.6	13.0	11.4	10.1	5.8
250	*****	*****	*****	15.1	14.7	14.2	13.7	13.2	12.7	12.2	11.6	10.1	9.0	5.2
300	*****	*****	*****	13.4	13.0	12.5	12.1	11.6	11.2	10.8	10.3	9.0	8.2	4.7
350	*****	*****	*****	12.4	12.0	11.6	11.2	10.8	10.4	10.0	9.6	8.4	7.6	4.4
400	*****	*****	*****	11.2	10.9	10.5	10.1	9.7	9.3	8.9	8.5	7.4	6.7	4.1
450	*****	*****	*****	10.2	9.9	9.5	9.1	8.7	8.3	7.9	7.5	6.5	5.9	3.9
500	*****	*****	*****	9.7	9.4	9.0	8.6	8.2	7.8	7.4	7.0	6.1	5.6	3.7
750	*****	*****	*****	6.7	6.4	6.1	5.8	5.5	5.2	4.9	4.6	3.9	3.6	3.0
1000	*****	*****	*****	4.5	4.3	4.1	3.9	3.7	3.5	3.3	3.1	2.7	2.6	2.6
1500	*****	*****	*****	2.1	2.0	1.9	1.8	1.7	1.6	1.5	1.4	1.2	1.1	1.1

Notes: For correct usage of these tables refer to the Microdata Documentation

Approximate Sampling Variability Tables

International Adult Literacy Survey - September 1994
Region: Quebec

Numerator of Percentage ('000)	Estimated Percentage													
	0.1%	1.0%	2.0%	5.0%	10.0%	15.0%	20.0%	25.0%	30.0%	35.0%	40.0%	50.0%	70.0%	90.0%
1	607.4	604.7	601.6	592.3	576.5	560.3	543.6	526.3	508.4	490.0	470.7	429.7	332.9	192.2
2	429.5	427.6	425.4	418.8	407.7	396.2	384.3	372.1	359.5	346.4	332.9	303.9	235.4	135.9
3	350.7	349.1	347.3	342.0	332.9	323.5	313.8	303.9	293.6	282.9	271.8	248.1	192.2	111.0
4	303.7	302.3	300.8	296.2	288.3	280.1	271.8	263.1	254.2	245.0	235.4	214.9	166.4	96.1
5	271.6	270.4	269.0	264.9	257.8	250.6	243.1	235.4	227.4	219.1	210.5	192.2	148.9	85.9
6	*****	246.9	245.6	241.8	235.4	228.7	221.9	214.9	207.6	200.0	192.2	175.4	135.9	78.5
7	*****	228.5	227.4	223.9	217.9	211.8	205.4	198.9	192.2	185.2	177.9	162.4	125.8	72.6
8	*****	213.8	212.7	209.4	203.8	198.1	192.2	186.1	179.8	173.2	166.4	151.9	117.7	67.9
9	*****	201.6	200.5	197.4	192.2	186.8	181.2	175.4	169.5	163.3	156.9	143.2	111.0	64.1
10	*****	191.2	190.2	187.3	182.3	177.2	171.9	166.4	160.8	154.9	148.9	135.9	105.3	60.8
11	*****	182.3	181.4	178.6	173.8	168.9	163.9	158.7	153.3	147.7	141.9	129.6	100.4	57.9
12	*****	174.6	173.7	171.0	166.4	161.7	156.9	151.9	146.8	141.4	135.9	124.0	96.1	55.5
13	*****	167.7	166.9	164.3	159.9	155.4	150.8	146.0	141.0	135.9	130.6	119.2	92.3	53.3
14	*****	161.6	160.8	158.3	154.1	149.7	145.3	140.7	135.9	130.9	125.8	114.8	89.0	51.4
15	*****	156.1	155.3	152.9	148.9	144.7	140.3	135.9	131.3	126.5	121.5	111.0	85.9	49.6
16	*****	151.2	150.4	148.1	144.1	140.1	135.9	131.6	127.1	122.5	117.7	107.4	83.2	48.0
17	*****	146.7	145.9	143.7	139.8	135.9	131.8	127.6	123.3	118.8	114.2	104.2	80.7	46.6
18	*****	142.5	141.8	139.6	135.9	132.1	128.1	124.0	119.8	115.5	111.0	101.3	78.5	45.3
19	*****	138.7	138.0	135.9	132.3	128.5	124.7	120.7	116.6	112.4	108.0	98.6	76.4	44.1
20	*****	135.2	134.5	132.4	128.9	125.3	121.5	117.7	113.7	109.6	105.3	96.1	74.4	43.0
21	*****	131.9	131.3	129.3	125.8	122.3	118.6	114.8	111.0	106.9	102.7	93.8	72.6	41.9
22	*****	128.9	128.3	126.3	122.9	119.5	115.9	112.2	108.4	104.5	100.4	91.6	71.0	41.0
23	*****	126.1	125.4	123.5	120.2	116.8	113.3	109.7	106.0	102.2	98.2	89.6	69.4	40.1
24	*****	123.4	122.8	120.9	117.7	114.4	111.0	107.4	103.8	100.0	96.1	87.7	67.9	39.2
25	*****	120.9	120.3	118.5	115.3	112.1	108.7	105.3	101.7	98.0	94.1	85.9	66.6	38.4
30	*****	110.4	109.8	108.1	105.3	102.3	99.2	96.1	92.8	89.5	85.9	78.5	60.8	35.1
35	*****	102.2	101.7	100.1	97.5	94.7	91.9	89.0	85.9	82.8	79.6	72.6	56.3	32.5
40	*****	95.6	95.1	93.7	91.2	88.6	85.9	83.2	80.4	77.5	74.4	67.9	52.6	30.4
45	*****	90.1	89.7	88.3	85.9	83.5	81.0	78.5	75.8	73.0	70.2	64.1	49.6	28.6
50	*****	85.5	85.1	83.8	81.5	79.2	76.9	74.4	71.9	69.3	66.6	60.8	47.1	27.2
55	*****	81.1	79.9	77.7	75.5	73.3	71.0	68.6	66.1	63.5	60.8	55.5	43.0	24.8
60	*****	77.7	76.5	74.4	72.3	70.2	67.9	65.6	63.3	60.8	58.5	53.3	41.3	23.8
65	*****	74.6	73.5	71.5	69.5	67.4	65.3	63.1	60.8	58.4	56.3	51.4	39.8	23.0
70	*****	71.9	70.8	68.9	67.0	65.0	62.9	60.8	58.7	56.6	54.4	49.6	38.4	22.2
75	*****	69.5	68.4	66.6	64.7	62.8	60.8	58.7	56.6	54.4	52.6	48.0	37.2	21.5
80	*****	67.3	66.2	64.5	62.6	60.8	58.8	56.8	54.8	52.6	50.3	46.6	36.1	20.8
85	*****	65.3	64.2	62.5	60.8	59.0	57.1	55.1	53.1	51.1	49.6	45.3	35.1	20.3
90	*****	63.4	62.4	60.8	59.1	57.3	55.5	53.6	51.6	49.6	47.1	43.0	33.3	19.2
95	*****	61.7	60.8	59.2	57.5	55.8	54.0	52.2	50.3	48.3	46.1	42.1	38.4	17.2
100	*****	60.2	59.2	57.7	56.0	54.4	52.6	50.8	49.0	47.1	45.3	41.3	37.2	16.6
125	*****	53.0	51.6	50.1	48.6	47.1	45.5	43.8	42.1	40.4	38.4	35.1	31.5	15.7
150	*****	48.4	47.1	45.7	44.4	43.0	41.5	40.0	38.4	36.6	34.6	31.5	28.6	14.6
200	*****	41.9	40.8	39.6	38.4	37.2	36.0	34.6	33.3	31.5	29.6	27.2	24.8	13.6
250	*****	37.5	36.5	35.4	34.4	33.3	32.2	31.0	29.8	28.6	27.2	25.8	23.5	12.2
300	*****	33.3	32.3	31.4	30.4	29.4	28.3	27.2	26.2	25.2	24.2	22.8	20.8	11.1
350	*****	30.8	29.9	29.1	28.1	27.2	26.2	25.2	24.2	23.2	22.2	20.8	18.8	10.3
400	*****	28.8	28.0	27.2	26.3	25.4	24.5	23.5	22.5	21.5	20.5	19.2	17.8	9.6
450	*****	27.2	26.4	25.6	24.8	24.0	23.1	22.2	21.2	20.3	19.2	18.2	16.6	9.1
500	*****	25.8	25.1	24.3	23.5	22.7	21.9	21.1	20.2	19.2	18.2	17.2	15.7	8.6
750	*****	20.5	19.8	19.2	18.6	17.9	17.2	16.6	15.9	15.3	14.7	14.1	13.6	7.0
1000	*****	17.2	16.6	16.1	15.5	14.9	14.3	13.7	13.1	12.5	11.9	11.3	10.7	6.1
1500	*****	13.1	12.7	12.2	11.7	11.1	10.6	10.1	9.6	9.1	8.6	8.1	7.6	5.0
2000	*****	10.5	9.6	9.1	8.6	8.1	7.6	7.1	6.6	6.1	5.6	5.1	4.6	4.3
3000	*****	6.1	5.6	5.1	4.6	4.1	3.6	3.1	2.6	2.1	1.6	1.1	0.6	3.5
4000	*****	3.0	2.5	2.0	1.5	1.0	0.5	0.5	0.5	0.5	0.5	0.5	0.5	3.0

Notes: For correct usage of these tables refer to the Microdata Documentation

Approximate Sampling Variability Tables

International Adult Literacy Survey - September 1994
Region: Ontario

Numerator of Percentage ('000)	Estimated Percentage													
	0.1%	1.0%	2.0%	5.0%	10.0%	15.0%	20.0%	25.0%	30.0%	35.0%	40.0%	50.0%	70.0%	90.0%
1	451.1	449.1	446.8	439.9	428.2	416.1	403.7	390.9	377.6	363.9	349.6	319.1	247.2	142.7
2	319.0	317.5	315.9	311.1	302.8	294.2	285.4	276.4	267.0	257.3	247.2	225.7	174.8	100.9
3	260.4	259.3	258.0	254.0	247.2	240.2	233.1	225.7	218.0	210.1	201.8	184.3	142.7	82.4
4	225.6	224.5	223.4	220.0	214.1	208.1	201.8	195.4	188.8	181.9	174.8	159.6	123.6	71.4
5	201.7	200.8	199.8	196.7	191.5	186.1	180.5	174.8	168.9	162.7	156.3	142.7	110.6	63.8
6	184.2	183.3	182.4	179.6	174.8	169.9	164.8	159.6	154.2	148.6	142.7	130.3	100.9	58.3
7	170.5	169.7	168.9	166.3	161.8	157.3	152.6	147.7	142.7	137.5	132.1	120.6	93.4	53.9
8	159.5	158.8	158.0	155.5	151.4	147.1	142.7	138.2	133.5	128.7	123.6	112.8	87.4	50.5
9	*****	149.7	148.9	146.6	142.7	138.7	134.6	130.3	125.9	121.3	116.5	106.4	82.4	47.6
10	*****	142.0	141.3	139.1	135.4	131.6	127.7	123.6	119.4	115.1	110.6	100.9	78.2	45.1
11	*****	135.4	134.7	132.6	129.1	125.5	121.7	117.9	113.9	109.7	105.4	96.2	74.5	43.0
12	*****	129.6	129.0	127.0	123.6	120.1	116.5	112.8	109.0	105.0	100.9	92.1	71.4	41.2
13	*****	124.6	123.9	122.0	118.8	115.4	112.0	108.4	104.7	100.9	97.0	88.5	68.6	39.6
14	*****	120.0	119.4	117.6	114.4	111.2	107.9	104.5	100.9	97.3	93.4	85.3	66.1	38.1
15	*****	115.9	115.4	113.6	110.6	107.4	104.2	100.9	97.5	94.0	90.3	82.4	63.8	36.9
16	*****	112.3	111.7	110.0	107.0	104.0	100.9	97.7	94.4	91.0	87.4	79.8	61.8	35.7
17	*****	108.9	108.4	106.7	103.8	100.9	97.9	94.8	91.6	88.3	84.8	77.4	60.0	34.6
18	*****	105.8	105.3	103.7	100.9	98.1	95.1	92.1	89.0	85.8	82.4	75.2	58.3	33.6
19	*****	103.0	102.5	100.9	98.2	95.5	92.6	89.7	86.6	83.5	80.2	73.2	56.7	32.7
20	*****	100.4	99.9	98.4	95.7	93.0	90.3	87.4	84.4	81.4	78.2	71.4	55.3	31.9
21	*****	98.0	97.5	96.0	93.4	90.8	88.1	85.3	82.4	79.4	76.3	69.6	53.9	31.1
22	*****	95.7	95.3	93.8	91.3	88.7	86.1	83.3	80.5	77.6	74.5	68.0	52.7	30.4
23	*****	93.6	93.2	91.7	89.3	86.8	84.2	81.5	78.7	75.9	72.9	66.5	51.5	29.8
24	*****	91.7	91.2	89.8	87.4	84.9	82.4	79.8	77.1	74.3	71.4	65.1	50.5	29.1
25	*****	89.8	89.4	88.0	85.6	83.2	80.7	78.2	75.5	72.8	69.9	63.8	49.4	28.5
30	*****	82.0	81.6	80.3	78.2	76.0	73.7	71.4	68.9	66.4	63.8	58.3	45.1	26.1
35	*****	75.9	75.5	74.4	72.4	70.3	68.2	66.1	63.8	61.5	59.1	53.9	41.8	24.1
40	*****	71.0	70.6	69.6	67.7	65.8	63.8	61.8	59.7	57.5	55.3	50.5	39.1	22.6
45	*****	66.9	66.6	65.6	63.8	62.0	60.2	58.3	56.3	54.2	52.1	47.6	36.9	21.3
50	*****	63.5	63.2	62.2	60.6	58.8	57.1	55.3	53.4	51.5	49.4	45.1	35.0	20.2
55	*****	60.6	60.2	59.3	57.7	56.1	54.4	52.7	50.9	49.1	47.1	43.0	33.3	19.2
60	*****	58.0	57.7	56.8	55.3	53.7	52.1	50.5	48.7	47.0	45.1	41.2	31.9	18.4
65	*****	55.7	55.4	54.6	53.1	51.6	50.1	48.5	46.8	45.1	43.4	39.6	30.7	17.7
70	*****	53.7	53.4	52.6	51.2	49.7	48.2	46.7	45.1	43.5	41.8	38.1	29.5	17.1
75	*****	51.9	51.6	50.8	49.4	48.0	46.6	45.1	43.6	42.0	40.4	36.9	28.5	16.5
80	*****	50.2	50.0	49.2	47.9	46.5	45.1	43.7	42.2	40.7	39.1	35.7	27.6	16.0
85	*****	*****	48.5	47.7	46.4	45.1	43.8	42.4	41.0	39.5	37.9	34.6	26.8	15.5
90	*****	*****	47.1	46.4	45.1	43.9	42.6	41.2	39.8	38.4	36.9	33.6	26.1	15.0
95	*****	*****	45.8	45.1	43.9	42.7	41.4	40.1	38.7	37.3	35.9	32.7	25.4	14.6
100	*****	*****	44.7	44.0	42.8	41.6	40.4	39.1	37.8	36.4	35.0	31.9	24.7	14.3
125	*****	*****	40.0	39.3	38.3	37.2	36.1	35.0	33.8	32.5	31.3	28.5	22.1	12.8
150	*****	*****	36.5	35.9	35.0	34.0	33.0	31.9	30.8	29.7	28.5	26.1	20.2	11.7
200	*****	*****	31.1	30.3	29.4	28.5	27.6	26.7	25.7	24.7	23.7	22.6	17.5	10.1
250	*****	*****	27.8	27.1	26.3	25.5	24.7	23.9	23.0	22.1	21.2	20.2	15.6	9.0
300	*****	*****	25.4	24.7	24.0	23.3	22.6	21.8	21.0	20.2	19.4	18.4	14.3	8.2
350	*****	*****	23.5	22.9	22.2	21.6	20.9	20.2	19.5	18.7	17.9	17.1	13.2	7.6
400	*****	*****	22.0	21.4	20.8	20.2	19.5	18.9	18.2	17.5	16.8	16.0	12.4	7.1
450	*****	*****	*****	20.2	19.6	19.0	18.4	17.8	17.2	16.5	15.8	15.0	11.7	6.7
500	*****	*****	*****	19.1	18.6	18.1	17.5	16.9	16.3	15.6	15.0	14.3	11.1	6.4
750	*****	*****	*****	15.6	15.2	14.7	14.3	13.8	13.3	12.8	12.3	11.7	9.0	5.2
1000	*****	*****	*****	*****	13.2	12.8	12.4	11.9	11.5	11.1	10.7	10.1	7.8	4.5
1500	*****	*****	*****	*****	*****	10.4	10.1	9.7	9.4	9.0	8.6	8.2	6.4	3.7
2000	*****	*****	*****	*****	*****	*****	8.7	8.4	8.1	7.8	7.5	7.1	5.5	3.2
3000	*****	*****	*****	*****	*****	*****	*****	*****	*****	6.4	6.1	5.8	4.5	2.6
4000	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	5.0	4.7	3.9	2.3
5000	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	3.5	2.0	1.8
6000	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	1.8
7000	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	1.7

Notes: For correct usage of these tables refer to the Microdata Documentation

Approximate Sampling Variability Tables

International Adult Literacy Survey - September 1994
Region: Western Provinces

Numerator of Percentage ('000)	Estimated Percentage													
	0:1%	1.0%	2.0%	5.0%	10.0%	15.0%	20.0%	25.0%	30.0%	35.0%	40.0%	50.0%	70.0%	90.0%
1	460.3	458.2	455.9	448.8	436.9	424.5	411.9	398.8	385.3	371.3	356.7	325.6	252.2	145.6
2	325.5	324.0	322.3	317.4	308.9	300.2	291.2	282.0	272.4	262.5	252.2	230.2	178.3	103.0
3	265.7	264.5	263.2	259.1	252.2	245.1	237.8	230.2	222.4	214.3	205.9	188.0	145.6	84.1
4	230.1	229.1	227.9	224.4	218.4	212.3	205.9	199.4	192.6	185.6	178.3	162.8	126.1	72.8
5	205.8	204.9	203.9	200.7	195.4	189.9	184.2	178.3	172.3	166.0	159.5	145.6	112.8	65.1
6	187.9	187.1	186.1	183.2	178.3	173.3	168.1	162.8	157.3	151.6	145.6	132.9	103.0	59.4
7	*****	173.2	172.3	169.6	165.1	160.5	155.7	150.7	145.6	140.3	134.8	123.1	95.3	55.0
8	*****	162.0	161.2	158.7	154.5	150.1	145.6	141.0	136.2	131.3	126.1	115.1	89.2	51.5
9	*****	152.7	152.0	149.6	145.6	141.5	137.3	132.9	128.4	123.8	118.9	108.5	84.1	48.5
10	*****	144.9	144.2	141.9	138.1	134.3	130.2	126.1	121.8	117.4	112.8	103.0	79.8	46.0
11	*****	138.1	137.4	135.3	131.7	128.0	124.2	120.2	116.2	111.9	107.5	98.2	76.0	43.9
12	*****	132.3	131.6	129.6	126.1	122.6	118.9	115.1	111.2	107.2	103.0	94.0	72.8	42.0
13	*****	127.1	126.4	124.5	121.2	117.7	114.2	110.6	106.9	103.0	98.9	90.3	70.0	40.4
14	*****	122.5	121.8	120.0	116.8	113.5	110.1	106.6	103.0	99.2	95.3	87.0	67.4	38.9
15	*****	118.3	117.7	115.9	112.8	109.6	106.3	103.0	99.5	95.9	92.1	84.1	65.1	37.6
16	*****	114.5	114.0	112.2	109.2	106.1	103.0	99.7	96.3	92.8	89.2	81.4	63.1	36.4
17	*****	111.1	110.6	108.9	106.0	103.0	99.9	96.7	93.4	90.0	86.5	79.0	61.2	35.3
18	*****	108.0	107.4	105.8	103.0	100.1	97.1	94.0	90.8	87.5	84.1	76.7	59.4	34.3
19	*****	105.1	104.6	103.0	100.2	97.4	94.5	91.5	88.4	85.2	81.8	74.7	57.9	33.4
20	*****	102.5	101.9	100.4	97.7	94.9	92.1	89.2	86.1	83.0	79.8	72.8	56.4	32.6
21	*****	100.0	99.5	97.9	95.3	92.6	89.9	87.0	84.1	81.0	77.8	71.1	55.0	31.8
22	*****	97.7	97.2	95.7	93.1	90.5	87.8	85.0	82.1	79.2	76.0	69.4	53.8	31.0
23	*****	95.5	95.1	93.6	91.1	88.5	85.9	83.2	80.3	77.4	74.4	67.9	52.6	30.4
24	*****	93.5	93.1	91.6	89.2	86.7	84.1	81.4	78.6	75.8	72.8	66.5	51.5	29.7
25	*****	91.6	91.2	89.8	87.4	84.9	82.4	79.8	77.1	74.3	71.3	65.1	50.4	29.1
30	*****	83.7	83.2	81.9	79.8	77.5	75.2	72.8	70.3	67.8	65.1	59.4	46.0	26.6
35	*****	77.4	77.1	75.9	73.8	71.8	69.6	67.4	65.1	62.8	60.3	55.0	42.6	24.6
40	*****	72.4	72.1	71.0	69.1	67.1	65.1	63.1	60.9	58.7	56.4	51.5	39.9	23.0
45	*****	68.3	68.0	66.9	65.1	63.3	61.4	59.4	57.4	55.3	53.2	48.5	37.6	21.7
50	*****	64.8	64.5	63.5	61.8	60.0	58.2	56.4	54.5	52.5	50.4	46.0	35.7	20.6
55	*****	61.8	61.5	60.5	58.9	57.2	55.5	53.8	51.9	50.1	48.1	43.9	34.0	19.6
60	*****	59.2	58.9	57.9	56.4	54.8	53.2	51.5	49.7	47.9	46.0	42.0	32.6	18.8
65	*****	*****	56.5	55.7	54.2	52.7	51.1	49.5	47.8	46.0	44.2	40.4	31.3	18.1
70	*****	*****	54.5	53.6	52.2	50.7	49.2	47.7	46.0	44.4	42.6	38.9	30.1	17.4
75	*****	*****	52.6	51.8	50.4	49.0	47.6	46.0	44.5	42.9	41.2	37.6	29.1	16.8
80	*****	*****	51.0	50.2	48.8	47.5	46.0	44.6	43.1	41.5	39.9	36.4	28.2	16.3
85	*****	*****	49.4	48.7	47.4	46.0	44.7	43.3	41.8	40.3	38.7	35.3	27.4	15.8
90	*****	*****	48.1	47.3	46.0	44.8	43.4	42.0	40.6	39.1	37.6	34.3	26.6	15.3
95	*****	*****	46.8	46.0	44.8	43.6	42.3	40.9	39.5	38.1	36.6	33.4	25.9	14.9
100	*****	*****	45.6	44.9	43.7	42.5	41.2	39.9	38.5	37.1	35.7	32.6	25.2	14.6
125	*****	*****	*****	40.1	39.1	38.0	36.8	35.7	34.5	33.2	31.9	29.1	22.6	13.0
150	*****	*****	*****	36.6	35.7	34.7	33.6	32.6	31.5	30.3	29.1	26.6	20.6	11.9
200	*****	*****	*****	31.7	30.9	30.0	29.1	28.2	27.2	26.3	25.2	23.0	17.8	10.3
250	*****	*****	*****	28.4	27.6	26.9	26.0	25.2	24.4	23.5	22.6	20.6	16.0	9.2
300	*****	*****	*****	25.9	25.2	24.5	23.8	23.0	22.2	21.4	20.6	18.8	14.6	8.4
350	*****	*****	*****	*****	23.4	22.7	22.0	21.3	20.6	19.8	19.1	17.4	13.5	7.8
400	*****	*****	*****	*****	21.8	21.2	20.6	19.9	19.3	18.6	17.8	16.3	12.6	7.3
450	*****	*****	*****	*****	20.6	20.0	19.4	18.8	18.2	17.5	16.8	15.3	11.9	6.9
500	*****	*****	*****	*****	19.5	19.0	18.4	17.8	17.2	16.6	16.0	14.6	11.3	6.5
750	*****	*****	*****	*****	*****	15.5	15.0	14.6	14.1	13.6	13.0	11.9	9.2	5.3
1000	*****	*****	*****	*****	*****	*****	13.0	12.6	12.2	11.7	11.3	10.3	8.0	4.6
1500	*****	*****	*****	*****	*****	*****	*****	10.3	9.9	9.6	9.2	8.4	6.5	3.8
2000	*****	*****	*****	*****	*****	*****	*****	*****	8.3	8.0	7.7	7.3	5.6	3.3
3000	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	5.9	4.6	2.7
4000	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	4.0	2.3
5000	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	2.1

Notes: For correct usage of these tables refer to the Microdata Documentation

Approximate Sampling Variability Tables

International Adult Literacy Survey - September 1994
Province: Alberta

Numerator of
Percentage

Estimated Percentage

('000)	0.1%	1.0%	2.0%	5.0%	10.0%	15.0%	20.0%	25.0%	30.0%	35.0%	40.0%	50.0%	70.0%	90.0%
1	353.6	352.0	350.2	344.8	335.6	326.2	316.4	306.4	296.0	285.2	274.0	250.2	193.8	111.9
2	*****	248.9	247.7	243.8	237.3	230.6	223.8	216.6	209.3	201.7	193.8	176.9	137.0	79.1
3	*****	203.2	202.2	199.1	193.8	188.3	182.7	176.9	170.9	164.7	158.2	144.4	111.9	64.6
4	*****	176.0	175.1	172.4	167.8	163.1	158.2	153.2	148.0	142.6	137.0	125.1	96.9	55.9
5	*****	157.4	156.6	154.2	150.1	145.9	141.5	137.0	132.4	127.6	122.6	111.9	86.7	50.0
6	*****	143.7	143.0	140.8	137.0	133.2	129.2	125.1	120.8	116.4	111.9	102.1	79.1	45.7
7	*****	133.0	132.4	130.3	126.9	123.3	119.6	115.8	111.9	107.8	103.6	94.6	73.2	42.3
8	*****	124.5	123.8	121.9	118.7	115.3	111.9	108.3	104.7	100.8	96.9	88.4	68.5	39.6
9	*****	117.3	116.7	114.9	111.9	108.7	105.5	102.1	98.7	95.1	91.3	83.4	64.6	37.3
10	*****	111.3	110.8	109.0	106.1	103.1	100.1	96.9	93.6	90.2	86.7	79.1	61.3	35.4
11	*****	106.1	105.6	104.0	101.2	98.3	95.4	92.4	89.2	86.0	82.6	75.4	58.4	33.7
12	*****	101.6	101.1	99.5	96.9	94.2	91.3	88.4	85.4	82.3	79.1	72.2	55.9	32.3
13	*****	97.6	97.1	95.6	93.1	90.5	87.8	85.0	82.1	79.1	76.0	69.4	53.7	31.0
14	*****	94.1	93.6	92.2	89.7	87.2	84.6	81.9	79.1	76.2	73.2	66.9	51.8	29.9
15	*****	90.9	90.4	89.0	86.7	84.2	81.7	79.1	76.4	73.6	70.8	64.6	50.0	28.9
16	*****	88.0	87.6	86.2	83.9	81.5	79.1	76.6	74.0	71.3	68.5	62.5	48.4	28.0
17	*****	85.4	84.9	83.6	81.4	79.1	76.7	74.3	71.8	69.2	66.5	60.7	47.0	27.1
18	*****	83.0	82.6	81.3	79.1	76.9	74.6	72.2	69.8	67.2	64.6	59.0	45.7	26.4
19	*****	80.8	80.3	79.1	77.0	74.8	72.6	70.3	67.9	65.4	62.9	57.4	44.5	25.7
20	*****	*****	78.3	77.1	75.0	72.9	70.8	68.5	66.2	63.8	61.3	55.9	43.3	25.0
21	*****	*****	76.4	75.2	73.2	71.2	69.1	66.9	64.6	62.2	59.8	54.6	42.3	24.4
22	*****	*****	74.7	73.5	71.6	69.5	67.5	65.3	63.1	60.8	58.4	53.3	41.3	23.9
23	*****	*****	73.0	71.9	70.0	68.0	66.0	63.9	61.7	59.5	57.1	52.2	40.4	23.3
24	*****	*****	71.5	70.4	68.5	66.6	64.6	62.5	60.4	58.2	55.9	51.1	39.6	22.8
25	*****	*****	70.0	69.0	67.1	65.2	63.3	61.3	59.2	57.0	54.8	50.0	38.8	22.4
30	*****	*****	63.9	63.0	61.3	59.6	57.8	55.9	54.0	52.1	50.0	45.7	35.4	20.4
35	*****	*****	59.2	58.3	56.7	55.1	53.5	51.8	50.0	48.2	46.3	42.3	32.8	18.9
40	*****	*****	*****	54.5	53.1	51.6	50.0	48.4	46.8	45.1	43.3	39.6	30.6	17.7
45	*****	*****	*****	51.4	50.0	48.6	47.2	45.7	44.1	42.5	40.9	37.3	28.9	16.7
50	*****	*****	*****	48.8	47.5	46.1	44.8	43.3	41.9	40.3	38.8	35.4	27.4	15.8
55	*****	*****	*****	46.5	45.3	44.0	42.7	41.3	39.9	38.5	37.0	33.7	26.1	15.1
60	*****	*****	*****	44.5	43.3	42.1	40.9	39.6	38.2	36.8	35.4	32.3	25.0	14.4
65	*****	*****	*****	42.8	41.6	40.5	39.2	38.0	36.7	35.4	34.0	31.0	24.0	13.9
70	*****	*****	*****	41.2	40.1	39.0	37.8	36.6	35.4	34.1	32.8	29.9	23.2	13.4
75	*****	*****	*****	39.8	38.8	37.7	36.5	35.4	34.2	32.9	31.6	28.9	22.4	12.9
80	*****	*****	*****	38.6	37.5	36.5	35.4	34.3	33.1	31.9	30.6	28.0	21.7	12.5
85	*****	*****	*****	37.4	36.4	35.4	34.3	33.2	32.1	30.9	29.7	27.1	21.0	12.1
90	*****	*****	*****	36.3	35.4	34.4	33.4	32.3	31.2	30.1	28.9	26.4	20.4	11.8
95	*****	*****	*****	35.4	34.4	33.5	32.5	31.4	30.4	29.3	28.1	25.7	19.9	11.5
100	*****	*****	*****	*****	33.6	32.6	31.6	30.6	29.6	28.5	27.4	25.0	19.4	11.2
125	*****	*****	*****	*****	30.0	29.2	28.3	27.4	26.5	25.5	24.5	22.4	17.3	10.0
150	*****	*****	*****	*****	27.4	26.6	25.8	25.0	24.2	23.3	22.4	20.4	15.8	9.1
200	*****	*****	*****	*****	*****	23.1	22.4	21.7	20.9	20.2	19.4	17.7	13.7	7.9
250	*****	*****	*****	*****	*****	20.6	20.0	19.4	18.7	18.0	17.3	15.8	12.3	7.1
300	*****	*****	*****	*****	*****	*****	18.3	17.7	17.1	16.5	15.8	14.4	11.2	6.5
350	*****	*****	*****	*****	*****	*****	16.9	16.4	15.8	15.2	14.6	13.4	10.4	6.0
400	*****	*****	*****	*****	*****	*****	*****	15.3	14.8	14.3	13.7	12.5	9.7	5.6
450	*****	*****	*****	*****	*****	*****	*****	14.4	14.0	13.4	12.9	11.8	9.1	5.3
500	*****	*****	*****	*****	*****	*****	*****	*****	13.2	12.8	12.3	11.2	8.7	5.0
750	*****	*****	*****	*****	*****	*****	*****	*****	*****	10.0	9.1	7.1	4.1	4.1
1000	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	6.1	3.5
1500	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	2.9

Notes: For correct usage of these tables refer to the Microdata Documentation

Approximate Sampling Variability Tables

International Adult Literacy Survey - September 1994
Province: New Brunswick

Numerator of Percentage ('000)	Estimated Percentage													
	0.1%	1.0%	2.0%	5.0%	10.0%	15.0%	20.0%	25.0%	30.0%	35.0%	40.0%	50.0%	70.0%	90.0%
1	*****	154.9	154.1	151.7	147.7	143.5	139.2	134.8	130.2	125.5	120.6	110.1	85.3	49.2
2	*****	109.5	109.0	107.3	104.4	101.5	98.4	95.3	92.1	88.7	85.3	77.8	60.3	34.8
3	*****	89.4	89.0	87.6	85.3	82.9	80.4	77.8	75.2	72.5	69.6	63.5	49.2	28.4
4	*****	77.4	77.0	75.9	73.8	71.8	69.6	67.4	65.1	62.7	60.3	55.0	42.6	24.6
5	*****	69.3	68.9	67.8	66.0	64.2	62.3	60.3	58.2	56.1	53.9	49.2	38.1	22.0
6	*****	62.9	61.9	60.3	58.6	56.8	55.0	53.2	51.2	49.2	47.4	44.9	34.8	20.1
7	*****	58.2	57.3	55.8	54.2	52.6	51.0	49.2	47.4	45.6	43.9	41.6	32.2	18.6
8	*****	54.5	53.6	52.2	50.7	49.2	47.7	46.0	44.4	42.6	40.9	38.9	30.1	17.4
9	*****	51.4	50.6	49.2	47.8	46.4	44.9	43.4	41.8	40.2	38.7	36.7	28.4	16.4
10	*****	48.7	48.0	46.7	45.4	44.0	42.6	41.2	39.7	38.1	36.4	34.8	27.0	15.6
11	*****	46.5	45.7	44.5	43.3	42.0	40.6	39.3	37.8	36.4	34.8	33.2	25.7	14.8
12	*****	43.8	42.6	41.4	40.2	38.9	37.6	36.2	34.8	33.4	31.8	30.2	24.6	14.2
13	*****	42.1	41.0	39.8	38.6	37.4	36.1	34.8	33.4	32.0	30.5	28.9	23.6	13.7
14	*****	40.5	39.5	38.4	37.2	36.0	34.8	33.5	32.2	30.9	29.4	27.8	22.8	13.2
15	*****	39.2	38.1	37.1	35.9	34.8	33.6	32.4	31.1	29.8	28.4	26.9	22.0	12.7
16	*****	37.9	36.9	35.9	34.8	33.7	32.6	31.4	30.1	28.9	27.5	26.1	21.3	12.3
17	*****	36.8	35.8	34.8	33.8	32.7	31.6	30.4	29.2	28.0	26.7	25.4	20.7	11.9
18	*****	35.8	34.8	33.8	32.8	31.8	30.7	29.6	28.4	27.3	26.1	24.9	20.1	11.6
19	*****	34.8	33.9	32.9	31.9	30.9	29.9	28.8	27.7	26.7	25.6	24.5	19.6	11.3
20	*****	33.9	33.0	32.1	31.1	30.1	29.1	28.1	27.0	26.0	24.9	23.8	19.1	11.0
21	*****	33.1	32.2	31.3	30.4	29.4	28.4	27.4	26.4	25.4	24.4	23.4	18.6	10.7
22	*****	32.3	31.5	30.6	29.7	28.7	27.8	26.8	25.8	24.8	23.8	22.8	18.2	10.5
23	*****	31.6	30.8	29.9	29.0	28.1	27.2	26.2	25.2	24.2	23.2	22.2	17.8	10.3
24	*****	31.0	30.1	29.3	28.4	27.5	26.6	25.6	24.6	23.6	22.6	21.6	17.4	10.0
25	*****	30.3	29.5	28.7	27.8	27.0	26.0	25.1	24.1	23.1	22.1	21.1	17.1	9.8
30	*****	27.0	26.2	25.4	24.6	23.8	22.9	22.0	21.1	20.1	19.1	18.1	15.6	9.0
35	*****	25.0	24.3	23.5	22.8	22.0	21.2	20.4	19.6	18.8	18.0	17.2	14.4	8.3
40	*****	23.3	22.7	22.0	21.3	20.6	19.8	19.1	18.4	17.7	17.0	16.3	13.5	7.8
45	*****	22.0	21.4	20.8	20.1	19.4	18.7	18.0	17.4	16.8	16.2	15.6	12.7	7.3
50	*****	20.9	20.3	19.7	19.1	18.4	17.7	17.1	16.5	15.9	15.3	14.7	12.1	7.0
55	*****	19.9	19.4	18.8	18.2	17.6	16.9	16.3	15.7	15.1	14.5	13.9	11.5	6.6
60	*****	18.5	18.0	17.4	16.8	16.2	15.6	15.0	14.4	13.8	13.2	12.6	11.0	6.4
65	*****	17.8	17.3	16.7	16.2	15.6	15.0	14.4	13.8	13.2	12.6	12.0	10.6	6.1
70	*****	17.2	16.6	16.1	15.6	15.0	14.4	13.8	13.2	12.6	12.0	11.4	10.2	5.9
75	*****	16.6	16.1	15.6	15.0	14.5	13.9	13.3	12.7	12.1	11.5	10.9	9.8	5.7
80	*****	16.0	15.6	15.1	14.6	14.0	13.5	13.0	12.4	11.8	11.2	10.6	9.5	5.5
85	*****	15.1	14.6	14.1	13.6	13.1	12.6	12.1	11.5	11.0	10.4	9.8	9.2	5.3
90	*****	14.7	14.2	13.7	13.2	12.7	12.2	11.6	11.1	10.5	10.0	9.4	9.0	5.2
95	*****	14.3	13.8	13.4	12.9	12.4	11.9	11.3	10.8	10.3	9.7	9.1	8.7	5.1
100	*****	13.9	13.5	13.0	12.5	12.0	11.5	11.0	10.5	10.0	9.5	8.9	8.5	4.9
125	*****	12.1	11.6	11.2	10.8	10.3	9.8	9.3	8.8	8.3	7.8	7.3	7.6	4.4
150	*****	10.6	10.2	9.8	9.4	8.9	8.4	7.9	7.4	6.9	6.4	5.9	7.0	4.0
200	*****	8.5	8.1	7.7	7.3	6.9	6.5	6.1	5.7	5.3	4.9	4.5	6.0	3.5
250	*****	7.0	6.7	6.4	6.0	5.7	5.3	5.0	4.6	4.3	3.9	3.6	5.4	3.1
300	*****	6.0	5.7	5.4	5.1	4.8	4.5	4.2	3.9	3.6	3.3	3.0	4.9	2.8
350	*****	5.0	4.7	4.4	4.1	3.8	3.5	3.2	2.9	2.6	2.3	2.0	4.6	2.6
400	*****	4.0	3.7	3.4	3.1	2.8	2.5	2.2	1.9	1.6	1.3	1.0	4.9	2.5
450	*****	3.0	2.7	2.4	2.1	1.8	1.5	1.2	0.9	0.6	0.3	0.0	4.6	2.3
500	*****	2.0	1.7	1.4	1.1	0.8	0.5	0.2	0.0	0.0	0.0	0.0	4.2	2.2

Notes: For correct usage of these tables refer to the Microdata Documentation

Approximate Sampling Variability Tables

International Adult Literacy Survey - September 1994
 Test language: English

Numerator of Percentage ('000)	Estimated Percentage													
	0.1%	1.0%	2.0%	5.0%	10.0%	15.0%	20.0%	25.0%	30.0%	35.0%	40.0%	50.0%	70.0%	90.0%
1	586.4	583.8	580.8	571.8	556.6	540.9	524.8	508.1	490.9	473.0	454.5	414.9	321.3	185.5
2	414.7	412.8	410.7	404.4	393.6	382.5	371.1	359.3	347.1	334.5	321.3	293.3	227.2	131.2
3	338.6	337.0	335.3	330.2	321.3	312.3	303.0	293.3	283.4	273.1	262.4	239.5	185.5	107.1
4	293.2	291.9	290.4	285.9	278.3	270.5	262.4	254.0	245.4	236.5	227.2	207.4	160.7	92.8
5	262.2	261.1	259.7	255.7	248.9	241.9	234.7	227.2	219.5	211.5	203.2	185.5	143.7	83.0
6	239.4	238.3	237.1	233.5	227.2	220.8	214.2	207.4	200.4	193.1	185.5	169.4	131.2	75.7
7	221.6	220.6	219.5	216.1	210.4	204.4	198.3	192.0	185.5	178.8	171.8	156.8	121.5	70.1
8	207.3	206.4	205.3	202.2	196.8	191.2	185.5	179.6	173.5	167.2	160.7	146.7	113.6	65.6
9	195.5	194.6	193.6	190.6	185.5	180.3	174.9	169.4	163.6	157.7	151.5	138.3	107.1	61.8
10	185.4	184.6	183.7	180.8	176.0	171.1	165.9	160.7	155.2	149.6	143.7	131.2	101.6	58.7
11	176.8	176.0	175.1	172.4	167.8	163.1	158.2	153.2	148.0	142.6	137.0	125.1	96.9	55.9
12	169.3	168.5	167.7	165.1	160.7	156.1	151.5	146.7	141.7	136.5	131.2	119.8	92.8	53.6
13	162.6	161.9	161.1	158.6	154.4	150.0	145.5	140.9	136.1	131.2	126.0	115.1	89.1	51.5
14	156.7	156.0	155.2	152.8	148.8	144.6	140.2	135.8	131.2	126.4	121.5	110.9	85.9	49.6
15	151.4	150.7	150.0	147.6	143.7	139.7	135.5	131.2	126.7	122.1	117.3	107.1	83.0	47.9
16	*****	145.9	145.2	143.0	139.1	135.2	131.2	127.0	122.7	118.3	113.6	103.7	80.3	46.4
17	*****	141.6	140.9	138.7	135.0	131.2	127.3	123.2	119.1	114.7	110.2	100.6	77.9	45.0
18	*****	137.6	136.9	134.8	131.2	127.5	123.7	119.8	115.7	111.5	107.1	97.8	75.7	43.7
19	*****	133.9	133.2	131.2	127.7	124.1	120.4	116.6	112.6	108.5	104.3	95.2	73.7	42.6
20	*****	130.5	129.9	127.9	124.5	121.0	117.3	113.6	109.8	105.8	101.6	92.8	71.9	41.5
21	*****	127.4	126.7	124.8	121.5	118.0	114.5	110.9	107.1	103.2	99.2	90.5	70.1	40.5
22	*****	124.5	123.8	121.9	118.7	115.3	111.9	108.3	104.7	100.8	96.9	88.4	68.5	39.6
23	*****	121.7	121.1	119.2	116.1	112.8	109.4	105.9	102.4	98.6	94.8	86.5	67.0	38.7
24	*****	119.2	118.6	116.7	113.6	110.4	107.1	103.7	100.2	96.6	92.8	84.7	65.6	37.9
25	*****	116.8	116.2	114.4	111.3	108.2	105.0	101.6	98.2	94.6	90.9	83.0	64.3	37.1
30	*****	106.6	106.0	104.4	101.6	98.8	95.8	92.8	89.6	86.4	83.0	75.7	58.7	33.9
35	*****	98.7	98.2	96.7	94.1	91.4	88.7	85.9	83.0	80.0	76.8	70.1	54.3	31.4
40	*****	92.3	91.8	90.4	88.0	85.5	83.0	80.3	77.6	74.8	71.9	65.6	50.8	29.3
45	*****	87.0	86.6	85.2	83.0	80.6	78.2	75.7	73.2	70.5	67.7	61.8	47.9	27.7
50	*****	82.6	82.1	80.9	78.7	76.5	74.2	71.9	69.4	66.9	64.3	58.7	45.4	26.2
55	*****	78.7	78.3	77.1	75.1	72.9	70.8	68.5	66.2	63.8	61.3	55.9	43.3	25.0
60	*****	75.4	75.0	73.8	71.9	69.8	67.7	65.6	63.4	61.1	58.7	53.6	41.5	24.0
65	*****	72.4	72.0	70.9	69.0	67.1	65.1	63.0	60.9	58.7	56.4	51.5	39.9	23.0
70	*****	69.8	69.4	68.3	66.5	64.7	62.7	60.7	58.7	56.5	54.3	49.6	38.4	22.2
75	*****	67.4	67.1	66.0	64.3	62.5	60.6	58.7	56.7	54.6	52.5	47.9	37.1	21.4
80	*****	65.3	64.9	63.9	62.2	60.5	58.7	56.8	54.9	52.9	50.8	46.4	35.9	20.7
85	*****	63.3	63.0	62.0	60.4	58.7	56.9	55.1	53.2	51.3	49.3	45.0	34.9	20.1
90	*****	61.5	61.2	60.3	58.7	57.0	55.3	53.6	51.7	49.9	47.9	43.7	33.9	19.6
95	*****	59.9	59.6	58.7	57.1	55.5	53.8	52.1	50.4	48.5	46.6	42.6	33.0	19.0
100	*****	58.4	58.1	57.2	55.7	54.1	52.5	50.8	49.1	47.3	45.4	41.5	32.1	18.6
125	*****	52.2	51.9	51.1	49.8	48.4	46.9	45.4	43.9	42.3	40.6	37.1	28.7	16.6
150	*****	47.7	47.4	46.7	45.4	44.2	42.8	41.5	40.1	38.6	37.1	33.9	26.2	15.1
200	*****		41.1	40.4	39.4	38.2	37.1	35.9	34.7	33.4	32.1	29.3	22.7	13.1
250	*****		36.7	36.2	35.2	34.2	33.2	32.1	31.0	29.9	28.7	26.2	20.3	11.7
300	*****		33.5	33.0	32.1	31.2	30.3	29.3	28.3	27.3	26.2	24.0	18.6	10.7
350	*****			30.6	29.8	28.9	28.0	27.2	26.2	25.3	24.3	22.2	17.2	9.9
400	*****			28.6	27.8	27.0	26.2	25.4	24.5	23.7	22.7	20.7	16.1	9.3
450	*****			27.0	26.2	25.5	24.7	24.0	23.1	22.3	21.4	19.6	15.1	8.7
500	*****			25.6	24.9	24.2	23.5	22.7	22.0	21.2	20.3	18.6	14.4	8.3
750	*****			20.9	20.3	19.8	19.2	18.6	17.9	17.3	16.6	15.1	11.7	6.8
1000	*****				17.6	17.1	16.6	16.1	15.5	15.0	14.4	13.1	10.2	5.9
1500	*****				14.4	14.0	13.5	13.1	12.7	12.2	11.7	10.7	8.3	4.8
2000	*****					12.1	11.7	11.4	11.0	10.6	10.2	9.3	7.2	4.1
3000	*****						9.6	9.3	9.0	8.6	8.3	7.6	5.9	3.4
4000	*****								7.8	7.5	7.2	6.6	5.1	2.9
5000	*****									6.7	6.4	5.9	4.5	2.6
6000	*****										5.9	5.4	4.1	2.4
7000	*****											5.0	3.8	2.2
8000	*****												3.6	2.1
9000	*****													2.0
10000	*****													3.2
12500	*****													1.7

Notes: For correct usage of these tables refer to the Microdata Documentation

Approximate Sampling Variability Tables

International Adult Literacy Survey - September 1994
 Test language: French

Numerator of Percentage ('000)	Estimated Percentage														
	0.1%	1.0%	2.0%	5.0%	10.0%	15.0%	20.0%	25.0%	30.0%	35.0%	40.0%	50.0%	70.0%	90.0%	
1	187.9	187.0	186.1	183.2	178.3	173.3	168.1	162.8	157.3	151.5	145.6	132.9	102.9	59.4	
2	132.8	132.2	131.6	129.5	126.1	122.5	118.9	115.1	111.2	107.1	102.9	94.0	72.8	42.0	
3	108.5	108.0	107.4	105.8	102.9	100.0	97.1	94.0	90.8	87.5	84.1	76.7	59.4	34.3	
4	93.9	93.5	93.0	91.6	89.2	86.6	84.1	81.4	78.6	75.8	72.8	66.5	51.5	29.7	
5	84.0	83.6	83.2	81.9	79.7	77.5	75.2	72.8	70.3	67.8	65.1	59.4	46.0	26.6	
6	*****	76.3	76.0	74.8	72.8	70.7	68.6	66.5	64.2	61.9	59.4	54.3	42.0	24.3	
7	*****	70.7	70.3	69.2	67.4	65.5	63.5	61.5	59.4	57.3	55.0	50.2	38.9	22.5	
8	*****	66.1	65.8	64.8	63.0	61.3	59.4	57.5	55.6	53.6	51.5	47.0	36.4	21.0	
9	*****	62.3	62.0	61.1	59.4	57.8	56.0	54.3	52.4	50.5	48.5	44.3	34.3	19.8	
10	*****	59.1	58.8	57.9	56.4	54.8	53.2	51.5	49.7	47.9	46.0	42.0	32.6	18.8	
11	*****	56.4	56.1	55.2	53.8	52.2	50.7	49.1	47.4	45.7	43.9	40.1	31.0	17.9	
12	*****	54.0	53.7	52.9	51.5	50.0	48.5	47.0	45.4	43.7	42.0	38.4	29.7	17.2	
13	*****	51.9	51.6	50.8	49.5	48.1	46.6	45.1	43.6	42.0	40.4	36.9	28.6	16.5	
14	*****	50.0	49.7	49.0	47.7	46.3	44.9	43.5	42.0	40.5	38.9	35.5	27.5	15.9	
15	*****	48.3	48.0	47.3	46.0	44.7	43.4	42.0	40.6	39.1	37.6	34.3	26.6	15.3	
16	*****	46.8	46.5	45.8	44.6	43.3	42.0	40.7	39.3	37.9	36.4	33.2	25.7	14.9	
17	*****	45.4	45.1	44.4	43.2	42.0	40.8	39.5	38.1	36.8	35.3	32.2	25.0	14.4	
18	*****	44.1	43.9	43.2	42.0	40.8	39.6	38.4	37.1	35.7	34.3	31.3	24.3	14.0	
19	*****	42.9	42.7	42.0	40.9	39.8	38.6	37.3	36.1	34.8	33.4	30.5	23.6	13.6	
20	*****	41.8	41.6	41.0	39.9	38.7	37.6	36.4	35.2	33.9	32.6	29.7	23.0	13.3	
21	*****	40.8	40.6	40.0	38.9	37.8	36.7	35.5	34.3	33.1	31.8	29.0	22.5	13.0	
22	*****	39.9	39.7	39.1	38.0	36.9	35.8	34.7	33.5	32.3	31.0	28.3	21.9	12.7	
23	*****	39.0	38.8	38.2	37.2	36.1	35.1	33.9	32.8	31.6	30.4	27.7	21.5	12.4	
24	*****	38.2	38.0	37.4	36.4	35.4	34.3	33.2	32.1	30.9	29.7	27.1	21.0	12.1	
25	*****	37.4	37.2	36.6	35.7	34.7	33.6	32.6	31.5	30.3	29.1	26.6	20.6	11.9	
30	*****	34.1	34.0	33.4	32.6	31.6	30.7	29.7	28.7	27.7	26.6	24.3	18.8	10.9	
35	*****	31.6	31.5	31.0	30.1	29.3	28.4	27.5	26.6	25.6	24.6	22.5	17.4	10.0	
40	*****	29.6	29.4	29.0	28.2	27.4	26.6	25.7	24.9	24.0	23.0	21.0	16.3	9.4	
45	*****	27.9	27.7	27.3	26.6	25.8	25.1	24.3	23.4	22.6	21.7	19.8	15.3	8.9	
50	*****	26.4	26.3	25.9	25.2	24.5	23.8	23.0	22.2	21.4	20.6	18.8	14.6	8.4	
55	*****	*****	25.1	24.7	24.0	23.4	22.7	21.9	21.2	20.4	19.6	18.8	17.2	13.3	7.7
60	*****	*****	24.0	23.6	23.0	22.4	21.7	21.0	20.3	19.6	18.8	17.2	13.3	7.7	
65	*****	*****	23.1	22.7	22.1	21.5	20.9	20.2	19.5	18.8	18.1	16.5	12.8	7.4	
70	*****	*****	22.2	21.9	21.3	20.7	20.1	19.5	18.8	18.1	17.4	15.9	12.3	7.1	
75	*****	*****	21.5	21.2	20.6	20.0	19.4	18.8	18.2	17.5	16.8	15.3	11.9	6.9	
80	*****	*****	20.8	20.5	19.9	19.4	18.8	18.2	17.6	16.9	16.3	14.9	11.5	6.6	
85	*****	*****	20.2	19.9	19.3	18.8	18.2	17.7	17.1	16.4	15.8	14.4	11.2	6.4	
90	*****	*****	19.6	19.3	18.8	18.3	17.7	17.2	16.6	16.0	15.3	14.0	10.9	6.3	
95	*****	*****	19.1	18.8	18.3	17.8	17.2	16.7	16.1	15.5	14.9	13.6	10.6	6.1	
100	*****	*****	18.6	18.3	17.8	17.3	16.8	16.3	15.7	15.2	14.6	13.3	10.3	5.9	
125	*****	*****	*****	16.4	15.9	15.5	15.0	14.6	14.1	13.6	13.0	11.9	9.2	5.3	
150	*****	*****	*****	15.0	14.6	14.1	13.7	13.3	12.8	12.4	11.9	10.9	8.4	4.9	
200	*****	*****	*****	13.0	12.6	12.3	11.9	11.5	11.1	10.7	10.3	9.4	7.3	4.2	
250	*****	*****	*****	11.6	11.3	11.0	10.6	10.3	9.9	9.6	9.2	8.4	6.5	3.8	
300	*****	*****	*****	*****	10.3	10.0	9.7	9.4	9.1	8.7	8.4	7.7	5.9	3.4	
350	*****	*****	*****	*****	9.5	9.3	9.0	8.7	8.4	8.1	7.8	7.1	5.5	3.2	
400	*****	*****	*****	*****	8.9	8.7	8.4	8.1	7.9	7.6	7.3	6.6	5.1	3.0	
450	*****	*****	*****	*****	8.4	8.2	7.9	7.7	7.4	7.1	6.9	6.3	4.9	2.8	
500	*****	*****	*****	*****	8.0	7.7	7.5	7.3	7.0	6.8	6.5	5.9	4.6	2.7	
750	*****	*****	*****	*****	6.3	6.1	5.9	5.7	5.5	5.3	4.9	3.8	2.2	1.9	
1000	*****	*****	*****	*****	*****	5.3	5.1	5.0	4.8	4.6	4.2	3.3	1.9	1.5	
1500	*****	*****	*****	*****	*****	*****	4.1	3.9	3.8	3.4	2.7	1.5	1.1	0.9	
2000	*****	*****	*****	*****	*****	*****	*****	3.3	3.0	2.3	1.3	0.9	0.7	0.5	
3000	*****	*****	*****	*****	*****	*****	*****	*****	1.9	1.1	0.7	0.5	0.4	0.3	
4000	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	

Notes: For correct usage of these tables refer to the Microdata Documentation

Approximate Sampling Variability Tables

International Adult Literacy Survey - September 1994
Group: Franco-Ontarians

Numerator of
Percentage

Estimated Percentage

('000)	0.1%	1.0%	2.0%	5.0%	10.0%	15.0%	20.0%	25.0%	30.0%	35.0%	40.0%	50.0%	70.0%	90.0%
1	*****	112.5	112.0	110.2	107.3	104.3	101.2	97.9	94.6	91.2	87.6	80.0	61.9	35.8
2	*****	79.6	79.2	77.9	75.9	73.7	71.5	69.3	66.9	64.5	61.9	56.5	43.8	25.3
3	*****	65.0	64.6	63.6	61.9	60.2	58.4	56.5	54.6	52.6	50.6	46.2	35.8	20.6
4	*****	56.3	56.0	55.1	53.6	52.1	50.6	49.0	47.3	45.6	43.8	40.0	31.0	17.9
5	*****	50.1	49.3	48.0	46.6	45.2	43.8	42.3	40.8	39.2	35.8	35.8	27.7	16.0
6	*****	45.7	45.0	43.8	42.6	41.3	40.0	38.6	37.2	35.8	32.6	32.6	25.3	14.6
7	*****	42.3	41.7	40.6	39.4	38.2	37.0	35.8	34.5	33.1	30.2	30.2	23.4	13.5
8	*****	39.6	39.0	37.9	36.9	35.8	34.6	33.5	32.2	31.0	28.3	28.3	21.9	12.6
9	*****	36.7	36.7	35.8	34.8	33.7	32.6	31.5	30.4	29.2	26.7	26.7	20.6	11.9
10	*****	34.9	34.9	33.9	33.0	32.0	31.0	29.9	28.8	27.7	25.3	25.3	19.6	11.3
11	*****	33.2	33.2	32.3	31.4	30.5	29.5	28.5	27.5	26.4	24.1	24.1	18.7	10.8
12	*****	31.8	31.8	31.0	30.1	29.2	28.3	27.3	26.3	25.3	23.1	23.1	17.9	10.3
13	*****	30.6	30.6	29.8	28.9	28.1	27.2	26.2	25.3	24.3	22.2	22.2	17.2	9.9
14	*****	29.5	29.5	28.7	27.9	27.0	26.2	25.3	24.4	23.4	21.4	21.4	16.6	9.6
15	*****	28.5	28.5	27.7	26.9	26.0	25.3	24.4	23.5	22.6	20.6	20.6	16.0	9.2
16	*****	27.6	27.6	26.8	26.1	25.3	24.5	23.7	22.8	21.9	20.0	20.0	15.5	8.9
17	*****	26.7	26.7	26.0	25.3	24.5	23.8	22.9	22.1	21.2	19.4	19.4	15.0	8.7
18	*****	26.0	26.0	25.3	24.6	23.8	23.1	22.3	21.5	20.6	18.8	18.8	14.6	8.4
19	*****	25.3	25.3	24.6	23.9	23.2	22.5	21.7	20.9	20.1	18.3	18.3	14.2	8.2
20	*****	24.6	24.6	24.0	23.3	22.6	21.9	21.2	20.4	19.6	17.9	17.9	13.9	8.0
21	*****	24.1	24.1	23.4	22.8	22.1	21.4	20.6	19.9	19.1	17.5	17.5	13.5	7.8
22	*****	23.5	23.5	22.9	22.2	21.6	20.9	20.2	19.4	18.7	17.0	17.0	13.2	7.6
23	*****	22.4	22.4	21.7	21.1	20.4	19.7	19.0	18.3	17.6	16.7	16.7	12.9	7.5
24	*****	21.9	21.9	21.3	20.6	20.0	19.3	18.6	17.9	17.2	16.3	16.3	12.6	7.3
25	*****	21.5	21.5	20.9	20.2	19.6	18.9	18.2	17.5	16.8	16.0	16.0	12.4	7.2
30	*****	19.6	19.6	19.0	18.5	17.9	17.3	16.6	16.0	15.4	14.6	14.6	11.3	6.5
35	*****	18.1	18.1	17.6	17.1	16.6	16.0	15.4	14.8	14.2	13.5	13.5	10.5	6.0
40	*****	17.0	17.0	16.5	16.0	15.5	15.0	14.4	13.9	13.3	12.6	12.6	9.8	5.7
45	*****	15.5	15.5	15.1	14.6	14.1	13.6	13.1	12.6	12.1	11.9	11.9	9.2	5.3
50	*****	14.7	14.7	14.3	13.9	13.4	12.9	12.4	11.9	11.4	11.3	11.3	8.8	5.1
55	*****	14.1	14.1	13.6	13.2	12.8	12.3	11.8	11.3	10.8	10.8	10.8	8.4	4.8
60	*****	13.5	13.5	13.1	12.6	12.2	11.8	11.3	10.8	10.3	10.3	10.3	8.0	4.6
65	*****	12.9	12.9	12.5	12.1	11.7	11.3	10.9	10.5	10.1	9.9	9.9	7.7	4.4
70	*****	12.1	12.1	11.7	11.3	10.9	10.5	10.1	9.7	9.2	9.2	9.2	7.4	4.3
75	*****	11.7	11.7	11.3	10.9	10.5	10.1	9.7	9.2	8.8	8.8	8.8	7.2	4.1
80	*****	11.3	11.3	11.0	10.6	10.2	9.8	9.4	9.0	8.6	8.6	8.6	6.9	4.0
85	*****	11.0	11.0	10.6	10.3	9.9	9.5	9.1	8.7	8.3	8.3	8.3	6.7	3.9
90	*****	10.3	10.3	10.0	9.6	9.2	8.8	8.4	8.0	7.6	7.6	7.6	6.5	3.8
95	*****	10.0	10.0	9.7	9.4	9.0	8.6	8.2	7.8	7.4	7.4	7.4	6.4	3.7
100	*****	9.8	9.8	9.5	9.1	8.8	8.4	8.0	7.6	7.2	7.2	7.2	6.2	3.6
125	*****	8.5	8.5	8.2	7.8	7.4	7.0	6.6	6.2	5.8	5.8	5.8	5.5	3.2
150	*****	7.4	7.4	7.2	6.8	6.4	6.0	5.6	5.2	4.8	4.8	4.8	5.1	2.9
200	*****	5.7	5.7	5.4	5.0	4.6	4.2	3.8	3.4	3.0	3.0	3.0	4.4	2.5
250	*****	3.9	3.9	3.6	3.2	2.8	2.4	2.0	1.6	1.2	1.2	1.2	3.9	2.3
300	*****	3.6	3.6	3.2	2.8	2.4	2.0	1.6	1.2	0.8	0.8	0.8	3.6	2.1
350	*****	1.9	1.9	1.6	1.2	0.8	0.4	0.0	0.0	0.0	0.0	0.0	1.9	1.9
400	*****	1.8	1.8	1.4	1.0	0.6	0.2	0.0	0.0	0.0	0.0	0.0	1.8	1.8

Notes: For correct usage of these tables refer to the Microdata Documentation

12.0 Questionnaires and Code Sheets

- o IALS Questionnaires

12.1 The IALS Questionnaires

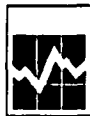
The IALS questionnaires were used in September 1994 to collect the information for the supplementary survey. There are four different questionnaires:

- a) LFS sample background questionnaire,
- b) Franco-Ontarian background questionnaire,
- c) Core task booklet,
- d) Main task booklets.

There are seven different main task booklets—each comprised of three of the seven possible blocks of questions.

For confidentiality reasons, the core task booklet and the seven main task booklets are not included here.





Special Surveys Divisions

International Adult Literacy Survey

Confidential once completed.

Collected under the authority of the Statistics Act, Revised Statutes of Canada, 1985, Chapter S19.

Version française disponible.

BQ

Affix label here	1. Language of interview 1 <input checked="" type="radio"/> English 2 <input type="radio"/> French
	2. Total number of calls <div style="border: 1px solid black; width: 40px; height: 20px; margin: 5px auto;"></div>
	3. Name of interviewer <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/>
	4. Was any assistance provided by a third party for the completion of the background questionnaire (BQ)? 3 <input type="radio"/> Yes 4 <input type="radio"/> No
5. Final Status <div style="display: flex; justify-content: space-around; font-size: 10px;"> BQ CORE MAIN </div> <div style="display: flex; justify-content: space-around; margin-top: 5px;"> <div style="border: 1px solid black; width: 40px; height: 20px;"></div> <div style="border: 1px solid black; width: 40px; height: 20px;"></div> <div style="border: 1px solid black; width: 40px; height: 20px;"></div> </div>	INTERVIEWER: <i>Please provide a detailed reason for non-response in the area provided on page 23 of this questionnaire.</i>

Record of Calls and Appointments

	Date	Start Time	Finish Time	Notes
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				

Introduction

Hello, this is ... from Statistics Canada.

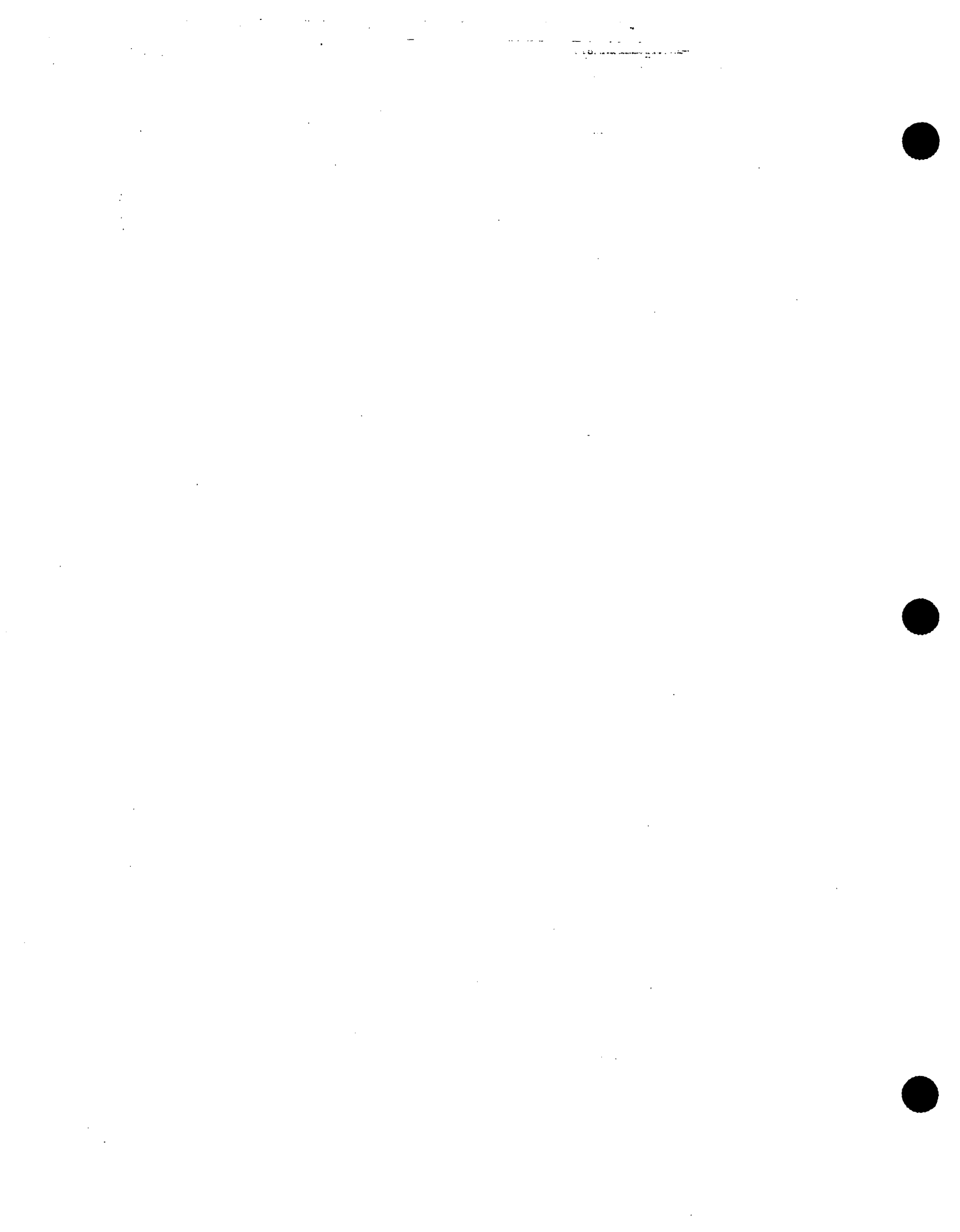
Statistics Canada is conducting a national literacy survey in cooperation with the Department of Human Resources Development and the National Literacy Secretariat.

Results from the survey will be used to plan programs suited to the needs of Canadians. It will also be used to compare Canadian needs with those of other countries who are conducting a similar study. Your voluntary participation is needed if the results are to be accurate. Your answers will be kept confidential and combined with those of others to produce statistics.

This survey requires that I meet with you in person and should take about 45 to 75 minutes. Would it be possible to meet on ... at ... ?

Would you prefer to be interviewed in English or French?

Do you still live at...? (Confirm address on label)



Part I Background Questionnaire

6. INTERVIEWER: Record start time of BQ

☞ :

Section A - General Information

A1. First I'd like to ask you a few questions about your background, your education, the languages you speak and the jobs you may have held in the past 12 months.

Were you born in Canada?

- 1 Yes ► Go to Q. A6
- 2 No

A2. In what country were you born?

- 01 United Kingdom 07 Portugal
- 02 Italy 08 Peoples Republic of China
- 03 United States
- 04 Poland 09 Hong Kong
- 05 Germany 10 Netherlands
- 06 India
- 11 Other - Specify

A3. In what year did you first immigrate to Canada?

1 9 OR

- 98 Canadian Citizen by birth ► Go to Q. A7

A4. In total how many years have you lived in Canada?

years

A5. Before you first immigrated to Canada, what was the highest level of schooling you had completed? (Mark one only)

- 01 No education
- 02 Did not complete Primary
- 03 Completed Primary
- 04 Some Secondary
- 05 Completed Secondary (Vocational or Technical)
- 06 Completed Secondary (General or Academic)
- 07 Completed non-university Post-Secondary
- 08 Completed university
- 09 Completed university Post-Graduate
- 10 Education not definable by level

► Go to Q. A7

A6. In what Province were you born?

- 01 Newfoundland
- 02 Prince Edward Island
- 03 Nova Scotia
- 04 New Brunswick
- 05 Quebec
- 06 Ontario
- 07 Manitoba
- 08 Saskatchewan
- 09 Alberta
- 10 British Columbia
- 11 Northwest Territories
- 12 Yukon

A7. During your lifetime, how many years of formal education have you completed beginning with grade one and not counting repeated years at the same level?

If 00, (No education) ► Go to Q. B1

A8. What is the highest level of schooling you have ever completed? (Mark one only)

- 1 Did not complete Primary ► Go to Q. A12
- 2 Completed Primary ► Go to Q. A12
- 3 Some Secondary ► Go to Q. A11
- 4 Completed Secondary
- 5 Completed non-university Post-Secondary
- 6 Completed university
- 7 Completed university Post-Graduate
- 8 Education not definable by level

A9. Which of the following best describes your secondary program? Was it ... (Mark one only)

- an academic / college preparatory type program? 1
- a business (commercial) or trade / vocational type program? 2
- a high school equivalency program? ... 3
- don't know / not applicable 4

A10. In what province or country did you complete your secondary education?

- 01 Newfoundland
- 02 Prince Edward Island
- 03 Nova Scotia
- 04 New Brunswick
- 05 Quebec
- 06 Ontario
- 07 Manitoba
- 08 Saskatchewan
- 09 Alberta
- 10 British Columbia
- 11 Northwest Territories
- 12 Yukon
- 13 United Kingdom
- 14 India
- 15 Italy
- 16 Portugal
- 17 United States
- 18 Peoples Republic of China
- 19 Poland
- 20 Hong Kong
- 21 Germany
- 22 Netherlands
- 23 Other - Specify _____

▶ Go to Q. B1

A11. Which of the following best describes your secondary program? Was it ...
(Mark one only)

- an academic / college preparatory type program? 1
- a business (commercial) or trade / vocational type program? 2
- a high school equivalency program? ... 3
- don't know / not applicable 4

A12. What was the main reason you stopped your schooling when you did?
(Mark one only)

- 01 Still in school
- 02 Had enough education
- 03 Had to work / financial reasons
- 04 Wanted to work / wanted to learn a trade
- 05 Family reasons (help family business, illness at home, marriage, pregnancy, etc.)
- 06 Did not like school / boredom
- 07 Did not do well in school
- 08 Personal illness or disability
- 09 School not available / not accessible
- 10 To join the military
- 11 Don't know
- 12 Other - Specify _____

Section B1 - Linguistic Information

B1. What language did you FIRST speak as a child?

☞ INTERVIEWER : Accept multiple responses only if languages were spoken EQUALLY.

- 01 English ▶ Go to Q. B12
- 02 French
- 05 Italian
- 06 Chinese
- 07 German
- 08 Portuguese
- 09 Polish
- 10 Ukrainian
- 11 Spanish
- 12 Dutch
- 13 Punjabi
- 14 Greek
- 15 REFUSED
- 16 Other 1 - Specify _____
- 17 Other 2 - Specify _____

B2. How would you rate your current ability to speak that language?
(Read categories)

☞ INTERVIEWER : Ask for each language specified in Q. B1

	First Language	Second Language
☞ INTERVIEWER : Insert Code from Q. B1	1 <input type="text"/>	2 <input type="text"/>
Cannot speak that language	01 <input type="radio"/>	06 <input type="radio"/>
Poor	02 <input type="radio"/>	07 <input type="radio"/>
Fair	03 <input type="radio"/>	08 <input type="radio"/>
Good	04 <input type="radio"/>	09 <input type="radio"/>
Very Good	05 <input type="radio"/>	10 <input type="radio"/>

B3. How would you rate your current ability to understand that language when it is spoken to you?
(Read categories)

INTERVIEWER : Ask for each language specified in Q. B1

	First Language	Second Language
INTERVIEWER : Insert Code from Q. B1	3 <input type="text"/> <input type="text"/>	4 <input type="text"/> <input type="text"/>
Cannot understand that language	01 <input type="radio"/>	06 <input type="radio"/>
Poor	02 <input type="radio"/>	07 <input type="radio"/>
Fair	03 <input type="radio"/>	08 <input type="radio"/>
Good	04 <input type="radio"/>	09 <input type="radio"/>
Very Good	05 <input type="radio"/>	10 <input type="radio"/>

B4. How would you rate your current reading skills in that language?
(Read categories)

INTERVIEWER : Ask for each language specified in Q. B1

	First Language	Second Language
INTERVIEWER : Insert Code from Q. B1	5 <input type="text"/> <input type="text"/>	6 <input type="text"/> <input type="text"/>
Cannot read in that language	01 <input type="radio"/>	06 <input type="radio"/>
Poor	02 <input type="radio"/>	07 <input type="radio"/>
Fair	03 <input type="radio"/>	08 <input type="radio"/>
Good	04 <input type="radio"/>	09 <input type="radio"/>
Very Good	05 <input type="radio"/>	10 <input type="radio"/>

B5. How would you rate your current writing skills in that language?
(Read categories)

INTERVIEWER : Ask for each language specified in Q. B1

	First Language	Second Language
INTERVIEWER : Insert Code from Q. B1	7 <input type="text"/> <input type="text"/>	8 <input type="text"/> <input type="text"/>
Cannot write in that language	01 <input type="radio"/>	06 <input type="radio"/>
Poor	02 <input type="radio"/>	07 <input type="radio"/>
Fair	03 <input type="radio"/>	08 <input type="radio"/>
Good	04 <input type="radio"/>	09 <input type="radio"/>
Very Good	05 <input type="radio"/>	10 <input type="radio"/>

B6. How old were you when you first started to learn English?

INTERVIEWER : Insert lowest age mentioned

years old.

98 Does not speak English

B7. When you were growing up, what language or languages were usually spoken in your home?

INTERVIEWER : Accept multiple responses only if languages were spoken EQUALLY.

- 01 English
- 02 French
- 03 Italian
- 04 Chinese
- 05 German
- 06 Portuguese
- 07 Polish
- 08 Ukrainian
- 09 Spanish
- 10 Dutch
- 11 Punjabi
- 12 Greek
- 13 REFUSED
- 14 Other 1 - Specify
- 15 Other 2 - Specify

B8. What language did you first learn to read and write?
(Mark one only)

- 01 English
- 02 French
- 03 Italian
- 04 Chinese
- 05 German
- 06 Portuguese
- 07 Polish
- 08 Ukrainian
- 09 Spanish
- 10 Dutch
- 11 Punjabi
- 12 Greek
- 13 REFUSED
- 14 Other 1 - Specify
- 15 Other 2 - Specify

B9. Have you ever taken a course to learn English?

- 1 Yes
- 2 No

B10. How well do you understand English when it is spoken to you?

- Poorly 3
- Fairly well 4
- Well 5
- Very well 6
- Cannot understand English 7

B11. How well can you speak English?


- Poorly 1
- Fairly well 2
- Well 3
- Very well 4
- Cannot speak English 5

▶ **Go to Q. B13**

B12. Since leaving school, have you ever taken a course to upgrade your reading or writing skills in English?

- 6 Yes
- 7 No
- 8 Still in school

B13. What languages including English do you speak well enough to conduct a conversation?
(Mark all that apply)

 **INTERVIEWER:** If only one language,
Go to Q. B18

- 01 English
 - 02 French
 - 03 Italian
 - 04 Chinese
 - 05 German
 - 06 Portuguese
 - 07 Polish
 - 08 Ukrainian
 - 09 Spanish
 - 10 Dutch
 - 11 Punjabi
 - 12 Greek
 - 13 Other - Specify
-

B14. What language do you speak most often at home?

(Mark one only)

- 01 English
 - 02 French
 - 03 Italian
 - 04 Chinese
 - 05 German
 - 06 Portuguese
 - 07 Polish
 - 08 Ukrainian
 - 09 Spanish
 - 10 Dutch
 - 11 Punjabi
 - 12 Greek
 - 13 Other - Specify
-

B15. What language do you speak most often at work or school?

(Mark one only)

- 01 English
 - 02 French
 - 03 Italian
 - 04 Chinese
 - 05 German
 - 06 Portuguese
 - 07 Polish
 - 08 Ukrainian
 - 09 Spanish
 - 10 Dutch
 - 11 Punjabi
 - 12 Greek
 - 13 Other - Specify
-
- 14 Not applicable

B16. What language do you speak most often during leisure activities?

(Mark one only)

- 01 English
 - 02 French
 - 03 Italian
 - 04 Chinese
 - 05 German
 - 06 Portuguese
 - 07 Polish
 - 08 Ukrainian
 - 09 Spanish
 - 10 Dutch
 - 11 Punjabi
 - 12 Greek
 - 13 Other - Specify
-

**B17. In which language can you express yourself most easily?
(Mark one only)**

- 01 English
- 02 French
- 03 Italian
- 04 Chinese
- 05 German
- 06 Portuguese
- 07 Polish
- 08 Ukrainian
- 09 Spanish
- 10 Dutch
- 11 Punjabi
- 12 Greek
- 13 Other - *Specify*

**B18. To which ethnic or cultural group did your ancestors belong?
(Mark all that apply)**

- 01 English
- 02 French
- 03 Italian
- 04 Ukrainian
- 05 German
- 06 Irish
- 07 Métis
- 08 North American Indian
- 09 Chinese
- 10 Dutch
- 11 Scottish
- 12 Jewish
- 13 Polish
- 14 Portuguese
- 15 Inuit
- 16 Canadian
- 17 Other - *Specify*

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Section C - Parental Information

C1. The next few questions are about your mother (female guardian). Can you answer some questions about her?

- 1 Yes
- 2 No ► *Go to Q. C7*

C2. Was your mother (female guardian) born in Canada?

- 3 Yes ► *Go to Q. C5*
- 4 No
- 5 Don't know ► *Go to Q. C5*

C3. Did your mother (female guardian) immigrate to Canada?

- 6 Yes
- 7 No ► *Go to Q. C5*

C4. Was your mother (female guardian) under the age of 16 when she immigrated to Canada?

- 1 Yes
- 2 No
- 3 Don't Know

**C5. What was the highest level of schooling that your mother (female guardian) ever completed?
(Mark one only)**

- 01 No education
- 02 Did not complete Primary
- 03 Completed Primary
- 04 Some Secondary
- 05 Completed Secondary (Vocational or Technical)
- 06 Completed Secondary (General or Academic)
- 07 Completed non-university Post-Secondary
- 08 Completed university
- 09 Completed university Post-Graduate
- 10 Education not definable by level
- 11 Don't know

C6. Did / does your mother (female guardian) work at a job or business?

- 4 Yes
- 5 No
- 6 Don't know

C7. The next few questions are about your father (male guardian). Can you answer some questions about him?

- 7 Yes
- 8 No ► *Go to Q. D1*

C8. Was your father (male guardian) born in Canada?

- 1 Yes ► *Go to Q. C11*
- 2 No
- 3 Don't know ► *Go to Q. C11*

C9. Did your father (male guardian) immigrate to Canada?

- 4 Yes
- 5 No ▶ Go to Q. C11

C10. Was your father (male guardian) under the age of 16 when he immigrated to Canada?

- 6 Yes
- 7 No
- 8 Don't know

C11. What was the highest level of schooling that your father (male guardian) ever completed? (Mark one only)

- 01 No education
- 02 Did not complete Primary
- 03 Completed Primary
- 04 Some Secondary
- 05 Completed Secondary (Vocational or Technical)
- 06 Completed Secondary (General or Academic)
- 07 Completed non-university Post-Secondary
- 08 Completed university
- 09 Completed university Post-Graduate
- 10 Education not definable by level
- 11 Don't know

C12. For whom did / does your father (male guardian) work? (Probe for main) (Name of business government dept., or agency, or person)

- 1 Don't know
- 2 Never worked ▶ Go to Q. D1

C13. What kind of business, industry or service is / was this? (Give full description: e.g., federal government, canning industry, forest services.)

- 3 Don't know

C14. What kind of work was / is your father (male guardian) doing? (Give full description: e.g., office clerk, factory worker, forest technician.)

- 4 Don't know

Section D - Labour force information

D1. I would now like to talk about your employment status. What is your current work situation? Are you ... (Mark one only)

- employed? 1 ▶ Go to Q. D4
- retired? 2
- unemployed / looking for work? 3
- student (including Work Programs)? 4
- homemaker? 5
- Other 6

D2. Did you work at a job or business at any time in the past 12 months (regardless of the number of hours per week)?

- 7 Yes ▶ Go to Q. D4
- 8 No

D3. When did you last work at a job or business?

1	9				
---	---	--	--	--	--

- 98 Never worked ▶ Go to Q. D19

D4. How many different employers have you had in the past 12 months?

--	--

 employer(s)

D5. Did you work mostly full-time (that is, more than 30 hours per week) or part-time (that is, less than 30 hours per week)?

- 1 Full-time ▶ Go to Q. D7
- 2 Part-time

D6. Why did you work part-time? (Mark one only)

- 1 Own illness or disability
- 2 Child care responsibilities
- 3 Other personal or family responsibilities
- 4 Going to school or taking training
- 5 Could only find part-time work
- 6 Did not want to work full-time
- 7 Retired
- 8 Other - Specify _____

<p>D7. For whom did you work the most hours in the past 12 months? (Name of business, government department, or person)</p> <div style="border: 1px solid black; height: 15px; width: 100%; margin-bottom: 5px;"></div> <div style="border: 1px solid black; height: 15px; width: 100%; margin-bottom: 5px;"></div>	<p>D13. How many hours per week did you usually work at this job?</p> <div style="border: 1px solid black; width: 30px; height: 15px; display: inline-block; margin-right: 5px;"></div> hours
<p>D8. What kind of business, industry or service was this? (Give full description, e.g. fish canning plant, automobile manufacturing plant, municipal government)</p> <div style="border: 1px solid black; height: 15px; width: 100%; margin-bottom: 5px;"></div> <div style="border: 1px solid black; height: 15px; width: 100%; margin-bottom: 5px;"></div>	<p>D14. During the past 12 months, how many weeks did you work at all jobs including time off for vacation, maternity leave, illness, strikes and lockouts?</p> <div style="border: 1px solid black; width: 30px; height: 15px; display: inline-block; margin-right: 5px;"></div> weeks - If 52, ► <i>Go to Q. E1</i>
<p>D9. What kind of work were you doing at this job? (Give full description or occupational title, e.g. office clerk, machine operator, computer programmer)</p> <div style="border: 1px solid black; height: 15px; width: 100%; margin-bottom: 5px;"></div> <div style="border: 1px solid black; height: 15px; width: 100%; margin-bottom: 5px;"></div>	<p>D15. During the past 12 months, in the weeks when you were without work, did you want to work?</p> <p>1 <input type="radio"/> Yes ► <i>Go to Q. D17</i></p> <p>2 <input type="radio"/> No</p>
<p>D10. In total, about how many persons are employed by this business at all locations in Canada?</p> <p>Less than 20? 1 <input type="radio"/></p> <p>20 to 99? 2 <input type="radio"/></p> <p>100 to 199? 3 <input type="radio"/></p> <p>200 to 499? 4 <input type="radio"/></p> <p>500 or more? 5 <input type="radio"/></p> <p>Don't know 6 <input type="radio"/></p>	<p>D16. Why did you not want to work? (Mark one only)</p> <p>1 <input type="radio"/> Own illness or disability</p> <p>2 <input type="radio"/> Child care responsibilities</p> <p>3 <input type="radio"/> Other personal or family responsibilities</p> <p>4 <input type="radio"/> Going to school or taking training</p> <p>5 <input type="radio"/> Retired</p> <p>6 <input type="radio"/> Not interested in working</p> <p>7 <input type="radio"/> Other - <i>Specify</i> _____</p> <p style="text-align: right;">► <i>Go to Q. E1</i></p>
<p>D11. What was your status at this job? Was it as an ...</p> <p>employee without supervisory responsibilities? 1 <input type="radio"/></p> <p>employee with limited supervisory or management responsibilities (5 persons or less)? 2 <input type="radio"/></p> <p>employee with more extensive supervisory or management responsibilities (more than 5 persons)? 3 <input type="radio"/></p> <p>self-employed without employees? 4 <input type="radio"/></p> <p>self-employed with employees? 5 <input type="radio"/></p> <p>family worker (unpaid)? 6 <input type="radio"/></p>	<p>D17. During the past 12 months, for how many weeks were you without work and <u>NOT</u> looking for work?</p> <div style="border: 1px solid black; width: 30px; height: 15px; display: inline-block; margin-right: 5px;"></div> weeks - If 00, ► <i>Go to Q. E1</i>
<p>D12. What type of job was this? Was or is this job a ...</p> <p>permanent job or work contract of unlimited duration? 7 <input type="radio"/></p> <p>temporary job or work contract of limited duration? 8 <input type="radio"/></p>	<p>D18. What is the main reason why you did not look for work during these weeks? (Mark only one)</p> <p>1 <input type="radio"/> Own illness or disability</p> <p>2 <input type="radio"/> Child care responsibilities</p> <p>3 <input type="radio"/> Other personal or family responsibilities</p> <p>4 <input type="radio"/> Awaiting recall from a temporary layoff</p> <p>5 <input type="radio"/> Waiting for a job to start</p> <p>6 <input type="radio"/> Did not have the skills or the experience for available jobs</p> <p>7 <input type="radio"/> Too old to work / Retired</p> <p>8 <input type="radio"/> Other - <i>Specify</i> _____</p> <p style="text-align: right;">► <i>Go to Q. E1</i></p>

D19. During the past 12 months, in the weeks when you were not working at a job or business, did you want to work?

- 1 Yes ► Go to Q. D21
- 2 No

D20. Why did you not want to work?
(Mark one only)

- 1 Own illness or disability
- 2 Child care responsibilities
- 3 Other personal or family responsibilities
- 4 Going to school or taking training
- 5 Retired
- 6 Not interested in working
- 7 Homemaker
- 8 Other - Specify _____

► Go to Q. F1

D21. During the past 12 months, for how many weeks were you without work and NOT looking for work?

weeks - If 00, ► Go to Q. F1

D22. What is the main reason why you did not look for work during these weeks?
(Mark one only)

- 1 Own illness or disability
- 2 Child care responsibilities
- 3 Other personal or family responsibilities
- 4 Awaiting recall from a temporary layoff
- 5 Waiting for a job to start
- 6 Did not have the skills or the experience for available jobs
- 7 Too old to work / Retired
- 8 Other - Specify _____

► Go to Q. F1

Section E - Reading and writing at work and looking for work

E1. The following questions refer to the job at which you worked the most hours in the last 12 months.

How often (do / did) you read or use information from each of the following as part of your main job? Would you say every day, a few times a week, once a week, less than once a week, rarely or never?

	Every day	A few times a week	Once a week	Less than once a week	Rarely or never
a) Letters or memos	01 <input type="radio"/>	02 <input type="radio"/>	03 <input type="radio"/>	04 <input type="radio"/>	05 <input type="radio"/>
b) Reports, articles, magazines or journals ...	06 <input type="radio"/>	07 <input type="radio"/>	08 <input type="radio"/>	09 <input type="radio"/>	10 <input type="radio"/>
c) Manuals or reference books, including catalogues	11 <input type="radio"/>	12 <input type="radio"/>	13 <input type="radio"/>	14 <input type="radio"/>	15 <input type="radio"/>
d) Diagrams or schematics	16 <input type="radio"/>	17 <input type="radio"/>	18 <input type="radio"/>	19 <input type="radio"/>	20 <input type="radio"/>
e) Bills, invoices, spreadsheets or budget tables	21 <input type="radio"/>	22 <input type="radio"/>	23 <input type="radio"/>	24 <input type="radio"/>	25 <input type="radio"/>
f) Material written in a language other than English	26 <input type="radio"/>	27 <input type="radio"/>	28 <input type="radio"/>	29 <input type="radio"/>	30 <input type="radio"/>
g) Directions or instructions for medicines, recipes, or other products	31 <input type="radio"/>	32 <input type="radio"/>	33 <input type="radio"/>	34 <input type="radio"/>	35 <input type="radio"/>

E2. How often (do / did) you write or fill out each of the following as part of your main job? Would you say every day, a few times a week, once a week, less than once a week, rarely or never?

	Every day	A few times a week	Once a week	Less than once a week	Rarely or never
a) Letters or memos	01 <input type="radio"/>	02 <input type="radio"/>	03 <input type="radio"/>	04 <input type="radio"/>	05 <input type="radio"/>
b) Forms or things such as bills, invoices, or budgets	06 <input type="radio"/>	07 <input type="radio"/>	08 <input type="radio"/>	09 <input type="radio"/>	10 <input type="radio"/>
c) Reports or articles	11 <input type="radio"/>	12 <input type="radio"/>	13 <input type="radio"/>	14 <input type="radio"/>	15 <input type="radio"/>
d) Estimates or technical specifications	16 <input type="radio"/>	17 <input type="radio"/>	18 <input type="radio"/>	19 <input type="radio"/>	20 <input type="radio"/>

E3. In your main job, how often do you use arithmetic or mathematics (that is, adding, subtracting, multiplying or dividing) to:

- a) measure or estimate the size or weight of objects?
- Every day 01
- A few times a week 02
- Once a week 03
- Less than once a week 04
- Never 05
- b) calculate prices, costs or budgets?
- Every day 06
- A few times a week 07
- Once a week 08
- Less than once a week 09
- Never 10

E4. How would you rate your reading skills in English for your main job?

- Excellent 1
- Good 2
- Moderate 3
- Poor 4
- No opinion / not applicable 5

E5. To what extent are your reading skills in English limiting your job opportunities - for example, advancement or getting another job?

- Greatly limiting 6
- Somewhat limiting 7
- Not at all limiting 8

E6. How would you rate your writing skills in English for your main job?

- Excellent 1
- Good 2
- Moderate 3
- Poor 4
- No opinion / not applicable 5

E7. To what extent are your writing skills in English limiting your job opportunities - for example, advancement or getting another job?

- Greatly limiting 6
- Somewhat limiting 7
- Not at all limiting 8

E8. How would you rate your mathematical skills for your main job?

- Excellent 1
- Good 2
- Moderate 3
- Poor 4
- No opinion / not applicable 5

E9. To what extent are your mathematical skills limiting your job opportunities - for example, advancement or getting another job?

- Greatly limiting 6
- Somewhat limiting 7
- Not at all limiting 8

Section F: Adult Education

F1. The following questions will deal with any education or training which you may have taken in the past 12 months.

During the past 12 months, that is, since August 1993, did you receive any training or education including courses, private lessons, correspondence courses, workshops, on-the-job training, apprenticeship training, arts, crafts, recreation courses or any other training or education?

- 1 Yes
- 2 No: ► Go to Q. F15

F2. In total, how many courses did you take in the past 12 months?

--	--

courses

FIRST MENTION

F3. What were the names (titles) of these courses OR the program associated with these courses?

INTERVIEWER: Insert the names of the three most recent courses / programs in the space provided and prompt for multiple responses.

NOTE: A program is a collection of courses which leads to a specific degree, diploma or certificate. If the respondent lists many courses that all began at the same time, probe for a program name.

F4. Now I'd like to ask you about ... (Insert name of course or program name)

Was this training or education financially supported by ...
(Read categories)

- | | Yes | No |
|--|--------------------------|--------------------------|
| a) yourself or your family? | 01 <input type="radio"/> | 02 <input type="radio"/> |
| b) an employer? | 03 <input type="radio"/> | 04 <input type="radio"/> |
| c) the government? | 05 <input type="radio"/> | 06 <input type="radio"/> |
| d) a union or professional organization? | 07 <input type="radio"/> | 08 <input type="radio"/> |
| e) anyone else? | 09 <input type="radio"/> | 10 <input type="radio"/> |
| f) no fees. | 11 <input type="radio"/> | 12 <input type="radio"/> |
| g) don't know | 13 <input type="radio"/> | 14 <input type="radio"/> |

F5. Were you taking this training or education towards ...
(Read categories)

(Mark one only)

- a university degree / diploma / certificate? 1
- a college diploma / certificate? 2
- a trade-vocational diploma / certificate? . . . 3
- an apprenticeship certificate? 4
- an elementary or secondary school diploma? 5
- professional or career upgrading? 6
- other 7

SECOND MENTION	THIRD MENTION																																																
<p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p>																																																
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professional or career upgrading?	6 <input type="radio"/>																																																
other	7 <input type="radio"/>																																																

FIRST MENTION

F6. Was this training or education given by ... (Read categories)	<table border="0"> <tr> <td></td> <td style="text-align: center;">Yes</td> <td style="text-align: center;">No</td> </tr> <tr> <td>a) a university or higher education establishment?</td> <td style="text-align: center;">01 <input type="radio"/></td> <td style="text-align: center;">02 <input type="radio"/></td> </tr> <tr> <td>b) a further education college?</td> <td style="text-align: center;">03 <input type="radio"/></td> <td style="text-align: center;">04 <input type="radio"/></td> </tr> <tr> <td>c) a commercial organization (for example, a private training provider)?</td> <td style="text-align: center;">05 <input type="radio"/></td> <td style="text-align: center;">06 <input type="radio"/></td> </tr> <tr> <td>d) a producer or supplier of equipment?</td> <td style="text-align: center;">07 <input type="radio"/></td> <td style="text-align: center;">08 <input type="radio"/></td> </tr> <tr> <td>e) a non-profit organization such as an employer association, voluntary organization or a trade union?</td> <td style="text-align: center;">09 <input type="radio"/></td> <td style="text-align: center;">10 <input type="radio"/></td> </tr> <tr> <td>f) an employer or a parent company?</td> <td style="text-align: center;">11 <input type="radio"/></td> <td style="text-align: center;">12 <input type="radio"/></td> </tr> <tr> <td>g) other</td> <td style="text-align: center;">13 <input type="radio"/></td> <td style="text-align: center;">14 <input type="radio"/></td> </tr> </table>		Yes	No	a) a university or higher education establishment?	01 <input type="radio"/>	02 <input type="radio"/>	b) a further education college?	03 <input type="radio"/>	04 <input type="radio"/>	c) a commercial organization (for example, a private training provider)?	05 <input type="radio"/>	06 <input type="radio"/>	d) a producer or supplier of equipment?	07 <input type="radio"/>	08 <input type="radio"/>	e) a non-profit organization such as an employer association, voluntary organization or a trade union?	09 <input type="radio"/>	10 <input type="radio"/>	f) an employer or a parent company?	11 <input type="radio"/>	12 <input type="radio"/>	g) other	13 <input type="radio"/>	14 <input type="radio"/>
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f) an employer or a parent company?	11 <input type="radio"/>	12 <input type="radio"/>																							
g) other	13 <input type="radio"/>	14 <input type="radio"/>																							
F7. Where did you take this training or education? (Mark one only)	01 <input type="radio"/> Elementary or High School 02 <input type="radio"/> College Campus 03 <input type="radio"/> University Campus 04 <input type="radio"/> Business or Commercial School 05 <input type="radio"/> Work 06 <input type="radio"/> Training centre 07 <input type="radio"/> Conference centre or hotel 08 <input type="radio"/> Home 09 <input type="radio"/> Community centre or sports facility 10 <input type="radio"/> Elsewhere																								
F8. For how many weeks did this training or education last?	1 <input type="text"/> <input type="text"/> weeks																								
F9. On average, how many days per week was it?	2 <input type="text"/> <input type="text"/> days																								
F10. On average, how many hours per day was it?	3 <input type="text"/> <input type="text"/> hours																								
F11. What was the main reason you took this training or education? Was it for ... (Read categories) (Mark one only)	career / job related purposes? 1 <input type="radio"/> ► Go to Q. F12 personal interest? 2 <input type="radio"/> ► Go to Q. F13 other 3 <input type="radio"/> ► Go to Q. F13																								
F12. To what extent are you using the skills or knowledge acquired in this training or education at work? (Read categories)	To a great extent 4 <input type="radio"/> Somewhat 5 <input type="radio"/> Very little 6 <input type="radio"/> Not at all 7 <input type="radio"/> Not applicable 8 <input type="radio"/>																								

SECOND MENTION			THIRD MENTION		
	Yes	No		Yes	No
a) a university or higher education establishment?	15 <input type="radio"/>	16 <input type="radio"/>	a) a university or higher education establishment?	29 <input type="radio"/>	30 <input type="radio"/>
b) a further education college?	17 <input type="radio"/>	18 <input type="radio"/>	b) a further education college?	31 <input type="radio"/>	32 <input type="radio"/>
c) a commercial organization (for example, a private training provider)?	19 <input type="radio"/>	20 <input type="radio"/>	c) a commercial organization (for example, a private training provider)?	33 <input type="radio"/>	34 <input type="radio"/>
d) a producer or supplier of equipment?	21 <input type="radio"/>	22 <input type="radio"/>	d) a producer or supplier of equipment?	35 <input type="radio"/>	36 <input type="radio"/>
e) a non-profit organization such as an employer association, voluntary organization or a trade union?	23 <input type="radio"/>	24 <input type="radio"/>	e) a non-profit organization such as an employer association, voluntary organization or a trade union?	37 <input type="radio"/>	38 <input type="radio"/>
f) an employer or a parent company?	25 <input type="radio"/>	26 <input type="radio"/>	f) an employer or a parent company?	39 <input type="radio"/>	40 <input type="radio"/>
g) other	27 <input type="radio"/>	28 <input type="radio"/>	g) other	41 <input type="radio"/>	42 <input type="radio"/>
01 <input type="radio"/> Elementary or High School			01 <input type="radio"/> Elementary or High School		
02 <input type="radio"/> College Campus			02 <input type="radio"/> College Campus		
03 <input type="radio"/> University Campus			03 <input type="radio"/> University Campus		
04 <input type="radio"/> Business or Commercial School			04 <input type="radio"/> Business or Commercial School		
05 <input type="radio"/> Work			05 <input type="radio"/> Work		
06 <input type="radio"/> Training centre			06 <input type="radio"/> Training centre		
07 <input type="radio"/> Conference centre or hotel			07 <input type="radio"/> Conference centre or hotel		
08 <input type="radio"/> Home			08 <input type="radio"/> Home		
09 <input type="radio"/> Community centre or sports facility			09 <input type="radio"/> Community centre or sports facility		
10 <input type="radio"/> Elsewhere			10 <input type="radio"/> Elsewhere		
4 <input type="text"/> <input type="text"/> weeks			7 <input type="text"/> <input type="text"/> weeks		
5 <input type="text"/> <input type="text"/> days			8 <input type="text"/> <input type="text"/> days		
8 <input type="text"/> <input type="text"/> hours			9 <input type="text"/> <input type="text"/> hours		
career / job related purposes? 1 <input type="radio"/> ► Go to Q. F12			career / job related purposes? 1 <input type="radio"/> ► Go to Q. F12		
personal interest? 2 <input type="radio"/> ► Go to Q. F13			personal interest? 2 <input type="radio"/> ► Go to Q. F13		
other 3 <input type="radio"/> ► Go to Q. F13			other 3 <input type="radio"/> ► Go to Q. F13		
To a great extent 4 <input type="radio"/>			To a great extent 4 <input type="radio"/>		
Somewhat 5 <input type="radio"/>			Somewhat 5 <input type="radio"/>		
Very little 6 <input type="radio"/>			Very little 6 <input type="radio"/>		
Not at all 7 <input type="radio"/>			Not at all 7 <input type="radio"/>		
Not applicable 8 <input type="radio"/>			Not applicable 8 <input type="radio"/>		

FIRST MENTION


F13. Who suggested you take this training or education?
(Read categories)


	Yes	No
a) You did	01 <input type="radio"/>	02 <input type="radio"/>
b) Your friends or family	03 <input type="radio"/>	04 <input type="radio"/>
c) Your employer	05 <input type="radio"/>	06 <input type="radio"/>
d) Other employees	07 <input type="radio"/>	08 <input type="radio"/>
e) Part of a Collective Agreement	09 <input type="radio"/>	10 <input type="radio"/>
f) Your Union or trade association	11 <input type="radio"/>	12 <input type="radio"/>
g) Legal or professional requirement	13 <input type="radio"/>	14 <input type="radio"/>
h) Social Services or Employment Centre	15 <input type="radio"/>	16 <input type="radio"/>
i) Other	17 <input type="radio"/>	18 <input type="radio"/>
j) Don't know	19 <input type="radio"/>	20 <input type="radio"/>

F14. Was this training or education provided through ...
(Read categories)

	Yes	No
a) classroom instruction, seminars or workshop?	01 <input type="radio"/>	02 <input type="radio"/>
b) educational software?	03 <input type="radio"/>	04 <input type="radio"/>
c) radio or TV broadcasting?	05 <input type="radio"/>	06 <input type="radio"/>
d) audio / video cassettes, tapes or disks?	07 <input type="radio"/>	08 <input type="radio"/>
e) reading materials?	09 <input type="radio"/>	10 <input type="radio"/>
f) on-the-job training?	11 <input type="radio"/>	12 <input type="radio"/>
g) other methods?	13 <input type="radio"/>	14 <input type="radio"/>

INTERVIEWERS

 If other courses were mentioned in Question F3, Go to Question F4 Second Mention

 If no other course was mentioned in F3, continue with Question F15

F15. Since August 1993, was there any training or education that you WANTED to take for career or job related reasons but did not?

1 Yes

2 No ► Go to Q. F17

F17. Since August 1993, was there any other training that you WANTED to take but did not, such as hobby, recreational or interest courses?

3 Yes

4 No ► Go to Q. G1

F16. What were the reasons you did not take this training or education?
(Mark all that apply)

01 Too busy / lack of time

02 Too busy at work

03 Course not offered

04 Family responsibilities

05 Too expensive / no money

06 Lack of qualifications

07 Lack of employer support

08 Course offered at inconvenient time

09 Language reasons

10 Health reasons

11 Other

F18. What were the reasons you did not take this training or education?
(Mark all that apply)

01 Too busy / lack of time

02 Too busy at work

03 Course not offered

04 Family responsibilities

05 Too expensive / no money

06 Lack of qualifications




07 Lack of employer support

08 Course offered at inconvenient time

09 Language reasons

10 Health reasons

11 Other

SECOND MENTION			THIRD MENTION		
	Yes	No		Yes	No
a) You did	21 <input type="radio"/>	22 <input type="radio"/>	a) You did	41 <input type="radio"/>	42 <input type="radio"/>
b) Your friends or family	23 <input type="radio"/>	24 <input type="radio"/>	b) Your friends or family	43 <input type="radio"/>	44 <input type="radio"/>
c) Your employer	25 <input type="radio"/>	26 <input type="radio"/>	c) Your employer	45 <input type="radio"/>	46 <input type="radio"/>
d) Other employees	27 <input type="radio"/>	28 <input type="radio"/>	d) Other employees	47 <input type="radio"/>	48 <input type="radio"/>
e) Part of a Collective Agreement	29 <input type="radio"/>	30 <input type="radio"/>	e) Part of a Collective Agreement	49 <input type="radio"/>	50 <input type="radio"/>
f) Your Union or trade association	31 <input type="radio"/>	32 <input type="radio"/>	f) Your Union or trade association	51 <input type="radio"/>	52 <input type="radio"/>
g) Legal or professional requirement	33 <input type="radio"/>	34 <input type="radio"/>	g) Legal or professional requirement	53 <input type="radio"/>	54 <input type="radio"/>
h) Social Services or Employment Centre	35 <input type="radio"/>	36 <input type="radio"/>	h) Social Services or Employment Centre	55 <input type="radio"/>	56 <input type="radio"/>
i) Other	37 <input type="radio"/>	38 <input type="radio"/>	i) Other	57 <input type="radio"/>	58 <input type="radio"/>
j) Don't know	39 <input type="radio"/>	40 <input type="radio"/>	j) Don't know	59 <input type="radio"/>	60 <input type="radio"/>
	Yes	No		Yes	No
a) classroom instruction, seminars or workshop?	15 <input type="radio"/>	16 <input type="radio"/>	a) classroom instruction, seminars or workshop?	29 <input type="radio"/>	30 <input type="radio"/>
b) educational software?	17 <input type="radio"/>	18 <input type="radio"/>	b) educational software?	31 <input type="radio"/>	32 <input type="radio"/>
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d) audio / video cassettes, tapes or disks?	21 <input type="radio"/>	22 <input type="radio"/>	d) audio / video cassettes, tapes or disks?	35 <input type="radio"/>	38 <input type="radio"/>
e) reading materials?	23 <input type="radio"/>	24 <input type="radio"/>	e) reading materials?	37 <input type="radio"/>	38 <input type="radio"/>
f) on-the-job training?	25 <input type="radio"/>	26 <input type="radio"/>	f) on-the-job training?	39 <input type="radio"/>	40 <input type="radio"/>
g) other methods?	27 <input type="radio"/>	28 <input type="radio"/>	g) other methods?	41 <input type="radio"/>	42 <input type="radio"/>
 If other courses were mentioned in Question F3, Go to Question F4 Third Mention			 Go to Question F15		
 If no other course was mentioned in F3, continue with Question F15					

Section G - Reading and Writing: General

G1. The next few questions deal with reading and writing in your daily life excluding work or school.

I am going to read you a list of activities. Please tell me if you do each of them daily, weekly, every month, several times a year or never? How often do you ...

	Daily	Weekly	Monthly	Several times a year	Never
a) use a public library?	01 <input type="radio"/>	02 <input type="radio"/>	03 <input type="radio"/>	04 <input type="radio"/>	05 <input type="radio"/>
b) attend a movie, play or concert?	06 <input type="radio"/>	07 <input type="radio"/>	08 <input type="radio"/>	09 <input type="radio"/>	10 <input type="radio"/>
c) attend or take part in a sporting event? ..	11 <input type="radio"/>	12 <input type="radio"/>	13 <input type="radio"/>	14 <input type="radio"/>	15 <input type="radio"/>
d) write letters or anything else that is more than one page in length?	16 <input type="radio"/>	17 <input type="radio"/>	18 <input type="radio"/>	19 <input type="radio"/>	20 <input type="radio"/>
e) participate in volunteer or community organizations?	21 <input type="radio"/>	22 <input type="radio"/>	23 <input type="radio"/>	24 <input type="radio"/>	25 <input type="radio"/>
f) read newspapers or magazines?	26 <input type="radio"/>	27 <input type="radio"/>	28 <input type="radio"/>	29 <input type="radio"/>	30 <input type="radio"/>
g) read books?	31 <input type="radio"/>	32 <input type="radio"/>	33 <input type="radio"/>	34 <input type="radio"/>	35 <input type="radio"/>
h) listen to radio, records, tapes, cassettes or compact discs?	36 <input type="radio"/>	37 <input type="radio"/>	38 <input type="radio"/>	39 <input type="radio"/>	40 <input type="radio"/>

G2. Do you ever do any of these activities in a language other than French or English?

- 1 Yes
- 2 No ► Go to Q. G4

G3. Which of the following activities have you ever done in a language other than French or English?

	Yes	No
a) Use a public library?	01 <input type="radio"/>	02 <input type="radio"/>
b) Attend a movie, play or concert?	03 <input type="radio"/>	04 <input type="radio"/>
c) Attend or take part in a sporting event?	05 <input type="radio"/>	06 <input type="radio"/>
d) Write letters or anything else that is more than one page in length?	07 <input type="radio"/>	08 <input type="radio"/>
e) Participate in volunteer or community organizations?	09 <input type="radio"/>	10 <input type="radio"/>
f) Read newspapers or magazines?	11 <input type="radio"/>	12 <input type="radio"/>
g) Read books?	13 <input type="radio"/>	14 <input type="radio"/>
h) Listen to radio, records, tapes, cassettes or compact discs?	15 <input type="radio"/>	16 <input type="radio"/>

G4. How much time do you usually spend each day watching television or videos?

- Not on a daily basis 1
- 1 hour or less per day 2
- 1 to 2 hours per day 3
- More than 2 hours but less than five 4
- 5 or more hours per day ... 5
- Do not have a television or videos 6 ► Go to Q. G6

G5. Do you ever watch television or videos in a language other than French or English?

- 7 Yes
- 8 No

G6. Which of the following materials do you currently have in your home?

	Yes	No
a) Daily newspapers	01 <input type="radio"/>	02 <input type="radio"/>
b) Weekly newspapers / magazines	03 <input type="radio"/>	04 <input type="radio"/>
c) More than 25 books	05 <input type="radio"/>	06 <input type="radio"/>
d) A (multi-volume) encyclopedia	07 <input type="radio"/>	08 <input type="radio"/>
e) A dictionary	09 <input type="radio"/>	10 <input type="radio"/>

G7. How often (do / did) you read or use information from each of the following as part of your daily life? Would you say every day, a few times a week, once a week, less than once a week, rarely or never?

	Every day	A few times a week	Once a week	Less than once a week	Rarely or never
a) Letters or memos	01 <input type="radio"/>	02 <input type="radio"/>	03 <input type="radio"/>	04 <input type="radio"/>	05 <input type="radio"/>
b) Reports, articles, magazines or journals ...	06 <input type="radio"/>	07 <input type="radio"/>	08 <input type="radio"/>	09 <input type="radio"/>	10 <input type="radio"/>
c) Manuals or reference books, including catalogues	11 <input type="radio"/>	12 <input type="radio"/>	13 <input type="radio"/>	14 <input type="radio"/>	15 <input type="radio"/>
d) Diagrams or schematics	16 <input type="radio"/>	17 <input type="radio"/>	18 <input type="radio"/>	19 <input type="radio"/>	20 <input type="radio"/>
e) Bills, invoices, spreadsheets or budget tables	21 <input type="radio"/>	22 <input type="radio"/>	23 <input type="radio"/>	24 <input type="radio"/>	25 <input type="radio"/>
f) Material written in a language other than English	26 <input type="radio"/>	27 <input type="radio"/>	28 <input type="radio"/>	29 <input type="radio"/>	30 <input type="radio"/>
g) Directions or instructions for medicines, recipes, or other products	31 <input type="radio"/>	32 <input type="radio"/>	33 <input type="radio"/>	34 <input type="radio"/>	35 <input type="radio"/>

G8. I am now going to read you a list of different parts of a newspaper. Please tell me which parts you generally read when looking at a newspaper.
(Mark all that apply)

	Yes	No
a) Classified ads	01 <input type="radio"/>	02 <input type="radio"/>
b) Other advertisements	03 <input type="radio"/>	04 <input type="radio"/>
c) National / International news	05 <input type="radio"/>	06 <input type="radio"/>
d) Regional or local news ...	07 <input type="radio"/>	08 <input type="radio"/>
e) Sports	09 <input type="radio"/>	10 <input type="radio"/>
f) Home, fashion or health ...	11 <input type="radio"/>	12 <input type="radio"/>
g) Editorial page	13 <input type="radio"/>	14 <input type="radio"/>
h) Financial news or stock listings	15 <input type="radio"/>	16 <input type="radio"/>
i) Comics	17 <input type="radio"/>	18 <input type="radio"/>
j) TV listings	19 <input type="radio"/>	20 <input type="radio"/>
k) Movie or concert listings .	21 <input type="radio"/>	22 <input type="radio"/>
l) Book, movie or art reviews	23 <input type="radio"/>	24 <input type="radio"/>
m) Horoscope	25 <input type="radio"/>	26 <input type="radio"/>
n) Advice column	27 <input type="radio"/>	28 <input type="radio"/>
o) Other - Specify _____	29 <input type="radio"/>	30 <input type="radio"/>
Do not read the newspaper	98 <input type="radio"/>	

G9. Would you say you follow what's going on in current events, government and public affairs ...

most of the time?	1 <input type="radio"/>
some of the time?	2 <input type="radio"/>
only now and then?	3 <input type="radio"/>
hardly at all?	4 <input type="radio"/>

G10. I would like to know how you usually get information about current events, public affairs, and the government. How much information do you get from ...

	A lot	Some	Very little	None
a) newspapers?	01 <input type="radio"/>	02 <input type="radio"/>	03 <input type="radio"/>	04 <input type="radio"/>
b) magazines?	05 <input type="radio"/>	06 <input type="radio"/>	07 <input type="radio"/>	08 <input type="radio"/>
c) radio?	09 <input type="radio"/>	10 <input type="radio"/>	11 <input type="radio"/>	12 <input type="radio"/>
d) television? ..	13 <input type="radio"/>	14 <input type="radio"/>	15 <input type="radio"/>	16 <input type="radio"/>
e) family members, friends or co-workers? ..	17 <input type="radio"/>	18 <input type="radio"/>	19 <input type="radio"/>	20 <input type="radio"/>

G11. Sometimes people need help from family members or friends to read and write in English. How often do you need help from others with...

Often Sometimes Never

- a) reading newspaper articles? 01 02 03
- b) reading information from government agencies, businesses or other institutions? 04 05 06
- c) filling out forms such as applications or bank deposit slips 07 08 09
- d) reading instructions such as on a medicine bottle? 10 11 12
- e) reading instructions on "packaged" goods in stores or supermarkets 13 14 15
- f) doing basic arithmetic, that is, adding, subtracting, multiplying and dividing? 16 17 18
- g) writing notes and letters? 19 20 21

G12. How would you rate your reading skills in English needed in daily life?

- Excellent 1 Poor 4
- Good 2 No opinion 5
- Moderate 3

G14. How would you rate your mathematical skills needed in daily life?

- Excellent 1 Poor 4
- Good 2 No opinion 5
- Moderate 3

G13. How would you rate your writing skills in English needed in daily life?

- Excellent 1 Poor 4
- Good 2 No opinion 5
- Moderate 3

G15. All things considered, how satisfied are you with your reading and writing skills in English? Are you...

- very satisfied? 1
- somewhat satisfied? 2
- somewhat dissatisfied? 3
- very dissatisfied? 4
- No opinion 5

G16. Did you ever have ...

G17. Did you have this problem while you were in primary or secondary school?

G18. Do you have this problem now?

- | | No | Yes | | No | Yes | | No | Yes |
|---|--------------------------|--------------------------|----------|--------------------------|--------------------------|----------|--------------------------|--------------------------|
| a) eye / visual trouble of the kind that is not corrected by glasses? | 01 <input type="radio"/> | 02 <input type="radio"/> | If yes → | 11 <input type="radio"/> | 12 <input type="radio"/> | If yes → | 21 <input type="radio"/> | 22 <input type="radio"/> |
| b) hearing problems? | 03 <input type="radio"/> | 04 <input type="radio"/> | → | 13 <input type="radio"/> | 14 <input type="radio"/> | → | 23 <input type="radio"/> | 24 <input type="radio"/> |
| c) a speech disability? | 05 <input type="radio"/> | 06 <input type="radio"/> | → | 15 <input type="radio"/> | 16 <input type="radio"/> | → | 25 <input type="radio"/> | 26 <input type="radio"/> |
| d) a learning disability? | 07 <input type="radio"/> | 08 <input type="radio"/> | → | 17 <input type="radio"/> | 18 <input type="radio"/> | → | 27 <input type="radio"/> | 28 <input type="radio"/> |
| e) any other disability or health problem of six months or more? | 09 <input type="radio"/> | 10 <input type="radio"/> | → | 19 <input type="radio"/> | 20 <input type="radio"/> | → | 29 <input type="radio"/> | 30 <input type="radio"/> |

Section H - Family Literacy

H1. Are you the parent or guardian of any children aged 6 to 18 that are presently living with you?

- 1 Yes
 2 No ► Go to Q. J1

H2. What is the age of your youngest child between 6 to 18 years of age?

years old

H3. What is the highest grade of schooling that this child has completed?

- 3 Elementary Grade
 4 Secondary Grade
 5 Post-Secondary year
 6 Trade / Vocational year
 7 No schooling

H4. How often would you say this child reads for pleasure? Would you say...

- every day? 1
 a few times a week? 2
 several times a month? 3
 a few times a month? 4
 once a month or less? 5
 never? 6
 don't know 7
 not applicable 8

H5. When this child reads, where does he / she get books?

(Mark all that apply)

- 01 Parent buys
 02 Parent borrows from a friend
 03 Child buys
 04 Child borrows from a friend
 05 Public library
 06 School library
 07 Gifts
 08 From brothers / sisters
 09 Other
 10 Don't know

H6. Given this child's age, how satisfied are you with the way he / she reads? Would you say you are ...

- very satisfied? 1
 somewhat satisfied? 2
 somewhat dissatisfied? 3
 very dissatisfied? 4
 no opinion? 5

The next few questions will deal with your entire household.

H7. Could you please tell me if each of the following statements are true or false of your household?

- | | True | False | Don't know |
|---|--------------------------|--------------------------|--------------------------|
| a) There is a variety of books in your home. | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> |
| b) There is a variety of magazines and other reading material in your home | 04 <input type="radio"/> | 05 <input type="radio"/> | 06 <input type="radio"/> |
| c) Your children often see you or your spouse reading | 07 <input type="radio"/> | 08 <input type="radio"/> | 09 <input type="radio"/> |
| d) Your children learned to read before grade one | 10 <input type="radio"/> | 11 <input type="radio"/> | 12 <input type="radio"/> |
| e) Your children have a certain amount of time set aside each day for reading at home | 13 <input type="radio"/> | 14 <input type="radio"/> | 15 <input type="radio"/> |
| f) Your children are limited in the amount of time you allow them to watch TV | 16 <input type="radio"/> | 17 <input type="radio"/> | 18 <input type="radio"/> |
| g) Your children often choose the books they read | 19 <input type="radio"/> | 20 <input type="radio"/> | 21 <input type="radio"/> |
| h) Your children have their own books and a place to keep them | 22 <input type="radio"/> | 23 <input type="radio"/> | 24 <input type="radio"/> |

H8. I would like to read you a list of some different things which may help parents in helping their children to become good readers. For each one, I would like you to tell me whether it is something that you would find very useful, somewhat useful, not very useful or not at all useful.

	Very	Somewhat	Not very	Not at all
a) Reading lists supplied to parents by schools and other educational experts	01 <input type="radio"/>	02 <input type="radio"/>	03 <input type="radio"/>	04 <input type="radio"/>
b) Materials such as games, activities and books being supplied to parents by schools or other educational experts that would help parents encourage their children to read.	05 <input type="radio"/>	06 <input type="radio"/>	07 <input type="radio"/>	08 <input type="radio"/>
c) A close parent-teacher relationship	09 <input type="radio"/>	10 <input type="radio"/>	11 <input type="radio"/>	12 <input type="radio"/>
d) Schools providing parents with help in understanding assessments of a child's reading abilities	13 <input type="radio"/>	14 <input type="radio"/>	15 <input type="radio"/>	16 <input type="radio"/>
e) Access for children to books, through either public or school libraries	17 <input type="radio"/>	18 <input type="radio"/>	19 <input type="radio"/>	20 <input type="radio"/>

Section J - Household Information

J1. Finally, I would like to get a bit of general household information.

From which of the following sources did you receive income in 1993?

	Yes	No
a) Income from wages, salary or self-employment	01 <input type="radio"/>	02 <input type="radio"/>
b) Income from government, such as Family Allowance, Unemployment Insurance or Social Assistance	03 <input type="radio"/>	04 <input type="radio"/>
c) Canada or Quebec Pension Plan, or Old Age Pension	05 <input type="radio"/>	06 <input type="radio"/>
d) Income from interest, dividends, investments or private pensions	07 <input type="radio"/>	08 <input type="radio"/>
e) Income from any other sources, such as alimony, scholarships, etc	09 <input type="radio"/>	10 <input type="radio"/>

J2. What is the best estimate of your personal income in 1993 from all sources, including those just mentioned?

.00

- 1 No income ► Go to Q. J4
- 2 Don't know

J3. What is the best estimate of your personal income from only wages, salary or self-employment in 1993?

.00

- 3 No income
- 4 Don't know

J4. Including yourself, how many people live in this household?

If 01, ► Go to Q.7

J5. What is the best estimate of the total income of all household members (including yourself) from all sources in 1993?

.00

- 5 No income
- 6 Don't know

7. INTERVIEWER: Record end time of BQ

☞ :

Part II -- Core Task -- Scoring

8. **INTERVIEWER:** Language of Task booklets
 1 English 2 French

9. **INTERVIEWER:** Record start time of Tasks
 [] : []

1. **UNICEF Ad**
 S1
 1 Underlines the sentence or the part of the sentence that contains "15 cents". (Circled or written response is also valid)
 7 Any other response S2
 0 Task refused / not done []

2. **Election Results - First Task**
 S1
 1 Reynolds (Underlined or circled response is also valid)
 7 Any other response S2
 0 Task refused / not done []

3. **Election Results - Second Task**
 S1
 1 30
 7 Any other response S2
 0 Task refused / not done []

4. **Message slip**
 S1
 1 Circles Scott Murray (Underlined or written response is also valid)
 7 Any other response S2
 0 Task refused / not done []

5. **Deposit Slip**
 S1
 1 632.19 (Accept value even if not entered in "Total Deposit box")
 7 Any other response S2
 0 Task refused / not done []

6. **Heart attack warning**
 S1
 1 Underlines the sentence OR the part of the sentence that contains "emergency rescue service..." (Circled or written response is also valid)
 7 Any other response S2
 0 Task refused / not done []

INTERVIEWER :
 If respondent has completed two of the above tasks correctly (score values of 1) proceed with MAIN TASKS BOOKLET.
 Otherwise, thank the respondent and end the interview.
 In Interviewer Check Item 5, code the appropriate status for the CORE TASKS BOOKLET and code the status for the MAIN TASKS BOOKLET as "Z".
 Record the END TIME in the space provided below.

10. **INTERVIEWER :**
 If respondent failed CORE TASKS, enter the END TIME below.
 Otherwise, proceed with MAIN TASKS BOOKLET and enter END TIME upon completion.
 Record end time of Tasks
 [] : []

REASON FOR NON-RESPONSE



Division des enquêtes spéciales

Enquête internationale sur l'alphabétisation des adultes

Confidentiel une fois rempli.

Renseignements recueillis en vertu de la Loi sur la statistique, Lois révisées du Canada, 1985, chapitre S19.

English version available.

QF

<h2>Posez l'étiquette ici</h2>	1. Langue de l'interview 1 <input type="radio"/> Anglais 2 <input checked="" type="radio"/> Français
	2. Nombre total d'appels <input type="text"/> <input type="text"/>
	3. Nom de l'intervieweur _____
	4. Est-ce qu'une aide quelconque a été fournie par une tierce partie pour répondre au questionnaire de fond (QF)? 3 <input type="radio"/> Oui 4 <input type="radio"/> Non
5. État final QF Essentielles Principales <input type="text"/> <input type="text"/> <input type="text"/>	
INTERVIEWEUR: Prière d'expliquer en détail la raison de la non-réponse à la page 23 du questionnaire.	

Registre des appels et des rendez-vous

	Date	Heure du début	Heure de la fin	Notes
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				

Introduction

Bonjour, je suis . . . de Statistique Canada.

Statistique Canada mène une enquête nationale en collaboration avec le ministère du Développement des ressources humaines et le Secrétariat national à l'alphabétisation.

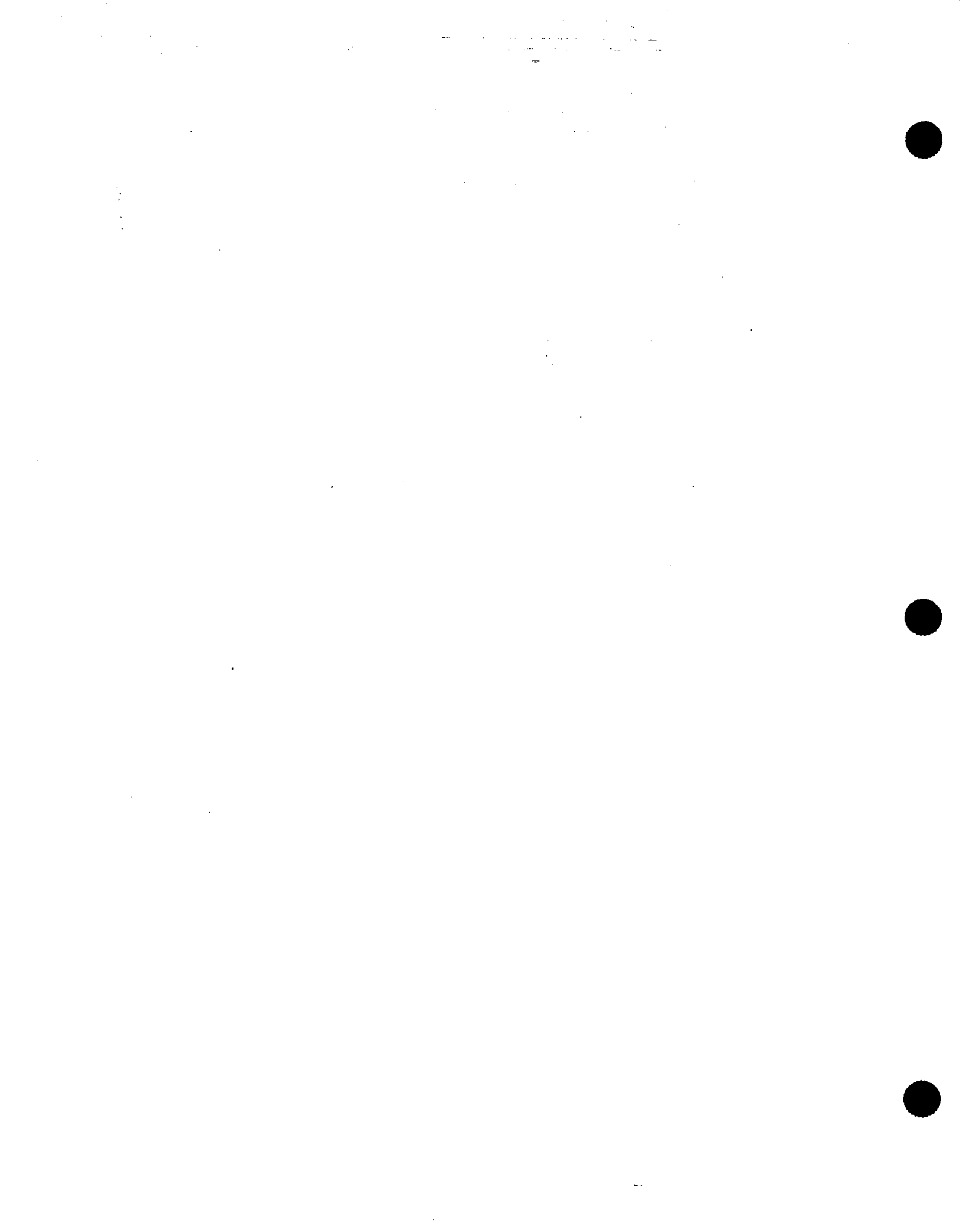
Les résultats de l'enquête serviront à créer des programmes adaptés aux besoins des Canadiens. Ils serviront aussi à comparer les besoins du Canada à ceux d'autres pays qui mènent une enquête semblable. Nous avons besoin de votre participation volontaire pour assurer l'exactitude des résultats de l'enquête. Vos réponses demeureront confidentielles et seront combinées avec celles d'autres personnes pour produire des statistiques.

Pour les besoins de l'enquête, je dois vous rencontrer en personne. La durée de l'enquête est d'environ 45 à 75 minutes. Serait-il possible de vous rencontrer le . . . à . . . ?

Préférez-vous être interviewé(e) en français ou en anglais ?

Vous demeurez toujours au . . . ? (Confirmez l'adresse indiquée sur l'étiquette).





Partie I : Questionnaire de fond

6. **INTERVIEWEUR:** Inscrivez l'heure du début du QF

☞ :

Section A : Renseignements généraux

A1. J'aimerais d'abord vous poser quelques questions sur vos antécédents, votre éducation, les langues que vous parlez et les emplois que vous avez peut-être occupés au cours des 12 derniers mois.

- Êtes-vous né(e) au Canada?
 1 Oui ► *Passez à Q. A6*
 2 Non

A2. Dans quel pays êtes-vous né(e)?

- | | |
|---|--|
| 01 <input type="radio"/> Royaume-Uni | 07 <input type="radio"/> Portugal |
| 02 <input type="radio"/> Italie | 08 <input type="radio"/> République populaire de Chine |
| 03 <input type="radio"/> États-Unis | 09 <input type="radio"/> Hong Kong |
| 04 <input type="radio"/> Pologne | 10 <input type="radio"/> Pays-Bas |
| 05 <input type="radio"/> Allemagne | |
| 06 <input type="radio"/> Inde | |
| 11 <input type="radio"/> Autre - Précisez | |

A3. En quelle année avez-vous immigré au Canada pour la première fois?

1 9 OU

- 98 Citoyen(ne) canadien(ne) de naissance ► *Passez à Q. A7*

A4. Au total, depuis combien d'années vivez-vous au Canada?

années

A5. Avant d'immigrer au Canada pour la première fois, quel est le plus haut niveau de scolarité que vous avez atteint?
(Inscrivez une seule réponse)

- 01 Aucune scolarité
- 02 Études primaires partielles
- 03 Études primaires terminées
- 04 Études secondaires partielles
- 05 Études secondaires terminées (professionnel ou technique)
- 06 Études secondaires terminées (général ou académique)
- 07 Études postsecondaires non universitaires terminées
- 08 Études universitaires terminées
- 09 Études universitaires de cycle supérieur terminées
- 10 Scolarité non définissable selon un niveau

► *Passez à Q. A7*

A6. Dans quelle province êtes-vous né(e)?

- 01 Terre-Neuve
- 02 Île-du-Prince-Édouard
- 03 Nouvelle-Écosse
- 04 Nouveau-Brunswick
- 05 Québec
- 06 Ontario
- 07 Manitoba
- 08 Saskatchewan
- 09 Alberta
- 10 Colombie-Britannique
- 11 Territoires du Nord-Ouest
- 12 Yukon

A7. Durant votre vie, combien d'années d'éducation formelle avez-vous terminées en commençant par la première année et sans compter les années que vous avez répétées?

Si 00, (Aucune éducation) ► *Passez à Q. B1*

A8. Quel est le plus haut niveau de scolarité que vous avez atteint?
(Inscrivez une seule réponse)

- 1 Études primaires partielles ► *Passez à Q. A12*
- 2 Études primaires terminées ► *Passez à Q. A12*
- 3 Études secondaires partielles ► *Passez à Q. A11*
- 4 Études secondaires terminées
- 5 Études postsecondaires non universitaires terminées
- 6 Études universitaires terminées
- 7 Études universitaires de cycle supérieur terminées
- 8 Scolarité non définissable selon un niveau

A9. Parmi les catégories suivantes, laquelle décrit le mieux votre programme d'études secondaires? Était-ce...
(Inscrivez une seule réponse)

- un programme académique / de préparation au collège ? 1
- un programme de formation en affaires (commercial) ou de formation technique / professionnelle ? 2
- un programme d'équivalence d'études secondaires ? 3
- ne sait pas / sans objet 4

A10. Dans quelle province ou pays avez-vous terminé vos études secondaires ?

- 01 Terre-Neuve
- 02 Île-du-Prince-Édouard
- 03 Nouvelle-Écosse
- 04 Nouveau-Brunswick
- 05 Québec
- 06 Ontario
- 07 Manitoba
- 08 Saskatchewan
- 09 Alberta
- 10 Colombie-Britannique
- 11 Territoires du Nord-Ouest
- 12 Yukon
- 13 Royaume-Uni
- 14 Inde
- 15 Italie
- 16 Portugal
- 17 États-Unis
- 18 République populaire de Chine
- 19 Pologne
- 20 Hong Kong
- 21 Allemagne
- 22 Pays-Bas
- 23 Autre - Précisez _____

► **Passez à Q. B1**

A11. Parmi les catégories suivantes, laquelle décrit le mieux votre programme d'études secondaires ? Était-ce ...

(Inscrivez une seule réponse)

- un programme académique / de préparation au collège ? 1
- un programme de formation en affaires (commercial) ou de formation technique / professionnelle ? 2
- un programme d'équivalence d'études secondaires ? 3
- ne sait pas / sans objet 4

A12. Quelle est la raison principale pour laquelle vous avez abandonné vos études au moment où vous l'avez fait ?

(Inscrivez une seule réponse)

- 01 Encore aux études
- 02 Étais suffisamment instruit
- 03 Devais travailler / raisons financières
- 04 Voulais travailler / voulais apprendre un métier
- 05 Raisons familiales (aider une entreprise familiale, maladie à la maison, mariage, grossesse, etc.)
- 06 N'aimais pas l'école / ennui
- 07 Ne réussissais pas bien à l'école
- 08 Maladie ou incapacité du répondant
- 09 École non disponible / non accessible
- 10 Pour entrer dans les forces armées
- 11 Ne sait pas
- 12 Autre - Précisez _____

Section B - Renseignements linguistiques

B1. Quelle est la PREMIÈRE langue que vous avez parlée dans votre enfance ?

☞ **INTERVIEWEUR :** *Acceptez des réponses multiples seulement si les langues étaient parlées dans une proportion ÉGALE.*

- 03 Français ► *Passez à Q. B12*
- 04 Anglais
- 05 Italien
- 06 Chinois
- 07 Allemand
- 08 Portugais
- 09 Polonais
- 10 Ukrainien
- 11 Espagnol
- 12 Hollandais
- 13 Pendjabi
- 14 Grec
- 15 REFUS
- 16 Autre 1 - Précisez _____
- 17 Autre 2 - Précisez _____

B2. Comment évaluez-vous votre capacité actuelle de parler cette langue ?

(Lisez les catégories)

☞ **INTERVIEWEUR :** *Posez cette question pour chaque langue indiquée à Q. B1*

	Première langue	Deuxième langue
☞ INTERVIEWEUR : <i>Reportez code indiqué à Q. B1</i>	1 <table border="1" style="display: inline-table; width: 30px; height: 20px;"></table>	2 <table border="1" style="display: inline-table; width: 30px; height: 20px;"></table>
Incapable de parler cette langue	01 <input type="radio"/>	06 <input type="radio"/>
Faible	02 <input type="radio"/>	07 <input type="radio"/>
Moyenne	03 <input type="radio"/>	08 <input type="radio"/>
Bonne	04 <input type="radio"/>	09 <input type="radio"/>
Très bonne	05 <input type="radio"/>	10 <input type="radio"/>

B3. Comment évaluez-vous votre capacité actuelle de comprendre cette langue lorsqu'elle vous est parlée ?
(Lisez les catégories)

INTERVIEWEUR : Posez cette question pour chaque langue indiquée à Q. B1

	Première langue	Deuxième langue
INTERVIEWEUR : Reportez code indiqué à Q. B1	3 <input type="text"/>	4 <input type="text"/>
Incapable de parler cette langue	01 <input type="radio"/>	06 <input type="radio"/>
Faible	02 <input type="radio"/>	07 <input type="radio"/>
Moyenne	03 <input type="radio"/>	08 <input type="radio"/>
Bonne	04 <input type="radio"/>	09 <input type="radio"/>
Très bonne	05 <input type="radio"/>	10 <input type="radio"/>

B4. Comment évaluez-vous votre capacité actuelle de lire cette langue ?
(Lisez les catégories)

INTERVIEWEUR : Posez cette question pour chaque langue indiquée à Q. B1

	Première langue	Deuxième langue
INTERVIEWEUR : Reportez code indiqué à Q. B1	5 <input type="text"/>	6 <input type="text"/>
Incapable de parler cette langue	01 <input type="radio"/>	06 <input type="radio"/>
Faible	02 <input type="radio"/>	07 <input type="radio"/>
Moyenne	03 <input type="radio"/>	08 <input type="radio"/>
Bonne	04 <input type="radio"/>	09 <input type="radio"/>
Très bonne	05 <input type="radio"/>	10 <input type="radio"/>

B5. Comment évaluez-vous votre capacité actuelle d'écrire cette langue ?
(Lisez les catégories)

INTERVIEWEUR : Posez cette question pour chaque langue indiquée à Q. B1

	Première langue	Deuxième langue
INTERVIEWEUR : Reportez code indiqué à Q. B1	7 <input type="text"/>	8 <input type="text"/>
Incapable de parler cette langue	01 <input type="radio"/>	06 <input type="radio"/>
Faible	02 <input type="radio"/>	07 <input type="radio"/>
Moyenne	03 <input type="radio"/>	08 <input type="radio"/>
Bonne	04 <input type="radio"/>	09 <input type="radio"/>
Très bonne	05 <input type="radio"/>	10 <input type="radio"/>

B6. Quel âge aviez-vous lorsque vous avez commencé à apprendre le français ?

INTERVIEWEUR : Inscrivez le plus jeune âge mentionné

ans

98 Ne parle pas le français

B7. Lorsque vous grandissiez, quelle(s) langue(s) parlait-on habituellement à votre maison ?

INTERVIEWEUR : Acceptez des réponses multiples seulement si les langues étaient parlées dans une proportion ÉGALE.

- 01 Anglais
- 02 Français
- 03 Italien
- 04 Chinois
- 05 Allemand
- 06 Portugais
- 07 Polonais
- 08 Ukrainien
- 09 Espagnol
- 10 Hollandais
- 11 Pendjabi
- 12 Grec
- 13 REFUS
- 14 Autre 1 - Précisez
- _____
- 15 Autre 2 - Précisez
- _____

B8. Quelle est la PREMIÈRE langue que vous avez appris à lire et à écrire ?
(Inscrivez une seule réponse)

- 01 Anglais
- 02 Français
- 03 Italien
- 04 Chinois
- 05 Allemand
- 06 Portugais
- 07 Polonais
- 08 Ukrainien
- 09 Espagnol
- 10 Hollandais
- 11 Pendjabi
- 12 Grec
- 13 REFUS
- 14 Autre 1 - Précisez
- _____
- 15 Autre 2 - Précisez
- _____

B9. Avez-vous déjà suivi un cours pour apprendre le français ?

- 1 Oui
- 2 Non

B10. Dans quelle mesure comprenez-vous bien le français lorsqu'on vous le parle ?

- Mal 3
- Moyennement 4
- Bien 5
- Très bien 6
- Ne comprend pas le français ... 7

B11. Dans quelle mesure parlez-vous bien le français ?

- Mal 1
- Moyennement 2
- Bien 3
- Très bien 4
- Ne parle pas le français 5

► **Passez à Q. B13**

B12. Depuis la fin de vos études, avez-vous suivi un cours pour améliorer vos capacités de lecture ou d'écriture en français ?

- 6 Oui
- 7 Non
- 8 Encore aux études

B13. Quelles langues, y compris le français, parlez-vous assez bien pour tenir une conversation ?

(Inscrivez plus d'une réponse s'il y a lieu)

🗨 **INTERVIEWEUR :** *Si seulement une langue, passez à Q.B18*

- 01 Anglais
- 02 Français
- 03 Italien
- 04 Chinois
- 05 Allemand
- 06 Portugais
- 07 Polonais
- 08 Ukrainien
- 09 Espagnol
- 10 Hollandais
- 11 Pendjabi
- 12 Grec
- 13 Autre - Précisez

B14. Quelle langue parlez-vous le plus souvent à la maison ?

(Inscrivez une seule réponse)

- 01 Anglais
- 02 Français
- 03 Italien
- 04 Chinois
- 05 Allemand
- 06 Portugais
- 07 Polonais
- 08 Ukrainien
- 09 Espagnol
- 10 Hollandais
- 11 Pendjabi
- 12 Grec
- 13 Autre - Précisez

B15. Quelle langue parlez-vous le plus souvent au travail ou à l'école ?

(Inscrivez une seule réponse)

- 01 Anglais
- 02 Français
- 03 Italien
- 04 Chinois
- 05 Allemand
- 06 Portugais
- 07 Polonais
- 08 Ukrainien
- 09 Espagnol
- 10 Hollandais
- 11 Pendjabi
- 12 Grec
- 13 Autre - Précisez
- 14 Sans objet

B16. Quelle langue parlez-vous le plus souvent durant vos activités de loisir ?

(Inscrivez une seule réponse)

- 01 Anglais
- 02 Français
- 03 Italien
- 04 Chinois
- 05 Allemand
- 06 Portugais
- 07 Polonais
- 08 Ukrainien
- 09 Espagnol
- 10 Hollandais
- 11 Pendjabi
- 12 Grec
- 13 Autre - Précisez

D7. Pour qui avez-vous travaillé pendant le plus grand nombre d'heures au cours des 12 derniers mois ? (Nom de l'entreprise, de l'organisme gouvernemental ou de la personne)

D8. De quel genre d'entreprise, d'industrie ou de service s'agissait-il ? (Donnez une description complète, p. ex. conserverie de poisson, usine de fabrication d'automobiles, gouvernement municipal)

D9. Quel genre de travail faisiez-vous dans le cadre de cet emploi ? (Donnez une description complète ou le titre de profession, p. ex. commis de bureau, opérateur de machine, programmeur d'ordinateur)

D10. Au total, environ combien de personnes cette entreprise emploie-t-elle partout au Canada ?

Moins de 20 ? 1

20 à 99 ? 2

100 à 199 ? 3

200 à 499 ? 4

500 ou plus ? 5

Ne sais pas 6

D11. Quelle était votre situation dans le cadre de cet emploi ? Étiez-vous un(e) ...

employé(e) sans responsabilité de supervision ? 1

employé(e) ayant des responsabilités limitées de supervision ou de gestion (5 personnes ou moins) ? 2

employé(e) ayant de plus grandes responsabilités de supervision ou de gestion (plus de 5 personnes) ? 3

travailleur(se) autonome sans employés ? 4

travailleur(se) autonome avec employés ? 5

travailleur(se) familial(e) (non rémunéré(e)) ? 6

D12. De quel genre d'emploi s'agissait-il ? Était-ce ou est-ce ...

un emploi permanent ou un contrat de travail de durée illimitée ? 7

un emploi temporaire ou un contrat de travail de durée limitée ? 8

D13. Combien d'heures par semaine travaillez-vous habituellement à cet emploi ?

heures

D14. Au cours des 12 derniers mois, pendant combien de semaines avez-vous travaillé à tous vos emplois, y compris les absences pour raison de vacances, de congé de maternité, de maladie, de grève et de lock-out ?

semaines - Si 52, ► *Passez à Q.E1*

D15. Pendant les semaines où vous avez été sans travail au cours des 12 derniers mois, est-ce que vous vouliez travailler ?

1 Oui ► *Passez à Q. D17*

2 Non

D16. Pourquoi ne voulez-vous pas travailler ? (Inscrivez une seule réponse)

1 Maladie ou incapacité du répondant

2 Obligations reliées à la garde d'enfants

3 Autres obligations personnelles ou familiales

4 Études ou formation

5 Retraité(e)

6 Pas intéressé(e) à travailler

7 Autre - Précisez _____

► *Passez à Q. E1*

D17. Au cours des 12 derniers mois, pendant combien de semaines est-ce que vous n'avez pas travaillé et n'avez PAS cherché de travail ?

semaines - Si 00, ► *Passez à Q.E1*

D18. Quelle est la raison principale pour laquelle vous n'avez pas cherché de travail pendant ces semaines ? (Inscrivez une seule réponse)

1 Maladie ou incapacité du répondant

2 Obligations reliées à la garde d'enfants

3 Autres obligations personnelles ou familiales

4 Attendait un rappel à la suite d'une mise à pied temporaire

5 Attendait le début d'un emploi

6 N'avait pas les compétences ou l'expérience requises pour les emplois disponibles

7 Trop vieux (vieille) pour travailler / Retraité(e)

8 Autre - Précisez _____

► *Passez à Q. E1*

D19. Pendant les semaines où vous n'avez pas travaillé à un emploi ou à une entreprise au cours des 12 derniers mois, est-ce que vous vouliez travailler ?

- 1 Oui ► *Passez à Q. D21*
 2 Non

D20. Pourquoi ne vouliez-vous pas travailler ?
(Inscrivez une seule réponse)

- 1 Maladie ou incapacité du répondant
 2 Obligations reliées à la garde d'enfants
 3 Autres obligations personnelles ou familiales
 4 Études ou formation
 5 Retraité(e)
 6 Pas intéressé(e) de travailler
 7 Personne au foyer
 8 Autre - Précisez _____

► *Passez à Q. F1*

D21. Au cours des 12 derniers mois, pendant combien de semaines est-ce que vous n'avez pas travaillé et n'avez PAS cherché de travail ?

semaines - Si 00, ► *Passez à Q.F1*

D22. Quelle est la raison principale pour laquelle vous n'avez pas cherché de travail pendant ces semaines ?
(Inscrivez une seule réponse)

- 1 Maladie ou incapacité du répondant
 2 Obligations reliées à la garde d'enfants
 3 Autres obligations personnelles ou familiales
 4 Attendait un rappel à la suite d'une mise à pied temporaire
 5 Attendait le début d'un emploi
 6 N'avait pas les compétences ou l'expérience requises pour les emplois disponibles
 7 Trop vieux (vieille) pour travailler / Retraité(e)
 8 Autre - Précisez _____

► *Passez à Q. F1*

Section E - Lecture et écriture au travail et recherche d'un emploi

E1. Les questions suivantes portent sur l'emploi auquel vous avez travaillé le plus grand nombre d'heures au cours des 12 derniers mois.

À quelle fréquence est-ce que vous lisez / lisez ou utilisez / utilisez de l'information de chacune des catégories suivantes dans le cadre de votre emploi principal ? Diriez-vous chaque jour, quelques fois par semaine, une fois par semaine, moins d'une fois par semaine, rarement ou jamais ?

	Chaque jour	Quelques fois par semaine	Une fois par semaine	Moins d'une fois par semaine	Rarement ou jamais
a) Des lettres ou des notes de service	01 <input type="radio"/>	02 <input type="radio"/>	03 <input type="radio"/>	04 <input type="radio"/>	05 <input type="radio"/>
b) Des rapports, des articles, des revues ou des périodiques	06 <input type="radio"/>	07 <input type="radio"/>	08 <input type="radio"/>	09 <input type="radio"/>	10 <input type="radio"/>
c) Des manuels ou des ouvrages de référence, y compris des catalogues	11 <input type="radio"/>	12 <input type="radio"/>	13 <input type="radio"/>	14 <input type="radio"/>	15 <input type="radio"/>
d) Des diagrammes ou des schémas	16 <input type="radio"/>	17 <input type="radio"/>	18 <input type="radio"/>	19 <input type="radio"/>	20 <input type="radio"/>
e) Des comptes, des factures, des tableaux ou des tableaux budgétaires	21 <input type="radio"/>	22 <input type="radio"/>	23 <input type="radio"/>	24 <input type="radio"/>	25 <input type="radio"/>
f) Des documents écrits dans une langue autre que le français	26 <input type="radio"/>	27 <input type="radio"/>	28 <input type="radio"/>	29 <input type="radio"/>	30 <input type="radio"/>
g) Des directives ou des instructions concernant des médicaments, des recettes ou d'autres produits	31 <input type="radio"/>	32 <input type="radio"/>	33 <input type="radio"/>	34 <input type="radio"/>	35 <input type="radio"/>

E2. À quelle fréquence est-ce que vous écrivez / écrivez ou remplissez / remplissez chacun des genres de documents suivants dans le cadre de votre emploi principal ? Diriez-vous chaque jour, quelques fois par semaine, une fois par semaine, moins d'une fois par semaine, rarement ou jamais ?

	Chaque jour	Quelques fois par semaine	Une fois par semaine	Moins d'une fois par semaine	Rarement ou jamais
a) Des lettres ou des notes de service	01 <input type="radio"/>	02 <input type="radio"/>	03 <input type="radio"/>	04 <input type="radio"/>	05 <input type="radio"/>
b) Des formules ou des documents tels que des relevés, des factures ou des budgets ..	06 <input type="radio"/>	07 <input type="radio"/>	08 <input type="radio"/>	09 <input type="radio"/>	10 <input type="radio"/>
c) Des rapports ou des articles	11 <input type="radio"/>	12 <input type="radio"/>	13 <input type="radio"/>	14 <input type="radio"/>	15 <input type="radio"/>
d) Des estimations ou des spécifications techniques	16 <input type="radio"/>	17 <input type="radio"/>	18 <input type="radio"/>	19 <input type="radio"/>	20 <input type="radio"/>

E3. Dans le cadre de votre emploi principal, à quelle fréquence faites-vous des calculs d'arithmétique ou de mathématique (c'est-à-dire faire des additions, des soustractions, des multiplications ou des divisions) pour:

- a) mesurer ou estimer la grosseur ou le poids d'un objet ?
- Chaque jour 01
- Quelques fois par semaine 02
- Une fois par semaine 03
- Moins d'une fois par semaine ... 04
- Jamais 05
- b) calculer des prix, des coûts ou des budgets?
- Chaque jour 06
- Quelques fois par semaine 07
- Une fois par semaine 08
- Moins d'une fois par semaine ... 09
- Jamais 10

E4. Comment évaluez-vous vos capacités de lecture en français par rapport aux besoins de votre emploi principal ?

- Excellentes 1
- Bonnes 2
- Moyennes 3
- Faibles 4
- Pas d'opinion / sans objet 5

E5. Dans quelle mesure est-ce que vos capacités de lecture en français limitent vos possibilités d'emploi - par exemple, pour obtenir une promotion ou un autre emploi ?

- Limitent énormément 6
- Limitent quelque peu 7
- Ne limitent pas du tout 8

E6. Comment évaluez-vous vos capacités d'écriture en français par rapport aux besoins de votre emploi principal ?

- Excellentes 1
- Bonnes 2
- Moyennes 3
- Faibles 4
- Pas d'opinion / sans objet 5

E7. Dans quelle mesure est-ce que vos capacités d'écriture en français limitent vos possibilités d'emploi - par exemple, pour obtenir une promotion ou un autre emploi ?

- Limitent énormément 6
- Limitent quelque peu 7
- Ne limitent pas du tout 8

E8. Comment évaluez-vous vos capacités en mathématique par rapport aux besoins de votre emploi principal ?

- Excellentes 1
- Bonnes 2
- Moyennes 3
- Faibles 4
- Pas d'opinion / sans objet 5

E9. Dans quelle mesure est-ce que vos capacités en mathématique limitent vos possibilités d'emploi - par exemple, pour obtenir une promotion ou un autre emploi ?

- Limitent énormément 6
- Limitent quelque peu 7
- Ne limitent pas du tout 8

Section F -- Éducation et formation des adultes

F1. Les questions suivantes portent sur toute éducation ou formation que vous avez peut-être reçue au cours des 12 derniers mois.

Au cours des 12 derniers mois, c'est-à-dire depuis le mois d'août 1993, est-ce que vous avez suivi une formation ou fait des études quelconques, y compris des cours, des leçons privées, des cours par correspondance, des ateliers, une formation en cours d'emploi, une formation en apprentissage, des cours d'art ou d'artisanat, des cours de loisir ou toute autre formation ou études ?

- 1 Oui
 2 Non ► Passez à Q. F15

F2. Au total, combien de cours avez-vous suivi au cours des 12 derniers mois ?

cours

PREMIÈRE RÉPONSE

F3. Quel était le nom (le titre) de ces cours OU du programme dont ces cours faisaient partie ?

INTERVIEWEUR : Inscrivez le nom des trois cours/programmes les plus récents dans l'espace prévu et demandez des précisions pour déterminer s'il y a des réponses multiples.

NOTE : Un programme est une série de cours qui mènent à l'obtention d'un grade, d'un diplôme ou d'un certificat précis. Si le répondant énumère plusieurs cours qui ont tous débuté en même temps, demandez des précisions pour connaître le nom du programme.

F4. J'aimerais maintenant vous poser quelques questions au sujet de ... (nom du cours ou du programme)

Est-ce que les frais de cette formation ou de ces études ont été payés par ... (Lisez les catégories)

- | | Oui | Non |
|--|--------------------------|--------------------------|
| a) vous-même ou votre famille ? | 01 <input type="radio"/> | 02 <input type="radio"/> |
| b) un employeur ? | 03 <input type="radio"/> | 04 <input type="radio"/> |
| c) le gouvernement ? | 05 <input type="radio"/> | 06 <input type="radio"/> |
| d) un syndicat ou une organisation professionnelle ? | 07 <input type="radio"/> | 08 <input type="radio"/> |
| e) n'importe qui d'autre ? | 09 <input type="radio"/> | 10 <input type="radio"/> |
| f) aucun frais | 11 <input type="radio"/> | 12 <input type="radio"/> |
| g) ne sait pas | 13 <input type="radio"/> | 14 <input type="radio"/> |

F5. Avez-vous suivi cette formation ou fait ces études en vue d'obtenir ... (Lisez les catégories)

(Inscrivez une seule réponse)

- un grade, un diplôme ou un certificat universitaire ? 1
- un diplôme ou un certificat collégial ? 2
- un diplôme / certificat de métier ou un certificat professionnel ? 3
- un certificat d'apprentissage ? 4
- un diplôme d'études primaires ou secondaires ? 5
- un perfectionnement professionnel ? 6
- autre 7

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PREMIERE REPONSE

F6. Est-ce que cette formation ou ces études étaient offertes par...
(Lisez les catégories)

Oui Non

- a) une université ou un autre établissement d'enseignement supérieur ? 01 02
- b) un collège de formation complémentaire ? 03 04
- c) un organisme commercial (par exemple, un formateur privé) ? 05 06
- d) un fabricant ou un fournisseur d'équipement ? 07 08
- e) un organisme sans but lucratif, comme une association d'employeurs, un organisme bénévole ou un syndicat ? 09 10
- f) un employeur ou une entreprise mère ? 11 12
- g) autre 13 14

F7. À quel endroit avez-vous suivi cette formation ou fait ces études ?
(Inscrivez une seule réponse)

- 01 École primaire ou secondaire
- 02 Campus collégial
- 03 Campus universitaire
- 04 École de commerce
- 05 Travail
- 06 Centre de formation
- 07 Centre de conférence ou hôtel
- 08 Maison
- 09 Centre communautaire ou établissement sportif
- 10 Ailleurs

F8. Combien de semaines est-ce que cette formation ou ces études ont duré ?

1 semaines

F9. En moyenne, pendant combien de jours par semaine ?

2 jours

F10. En moyenne, pendant combien d'heures par jour ?

3 heures

F11. Quelle est la raison principale pour laquelle vous avez suivi cette formation ou fait ces études ? Était-ce pour ...
(Lisez les catégories)

(Inscrivez une seule réponse)

- des raisons reliées à votre carrière ou votre emploi ? 1 ► *Passez à Q. F12*
- par intérêt personnel ? 2 ► *Passez à Q. F13*
- autre 3 ► *Passez à Q. F13*

F12. Dans quelle mesure utilisez-vous au travail les compétences ou les connaissances que cette formation ou ces études vous ont permis d'acquérir ?
(Lisez les catégories)

- Dans une grande mesure .. 4
- Quelque peu 5
- Très peu 6
- Pas du tout 7
- Sans objet 8

DEUXIÈME RÉPONSE			TROISIÈME RÉPONSE		
	Oui	Non		Oui	Non
a) une université ou un autre établissement d'enseignement supérieur ?	15 <input type="radio"/>	16 <input type="radio"/>	a) une université ou un autre établissement d'enseignement supérieur ?	29 <input type="radio"/>	30 <input type="radio"/>
b) un collège de formation complémentaire ?	17 <input type="radio"/>	18 <input type="radio"/>	b) un collège de formation complémentaire ?	31 <input type="radio"/>	32 <input type="radio"/>
c) un organisme commercial (par exemple, un formateur privé) ?	19 <input type="radio"/>	20 <input type="radio"/>	c) un organisme commercial (par exemple, un formateur privé) ?	33 <input type="radio"/>	34 <input type="radio"/>
d) un fabricant ou un fournisseur d'équipement ?	21 <input type="radio"/>	22 <input type="radio"/>	d) un fabricant ou un fournisseur d'équipement ?	35 <input type="radio"/>	36 <input type="radio"/>
e) un organisme sans but lucratif, comme une association d'employeurs, un organisme bénévole ou un syndicat ?	23 <input type="radio"/>	24 <input type="radio"/>	e) un organisme sans but lucratif, comme une association d'employeurs, un organisme bénévole ou un syndicat ?	37 <input type="radio"/>	38 <input type="radio"/>
f) un employeur ou une entreprise mère ?	25 <input type="radio"/>	26 <input type="radio"/>	f) un employeur ou une entreprise mère ?	39 <input type="radio"/>	40 <input type="radio"/>
g) autre	27 <input type="radio"/>	28 <input type="radio"/>	g) autre	41 <input type="radio"/>	42 <input type="radio"/>
01 <input type="radio"/> École primaire ou secondaire			01 <input type="radio"/> École primaire ou secondaire		
02 <input type="radio"/> Campus collégial			02 <input type="radio"/> Campus collégial		
03 <input type="radio"/> Campus universitaire			03 <input type="radio"/> Campus universitaire		
04 <input type="radio"/> École de commerce			04 <input type="radio"/> École de commerce		
05 <input type="radio"/> Travail			05 <input type="radio"/> Travail		
06 <input type="radio"/> Centre de formation			06 <input type="radio"/> Centre de formation		
07 <input type="radio"/> Centre de conférence ou hôtel			07 <input type="radio"/> Centre de conférence ou hôtel		
08 <input type="radio"/> Maison			08 <input type="radio"/> Maison		
09 <input type="radio"/> Centre communautaire ou établissement sportif			09 <input type="radio"/> Centre communautaire ou établissement sportif		
10 <input type="radio"/> Ailleurs			10 <input type="radio"/> Ailleurs		
4 <input type="text"/> <input type="text"/> semaines			7 <input type="text"/> <input type="text"/> semaines		
5 <input type="text"/> <input type="text"/> jours			8 <input type="text"/> <input type="text"/> jours		
6 <input type="text"/> <input type="text"/> heures			9 <input type="text"/> <input type="text"/> heures		
des raisons reliées à votre carrière ou votre emploi ?	1 <input type="radio"/>	▶ Passez à Q. F12	des raisons reliées à votre carrière ou votre emploi ?	1 <input type="radio"/>	▶ Passez à Q. F12
par intérêt personnel ?	2 <input type="radio"/>	▶ Passez à Q. F13	par intérêt personnel ?	2 <input type="radio"/>	▶ Passez à Q. F13
autre	3 <input type="radio"/>	▶ Passez à Q. F13	autre	3 <input type="radio"/>	▶ Passez à Q. F13
Dans une grande mesure ..	4 <input type="radio"/>		Dans une grande mesure ..	4 <input type="radio"/>	
Quelque peu ..	5 <input type="radio"/>		Quelque peu ..	5 <input type="radio"/>	
Très peu ..	6 <input type="radio"/>		Très peu ..	6 <input type="radio"/>	
Pas du tout ..	7 <input type="radio"/>		Pas du tout ..	7 <input type="radio"/>	
Sans objet ..	8 <input type="radio"/>		Sans objet ..	8 <input type="radio"/>	

PREMIÈRE RÉPONSE


F13. Qui a suggéré que vous suiviez cette formation ou faisiez ces études ?
(Lisez les catégories)


	Oui	Non
a) Vous-même	01 <input type="radio"/>	02 <input type="radio"/>
b) Vos ami(e)s ou votre famille .	03 <input type="radio"/>	04 <input type="radio"/>
c) Votre employeur	05 <input type="radio"/>	06 <input type="radio"/>
d) D'autres employé(e)s	07 <input type="radio"/>	08 <input type="radio"/>
e) Prévu par une convention collective	09 <input type="radio"/>	10 <input type="radio"/>
f) Votre syndicat ou association professionnelle	11 <input type="radio"/>	12 <input type="radio"/>
g) Exigence professionnelle ou légale	13 <input type="radio"/>	14 <input type="radio"/>
h) Services sociaux ou centre d'emploi	15 <input type="radio"/>	16 <input type="radio"/>
i) Autre	17 <input type="radio"/>	18 <input type="radio"/>
j) Ne sait pas	19 <input type="radio"/>	20 <input type="radio"/>

F14. Est-ce que cette formation ou ces études étaient données ...
(Lisez les catégories)

	Oui	Non
a) par un enseignement en classe, des séminaires ou des ateliers ?	01 <input type="radio"/>	02 <input type="radio"/>
b) à l'aide d'un logiciel éducatif ?	03 <input type="radio"/>	04 <input type="radio"/>
c) par des émissions diffusées à la radio ou à la télévision ? ..	05 <input type="radio"/>	06 <input type="radio"/>
d) sur cassettes, bandes ou disques audio ou vidéo ? ...	07 <input type="radio"/>	08 <input type="radio"/>
e) par la lecture de documents ?	09 <input type="radio"/>	10 <input type="radio"/>
f) en milieu de travail ?	11 <input type="radio"/>	12 <input type="radio"/>
g) autres méthodes ?	13 <input type="radio"/>	14 <input type="radio"/>

INTERVIEWEURS

 Si d'autres cours ont été mentionnés à F3, passez à la question F4 deuxième réponse

 Si aucun cours n'a été mentionné à F3, passez à la question F15

F15. Depuis le mois d'août 1993, est-ce que vous avez VOULU suivre une formation ou faire des études quelconques pour des raisons reliées à votre carrière ou votre emploi, mais ne l'avez pas fait ?

1 Oui

2 Non ► Passez à Q. F17

F17. Depuis le mois d'août 1993, y a-t-il une autre formation quelconque que vous avez VOULU suivre, par exemple pour apprendre un passe-temps ou un loisir ou par intérêt personnel, mais ne l'avez pas fait ?

3 Oui

4 Non ► Passez à Q. G1

F16. Pour quelles raisons n'avez-vous pas suivi cette formation ou fait ces études ?
(Inscrivez plus d'une réponse, s'il y a lieu)

01 Trop occupé(e) / manque de temps

02 Trop occupé(e) au travail

03 Cours pas offert

04 Obligations familiales

05 Trop cher / pas d'argent

06 Manque de compétences

07 Manque d'appui de l'employeur

08 Heure du cours ne convenait pas

09 Raisons de langue

10 Raisons de santé

11 Autre

F18. Pour quelles raisons n'avez-vous pas suivi cette formation ou fait ces études ?
(Inscrivez plus d'une réponse, s'il y a lieu)

01 Trop occupé(e) / manque de temps

02 Trop occupé(e) au travail

03 Cours pas offert

04 Obligations familiales

05 Trop cher / pas d'argent

06 Manque de compétences




07 Manque d'appui de l'employeur

08 Heure du cours ne convenait pas

09 Raisons de langue

10 Raisons de santé

11 Autre

DEUXIÈME RÉPONSE			TROISIÈME RÉPONSE		
	Oui	Non		Oui	Non
a) Vous-même	21 <input type="radio"/>	22 <input type="radio"/>	a) Vous-même	41 <input type="radio"/>	42 <input type="radio"/>
b) Vos ami(e)s ou votre famille .	23 <input type="radio"/>	24 <input type="radio"/>	b) Vos ami(e)s ou votre famille .	43 <input type="radio"/>	44 <input type="radio"/>
c) Votre employeur	25 <input type="radio"/>	26 <input type="radio"/>	c) Votre employeur	45 <input type="radio"/>	46 <input type="radio"/>
d) D'autres employé(e)s	27 <input type="radio"/>	28 <input type="radio"/>	d) D'autres employé(e)s	47 <input type="radio"/>	48 <input type="radio"/>
e) Prévu par une convention collective	29 <input type="radio"/>	30 <input type="radio"/>	e) Prévu par une convention collective	49 <input type="radio"/>	50 <input type="radio"/>
f) Votre syndicat ou association professionnelle	31 <input type="radio"/>	32 <input type="radio"/>	f) Votre syndicat ou association professionnelle	51 <input type="radio"/>	52 <input type="radio"/>
g) Exigence professionnelle ou légale	33 <input type="radio"/>	34 <input type="radio"/>	g) Exigence professionnelle ou légale	53 <input type="radio"/>	54 <input type="radio"/>
h) Services sociaux ou centre d'emploi	35 <input type="radio"/>	36 <input type="radio"/>	h) Services sociaux ou centre d'emploi	55 <input type="radio"/>	56 <input type="radio"/>
i) Autre	37 <input type="radio"/>	38 <input type="radio"/>	i) Autre	57 <input type="radio"/>	58 <input type="radio"/>
j) Ne sait pas	39 <input type="radio"/>	40 <input type="radio"/>	j) Ne sait pas	59 <input type="radio"/>	60 <input type="radio"/>
a) par un enseignement en classe, des séminaires ou des ateliers ?	15 <input type="radio"/>	16 <input type="radio"/>	a) par un enseignement en classe, des séminaires ou des ateliers ?	29 <input type="radio"/>	30 <input type="radio"/>
b) à l'aide d'un logiciel éducatif ?	17 <input type="radio"/>	18 <input type="radio"/>	b) à l'aide d'un logiciel éducatif ?	31 <input type="radio"/>	32 <input type="radio"/>
c) par des émissions diffusées à la radio ou à la télévision ?...	19 <input type="radio"/>	20 <input type="radio"/>	c) par des émissions diffusées à la radio ou à la télévision ?...	33 <input type="radio"/>	34 <input type="radio"/>
d) sur cassettes, bandes ou disques audio ou vidéo ?...	21 <input type="radio"/>	22 <input type="radio"/>	d) sur cassettes, bandes ou disques audio ou vidéo ?...	35 <input type="radio"/>	36 <input type="radio"/>
e) par la lecture de documents ?	23 <input type="radio"/>	24 <input type="radio"/>	e) par la lecture de documents ?	37 <input type="radio"/>	38 <input type="radio"/>
f) en milieu de travail ?	25 <input type="radio"/>	26 <input type="radio"/>	f) en milieu de travail ?	39 <input type="radio"/>	40 <input type="radio"/>
g) autres méthodes ?	27 <input type="radio"/>	28 <input type="radio"/>	g) autres méthodes ?	41 <input type="radio"/>	42 <input type="radio"/>
<p> Si d'autres cours ont été mentionnés à F3, passez à la question F4 troisième réponse</p> <p> Si aucun cours n'a été mentionné à F3, passez à la question F15</p>			<p> Passez à la question F15</p>		

Section G - Activités générales de lecture et d'écriture

G1. Les prochaines questions portent sur la lecture et l'écriture dans votre vie quotidienne, sauf au travail ou à l'école.

Je vais vous lire une liste d'activités. Veuillez me dire si vous les faites chaque jour, chaque semaine, chaque mois, plusieurs fois par année ou jamais. À quelle fréquence est-ce que vous...

	Chaque jour	Chaque semaine	Chaque mois	Plusieurs fois par année	Jamais
a) allez à une bibliothèque publique ?	01 <input type="radio"/>	02 <input type="radio"/>	03 <input type="radio"/>	04 <input type="radio"/>	05 <input type="radio"/>
b) allez voir un film, une pièce de théâtre ou un concert ?	06 <input type="radio"/>	07 <input type="radio"/>	08 <input type="radio"/>	09 <input type="radio"/>	10 <input type="radio"/>
c) assistez ou participez à un événement sportif ?	11 <input type="radio"/>	12 <input type="radio"/>	13 <input type="radio"/>	14 <input type="radio"/>	15 <input type="radio"/>
d) écrivez des lettres ou n'importe quoi d'autre qui a plus d'une page de longueur ?	16 <input type="radio"/>	17 <input type="radio"/>	18 <input type="radio"/>	19 <input type="radio"/>	20 <input type="radio"/>
e) aidez à des organismes bénévoles ou communautaires ?	21 <input type="radio"/>	22 <input type="radio"/>	23 <input type="radio"/>	24 <input type="radio"/>	25 <input type="radio"/>
f) lisez des journaux ou des revues ?	26 <input type="radio"/>	27 <input type="radio"/>	28 <input type="radio"/>	29 <input type="radio"/>	30 <input type="radio"/>
g) lisez des livres ?	31 <input type="radio"/>	32 <input type="radio"/>	33 <input type="radio"/>	34 <input type="radio"/>	35 <input type="radio"/>
h) écoutez la radio, des disques, des rubans, des cassettes ou des disques compact ?	36 <input type="radio"/>	37 <input type="radio"/>	38 <input type="radio"/>	39 <input type="radio"/>	40 <input type="radio"/>

G2. Est-ce qu'il vous arrive de faire l'une ou l'autre de ces activités dans une langue autre que le français ou l'anglais ?

- 1 Oui
 2 Non ► *Passez à Q. G4*

G3. Laquelle des activités suivantes vous est-il déjà arrivé de faire dans une langue autre que le français ou l'anglais ?

	Oui	Non
a) Aller à une bibliothèque publique ?	01 <input type="radio"/>	02 <input type="radio"/>
b) Aller voir un film, une pièce de théâtre ou un concert ?	03 <input type="radio"/>	04 <input type="radio"/>
c) Assister ou participez à un événement sportif ? ...	05 <input type="radio"/>	06 <input type="radio"/>
d) Écrire des lettres ou n'importe quoi d'autre qui a plus d'une page de longueur ?	07 <input type="radio"/>	08 <input type="radio"/>
e) Aider à des organismes bénévoles ou communautaires ?	09 <input type="radio"/>	10 <input type="radio"/>
f) Lire des journaux ou des revues ?	11 <input type="radio"/>	12 <input type="radio"/>
g) Lire des livres ?	13 <input type="radio"/>	14 <input type="radio"/>
h) Écouter la radio, des disques, des rubans, des cassettes ou des disques compact ? ...	15 <input type="radio"/>	16 <input type="radio"/>

G4. Combien de temps passez-vous habituellement chaque jour à écouter la télévision ou des films vidéo ?

- N'en écoute pas chaque jour 1
 1 heure ou moins par jour .. 2
 1 à 2 heures par jour 3
 Plus de 2 mais moins de 5 heures par jour 4
 5 heures ou plus par jour ... 5
 N'a pas de télévision ou de films vidéo 6 ► *Passez à Q. G6*

G5. Est-ce qu'il vous arrive d'écouter la télévision ou des films vidéo dans une langue autre que le français ou l'anglais ?

- 7 Oui
 8 Non

G6. Parmi les choses suivantes, lesquelles avez-vous présentement dans votre maison ?

	Oui	Non
a) Journaux quotidiens	01 <input type="radio"/>	02 <input type="radio"/>
b) Journaux hebdomadaires / revues	03 <input type="radio"/>	04 <input type="radio"/>
c) Plus de 25 livres	05 <input type="radio"/>	06 <input type="radio"/>
d) Une encyclopédie (en plusieurs volumes) ...	07 <input type="radio"/>	08 <input type="radio"/>
e) Un dictionnaire	09 <input type="radio"/>	10 <input type="radio"/>

G7. À quelle fréquence est-ce que vous lisez ou utilisez de l'information de chacune des catégories suivantes dans le cadre de votre vie quotidienne ?
 Diriez-vous chaque jour, quelques fois par semaines, une fois par semaine, moins d'une fois par semaine, rarement ou jamais ?

	Chaque jour	Quelques fois par semaine	Une fois par semaine	Moins d'une fois par semaine	Rarement ou jamais
a) Des lettres ou des notes de service	01 <input type="radio"/>	02 <input type="radio"/>	03 <input type="radio"/>	04 <input type="radio"/>	05 <input type="radio"/>
b) Des rapports, des articles, des revues ou des périodiques	06 <input type="radio"/>	07 <input type="radio"/>	08 <input type="radio"/>	09 <input type="radio"/>	10 <input type="radio"/>
c) Des manuels ou des ouvrages de référence, y compris des catalogues	11 <input type="radio"/>	12 <input type="radio"/>	13 <input type="radio"/>	14 <input type="radio"/>	15 <input type="radio"/>
d) Des diagrammes ou des schémas	16 <input type="radio"/>	17 <input type="radio"/>	18 <input type="radio"/>	19 <input type="radio"/>	20 <input type="radio"/>
e) Des comptes, des factures, des tableurs ou des tableaux budgétaires	21 <input type="radio"/>	22 <input type="radio"/>	23 <input type="radio"/>	24 <input type="radio"/>	25 <input type="radio"/>
f) Des documents écrits dans une langue autre que le français	26 <input type="radio"/>	27 <input type="radio"/>	28 <input type="radio"/>	29 <input type="radio"/>	30 <input type="radio"/>
g) Des directives ou des instructions concernant des médicaments, des recettes ou d'autres produits	31 <input type="radio"/>	32 <input type="radio"/>	33 <input type="radio"/>	34 <input type="radio"/>	35 <input type="radio"/>

G8. Je vais vous lire une liste de différentes parties d'un journal. Veuillez me dire lesquelles vous lisez habituellement lorsque vous feuillotez un journal.

	Oui	Non
a) Annonces classées	01 <input type="radio"/>	02 <input type="radio"/>
b) Autres annonces	03 <input type="radio"/>	04 <input type="radio"/>
c) Nouvelles nationales ou internationales	05 <input type="radio"/>	06 <input type="radio"/>
d) Nouvelles régionales ou locales	07 <input type="radio"/>	08 <input type="radio"/>
e) Sports	09 <input type="radio"/>	10 <input type="radio"/>
f) Habitation, mode ou santé	11 <input type="radio"/>	12 <input type="radio"/>
g) Éditoriaux	13 <input type="radio"/>	14 <input type="radio"/>
h) Nouvelles financières ou liste des titres boursiers ..	15 <input type="radio"/>	16 <input type="radio"/>
i) Bandes dessinées	17 <input type="radio"/>	18 <input type="radio"/>
j) Horaires des émissions de télévision	19 <input type="radio"/>	20 <input type="radio"/>
k) Programme des films ou des concerts	21 <input type="radio"/>	22 <input type="radio"/>
l) Critiques de livres, de films ou d'art	23 <input type="radio"/>	24 <input type="radio"/>
m) Horoscope	25 <input type="radio"/>	26 <input type="radio"/>
n) Chronique de conseils personnels	27 <input type="radio"/>	28 <input type="radio"/>
o) Autre - Précisez	29 <input type="radio"/>	30 <input type="radio"/>
Ne lit pas de journaux	98 <input type="radio"/>	

G9. Diriez-vous que vous vous tenez au courant des événements d'actualité, des affaires gouvernementales et des affaires publiques ...

la plupart du temps ?	1 <input type="radio"/>
parfois ?	2 <input type="radio"/>
seulement de temps à autre ?	3 <input type="radio"/>
presque pas du tout ?	4 <input type="radio"/>

G10. J'aimerais savoir de quelle façon vous vous renseignez habituellement sur les événements d'actualité, les affaires publiques et les affaires gouvernementales. Quelle quantité d'information obtenez-vous ...

	Beaucoup	Un peu	Très peu	Aucune
a) en lisant des journaux ? ..	01 <input type="radio"/>	02 <input type="radio"/>	03 <input type="radio"/>	04 <input type="radio"/>
b) en lisant des revues ?	05 <input type="radio"/>	06 <input type="radio"/>	07 <input type="radio"/>	08 <input type="radio"/>
c) en écoutant la radio ? ...	09 <input type="radio"/>	10 <input type="radio"/>	11 <input type="radio"/>	12 <input type="radio"/>
d) en écoutant la télévision ?	13 <input type="radio"/>	14 <input type="radio"/>	15 <input type="radio"/>	16 <input type="radio"/>
e) en parlant à des membres de la famille, à des ami(e)s ou à des collègues de travail ?	17 <input type="radio"/>	18 <input type="radio"/>	19 <input type="radio"/>	20 <input type="radio"/>

G11. Les gens se font parfois aider par des membres de la famille ou des ami(e)s pour lire et écrire en français. À quelle fréquence demandez-vous l'aide d'autres personnes pour...

- | | Souvent | Parfois | Jamais |
|--|--------------------------|--------------------------|--------------------------|
| a) lire des articles de journaux ? | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> |
| b) lire des renseignements venant d'organismes gouvernementaux, d'entreprises ou d'autres institutions ? | 04 <input type="radio"/> | 05 <input type="radio"/> | 06 <input type="radio"/> |
| c) remplir des formulaires telles que des demandes ou des bordereaux de dépôt bancaire ? | 07 <input type="radio"/> | 08 <input type="radio"/> | 09 <input type="radio"/> |
| d) lire des instructions comme celles sur un contenant de médicaments ? | 10 <input type="radio"/> | 11 <input type="radio"/> | 12 <input type="radio"/> |
| e) lire des instructions sur des produits «emballés» dans des magasins ou des supermarchés ? | 13 <input type="radio"/> | 14 <input type="radio"/> | 15 <input type="radio"/> |
| f) faire des calculs d'arithmétique faciles, c'est-à-dire des additions, des soustractions, des multiplications et des divisions ? | 16 <input type="radio"/> | 17 <input type="radio"/> | 18 <input type="radio"/> |
| g) écrire des notes et des lettres ? | 19 <input type="radio"/> | 20 <input type="radio"/> | 21 <input type="radio"/> |

G12. Comment évaluez-vous vos capacités de lecture en français par rapport aux besoins de tous les jours ?

- Excellentes . . . 1 Faibles 4
 Bonnes 2 Pas d'opinion . . 5
 Moyennes . . . 3

G14. Comment évaluez-vous vos capacités en mathématique par rapport aux besoins de tous les jours ?

- Excellentes . . . 1 Faibles 4
 Bonnes 2 Pas d'opinion . . 5
 Moyennes . . . 3

G13. Comment évaluez-vous vos capacités d'écriture en français par rapport aux besoins de tous les jours ?

- Excellentes . . . 1 Faibles 4
 Bonnes 2 Pas d'opinion . . 5
 Moyennes . . . 3

G15. Tout bien considéré, dans quelle mesure êtes-vous satisfait(e) de vos capacités de lecture et d'écriture en français ? Êtes-vous...

- très satisfait(e) ?
- quelque peu satisfait(e)
- quelque peu insatisfait(e)
- très insatisfait(e)
- pas d'opinion

G16. Avez-vous déjà eu ...

G17. Aviez-vous ce problème lorsque vous étiez à l'école primaire ou secondaire ?

G18. Avez-vous ce problème maintenant ?

- | | Non | Oui | | Non | Oui | | Non | Oui |
|--|--------------------------|--------------------------|----------|--------------------------|--------------------------|----------|--------------------------|--------------------------|
| a) un trouble de la vue qui ne peut être corrigé à l'aide de lunettes ? | 01 <input type="radio"/> | 02 <input type="radio"/> | Si oui → | 11 <input type="radio"/> | 12 <input type="radio"/> | Si oui → | 21 <input type="radio"/> | 22 <input type="radio"/> |
| b) un trouble de l'ouïe ? | 03 <input type="radio"/> | 04 <input type="radio"/> | → | 13 <input type="radio"/> | 14 <input type="radio"/> | → | 23 <input type="radio"/> | 24 <input type="radio"/> |
| c) un trouble de la parole ? ... | 05 <input type="radio"/> | 06 <input type="radio"/> | → | 15 <input type="radio"/> | 16 <input type="radio"/> | → | 25 <input type="radio"/> | 26 <input type="radio"/> |
| d) une difficulté d'apprentissage ? | 07 <input type="radio"/> | 08 <input type="radio"/> | → | 17 <input type="radio"/> | 18 <input type="radio"/> | → | 27 <input type="radio"/> | 28 <input type="radio"/> |
| e) toute autre déficience ou problème de santé ayant duré six mois ou plus ? ... | 09 <input type="radio"/> | 10 <input type="radio"/> | → | 19 <input type="radio"/> | 20 <input type="radio"/> | → | 29 <input type="radio"/> | 30 <input type="radio"/> |

Section H - Alphabétisation familiale

H1. Êtes-vous le parent ou le tuteur d'enfants âgés de 6 à 18 ans qui vivent présentement avec vous ?

- 1 Oui
 2 Non ► *Passez à Q. J1*

H2. Quel âge a votre plus jeune enfant parmi ceux qui sont âgés de 6 à 18 ans?

ans

H3. Quel est le plus haut niveau de scolarité que cet enfant a atteint ?

- 3 Primaire année
 4 Secondaire année
 5 Postsecondaire année
 6 École de métiers / professionnelle année
 7 Aucune scolarité

H4. À quelle fréquence diriez-vous que cet enfant lit pour le plaisir de lire ? Est-ce ...

- chaque jour ? 1
 quelques fois par semaine ? 2
 plusieurs fois par mois ? 3
 quelques fois par mois ? 4
 une fois par mois ou moins ? 5
 jamais ? 6
 ne sait pas 7
 sans objet 8

H5. Lorsque cet enfant lit, où obtient-il (elle) ses livres ?

(Inscrivez plus d'une réponse, s'il y a lieu)

- 01 Parent les achète
 02 Parent les emprunte à un(e) ami(e)
 03 Enfant les achète
 04 Enfant les emprunte à un(e) ami(e)
 05 Bibliothèque publique
 06 Bibliothèque de l'école
 07 Cadeaux
 08 De ses frères / soeurs
 09 Autre
 10 Ne sait pas

H6. Compte tenu de l'âge de cet enfant, dans quelle mesure êtes-vous satisfait(e) de la façon dont il (elle) lit? Diriez-vous que vous êtes ...

- très satisfait(e) ? 1
 quelque peu satisfait(e) ? ... 2
 quelque peu insatisfait(e) ? . 3
 très insatisfait(e) ? 4
 pas d'opinion ? 5

Les prochaines questions portent sur votre ménage complet.

H7. Pourriez-vous me dire si chacun des énoncés suivants est vrai ou faux dans le cas de votre ménage?

- | | Vrai | Faux | Ne sait pas |
|---|--------------------------|--------------------------|--------------------------|
| a) Il y a une variété de livres dans votre maison | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> |
| b) Il y a une variété de revues et d'autre matériel de lecture dans votre maison | 04 <input type="radio"/> | 05 <input type="radio"/> | 06 <input type="radio"/> |
| c) Vos enfants vous voient souvent lire ou voient souvent votre conjoint(e) lire | 07 <input type="radio"/> | 08 <input type="radio"/> | 09 <input type="radio"/> |
| d) Vos enfants ont appris à lire avant la première année scolaire | 10 <input type="radio"/> | 11 <input type="radio"/> | 12 <input type="radio"/> |
| e) Vos enfants ont une certaine période de temps qui est consacrée chaque jour à la lecture à la maison | 13 <input type="radio"/> | 14 <input type="radio"/> | 15 <input type="radio"/> |
| f) Vous limitez le temps que vos enfants peuvent passer à écouter la télévision | 16 <input type="radio"/> | 17 <input type="radio"/> | 18 <input type="radio"/> |
| g) Vos enfants choisissent souvent les livres qu'ils lisent | 19 <input type="radio"/> | 20 <input type="radio"/> | 21 <input type="radio"/> |
| h) Vos enfants ont leur propres livres et un endroit pour les garder ... | 22 <input type="radio"/> | 23 <input type="radio"/> | 24 <input type="radio"/> |

H8. J'aimerais vous lire une liste de différentes choses qui peuvent permettre aux parents d'aider leurs enfants à devenir de bons lecteurs. En réponse à chacune, j'aimerais que vous me disiez si vous trouvez que ces choses vous seraient très utiles, quelque peu utiles, pas très utiles ou pas du tout utiles.

	Très	Quelque peu	Pas très	Pas du tout
a) Des listes de livres fournies aux parents par les écoles et d'autres experts en éducation	01 <input type="radio"/>	02 <input type="radio"/>	03 <input type="radio"/>	04 <input type="radio"/>
b) Du matériel comme des jeux, des activités et des livres fournis aux parents par les écoles ou d'autres experts en éducation pour aider les parents à encourager leurs enfants à lire	05 <input type="radio"/>	06 <input type="radio"/>	07 <input type="radio"/>	08 <input type="radio"/>
c) Des liens plus étroits entre les parents et les enseignants	09 <input type="radio"/>	10 <input type="radio"/>	11 <input type="radio"/>	12 <input type="radio"/>
d) Une assistance fournie aux parents par les écoles pour les aider à comprendre l'évaluation des capacités de lecture d'un enfant	13 <input type="radio"/>	14 <input type="radio"/>	15 <input type="radio"/>	16 <input type="radio"/>
e) Faire en sorte que les enfants aient accès à des livres, par l'intermédiaire de bibliothèques publiques ou scolaires.	17 <input type="radio"/>	18 <input type="radio"/>	19 <input type="radio"/>	20 <input type="radio"/>

Section J - Renseignements sur le ménage

J1. Enfin, j'aimerais recueillir quelques renseignements généraux sur votre ménage.

Parmi les sources de revenu suivantes, quelles sont celles qui vous ont rapporté un revenu en 1993?

- | | Oui | Non |
|--|--------------------------|--------------------------|
| a) Salaires, traitements ou revenu d'un travail autonome | 01 <input type="radio"/> | 02 <input type="radio"/> |
| b) Revenu de source gouvernementale, comme les allocations familiales, les prestations d'assurance-chômage ou d'aide sociale | 03 <input type="radio"/> | 04 <input type="radio"/> |
| c) Prestations du Régime de pensions du Canada ou du Régime de rentes du Québec ou une pension de vieillesse | 05 <input type="radio"/> | 06 <input type="radio"/> |
| d) Revenu d'intérêts, de dividendes ou de placements ou d'un régime privé de pension | 07 <input type="radio"/> | 08 <input type="radio"/> |
| e) Revenu de toute autre source, comme une pension alimentaire, une bourse d'études, etc .. | 09 <input type="radio"/> | 10 <input type="radio"/> |

J2. Au mieux de votre connaissance, quel a été votre revenu individuel de toutes sources en 1993, y compris ceux que vous venez de mentionner ?

□ □ □ □ □ □ □ □ □ □ .00

- 1 Aucun revenu ► *Passez à Q. J4*
 2 Ne sait pas

J3. Au mieux de votre connaissance, quel a été votre revenu individuel provenant seulement de salaires, de traitements ou d'un travail autonome en 1993 ?

□ □ □ □ □ □ □ □ □ □ .00

- 3 Aucun revenu
 4 Ne sait pas

J4. Combien de personnes font partie de ce ménage, y compris vous-même ?

□ □ Si 01, ► *Passez à Q.7*

J5. Au mieux de votre connaissance, quel a été le revenu total de toutes sources de tous les membres du ménage (y compris vous-même) en 1993 ?





□ □ □ □ □ □ □ □ □ □ .00

- 5 Aucun revenu
 6 Ne sait pas

7. INTERVIEWEUR: Inscrivez l'heure de la fin du QF

☞ □ □ : □ □

Partie II - Tâches essentielles - Pointage

<p>8. INTERVIEWEUR: Langue des livrets de tâches</p> <p> 1 <input type="radio"/> Français 2 <input type="radio"/> Anglais</p>	<p>5. Bordereau de dépôt</p> <p>S1</p> <p>1 <input type="radio"/> 632,19 (Acceptez la valeur même si elle n'est pas inscrite dans la case «Dépôt total»)</p> <p>7 <input type="radio"/> Toute autre réponse S2</p> <p>0 <input type="radio"/> Tâche refusée / pas faite <input type="text"/></p>
<p>9. INTERVIEWEUR: Inscrivez l'heure du début des tâches</p> <p> <input type="text"/> : <input type="text"/></p>	<p>6. Signes avant-coureurs de la crise cardiaque</p> <p>S1</p> <p>1 <input type="radio"/> Souligne la phrase OU la partie de phrase contenant «services de secours d'urgence...». (Réponse encadrée ou écrite est aussi acceptable)</p> <p>7 <input type="radio"/> Toute autre réponse S2</p> <p>0 <input type="radio"/> Tâche refusée / pas faite <input type="text"/></p>
<p>1. Annonce de l'UNICEF</p> <p>S1</p> <p>1 <input type="radio"/> Souligne la phrase ou la partie de phrase contenant «15 cents». (Réponse encadrée ou écrite est aussi acceptable)</p> <p>7 <input type="radio"/> Toute autre réponse S2</p> <p>0 <input type="radio"/> Tâche refusée / pas faite <input type="text"/></p>	<p> INTERVIEWEUR :</p> <p>Si le répondant a réussi deux des tâches ci-dessus (valeur de pointage 1), passez au LIVRET DES TÂCHES PRINCIPALES.</p> <p>Autrement, remerciez le répondant et mettez fin à l'interview.</p> <p>Au poste 5 réservé à l'intervieweur, inscrivez le code d'état convenable pour le LIVRET DES TÂCHES ESSENTIELLES et inscrivez le code d'état «Z» pour le LIVRET DES TÂCHES PRINCIPALES.</p> <p>Inscrivez l'HEURE DE LA FIN de l'interview dans l'espace prévu ci-dessous.</p>
<p>2. Résultats d'élection - première tâche</p> <p>S1</p> <p>1 <input type="radio"/> Reynolds (Réponse soulignée ou encadrée est aussi acceptable)</p> <p>7 <input type="radio"/> Toute autre réponse S2</p> <p>0 <input type="radio"/> Tâche refusée / pas faite <input type="text"/></p>	
<p>3. Résultats d'élection - deuxième tâche</p> <p>S1</p> <p>1 <input type="radio"/> 30</p> <p>7 <input type="radio"/> Toute autre réponse S2</p> <p>0 <input type="radio"/> Tâche refusée / pas faite <input type="text"/></p>	
<p>4. Message téléphonique</p> <p>S1</p> <p>1 <input type="radio"/> Encercle Scott Murray (Réponse soulignée ou écrite est aussi acceptable)</p> <p>7 <input type="radio"/> Toute autre réponse S2</p> <p>0 <input type="radio"/> Tâche refusée / pas faite <input type="text"/></p>	<p>10. INTERVIEWEUR :</p> <p> Si le répondant ne réussit pas les TÂCHES ESSENTIELLES, inscrivez l'HEURE DE LA FIN ci-dessous.</p> <p>Autrement, passez au LIVRET DES TÂCHES PRINCIPALES et inscrivez l'HEURE DE LA FIN une fois qu'il aura terminé.</p> <p>Inscrivez l'heure de la fin des tâches</p> <p><input type="text"/> : <input type="text"/></p>

RAISON DE LA NON-RÉPONSE



Special Surveys Divisions

International Adult Literacy Survey

Confidential once completed.

Collected under the authority of the Statistics Act, Revised Statutes of Canada, 1985, Chapter S19.

Version française disponible...

FOBQ

<p>Area label here</p>	<p>1. Language of interview 1 <input checked="" type="radio"/> English 2 <input type="radio"/> French</p>
	<p>2. Total number of visits <input style="width: 30px; height: 20px;" type="text"/> <input style="width: 30px; height: 20px;" type="text"/></p>
	<p>3. Name of interviewer _____ _____</p>
	<p>4. Was any assistance provided by a third party for the completion of the background questionnaire (BQ)? 3 <input type="radio"/> Yes 4 <input type="radio"/> No</p>
<p>5. Final Status BQ CORE MAIN <input style="width: 40px; height: 20px;" type="text"/> <input style="width: 40px; height: 20px;" type="text"/> <input style="width: 40px; height: 20px;" type="text"/></p>	<p> INTERVIEWER: Please provide a detailed reason for non-response in the area provided on page 23 of this questionnaire.</p>

Record of Visits

	Date	Start Time	End Time	Notes
1				
2				
3				
4				
5				
6				
7				
8				

Introduction

Hello, I am ... from Statistics Canada.

Statistics Canada is conducting a national literacy survey in cooperation with the Department of Human Resources Development and the National Literacy Secretariat.

Results from the survey will be used to plan programs suited to the needs of Canadians. They will also be used to compare Canadian needs with those of other countries who are conducting a similar study.

Your voluntary participation is needed if the results are to be accurate. Your answers will be kept confidential and combined with those of others to produce statistics.

First, I'll begin by asking questions about your household.

5.1. Are there any persons who usually live in this household and who have a mother tongue of French (i.e. first language learned at home during childhood and still understood)?

1 Yes ► Turn to page 2

2 No - Thank the respondent and end the interview.

(Note: If respondent asks why you want to know this, tell them that part of the survey involves getting results that are representative of francophones who are living in Ontario.)

1. I would like to select one person from your household for an interview. Starting with the oldest, what is the first name and last name of each person who is now living or staying here and who has no usual place of residence elsewhere? (Enter first name and last name in the table below).

2. Are there any persons away from this household attending school, visiting, travelling or in a hospital who usually live here?

- Yes - Enter first name and last name in the table and ► Go to Q. 3
- No ► Go to Q. 3

3. Does anyone else live at this dwelling such as other relatives, roomers, boarders or employees?

- Yes - Enter first name and last name in the table and complete parts 5 through 11 for each person
- No - Complete parts 5 through 11 for each person

4. First Name, Last Name	5. Mother Tongue (MT)	6. Age	7. Listing Number (Fre. M.T. & 16+)	8. Sex	9. M.S.	10. Fam. Id	11. Rel. to H.H.

5. Mother Tongue (M.T.) Codes
- E English
 - F French
 - O Other
 - Y Don't know
 - R Refusal

11. Relationship to Head of Household (R. to H.H.) Codes
- 1 Head of Household
 - 2 Husband or wife of H.H. or
Common-law partner of H.H.
 - 3 Son / Daughter of H.H.
 - 4 Grandchild of H.H.
 - 5 Son-in-law / Daughter-in-law of H.H.
 - 6 Foster child (less than 18)
 - 7 Father / Mother of H.H.
 - 8 Father-in-law / Mother-in-law of H.H.
 - 9 Brother / Sister of H.H.
 - 0 Other relative

9. Marital Status (M.S.) Codes
- 1 Married or Common-law
 - 2 Single (never married)
 - 3 Widow(er)
 - 4 Divorced

12. Is this dwelling: owned by you or a member of this household (even if it is still being paid for)? 1 other ... 3
 (Mark one only) rented (even if no cash rent is paid)? 2 refusal .. 4

13. Now I am going to select the person to interview ... (Select person according to procedures outlined in the interviewer's manual)

Listing number of selected person

If the household respondent is selected, inform him / her, ask which language they prefer for the interview and go to Question A1 of the Background Questionnaire.

If someone other than the household respondent is selected, inform them that ... has been chosen.

14. Is ... available?

- Yes ► Go to the selected person and reintroduce the study (Reread the introduction section which is written in italics). Then ask him / her which language he / she prefers to do the interview in and go to Question A1 of the Background Questionnaire.
- No - Ask when is the best time to reach ...

Day / Date	Time of day	Telephone No.
------------	-------------	---------------

Thank the respondent

Part I - Background Questionnaire

6. INTERVIEWER: Record start time of BQ

☞ :

Section A - General Information

A1. First I'd like to ask you a few questions about your background, your education, the languages you speak and the jobs you may have held in the past 12 months.

Were you born in Canada?

1 Yes ► Go to Q. A6
2 No

A2. In what country were you born?

01 United Kingdom 07 Portugal
02 Italy 08 Peoples Republic of China
03 United States
04 Poland 09 Hong Kong
05 Germany 10 Netherlands
06 India
11 Other - Specify

A3. In what year did you first immigrate to Canada?

1 9 OR

98 Canadian Citizen by birth ► Go to Q. A7

A4. In total how many years have you lived in Canada?

years

A5. Before you first immigrated to Canada, what was the highest level of schooling you had completed? (Mark one only)

01 No education
02 Did not complete Primary
03 Completed Primary
04 Some Secondary
05 Completed Secondary (Vocational or Technical)
06 Completed Secondary (General or Academic)
07 Completed non-university Post-Secondary
08 Completed university
09 Completed university Post-Graduate
10 Education not definable by level

► Go to Q. A7

A6. In what Province were you born?

01 Newfoundland
02 Prince Edward Island
03 Nova Scotia
04 New Brunswick
05 Quebec
06 Ontario
07 Manitoba
08 Saskatchewan
09 Alberta
10 British Columbia
11 Northwest Territories
12 Yukon

A7. During your lifetime, how many years of formal education have you completed beginning with grade one and not counting repeated years at the same level?

If 00, (No education) ► Go to Q. B1

A8. What is the highest level of schooling you have ever completed? (Mark one only)

1 Did not complete Primary ► Go to Q. A12
2 Completed Primary ► Go to Q. A12
3 Some Secondary ► Go to Q. A11
4 Completed Secondary
5 Completed non-university Post-Secondary
6 Completed university
7 Completed university Post-Graduate
8 Education not definable by level

A9. Which of the following best describes your secondary program? Was it ... (Mark one only)

an academic / college preparatory type program? 1

a business (commercial) or trade / vocational type program? 2

a high school equivalency program? ... 3

don't know / not applicable 4

A10. In what province or country did you complete your secondary education?

- 01 Newfoundland
- 02 Prince Edward Island
- 03 Nova Scotia
- 04 New Brunswick
- 05 Quebec
- 06 Ontario
- 07 Manitoba
- 08 Saskatchewan
- 09 Alberta
- 10 British Columbia
- 11 Northwest Territories
- 12 Yukon
- 13 United Kingdom
- 14 India
- 15 Italy
- 16 Portugal
- 17 United States
- 18 Peoples Republic of China
- 19 Poland
- 20 Hong Kong
- 21 Germany
- 22 Netherlands
- 23 Other - Specify _____

▶ Go to Q. B1

A11. Which of the following best describes your secondary program? Was it ...
(Mark one only)

- an academic / college preparatory type program? 1
- a business (commercial) or trade / vocational type program? 2
- a high school equivalency program? ... 3
- don't know / not applicable 4

A12. What was the main reason you stopped your schooling when you did?
(Mark one only)

- 01 Still in school
- 02 Had enough education
- 03 Had to work / financial reasons
- 04 Wanted to work / wanted to learn a trade
- 05 Family reasons (help family business, illness at home, marriage, pregnancy, etc.)
- 06 Did not like school / boredom
- 07 Did not do well in school
- 08 Personal illness or disability
- 09 School not available / not accessible
- 10 To join the military
- 11 Don't know
- 12 Other - Specify _____

Section B - Linguistic Information

B1. What language did you FIRST speak as a child?

☞ INTERVIEWER : Accept multiple responses only if languages were spoken EQUALLY.

- 01 English ▶ Go to Q. B12
- 02 French
- 05 Italian
- 06 Chinese
- 07 German
- 08 Portuguese
- 09 Polish
- 10 Ukrainian
- 11 Spanish
- 12 Dutch
- 13 Punjabi
- 14 Greek
- 15 REFUSED
- 16 Other 1 - Specify _____
- 17 Other 2 - Specify _____

B2. How would you rate your current ability to speak that language?
(Read categories)

☞ INTERVIEWER : Ask for each language specified in Q. B1

- | | First Language | Second Language |
|---|--------------------------|--------------------------|
| ☞ INTERVIEWER :
Insert Code from Q. B1 | 1 <input type="text"/> | 2 <input type="text"/> |
| Cannot speak that language | 01 <input type="radio"/> | 06 <input type="radio"/> |
| Poor | 02 <input type="radio"/> | 07 <input type="radio"/> |
| Fair | 03 <input type="radio"/> | 08 <input type="radio"/> |
| Good | 04 <input type="radio"/> | 09 <input type="radio"/> |
| Very Good | 05 <input type="radio"/> | 10 <input type="radio"/> |

B3. How would you rate your current ability to understand that language when it is spoken to you?
(Read categories)

INTERVIEWER : Ask for each language specified in Q. B1

INTERVIEWER : Insert Code from Q. B1

	First Language	Second Language
3	[] []	4 [] []

- | | | |
|---------------------------------------|--------------------------|--------------------------|
| Cannot understand that language | 01 <input type="radio"/> | 06 <input type="radio"/> |
| Poor | 02 <input type="radio"/> | 07 <input type="radio"/> |
| Fair | 03 <input type="radio"/> | 08 <input type="radio"/> |
| Good | 04 <input type="radio"/> | 09 <input type="radio"/> |
| Very Good | 05 <input type="radio"/> | 10 <input type="radio"/> |

B4. How would you rate your current reading skills in that language?
(Read categories)

INTERVIEWER : Ask for each language specified in Q. B1

INTERVIEWER : Insert Code from Q. B1

	First Language	Second Language
5	[] []	6 [] []

- | | | |
|------------------------------------|--------------------------|--------------------------|
| Cannot read in that language | 01 <input type="radio"/> | 06 <input type="radio"/> |
| Poor | 02 <input type="radio"/> | 07 <input type="radio"/> |
| Fair | 03 <input type="radio"/> | 08 <input type="radio"/> |
| Good | 04 <input type="radio"/> | 09 <input type="radio"/> |
| Very Good | 05 <input type="radio"/> | 10 <input type="radio"/> |

B5. How would you rate your current writing skills in that language?
(Read categories)

INTERVIEWER : Ask for each language specified in Q. B1

INTERVIEWER : Insert Code from Q. B1

	First Language	Second Language
7	[] []	8 [] []

- | | | |
|-------------------------------------|--------------------------|--------------------------|
| Cannot write in that language | 01 <input type="radio"/> | 06 <input type="radio"/> |
| Poor | 02 <input type="radio"/> | 07 <input type="radio"/> |
| Fair | 03 <input type="radio"/> | 08 <input type="radio"/> |
| Good | 04 <input type="radio"/> | 09 <input type="radio"/> |
| Very Good | 05 <input type="radio"/> | 10 <input type="radio"/> |

B6. How old were you when you first started to learn English?

INTERVIEWER : Insert lowest age mentioned

[] [] years old

98 Does not speak English

B7. When you were growing up, what language or languages were usually spoken in your home?

INTERVIEWER : Accept multiple responses only if languages were spoken EQUALLY.

- 01 English
- 02 French
- 03 Italian
- 04 Chinese
- 05 German
- 06 Portuguese
- 07 Polish
- 08 Ukrainian
- 09 Spanish
- 10 Dutch
- 11 Punjabi
- 12 Greek
- 13 REFUSED
- 14 Other 1 - Specify
- 15 Other 2 - Specify

B8. What language did you first learn to read and write?

(Mark one only)

- 01 English
- 02 French
- 03 Italian
- 04 Chinese
- 05 German
- 06 Portuguese
- 07 Polish
- 08 Ukrainian
- 09 Spanish
- 10 Dutch
- 11 Punjabi
- 12 Greek
- 13 REFUSED
- 14 Other 1 - Specify
- 15 Other 2 - Specify

B9. Have you ever taken a course to learn English?

- 1 Yes
- 2 No

B10. How well do you understand English when it is spoken to you?

- Poorly 3
- Fairly well 4
- Well 5
- Very well 6
- Cannot understand English 7

B11. How well can you speak English?


- Poorly 1
- Fairly well 2
- Well 3
- Very well 4
- Cannot speak English 5

▶ **Go to Q. B13**

B12. Since leaving school, have you ever taken a course to upgrade your reading or writing skills in English?

- 6 Yes
- 7 No
- 8 Still in school

B13. What languages including English do you speak well enough to conduct a conversation?
(Mark all that apply)

 **INTERVIEWER:** If only one language, Go to Q. B18

- 01 English
 - 02 French
 - 03 Italian
 - 04 Chinese
 - 05 German
 - 06 Portuguese
 - 07 Polish
 - 08 Ukrainian
 - 09 Spanish
 - 10 Dutch
 - 11 Punjabi
 - 12 Greek
 - 13 Other - Specify
-

B14. What language do you speak most often at home?

(Mark one only)

- 01 English
 - 02 French
 - 03 Italian
 - 04 Chinese
 - 05 German
 - 06 Portuguese
 - 07 Polish
 - 08 Ukrainian
 - 09 Spanish
 - 10 Dutch
 - 11 Punjabi
 - 12 Greek
 - 13 Other - Specify
-

B15. What language do you speak most often at work or school?

(Mark one only)

- 01 English
 - 02 French
 - 03 Italian
 - 04 Chinese
 - 05 German
 - 06 Portuguese
 - 07 Polish
 - 08 Ukrainian
 - 09 Spanish
 - 10 Dutch
 - 11 Punjabi
 - 12 Greek
 - 13 Other - Specify
 - 14 Not applicable
-

B16. What language do you speak most often during leisure activities?

(Mark one only)

- 01 English
 - 02 French
 - 03 Italian
 - 04 Chinese
 - 05 German
 - 06 Portuguese
 - 07 Polish
 - 08 Ukrainian
 - 09 Spanish
 - 10 Dutch
 - 11 Punjabi
 - 12 Greek
 - 13 Other - Specify
-

C9. Did your father (male guardian) immigrate to Canada?

- 4 Yes
5 No -> Go to Q. C11

C10. Was your father (male guardian) under the age of 16 when he immigrated to Canada?

- 6 Yes
7 No
8 Don't know

C11. What was the highest level of schooling that your father (male guardian) ever completed? (Mark one only)

- 01 No education
02 Did not complete Primary
03 Completed Primary
04 Some Secondary
05 Completed Secondary (Vocational or Technical)
06 Completed Secondary (General or Academic)
07 Completed non-university Post-Secondary
08 Completed university
09 Completed university Post-Graduate
10 Education not definable by level
11 Don't know

C12. For whom did / does your father (male guardian) work? (Probe for main) (Name of business government dept., or agency, or person)

Two rows of 20 small boxes for text entry.

- 1 Don't know
2 Never worked -> Go to Q. D1

C13. What kind of business, industry or service is / was this? (Give full description: e.g., federal government, canning industry, forest services.)

Two rows of 20 small boxes for text entry.

- 3 Don't know

C14. What kind of work was / is your father (male guardian) doing? (Give full description: e.g., office clerk, factory worker, forest technician.)

Two rows of 20 small boxes for text entry.

- 4 Don't know

Section D: Labour force information

D1. I would now like to talk about your employment status. What is your current work situation? Are you ... (Mark one only)

- employed? 1 -> Go to Q. D4
retired? 2
unemployed / looking for work? 3
student (including Work Programs)? 4
homemaker? 5
Other 6

D2. Did you work at a job or business at any time in the past 12 months (regardless of the number of hours per week)?

- 7 Yes -> Go to Q. D4
8 No

D3. When did you last work at a job or business?

1 9 [] [] -> Go to Q. D19

- 98 Never worked -> Go to Q. D19

D4. How many different employers have you had in the past 12 months?

[] [] employer(s)

D5. Did you work mostly full-time (that is, more than 30 hours per week) or part-time (that is, less than 30 hours per week)?

- 1 Full-time -> Go to Q. D7
2 Part-time

D6. Why did you work part-time? (Mark one only)

- 1 Own illness or disability
2 Child care responsibilities
3 Other personal or family responsibilities
4 Going to school or taking training
5 Could only find part-time work
6 Did not want to work full-time
7 Retired
8 Other - Specify _____

D7. For whom did you work the most hours in the past 12 months? (Name of business, government department, or person)

D8. What kind of business, industry or service was this? (Give full description, e.g. fish canning plant, automobile manufacturing plant, municipal government)

D9. What kind of work were you doing at this job? (Give full description or occupational title, e.g. office clerk, machine operator, computer programmer)

D10. In total, about how many persons are employed by this business at all locations in Canada?

Less than 20? 1

20 to 99? 2

100 to 199? 3

200 to 499? 4

500 or more? 5

Don't know 6

D11. What was your status at this job? Was it as an ...

employee without supervisory responsibilities? 1

employee with limited supervisory or management responsibilities (5 persons or less)? 2

employee with more extensive supervisory or management responsibilities (more than 5 persons)? 3

self-employed without employees? 4

self-employed with employees? 5

family worker (unpaid)? 6

D12. What type of job was this? Was or is this job a ...

permanent job or work contract of unlimited duration? 7

temporary job or work contract of limited duration? 8

D13. How many hours per week did you usually work at this job?

hours

D14. During the past 12 months, how many weeks did you work at all jobs including time off for vacation, maternity leave, illness, strikes and lockouts?

weeks - If 52, ► Go to Q. E1

D15. During the past 12 months, in the weeks when you were without work, did you want to work?

1 Yes ► Go to Q. D17

2 No

D16. Why did you not want to work? (Mark one only)

1 Own illness or disability

2 Child care responsibilities

3 Other personal or family responsibilities

4 Going to school or taking training

5 Retired

6 Not interested in working

7 Other - Specify _____

► Go to Q. E1

D17. During the past 12 months, for how many weeks were you without work and NOT looking for work?

weeks - If 00, ► Go to Q. E1

D18. What is the main reason why you did not look for work during these weeks? (Mark only one)

1 Own illness or disability

2 Child care responsibilities

3 Other personal or family responsibilities

4 Awaiting recall from a temporary layoff

5 Waiting for a job to start

6 Did not have the skills or the experience for available jobs

7 Too old to work / Retired

8 Other - Specify _____

► Go to Q. E1

D19. During the past 12 months, in the weeks when you were not working at a job or business, did you want to work?

1 Yes ► *Go to Q. D21*

2 No

D21. During the past 12 months, for how many weeks were you without work and NOT looking for work?

weeks - If 00, ► *Go to Q. F1*

D20. Why did you not want to work? (Mark one only)

1 Own illness or disability

2 Child care responsibilities

3 Other personal or family responsibilities

4 Going to school or taking training

5 Retired

6 Not interested in working

7 Homemaker

8 Other - *Specify* _____

► *Go to Q. F1*

D22. What is the main reason why you did not look for work during these weeks? (Mark one only)

1 Own illness or disability

2 Child care responsibilities

3 Other personal or family responsibilities

4 Awaiting recall from a temporary layoff

5 Waiting for a job to start

6 Did not have the skills or the experience for available jobs

7 Too old to work / Retired

8 Other - *Specify* _____

► *Go to Q. F1*

Section E - Reading and writing at work and looking for work

E1. The following questions refer to the job at which you worked the most hours in the last 12 months.

How often (do / did) you read or use information from each of the following as part of your main job? Would you say every day, a few times a week, once a week, less than once a week, rarely or never?

	Every day	A few times a week	Once a week	Less than once a week	Rarely or never
a) Letters or memos	01 <input type="radio"/>	02 <input type="radio"/>	03 <input type="radio"/>	04 <input type="radio"/>	05 <input type="radio"/>
b) Reports, articles, magazines or journals ...	06 <input type="radio"/>	07 <input type="radio"/>	08 <input type="radio"/>	09 <input type="radio"/>	10 <input type="radio"/>
c) Manuals or reference books, including catalogues	11 <input type="radio"/>	12 <input type="radio"/>	13 <input type="radio"/>	14 <input type="radio"/>	15 <input type="radio"/>
d) Diagrams or schematics	16 <input type="radio"/>	17 <input type="radio"/>	18 <input type="radio"/>	19 <input type="radio"/>	20 <input type="radio"/>
e) Bills, invoices, spreadsheets or budget tables	21 <input type="radio"/>	22 <input type="radio"/>	23 <input type="radio"/>	24 <input type="radio"/>	25 <input type="radio"/>
f) Material written in a language other than English	26 <input type="radio"/>	27 <input type="radio"/>	28 <input type="radio"/>	29 <input type="radio"/>	30 <input type="radio"/>
g) Directions or instructions for medicines, recipes, or other products	31 <input type="radio"/>	32 <input type="radio"/>	33 <input type="radio"/>	34 <input type="radio"/>	35 <input type="radio"/>

E2. How often (do / did) you write or fill out each of the following as part of your main job? Would you say every day, a few times a week, once a week, less than once a week, rarely or never?

	Every day	A few times a week	Once a week	Less than once a week	Rarely or never
a) Letters or memos	01 <input type="radio"/>	02 <input type="radio"/>	03 <input type="radio"/>	04 <input type="radio"/>	05 <input type="radio"/>
b) Forms or things such as bills, invoices, or budgets	06 <input type="radio"/>	07 <input type="radio"/>	08 <input type="radio"/>	09 <input type="radio"/>	10 <input type="radio"/>
c) Reports or articles	11 <input type="radio"/>	12 <input type="radio"/>	13 <input type="radio"/>	14 <input type="radio"/>	15 <input type="radio"/>
d) Estimates or technical specifications	16 <input type="radio"/>	17 <input type="radio"/>	18 <input type="radio"/>	19 <input type="radio"/>	20 <input type="radio"/>

E3. In your main job, how often do you use arithmetic or mathematics (that is, adding, subtracting, multiplying or dividing) to:

- a) measure or estimate the size or weight of objects?
- Every day 01
- A few times a week 02
- Once a week 03
- Less than once a week 04
- Never 05
- b) calculate prices, costs or budgets?
- Every day 06
- A few times a week 07
- Once a week 08
- Less than once a week 09
- Never 10

E4. How would you rate your reading skills in English for your main job?

- Excellent 1
- Good 2
- Moderate 3
- Poor 4
- No opinion / not applicable 5

E5. To what extent are your reading skills in English limiting your job opportunities - for example, advancement or getting another job?

- Greatly limiting 6
- Somewhat limiting 7
- Not at all limiting 8

E6. How would you rate your writing skills in English for your main job?

- Excellent 1
- Good 2
- Moderate 3
- Poor 4
- No opinion / not applicable 5

E7. To what extent are your writing skills in English limiting your job opportunities - for example, advancement or getting another job?

- Greatly limiting 6
- Somewhat limiting 7
- Not at all limiting 8

E8. How would you rate your mathematical skills for your main job?

- Excellent 1
- Good 2
- Moderate 3
- Poor 4
- No opinion / not applicable 5

E9. To what extent are your mathematical skills limiting your job opportunities - for example, advancement or getting another job?

- Greatly limiting 6
- Somewhat limiting 7
- Not at all limiting 8

Section F - Adult Education

F1. The following questions will deal with any education or training which you may have taken in the past 12 months.

During the past 12 months, that is, since August 1993, did you receive any training or education including courses, private lessons, correspondence courses, workshops, on-the-job training, apprenticeship training, arts, crafts, recreation courses or any other training or education?

- 1 Yes
 2 No ► *Go to Q. F15*

F2. In total, how many courses did you take in the past 12 months?

courses

FIRST MENTION

F3. What were the names (titles) of these courses OR the program associated with these courses?

INTERVIEWER: *Insert the names of the three most recent courses / programs in the space provided and prompt for multiple responses.*

NOTE: *A program is a collection of courses which leads to a specific degree, diploma or certificate. If the respondent lists many courses that all began at the same time, probe for a program name.*

F4. Now I'd like to ask you about ... (Insert name of course or program name)

Was this training or education financially supported by ...
(Read categories)

- | | Yes | No |
|--|--------------------------|--------------------------|
| a) yourself or your family? | 01 <input type="radio"/> | 02 <input type="radio"/> |
| b) an employer? | 03 <input type="radio"/> | 04 <input type="radio"/> |
| c) the government? | 05 <input type="radio"/> | 06 <input type="radio"/> |
| d) a union or professional organization? | 07 <input type="radio"/> | 08 <input type="radio"/> |
| e) anyone else? | 09 <input type="radio"/> | 10 <input type="radio"/> |
| f) no fees. | 11 <input type="radio"/> | 12 <input type="radio"/> |
| g) don't know | 13 <input type="radio"/> | 14 <input type="radio"/> |

F5. Were you taking this training or education towards ...
(Read categories)

(Mark one only)

- | | |
|--|-------------------------|
| a university degree / diploma / certificate? | 1 <input type="radio"/> |
| a college diploma / certificate? | 2 <input type="radio"/> |
| a trade-vocational diploma / certificate? | 3 <input type="radio"/> |
| an apprenticeship certificate? | 4 <input type="radio"/> |
| an elementary or secondary school diploma? | 5 <input type="radio"/> |
| professional or career upgrading? | 6 <input type="radio"/> |
| other | 7 <input type="radio"/> |

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FIRST MENTION

F6. Was this training or education given by ... (Read categories)	<table border="0"> <tr> <td></td> <td style="text-align: center;">Yes</td> <td style="text-align: center;">No</td> </tr> <tr> <td>a) a university or higher education establishment?</td> <td style="text-align: center;">01 <input type="radio"/></td> <td style="text-align: center;">02 <input type="radio"/></td> </tr> <tr> <td>b) a further education college? . . .</td> <td style="text-align: center;">03 <input type="radio"/></td> <td style="text-align: center;">04 <input type="radio"/></td> </tr> <tr> <td>c) a commercial organization (for example, a private training provider)?</td> <td style="text-align: center;">05 <input type="radio"/></td> <td style="text-align: center;">06 <input type="radio"/></td> </tr> <tr> <td>d) a producer or supplier of equipment?</td> <td style="text-align: center;">07 <input type="radio"/></td> <td style="text-align: center;">08 <input type="radio"/></td> </tr> <tr> <td>e) a non-profit organization such as an employer association, voluntary organization or a trade union?</td> <td style="text-align: center;">09 <input type="radio"/></td> <td style="text-align: center;">10 <input type="radio"/></td> </tr> <tr> <td>f) an employer or a parent company?</td> <td style="text-align: center;">11 <input type="radio"/></td> <td style="text-align: center;">12 <input type="radio"/></td> </tr> <tr> <td>g) other</td> <td style="text-align: center;">13 <input type="radio"/></td> <td style="text-align: center;">14 <input type="radio"/></td> </tr> </table>		Yes	No	a) a university or higher education establishment?	01 <input type="radio"/>	02 <input type="radio"/>	b) a further education college? . . .	03 <input type="radio"/>	04 <input type="radio"/>	c) a commercial organization (for example, a private training provider)?	05 <input type="radio"/>	06 <input type="radio"/>	d) a producer or supplier of equipment?	07 <input type="radio"/>	08 <input type="radio"/>	e) a non-profit organization such as an employer association, voluntary organization or a trade union?	09 <input type="radio"/>	10 <input type="radio"/>	f) an employer or a parent company?	11 <input type="radio"/>	12 <input type="radio"/>	g) other	13 <input type="radio"/>	14 <input type="radio"/>
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g) other	13 <input type="radio"/>	14 <input type="radio"/>																							
F7. Where did you take this training or education? (Mark one only)	01 <input type="radio"/> Elementary or High School 02 <input type="radio"/> College Campus 03 <input type="radio"/> University Campus 04 <input type="radio"/> Business or Commercial School 05 <input type="radio"/> Work 06 <input type="radio"/> Training centre 07 <input type="radio"/> Conference centre or hotel 08 <input type="radio"/> Home 09 <input type="radio"/> Community centre or sports facility 10 <input type="radio"/> Elsewhere																								
F8. For how many weeks did this training or education last?	1 <input type="text"/> <input type="text"/> weeks																								
F9. On average, how many days per week was it?	2 <input type="text"/> <input type="text"/> days																								
F10. On average, how many hours per day was it?	3 <input type="text"/> <input type="text"/> hours																								
F11. What was the main reason you took this training or education? Was it for ... (Read categories) (Mark one only)	career / job related purposes? 1 <input type="radio"/> ► Go to Q. F12 personal interest? 2 <input type="radio"/> ► Go to Q. F13 other 3 <input type="radio"/> ► Go to Q. F13																								
F12. To what extent are you using the skills or knowledge acquired in this training or education at work? (Read categories)	To a great extent 4 <input type="radio"/> Somewhat 5 <input type="radio"/> Very little 6 <input type="radio"/> Not at all 7 <input type="radio"/> Not applicable 8 <input type="radio"/>																								

SECOND MENTION			THIRD MENTION		
	Yes	No		Yes	No
a) a university or higher education establishment?	15 <input type="radio"/>	16 <input type="radio"/>	a) a university or higher education establishment?	29 <input type="radio"/>	30 <input type="radio"/>
b) a further education college?	17 <input type="radio"/>	18 <input type="radio"/>	b) a further education college?	31 <input type="radio"/>	32 <input type="radio"/>
c) a commercial organization (for example, a private training provider)?	19 <input type="radio"/>	20 <input type="radio"/>	c) a commercial organization (for example, a private training provider)?	33 <input type="radio"/>	34 <input type="radio"/>
d) a producer or supplier of equipment?	21 <input type="radio"/>	22 <input type="radio"/>	d) a producer or supplier of equipment?	35 <input type="radio"/>	36 <input type="radio"/>
e) a non-profit organization such as an employer association, voluntary organization or a trade union?	23 <input type="radio"/>	24 <input type="radio"/>	e) a non-profit organization such as an employer association, voluntary organization or a trade union?	37 <input type="radio"/>	38 <input type="radio"/>
f) an employer or a parent company?	25 <input type="radio"/>	26 <input type="radio"/>	f) an employer or a parent company?	39 <input type="radio"/>	40 <input type="radio"/>
g) other	27 <input type="radio"/>	28 <input type="radio"/>	g) other	41 <input type="radio"/>	42 <input type="radio"/>
01 <input type="radio"/> Elementary or High School			01 <input type="radio"/> Elementary or High School		
02 <input type="radio"/> College Campus			02 <input type="radio"/> College Campus		
03 <input type="radio"/> University Campus			03 <input type="radio"/> University Campus		
04 <input type="radio"/> Business or Commercial School			04 <input type="radio"/> Business or Commercial School		
05 <input type="radio"/> Work			05 <input type="radio"/> Work		
06 <input type="radio"/> Training centre			06 <input type="radio"/> Training centre		
07 <input type="radio"/> Conference centre or hotel			07 <input type="radio"/> Conference centre or hotel		
08 <input type="radio"/> Home			08 <input type="radio"/> Home		
09 <input type="radio"/> Community centre or sports facility			09 <input type="radio"/> Community centre or sports facility		
10 <input type="radio"/> Elsewhere			10 <input type="radio"/> Elsewhere		
4 <input type="text"/> <input type="text"/> weeks			7 <input type="text"/> <input type="text"/> weeks		
5 <input type="text"/> <input type="text"/> days			8 <input type="text"/> <input type="text"/> days		
6 <input type="text"/> <input type="text"/> hours			9 <input type="text"/> <input type="text"/> hours		
career / job related purposes? 1 <input type="radio"/> ► Go to Q. F12			career / job related purposes? 1 <input type="radio"/> ► Go to Q. F12		
personal interest? 2 <input type="radio"/> ► Go to Q. F13			personal interest? 2 <input type="radio"/> ► Go to Q. F13		
other 3 <input type="radio"/> ► Go to Q. F13			other 3 <input type="radio"/> ► Go to Q. F13		
To a great extent 4 <input type="radio"/>			To a great extent 4 <input type="radio"/>		
Somewhat 5 <input type="radio"/>			Somewhat 5 <input type="radio"/>		
Very little 6 <input type="radio"/>			Very little 6 <input type="radio"/>		
Not at all 7 <input type="radio"/>			Not at all 7 <input type="radio"/>		
Not applicable 8 <input type="radio"/>			Not applicable 8 <input type="radio"/>		

FIRST MENTION



F13. Who suggested you take this training or education?
(Read categories)

- | | Yes | No |
|---|--------------------------|--------------------------|
| a) You did | 01 <input type="radio"/> | 02 <input type="radio"/> |
| b) Your friends or family | 03 <input type="radio"/> | 04 <input type="radio"/> |
| c) Your employer | 05 <input type="radio"/> | 06 <input type="radio"/> |
| d) Other employees | 07 <input type="radio"/> | 08 <input type="radio"/> |
| e) Part of a Collective Agreement | 09 <input type="radio"/> | 10 <input type="radio"/> |
| f) Your Union or trade association | 11 <input type="radio"/> | 12 <input type="radio"/> |
| g) Legal or professional requirement | 13 <input type="radio"/> | 14 <input type="radio"/> |
| h) Social Services or Employment Centre | 15 <input type="radio"/> | 16 <input type="radio"/> |
| i) Other | 17 <input type="radio"/> | 18 <input type="radio"/> |
| j) Don't know | 19 <input type="radio"/> | 20 <input type="radio"/> |

F14. Was this training or education provided through ...
(Read categories)

- | | Yes | No |
|---|--------------------------|--------------------------|
| a) classroom instruction, seminars or workshop? | 01 <input type="radio"/> | 02 <input type="radio"/> |
| b) educational software? | 03 <input type="radio"/> | 04 <input type="radio"/> |
| c) radio or TV broadcasting? | 05 <input type="radio"/> | 06 <input type="radio"/> |
| d) audio / video cassettes, tapes or disks? | 07 <input type="radio"/> | 08 <input type="radio"/> |
| e) reading materials? | 09 <input type="radio"/> | 10 <input type="radio"/> |
| f) on-the-job training? | 11 <input type="radio"/> | 12 <input type="radio"/> |
| g) other methods? | 13 <input type="radio"/> | 14 <input type="radio"/> |

INTERVIEWERS

-  If other courses were mentioned in Question F3, Go to Question F4 Second Mention
-  If no other course was mentioned in F3, continue with Question F15

F15. Since August 1993, was there any training or education that you WANTED to take for career or job related reasons but did not?

- 1 Yes
2 No ► Go to Q. F17

F17. Since August 1993, was there any other training that you WANTED to take but did not, such as hobby, recreational or interest courses?




- 3 Yes
4 No ► Go to Q. G1

F16. What were the reasons you did not take this training or education?
(Mark all that apply)

- 01 Too busy / lack of time
- 02 Too busy at work
- 03 Course not offered
- 04 Family responsibilities
- 05 Too expensive / no money
- 06 Lack of qualifications
- 07 Lack of employer support
- 08 Course offered at inconvenient time
- 09 Language reasons
- 10 Health reasons
- 11 Other

F18. What were the reasons you did not take this training or education?
(Mark all that apply)

- 01 Too busy / lack of time
- 02 Too busy at work
- 03 Course not offered
- 04 Family responsibilities
- 05 Too expensive / no money
- 06 Lack of qualifications
- 07 Lack of employer support
- 08 Course offered at Inconvenient time
- 09 Language reasons
- 10 Health reasons
- 11 Other

SECOND MENTION			THIRD MENTION		
	Yes	No		Yes	No
a) You did	21 <input type="radio"/>	22 <input type="radio"/>	a) You did	41 <input type="radio"/>	42 <input type="radio"/>
b) Your friends or family	23 <input type="radio"/>	24 <input type="radio"/>	b) Your friends or family	43 <input type="radio"/>	44 <input type="radio"/>
c) Your employer	25 <input type="radio"/>	26 <input type="radio"/>	c) Your employer	45 <input type="radio"/>	46 <input type="radio"/>
d) Other employees	27 <input type="radio"/>	28 <input type="radio"/>	d) Other employees	47 <input type="radio"/>	46 <input type="radio"/>
e) Part of a Collective Agreement	29 <input type="radio"/>	30 <input type="radio"/>	e) Part of a Collective Agreement	49 <input type="radio"/>	50 <input type="radio"/>
f) Your Union or trade association	31 <input type="radio"/>	32 <input type="radio"/>	f) Your Union or trade association	51 <input type="radio"/>	52 <input type="radio"/>
g) Legal or professional requirement	33 <input type="radio"/>	34 <input type="radio"/>	g) Legal or professional requirement	53 <input type="radio"/>	54 <input type="radio"/>
h) Social Services or Employment Centre	35 <input type="radio"/>	36 <input type="radio"/>	h) Social Services or Employment Centre	55 <input type="radio"/>	56 <input type="radio"/>
i) Other	37 <input type="radio"/>	36 <input type="radio"/>	i) Other	57 <input type="radio"/>	58 <input type="radio"/>
j) Don't know	39 <input type="radio"/>	40 <input type="radio"/>	j) Don't know	59 <input type="radio"/>	60 <input type="radio"/>
	Yes	No		Yes	No
a) classroom instruction, seminars or workshop?	15 <input type="radio"/>	16 <input type="radio"/>	a) classroom instruction, seminars or workshop?	29 <input type="radio"/>	30 <input type="radio"/>
b) educational software?	17 <input type="radio"/>	18 <input type="radio"/>	b) educational software?	31 <input type="radio"/>	32 <input type="radio"/>
c) radio or TV broadcasting?	19 <input type="radio"/>	20 <input type="radio"/>	c) radio or TV broadcasting?	33 <input type="radio"/>	34 <input type="radio"/>
d) audio / video cassettes, tapes or disks?	21 <input type="radio"/>	22 <input type="radio"/>	d) audio / video cassettes, tapes or disks?	35 <input type="radio"/>	36 <input type="radio"/>
e) reading materials?	23 <input type="radio"/>	24 <input type="radio"/>	e) reading materials?	37 <input type="radio"/>	38 <input type="radio"/>
f) on-the-job training?	25 <input type="radio"/>	26 <input type="radio"/>	f) on-the-job training?	39 <input type="radio"/>	40 <input type="radio"/>
g) other methods?	27 <input type="radio"/>	28 <input type="radio"/>	g) other methods?	41 <input type="radio"/>	42 <input type="radio"/>
 If other courses were mentioned in Question F3, Go to Question F4 Third Mention			 Go to Question F15		
 If no other course was mentioned in F3, continue with Question F15					

Section G - Reading and Writing General

G1. The next few questions deal with reading and writing in your daily life excluding work or school.

I am going to read you a list of activities. Please tell me if you do each of them daily, weekly, every month, several times a year or never? How often do you ...

	Daily	Weekly	Monthly	Several times a year	Never
a) use a public library?	01 <input type="radio"/>	02 <input type="radio"/>	03 <input type="radio"/>	04 <input type="radio"/>	05 <input type="radio"/>
b) attend a movie, play or concert?	06 <input type="radio"/>	07 <input type="radio"/>	08 <input type="radio"/>	09 <input type="radio"/>	10 <input type="radio"/>
c) attend or take part in a sporting event? ..	11 <input type="radio"/>	12 <input type="radio"/>	13 <input type="radio"/>	14 <input type="radio"/>	15 <input type="radio"/>
d) write letters or anything else that is more than one page in length?	16 <input type="radio"/>	17 <input type="radio"/>	18 <input type="radio"/>	19 <input type="radio"/>	20 <input type="radio"/>
e) participate in volunteer or community organizations?	21 <input type="radio"/>	22 <input type="radio"/>	23 <input type="radio"/>	24 <input type="radio"/>	25 <input type="radio"/>
f) read newspapers or magazines?	26 <input type="radio"/>	27 <input type="radio"/>	28 <input type="radio"/>	29 <input type="radio"/>	30 <input type="radio"/>
g) read books?	31 <input type="radio"/>	32 <input type="radio"/>	33 <input type="radio"/>	34 <input type="radio"/>	35 <input type="radio"/>
h) listen to radio, records, tapes, cassettes or compact discs?	36 <input type="radio"/>	37 <input type="radio"/>	38 <input type="radio"/>	39 <input type="radio"/>	40 <input type="radio"/>

G2. Do you ever do any of these activities in French?

1 Yes
 2 No ▶ *Go to Q. G4*

G3. Which of the following activities have you ever done in French?

	Yes	No
a) Use a public library?	01 <input type="radio"/>	02 <input type="radio"/>
b) Attend a movie, play or concert?	03 <input type="radio"/>	04 <input type="radio"/>
c) Attend or take part in a sporting event?	05 <input type="radio"/>	06 <input type="radio"/>
d) Write letters or anything else that is more than one page in length?	07 <input type="radio"/>	08 <input type="radio"/>
e) Participate in volunteer or community organizations?	09 <input type="radio"/>	10 <input type="radio"/>
f) Read newspapers or magazines?	11 <input type="radio"/>	12 <input type="radio"/>
g) Read books?	13 <input type="radio"/>	14 <input type="radio"/>
h) Listen to radio, records, tapes, cassettes or compact discs?	15 <input type="radio"/>	16 <input type="radio"/>

G4. How much time do you usually spend each day watching television or videos?

Not on a daily basis 1
 1 hour or less per day 2
 1 to 2 hours per day 3
 More than 2 hours but less than five 4
 5 or more hours per day ... 5
 Do not have a television or videos 6 ▶ *Go to Q. G6*

G5. Do you ever watch television or videos in French?

7 Yes
 8 No

G6. Which of the following materials do you currently have in your home?

	Yes	No
a) Daily newspapers	01 <input type="radio"/>	02 <input type="radio"/>
b) Weekly newspapers / magazines	03 <input type="radio"/>	04 <input type="radio"/>
c) More than 25 books	05 <input type="radio"/>	06 <input type="radio"/>
d) A (multi-volume) encyclopedia	07 <input type="radio"/>	08 <input type="radio"/>
e) A dictionary	09 <input type="radio"/>	10 <input type="radio"/>

G7. How often (do / did) you read or use information from each of the following as part of your daily life? Would you say every day, a few times a week, once a week, less than once a week, rarely or never?

	Every day	A few times a week	Once a week	Less than once a week	Rarely or never
a) Letters or memos	01 <input type="radio"/>	02 <input type="radio"/>	03 <input type="radio"/>	04 <input type="radio"/>	05 <input type="radio"/>
b) Reports, articles, magazines or journals ...	06 <input type="radio"/>	07 <input type="radio"/>	08 <input type="radio"/>	09 <input type="radio"/>	10 <input type="radio"/>
c) Manuals or reference books, including catalogues	11 <input type="radio"/>	12 <input type="radio"/>	13 <input type="radio"/>	14 <input type="radio"/>	15 <input type="radio"/>
d) Diagrams or schematics	16 <input type="radio"/>	17 <input type="radio"/>	18 <input type="radio"/>	19 <input type="radio"/>	20 <input type="radio"/>
e) Bills, invoices, spreadsheets or budget tables	21 <input type="radio"/>	22 <input type="radio"/>	23 <input type="radio"/>	24 <input type="radio"/>	25 <input type="radio"/>
f) Material written in a language other than English	26 <input type="radio"/>	27 <input type="radio"/>	28 <input type="radio"/>	29 <input type="radio"/>	30 <input type="radio"/>
g) Directions or instructions for medicines, recipes, or other products	31 <input type="radio"/>	32 <input type="radio"/>	33 <input type="radio"/>	34 <input type="radio"/>	35 <input type="radio"/>

G8. I am now going to read you a list of different parts of a newspaper. Please tell me which parts you generally read when looking at a newspaper.
(Mark all that apply)

	Yes	No
a) Classified ads	01 <input type="radio"/>	02 <input type="radio"/>
b) Other advertisements	03 <input type="radio"/>	04 <input type="radio"/>
c) National / international news	05 <input type="radio"/>	06 <input type="radio"/>
d) Regional or local news ...	07 <input type="radio"/>	08 <input type="radio"/>
e) Sports	09 <input type="radio"/>	10 <input type="radio"/>
f) Home, fashion or health ...	11 <input type="radio"/>	12 <input type="radio"/>
g) Editorial page	13 <input type="radio"/>	14 <input type="radio"/>
h) Financial news or stock listings	15 <input type="radio"/>	16 <input type="radio"/>
i) Comics	17 <input type="radio"/>	18 <input type="radio"/>
j) TV listings	19 <input type="radio"/>	20 <input type="radio"/>
k) Movie or concert listings .	21 <input type="radio"/>	22 <input type="radio"/>
l) Book, movie or art reviews	23 <input type="radio"/>	24 <input type="radio"/>
m) Horoscope	25 <input type="radio"/>	26 <input type="radio"/>
n) Advice column	27 <input type="radio"/>	28 <input type="radio"/>
o) Other - Specify _____	29 <input type="radio"/>	30 <input type="radio"/>
Do not read the newspaper	98 <input type="radio"/>	

G9. Would you say you follow what's going on in current events, government and public affairs ...

most of the time?..... 1

some of the time?..... 2

only now and then? 3

hardly at all?..... 4

G10. I would like to know how you usually get information about current events, public affairs, and the government. How much information do you get from ...

	A lot	Some	Very little	None
a) newspapers? 01 <input type="radio"/>	02 <input type="radio"/>	03 <input type="radio"/>	04 <input type="radio"/>	
b) magazines? 05 <input type="radio"/>	06 <input type="radio"/>	07 <input type="radio"/>	08 <input type="radio"/>	
c) radio? 09 <input type="radio"/>	10 <input type="radio"/>	11 <input type="radio"/>	12 <input type="radio"/>	
d) television? .. 13 <input type="radio"/>	14 <input type="radio"/>	15 <input type="radio"/>	16 <input type="radio"/>	
e) family members, friends or co-workers? . 17 <input type="radio"/>	18 <input type="radio"/>	19 <input type="radio"/>	20 <input type="radio"/>	

G11. Sometimes people need help from family members or friends to read and write in English. How often do you need help from others with...

Often Sometimes Never

- a) reading newspaper articles? 01 02 03
- b) reading information from government agencies, businesses or other institutions? 04 05 06
- c) filling out forms such as applications or bank deposit slips 07 08 09
- d) reading instructions such as on a medicine bottle?..... 10 11 12
- e) reading instructions on "packaged" goods in stores or supermarkets 13 14 15
- f) doing basic arithmetic, that is, adding, subtracting, multiplying and dividing? 16 17 18
- g) writing notes and letters? 19 20 21

G12. How would you rate your reading skills in English needed in daily life?

- Excellent 1 Poor 4
- Good 2 No opinion 5
- Moderate 3

G14. How would you rate your mathematical skills needed in daily life?

- Excellent 1 Poor 4
- Good 2 No opinion 5
- Moderate 3

G13. How would you rate your writing skills in English needed in daily life?

- Excellent 1 Poor 4
- Good 2 No opinion 5
- Moderate 3

G15. All things considered, how satisfied are you with your reading and writing skills in English? Are you...

- very satisfied? 1
- somewhat satisfied?..... 2
- somewhat dissatisfied?..... 3
- very dissatisfied?..... 4
- No opinion 5

G16. Did you ever have ...

G17. Did you have this problem while you were in primary or secondary school?

G18. Do you have this problem now?

- | | No | Yes | | No | Yes | | No | Yes |
|---|--------------------------|--------------------------|----------|--------------------------|--------------------------|----------|--------------------------|--------------------------|
| a) eye / visual trouble of the kind that is not corrected by glasses? | 01 <input type="radio"/> | 02 <input type="radio"/> | If yes → | 11 <input type="radio"/> | 12 <input type="radio"/> | If yes → | 21 <input type="radio"/> | 22 <input type="radio"/> |
| b) hearing problems? | 03 <input type="radio"/> | 04 <input type="radio"/> | → | 13 <input type="radio"/> | 14 <input type="radio"/> | → | 23 <input type="radio"/> | 24 <input type="radio"/> |
| c) a speech disability? | 05 <input type="radio"/> | 06 <input type="radio"/> | → | 15 <input type="radio"/> | 16 <input type="radio"/> | → | 25 <input type="radio"/> | 26 <input type="radio"/> |
| d) a learning disability? | 07 <input type="radio"/> | 08 <input type="radio"/> | → | 17 <input type="radio"/> | 18 <input type="radio"/> | → | 27 <input type="radio"/> | 28 <input type="radio"/> |
| e) any other disability or health problem of six months or more? | 09 <input type="radio"/> | 10 <input type="radio"/> | → | 19 <input type="radio"/> | 20 <input type="radio"/> | → | 29 <input type="radio"/> | 30 <input type="radio"/> |

Section H - Family Literacy

H1. Are you the parent or guardian of any children aged 6 to 18 that are presently living with you?

- 1 Yes
 2 No ► Go to Q. J1

H2. What is the age of your youngest child between 6 to 18 years of age?

years old

H3. What is the highest grade of schooling that this child has completed?

- 3 Elementary Grade
 4 Secondary Grade
 5 Post-Secondary year
 6 Trade / Vocational year
 7 No schooling

H4. How often would you say this child reads for pleasure? Would you say...

- every day? 1
 a few times a week? 2
 several times a month? 3
 a few times a month? 4
 once a month or less? 5
 never? 6
 don't know 7
 not applicable 8

H5. When this child reads, where does he / she get books?

(Mark all that apply)

- 01 Parent buys
 02 Parent borrows from a friend
 03 Child buys
 04 Child borrows from a friend
 05 Public library
 06 School library
 07 Gifts
 08 From brothers / sisters
 09 Other
 10 Don't know

H6. Given this child's age, how satisfied are you with the way he / she reads? Would you say you are ...

- very satisfied? 1
 somewhat satisfied? 2
 somewhat dissatisfied? 3
 very dissatisfied? 4
 no opinion? 5

The next few questions will deal with your entire household.

H7. Could you please tell me if each of the following statements are true or false of your household?

- | | True | False | Don't know |
|---|--------------------------|--------------------------|--------------------------|
| a) There is a variety of books in your home. | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> |
| b) There is a variety of magazines and other reading material in your home | 04 <input type="radio"/> | 05 <input type="radio"/> | 06 <input type="radio"/> |
| c) Your children often see you or your spouse reading | 07 <input type="radio"/> | 08 <input type="radio"/> | 09 <input type="radio"/> |
| d) Your children learned to read before grade one | 10 <input type="radio"/> | 11 <input type="radio"/> | 12 <input type="radio"/> |
| e) Your children have a certain amount of time set aside each day for reading at home | 13 <input type="radio"/> | 14 <input type="radio"/> | 15 <input type="radio"/> |
| f) Your children are limited in the amount of time you allow them to watch TV | 16 <input type="radio"/> | 17 <input type="radio"/> | 18 <input type="radio"/> |
| g) Your children often choose the books they read | 19 <input type="radio"/> | 20 <input type="radio"/> | 21 <input type="radio"/> |
| h) Your children have their own books and a place to keep them | 22 <input type="radio"/> | 23 <input type="radio"/> | 24 <input type="radio"/> |

H8. I would like to read you a list of some different things which may help parents in helping their children to become good readers. For each one, I would like you to tell me whether it is something that you would find very useful, somewhat useful, not very useful or not at all useful.

- | | Very | Somewhat | Not very | Not at all |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| a) Reading lists supplied to parents by schools and other educational experts | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> | 04 <input type="radio"/> |
| b) Materials such as games, activities and books being supplied to parents by schools or other educational experts that would help parents encourage their children to read. | 05 <input type="radio"/> | 06 <input type="radio"/> | 07 <input type="radio"/> | 08 <input type="radio"/> |
| c) A close parent-teacher relationship | 09 <input type="radio"/> | 10 <input type="radio"/> | 11 <input type="radio"/> | 12 <input type="radio"/> |
| d) Schools providing parents with help in understanding assessments of a child's reading abilities | 13 <input type="radio"/> | 14 <input type="radio"/> | 15 <input type="radio"/> | 16 <input type="radio"/> |
| e) Access for children to books, through either public or school libraries | 17 <input type="radio"/> | 18 <input type="radio"/> | 19 <input type="radio"/> | 20 <input type="radio"/> |

Section J - Household Information

J1. Finally, I would like to get a bit of general household information.

From which of the following sources did you receive income in 1993?

- | | Yes | No |
|--|--------------------------|--------------------------|
| a) Income from wages, salary or self-employment | 01 <input type="radio"/> | 02 <input type="radio"/> |
| b) Income from government, such as Family Allowance, Unemployment Insurance or Social Assistance | 03 <input type="radio"/> | 04 <input type="radio"/> |
| c) Canada or Quebec Pension Plan, or Old Age Pension .. | 05 <input type="radio"/> | 06 <input type="radio"/> |
| d) Income from interest, dividends, investments or private pensions | 07 <input type="radio"/> | 08 <input type="radio"/> |
| e) Income from any other sources, such as alimony, scholarships, etc | 09 <input type="radio"/> | 10 <input type="radio"/> |

J3. What is the best estimate of your personal income from only wages, salary or self-employment in 1993?

.00

- 3 No income
4 Don't know

J4. Including yourself, how many people live in this household?

If 01, ► Go to Q. J6

J5. What is the best estimate of the total income of all household members (including yourself) from all sources in 1993?

.00

- 5 No income
6 Don't know

J6. How many years have you lived at this address? (Round up)

- | | |
|--|---|
| 1 <input type="radio"/> 1 year or less | 4 <input type="radio"/> 4 years |
| 2 <input type="radio"/> 2 years | 5 <input type="radio"/> 5 years |
| 3 <input type="radio"/> 3 years | 6 <input type="radio"/> 6 years or more |

J2. What is the best estimate of your personal income in 1993 from all sources, including those just mentioned?

.00

- 1 No income ► Go to Q. J4
2 Don't know

7. INTERVIEWER: Record end time of BQ

☞ :

NOTES

Lined writing area with three binder holes on the left side.

Part II - Core Task - Scoring

8. INTERVIEWER: Language of Task booklets
 1 English 2 French

9. INTERVIEWER: Record start time of Tasks
 [] : []

1. UNICEF Ad
 S1
 1 Underlines the sentence or the part of the sentence that contains "15 cents". (Circled or written response is also valid)
 7 Any other response S2
 0 Task refused / not done []

2. Election Results - First Task
 S1
 1 Reynolds. (Underlined or circled response is also valid)
 7 Any other response S2
 0 Task refused / not done []

3. Election Results - Second Task
 S1
 1 30
 7 Any other response S2
 0 Task refused / not done []

4. Message slip
 S1
 1 Circles Scott Murray (Underlined or written response is also valid)
 7 Any other response S2
 0 Task refused / not done []

5. Deposit Slip
 S1
 1 632.19 (Accept value even if not entered in "Total Deposit box")
 7 Any other response S2
 0 Task refused / not done []

6. Heart attack warning
 S1
 1 Underlines the sentence OR the part of the sentence that contains "emergency rescue service..." (Circled or written response is also valid)
 7 Any other response S2
 0 Task refused / not done []

INTERVIEWER :
 If respondent has completed two of the above tasks correctly (score values of 1) proceed with MAIN TASKS BOOKLET.
 Otherwise, thank the respondent and end the interview.
 In Interviewer Check Item 5, code the appropriate status for the CORE TASKS BOOKLET and code the status for the MAIN TASKS BOOKLET as "Z".
 Record the END TIME in the space provided below.

10. INTERVIEWER :
 If respondent failed CORE TASKS, enter the END TIME below.
 Otherwise, proceed with MAIN TASKS BOOKLET and enter END TIME upon completion.
 Record end time of Tasks
 [] : []

REASON FOR NON-RESPONSE



Division des enquêtes spéciales

Enquête internationale sur l'alphabétisation des adultes

Confidentiel une fois rempli

Renseignements recueillis en vertu de la Loi sur la statistique, Lois révisées du Canada, 1985, chapitre S19.

English version available.

FOQF

<p>Placez l'Étiquette ici</p>	<p>1. Langue de l'interview</p> <p>1 <input type="radio"/> Anglais 2 <input checked="" type="radio"/> Français</p>
	<p>2. Nombre total de visites</p> <p><input type="text"/> <input type="text"/></p>
	<p>3. Nom de l'intervieweur</p> <p>_____</p> <p>_____</p>
	<p>4. Est-ce qu'une aide quelconque a été fournie par une tierce partie pour répondre au questionnaire de fond (QF)?</p> <p>3 <input type="radio"/> Oui 4 <input type="radio"/> Non</p>
<p>5. État final</p> <p>QF Essentielles Principales</p> <p><input type="text"/> <input type="text"/> <input type="text"/></p>	
<p> INTERVIEWEUR: Prière d'expliquer en détail la raison de la non-réponse à la page 23 du questionnaire.</p>	

Registre de visites

	Date	Heure du début	Heure de la fin	Notes
1				
2				
3				
4				
5				
6				
7				
8				

Introduction

Bonjour, je suis... de Statistique Canada.

Statistique Canada mène une enquête nationale en collaboration avec le ministère du Développement des ressources humaines et le Secrétariat national à l'alphabétisation.

Les résultats de l'enquête serviront à créer des programmes adaptés aux besoins des Canadiens. Ils serviront aussi à comparer les besoins du Canada à ceux d'autres pays qui mènent une enquête semblable.

Nous avons besoin de votre participation volontaire pour assurer l'exactitude des résultats de l'enquête. Vos réponses demeureront confidentielles et seront combinées avec celles d'autres personnes pour produire des statistiques.

Pour commencer, j'aimerais vous poser quelques questions à propos de votre ménage.

- 5.1. Est-ce qu'il y a quelqu'un qui vit habituellement dans ce ménage et dont la langue maternelle est le français (c.-à.-d. la première langue apprise à la maison pendant son enfance et encore comprise) ?
- 1 Oui ► *Passez à la page 2*
- 2 Non - *Remerciez le répondant et terminez l'interview*

(Note: Si le répondant demande pourquoi on lui demande cette question, répondez-lui comme suit: A l'intérieur de cette étude nous cherchons à obtenir des résultats qui sont représentatifs des francophones qui vivent en Ontario.)



1. J'aimerais sélectionner quelqu'un du ménage pour une interview.
En commençant par le plus vieux, quel est le prénom et le nom de chaque personne qui demeure actuellement ici et qui n'a pas de résidence habituelle ailleurs. (Inscrivez le prénom et le nom au tableau ci-bas).

2. Y a-t-il des personnes qui sont absentes du ménage parce qu'elles sont aux études, en visite, en voyage ou à l'hôpital, mais qui demeurent habituellement ici ?

- Oui - Inscrivez le prénom et le nom au tableau et ► Passez à Q. 3
- Non ► Passez à Q. 3

3. Y a-t-il quelqu'un d'autre qui demeure dans ce logement, par exemple un parent, un chambreur, un pensionnaire ou un employé ?

- Oui - Inscrivez le prénom et le nom au tableau et complétez les sections 5 à 11 pour chaque personne
- Non - Complétez les sections 5 à 11 pour chaque personne

4. Prénom, nom	5. Langue maternelle (L.M.)	6. Âge	7. N° de listage (L.M. française & 16+)	8. Sexe	9. É.M.	10. U.F.	11. Lien avec le C.M.

5. Codes pour langue maternelle (L.M.)
- A Anglais
 - F Français
 - O Autre
 - N Ne sait pas
 - R Refus

11. Codes pour lien de parenté avec le chef du ménage (C.M.)
- 1 Chef du ménage
 - 2 Époux / Épouse du chef ou conjoint(e) de fait du chef
 - 3 Fils / Fille du chef
 - 4 Petit-fils / Petite-fille du chef
 - 5 Beau-fils / Belle-fille du chef
 - 6 Enfant en tutelle (moins de 18 ans)
 - 7 Père / Mère du chef
 - 8 Beau-père / Belle-mère du chef
 - 9 Frère / Soeur du chef
 - 0 Autre parenté

9. Codes pour état matrimonial (É.M.)
- 1 Marié(e) ou conjoint(e) de fait
 - 2 Célibataire (jamais marié(e))
 - 3 Veuf(ve)
 - 4 Divorcé(e)

12. Est-ce que :
(Inscrivez une seule réponse)

ce logement appartient à un membre du ménage (même si on n'a pas fini de payer pour) ? 1 autre ... 3

ce logement est loué (même si un loyer comptant n'est pas payé) ? 2 refus ... 4

13. Je vais maintenant choisir une personne pour l'interview ... Cela ne prendra que quelques secondes ... (Sélectionnez la personne selon les procédures décrites dans le manuel de l'intervieweur).

N° de listage de la personne choisie

Si le répondant du ménage est la personne choisie, informez-le(la) qu'il(elle) a été choisi(e), demandez-lui dans quelle langue il (elle) veut faire l'interview et passez à la question A1 du questionnaire de fond.

Si la personne choisie n'est pas le répondant du ménage, informez-la que la personne choisie est ...

14. Est-ce que ... est disponible ?

- Oui ► Passez à la personne choisie et réintroduire l'enquête (Relire la section de l'introduction en italiques). Ensuite demandez-lui dans quelle langue il(elle) veut faire l'interview et passez à la section A1 du questionnaire de fond).
- Non - Demandez quel est le meilleur moment pour rejoindre ...

Journée / Date	Heure	N° de téléphone
----------------	-------	-----------------

Remerciez le répondant

Partie I - Questionnaire de fond

6. INTERVIEWEUR: Inscrivez l'heure du début du QF

☞ :

Section A - Renseignements généraux

A1. J'aimerais d'abord vous poser quelques questions sur vos antécédents, votre éducation, les langues que vous parlez et les emplois que vous avez peut-être occupés au cours des 12 derniers mois.
Êtes-vous né(e) au Canada?

- 1 Oui ► Passez à Q. A6
2 Non

A2. Dans quel pays êtes-vous né(e)?

- | | |
|---|--|
| 01 <input type="radio"/> Royaume-Uni | 07 <input type="radio"/> Portugal |
| 02 <input type="radio"/> Italie | 08 <input type="radio"/> République populaire de Chine |
| 03 <input type="radio"/> États-Unis | 09 <input type="radio"/> Hong Kong |
| 04 <input type="radio"/> Pologne | 10 <input type="radio"/> Pays-Bas |
| 05 <input type="radio"/> Allemagne | |
| 06 <input type="radio"/> Inde | |
| 11 <input type="radio"/> Autre - Précisez | |

A3. En quelle année avez-vous immigré au Canada pour la première fois?

1 9 OU

- 98 Citoyen(ne) canadien(ne) de naissance ► Passez à Q. A7

A4. Au total, depuis combien d'années vivez-vous au Canada?

années

A5. Avant d'immigrer au Canada pour la première fois, quel est le plus haut niveau de scolarité que vous aviez atteint?
(Inscrivez une seule réponse)

- 01 Aucune scolarité
02 Études primaires partielles
03 Études primaires terminées
04 Études secondaires partielles
05 Études secondaires terminées (professionnel ou technique)
06 Études secondaires terminées (général ou académique)
07 Études postsecondaires non universitaires terminées
08 Études universitaires terminées
09 Études universitaires de cycle supérieur terminées
10 Scolarité non définissable selon un niveau

► Passez à Q. A7

A6. Dans quelle province êtes-vous né(e)?

- 01 Terre-Neuve
02 Île-du-Prince-Édouard
03 Nouvelle-Écosse
04 Nouveau-Brunswick
05 Québec
06 Ontario
07 Manitoba
08 Saskatchewan
09 Alberta
10 Colombie-Britannique
11 Territoires du Nord-Ouest
12 Yukon

A7. Durant votre vie, combien d'années d'éducation formelle avez-vous terminées en commençant par la première année et sans compter les années que vous avez répétées?

Si 00, (Aucune éducation) ► Passez à Q. B1

A8. Quel est le plus haut niveau de scolarité que vous avez atteint?
(Inscrivez une seule réponse)

- 1 Études primaires partielles ► Passez à Q. A12
2 Études primaires terminées ► Passez à Q. A12
3 Études secondaires partielles ► Passez à Q. A11
4 Études secondaires terminées
5 Études postsecondaires non universitaires terminées
6 Études universitaires terminées
7 Études universitaires de cycle supérieur terminées
8 Scolarité non définissable selon un niveau

A9. Parmi les catégories suivantes, laquelle décrit le mieux votre programme d'études secondaires? Était-ce...
(Inscrivez une seule réponse)

- un programme académique / de préparation au collège ? 1
un programme de formation en affaires (commercial) ou de formation technique / professionnelle ? 2
un programme d'équivalence d'études secondaires ? 3
ne sait pas / sans objet 4

A10. Dans quelle province ou pays avez-vous terminé vos études secondaires ?

- 01 Terre-Neuve
- 02 Île-du-Prince-Édouard
- 03 Nouvelle-Écosse
- 04 Nouveau-Brunswick
- 05 Québec
- 06 Ontario
- 07 Manitoba
- 08 Saskatchewan
- 09 Alberta
- 10 Colombie-Britannique
- 11 Territoires du Nord-Ouest
- 12 Yukon
- 13 Royaume-Uni
- 14 Inde
- 15 Italie
- 16 Portugal
- 17 États-Unis
- 18 République populaire de Chine
- 19 Pologne
- 20 Hong Kong
- 21 Allemagne
- 22 Pays-Bas
- 23 Autre - Précisez _____

► **Passez à Q. B1**

Section B - Renseignements linguistiques

B1. Quelle est la PREMIÈRE langue que vous avez parlée dans votre enfance?

INTERVIEWEUR : *Acceptez des réponses multiples seulement si les langues étaient parlées dans une proportion ÉGALE.*

- 03 Français ► *Passez à Q. B12*
- 04 Anglais
- 05 Italien
- 06 Chinois
- 07 Allemand
- 08 Portugais
- 09 Polonais
- 10 Ukrainien
- 11 Espagnol
- 12 Hollandais
- 13 Pendjabi
- 14 Grec
- 15 REFUS
- 16 Autre 1 - Précisez _____
- 17 Autre 2 - Précisez _____

A11. Parmi les catégories suivantes, laquelle décrit le mieux votre programme d'études secondaires ? Était-ce ...

(Inscrivez une seule réponse)

- un programme académique / de préparation au collège ? 1
- un programme de formation en affaires (commercial) ou de formation technique / professionnelle ? 2
- un programme d'équivalence d'études secondaires ? 3
- ne sait pas / sans objet 4

B2. Comment évaluez-vous votre capacité actuelle de parler cette langue?

(Lisez les catégories)

INTERVIEWEUR : *Posez cette question pour chaque langue indiquée à Q. B1*

INTERVIEWEUR : *Reportez code indiqué à Q. B1*

Première langue	Deuxième langue
1 <table border="1" style="display: inline-table; width: 30px; height: 20px; vertical-align: middle;"></table>	2 <table border="1" style="display: inline-table; width: 30px; height: 20px; vertical-align: middle;"></table>

- Incapable de parler cette langue** 01 06
- Faible** 02 07
- Moyenne** 03 08
- Bonne** 04 09
- Très bonne** 05 10

A12. Quelle est la raison principale pour laquelle vous avez abandonné vos études au moment où vous l'avez fait ?

(Inscrivez une seule réponse)

- 01 Encore aux études
- 02 Étais suffisamment instruit
- 03 Devais travailler / raisons financières
- 04 Voulais travailler / voulais apprendre un métier
- 05 Raisons familiales (aider une entreprise familiale, maladie à la maison, mariage, grossesse, etc.)
- 06 N'aimais pas l'école / ennui
- 07 Ne réussissais pas bien à l'école
- 08 Maladie ou incapacité du répondant
- 09 École non disponible / non accessible
- 10 Pour entrer dans les forces armées
- 11 Ne sait pas
- 12 Autre - Précisez _____

B3. Comment évaluez-vous votre capacité actuelle de comprendre cette langue lorsqu'elle vous est parlée ?
(Lisez les catégories)

INTERVIEWEUR : Posez cette question pour chaque langue indiquée à Q. B1

INTERVIEWEUR :	Première langue	Deuxième langue
Reportez code indiqué à Q. B1	3 <input type="text"/>	4 <input type="text"/>
Incapable de parler cette langue	01 <input type="radio"/>	06 <input type="radio"/>
Faible	02 <input type="radio"/>	07 <input type="radio"/>
Moyenne	03 <input type="radio"/>	08 <input type="radio"/>
Bonne	04 <input type="radio"/>	09 <input type="radio"/>
Très bonne	05 <input type="radio"/>	10 <input type="radio"/>

B4. Comment évaluez-vous votre capacité actuelle de lire cette langue ?
(Lisez les catégories)

INTERVIEWEUR : Posez cette question pour chaque langue indiquée à Q. B1

INTERVIEWEUR :	Première langue	Deuxième langue
Reportez code indiqué à Q. B1	5 <input type="text"/>	6 <input type="text"/>
Incapable de parler cette langue	01 <input type="radio"/>	06 <input type="radio"/>
Faible	02 <input type="radio"/>	07 <input type="radio"/>
Moyenne	03 <input type="radio"/>	08 <input type="radio"/>
Bonne	04 <input type="radio"/>	09 <input type="radio"/>
Très bonne	05 <input type="radio"/>	10 <input type="radio"/>

B5. Comment évaluez-vous votre capacité actuelle d'écrire cette langue ?
(Lisez les catégories)

INTERVIEWEUR : Posez cette question pour chaque langue indiquée à Q. B1

INTERVIEWEUR :	Première langue	Deuxième langue
Reportez code indiqué à Q. B1	7 <input type="text"/>	8 <input type="text"/>
Incapable de parler cette langue	01 <input type="radio"/>	06 <input type="radio"/>
Faible	02 <input type="radio"/>	07 <input type="radio"/>
Moyenne	03 <input type="radio"/>	08 <input type="radio"/>
Bonne	04 <input type="radio"/>	09 <input type="radio"/>
Très bonne	05 <input type="radio"/>	10 <input type="radio"/>

B6. Quel âge aviez-vous lorsque vous avez commencé à apprendre le français ?

INTERVIEWEUR : Inscrivez le plus jeune âge mentionné

ans

98 Ne parle pas le français

B7. Lorsque vous grandissiez, quelle(s) langue(s) parlait-on habituellement à votre maison ?

INTERVIEWEUR : Acceptez des réponses multiples seulement si les langues étaient parlées dans une proportion ÉGALE.

- 01 Anglais
- 02 Français
- 03 Italien
- 04 Chinois
- 05 Allemand
- 06 Portugais
- 07 Polonais
- 08 Ukrainien
- 09 Espagnol
- 10 Hollandais
- 11 Pendjabi
- 12 Grec
- 13 REFUS
- 14 Autre 1 - Précisez
- _____
- 15 Autre 2 - Précisez
- _____

B8. Quelle est la PREMIÈRE langue que vous avez appris à lire et à écrire ?
(Inscrivez une seule réponse)

- 01 Anglais
- 02 Français
- 03 Italien
- 04 Chinois
- 05 Allemand
- 06 Portugais
- 07 Polonais
- 08 Ukrainien
- 09 Espagnol
- 10 Hollandais
- 11 Pendjabi
- 12 Grec
- 13 REFUS
- 14 Autre 1 - Précisez
- _____
- 15 Autre 2 - Précisez
- _____

B9. Avez-vous déjà suivi un cours pour apprendre le français ?

- 1 Oui
- 2 Non

B10. Dans quelle mesure comprenez-vous bien le français lorsqu'on vous le parle ?

- Mal 3
- Moyennement 4
- Bien 5
- Très bien 6
- Ne comprend pas le français ... 7

B11. Dans quelle mesure parlez-vous bien le français ?

- Mal 1
- Moyennement 2
- Bien 3
- Très bien 4
- Ne parle pas le français 5


► **Passez à Q. B13**

B12. Depuis la fin de vos études, avez-vous suivi un cours pour améliorer vos capacités de lecture ou d'écriture en français ?

- 6 Oui
- 7 Non
- 8 Encore aux études

B13. Quelles langues, y compris le français, parlez-vous assez bien pour tenir une conversation ?

(Inscrivez plus d'une réponse s'il y a lieu)

 **INTERVIEWEUR :** *Si seulement une langue, passez à Q.B18*

- 01 Anglais
 - 02 Français
 - 03 Italien
 - 04 Chinois
 - 05 Allemand
 - 06 Portugais
 - 07 Polonais
 - 08 Ukrainien
 - 09 Espagnol
 - 10 Hollandais
 - 11 Pendjabi
 - 12 Grec
 - 13 Autre - Précisez
-

B14. Quelle langue parlez-vous le plus souvent à la maison ?

(Inscrivez une seule réponse)

- 01 Anglais
 - 02 Français
 - 03 Italien
 - 04 Chinois
 - 05 Allemand
 - 06 Portugais
 - 07 Polonais
 - 08 Ukrainien
 - 09 Espagnol
 - 10 Hollandais
 - 11 Pendjabi
 - 12 Grec
 - 13 Autre - Précisez
-

B15. Quelle langue parlez-vous le plus souvent au travail ou à l'école ?

(Inscrivez une seule réponse)

- 01 Anglais
 - 02 Français
 - 03 Italien
 - 04 Chinois
 - 05 Allemand
 - 06 Portugais
 - 07 Polonais
 - 08 Ukrainien
 - 09 Espagnol
 - 10 Hollandais
 - 11 Pendjabi
 - 12 Grec
 - 13 Autre - Précisez
-

14 Sans objet

B16. Quelle langue parlez-vous le plus souvent durant vos activités de loisir ?

(Inscrivez une seule réponse)

- 01 Anglais
 - 02 Français
 - 03 Italien
 - 04 Chinois
 - 05 Allemand
 - 06 Portugais
 - 07 Polonais
 - 08 Ukrainien
 - 09 Espagnol
 - 10 Hollandais
 - 11 Pendjabi
 - 12 Grec
 - 13 Autre - Précisez
-

D7. Pour qui avez-vous travaillé pendant le plus grand nombre d'heures au cours des 12 derniers mois ? (Nom de l'entreprise, de l'organisme gouvernemental ou de la personne)

D8. De quel genre d'entreprise, d'industrie ou de service s'agissait-il ? (Donnez une description complète, p. ex. conserverie de poisson, usine de fabrication d'automobiles, gouvernement municipal)

D9. Quel genre de travail faisiez-vous dans le cadre de cet emploi ? (Donnez une description complète ou le titre de profession, p. ex. commis de bureau, opérateur de machine, programmeur d'ordinateur)

D10. Au total, environ combien de personnes cette entreprise emploie-t-elle partout au Canada ?

Moins de 20 ? 1

20 à 99 ? 2

100 à 199 ? 3

200 à 499 ? 4

500 ou plus ? 5

Ne sais pas 6

D11. Quelle était votre situation dans le cadre de cet emploi ? Étiez-vous un(e) ...

employé(e) sans responsabilités de supervision ? 1

employé(e) ayant des responsabilités limitées de supervision ou de gestion (5 personnes ou moins) ? 2

employé(e) ayant de plus grandes responsabilités de supervision ou de gestion (plus de 5 personnes) ? 3

travailleur(se) autonome sans employés ? 4

travailleur(se) autonome avec employés ? 5

travailleur(se) familial(e) (non rémunéré(e)) ? 6

D12. De quel genre d'emploi s'agissait-il ? Était-ce ou est-ce ...

un emploi permanent ou un contrat de travail de durée illimitée ? 7

un emploi temporaire ou un contrat de travail de durée limitée ? 8

D13. Combien d'heures par semaine travailliez-vous habituellement à cet emploi ?

heures

D14. Au cours des 12 derniers mois, pendant combien de semaines avez-vous travaillé à tous vos emplois, y compris les absences pour raison de vacances, de congé de maternité, de maladie, de grève et de lock-out ?

semaines - Si 52, ► Passez à Q.E1

D15. Pendant les semaines où vous avez été sans travail au cours des 12 derniers mois, est-ce que vous vouliez travailler ?

1 Oui ► Passez à Q. D17

2 Non

D16. Pourquoi ne voulez-vous pas travailler ? (Inscrivez une seule réponse)

1 Maladie ou incapacité du répondant

2 Obligations reliées à la garde d'enfants

3 Autres obligations personnelles ou familiales

4 Études ou formation

5 Retraité(e)

6 Pas intéressé(e) à travailler

7 Autre - Précisez _____

► Passez à Q. E1

D17. Au cours des 12 derniers mois, pendant combien de semaines est-ce que vous n'avez pas travaillé et n'avez PAS cherché de travail ?

semaines - Si 00, ► Passez à Q.E1

D18. Quelle est la raison principale pour laquelle vous n'avez pas cherché de travail pendant ces semaines ? (Inscrivez une seule réponse)

1 Maladie ou incapacité du répondant

2 Obligations reliées à la garde d'enfants

3 Autres obligations personnelles ou familiales

4 Attendait un rappel à la suite d'une mise à pied temporaire

5 Attendait le début d'un emploi

6 N'avait pas les compétences ou l'expérience requises pour les emplois disponibles

7 Trop vieux (vieille) pour travailler / Retraité(e)

8 Autre - Précisez _____

► Passez à Q. E1

D19. Pendant les semaines où vous n'avez pas travaillé à un emploi ou à une entreprise au cours des 12 derniers mois, est-ce que vous vouliez travailler ?

- 1 Oui ► *Passez à Q. D21*
 2 Non

D20. Pourquoi ne vouliez-vous pas travailler ?
(Inscrivez une seule réponse)

- 1 Maladie ou incapacité du répondant
 2 Obligations reliées à la garde d'enfants
 3 Autres obligations personnelles ou familiales
 4 Études ou formation
 5 Retraité(e)
 6 Pas intéressé(e) de travailler
 7 Personne au foyer
 8 Autre - Précisez _____

► *Passez à Q. F1*

D21. Au cours des 12 derniers mois, pendant combien de semaines est-ce que vous n'avez pas travaillé et n'avez PAS cherché de travail ?

semaines - Si 00, ► *Passez à Q.F1*

D22. Quelle est la raison principale pour laquelle vous n'avez pas cherché de travail pendant ces semaines ?
(Inscrivez une seule réponse)

- 1 Maladie ou incapacité du répondant
 2 Obligations reliées à la garde d'enfants
 3 Autres obligations personnelles ou familiales
 4 Attendait un rappel à la suite d'une mise à pied temporaire
 5 Attendait le début d'un emploi
 6 N'avait pas les compétences ou l'expérience requises pour les emplois disponibles
 7 Trop vieux (vieille) pour travailler / Retraité(e)
 8 Autre - Précisez _____

► *Passez à Q. F1*

Section E - Lecture et écriture au travail et recherche d'un emploi

E1. Les questions suivantes portent sur l'emploi auquel vous avez travaillé le plus grand nombre d'heures au cours des 12 derniers mois.

À quelle fréquence est-ce que vous lisez / lisez ou utilisez / utilisiez de l'information de chacune des catégories suivantes dans le cadre de votre emploi principal ? Diriez-vous chaque jour, quelques fois par semaine, une fois par semaine, moins d'une fois par semaine, rarement ou jamais ?

	Chaque jour	Quelques fois par semaine	Une fois par semaine	Moins d'une fois par semaine	Rarement ou jamais
a) Des lettres ou des notes de service	01 <input type="radio"/>	02 <input type="radio"/>	03 <input type="radio"/>	04 <input type="radio"/>	05 <input type="radio"/>
b) Des rapports, des articles, des revues ou des périodiques	06 <input type="radio"/>	07 <input type="radio"/>	08 <input type="radio"/>	09 <input type="radio"/>	10 <input type="radio"/>
c) Des manuels ou des ouvrages de référence, y compris des catalogues	11 <input type="radio"/>	12 <input type="radio"/>	13 <input type="radio"/>	14 <input type="radio"/>	15 <input type="radio"/>
d) Des diagrammes ou des schémas	16 <input type="radio"/>	17 <input type="radio"/>	18 <input type="radio"/>	19 <input type="radio"/>	20 <input type="radio"/>
e) Des comptes, des factures, des tableurs ou des tableaux budgétaires	21 <input type="radio"/>	22 <input type="radio"/>	23 <input type="radio"/>	24 <input type="radio"/>	25 <input type="radio"/>
f) Des documents écrits dans une langue autre que le français	26 <input type="radio"/>	27 <input type="radio"/>	28 <input type="radio"/>	29 <input type="radio"/>	30 <input type="radio"/>
g) Des directives ou des instructions concernant des médicaments, des recettes ou d'autres produits	31 <input type="radio"/>	32 <input type="radio"/>	33 <input type="radio"/>	34 <input type="radio"/>	35 <input type="radio"/>

E2. À quelle fréquence est-ce que vous écrivez / écrivez ou remplissez / remplissez chacun des genres de documents suivants dans le cadre de votre emploi principal ? Diriez-vous chaque jour, quelques fois par semaine, une fois par semaine, moins d'une fois par semaine, rarement ou jamais ?

	Chaque jour	Quelques fois par semaine	Une fois par semaine	Moins d'une fois par semaine	Rarement ou jamais
a) Des lettres ou des notes de service	01 <input type="radio"/>	02 <input type="radio"/>	03 <input type="radio"/>	04 <input type="radio"/>	05 <input type="radio"/>
b) Des formules ou des documents tels que des relevés, des factures ou des budgets ..	06 <input type="radio"/>	07 <input type="radio"/>	08 <input type="radio"/>	09 <input type="radio"/>	10 <input type="radio"/>
c) Des rapports ou des articles	11 <input type="radio"/>	12 <input type="radio"/>	13 <input type="radio"/>	14 <input type="radio"/>	15 <input type="radio"/>
d) Des estimations ou des spécifications techniques	16 <input type="radio"/>	17 <input type="radio"/>	18 <input type="radio"/>	19 <input type="radio"/>	20 <input type="radio"/>

E3. Dans le cadre de votre emploi principal, à quelle fréquence faites-vous des calculs d'arithmétique ou de mathématique (c'est-à-dire faire des additions, des soustractions, des multiplications ou des divisions) pour:

a) mesurer ou estimer la grosseur ou le poids d'un objet ?

Chaque jour 01

Quelques fois par semaine 02

Une fois par semaine 03

Moins d'une fois par semaine ... 04

Jamais 05

b) calculer des prix, des coûts ou des budgets?

Chaque jour 06

Quelques fois par semaine 07

Une fois par semaine 08

Moins d'une fois par semaine ... 09

Jamais 10

E4. Comment évaluez-vous vos capacités de lecture en français par rapport aux besoins de votre emploi principal ?

Excellentes 1

Bonnes 2

Moyennes 3

Faibles 4

Pas d'opinion / sans objet 5

E5. Dans quelle mesure est-ce que vos capacités de lecture en français limitent vos possibilités d'emploi – par exemple, pour obtenir une promotion ou un autre emploi ?

Limitent énormément 6

Limitent quelque peu 7

Ne limitent pas du tout 8

E6. Comment évaluez-vous vos capacités d'écriture en français par rapport aux besoins de votre emploi principal ?

Excellentes 1

Bonnes 2

Moyennes 3

Faibles 4

Pas d'opinion / sans objet 5

E7. Dans quelle mesure est-ce que vos capacités d'écriture en français limitent vos possibilités d'emploi – par exemple, pour obtenir une promotion ou un autre emploi ?

Limitent énormément 6

Limitent quelque peu 7

Ne limitent pas du tout 8

E8. Comment évaluez-vous vos capacités en mathématique par rapport aux besoins de votre emploi principal ?

Excellentes 1

Bonnes 2

Moyennes 3

Faibles 4

Pas d'opinion / sans objet 5

E9. Dans quelle mesure est-ce que vos capacités en mathématique limitent vos possibilités d'emploi – par exemple, pour obtenir une promotion ou un autre emploi ?

Limitent énormément 6

Limitent quelque peu 7

Ne limitent pas du tout 8

Section F - Éducation et formation des adultes

F1. Les questions suivantes portent sur toute éducation ou formation que vous avez peut-être reçue au cours des 12 derniers mois.

Au cours des 12 derniers mois, c'est-à-dire depuis le mois d'août 1993, est-ce que vous avez suivi une formation ou fait des études quelconques, y compris des cours, des leçons privées, des cours par correspondance, des ateliers, une formation en cours d'emploi, une formation en apprentissage, des cours d'art ou d'artisanat, des cours de loisir ou toute autre formation ou études ?

- 1 Oui
- 2 Non ► *Passez à Q. F15*

F2. Au total, combien de cours avez-vous suivi au cours des 12 derniers mois ?

cours

PREMIÈRE RÉPONSE

F3. Quel était le nom (le titre) de ces cours OU du programme dont ces cours faisaient partie ?

INTERVIEWEUR : *Inscrivez le nom des trois cours/programmes les plus récents dans l'espace prévu et demandez des précisions pour déterminer s'il y a des réponses multiples.*

NOTE : *Un programme est une série de cours qui mènent à l'obtention d'un grade, d'un diplôme ou d'un certificat précis. Si le répondant énumère plusieurs cours qui ont tous débuté en même temps, demandez des précisions pour connaître le nom du programme.*

F4. J'aimerais maintenant vous poser quelques questions au sujet de ... (nom du cours ou du programme)

Est-ce que les frais de cette formation ou de ces études ont été payés par ...
(Lisez les catégories)

		Oui		Non
a) vous-même ou votre famille ?	01	<input type="radio"/>	02	<input type="radio"/>
b) un employeur ?	03	<input type="radio"/>	04	<input type="radio"/>
c) le gouvernement ?	05	<input type="radio"/>	06	<input type="radio"/>
d) un syndicat ou une organisation professionnelle ?	07	<input type="radio"/>	08	<input type="radio"/>
e) n'importe qui d'autre ?	09	<input type="radio"/>	10	<input type="radio"/>
f) aucun frais	11	<input type="radio"/>	12	<input type="radio"/>
g) ne sait pas	13	<input type="radio"/>	14	<input type="radio"/>

F5. Avez-vous suivi cette formation ou fait ces études en vue d'obtenir ...
(Lisez les catégories)

(Inscrivez une seule réponse)

- un grade, un diplôme ou un certificat universitaire ? 1
- un diplôme ou un certificat collégial ? 2
- un diplôme / certificat de métier ou un certificat professionnel ? 3
- un certificat d'apprentissage ? 4
- un diplôme d'études primaires ou secondaires ? 5
- un perfectionnement professionnel ? 6
- autre 7

DEUXIÈME RÉPONSE	TROISIÈME RÉPONSE																																																																
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e) n'importe qui d'autre ?	37	<input type="radio"/>	38 <input type="radio"/>																																																														
f) aucun frais	39	<input type="radio"/>	40 <input type="radio"/>																																																														
g) ne sait pas	41	<input type="radio"/>	42 <input type="radio"/>																																																														
<p>un grade, un diplôme ou un certificat universitaire ? 1 <input type="radio"/></p> <p>un diplôme ou un certificat collégial ? 2 <input type="radio"/></p> <p>un diplôme / certificat de métier ou un certificat professionnel ? 3 <input type="radio"/></p> <p>un certificat d'apprentissage ? 4 <input type="radio"/></p> <p>un diplôme d'études primaires ou secondaires ? 5 <input type="radio"/></p> <p>un perfectionnement professionnel ? 6 <input type="radio"/></p> <p>autre 7 <input type="radio"/></p>	<p>un grade, un diplôme ou un certificat universitaire ? 1 <input type="radio"/></p> <p>un diplôme ou un certificat collégial ? 2 <input type="radio"/></p> <p>un diplôme / certificat de métier ou un certificat professionnel ? 3 <input type="radio"/></p> <p>un certificat d'apprentissage ? 4 <input type="radio"/></p> <p>un diplôme d'études primaires ou secondaires ? 5 <input type="radio"/></p> <p>un perfectionnement professionnel ? 6 <input type="radio"/></p> <p>autre 7 <input type="radio"/></p>																																																																

PREMIÈRE RÉPONSE

	Oui	Non	
F6. Est-ce que cette formation ou ces études étaient offertes par... <i>(Lisez les catégories)</i>	a) une université ou un autre établissement d'enseignement supérieur ? 01 <input type="radio"/> 02 <input type="radio"/> b) un collège de formation complémentaire ? 03 <input type="radio"/> 04 <input type="radio"/> c) un organisme commercial (par exemple, un formateur privé) ? 05 <input type="radio"/> 06 <input type="radio"/> d) un fabricant ou un fournisseur d'équipement ? 07 <input type="radio"/> 08 <input type="radio"/> e) un organisme sans but lucratif, comme une association d'employeurs, un organisme bénévole ou un syndicat ? 09 <input type="radio"/> 10 <input type="radio"/> f) un employeur ou une entreprise mère ? 11 <input type="radio"/> 12 <input type="radio"/> g) autre 13 <input type="radio"/> 14 <input type="radio"/>		
F7. À quel endroit avez-vous suivi cette formation ou fait ces études ? <i>(Inscrivez une seule réponse)</i>	01 <input type="radio"/> École primaire ou secondaire 02 <input type="radio"/> Campus collégial 03 <input type="radio"/> Campus universitaire 04 <input type="radio"/> École de commerce 05 <input type="radio"/> Travail 06 <input type="radio"/> Centre de formation 07 <input type="radio"/> Centre de conférence ou hôtel 08 <input type="radio"/> Maison 09 <input type="radio"/> Centre communautaire ou établissement sportif 10 <input type="radio"/> Ailleurs		
F8. Combien de semaines est-ce que cette formation ou ces études ont duré ?	1 <input type="text"/> <input type="text"/> semaines		
F9. En moyenne, pendant combien de jours par semaine ?	2 <input type="text"/> <input type="text"/> jours		
F10. En moyenne, pendant combien d'heures par jour ?	3 <input type="text"/> <input type="text"/> heures		
F11. Quelle est la raison principale pour laquelle vous avez suivi cette formation ou fait ces études ? Était-ce pour ... <i>(Lisez les catégories)</i> <i>(Inscrivez une seule réponse)</i>	des raisons reliées à votre carrière ou votre emploi ? 1 <input type="radio"/> ► <i>Passez à Q. F12</i> par intérêt personnel ? 2 <input type="radio"/> ► <i>Passez à Q. F13</i> autre 3 <input type="radio"/> ► <i>Passez à Q. F13</i>		
F12. Dans quelle mesure utilisez-vous au travail les compétences ou les connaissances que cette formation ou ces études vous ont permis d'acquérir ? <i>(Lisez les catégories)</i>	Dans une grande mesure .. 4 <input type="radio"/> Quelque peu 5 <input type="radio"/> Très peu 6 <input type="radio"/> Pas du tout 7 <input type="radio"/> Sans objet 8 <input type="radio"/>		

DEUXIÈME RÉPONSE			TROISIÈME RÉPONSE		
	Oui	Non		Oui	Non
a) une université ou un autre établissement d'enseignement supérieur ?	15 <input type="radio"/>	16 <input type="radio"/>	a) une université ou un autre établissement d'enseignement supérieur ?	29 <input type="radio"/>	30 <input type="radio"/>
b) un collège de formation complémentaire ?	17 <input type="radio"/>	18 <input type="radio"/>	b) un collège de formation complémentaire ?	31 <input type="radio"/>	32 <input type="radio"/>
c) un organisme commercial (par exemple, un formateur privé) ?	19 <input type="radio"/>	20 <input type="radio"/>	c) un organisme commercial (par exemple, un formateur privé) ?	33 <input type="radio"/>	34 <input type="radio"/>
d) un fabricant ou un fournisseur d'équipement ?	21 <input type="radio"/>	22 <input type="radio"/>	d) un fabricant ou un fournisseur d'équipement ?	35 <input type="radio"/>	36 <input type="radio"/>
e) un organisme sans but lucratif, comme une association d'employeurs, un organisme bénévole ou un syndicat ?	23 <input type="radio"/>	24 <input type="radio"/>	e) un organisme sans but lucratif, comme une association d'employeurs, un organisme bénévole ou un syndicat ?	37 <input type="radio"/>	38 <input type="radio"/>
f) un employeur ou une entreprise mère ?	25 <input type="radio"/>	26 <input type="radio"/>	f) un employeur ou une entreprise mère ?	39 <input type="radio"/>	40 <input type="radio"/>
g) autre	27 <input type="radio"/>	28 <input type="radio"/>	g) autre	41 <input type="radio"/>	42 <input type="radio"/>
01 <input type="radio"/> École primaire ou secondaire			01 <input type="radio"/> École primaire ou secondaire		
02 <input type="radio"/> Campus collégial			02 <input type="radio"/> Campus collégial		
03 <input type="radio"/> Campus universitaire			03 <input type="radio"/> Campus universitaire		
04 <input type="radio"/> École de commerce			04 <input type="radio"/> École de commerce		
05 <input type="radio"/> Travail			05 <input type="radio"/> Travail		
06 <input type="radio"/> Centre de formation			06 <input type="radio"/> Centre de formation		
07 <input type="radio"/> Centre de conférence ou hôtel			07 <input type="radio"/> Centre de conférence ou hôtel		
08 <input type="radio"/> Maison			08 <input type="radio"/> Maison		
09 <input type="radio"/> Centre communautaire ou établissement sportif			09 <input type="radio"/> Centre communautaire ou établissement sportif		
10 <input type="radio"/> Ailleurs			10 <input type="radio"/> Ailleurs		
4 <input type="text"/> <input type="text"/> semaines			7 <input type="text"/> <input type="text"/> semaines		
5 <input type="text"/> <input type="text"/> jours			8 <input type="text"/> <input type="text"/> jours		
6 <input type="text"/> <input type="text"/> heures			9 <input type="text"/> <input type="text"/> heures		
des raisons liées à votre carrière ou votre emploi ?	1 <input type="radio"/>	▶ Passez à Q. F12	des raisons liées à votre carrière ou votre emploi ?	1 <input type="radio"/>	▶ Passez à Q. F12
par intérêt personnel ?	2 <input type="radio"/>	▶ Passez à Q. F13	par intérêt personnel ?	2 <input type="radio"/>	▶ Passez à Q. F13
autre	3 <input type="radio"/>	▶ Passez à Q. F13	autre	3 <input type="radio"/>	▶ Passez à Q. F13
Dans une grande mesure ..	4 <input type="radio"/>		Dans une grande mesure ..	4 <input type="radio"/>	
Quelque peu	5 <input type="radio"/>		Quelque peu	5 <input type="radio"/>	
Très peu	6 <input type="radio"/>		Très peu	6 <input type="radio"/>	
Pas du tout	7 <input type="radio"/>		Pas du tout	7 <input type="radio"/>	
Sans objet	8 <input type="radio"/>		Sans objet	8 <input type="radio"/>	

PREMIÈRE RÉPONSE


F13. Qui a suggéré que vous suiviez cette formation ou faisiez ces études ?
(Lisez les catégories)


	Oui	Non
a) Vous-même	01 <input type="radio"/>	02 <input type="radio"/>
b) Vos ami(e)s ou votre famille .	03 <input type="radio"/>	04 <input type="radio"/>
c) Votre employeur	05 <input type="radio"/>	06 <input type="radio"/>
d) D'autres employé(e)s	07 <input type="radio"/>	08 <input type="radio"/>
e) Prévu par une convention collective	09 <input type="radio"/>	10 <input type="radio"/>
f) Votre syndicat ou association professionnelle	11 <input type="radio"/>	12 <input type="radio"/>
g) Exigence professionnelle ou légale	13 <input type="radio"/>	14 <input type="radio"/>
h) Services sociaux ou centre d'emploi	15 <input type="radio"/>	16 <input type="radio"/>
i) Autre	17 <input type="radio"/>	18 <input type="radio"/>
j) Ne sait pas	19 <input type="radio"/>	20 <input type="radio"/>

F14. Est-ce que cette formation ou ces études étaient données ...
(Lisez les catégories)

	Oui	Non
a) par un enseignement en classe, des séminaires ou des ateliers ?	01 <input type="radio"/>	02 <input type="radio"/>
b) à l'aide d'un logiciel éducatif ?	03 <input type="radio"/>	04 <input type="radio"/>
c) par des émissions diffusées à la radio ou à la télévision ?	05 <input type="radio"/>	06 <input type="radio"/>
d) sur cassettes, bandes ou disques audio ou vidéo ?	07 <input type="radio"/>	08 <input type="radio"/>
e) par la lecture de documents ?	09 <input type="radio"/>	10 <input type="radio"/>
f) en milieu de travail ?	11 <input type="radio"/>	12 <input type="radio"/>
g) autres méthodes ?	13 <input type="radio"/>	14 <input type="radio"/>

INTERVIEWEURS

 Si d'autres cours ont été mentionnés à F3, passez à la question F4 deuxième réponse

 Si aucun cours n'a été mentionné à F3, passez à la question F15

F15. Depuis le mois d'août 1993, est-ce que vous avez VOULU suivre une formation ou faire des études quelconques pour des raisons reliées à votre carrière ou votre emploi, mais ne l'avez pas fait ?

1 Oui

2 Non ► Passez à Q. F17

F17. Depuis le mois d'août 1993, y a-t-il une autre formation quelconque que vous avez VOULU suivre, par exemple pour apprendre un passe-temps ou un loisir ou par intérêt personnel, mais ne l'avez pas fait ?

3 Oui

4 Non ► Passez à Q. G1

F16. Pour quelles raisons n'avez-vous pas suivi cette formation ou fait ces études ?
(Inscrivez plus d'une réponse, s'il y a lieu)

01 Trop occupé(e) / manque de temps

02 Trop occupé(e) au travail

03 Cours pas offert

04 Obligations familiales

05 Trop cher / pas d'argent

06 Manque de compétences

07 Manque d'appui de l'employeur

08 Heure du cours ne convenait pas

09 Raisons de langue

10 Raisons de santé

11 Autre

F18. Pour quelles raisons n'avez-vous pas suivi cette formation ou fait ces études ?
(Inscrivez plus d'une réponse, s'il y a lieu)

01 Trop occupé(e) / manque de temps

02 Trop occupé(e) au travail

03 Cours pas offert

04 Obligations familiales

05 Trop cher / pas d'argent

06 Manque de compétences




07 Manque d'appui de l'employeur

08 Heure du cours ne convenait pas

09 Raisons de langue

10 Raisons de santé

11 Autre

DEUXIÈME RÉPONSE			TROISIÈME RÉPONSE		
	Oui	Non		Oui	Non
a) Vous-même	21 <input type="radio"/>	22 <input type="radio"/>	a) Vous-même	41 <input type="radio"/>	42 <input type="radio"/>
b) Vos ami(e)s ou votre famille .	23 <input type="radio"/>	24 <input type="radio"/>	b) Vos ami(e)s ou votre famille .	43 <input type="radio"/>	44 <input type="radio"/>
c) Votre employeur	25 <input type="radio"/>	26 <input type="radio"/>	c) Votre employeur	45 <input type="radio"/>	46 <input type="radio"/>
d) D'autres employé(e)s	27 <input type="radio"/>	28 <input type="radio"/>	d) D'autres employé(e)s	47 <input type="radio"/>	46 <input type="radio"/>
e) Prévu par une convention collective	29 <input type="radio"/>	30 <input type="radio"/>	e) Prévu par une convention collective	49 <input type="radio"/>	50 <input type="radio"/>
f) Votre syndicat ou association professionnelle	31 <input type="radio"/>	32 <input type="radio"/>	f) Votre syndicat ou association professionnelle	51 <input type="radio"/>	52 <input type="radio"/>
g) Exigence professionnelle ou légale	33 <input type="radio"/>	34 <input type="radio"/>	g) Exigence professionnelle ou légale	53 <input type="radio"/>	54 <input type="radio"/>
h) Services sociaux ou centre d'emploi	35 <input type="radio"/>	36 <input type="radio"/>	h) Services sociaux ou centre d'emploi	55 <input type="radio"/>	56 <input type="radio"/>
i) Autre	37 <input type="radio"/>	38 <input type="radio"/>	i) Autre	57 <input type="radio"/>	58 <input type="radio"/>
j) Ne sait pas	39 <input type="radio"/>	40 <input type="radio"/>	j) Ne sait pas	59 <input type="radio"/>	60 <input type="radio"/>
	Oui	Non		Oui	Non
a) par un enseignement en classe, des séminaires ou des ateliers ?	15 <input type="radio"/>	16 <input type="radio"/>	a) par un enseignement en classe, des séminaires ou des ateliers ?	29 <input type="radio"/>	30 <input type="radio"/>
b) à l'aide d'un logiciel éducatif ?	17 <input type="radio"/>	18 <input type="radio"/>	b) à l'aide d'un logiciel éducatif ?	31 <input type="radio"/>	32 <input type="radio"/>
c) par des émissions diffusées à la radio ou à la télévision ? ..	19 <input type="radio"/>	20 <input type="radio"/>	c) par des émissions diffusées à la radio ou à la télévision ? ..	33 <input type="radio"/>	34 <input type="radio"/>
d) sur cassettes, bandes ou disques audio ou vidéo ? ..	21 <input type="radio"/>	22 <input type="radio"/>	d) sur cassettes, bandes ou disques audio ou vidéo ? ..	35 <input type="radio"/>	36 <input type="radio"/>
e) par la lecture de documents ?	23 <input type="radio"/>	24 <input type="radio"/>	e) par la lecture de documents ?	37 <input type="radio"/>	38 <input type="radio"/>
f) en milieu de travail ?	25 <input type="radio"/>	26 <input type="radio"/>	f) en milieu de travail ?	39 <input type="radio"/>	40 <input type="radio"/>
g) autres méthodes ?	27 <input type="radio"/>	28 <input type="radio"/>	g) autres méthodes ?	41 <input type="radio"/>	42 <input type="radio"/>
<p> Si d'autres cours ont été mentionnés à F3, passez à la question F4 troisième réponse</p> <p> Si aucun cours n'a été mentionné à F3, passez à la question F15</p>			<p> Passez à la question F15</p>		

Section G - Activités générales de lecture et d'écriture

G1. Les prochaines questions portent sur la lecture et l'écriture dans votre vie quotidienne, sauf au travail ou à l'école.

Je vais vous lire une liste d'activités. Veuillez me dire si vous les faites chaque jour, chaque semaine, chaque mois, plusieurs fois par année ou jamais. À quelle fréquence est-ce que vous...

	Chaque jour	Chaque semaine	Chaque mois	Plusieurs fois par année	Jamais
a) allez à une bibliothèque publique ?	01 <input type="radio"/>	02 <input type="radio"/>	03 <input type="radio"/>	04 <input type="radio"/>	05 <input type="radio"/>
b) allez voir un film, une pièce de théâtre ou un concert ?	06 <input type="radio"/>	07 <input type="radio"/>	08 <input type="radio"/>	09 <input type="radio"/>	10 <input type="radio"/>
c) assistez ou participez à un événement sportif ?	11 <input type="radio"/>	12 <input type="radio"/>	13 <input type="radio"/>	14 <input type="radio"/>	15 <input type="radio"/>
d) écrivez des lettres ou n'importe quoi d'autre qui a plus d'une page de longueur ?	16 <input type="radio"/>	17 <input type="radio"/>	18 <input type="radio"/>	19 <input type="radio"/>	20 <input type="radio"/>
e) aidez à des organismes bénévoles ou communautaires ?	21 <input type="radio"/>	22 <input type="radio"/>	23 <input type="radio"/>	24 <input type="radio"/>	25 <input type="radio"/>
f) lisez des journaux ou des revues ?	26 <input type="radio"/>	27 <input type="radio"/>	28 <input type="radio"/>	29 <input type="radio"/>	30 <input type="radio"/>
g) lisez des livres ?	31 <input type="radio"/>	32 <input type="radio"/>	33 <input type="radio"/>	34 <input type="radio"/>	35 <input type="radio"/>
h) écoutez la radio, des disques, des rubans, des cassettes ou des disques compact ?	36 <input type="radio"/>	37 <input type="radio"/>	38 <input type="radio"/>	39 <input type="radio"/>	40 <input type="radio"/>

G2. Est-ce qu'il vous arrive de faire l'une ou l'autre de ces activités en anglais ?

- 1 Oui
 2 Non ► *Passez à Q. G4*

G3. Lesquelles des activités suivantes vous est-il déjà arrivé de faire en anglais ?

Oui Non

- a) Aller à une bibliothèque publique ?
- b) Aller voir un film, une pièce de théâtre ou un concert ?
- c) Assister ou participez à un événement sportif ? ...
- d) Écrire des lettres ou n'importe quoi d'autre qui a plus d'une page de longueur ?
- e) Aider à des organismes bénévoles ou communautaires ?
- f) Lire des journaux ou des revues ?
- g) Lire des livres ?
- h) Écouter la radio, des disques, des rubans, des cassettes ou des disques compact ? ...

G4. Combien de temps passez-vous habituellement chaque jour à écouter la télévision ou des films vidéo ?

- N'en écoute pas chaque jour
- 1 heure ou moins par jour ..
- 1 à 2 heures par jour
- Plus de 2 mais moins de 5 heures par jour
- 5 heures ou plus par jour ...
- N'a pas de télévision ou de films vidéo.

G5. Est-ce qu'il vous arrive d'écouter la télévision ou des films vidéo en anglais ?

- 7 Oui
 8 Non

G6. Parmi les choses suivantes, lesquelles avez-vous présentement dans votre maison ?

Oui Non

- a) Journaux quotidiens
- b) Journaux hebdomadaires / revues
- c) Plus de 25 livres
- d) Une encyclopédie (en plusieurs volumes) ...
- e) Un dictionnaire

G7. À quelle fréquence est-ce que vous lisez ou utilisez de l'information de chacune des catégories suivantes dans le cadre de votre vie quotidienne ? Diriez-vous chaque jour, quelques fois par semaines, une fois par semaine, moins d'une fois par semaine, rarement ou jamais ?

	Chaque jour	Quelques fois par semaine	Une fois par semaine	Moins d'une fois par semaine	Rarement ou jamais
a) Des lettres ou des notes de service	01 <input type="radio"/>	02 <input type="radio"/>	03 <input type="radio"/>	04 <input type="radio"/>	05 <input type="radio"/>
b) Des rapports, des articles, des revues ou des périodiques	06 <input type="radio"/>	07 <input type="radio"/>	08 <input type="radio"/>	09 <input type="radio"/>	10 <input type="radio"/>
c) Des manuels ou des ouvrages de référence, y compris des catalogues	11 <input type="radio"/>	12 <input type="radio"/>	13 <input type="radio"/>	14 <input type="radio"/>	15 <input type="radio"/>
d) Des diagrammes ou des schémas	16 <input type="radio"/>	17 <input type="radio"/>	18 <input type="radio"/>	19 <input type="radio"/>	20 <input type="radio"/>
e) Des comptes, des factures, des tableaux ou des tableaux budgétaires	21 <input type="radio"/>	22 <input type="radio"/>	23 <input type="radio"/>	24 <input type="radio"/>	25 <input type="radio"/>
f) Des documents écrits dans une langue autre que le français	26 <input type="radio"/>	27 <input type="radio"/>	28 <input type="radio"/>	29 <input type="radio"/>	30 <input type="radio"/>
g) Des directives ou des instructions concernant des médicaments, des recettes ou d'autres produits	31 <input type="radio"/>	32 <input type="radio"/>	33 <input type="radio"/>	34 <input type="radio"/>	35 <input type="radio"/>

G8. Je vais vous lire une liste de différentes parties d'un journal. Veuillez me dire lesquelles vous lisez habituellement lorsque vous feuillotez un journal.

	Oui	Non
a) Annonces classées	01 <input type="radio"/>	02 <input type="radio"/>
b) Autres annonces	03 <input type="radio"/>	04 <input type="radio"/>
c) Nouvelles nationales ou internationales	05 <input type="radio"/>	06 <input type="radio"/>
d) Nouvelles régionales ou locales	07 <input type="radio"/>	08 <input type="radio"/>
e) Sports	09 <input type="radio"/>	10 <input type="radio"/>
f) Habitation, mode ou santé	11 <input type="radio"/>	12 <input type="radio"/>
g) Éditoriaux	13 <input type="radio"/>	14 <input type="radio"/>
h) Nouvelles financières ou liste des titres boursiers ..	15 <input type="radio"/>	16 <input type="radio"/>
i) Bandes dessinées	17 <input type="radio"/>	18 <input type="radio"/>
j) Horaires des émissions de télévision	19 <input type="radio"/>	20 <input type="radio"/>
k) Programme des films ou des concerts	21 <input type="radio"/>	22 <input type="radio"/>
l) Critiques de livres, de films ou d'art	23 <input type="radio"/>	24 <input type="radio"/>
m) Horoscope	25 <input type="radio"/>	26 <input type="radio"/>
n) Chronique de conseils personnels	27 <input type="radio"/>	28 <input type="radio"/>
o) Autre - Précisez	29 <input type="radio"/>	30 <input type="radio"/>
Ne lit pas de journaux	98 <input type="radio"/>	

G9. Diriez-vous que vous vous tenez au courant des événements d'actualité, des affaires gouvernementales et des affaires publiques ...

la plupart du temps ?	1 <input type="radio"/>
parfois ?	2 <input type="radio"/>
seulement de temps à autre ?	3 <input type="radio"/>
presque pas du tout ?	4 <input type="radio"/>

G10. J'aimerais savoir de quelle façon vous vous renseignez habituellement sur les événements d'actualité, les affaires publiques et les affaires gouvernementales. Quelle quantité d'information obtenez-vous ...

	Beaucoup	Un peu	Très peu	Aucune
a) en lisant des journaux ? ..	01 <input type="radio"/>	02 <input type="radio"/>	03 <input type="radio"/>	04 <input type="radio"/>
b) en lisant des revues ?	05 <input type="radio"/>	06 <input type="radio"/>	07 <input type="radio"/>	08 <input type="radio"/>
c) en écoutant la radio ? ...	09 <input type="radio"/>	10 <input type="radio"/>	11 <input type="radio"/>	12 <input type="radio"/>
d) en écoutant la télévision ?	13 <input type="radio"/>	14 <input type="radio"/>	15 <input type="radio"/>	16 <input type="radio"/>
e) en parlant à des membres de la famille, à des ami(e)s ou à des collègues de travail ?	17 <input type="radio"/>	18 <input type="radio"/>	19 <input type="radio"/>	20 <input type="radio"/>

G11. Les gens se font parfois aider par des membres de la famille ou des ami(e)s pour lire et écrire en français. À quelle fréquence demandez-vous l'aide d'autres personnes pour...

	Souvent	Parfois	Jamais
a) lire des articles de journaux ?	01 <input type="radio"/>	02 <input type="radio"/>	03 <input type="radio"/>
b) lire des renseignements venant d'organismes gouvernementaux, d'entreprises ou d'autres institutions ?	04 <input type="radio"/>	05 <input type="radio"/>	06 <input type="radio"/>
c) remplir des formules telles que des demandes ou des bordereaux de dépôt bancaire ?	07 <input type="radio"/>	08 <input type="radio"/>	09 <input type="radio"/>
d) lire des instructions comme celles sur un contenant de médicaments ?	10 <input type="radio"/>	11 <input type="radio"/>	12 <input type="radio"/>
e) lire des instructions sur des produits «emballés» dans des magasins ou des supermarchés ?	13 <input type="radio"/>	14 <input type="radio"/>	15 <input type="radio"/>
f) faire des calculs d'arithmétique faciles, c'est-à-dire des additions, des soustractions, des multiplications et des divisions?	16 <input type="radio"/>	17 <input type="radio"/>	18 <input type="radio"/>
g) écrire des notes et des lettres ?	19 <input type="radio"/>	20 <input type="radio"/>	21 <input type="radio"/>

G12. Comment évaluez-vous vos capacités de lecture en français par rapport aux besoins de tous les jours ?

Excellentes . . . 1 Faibles 4

Bonnes 2 Pas d'opinion . . 5

Moyennes . . . 3

G14. Comment évaluez-vous vos capacités en mathématique par rapport aux besoins de tous les jours ?

Excellentes . . . 1 Faibles 4

Bonnes 2 Pas d'opinion . . 5

Moyennes . . . 3

G13. Comment évaluez-vous vos capacités d'écriture en français par rapport aux besoins de tous les jours ?

Excellentes . . . 1 Faibles 4

Bonnes 2 Pas d'opinion . . 5

Moyennes . . . 3

G15. Tout bien considéré, dans quelle mesure êtes-vous satisfait(e) de vos capacités de lecture et d'écriture en français ? Êtes-vous...

très satisfait(e) ?

quelque peu satisfait(e)

quelque peu insatisfait(e)

très insatisfait(e)

pas d'opinion

G16. Avez-vous déjà eu ...

	Non	Oui
a) un trouble de la vue qui ne peut être corrigé à l'aide de lunettes ?	01 <input type="radio"/>	02 <input type="radio"/>
b) un trouble de l'ouïe ?	03 <input type="radio"/>	04 <input type="radio"/>
c) un trouble de la parole ? ...	05 <input type="radio"/>	06 <input type="radio"/>
d) une difficulté d'apprentissage ?	07 <input type="radio"/>	08 <input type="radio"/>
e) toute autre déficience ou problème de santé ayant duré six mois ou plus ? ...	09 <input type="radio"/>	10 <input type="radio"/>

G17. Aviez-vous ce problème lorsque vous étiez à l'école primaire ou secondaire ?

	Non	Oui
11 <input type="radio"/>	12 <input type="radio"/>	
13 <input type="radio"/>	14 <input type="radio"/>	
15 <input type="radio"/>	16 <input type="radio"/>	
17 <input type="radio"/>	18 <input type="radio"/>	
19 <input type="radio"/>	20 <input type="radio"/>	

G18. Avez-vous ce problème maintenant ?

	Non	Oui
21 <input type="radio"/>	22 <input type="radio"/>	
23 <input type="radio"/>	24 <input type="radio"/>	
25 <input type="radio"/>	26 <input type="radio"/>	
27 <input type="radio"/>	28 <input type="radio"/>	
29 <input type="radio"/>	30 <input type="radio"/>	

Section H - Alphabétisation familiale

H1. Êtes-vous le parent ou le tuteur d'enfants âgés de 6 à 18 ans qui vivent présentement avec vous ?

- 1 Oui
 2 Non ► *Passez à Q. J1*

H2. Quel âge a votre plus jeune enfant parmi ceux qui sont âgés de 6 à 18 ans ?

ans

H3. Quel est le plus haut niveau de scolarité que cet enfant a atteint ?

- 3 Primaire année
 4 Secondaire année
 5 Postsecondaire année
 6 École de métiers / professionnelle année
 7 Aucune scolarité

H4. À quelle fréquence diriez-vous que cet enfant lit pour le plaisir de lire ? Est-ce ...

- chaque jour ? 1
 quelques fois par semaine ? 2
 plusieurs fois par mois ? 3
 quelques fois par mois ? 4
 une fois par mois ou moins ? 5
 jamais ? 6
 ne sait pas 7
 sans objet 8

H5. Lorsque cet enfant lit, où obtient-il (elle) ses livres ?

(Inscrivez plus d'une réponse, s'il y a lieu)

- 01 Parent les achète
 02 Parent les emprunte à un(e) ami(e)
 03 Enfant les achète
 04 Enfant les emprunte à un(e) ami(e)
 05 Bibliothèque publique
 06 Bibliothèque de l'école
 07 Cadeaux
 08 De ses frères / soeurs
 09 Autre
 10 Ne sait pas

H6. Compte tenu de l'âge de cet enfant, dans quelle mesure êtes-vous satisfait(e) de la façon dont il (elle) lit ? Diriez-vous que vous êtes ...

- très satisfait(e) ? 1
 quelque peu satisfait(e) ? ... 2
 quelque peu insatisfait(e) ? . 3
 très insatisfait(e) ? 4
 pas d'opinion ? 5

Les prochaines questions portent sur votre ménage complet.

H7. Pourriez-vous me dire si chacun des énoncés suivants est vrai ou faux dans le cas de votre ménage?

	Vrai	Faux	Ne sait pas
a) Il y a une variété de livres dans votre maison	01 <input type="radio"/>	02 <input type="radio"/>	03 <input type="radio"/>
b) Il y a une variété de revues et d'autre matériel de lecture dans votre maison	04 <input type="radio"/>	05 <input type="radio"/>	06 <input type="radio"/>
c) Vos enfants vous volent souvent lire ou volent souvent votre conjoint(e) lire	07 <input type="radio"/>	08 <input type="radio"/>	09 <input type="radio"/>
d) Vos enfants ont appris à lire avant la première année scolaire	10 <input type="radio"/>	11 <input type="radio"/>	12 <input type="radio"/>
e) Vos enfants ont une certaine période de temps qui est consacrée chaque jour à la lecture à la maison	13 <input type="radio"/>	14 <input type="radio"/>	15 <input type="radio"/>
f) Vous limitez le temps que vos enfants peuvent passer à écouter la télévision	16 <input type="radio"/>	17 <input type="radio"/>	18 <input type="radio"/>
g) Vos enfants choisissent souvent les livres qu'ils lisent	19 <input type="radio"/>	20 <input type="radio"/>	21 <input type="radio"/>
h) Vos enfants ont leur propres livres et un endroit pour les garder ...	22 <input type="radio"/>	23 <input type="radio"/>	24 <input type="radio"/>

Partie II - Tâches essentielles - Pointage

8. INTERVIEWEUR: Langue des livrets de tâches
 1 Français 2 Anglais

9. INTERVIEWEUR: Inscrivez l'heure du début des tâches
 [] : []

1. Annonce de l'UNICEF
 S1
 1 Souligne la phrase ou la partie de phrase contenant «15 cents». (Réponse encadrée ou écrite est aussi acceptable)
 7 Toute autre réponse S2
 0 Tâche refusée / pas faite []

2. Résultats d'élection - première tâche
 S1
 1 Reynolds (Réponse soulignée ou encadrée est aussi acceptable)
 7 Toute autre réponse S2
 0 Tâche refusée / pas faite []

3. Résultats d'élection - deuxième tâche
 S1
 1 30
 7 Toute autre réponse S2
 0 Tâche refusée / pas faite []

4. Message téléphonique
 S1
 1 Encerle Scott Murray (Réponse soulignée ou écrite est aussi acceptable)
 7 Toute autre réponse S2
 0 Tâche refusée / pas faite []

5. Bordereau de dépôt
 S1
 1 632,19 (Acceptez la valeur même si elle n'est pas inscrite dans la case «Dépôt total»)
 7 Toute autre réponse S2
 0 Tâche refusée / pas faite []

6. Signes avant-coureurs de la crise cardiaque
 S1
 1 Souligne la phrase OU la partie de phrase contenant «services de secours d'urgence...». (Réponse encadrée ou écrite est aussi acceptable)
 7 Toute autre réponse S2
 0 Tâche refusée / pas faite []

INTERVIEWEUR :
 Si le répondant a réussi deux des tâches ci-dessus (valeur de pointage 1), passez au LIVRET DES TÂCHES PRINCIPALES.
 Autrement, remerciez le répondant et mettez fin à l'interview.
 Au poste 5 réservé à l'intervieweur, inscrivez le code d'état convenable pour le LIVRET DES TÂCHES ESSENTIELLES et inscrivez le code d'état «Z» pour le LIVRET DES TÂCHES PRINCIPALES.
 Inscrivez l'HEURE DE LA FIN de l'interview dans l'espace prévu ci-dessous.

10. INTERVIEWEUR :
 Si le répondant ne réussit pas les TÂCHES ESSENTIELLES, inscrivez l'HEURE DE LA FIN ci-dessous.
 Autrement, passez au LIVRET DES TÂCHES PRINCIPALES et inscrivez l'HEURE DE LA FIN une fois qu'il aura terminé.
 Inscrivez l'heure de la fin des tâches
 [] : []

RAISON DE LA NON-RÉPONSE

NOTES

13.0 Record Layout and Univariates

Notes on interpretation of the record layout for the International Adult Literacy Survey.

These notes are intended to provide additional information for fields that may not be clearly defined on the record layout. The notes should be read in conjunction with the record layout. Users are cautioned that in some cases the cell numbers on the questionnaire and those on the record layout are not the same. The record layout should always be consulted in understanding the variables on the file.



FIELD	ACRONYM	LEN	POSITION	QUESTION AND VARIABLE DESCRIPTIONS	UNWTD/WEIGHTED
1	SEQID	4	0001-0004	RECORD SEQUENCE NUMBER 0001:5660	5660/21307893
2	PROV	1	0005	PROVINCE OF INTERVIEW 0 NEWFOUNDLAND 1 PRINCE EDWARD ISLAND 2 NOVA SCOTIA 3 NEW BRUNSWICK 4 QUEBEC 5 ONTARIO 6 MANITOBA 7 SASKATCHEWAN 8 ALBERTA 9 BRITISH COLUMBIA	192/ 436858 93/ 99090 284/ 692251 966/ 558224 794/ 5431033 1925/ 8004546 264/ 800147 378/ 704205 430/ 1922612 334/ 2658926
NOTE: THIS VARIABLE WAS SUPPRESSED ON THE PUBLIC MICRODATA FILE.					
3	REGION	1	0006	REGION OF INTERVIEW 1 ATLANTIC 2 QUEBEC 3 ONTARIO 4 PRAIRIES/PACIFIC	1535/ 1786424 794/ 5431033 1925/ 8004546 1406/ 6085890
4	ONTTYP	1	0007	IDENTIFIES WHETHER RESPONDENT IS PART OF THE FRANCO-ONTARIAN SUB-POPULATION BLANK - NOT APPLICABLE TO ONTARIO 1 FRANCO-ONTARIAN 2 NON FRANCO-ONTARIAN	3735/13303347 1044/ 446123 881/ 7558423
5	SPON1	1	0008	IDENTIFIES WHETHER RESPONDENT IS PART OF THE SPECIAL SAMPLE IN NEW BRUNSWICK BLANK 1 YES	4694/20749669 966/ 558224
6	SPON2	1	0009	IDENTIFIES WHETHER RESPONDENT IS PART OF THE SPECIAL SAMPLE IN ALBERTA BLANK 1 YES	5230/19385281 430/ 1922612
7	URBSIZE	1	0010	SIZE OF AREA OF RESIDENCE 1 URBAN 500,000 + 2 URBAN 100,000 - 499,999 3 URBAN 30,000 - 99,999 4 URBAN 15,000 - 29,999 5 URBAN < 15,000 6 RURAL	900/ 9938180 1156/ 3095526 623/ 2094093 509/ 837564 672/ 1647054 1800/ 3695476
NOTE: THIS VARIABLE WAS SUPPRESSED ON THE PUBLIC MICRODATA FILE.					
8	COMMSIZE	1	0011	RESPONDENT'S COMMUNITY SIZE, RURAL/URBAN 1 RURAL 2 URBAN	1800/ 3695476 3860/17612417
9	AGE	2	0012-0013	AGE OF RESPONDENT 16:97	5660/21307893
NOTE: THIS VARIABLE WAS SUPPRESSED ON THE PUBLIC MICRODATA FILE.					

FIELD	ACRONYM	LEN	POSITION	QUESTION AND VARIABLE DESCRIPTIONS	UNWTD/WEIGHTED
10	AGEINT	1	0014	AGE OF RESPONDENT (INTERNATIONAL GROUPING)	
				1 16 - 25	1259/ 3619604
				2 26 - 35	1010/ 4978072
				3 36 - 45	997/ 4451946
				4 46 - 55	658/ 3260009
				5 56 - 65	576/ 2140629
				6 66 OR OLDER	1160/ 2857633
11	AGELSUDA	1	0015	AGE OF RESPONDENT (LSUDA 1989 GROUPING)	
				1 16 - 24	1193/ 3369904
				2 25 - 34	966/ 4554016
				3 35 - 44	1040/ 4526559
				4 45 - 54	662/ 3565816
				5 55 - 69	940/ 3146407
				6 70 OR OLDER	859/ 2145192
				NOTE: SAME AGE GROUPINGS AS THE 1989 SURVEY OF LITERACY SKILLS USED IN DAILY ACTIVITIES EXCEPT FOR THE 70 OR OLDER. THIS VARIABLE WAS SUPPRESSED ON THE PUBLIC MICRODATA FILE.	
12	GENDER	1	0016	GENDER OF RESPONDENT	
				1 MALE	2423/10383120
				2 FEMALE	3237/10924774
13	MARSTAT	1	0017	MARITAL STATUS	
				1 NOW MARRIED OR COMMON-LAW	2955/13536178
				2 SINGLE NEVER MARRIED	1566/ 4693792
				3 WIDOW OR WIDOWER	630/ 1356082
				4 SEPARATED OR DIVORCED	509/ 1721842
14	RELHEAD	1	0018	RELATIONSHIP TO HEAD OF HOUSEHOLD	
				0 OTHER RELATIVE	4/ 1943
				1 HEAD OF FAMILY	3202/11809500
				2 SPOUSE	1474/ 6097884
				3 SON OR DAUGHTER (NATURAL, ADOPTED OR STEP)	894/ 3082387
				4 GRANDCHILD	9/ 13963
				5 SON-IN-LAW, DAUGHTER-IN-LAW	7/ 6616
				7 PARENT	17/ 100737
				8 PARENT-IN-LAW	8/ 36651
				9 BROTHER OR SISTER	45/ 158212
				NOTE: THIS VARIABLE WAS SUPPRESSED ON THE PUBLIC MICRODATA FILE.	
15	ICI1	1	0019	LANGUAGE OF INTERVIEW (BACKGROUND QUESTIONNAIRE)	
				1 ENGLISH	3752/15681821
				2 FRENCH	1908/ 5626072
				NOTE: ICI1 IS THE LANGUAGE OF INTERVIEW FOR THE BACKGROUND QUESTIONNAIRE. ICI8LANG IS THE LANGUAGE IN WHICH THE LITERACY TASKS WERE COMPLETED.	

FIELD	ACRONYM	LEN	POSITION	QUESTION AND VARIABLE DESCRIPTIONS	UNWTD/WEIGHTED
				XX X X SECTION A: GENERAL INFORMATION X X X XX	
16	A1	1	0020	FIRST I'D LIKE TO ASK YOU A FEW QUESTIONS ABOUT YOUR BACKGROUND, YOUR EDUCATION, THE LANGUAGES YOU SPEAK AND THE JOBS YOU MAY HAVE HELD IN THE PAST 12 MONTHS. WERE YOU BORN IN CANADA? 1 YES 2 NO NOTE: IF A1=1 (YES) GO TO A6	5157/16743579 503/ 4564315
17	A2RCD	1	0021	COUNTRY OF BIRTH RECODED TO CONTINENTAL GROUPINGS BLANK - QUESTION NOT APPLICABLE 1 NORTHERN EUROPE 2 WESTERN/EASTERN/SOUTHERN EUROPE 3 USA SOUTH/CENTRAL AMERICA CARIBBEAN 4 ASIA AFRICA OCEANIA	5157/16743579 131/ 1086041 173/ 1515899 111/ 705755 88/ 1256620
18	A3	2	0022-0023	IN WHAT YEAR DID YOU FIRST IMMIGRATE TO CANADA? BLANK - QUESTION NOT APPLICABLE 05:94 98 CANADIAN BY BIRTH 99 NOT STATED NOTE: IF A3=98 (CANADIAN BY BIRTH) GO TO A7 THIS VARIABLE WAS SUPPRESSED ON THE PUBLIC MICRODATA FILE.	5157/16743579 467/ 4460954 8/ 31648 28/ 71712
19	A3RCD	1	0024	YEAR OF IMMIGRATION (GROUPED) BLANK - QUESTION NOT APPLICABLE 1 PRIOR TO 1950 2 1950 - 1964 3 1965 - 1979 4 1980 - 1994 8 CANADIAN CITIZEN BY BIRTH 9 NOT STATED NOTE: IF A3=98 (CANADIAN BY BIRTH) GO TO A7	5157/16743579 103/ 386758 111/ 1474332 133/ 1276005 120/ 1323859 8/ 31648 28/ 71712
20	A4	2	0025-0026	IN TOTAL HOW MANY YEARS HAVE YOU LIVED IN CANADA? BLANK - QUESTION NOT APPLICABLE 01:89 99 NOT STATED NOTE: THIS VARIABLE WAS SUPPRESSED ON THE PUBLIC MICRODATA FILE.	5165/16775226 482/ 4485153 13/ 47514
21	A4RCD	1	0027	TOTAL YEARS LIVED IN CANADA (GROUPED) BLANK - QUESTION NOT APPLICABLE 1 1-15 YEARS 2 16-30 YEARS 3 31-45 YEARS 4 46-89 YEARS 9 NOT STATED	5165/16775226 132/ 1415756 137/ 1328155 110/ 1380572 103/ 360670 13/ 47514

FIELD	ACRONYM	LEN	POSITION	QUESTION AND VARIABLE DESCRIPTIONS	UNWTD/WEIGHTED
22	A5RCD	1	0028	BEFORE YOU FIRST IMMIGRATED TO CANADA, WHAT WAS THE HIGHEST LEVEL OF SCHOOLING YOU HAD COMPLETED? (GROUPED)	
				BLANK - QUESTION NOT APPLICABLE	5165/16775226
				1 NO EDUCATION	105/ 631293
				2 PRIMARY OR SOME SECONDARY	193/ 2032139
				3 COMPLETED SECONDARY	106/ 1036697
				4 POST SECONDARY	84/ 801315
				9 NOT STATED OR EDUCATION NOT DEFINABLE BY LEVEL	7/ 31224
				NOTE: A5 DEFAULTS TO A7	
23	A6	2	0029-0030	IN WHAT PROVINCE WERE YOU BORN?	
				BLANK - QUESTION NOT APPLICABLE	503/ 4564315
				01 NEWFOUNDLAND	209/ 608258
				02 PRINCE EDWARD ISLAND	77/ 85682
				03 NOVA SCOTIA	303/ 684017
				04 NEW BRUNSWICK	853/ 579486
				05 QUEBEC	1095/ 5276771
				06 ONTARIO	1474/ 5105078
				07 MANITOBA	251/ 858003
				08 SASKATCHEWAN	401/ 1061262
				09 ALBERTA	299/ 1226457
				10 BRITISH COLUMBIA	185/ 1192381
				11 NORTH WEST TERRITORIES	1/ 1197
				12 YUKON	3/ 14294
				99 NOT STATED	6/ 50693
24	A6RCD	1	0031	REGIONAL GROUPINGS FOR PROVINCE OF BIRTH	
				BLANK - QUESTION NOT APPLICABLE	503/ 4564315
				1 ATLANTIC CANADA	1442/ 1957443
				2 QUEBEC	1095/ 5276771
				3 ONTARIO	1474/ 5105078
				4 WESTERN CANADA	1140/ 4353593
				9 NOT STATED	6/ 50693
25	A7	2	0032-0033	DURING YOUR LIFETIME, HOW MANY YEARS OF FORMAL EDUCATION HAVE YOU COMPLETED BEGINNING WITH GRADE ONE AND NOT COUNTING REPEATED YEARS AT THE SAME LEVEL?	
				00:26 YEARS	5627/21220573
				99 NOT STATED	33/ 87320
26	A7RCD	1	0034	DURING YOUR LIFETIME, HOW MANY YEARS OF FORMAL EDUCATION HAVE YOU COMPLETED BEGINNING WITH GRADE ONE AND NOT COUNTING REPEATED YEARS AT THE SAME LEVEL? (GROUPED)	
				1 0-6 YEARS	498/ 1681417
				2 7-9 YEARS	1015/ 2930551
				3 10-11 YEARS	1168/ 3917396
				4 12 YEARS	1202/ 4341190
				5 13-16 YEARS	1309/ 5599260
				6 17 + YEARS	435/ 2750758
				9 NOT STATED	33/ 87320
				NOTE: A7RCD DEFAULTS TO A8RCD.	

FIELD	ACRONYM	LEN	POSITION	QUESTION AND VARIABLE DESCRIPTIONS	UNMTD/WEIGHTED
27	A8RCD	1	0035	WHAT IS THE HIGHEST LEVEL OF SCHOOLING YOU HAVE EVER COMPLETED?	
				1 PRIMARY NOT COMPLETED	509/ 1528264
				2 COMPLETED PRIMARY	602/ 1831545
				3 SOME SECONDARY	1435/ 4233991
				4 COMPLETED SECONDARY	1606/ 6817785
				5 COMPLETED NON-UNIVERSITY POST-SECONDARY	897/ 3476852
				6 COMPLETED UNIVERSITY	544/ 3145996
				9 NOT STATED/NOT DEFINABLE	67/ 273459
				NOTE: IF A7=00 (NO EDUCATION) THEN A8RCD WAS IMPUTED TO 1 (PRIMARY NOT COMPLETED) AND A12RCD WAS IMPUTED TO 7 (OTHER REASONS). PRIMARY NOT COMPLETED INCLUDES NO EDUCATION AND COMPLETED UNIVERSITY INCLUDES POST-GRADUATE. IF A8=1 OR 2 (DID NOT COMPLETE PRIMARY) OR (COMPLETED PRIMARY) GO TO A12 OTHERWISE GO TO A9_A11DV	
28	A9_A11DV	1	0036	WHICH OF THE FOLLOWING BEST DESCRIBES YOUR SECONDARY PROGRAM? WAS IT...	
				BLANK - QUESTION NOT APPLICABLE	1111/ 3359809
				1 AN ACADEMIC/COLLEGE PREPARATORY TYPE PROGRAM?	2742/11384633
				2 A BUSINESS (COMMERCIAL) OR TRADE/VOC. PROG.?	1088/ 4105458
				3 A HIGH SCHOOL EQUIVALENCY PROGRAM?	447/ 1418280
				4 DON'T KNOW/NOT APPLICABLE	71/ 204668
				9 NOT STATED	201/ 835045
				NOTE: A9 AND A11 WERE COMBINED. QUESTION A9 APPLIES TO TO RESPONDENTS WHO COMPLETED SECONDARY OR HIGHER (A8>3) WHEREAS A11 APPLIES TO RESPONDENTS WHO HAD SOME SECONDARY EDUCATION (A8=3).	
29	A10RCD	1	0037	IN WHAT PROVINCE OR COUNTRY DID YOU COMPLETE YOUR SECONDARY EDUCATION? (REGIONAL GROUPINGS)	
				BLANK - QUESTION NOT APPLICABLE	2546/ 7593801
				1 ATLANTIC	719/ 995681
				2 QUEBEC	522/ 2911046
				3 ONTARIO	926/ 4807002
				4 WESTERN CANADA	645/ 2969818
				5 OUTSIDE CANADA	183/ 1387659
				9 NOT STATED	119/ 642887
				NOTE: A10 APPLIES ONLY TO A8=4-9 (RESPONDENTS WHO COMPLETED SECONDARY OR HIGHER; NOT DEFINABLE AND NOT STATED) A10 DEFAULTS TO B1.	

FIELD ACRONYM LEN POSITION QUESTION AND VARIABLE DESCRIPTIONS UNWTD/WEIGHTED

30 A10RCD2 2 0038-0039 IN WHAT PROVINCE OR COUNTRY DID YOU COMPLETE YOUR SECONDARY EDUCATION?

BLANK - QUESTION NOT APPLICABLE	2546/ 7593801
01 NEWFOUNDLAND	102/ 306926
02 PRINCE EDWARD ISLAND	38/ 40075
03 NOVA SCOTIA	128/ 350920
04 NEW BRUNSWICK	451/ 297759
05 QUEBEC	522/ 2911046
06 ONTARIO	926/ 4807002
07 MANITOBA	118/ 365729
08 SASKATCHEWAN	204/ 529104
09 ALBERTA	192/ 909392
10 BRITISH COLUMBIA	130/ 1162984
11 NORTH WEST TERRITORIES	1/ 2608
12 YUKON	0/ 0
13 OUTSIDE CANADA	183/ 1387659
99 NOT STATED	119/ 642887

NOTE: A10 APPLIES ONLY TO A8=4-9 (RESPONDENTS WHO COMPLETED SECONDARY OR HIGHER; NOT DEFINABLE AND NOT STATED). A10 DEFAULTS TO B1.

31 A12RCD 1 0040 WHAT WAS THE MAIN REASON YOU STOPPED YOUR SCHOOLING WHEN YOU DID?

BLANK - QUESTION NOT APPLICABLE	3114/13714093
1 STILL IN SCHOOL	303/ 689994
2 WANTED TO WORK/LEARN A TRADE/ENOUGH EDUCATION	409/ 1181389
3 HAD TO WORK/FINANCIAL REASONS	646/ 2296553
4 FAMILY REASONS	451/ 1095883
5 DID NOT LIKE/DO WELL IN SCHOOL/BOREDOM	318/ 981564
6 SCHOOL NOT AVAILABLE/ACCESSIBLE	107/ 349659
7 OTHER REASONS	193/ 555918
9 NOT STATED	119/ 442842

NOTE: FAMILY REASONS (4) INCLUDES HELP FAMILY BUSINESS ILLNESS AT HOME, MARRIAGE, PREGNANCY, ETC. OTHER REASONS (7) INCLUDES PERSONAL ILLNESS OR DISABILITY, JOIN MILITARY, DON'T KNOW, NO EDUCATION AND OTHER SPECIFY. THIS QUESTION APPLIES ONLY TO RESPONDENTS THAT DID NOT COMPLETE THEIR SECONDARY EDUCATION (A8<4). IF A7=00 (NO EDUCATION) THEN A12 WAS IMPUTED TO 7 (OTHER REASONS).

FIELD	ACRONYM	LEN	POSITION	QUESTION AND VARIABLE DESCRIPTIONS	UNWTD/WEIGHTED
				XX X X SECTION B. LINGUISTIC INFORMATION X X X XX	
32	B1DV	2	0041-0042	WHAT LANGUAGE DID YOU FIRST SPEAK AS A CHILD? (DERIVED VARIABLE BASED ON LANGUAGES REPORTED AND LANGUAGE OF INTERVIEW)	
				01 ENGLISH ONLY (ENGLISH INTERVIEW)	2755/11959327
				02 FRENCH ONLY (FRENCH INTERVIEW)	1828/ 5040498
				03 ENGLISH & FRENCH (ENGLISH INTERVIEW)	87/ 94530
				04 FRENCH & ENGLISH (FRENCH INTERVIEW)	35/ 166277
				05 ENGLISH & OTHER (ENGLISH INTERVIEW)	47/ 308197
				06 FRENCH & OTHER (FRENCH INTERVIEW)	5/ 9979
				07 ENGLISH ONLY (FRENCH INTERVIEW)	22/ 25896
				08 ENGLISH & OTHER (FRENCH INTERVIEW)	0/ 0
				09 FRENCH ONLY (ENGLISH INTERVIEW)	461/ 332636
				10 FRENCH & OTHER (ENGLISH INTERVIEW)	3/ 693
				11 OTHER (ONLY ONE LANGUAGE REPORTED)	402/ 3258306
				12 OTHER & OTHER	15/ 111555
				NOTE: CATEGORIES 01-06 SKIP TO B12; 07-12 GO TO B2	
33	B1L1RCD	1	0043	WHAT LANGUAGE DID YOU FIRST SPEAK AS A CHILD - FIRST MENTION	
				1 ENGLISH	2911/12387950
				2 FRENCH	2332/ 5550082
				3 OTHER	417/ 3369861
34	B1L2RCD	1	0044	WHAT LANGUAGE DID YOU FIRST SPEAK AS A CHILD - SECOND MENTION	
				BLANK - B1L2 NOT APPLICABLE	5468/20616663
				1 ENGLISH	35/ 166277
				2 FRENCH	87/ 94530
				3 OTHER	70/ 430424
				NOTE: IF THE LANGUAGE SPOKEN IN B1L1 MATCHES THE LANGUAGE OF INTERVIEW THEN SKIP TO B12	
35	B2L1	1	0045	HOW WOULD YOU RATE YOUR CURRENT ABILITY TO SPEAK THAT LANGUAGE (B1L1)?	
				BLANK - QUESTION NOT APPLICABLE	4757/17578808
				1 CANNOT SPEAK THAT LANGUAGE	30/ 157662
				2 POOR	74/ 221925
				3 FAIR	138/ 314610
				4 GOOD	238/ 878341
				5 VERY GOOD	421/ 2156109
				9 NOT STATED	2/ 439
36	B2L2	1	0046	HOW WOULD YOU RATE YOUR CURRENT ABILITY TO SPEAK THAT LANGUAGE (B1L2)?	
				BLANK - QUESTION OR B1L2 NOT APPLICABLE	5642/21195645
				1 CANNOT SPEAK THAT LANGUAGE	0/ 0
				2 POOR	0/ 0
				3 FAIR	3/ 15888
				4 GOOD	6/ 46938
				5 VERY GOOD	9/ 49422
				9 NOT STATED	0/ 0

FIELD	ACRONYM	LEN	POSITION	QUESTION AND VARIABLE DESCRIPTIONS	UNMTD/WEIGHTED
37	B3L1	1	0047	HOW WOULD YOU RATE YOUR CURRENT ABILITY TO UNDERSTAND THAT LANGUAGE (B1L1) WHEN IT IS SPOKEN TO YOU? BLANK - QUESTION NOT APPLICABLE 1 CANNOT UNDERSTAND THAT LANGUAGE 2 POOR 3 FAIR 4 GOOD 5 VERY GOOD 9 NOT STATED	4757/17578808 12/ 33066 28/ 125433 92/ 253504 234/ 680620 535/ 2636023 2/ 439
38	B3L2	1	0048	HOW WOULD YOU RATE YOUR CURRENT ABILITY TO UNDERSTAND THAT LANGUAGE (B1L2) WHEN IT IS SPOKEN TO YOU? BLANK - QUESTION OR B1L2 NOT APPLICABLE 1 CANNOT UNDERSTAND THAT LANGUAGE 2 POOR 3 FAIR 4 GOOD 5 VERY GOOD 9 NOT STATED	5642/21195645 0/ 0 0/ 0 2/ 7166 5/ 44920 11/ 60162 0/ 0
39	B4L1	1	0049	HOW WOULD YOU RATE YOUR CURRENT READING SKILLS IN THAT LANGUAGE (B1L1)? BLANK- QUESTION NOT APPLICABLE 1 CANNOT READ THAT LANGUAGE 2 POOR 3 FAIR 4 GOOD 5 VERY GOOD 9 NOT STATED	4757/17578808 131/ 469938 103/ 337029 152/ 522117 180/ 539183 334/ 1860196 3/ 623
40	B4L2	1	0050	HOW WOULD YOU RATE YOUR CURRENT READING SKILLS IN THAT LANGUAGE (B1L2)? BLANK- QUESTION OR B1L2 NOT APPLICABLE 1 CANNOT READ THAT LANGUAGE 2 POOR 3 FAIR 4 GOOD 5 VERY GOOD 9 NOT STATED	5642/21195645 2/ 7166 4/ 48578 1/ 187 2/ 5075 9/ 51243 0/ 0
41	B5L1	1	0051	HOW WOULD YOU RATE YOUR CURRENT WRITING SKILLS IN THAT LANGUAGE (B1L1)? BLANK - QUESTION NOT APPLICABLE 1 CANNOT WRITE THAT LANGUAGE 2 POOR 3 FAIR 4 GOOD 5 VERY GOOD 9 NOT STATED	4757/17578808 163/ 552746 148/ 470986 180/ 510741 164/ 475664 244/ 1716753 4/ 2196
42	B5L2	1	0052	HOW WOULD YOU RATE YOUR CURRENT WRITING SKILLS IN THAT LANGUAGE (B1L2)? BLANK- QUESTION OR B1L2 NOT APPLICABLE 1 CANNOT WRITE THAT LANGUAGE 2 POOR 3 FAIR 4 GOOD 5 VERY GOOD 9 NOT STATED	5642/21195645 3/ 11478 3/ 44266 2/ 3631 0/ 0 10/ 52874 0/ 0

FIELD	ACRONYM	LEN	POSITION	QUESTION AND VARIABLE DESCRIPTIONS	UNMTD/WEIGHTED
43	B6	2	0053-0054	HOW OLD WERE YOU WHEN YOU FIRST STARTED TO LEARN (ENGLISH/FRENCH)?	
				BLANK - QUESTION NOT APPLICABLE	4757/17578808
				01:66 YEARS	879/ 3492068
				98 DOES NOT SPEAK (ENGLISH/FRENCH)	14/ 226490
				99 NOT STATED	10/ 10528
				NOTE: READ AS ENGLISH IF INTERVIEW WAS IN ENGLISH AND FRENCH IF INTERVIEW WAS IN FRENCH.	
44	B6RCD	1	0055	HOW OLD WERE YOU WHEN YOU FIRST STARTED TO LEARN (ENGLISH/FRENCH)? (GROUPED)	
				BLANK - QUESTION NOT APPLICABLE	4757/17578808
				1 1-4 YEARS OLD	143/ 501798
				2 5-10 YEARS OLD	474/ 1324826
				3 11-20 YEARS OLD	155/ 615044
				4 21-66 YEARS OLD	107/ 1050399
				9 DOES NOT SPEAK (ENGLISH/FRENCH)/NOT STATED	24/ 237018
				NOTE: READ AS ENGLISH IF INTERVIEW WAS IN ENGLISH AND FRENCH IF INTERVIEW WAS IN FRENCH.	
45	B7ARCO	1	0056	WHEN YOU WERE GROWING UP, WHAT LANGUAGE OR LANGUAGES WERE USUALLY SPOKEN IN YOUR HOME? ENGLISH	
				BLANK - QUESTION NOT APPLICABLE	4757/17578808
				1 YES	212/ 713298
				2 NO	686/ 3011348
				9 NOT STATED	5/ 4439
46	B7BRCD	1	0057	WHEN YOU WERE GROWING UP, WHAT LANGUAGE OR LANGUAGES WERE USUALLY SPOKEN IN YOUR HOME? FRENCH	
				BLANK - QUESTION NOT APPLICABLE	4757/17578808
				1 YES	457/ 338254
				2 NO	441/ 3386392
				9 NOT STATED	5/ 4439
47	B7CRCD	1	0058	WHEN YOU WERE GROWING UP, WHAT LANGUAGE OR LANGUAGES WERE USUALLY SPOKEN IN YOUR HOME? OTHER	
				BLANK - QUESTION NOT APPLICABLE	4757/17578808
				1 YES	397/ 3207450
				2 NO	501/ 517196
				9 NOT STATED	5/ 4439
48	B7L1DV	1	0059	WHEN YOU WERE GROWING UP, WHAT LANGUAGE OR LANGUAGES WERE USUALLY SPOKEN IN YOUR HOME? (FIRST MENTION)	
				BLANK - QUESTION NOT APPLICABLE	4757/17578808
				1 ENGLISH	212/ 713298
				2 FRENCH	364/ 249672
				3 OTHER	322/ 2761675
				9 NOT STATED	5/ 4439
49	B7L2DV	1	0060	WHEN YOU WERE GROWING UP, WHAT LANGUAGE OR LANGUAGES WERE USUALLY SPOKEN IN YOUR HOME? (SECOND MENTION)	
				BLANK - QUESTION OR B7L2 NOT APPLICABLE	5473/20576540
				2 FRENCH	93/ 88582
				3 OTHER	89/ 638332
				9 NOT STATED	5/ 4439

FIELD	ACRONYM	LEN	POSITION	QUESTION AND VARIABLE DESCRIPTIONS	UNMTD/WEIGHTED
50	B7L3DV	1	0061	WHEN YOU WERE GROWING UP, WHAT LANGUAGE OR LANGUAGES WERE USUALLY SPOKEN IN YOUR HOME? (THIRD OR MORE MENTIONS)	
				BLANK - QUESTION OR B7L3 NOT APPLICABLE	5644/21263978
				3 OTHER	11/ 39475
				9 NOT STATED	5/ 4439
51	B8RCD	1	0062	WHAT LANGUAGE DID YOU FIRST LEARN TO READ AND WRITE?	
				BLANK - QUESTION NOT APPLICABLE	4757/17578808
				1 ENGLISH	290/ 1074576
				2 FRENCH	380/ 268638
				3 OTHER	226/ 2347886
				9 NOT STATED	7/ 37985
52	B9	1	0063	HAVE YOU EVER TAKEN A COURSE TO LEARN (ENGLISH/FRENCH)?	
				BLANK - QUESTION NOT APPLICABLE	4757/17578808
				1 YES	232/ 1660634
				2 NO	666/ 2062553
				9 NOT STATED	5/ 5898
				NOTE: READ AS ENGLISH IF INTERVIEW WAS IN ENGLISH AND FRENCH IF INTERVIEW WAS IN FRENCH.	
53	B10	1	0064	HOW WELL DO YOU UNDERSTAND (ENGLISH/FRENCH) WHEN IT IS SPOKEN TO YOU?	
				BLANK - QUESTION NOT APPLICABLE	4757/17578808
				1 POORLY	24/ 302237
				2 FAIRLY WELL	75/ 570222
				3 WELL	139/ 528664
				4 VERY WELL	648/ 2113904
				5 CANNOT UNDERSTAND (ENGLISH/FRENCH)	13/ 209043
				9 NOT STATED	4/ 5016
				NOTE: READ AS ENGLISH IF INTERVIEW WAS IN ENGLISH AND FRENCH IF INTERVIEW WAS IN FRENCH.	
54	B11	1	0065	HOW WELL CAN YOU SPEAK (ENGLISH/FRENCH)?	
				BLANK - QUESTION NOT APPLICABLE	4757/17578808
				1 POORLY	31/ 370713
				2 FAIRLY WELL	98/ 706845
				3 WELL	168/ 622082
				4 VERY WELL	588/ 1815210
				5 CANNOT SPEAK (ENGLISH/FRENCH)	14/ 209219
				9 NOT STATED	4/ 5016
				NOTE: READ AS ENGLISH IF INTERVIEW WAS IN ENGLISH AND FRENCH IF INTERVIEW WAS IN FRENCH. B11 DEFAULTS TO B13.	
55	B12	1	0066	SINCE LEAVING SCHOOL, HAVE YOU EVER TAKEN A COURSE TO UPGRADE YOUR READING OR WRITING SKILLS IN (ENGLISH/FRENCH)?	
				BLANK - QUESTION NOT APPLICABLE	903/ 3729085
				1 YES	502/ 2002078
				2 NO	3767/14238298
				3 STILL IN SCHOOL	419/ 960299
				9 NOT STATED	69/ 378133
				NOTE: READ AS ENGLISH IF INTERVIEW WAS IN ENGLISH AND FRENCH IF INTERVIEW WAS IN FRENCH.	

FIELD	ACRONYM	LEN	POSITION	QUESTION AND VARIABLE DESCRIPTIONS	UNWTD/WEIGHTED
56	B13ARCD	1	0067	WHAT LANGUAGES (INCLUDING ENGLISH/FRENCH) DO YOU SPEAK WELL ENOUGH TO CONDUCT A CONVERSATION? ENGLISH	
				1 YES	4952/17710092
				2 ND	706/ 3565090
				9 NOT STATED	2/ 32711
				NOTE: READ AS ENGLISH IF INTERVIEW WAS IN ENGLISH AND FRENCH IF INTERVIEW WAS IN FRENCH. IF ONLY ONE LANGUAGE WAS REPORTED IN B13 THEN QUESTIONS B14 TO B17 WERE IMPUTED TO THAT LANGUAGE.	
57	B13BRCD	1	0068	WHAT LANGUAGES (INCLUDING ENGLISH/FRENCH) DO YOU SPEAK WELL ENOUGH TO CONDUCT A CONVERSATION? FRENCH	
				1 YES	2709/ 7282752
				2 ND	2949/13992429
				9 NOT STATED	2/ 32711
				NOTE: READ AS ENGLISH IF INTERVIEW WAS IN ENGLISH AND FRENCH IF INTERVIEW WAS IN FRENCH. IF ONLY ONE LANGUAGE WAS REPORTED IN B13 THEN QUESTIONS B14 TO B17 WERE IMPUTED TO THAT LANGUAGE.	
58	B13CRCD	1	0069	WHAT LANGUAGES (INCLUDING ENGLISH/FRENCH) DO YOU SPEAK WELL ENOUGH TO CONDUCT A CONVERSATION? OTHER	
				1 YES	570/ 4230170
				2 NO	5088/17045012
				9 NOT STATED	2/ 32711
				NOTE: READ AS ENGLISH IF INTERVIEW WAS IN ENGLISH AND FRENCH IF INTERVIEW WAS IN FRENCH. IF ONLY ONE LANGUAGE WAS REPORTED IN B13 THEN QUESTIONS B14 TO B17 WERE IMPUTED TO THAT LANGUAGE.	
59	B14RCD	1	0070	WHAT LANGUAGE DO YOU SPEAK MOST OFTEN AT HOME?	
				1 ENGLISH	3596/14050057
				2 FRENCH	1834/ 5111611
				3 OTHER	161/ 1865250
				9 NOT STATED	69/ 280976
60	B15RCD	1	0071	WHAT LANGUAGE DO YOU SPEAK MOST OFTEN AT WORK OR SCHOOL?	
				1 ENGLISH	2637/11570835
				2 FRENCH	986/ 3467622
				3 OTHER	24/ 365569
				4 NOT APPLICABLE (DOES NOT WORK OR GO TO SCHOOL)	1945/ 5638043
				9 NOT STATED	68/ 265824
61	B16RCD	1	0072	WHAT LANGUAGE DO YOU SPEAK MOST OFTEN DURING LEISURE ACTIVITIES?	
				1 ENGLISH	3768/14643660
				2 FRENCH	1706/ 4991322
				3 OTHER	116/ 1406724
				9 NOT STATED	70/ 266187
62	B17RCD	1	0073	IN WHICH LANGUAGE CAN YOU EXPRESS YOURSELF MOST EASILY?	
				1 ENGLISH	3667/14327606
				2 FRENCH	1754/ 4974996
				3 OTHER	167/ 1731036
				9 NOT STATED	72/ 274254

FIELD	ACRONYM	LEN	POSITION	QUESTION AND VARIABLE DESCRIPTIONS	UNMTD/WEIGHTED
63	B18ARCD	1	0074	TO WHICH ETHNIC OR CULTURAL GROUP DID YOUR ANCESTORS BELONG? ENGLISH (INCLUDES SCOTTISH IRISH WELSH)	
				1 YES	2353/ 9351375
				2 NO	3301/11941486
				9 NOT STATED	6/ 15032
64	B18BRCD	1	0075	TO WHICH ETHNIC OR CULTURAL GROUP DID YOUR ANCESTORS BELONG? FRENCH (INCLUDES ACADIAN)	
				1 YES	2556/ 5604981
				2 NO	3098/15687880
				9 NOT STATED	6/ 15032
65	B18CRCD	1	0076	TO WHICH ETHNIC OR CULTURAL GROUP DID YOUR ANCESTORS BELONG? CANADIAN	
				1 YES	1263/ 3935903
				2 NO	4391/17356958
				9 NOT STATED	6/ 15032
66	B18DRCD	1	0077	TO WHICH ETHNIC OR CULTURAL GROUP DID YOUR ANCESTORS BELONG? OTHER	
				1 YES	1699/ 9439963
				2 NO	3955/11852898
				9 NOT STATED	6/ 15032
XX					
X SECTION C. PARENTAL INFORMATION X					
XX					
67	C2RCD	1	0078	HAS YOUR MOTHER (FEMALE GUARDIAN) BORN IN CANADA?	
				1 YES	4627/14171572
				2 NO	971/ 6758999
				3 DDN'T KNOW	60/ 339429
				9 NOT STATED	2/ 37893
				NOTE: C1 HAS BEEN OMITTED (CAN YOU ANSWER SOME QUESTIONS ABOUT YDUR MOTHER?) IF C1=2 (NO) THEN C2RCD=3 (DON'T KNOW) IF C2= 1 OR 3 (YES OR DON'T KNOW) GO TO C5RCD	
68	C3	1	0079	DID YOUR MOTHER (FEMALE GUARDIAN) IMMIGRATE TO CANADA?	
				BLANK - QUESTION NOT APPLICABLE	4687/14511001
				1 YES	712/ 4462960
				2 NO	259/ 2296040
				9 NOT STATED	2/ 37893
				NOTE: IF C3=2 (NO) GO TO C5RCD	
69	C4	1	0080	HAS YOUR MOTHER (FEMALE GUARDIAN) UNDER THE AGE OF 16 WHEN SHE IMMIGRATED TO CANADA?	
				BLANK - QUESTION NOT APPLICABLE	4946/16807041
				1 YES	199/ 826340
				2 NO	486/ 3574863
				3 DON'T KNOW	23/ 60145
				9 NOT STATED	6/ 39504

FIELD	ACRONYM	LEN	POSITION	QUESTION AND VARIABLE DESCRIPTIONS	UNMTD/WEIGHTED
70	C5RCD	1	0081	WHAT WAS THE HIGHEST LEVEL OF SCHOOLING THAT YOUR MOTHER (FEMALE GUARDIAN) EVER COMPLETED?	
				1 DID NOT COMPLETE PRIMARY (INCLUDES NO ED)	1197/ 3807810
				2 COMPLETED PRIMARY	861/ 3102122
				3 SOME SECONDARY	1007/ 3813663
				4 COMPLETED SECONDARY (VOCATION OR TECHNICAL)	383/ 1430704
				5 COMPLETED SECONDARY (GENERAL OR ACADEMIC)	650/ 3291933
				6 COMPLETED NON-UNIVERSITY POST-SECONDARY	415/ 1666813
				7 COMPLETED UNIVERSITY (INCLUDES POST-GRAD)	216/ 1156212
				8 DON'T KNOW / NOT DEFINABLE BY LEVEL	927/ 2990725
				9 NOT STATED	4/ 47912
				NOTE: C1 HAS BEEN OMITTED (CAN YOU ANSWER SOME QUESTIONS ABOUT YOUR MOTHER?). IF C1=2 (NO) THEN C5RCD=8 (DON'T KNOW).	
71	C6RCD	1	0082	DID/DOES YOUR MOTHER (FEMALE GUARDIAN) EVER WORK(ED) AT A JOB OR BUSINESS?	
				1 YES	3465/13623826
				2 NO	2073/ 7288883
				3 DON'T KNOW	108/ 308916
				9 NOT STATED	14/ 86269
				NOTE: C1 HAS BEEN OMITTED (CAN YOU ANSWER SOME QUESTIONS ABOUT YOUR MOTHER?). IF C1=2 (NO) THEN C6RCD=3 (DON'T KNOW).	
72	C8RCD	1	0083	WAS YOUR FATHER (MALE GUARDIAN) BORN IN CANADA?	
				1 YES	4522/13949499
				2 NO	1001/ 6862379
				3 DON'T KNOW	137/ 496015
				9 NOT STATED	0/ 0
				NOTE: C7 HAS BEEN OMITTED (CAN YOU ANSWER SOME QUESTIONS ABOUT YOUR FATHER?). IF C7=2 (NO) THEN C8RCD=3 (DON'T KNOW) IF C8RCD=2 OR 3 (YES OR DON'T KNOW) GO TO C11RCD	
73	C9	1	0084	DID YOUR FATHER (MALE GUARDIAN) IMMIGRATE TO CANADA?	
				BLANK - QUESTION NOT APPLICABLE	4659/14445515
				1 YES	725/ 4433781
				2 NO	275/ 2426092
				9 NOT STATED	1/ 2506
				NOTE: IF C9=2 (NO) GO TO C11RCD	
74	C10	1	0085	WAS YOUR FATHER (MALE GUARDIAN) UNDER THE AGE OF 16 WHEN HE IMMIGRATED TO CANADA?	
				BLANK - QUESTION NOT APPLICABLE	4934/16871606
				1 YES	189/ 851362
				2 NO	500/ 3498757
				3 DON'T KNOW	36/ 83662
				9 NOT STATED	1/ 2506

FIELD	ACRONYM	LEN	POSITION	QUESTION AND VARIABLE DESCRIPTIONS	UNWTD/WEIGHTED
75	C11RCD	1	0086	WHAT WAS THE HIGHEST LEVEL OF SCHOOLING THAT YOUR FATHER (MALE GUARDIAN) EVER COMPLETED?	
				1 DID NOT COMPLETE PRIMARY (INCLUDES NO ED)	1420/ 4211442
				2 COMPLETED PRIMARY	829/ 3270289
				3 SOME SECONDARY	878/ 3182196
				4 COMPLETED SECONDARY (VOCATION OR TECHNICAL)	347/ 1570297
				5 COMPLETED SECONDARY (GENERAL OR ACADEMIC)	430/ 2323979
				6 COMPLETED NON-UNIVERSITY POST-SECONDARY	306/ 1275778
				7 COMPLETED UNIVERSITY (INCLUDES POST-GRAD)	348/ 1982531
				8 DON'T KNOW / NOT DEFINABLE BY LEVEL	1097/ 3474271
				9 NOT STATED	5/ 17109

NOTE: C7 HAS BEEN OMITTED (CAN YOU ANSWER SOME QUESTIONS ABOUT YOUR FATHER?).
IF C7=2 (NO) THEN C11RCD=8 (DON'T KNOW)

76	ISICFRCD	2	0087-0088	FOR WHOM DID / DOES YOUR FATHER (MALE GUARDIAN) WORK? INTERNATIONAL STANDARD INDUSTRIAL CLASSIFICATION (ISIC 1968 REV.2)	
				00 ACTIVITIES NOT ADEQUATELY DEFINED	14/ 83013
				01 AGRICULTURE, HUNTING, FORESTRY & FISHING	1348/ 3965797
				02 MINING AND QUARRYING	210/ 609933
				03 MANUFACTURING	995/ 4508830
				04 ELECTRICITY, GAS AND WATER	64/ 193892
				05 CONSTRUCTION	607/ 2130411
				06 WHOLESALE AND RETAIL TRADE	519/ 2181372
				07 TRANSPORT, STORAGE & COMMUNICATIONS	509/ 2028327
				08 FINANCE, INSUR., REAL ESTATE & BUS. SERVICES	173/ 978560
				09 COMMUNITY, SOCIAL AND PERSONAL SERVICES	923/ 3604021
				96 NEVER WORKED	14/ 35941
				97 DON'T KNOW	280/ 971649
				99 NOT STATED	4/ 16147

NOTE: C7 HAS BEEN OMITTED (CAN YOU ANSWER SOME QUESTIONS ABOUT YOUR FATHER?)
C7=2 (NO) THEN ISICFRCD=97 (DON'T KNOW).
SEE APPENDIX 1 FOR ADDITIONAL DETAILS ON CODES.

FIELD	ACRONYM	LEN	POSITION	QUESTION AND VARIABLE DESCRIPTIONS	UNMTD/WEIGHTED
77	C13IND52	2	0089-0090	FOR WHOM DID / DOES YOUR FATHER (MALE GUARDIAN) WORK? (STANDARD INDUSTRIAL CLASSIFICATION 1980) INDUSTRY - 52 GROUPS	
				01 AGRICULTURE	1012/ 3268551
				02 FORESTRY	184/ 438996
				03 FISHING AND TRAPPING	152/ 258250
				04 METAL MINES	132/ 277846
				05 MINERAL FUELS	40/ 177894
				06 NON-METAL MINES	25/ 141617
				07 QUARRIES AND SAND PITS	13/ 12576
				08 SERVICES INCIDENTAL TO MINING	9/ 14203
				09 FOOD AND BEVERAGE INDUSTRIES	150/ 625238
				10 TOBACCO PRODUCTS	4/ 27856
				11 RUBBER AND PLASTICS PRODUCTS	16/ 164660
				12 LEATHER INDUSTRIES	3/ 15868
				13 TEXTILE INDUSTRIES	35/ 123475
				14 KNITTING MILLS	0/ 0
				15 CLOTHING INDUSTRIES	9/ 110098
				16 WOOD INDUSTRIES	140/ 378056
				17 FURNITURE AND FIXTURE INDUSTRIES	18/ 99490
				18 PAPER AND ALLIED INDUSTRIES	191/ 440759
				19 PRINTING-PUBLISHING AND ALLIED INDUSTRIES	34/ 183078
				20 PRIMARY METAL INDUSTRIES	87/ 583925
				21 METAL FABRICATING INDUSTRIES	42/ 166766
				22 MACHINERY INDUSTRIES	25/ 184185
				23 TRANSPORTATION EQUIPMENT INDUSTRIES	124/ 776619
				24 ELECTRICAL PRODUCTS INDUSTRIES	20/ 224075
				25 NON-METALLIC MINERAL PRODUCTS INDUSTRIES	27/ 94377
				26 PETROLEUM AND COAL PRODUCTS INDUSTRIES	9/ 71694
				27 CHEMICAL AND CHEMICAL PRODUCTS INDUSTRIES	19/ 118818
				28 MISCELLANEOUS MANUFACTURING INDUSTRIES	7/ 42673
				29 GENERAL CONTRACTORS	252/ 788332
				30 SPECIAL-TRADES CONTRACTORS	302/ 1197307
				31 TRANSPORTATION	462/ 1698766
				32 STORAGE	8/ 11986
				33 COMMUNICATION	85/ 440114
				34 ELECTRIC POWER, GAS AND WATER UTILITIES	72/ 224161
				35 WHOLESAL TRADE	171/ 589296
				36 RETAIL TRADE	363/ 1592949
				37 FINANCE INDUSTRIES	34/ 229778
				38 INSURANCE CARRIERS	18/ 47131
				39 INSURANCE AGENCIES AND REAL ESTATE INDUSTRIES	40/ 320830
				40 EDUCATION AND RELATED SERVICES	171/ 643831
				41 HEALTH AND WELFARE SERVICES	88/ 329087
				42 RELIGIOUS ORGANIZATIONS	14/ 85827
				43 AMUSEMENT AND RECREATION SERVICES	16/ 74283
				44 SERVICES TO BUSINESS MANAGEMENT	78/ 360479
				45 PERSONAL SERVICES	34/ 59267
				46 ACCOMMODATION AND FOOD SERVICES	56/ 313102
				47 MISCELLANEOUS SERVICES	87/ 312721
				48 FEDERAL ADMINISTRATION	211/ 724996
				49 PROVINCIAL ADMINISTRATION	111/ 406570
				50 LOCAL ADMINISTRATION	130/ 544260
				51 OTHER GOVERNMENT OFFICES	16/ 180339
				52 SERVICES INCIDENTAL TO CONSTRUCTION	2/ 4087
				97 DON'T KNOW	280/ 971649
				98 NEVER WORKED	14/ 35941
				99 NOT STATED	18/ 99160

NOTE: C7 HAS BEEN OMITTED (CAN YOU ANSWER SOME QUESTIONS ABOUT YOUR FATHER?)
IF C7=2 (NO) THEN C13IND52=97 (DON'T KNOW).
CODES BASED ON LABOUR FORCE SURVEY TABS FILE.
THIS VARIABLE WAS SUPPRESSED ON THE PUBLIC MICRODATA FILE.

FIELD	ACRONYM	LEN	POSITION	QUESTION AND VARIABLE DESCRIPTIONS	UNMTD/WEIGHTED
78	C13IND27	2	0091-0092	FOR WHOM DID / DOES YOUR FATHER (MALE GUARDIAN) WORK? (STANDARD INDUSTRIAL CLASSIFICATION 1980) INDUSTRY - 27 GROUPS	
			01	AGRICULTURE	1012/ 3268551
			02	FDRESTRY	184/ 438996
			03	FISHING AND TRAPPING	152/ 258250
			04	MINING	219/ 624136
			05	MANUFACTURING, NDN-DURABLES	477/ 1924217
			06	MANUFACTURING, DURABLES	483/ 2507493
			07	CONSTRUCTION	556/ 1989727
			08	TRANSPORTATION	470/ 1710752
			09	COMMUNICATIONS	40/ 277941
			10	POST OFFICE	45/ 162173
			11	UTILITIES	72/ 224161
			12	WHOLESALE TRADE	171/ 589296
			13	RETAIL TRADE	363/ 1592949
			14	FINANCE, ETC.	92/ 597738
			15	EDUCATION	171/ 643831
			16	HDSPITALS	68/ 260362
			17	DDCTORS	20/ 68724
			18	RELIGIOUS ORGANIZATIONS	14/ 85827
			19	RECREATION	16/ 74283
			20	BUSINESS SERVICES	78/ 360479
			21	PERSONAL SERVICES	89/ 370926
			22	PRIVATE HOUSEHOLDS	1/ 1443
			23	MISCELLANEOUS SERVICES	87/ 312721
			24	FEDERAL GOVERNMENT	211/ 724996
			25	PROVINCIAL GOVERNMENT	111/ 406570
			26	LOCAL GOVERNMENT	130/ 544260
			27	OTHER GOVERNMENT	16/ 180339
			97	DON'T KNOW	280/ 971649
			98	NEVER WORKED	14/ 35941
			99	NOT STATED	18/ 99160

NOTE: C7 HAS BEEN OMITTED (CAN YOU ANSWER SOME QUESTIONS ABOUT YOUR FATHER?)
IF C7=2 (NO) THEN C13IND27=97 (DON'T KNOW).
CODES BASED ON LABOUR FORCE SURVEY TABS FILE.
THIS VARIABLE WAS SUPPRESSED ON THE PUBLIC MICRODATA FILE.

79	C13IND13	2	0093-0094	FOR WHOM DID / DOES YOUR FATHER (MALE GUARDIAN) WORK? (STANDARD INDUSTRIAL CLASSIFICATION 1980) INDUSTRY - 13 GROUPS	
			01	AGRICULTURE	1012/ 3268551
			02	OTHER PRIMARY	555/ 1321382
			03	MANUFACTURING	960/ 4431710
			04	CONSTRUCTION	556/ 1989727
			05	TRANSPDRATION	470/ 1710752
			06	COMMUNICATIONS	85/ 440114
			07	UTILITIES	72/ 224161
			08	TRADE	534/ 2182245
			09	FINANCE, ETC.	92/ 597738
			10	COMMUNITY SERVICES	289/ 1133028
			11	BUSINESS AND PERSDNL SERVICES	168/ 732848
			12	MISCELLANEOUS SERVICES	87/ 312721
			13	PUBLIC ADMINISTRATION	468/ 1856166
			97	DON'T KNDM	280/ 971649
			98	NEVER WORKED	14/ 35941
			99	NOT STATED	18/ 99160

NOTE: C7 HAS BEEN OMITTED (CAN YOU ANSWER SOME QUESTIONS ABOUT YOUR FATHER?)
IF C7=2 (NO) THEN C13IND13=97 (DON'T KNOW).
CODES BASED ON LABOUR FORCE SURVEY TABS FILE.

FIELD	ACRONYM	LEN	POSITION	QUESTION AND VARIABLE DESCRIPTIONS	UNNTD/WEIGHTED
80	C13IND	2	0095-0096	FOR WHOM DID / DOES YOUR FATHER (MALE GUARDIAN) WORK? (STANDARD INDUSTRIAL CLASSIFICATION 1980) INDUSTRY - 13 GROUPS	
			01 AGRICULTURE		1012/ 3268551
			02 OTHER PRIMARY		555/ 1321382
			03 MANUFACTURING, NON DURABLES		477/ 1924217
			04 MANUFACTURING, DURABLES		483/ 2507493
			05 CONSTRUCTION		556/ 1989727
			06 TRANSPORTATION, ETC.		627/ 2375027
			07 WHOLESALE TRADE		171/ 589296
			08 RETAIL TRADE		363/ 1592949
			09 FINANCE, ETC.		92/ 597738
			10 COMMUNITY SERVICES		289/ 1133028
			11 PERSONAL SERVICES		90/ 372369
			12 BUSINESS AND MISC. SERVICES		165/ 673200
			13 PUBLIC ADMINISTRATIDN		468/ 1856166
			97 DON'T KNOW		280/ 971649
			98 NEVER WORKED		14/ 35941
			99 NOT STATED		18/ 99160

NOTE: C7 HAS BEEN OMITTED (CAN YOU ANSWER SOME QUESTIONS ABOUT YOUR FATHER?)
 IF C7=2 (NO) THEN C13IND=97 (DON'T KNOW).
 CODES BASED ON LABOUR FORCE SURVEY MICRO90 FILE AND THE 1989 SURVEY OF LITERACY SKILLS USED IN DAILY ACTIVITIES.

81	ISCOFRCD	2	0097-0098	WHAT KIND OF WORK WAS / IS YOUR FATHER (MALE GUARDIAN) DOING? (INTERNATIONAL STANDARD CLASSIFICATION OF OCCUPATIONS 1988)	
			00 ARMED FORCES		39/ 169614
			01 LEGISLATORS, SENIOR OFFICIALS & MANAGERS		368/ 1830189
			02 PROFESSIONALS		327/ 1633159
			03 TECHNICIANS AND ASSOCIATE PROFESSIONALS		255/ 1345624
			04 CLERKS		147/ 818143
			05 SERVICE WORKERS & SHOP AND MARKET SALES WORKERS		367/ 1590196
			06 SKILLED AGRICULTURAL AND FISHERY WORKERS		1128/ 3235909
			07 CRAFT AND RELATED TRADE WORKERS		994/ 3740333
			08 PLANT AND MACHINE OPERATORS AND ASSEMBLERS		1239/ 4306061
			09 ELEMENTARY OCCUPATIONS		462/ 1514076
			96 NEVER WORKED		14/ 35941
			97 DON'T KNOW		290/ 961383
			99 NOT STATED		30/ 127265

NOTE: C7 HAS BEEN OMITTED (CAN YOU ANSWER SOME QUESTIONS ABOUT YOUR FATHER?)
 IF C7=2 (NO) THEN ISCOFRCD=97 (DON'T KNOW).
 SEE APPENDIX 1 FOR ADDITIONAL DETAILS ON CODES.

FIELD	ACRONYM	LEN	POSITION	QUESTION AND VARIABLE DESCRIPTIONS	UNMTD/WEIGHTED
82	C140CC49	2	0099-0100	WHAT KIND OF WORK WAS / IS YOUR FATHER (MALE GUARDIAN) DOING? (STANDARD OCCUPATIONAL CLASSIFICATION 1980) OCCUPATION - 49 GROUPS	
				01 OFFICIALS AND ADMINISTRATORS, GOV'T.	55/ 244045
				02 OTHER MANAGERS AND ADMINISTRATORS	339/ 1729450
				03 MANAGEMENT AND ADMINISTRATION RELATED	75/ 336574
				04 PHYSICAL, LIFE SCIENCE	17/ 56558
				05 MATHS, STATS, SYSTEMS ANALYSIS AND RELATED	12/ 65630
				06 ARCHITECTS AND ENGINEERS	80/ 338824
				07 ARCHITECTURE AND ENGINEERING RELATED	22/ 86239
				08 SOCIAL SCIENCE AND RELATED	35/ 287422
				09 RELIGION	10/ 81462
				10 UNIVERSITY AND RELATED	9/ 25717
				11 ELEMENTARY, SECONDARY AND RELATED	46/ 185704
				12 OTHER TEACHING AND RELATED	29/ 153824
				13 HEALTH DIAGNOSING AND TREATING	22/ 156247
				14 NURSING, THERAPY AND RELATED	20/ 104725
				15 MEDICINE AND HEALTH RELATED	14/ 69092
				16 ARTISTIC AND RECREATION	32/ 123115
				17 STENOGRAPHIC AND TYPING	7/ 27426
				18 BOOKKEEPING, ACCOUNT-RECORDING AND RELATED	9/ 24499
				19 OFFICE MACHINE AND EDP OPERATORS	4/ 16906
				20 MATERIAL RECORDING, SCHEDULING AND DISTRIBUTION	37/ 297338
				21 RECEPTION, INFO. MAIL AND MESSAGE DISTRIBUTION	34/ 289402
				22 LIBRARY, FILE., CORRES., OTHER CLERICAL & REL.	47/ 174122
				23 SALES, COMMODITIES	216/ 1083642
				24 SALES, SERVICES AND OTHER SALES	71/ 558044
				25 PROTECTIVE SERVICES	145/ 518412
				26 FOOD, BEVERAGE PREP; REL. LODGING & ACCOM.	69/ 274428
				27 PERSONAL, APPAREL AND FURNISHING SERVICE	26/ 98248
				28 OTHER SERVICE OCCUPATIONS	148/ 518834
				29 FARMERS AND FARM MANAGEMENT	882/ 2698080
				30 OTHER FARMING/HORTICULTURE/ANIMAL HUSBANDRY	141/ 527683
				31 FISHING, HUNTING, TRAPPING AND RELATED	156/ 247024
				32 FORESTRY AND LOGGING	190/ 379876
				33 MINING & QUARRYING-INCLUDING GAS & OIL FIELD	125/ 322572
				34 FOOD, BEVERAGE AND RELATED	93/ 326425
				35 OTHER PROCESSING OCCUPATIONS	225/ 671953
				36 METAL SHAPING AND FORMING OCCUPATIONS	135/ 789016
				37 OTHER MACHINING OCCUPATIONS	8/ 10409
				38 METAL PRODUCTS, N.E.C.	72/ 298496
				39 ELECTRICAL, ELECTRONICS AND RELATED EQUIPMENT	51/ 235504
				40 TEXTILES, FURS AND LEATHER GOODS	13/ 28525
				41 WOOD PRODUCTS, RUBBER, PLASTICS & OTHER REL'D	68/ 458092
				42 MECHANICS AND REPAIRMAN, EXCEPT ELECTRICAL	254/ 926034
				43 EXCAVATING, GRADING, PAVING AND RELATED	164/ 513992
				44 ELECTRICAL POWER, LIGHTING AND WIRE COMM	72/ 194918
				45 OTHER CONSTRUCTION TRADES	471/ 1549431
				46 MOTOR TRANSPORT OPERATORS	264/ 1013199
				47 OTHER TRANSPORTATION OPERATORS	128/ 307210
				48 MATERIAL HANDLING	100/ 486434
				49 OTHER CRAFTS AND EQUIPMENT OPERATORS	84/ 272505
				97 DON'T KNOW	290/ 961383
				98 NEVER WORKED	14/ 35941
				99 NOT STATED	30/ 127265

NOTE: C7 HAS BEEN OMITTED (CAN YOU ANSWER SOME QUESTIONS ABOUT YOUR FATHER?)
IF C7=2 (NO) THEN C140CC49=97 (DON'T KNOW).
CODES BASED ON LABOUR FORCE SURVEY MICRO90 FILE.
THIS VARIABLE WAS SUPPRESSED ON THE PUBLIC MICRODATA FILE.

FIELD	ACRDNM	LEN	POSITION	QUESTION AND VARIABLE DESCRIPTIONS	UNWTD/WEIGHTED
83	C140CC21	2	0101-0102	WHAT KIND OF WORK WAS / IS YOUR FATHER (MALE GUARDIAN) DOING? (STANDARD OCCUPATIONAL CLASSIFICATION 1980) OCCUPATION - 21 GROUPS	
				01 MANAGERIAL, ADMINISTRATIVE	469/ 2310070
				02 NATURAL SCIENCE	131/ 547251
				03 SOCIAL SCIENCE	35/ 287422
				04 RELIGION	10/ 81462
				05 TEACHING	84/ 365245
				06 MEDICINE	56/ 330063
				07 ARTISTIC	32/ 123115
				08 CLERICAL	138/ 829693
				09 SALES	287/ 1641686
				10 SERVICE	388/ 1409921
				11 FARMING	1023/ 3225763
				12 FISHING	156/ 247024
				13 FORESTRY	190/ 379876
				14 MINING	125/ 322572
				15 PROCESSING	318/ 998378
				16 MACHINING	143/ 799424
				17 FABRICATING	458/ 1946651
				18 CONSTRUCTION	707/ 2258341
				19 TRANSPORTATION	392/ 1320409
				20 MATERIALS HANDLING	100/ 486434
				21 OTHER CRAFTS	84/ 272505
				97 DON'T KNOM	290/ 961383
				98 NEVER WORKED	14/ 35941
				99 NOT STATED	30/ 127265

NOTE: C7 HAS BEEN OMITTED (CAN YOU ANSWER SOME QUESTIONS ABOUT YOUR FATHER?)
IF C7=2 (NO) THEN C140CC21=97 (DON'T KNOW).
CODES BASED ON LABOUR FDRCE SURVEY TABS FILE.

FIELD ACRONYM LEN POSITION QUESTION AND VARIABLE DESCRIPTIONS UNMTD/WEIGHTED

FIELD	ACRONYM	LEN	POSITION	QUESTION AND VARIABLE DESCRIPTIONS	UNMTD/WEIGHTED
84	C140CC	2	0103-0104	WHAT KIND OF WORK WAS / IS YOUR FATHER (MALE GUARDIAN) DOING? (STANDARD OCCUPATIONAL CLASSIFICATION 1980) OCCUPATION - 31 GROUPS	
				01 MANAGERS AND ADMINISTRATORS	394/ 1973496
				02 MANAGEMENT AND ADMINISTRATION RELATED	75/ 336574
				03 LIFE SCIENCE, MATHS, SYS. ANALYST AND RELATED	29/ 122188
				04 ARCHITECTS, ENGINEERS AND RELATED	102/ 425063
				05 SOCIAL SCIENCE, RELIGION AND RELATED	45/ 368884
				06 TEACHING AND RELATED	84/ 365245
				07 HEALTH OCCUPATIONS AND RELATED	56/ 330063
				08 ARTISTIC AND RECREATION	32/ 123115
				09 STENOGRAPHIC AND TYPING	7/ 27426
				10 BOOKKEEPING, ACCOUNT-RECORDING AND RELATED	9/ 24499
				11 EDP OPERATORS AND MATERIAL RECORDING	41/ 314244
				12 RECEPTION, INFO., MAIL AND MESSAGE DISTRIB.	34/ 289402
				13 LIBRARY, FILE., CORRES., OTHER CLERK AND REL.	47/ 174122
				14 SALES OCCUPATIONS	287/ 1641686
				15 PROTECTIVE SERVICES	145/ 518412
				16 FOOD, BEVERAGE PREP.; LODGING AND ACCOM. REL.	69/ 274428
				17 PERSONAL, APPAREL AND FURNISHING SERVICES	26/ 98248
				18 OTHER SERVICE OCCUPATIONS	148/ 518834
				19 FARM OCCUPATIONS	1023/ 3225763
				20 PRIMARY OCCUPATIONS	471/ 949471
				21 PROCESSING OCCUPATIONS	318/ 998378
				22 MACHINING AND RELATED OCCUPATIONS	215/ 1097920
				23 ELECTRICAL, ELECTRONICS AND RELATED EQUIPMENT	51/ 235504
				24 TEXTILES, FURS AND LEATHER GOODS	13/ 28525
				25 WOOD PRODUCTS, RUBBER, PLASTICS AND OTHER REL.	68/ 458092
				26 MECHANICS AND REPAIRMAN, EXCEPT ELECTRICAL	254/ 926034
				27 EXCAVATING, PAVING, WIRE COMMUNICAT. AND RELAT.	236/ 708909
				28 OTHER CONSTRUCTION TRADES	471/ 1549431
				29 TRANSPORT EQUIPMENT OPERATING OCCUPATIONS	392/ 1320409
				30 MATERIAL HANDLING	100/ 486434
				31 OTHER CRAFTS AND EQUIPMENT OPERATORS	84/ 272505
				97 DON'T KNOW	290/ 961383
				98 NEVER WORKED	14/ 35941
				99 NOT STATED	30/ 127265

NOTE: C7 HAS BEEN OMITTED (CAN YOU ANSWER SOME QUESTIONS ABOUT YOUR FATHER?)
IF C7=2 (NO) THEN C140CC=97 (DON'T KNOW).
CODES BASED ON THE 1989 SURVEY OF LITERACY SKILLS USED IN DAILY ACTIVITIES.

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XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
X                               X
X      SECTION D. LABOUR FORCE INFORMATION      X
X                               X
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FIELD	ACRONYM	LEN	POSITION	QUESTION AND VARIABLE DESCRIPTIONS	UNMTD/WEIGHTED
85	INSHLDV	1	0105	IN SCHOOL YOUTH (DERIVED VARIABLE IDENTIFIES SPECIAL TARGET POPULATION - SEE NOTE)	
				1 YES	614/ 1778430
				2 NO	5046/19529463

NOTE: IF AGE=16-24 AND ((D1=4 [STUDENT]) OR (D1=1 [EMPLOYED] AND D6=4 [EMPLOYED PART-TIME AND GOING TO SCHOOL])) THEN IN SCHOOL YOUTH = 1 (YES)

FIELD	ACRONYM	LEN	POSITION	QUESTION AND VARIABLE DESCRIPTIONS	UNWTD/WEIGHTED
86	D1	1	0106	I WOULD NOW LIKE TO TALK ABOUT YOUR EMPLOYMENT STATUS. WHAT IS YOUR CURRENT WORK SITUATION? ARE YOU...	
				1 EMPLOYED	2604/11883414
				2 RETIRED	1325/ 3362975
				3 UNEMPLOYED/LOOKING FOR WORK	394/ 1442522
				4 STUDENT (INCLUDING WORK PROGRAMS)	525/ 1617473
				5 HOMEMAKER	592/ 2302466
				6 OTHER	218/ 689514
				9 NOT STATED	2/ 9530
				NOTE: IF D1=1 (EMPLOYED) GO TO D4	
87	D2	1	0107	DID YOU WORK AT A JOB OR BUSINESS AT ANY TIME IN THE PAST 12 MONTHS (REGARDLESS OF THE NUMBER OF HOURS PER WEEK)?	
				BLANK QUESTION NOT APPLICABLE	2604/11883414
				1 YES	784/ 2485804
				2 NO	2270/ 6929145
				9 NOT STATED	2/ 9530
				NOTE: IF D2=1 (YES) GO TO D4	
88	D3	2	0108-0109	WHEN DID YOU LAST WORK AT A JOB OR BUSINESS?	
				BLANK - QUESTION NOT APPLICABLE	3388/14369218
				20:93 YEAR	2003/ 6311155
				98 NEVER WORKED	261/ 615399
				99 NOT STATED	8/ 12120
				NOTE: D3 DEFAULTS TO D19	
89	D3RCD	1	0110	WHEN DID YOU LAST WORK AT A JOB OR BUSINESS?	
				BLANK - QUESTION NOT APPLICABLE	3388/14369218
				1 1992-1993	333/ 1258208
				2 1990-1991	265/ 1001575
				3 1985-1989	414/ 1295294
				4 1980-1984	317/ 972831
				5 1970-1979	345/ 861823
				6 BEFORE 1970	329/ 921423
				8 NEVER WORKED	261/ 615399
				9 NOT STATED	8/ 12120
				NOTE: D3RCD DEFAULTS TO D19	
90	D4	2	0111-0112	HOW MANY DIFFERENT EMPLOYERS HAVE YOU HAD IN THE PAST 12 MONTHS?	
				BLANK - QUESTION NOT APPLICABLE	2270/ 6929145
				01:12 NUMBER OF EMPLOYERS	3379/14130886
				99 NOT STATED	11/ 247862
91	D5	1	0113	DID YOU WORK MOSTLY FULL-TIME (THAT IS, MORE THAN 30 HOURS PER WEEK) OR PART-TIME (LESS THAN 30 HOURS PER WEEK)?	
				BLANK - QUESTION NOT APPLICABLE	2270/ 6929145
				1 FULL-TIME	2527/11280523
				2 PART-TIME	858/ 3084328
				9 NOT STATED	5/ 13897
				NOTE: IF D5=1 (FULL-TIME) GO TO D7	

FIELD	ACRONYM	LEN	POSITION	QUESTION AND VARIABLE DESCRIPTIONS	UNWTD/WEIGHTED
92	D6	1	0114	WHY DID YOU WORK PART-TIME?	
				BLANK - QUESTION NOT APPLICABLE	4797/18209668
				1 OWN ILLNESS OR DISABILITY	17/ 69591
				2 CHILD CARE RESPONSIBILITIES	52/ 276921
				3 OTHER PERSONAL OR FAMILY RESPONSIBILITIES	37/ 138549
				4 GOING TO SCHOOL OR TAKING TRAINING	313/ 910767
				5 COULD ONLY FIND PART-TIME WORK	270/ 916571
				6 DID NOT WANT TO WORK FULL-TIME	122/ 614682
				7 RETIRED	21/ 54783
				8 OTHER - SPECIFY	22/ 100408
				9 NOT STATED	9/ 15954
93	ISICR	2	0115-0116	FOR WHOM DID YOU WORK THE MOST HOURS IN THE PAST 12 MONTHS? (INTERNATIONAL STANDARD INDUSTRIAL CLASSIFICATION 1968 REV. 2)	
				BLANK - QUESTION NOT APPLICABLE	2270/ 6929145
				01 AGRICULTURE, HUNTING, FORESTRY & FISHING	236/ 647022
				02 MINING AND QUARRYING	59/ 195871
				03 MANUFACTURING	440/ 2068647
				04 ELECTRICITY, GAS AND WATER	18/ 154826
				05 CONSTRUCTION	208/ 1009063
				06 WHOLESALE AND RETAIL TRADE	778/ 3111900
				07 TRANSPORT, STORAGE & COMMUNICATIONS	168/ 693875
				08 FINANCE, INSUR., REAL ESTATE & BUS. SERVICES	268/ 1592866
				09 COMMUNITY, SOCIAL AND PERSONAL SERVICES	1206/ 4865087
				99 NOT STATED	9/ 39593

NOTE: SEE APPENDIX 1 FOR ADDITIONAL DETAILS ON CODES.

FIELD	ACRONYM	LEN	POSITION	QUESTION AND VARIABLE DESCRIPTIONS	UNWTD/WEIGHTED
94	DBIND52	2	0117-0118	FOR WHOM DID YOU WORK THE MOST HOURS IN THE PAST 12 MONTHS? (STANDARD INDUSTRIAL CLASSIFICATION 1980) INDUSTRY - 52 GROUPS	
				BLANK - QUESTION NOT APPLICABLE	2270/ 6929145
				01 AGRICULTURE	182/ 477940
				02 FORESTRY	25/ 142018
				03 FISHING AND TRAPPING	29/ 27064
				04 METAL MINES	33/ 55714
				05 MINERAL FUELS	9/ 59969
				06 NON-METAL MINES	14/ 76916
				07 QUARRIES AND SAND PITS	3/ 3272
				08 SERVICES INCIDENTAL TO MINING	2/ 6001
				09 FOOD AND BEVERAGE INDUSTRIES	109/ 395650
				10 TOBACCO PRODUCTS	1/ 9475
				11 RUBBER AND PLASTICS PRODUCTS	10/ 72216
				12 LEATHER INDUSTRIES	2/ 18543
				13 TEXTILE INDUSTRIES	10/ 73849
				14 KNITTING MILLS	0/ 0
				15 CLOTHING INDUSTRIES	19/ 105400
				16 WOOD INDUSTRIES	43/ 114066
				17 FURNITURE AND FIXTURE INDUSTRIES	15/ 59864
				18 PAPER AND ALLIED INDUSTRIES	39/ 126007
				19 PRINTING-PUBLISHING AND ALLIED INDUSTRIES	28/ 189017
				20 PRIMARY METAL INDUSTRIES	18/ 77776
				21 METAL FABRICATING INDUSTRIES	24/ 115768
				22 MACHINERY INDUSTRIES	16/ 50907
				23 TRANSPORTATION EQUIPMENT INDUSTRIES	49/ 284426
				24 ELECTRICAL PRODUCTS INDUSTRIES	17/ 161604
				25 NON-METALLIC MINERAL PRODUCTS INDUSTRIES	8/ 58389
				26 PETROLEUM AND COAL PRODUCTS INDUSTRIES	4/ 27369
				27 CHEMICAL AND CHEMICAL PRODUCTS INDUSTRIES	7/ 36516
				28 MISCELLANEOUS MANUFACTURING INDUSTRIES	15/ 80640
				29 GENERAL CONTRACTORS	75/ 406264
				30 SPECIAL-TRADES CONTRACTORS	124/ 570418
				31 TRANSPORTATION	106/ 401271
				32 STORAGE	9/ 53746
				33 COMMUNICATION	63/ 229300
				34 ELECTRIC POWER, GAS AND WATER UTILITIES	21/ 160385
				35 WHOLESALE TRADE	106/ 651794
				36 RETAIL TRADE	412/ 1550017
				37 FINANCE INDUSTRIES	60/ 269163
				38 INSURANCE CARRIERS	24/ 242897
				39 INSURANCE AGENCIES AND REAL ESTATE INDUSTRIES	40/ 211875
				40 EDUCATION AND RELATED SERVICES	247/ 1213326
				41 HEALTH AND WELFARE SERVICES	318/ 1347756
				42 RELIGIOUS ORGANIZATIONS	23/ 97734
				43 AMUSEMENT AND RECREATION SERVICES	72/ 526176
				44 SERVICES TO BUSINESS MANAGEMENT	132/ 839171
				45 PERSONAL SERVICES	123/ 400828
				46 ACCOMMODATION AND FOOD SERVICES	285/ 959982
				47 MISCELLANEOUS SERVICES	84/ 267271
				48 FEDERAL ADMINISTRATION	163/ 396152
				49 PROVINCIAL ADMINISTRATION	90/ 369435
				50 LOCAL ADMINISTRATION	69/ 257545
				51 OTHER GOVERNMENT OFFICES	1/ 598
				52 SERVICES INCIDENTAL TO CONSTRUCTION	3/ 9672
				99 NOT STATED	9/ 39593

NOTE: CODES BASED ON LABOUR FORCE SURVEY TABS FILE.
THIS VARIABLE WAS SUPPRESSED ON THE PUBLIC
MICRODATA FILE.

FIELD	ACRONYM	LEN	POSITION	QUESTION AND VARIABLE DESCRIPTIONS	UNMTD/WEIGHTED
95	D8IND27	2	0119-0120	FOR WHOM DID YDU WORK THE MOST HDURS IN THE PAST 12 MONTHS? (STANDARD INDUSTRIAL CLASSIFICATION 1980) INDUSTRY - 27 GROUPS	
				BLANK - QUESTION NOT APPLICABLE	2270/ 6929145
				01 AGRICULTURE	182/ 477940
				02 FDRESTRY	25/ 142018
				03 FISHING AND TRAPPING	29/ 27064
				04 MINING	61/ 201872
				05 MANUFACTURING, NON-DURABLES	244/ 1134683
				06 MANUFACTURING, DURABLES	190/ 922801
				07 CONSTRUCTION	202/ 986354
				08 TRANSPORTATION	115/ 455017
				09 COMMUNICATIDNS	39/ 131172
				10 PDST OFFICE	24/ 98128
				11 UTILITIES	21/ 160385
				12 WHOLESALE TRADE	106/ 651794
				13 RETAIL TRADE	412/ 1550017
				14 FINANCE, ETC.	124/ 723935
				15 EDUCATIDN	247/ 1213326
				16 HOSPITALS	287/ 1045400
				17 DDCTORS	31/ 302356
				18 RELIGIDUS ORGANIZATIONS	23/ 97734
				19 RECREATION	72/ 526176
				20 BUSINESS SERVICES	132/ 839171
				21 PERSDNL SERVICES	334/ 1156807
				22 PRIVATE HDUSEHDLDS	74/ 204003
				23 MISCELLANEDUS SERVICES	84/ 267271
				24 FEDERAL GOVERNMENT	163/ 396152
				25 PROVINCIAL GOVERNMENT	90/ 369435
				26 LDCAL GDVERNMENT	69/ 257545
				27 DOTHER GOVERNMENT	1/ 598
				99 NOT STATED	9/ 39593

NOTE: CODES BASED ON LABDUR FORCE SURVEY TABS FILE.
THIS VARIABLE WAS SUPPRESSED DN THE PUBLIC
MICRDATA FILE.

96	D8IND13	2	0121-0122	FDR WHOM DID YDU WDRK THE MOST HOURS IN THE PAST 12 MONTHS? (STANDARD INDUSTRIAL CLASSIFICATION 1980) INDUSTRY - 13 GRDUPS	
				BLANK - QUESTIDN NDT APPLICABLE	2270/ 6929145
				01 AGRICULTURE	182/ 477940
				02 OTHER PRIMARY	115/ 370953
				03 MANUFACTURING	434/ 2057485
				04 CDNSTRUCTION	202/ 986354
				05 TRANSPDRTATION	115/ 455017
				06 CDMMUNICATIONS	63/ 229300
				07 UTILITIES	21/ 160385
				08 TRADE	518/ 2201811
				09 FINANCE, ETC.	124/ 723935
				10 COMMUNITY SERVICES	660/ 3184991
				11 BUSINESS AND PERSDNL SERVICES	540/ 2199982
				12 MISCELLANEOUS SERVICES	84/ 267271
				13 PUBLIC ADMINISTRATIDN	323/ 1023730
				99 NOT STATED	9/ 39593

NDTE: CDDES BASED ON LABDUR FORCE SURVEY TABS FILE.

FIELD	ACRONYM	LEN	POSITION	QUESTION AND VARIABLE DESCRIPTIONS	UNMTD/WEIGHTED
97	DBIND	2	0123-0124	FOR WHOM DID YOU WORK THE MOST HOURS IN THE PAST 12 MONTHS? (STANDARD INDUSTRIAL CLASSIFICATION 1980) INDUSTRY - 13 GROUPS	
				BLANK - QUESTION NOT APPLICABLE	2270/ 6929145
				01 AGRICULTURE	182/ 477940
				02 OTHER PRIMARY	115/ 370953
				03 MANUFACTURING, NON DURABLES	244/ 1134683
				04 MANUFACTURING, DURABLES	190/ 922801
				05 CONSTRUCTION	202/ 986354
				06 TRANSPORTATION, ETC.	199/ 844702
				07 WHOLESALE TRADE	106/ 651794
				08 RETAIL TRADE	412/ 1550017
				09 FINANCE, ETC.	124/ 723935
				10 COMMUNITY SERVICES	660/ 3184991
				11 PERSONAL SERVICES	408/ 1360810
				12 BUSINESS AND MISC. SERVICES	216/ 1106443
				13 PUBLIC ADMINISTRATION	323/ 1023730
				99 NOT STATED	9/ 39593

NOTE: CODES BASED ON LABOUR FORCE SURVEY MICRO90 FILE AND THE 1989 SURVEY OF LITERACY SKILLS USED IN DAILY ACTIVITIES.

98	ISCOR	2	0125-0126	WHAT KIND OF WORK WERE YOU DOING AT THIS JOB? (INTERNATIONAL STANDARD CLASSIFICATION OF OCCUPATIONS 1988)	
				BLANK - QUESTION NOT APPLICABLE	2270/ 6929145
				00 ARMED FORCES	6/ 10854
				01 LEGISLATORS, SENIOR OFFICIALS & MANAGERS	258/ 1106702
				02 PROFESSIONALS	427/ 2430621
				03 TECHNICIANS AND ASSOCIATE PROFESSIONALS	281/ 1621795
				04 CLERKS	507/ 2103625
				05 SERVICE WORKERS & SHOP AND MARKET SALES WORKERS	636/ 2266908
				06 SKILLED AGRICULTURAL AND FISHERY WORKERS	182/ 446247
				07 CRAFT AND RELATED TRADE WORKERS	338/ 1576070
				08 PLANT AND MACHINE OPERATORS AND ASSEMBLERS	399/ 1713297
				09 ELEMENTARY OCCUPATIONS	349/ 1073541
				99 NOT STATED	7/ 29088

NOTE: SEE APPENDIX 1 FOR ADDITIONAL DETAILS ON CODES.

FIELD	ACRONYM	LEN	POSITION	QUESTION AND VARIABLE DESCRIPTIONS-	UNWTD/WEIGHTED
99	D90CC49	2	0127-0128	WHAT KIND OF WORK WERE YOU DOING AT THIS JOB? (STANDARD OCCUPATIONAL CLASSIFICATION 1980) OCCUPATION - 49 GROUPS	
				BLANK - QUESTION NOT APPLICABLE	2270/ 6929145
				01 OFFICIALS AND ADMINISTRATORS, GOV'T.	18/ 103701
				02 OTHER MANAGERS AND ADMINISTRATORS	242/ 1043976
				03 MANAGEMENT AND ADMINISTRATION RELATED	124/ 536788
				04 PHYSICAL, LIFE SCIENCE	25/ 122297
				05 MATHS, STATS, SYSTEM ANALYSIS AND RELATED	31/ 452601
				06 ARCHITECTS AND ENGINEERS	22/ 73615
				07 ARCHITECTURE AND ENGINEERING RELATED	14/ 67826
				08 SOCIAL SCIENCE AND RELATED	78/ 358351
				09 RELIGION	12/ 78782
				10 UNIVERSITY AND RELATED	10/ 73834
				11 ELEMENTARY, SECONDARY AND RELATED	123/ 595438
				12 OTHER TEACHING AND RELATED	36/ 171162
				13 HEALTH DIAGNOSING AND TREATING	12/ 23103
				14 NURSING, THERAPY AND RELATED	102/ 678725
				15 MEDICINE AND HEALTH RELATED	25/ 89426
				16 ARTISTIC AND RECREATION	47/ 452723
				17 STENOGRAPHIC AND TYPING	103/ 447287
				18 BOOKKEEPING, ACCOUNT-RECORDING AND RELATED	167/ 723720
				19 OFFICE MACHINE AND EDP OPERATORS	23/ 71882
				20 MATERIAL RECORDING, SCHEDULING AND DISTRIBUTION	40/ 291419
				21 RECEPTION, INFO. MAIL AND MESSAGE DISTRIBUTION	48/ 145101
				22 LIBRARY, FILE., CORRES., OTHER CLERICAL & REL.	124/ 427990
				23 SALES, COMMODITIES	229/ 905929
				24 SALES, SERVICES AND OTHER SALES	54/ 256447
				25 PROTECTIVE SERVICES	65/ 225914
				26 FOOD, BEVERAGE PREP; REL. LODGING & ACCOM.	245/ 801905
				27 PERSONAL, APPAREL AND FURNISHING SERVICE	156/ 576920
				28 OTHER SERVICE OCCUPATIONS	137/ 314403
				29 FARMERS AND FARM MANAGEMENT	87/ 235239
				30 OTHER FARMING/HORTICULTURE/ANIMAL HUSBANDRY	100/ 234128
				31 FISHING, HUNTING, TRAPPING AND RELATED	30/ 28952
				32 FORESTRY AND LOGGING	23/ 100739
				33 MINING & QUARRYING-INCLUDING GAS & OIL FIELD	27/ 112958
				34 FOOD, BEVERAGE AND RELATED	83/ 242610
				35 OTHER PROCESSING OCCUPATIONS	50/ 233086
				36 METAL SHAPING AND FORMING OCCUPATIONS	46/ 160775
				37 OTHER MACHINING OCCUPATIONS	4/ 15213
				38 METAL PRODUCTS, N.E.C.	28/ 114223
				39 ELECTRICAL, ELECTRONICS AND RELATED EQUIPMENT	23/ 168268
				40 TEXTILES, FURS AND LEATHER GOODS	28/ 113842
				41 WOOD PRODUCTS, RUBBER, PLASTICS & OTHER REL'D	53/ 273035
				42 MECHANICS AND REPAIRMAN, EXCEPT ELECTRICAL	97/ 357870
				43 EXCAVATING, GRADING, PAVING AND RELATED	36/ 122270
				44 ELECTRICAL POWER, LIGHTING AND WIRE COMM	25/ 111842
				45 OTHER CONSTRUCTION TRADES	137/ 761366
				46 MOTOR TRANSPORT OPERATORS	89/ 360344
				47 OTHER TRANSPORTATION OPERATORS	12/ 17266
				48 MATERIAL HANDLING	61/ 242217
				49 OTHER CRAFTS AND EQUIPMENT OPERATORS	32/ 232154
				99 NOT STATED	7/ 29088

NOTE: CODES BASED ON LABOUR FORCE SURVEY MICRO90 FILE.
THIS VARIABLE WAS SUPPRESSED ON THE PUBLIC
MICRODATA FILE.

FIELD	ACRONYM	LEN	POSITION	QUESTION AND VARIABLE DESCRIPTIONS	UNWTD/WEIGHTED
100	D9OCC21	2	0129-0130	WHAT KIND OF WORK WERE YOU DOING AT THIS JOB? (STANDARD OCCUPATIONAL CLASSIFICATION 1980) OCCUPATION - 21 GROUPS	
				BLANK - QUESTION NOT APPLICABLE	2270/ 6929145
				01 MANAGERIAL, ADMINISTRATIVE	384/ 1684465
				02 NATURAL SCIENCE	92/ 716340
				03 SOCIAL SCIENCE	78/ 358351
				04 RELIGION	12/ 78782
				05 TEACHING	169/ 840433
				06 MEDICINE	139/ 791254
				07 ARTISTIC	47/ 452723
				08 CLERICAL	505/ 2107399
				09 SALES	283/ 1162376
				10 SERVICE	603/ 1919142
				11 FARMING	187/ 469367
				12 FISHING	30/ 28952
				13 FORESTRY	23/ 100739
				14 MINING	27/ 112958
				15 PROCESSING	133/ 475696
				16 MACHINING	50/ 175988
				17 FABRICATING	229/ 1027237
				18 CONSTRUCTION	198/ 995477
				19 TRANSPORTATION	101/ 377611
				20 MATERIALS HANDLING	61/ 242217
				21 OTHER CRAFTS	32/ 232154
				99 NOT STATED	7/ 29088

NOTE: CODES BASED ON LABOUR FORCE SURVEY TABS FILE

101	D9OCC	2	0131-0132	WHAT KIND OF WORK WERE YOU DOING AT THIS JOB? (STANDARD OCCUPATIONAL CLASSIFICATION 1980) OCCUPATION - 31 GROUPS	
				BLANK - QUESTION NOT APPLICABLE	2270/ 6929145
				01 MANAGERS AND ADMINISTRATORS	260/ 1147677
				02 MANAGEMENT AND ADMINISTRATION RELATED	124/ 536788
				03 LIFE SCIENCE, MATHS, SYST. ANALYST AND RELATED	56/ 574898
				04 ARCHITECTS, ENGINEERS AND RELATED	36/ 141442
				05 SOCIAL SCIENCE, RELIGION AND RELATED	90/ 437133
				06 TEACHING AND RELATED	169/ 840433
				07 HEALTH OCCUPATIONS AND RELATED	139/ 791254
				08 ARTISTIC AND RECREATION	47/ 452723
				09 STENOGRAPHIC AND TYPING	103/ 447287
				10 BOOKKEEPING, ACCOUNT-RECORDING AND RELATED	167/ 723720
				11 EDP OPERATORS AND MATERIAL RECORDING	63/ 363301
				12 RECEPTION, INFO., MAIL AND MESSAGE DISTRIBUT.	48/ 145101
				13 LIBRARY, FILE., CORRES., OTHER CLERK AND REL.	124/ 427990
				14 SALES OCCUPATIONS	283/ 1162376
				15 PROTECTIVE SERVICES	65/ 225914
				16 FOOD, BEVERAGE PREP.; LODGING AND ACCOM. REL.	245/ 801905
				17 PERSONAL, APPAREL AND FURNISHING SERVICES	156/ 576920
				18 OTHER SERVICE OCCUPATIONS	137/ 314403
				19 FARM OCCUPATIONS	187/ 469367
				20 PRIMARY OCCUPATIONS	80/ 242649
				21 PROCESSING OCCUPATIONS	133/ 475696
				22 MACHINING AND RELATED OCCUPATIONS	78/ 290211
				23 ELECTRICAL, ELECTRONICS AND RELATED EQUIPMENT	23/ 168268
				24 TEXTILES, FURS AND LEATHER GOODS	28/ 113842
				25 WOOD PRODUCTS, RUBBER, PLASTICS AND OTHER REL.	53/ 273035
				26 MECHANICS AND REPAIRMAN, EXCEPT ELECTRICAL	97/ 357870
				27 EXCAVATING, PAVING, WIRE COMMUNICATIONS & REL.	61/ 234112
				28 OTHER CONSTRUCTION TRADES	137/ 761366
				29 TRANSPORT EQUIPMENT OPERATING OCCUPATIONS	101/ 377611
				30 MATERIAL HANDLING	61/ 242217
				31 OTHER CRAFTS AND EQUIPMENT OPERATORS	32/ 232154
				99 NOT STATED	7/ 29088

NOTE: CODES BASED ON THE 1989 SURVEY OF LITERACY SKILLS
USED IN DAILY ACTIVITIES.

FIELD	ACRONYM	LEN	POSITION	QUESTION AND VARIABLE DESCRIPTIONS	UNMTD/WEIGHTED
102	D10	1	0133	IN TOTAL, ABOUT HOW MANY PERSONS ARE EMPLOYED BY THIS BUSINESS AT ALL LOCATIONS IN CANADA?	
				BLANK - QUESTION NOT APPLICABLE	2270/ 6929145
				1 LESS THAN 20	1184/ 4434552
				2 20 TO 99	433/ 1970764
				3 100 TO 199	180/ 1162781
				4 200 TO 499	210/ 950821
				5 500 OR OVER	1218/ 5374110
				6 DON'T KNOW	156/ 470089
				9 NOT STATED	9/ 15632
103	D11RCD	1	0134	WHAT WAS YOUR STATUS AT THIS JOB? WAS IT AS AN...	
				BLANK - QUESTION NOT APPLICABLE	2270/ 6929145
				1 EMPLOYEE WITHOUT SUPERVISORY RESPONSIBILITIES	2005/ 8479430
				2 EMPLOYEE/LIMITED SUPERVISORY MGT/RESP.5 PERS-	667/ 2987738
				3 EMPLOYEE/EXTENSIVE SUPERVISORY/MGT/RESP.5 PERS+	305/ 1308890
				4 SELF-EMPLOYED WITHOUT EMPLOYEES	272/ 1062319
				5 SELF EMPLOYED WITH EMPLOYEES	134/ 525267
				9 NOT STATED	7/ 15103
				NOTE: FAMILY WORKER (UNPAID) WAS GROUPED WITH EMPLOYEE WITHOUT SUPERVISORY RESPONSIBILITIES.	
104	D12	1	0135	WHAT TYPE OF JOB WAS THIS? WAS OR IS THIS JOB A...	
				BLANK - QUESTION NOT APPLICABLE	2270/ 6929145
				1 PERMANENT JOB/WORK CONTRACT/UNLIMITED DURATION	2460/11528390
				2 TEMPORARY JOB/WORK CONTRACT/LIMITED DURATION	920/ 2832090
				9 NOT STATED	10/ 18269
105	D13	2	0136-0137	HOW MANY HOURS PER WEEK DID YOU USUALLY WORK AT THIS JOB?	
				BLANK - QUESTION NOT APPLICABLE	2270/ 6929145
				01:97 HOURS	3375/14340764
				99 NOT STATED	15/ 37984
106	D14	2	0138-0139	DURING THE PAST 12 MONTHS, HOW MANY WEEKS DID YOU WORK AT ALL JOBS (INCLUDING TIME OFF FOR VACATION, MATERNITY LEAVE, ILLNESS, STRIKES AND LOCKOUTS)?	
				BLANK - QUESTION NOT APPLICABLE	2270/ 6929145
				01:52 NUMBER OF WEEKS	3376/14306036
				99 NOT STATED	14/ 72712
				NOTE: IF D14=52 GO TO E1	
107	D15	1	0140	DURING THE PAST 12 MONTHS, IN THE WEEKS WHEN YOU WERE WITHOUT WORK, DID YOU WANT TO WORK?	
				BLANK - QUESTION NOT APPLICABLE	4367/16712324
				1 YES	853/ 3097015
				2 NO	398/ 1332727
				9 NOT STATED	42/ 165827
				NOTE: IF D15=1 (YES) GO TO D17	

FIELD	ACRONYM	LEN	POSITION	QUESTION AND VARIABLE DESCRIPTIONS	UNMTD/WEIGHTED
108	D16	1	0141	WHY DID YOU NOT WANT TO WORK? BLANK - QUESTION NOT APPLICABLE 1 OWN ILLNESS OR DISABILITY 2 CHILD CARE RESPONSIBILITIES 3 OTHER PERSONAL OR FAMILY RESPONSIBILITIES 4 GOING TO SCHOOL OR TAKING TRAINING 5 RETIRED 6 NOT INTERESTED IN WORKING 7 OTHER - SPECIFY 9 NOT STATED	5220/19809339 24/ 75304 37/ 222821 31/ 252398 195/ 451898 42/ 103571 28/ 109929 41/ 116807 42/ 165827
NOTE: D16 DEFAULTS TO E1					
109	D17	2	0142-0143	DURING THE PAST 12 MONTHS, FOR HOW MANY WEEKS WERE YOU WITHOUT WDRK AND NOT LOOKING FOR WORK? BLANK - QUESTION NOT APPLICABLE 00:52 NUMBER OF WEEKS 99 NOT STATED	4765/18045051 851/ 3087034 44/ 175807
NOTE: IF D17=00 GO TO E1					
110	D18	1	0144	WHAT IS THE MAIN REASON WHY YOU DID NOT LOOK FOR WORK DURING THESE WEEKS? (MARK ONLY ONE) BLANK - QUESTION NOT APPLICABLE 1 OWN ILLNESS OR DISABILITY 2 CHILD CARE RESPONSIBILITIES 3 OTHER PERSONAL OR FAMILY RESPONSIBILITIES 4 AWAITING RECALL FROM A TEMPORARY LAYOFF 5 WAITING FOR A JOB TO START 6 NO SKILLS OR EXPERIENCE FOR AVAILABLE JOBS 7 TOO OLD TO WORK / RETIRED 8 OTHER - SPECIFY 9 NOT STATED	5349/20195112 20/ 104910 14/ 81068 16/ 58450 64/ 235696 11/ 38861 11/ 62832 1/ 238 115/ 313385 59/ 217341
NOTE: D18 DEFAULTS TO E1					
111	D19	1	0145	DURING THE PAST 12 MONTHS, IN THE WEEKS WHEN YOU WERE NOT WDRKING AT A JOB OR BUSINESS, DID YOU WANT TO WORK? BLANK - QUESTION NOT APPLICABLE 1 YES 2 NO 9 NOT STATED	3388/14369218 427/ 1443954 1841/ 5483701 4/ 11020
NOTE: IF D19=1 (YES) GO TO D21					
112	D20	1	0146	WHY DID YOU NOT WANT TO WORK? BLANK - QUESTION NOT APPLICABLE 1 OWN ILLNESS OR DISABILITY 2 CHILD CARE RESPONSIBILITIES 3 OTHER PERSONAL OR FAMILY RESPONSIBILITIES 4 GOING TO SCHOOL OR TAKING TRAINING 5 RETIRED 6 NOT INTERESTED IN WORKING 7 HOMEMAKER 8 OTHER - SPECIFY 9 NOT STATED	3815/15813172 241/ 453296 78/ 363774 40/ 225272 92/ 406600 1121/ 2866002 57/ 224372 177/ 769432 26/ 152920 13/ 33054
NOTE: D20 DEFAULTS TO F1					

FIELD ACRONYM LEN POSITION QUESTION AND VARIABLE DESCRIPTIONS UNMTD/WEIGHTED

113 D21 2 0147-0148 DURING THE PAST 12 MONTHS, FOR HOW MANY WEEKS WERE YOU WITHOUT WORK AND NOT LOOKING FOR WORK?

BLANK - QUESTION NOT APPLICABLE 5229/19852919
 00:52 NUMBER OF WEEKS 419/ 1428351
 99 NOT STATED 12/ 26623

NOTE: IF D21=00 GO TO F1

114 D22 1 0149 WHAT IS THE MAIN REASON WHY YOU DID NOT LOOK FOR WORK DURING THESE WEEKS? (MARK ONE ONLY)

BLANK - QUESTION NOT APPLICABLE 5419/20525641
 1 OWN ILLNESS OR DISABILITY 54/ 162251
 2 CHILD CARE RESPONSIBILITIES 38/ 183824
 3 OTHER PERSONAL OR FAMILY RESPONSIBILITIES 17/ 82950
 4 AWAITING RECALL FROM A TEMPORARY LAYOFF 1/ 1052
 5 WAITING FOR A JOB TO START 2/ 3902
 6 NO SKILLS OR EXPERIENCE FOR AVAILABLE JOBS 13/ 37817
 7 TOO OLD TO WORK/RETIRED 16/ 51000
 8 OTHER - SPECIFY 64/ 177467
 9 NOT STATED 36/ 81990

NOTE: D22 DEFAULTS TO F1

XX
 X X
 X SECTION E. READING AND WRITING AT WORK X
 X AND LOOKING FOR WORK X
 X X
 XXX

115 E1A 1 0150 THE FOLLOWING QUESTIONS REFER TO THE JOB AT WHICH YOU WORKED THE MOST HOURS IN THE LAST 12 MONTHS. HOW OFTEN (DO/DID) YOU READ OR USE INFORMATION FROM EACH OF THE FOLLOWING AS PART OF YOUR MAIN JOB? LETTERS OR MEMOS

BLANK - QUESTION NOT APPLICABLE 2270/ 6929145
 1 EVERY DAY 1515/ 6811263
 2 A FEW TIMES A WEEK 429/ 2088254
 3 ONCE A WEEK 248/ 1046360
 4 LESS THAN ONCE A WEEK 183/ 909621
 5 RARELY/NEVER 991/ 3356528
 9 NOT STATED 24/ 166721

116 E1B 1 0151 HOW OFTEN (DO/DID) YOU READ OR USE INFORMATION FROM EACH OF THE FOLLOWING AS PART OF YOUR MAIN JOB? REPORTS, ARTICLES, MAGAZINES OR JOURNALS

BLANK - QUESTION NOT APPLICABLE 2270/ 6929145
 1 EVERY DAY 996/ 4561346
 2 A FEW TIMES A WEEK 500/ 2155131
 3 ONCE A WEEK 297/ 1115711
 4 LESS THAN ONCE A WEEK 320/ 1597740
 5 RARELY/NEVER 1252/ 4790950
 9 NOT STATED 25/ 157870

FIELD	ACRONYM	LEN	POSITION	QUESTION AND VARIABLE DESCRIPTIONS	UNWTD/WEIGHTED
117	E1C	1	0152	<p>HOW OFTEN (DO/DID) YOU READ OR USE INFORMATION FROM EACH OF THE FOLLOWING AS PART OF YOUR MAIN JOB? MANUALS OR REFERENCE BOOKS, INCLUDING CATALOGUES</p> <p>BLANK - QUESTION NOT APPLICABLE 1 EVERY DAY 2 A FEW TIMES A WEEK 3 ONCE A WEEK 4 LESS THAN ONCE A WEEK 5 RARELY/NEVER 9 NOT STATED</p>	<p>2270/ 6929145 873/ 3797934 507/ 1745933 330/ 1420287 418/ 2221424 1238/ 5043020 24/ 150151</p>
118	E1D	1	0153	<p>HOW OFTEN (DO/DID) YOU READ OR USE INFORMATION FROM EACH OF THE FOLLOWING AS PART OF YOUR MAIN JOB? DIAGRAMS OR SCHEMATICS</p> <p>BLANK - QUESTION NOT APPLICABLE 1 EVERY DAY 2 A FEW TIMES A WEEK 3 ONCE A WEEK 4 LESS THAN ONCE A WEEK 5 RARELY/NEVER 9 NOT STATED</p>	<p>2270/ 6929145 550/ 2594824 286/ 1313290 208/ 717019 354/ 1829704 1963/ 7768756 29/ 155155</p>
119	E1E	1	0154	<p>HOW OFTEN (DO/DID) YOU READ OR USE INFORMATION FROM EACH OF THE FOLLOWING AS PART OF YOUR MAIN JOB? BILLS, INVOICES, SPREAD-SHEETS OR BUDGET TABLES</p> <p>BLANK - QUESTION NOT APPLICABLE 1 EVERY DAY 2 A FEW TIMES A WEEK 3 ONCE A WEEK 4 LESS THAN ONCE A WEEK 5 RARELY/NEVER 9 NOT STATED</p>	<p>2270/ 6929145 890/ 4388175 336/ 1262965 260/ 1156294 339/ 1570384 1541/ 5851177 24/ 149752</p>
120	E1F	1	0155	<p>HOW OFTEN (DO/DID) YOU READ OR USE INFORMATION FROM EACH OF THE FOLLOWING AS PART OF YOUR MAIN JOB? MATERIAL WRITTEN IN A LANGUAGE OTHER THAN ENGLISH</p> <p>BLANK - QUESTION NOT APPLICABLE 1 EVERY DAY 2 A FEW TIMES A WEEK 3 ONCE A WEEK 4 LESS THAN ONCE A WEEK 5 RARELY/NEVER 9 NOT STATED</p>	<p>2270/ 6929145 520/ 1475381 162/ 405776 91/ 200801 152/ 611480 2442/11536048 23/ 149263</p>
121	E1G	1	0156	<p>HOW OFTEN (DO/DID) YOU READ OR USE INFORMATION FROM EACH OF THE FOLLOWING AS PART OF YOUR MAIN JOB? DIRECTIONS OR INSTRUCTIONS FOR MEDICINES, RECIPES, OR OTHER PRODUCTS</p> <p>BLANK - QUESTION NOT APPLICABLE 1 EVERY DAY 2 A FEW TIMES A WEEK 3 ONCE A WEEK 4 LESS THAN ONCE A WEEK 5 RARELY/NEVER 9 NOT STATED</p>	<p>2270/ 6929145 550/ 2357147 312/ 1199368 232/ 761133 317/ 1703886 1956/ 8207950 23/ 149263</p>

FIELD	ACRONYM	LEN	POSITION	QUESTION AND VARIABLE DESCRIPTIONS	UNMTD/WEIGHTED
122	E2A	1	0157	HOW OFTEN (DO/DID) YOU WRITE OR FILL OUT EACH OF THE FOLLOWING AS PART OF YOUR MAIN JOB? LETTERS OR MEMOS	
				BLANK - QUESTION NOT APPLICABLE	2270/ 6929145
				1 EVERY DAY	1042/ 4609610
				2 A FEW TIMES A WEEK	418/ 1845628
				3 ONCE A WEEK	258/ 1157479
				4 LESS THAN ONCE A WEEK	253/ 1432294
				5 RARELY/NEVER	1397/ 5181393
				9 NOT STATED	22/ 152344
123	E2B	1	0158	HOW OFTEN (DO/DID) YOU WRITE OR FILL OUT EACH OF THE FOLLOWING AS PART OF YOUR MAIN JOB? FORMS OR THINGS SUCH AS BILLS, INVOICES, OR BUDGETS	
				BLANK - QUESTION NOT APPLICABLE	2270/ 6929145
				1 EVERY DAY	926/ 3934097
				2 A FEW TIMES A WEEK	371/ 1465355
				3 ONCE A WEEK	283/ 1300057
				4 LESS THAN ONCE A WEEK	290/ 1427301
				5 RARELY/NEVER	1496/ 6098886
				9 NOT STATED	24/ 153052
124	E2C	1	0159	HOW OFTEN (DO/DID) YOU WRITE OR FILL OUT EACH OF THE FOLLOWING AS PART OF YOUR MAIN JOB? REPORTS OR ARTICLES	
				BLANK - QUESTION NOT APPLICABLE	2270/ 6929145
				1 EVERY DAY	695/ 3185243
				2 A FEW TIMES A WEEK	277/ 1326611
				3 ONCE A WEEK	266/ 1044680
				4 LESS THAN ONCE A WEEK	421/ 1851280
				5 RARELY/NEVER	1710/ 6819383
				9 NOT STATED	21/ 151551
125	E2O	1	0160	HOW OFTEN (DO/DID) YOU WRITE OR FILL OUT EACH OF THE FOLLOWING AS PART OF YOUR MAIN JOB? ESTIMATES OR TECHNICAL SPECIFICATIONS	
				BLANK - QUESTION NOT APPLICABLE	2270/ 6929145
				1 EVERY DAY	351/ 1719084
				2 A FEW TIMES A WEEK	245/ 1287362
				3 ONCE A WEEK	172/ 776245
				4 LESS THAN ONCE A WEEK	296/ 1232544
				5 RARELY/NEVER	2305/ 9211963
				9 NOT STATED	21/ 151551
126	E3A	1	0161	IN YOUR MAIN JOB, HOW OFTEN DO YOU USE ARITHMETIC OR MATHEMATICS (THAT IS, ADDING, SUBTRACTING, MULTIPLYING OR DIVIDING) TO: MEASURE OR ESTIMATE THE SIZE OR WEIGHT OF OBJECTS?	
				BLANK - QUESTION NOT APPLICABLE	2270/ 6929145
				1 EVERY DAY	1198/ 5111339
				2 A FEW TIMES A WEEK	305/ 1200099
				3 ONCE A WEEK	126/ 421201
				4 LESS THAN ONCE A WEEK	301/ 1446069
				5 NEVER	1437/ 6020842
				9 NOT STATED	23/ 179199

FIELD	ACRONYM	LEN	POSITION	QUESTION AND VARIABLE DESCRIPTIONS	UNMTO/WEIGHTED
127	E3B	1	0162	IN YOUR MAIN JOB, HOW OFTEN DO YOU USE ARITHMETIC OR MATHEMATICS (THAT IS, ADDING, SUBTRACTING, MULTIPLYING OR DIVIDING) TO: CALCULATE PRICES, COSTS OR BUDGETS?	
				BLANK - QUESTION NOT APPLICABLE	2270/ 6929145
				1 EVERY DAY	1119/ 4753922
				2 A FEW TIMES A WEEK	357/ 1326140
				3 ONCE A WEEK	181/ 802134
				4 LESS THAN ONCE A WEEK	333/ 1767584
				5 NEVER	1369/ 5519504
				9 NOT STATED	31/ 209464
128	E4	1	0163	HOW WOULD YOU RATE YOUR READING SKILLS IN (ENGLISH/FRENCH) FOR YOUR MAIN JOB?	
				BLANK - QUESTION NOT APPLICABLE	2270/ 6929145
				1 EXCELLENT	1865/ 8278643
				2 GOOD	1061/ 4140635
				3 MODERATE	229/ 941091
				4 POOR	73/ 329989
				5 NO OPINION	137/ 532486
				9 NOT STATED	25/ 155905
				NOTE: READ AS ENGLISH IF INTERVIEW WAS IN ENGLISH AND FRENCH IF INTERVIEW WAS IN FRENCH.	
129	E5	1	0164	TO WHAT EXTENT ARE YOUR READING SKILLS IN (ENGLISH/FRENCH) LIMITING YOUR JOB OPPORTUNITIES FOR EX., ADVANCEMENT OR GETTING ANOTHER JOB?	
				BLANK - QUESTION NOT APPLICABLE	2270/ 6929145
				1 GREATLY LIMITING	75/ 435325
				2 SOMEWHAT LIMITING	294/ 1247407
				3 NOT AT ALL LIMITING	2995/12536156
				9 NOT STATED	26/ 159861
				NOTE: READ AS ENGLISH IF INTERVIEW WAS IN ENGLISH AND FRENCH IF INTERVIEW WAS IN FRENCH.	
130	E6	1	0165	HOW WOULD YOU RATE YOUR WRITING SKILLS IN (ENGLISH/FRENCH) FOR YOUR MAIN JOB?	
				BLANK - QUESTION NOT APPLICABLE	2270/ 6929145
				1 EXCELLENT	1493/ 6854070
				2 GOOD	1229/ 4895707
				3 MODERATE	347/ 1293314
				4 POOR	133/ 608652
				5 NO OPINION/NOT APPLICABLE	166/ 574912
				9 NOT STATED	22/ 152093
				NOTE: READ AS ENGLISH IF INTERVIEW WAS IN ENGLISH AND FRENCH IF INTERVIEW WAS IN FRENCH.	
131	E7	1	0166	TO WHAT EXTENT ARE YOUR WRITING SKILLS IN (ENGLISH/FRENCH) LIMITING YOUR JOB OPPORTUNITIES FOR EX., ADVANCEMENT OR GETTING ANOTHER JOB?	
				BLANK - QUESTION NOT APPLICABLE	2270/ 6929145
				1 GREATLY LIMITING	86/ 517177
				2 SOMEWHAT LIMITING	386/ 1319746
				3 NOT AT ALL LIMITING	2892/12384860
				9 NOT STATED	26/ 156965
				NOTE: READ AS ENGLISH IF INTERVIEW WAS IN ENGLISH AND FRENCH IF INTERVIEW WAS IN FRENCH.	

FIELD	ACRONYM	LEN	POSITION	QUESTION AND VARIABLE DESCRIPTIONS	UNWTD/WEIGHTED
132	E8	1	0167	<p>HOW WOULD YOU RATE YOUR MATHEMATICAL SKILLS FOR YOUR MAIN JOB?</p> <p>BLANK - QUESTION NOT APPLICABLE</p> <p>1 EXCELLENT</p> <p>2 GOOD</p> <p>3 MODERATE</p> <p>4 POOR</p> <p>5 NO OPINION/NOT APPLICABLE</p> <p>9 NOT STATED</p>	<p>2270/ 6929145</p> <p>1458/ 6496388</p> <p>1305/ 5458776</p> <p>319/ 1227149</p> <p>77/ 295975</p> <p>208/ 739970</p> <p>23/ 160490</p>
133	E9	1	0168	<p>TO WHAT EXTENT ARE YOUR MATHEMATICAL SKILLS LIMITING YOUR JOB OPPORTUNITIES - FOR EXAMPLE, ADVANCEMENT OR GETTING ANOTHER JOB?</p> <p>BLANK - QUESTION NOT APPLICABLE</p> <p>1 GREATLY LIMITING</p> <p>2 SOMEWHAT LIMITING</p> <p>3 NOT AT ALL LIMITING</p> <p>9 NOT STATED</p> <p>XX</p> <p>X</p> <p>X SECTION F. ADULT EDUCATION X</p> <p>X X</p> <p>XX</p>	<p>2270/ 6929145</p> <p>79/ 321080</p> <p>386/ 1534636</p> <p>2901/12349864</p> <p>24/ 173168</p>
134	F1	1	0169	<p>THE FOLLDWING QUESTIONS WILL DEAL WITH ANY EDUCATION OR TRAINING YOU MAY HAVE TAKEN IN THE PAST 12 MONTHS. DURING THE PAST 12 MONTHS, THAT IS, SINCE AUGUST 1993, DID YOU RECEIVE ANY TRAINING OR EDUCATION INCLUDING COURSES, PRIVATE LESSONS, CORRESPONDENCE COURSES, WORKSHOPS, ON-THE-JOB TRAINING, APPRENTICESHIP TRAINING, ARTS, CRAFTS, RECREATION COURSES OR ANY OTHER TRAINING OR EDUCATION?</p> <p>1 YES</p> <p>2 NO</p> <p>NOTE: IF F1=2 (NO) GO TO F15</p>	<p>2092/ 8123291</p> <p>3568/13184603</p>
135	F2	2	0170-0171	<p>IN TOTAL, HOW MANY COURSES DID YOU TAKE IN THE PAST 12 MONTHS?</p> <p>BLANK - QUESTION NDT APPLICABLE</p> <p>01:26 NUMBER OF COURSES</p> <p>99 NOT STATED</p>	<p>3568/13184603</p> <p>2041/ 7939537</p> <p>51/ 183753</p>
136	F3M1	3	0172-0174	<p>WHAT WERE THE NAMES (TITLES) OF THESE COURSES DR THE PROGRAM ASSOCIATED WITH THESE CDURSES? MAJOR FIELD OF STUDY CODE - FIRST COURSE OR PROGRAM MENTIONED.</p> <p>BLANK - QUESTION NOT APPLICABLE</p> <p>001:112 MFS CODES FROM MANUAL</p> <p>120:141 MFS CDEES FRDM ADDITIONAL CODE SHEET</p> <p>998 DON'T KNOW/REFUSED</p> <p>999 NOT STATED</p> <p>NOTE: SEE APPENDIX 1 FOR ADDITIONAL DETAILS ON CODES. THIS VARIABLE WAS SUPPRESSED ON THE PUBLIC MICRODATA FILE.</p>	<p>3568/13184603</p> <p>1511/ 6527735</p> <p>572/ 1568962</p> <p>3/ 14253</p> <p>6/ 12340</p>

FIELD	ACRONYM	LEN	POSITION	QUESTION AND VARIABLE DESCRIPTIONS	UNWTD/WEIGHTED
137	F3M1RCD	2	0175-0176	WHAT WERE THE NAMES (TITLES) OF THESE COURSES OR THE PROGRAM ASSOCIATED WITH THESE COURSES? MAJOR FIELD OF STUDY CODE - FIRST COURSE OR PROGRAM MENTIONED.	
				BLANK - QUESTION NOT APPLICABLE	3568/13184603
				01 EDUCATION, RECREATION, COUNSELLING SERVICES	102/ 531853
				02 FINE AND APPLIED ARTS	131/ 559723
				03 HUMANITIES AND RELATED FIELDS	146/ 572173
				04 SOCIAL SCIENCES AND RELATED FIELDS	117/ 464433
				05 COMMERCE, MANAGEMENT, BUSINESS ADMINISTRATION	340/ 1489186
				06 AGRICULTURAL AND BIOLOGICAL SCIENCES/TECHNOL.	62/ 245107
				07 ENGINEERING AND APPLIED SCIENCES	22/ 87617
				08 ENGINEER. AND APPLIED SCIENCES. TECHNOL/TRADES	322/ 1267629
				09 HEALTH PROFESSIONS, SCIENCES AND TECHNOLOGIES	157/ 670092
				10 MATHEMATICS AND PHYSICAL SCIENCES	42/ 215284
				11 ALL OTHER (NOT ELSEWHERE CLASSIFIED)	2/ 2377
				12 NO SPECIALIZATION	68/ 422261
				13 NO POSTSECONDARY QUALIFICATIONS	0/ 0
				14 UPGRADING	464/ 1164911
				15 PERSONAL DEVELOPMENT	69/ 269714
				16 RECREATIONAL ACTIVITY	39/ 134336
				98 DON'T KNOW/REFUSED	3/ 14253
				99 NOT STATED	6/ 12340
				NOTE: SEE APPENDIX 1 FOR ADDITIONAL DETAILS ON CODES.	
138	F4AM1	1	0177	NOW I'D LIKE TO ASK YOU ABOUT...(INSERT NAME OF COURSE OR PROGRAM NAME) WAS THIS TRAINING OR EDUCATION SUPPORTED BY YOURSELF OR YOUR FAMILY? (FIRST MENTION)	
				BLANK - QUESTION NOT APPLICABLE	3568/13184603
				1 YES	1006/ 3906914
				2 NO	1082/ 4201240
				7 DON'T KNOW	1/ 4071
				9 NOT STATED	3/ 11067
139	F4BM1	1	0178	NOW I'D LIKE TO ASK YOU ABOUT...(INSERT NAME OF COURSE OR PROGRAM NAME) WAS THIS TRAINING OR EDUCATION SUPPORTED BY AN EMPLOYER? (FIRST MENTION)	
				BLANK - QUESTION NOT APPLICABLE	3568/13184603
				1 YES	624/ 2850607
				2 NO	1464/ 5257546
				7 DON'T KNOW	1/ 4071
				9 NOT STATED	3/ 11067
140	F4CM1	1	0179	NOW I'D LIKE TO ASK YOU ABOUT...(INSERT NAME OF COURSE OR PROGRAM NAME) WAS THIS TRAINING OR EDUCATION SUPPORTED BY THE GOVERNMENT? (FIRST MENTION)	
				BLANK - QUESTION NOT APPLICABLE	3568/13184603
				1 YES	615/ 1879667
				2 NO	1473/ 6228487
				7 DON'T KNOW	1/ 4071
				9 NOT STATED	3/ 11067
141	F4DM1	1	0180	NOW I'D LIKE TO ASK YOU ABOUT...(INSERT NAME OF COURSE OR PROGRAM NAME) WAS THIS TRAINING OR EDUCATION SUPPORTED BY A UNION OR PROFESSIONAL ORGANIZATION? (FIRST MENTION)	
				BLANK - QUESTION NOT APPLICABLE	3568/13184603
				1 YES	42/ 162707
				2 NO	2046/ 7945446
				7 DON'T KNOW	1/ 4071
				9 NOT STATED	3/ 11067

FIELD	ACRONYM	LEN	POSITION	QUESTION AND VARIABLE DESCRIPTIONS	UNWTD/WEIGHTED
142	F4EM1	1	0181	NOW I'D LIKE TO ASK YOU ABOUT...(INSERT NAME OF COURSE DR PROGRAM NAME) WAS THIS TRAINING OR EDUCATION SUPPORTED BY ANYONE ELSE? (FIRST MENTION)	
				BLANK - QUESTION NOT APPLICABLE	3568/13184603
				1 YES	41/ 139200
				2 NO	2047/ 7968953
				7 DON'T KNOW	1/ 4071
				9 NOT STATED	3/ 11067
143	F4FM1	1	0182	NOW I'D LIKE TO ASK YOU ABOUT...(INSERT NAME OF COURSE OR PROGRAM NAME) WAS THIS TRAINING OR EDUCATION SUPPORTED BY NO FEES? (FIRST MENTION)	
				BLANK - QUESTION NOT APPLICABLE	3568/13184603
				1 YES	122/ 454423
				2 NO	1966/ 7653730
				7 DON'T KNOW	1/ 4071
				9 NOT STATED	3/ 11067
144	F5M1	1	0183	WERE YOU TAKING THIS TRAINING OR EDUCATION TOWARDS.. (FIRST MENTION)	
				BLANK - QUESTION NOT APPLICABLE	3568/13184603
				1 A UNIVERSITY DEGREE/DIPLOMA/ CERTIFICATE?	263/ 1041269
				2 A COLLEGE DIPLOMA/CERTIFICATE?	167/ 612468
				3 A TRADE-VOCATIONAL DIPLOMA/CERTIFICATE?	96/ 311974
				4 AN APPRENTICESHIP CERTIFICATE?	47/ 175790
				5 AN ELEMENTARY OR SECONDARY SCHOOL DIPLOMA?	404/ 1049203
				6 PROFESSIONAL OR CAREER UPGRADING?	790/ 3386856
				7 OTHER	322/ 1534663
				9 NOT STATED	3/ 11067
145	F6AM1	1	0184	WAS THIS TRAINING OR EDUCATION GIVEN BY A UNIVERSITY OR OTHER HIGHER EDUCATION ESTABLISHMENT (FIRST MENTION)	
				BLANK - QUESTION NOT APPLICABLE	3568/13184603
				1 YES	370/ 1388136
				2 NO	1717/ 6721119
				9 NOT STATED	5/ 14036
146	F6BM1	1	0185	WAS THIS TRAINING OR EDUCATION GIVEN BY A FURTHER EDUCATION COLLEGE? (FIRST MENTION)	
				BLANK - QUESTION NOT APPLICABLE	3568/13184603
				1 YES	401/ 1494644
				2 NO	1686/ 6614611
				9 NOT STATED	5/ 14036
147	F6CM1	1	0186	WAS THIS TRAINING OR EDUCATION GIVEN BY A COMMERCIAL ORGANISATION (E.G A PRIVATE TRAINING PROVIDER) ? (FIRST MENTION)	
				BLANK - QUESTION NOT APPLICABLE	3568/13184603
				1 YES	257/ 959328
				2 NO	1830/ 7149927
				9 NOT STATED	5/ 14036
148	F6DM1	1	0187	WAS THIS TRAINING OR EDUCATION GIVEN BY A PRODUCER OR SUPPLIER OF EQUIPMENT? (FIRST MENTION)	
				BLANK - QUESTION NOT APPLICABLE	3568/13184603
				1 YES	77/ 481472
				2 NO	2010/ 7627783
				9 NOT STATED	5/ 14036

FIELD	ACRONYM	LEN	POSITION	QUESTION AND VARIABLE DESCRIPTIONS	UNMTD/WEIGHTED
149	F6EM1	1	0188	HAS THIS TRAINING OR EDUCATION GIVEN BY A NON PROFIT ORGANISATION SUCH AS AN EMPLOYER ASSOCIATION VOLUNTARY ORGANISATION OR A TRADE UNION? (FIRST MENTION)	
				BLANK - QUESTION NOT APPLICABLE	3568/13184603
				1 YES	173/ 886414
				2 NO	1914/ 7222841
				9 NOT STATED	5/ 14036
150	F6FM1	1	0189	HAS THIS TRAINING OR EDUCATION GIVEN BY AN EMPLOYER OR A PARENT COMPANY? (FIRST MENTION)	
				BLANK QUESTION NOT APPLICABLE	3568/13184603
				1 YES	353/ 1729406
				2 NO	1734/ 6379849
				9 NOT STATED	5/ 14036
151	F6GM1	1	0190	HAS THIS TRAINING OR EDUCATION GIVEN BY OTHER PROVIDER? (FIRST MENTION)	
				BLANK - QUESTION NOT APPLICABLE	3568/13184603
				1 YES	539/ 1571241
				2 NO	1548/ 6538013
				9 NOT STATED	5/ 14036
152	F7M1	2	0191-0192	WHERE DID YOU TAKE THIS TRAINING OR EDUCATION? (FIRST MENTION)	
				BLANK - QUESTION NOT APPLICABLE	3568/13184603
				01 ELEMENTARY OR HIGH SCHOOL.	501/ 1551790
				02 COLLEGE CAMPUS	318/ 1151686
				03 UNIVERSITY CAMPUS	234/ 936829
				04 BUSINESS OR COMMERCIAL SCHOOL	23/ 87389
				05 WORK	297/ 1392816
				06 TRAINING CENTRE	176/ 800658
				07 CONFERENCE CENTRE OR HOTEL	165/ 681643
				08 HOME	128/ 504658
				09 COMMUNITY CENTRE DR SPORTS FACILITY	112/ 470176
				10 ELSEWHERE	134/ 531676
				99 NOT STATED	4/ 13969
153	F8M1	2	0193-0194	FOR HOW MANY WEEKS DID THIS TRAINING OR EDUCATION LAST? (FIRST MENTION)	
				BLANK - QUESTION NOT APPLICABLE	3568/13184603
				01:52 NUMBER OF WEEKS	2071/ 8054275
				99 NOT STATED	21/ 69016
154	F9M1	2	0195-0196	ON AVERAGE, HOW MANY DAYS PER WEEK WAS IT? (FIRST MENTION)	
				BLANK - QUESTION NOT APPLICABLE	3568/13184603
				01:07 NUMBER OF DAYS	2084/ 8111894
				99 NOT STATED	8/ 11396
155	F10M1	2	0197-0198	ON AVERAGE, HOW MANY HOURS PER DAY WAS IT? (FIRST MENTION)	
				BLANK - QUESTION NOT APPLICABLE	3568/13184603
				01:16 NUMBER OF HOURS	2087/ 8119576
				99 NOT STATED	5/ 3715

FIELD	ACRONYM	LEN	POSITION	QUESTION AND VARIABLE DESCRIPTIONS	UNWTD/WEIGHTED
156	F11M1	1	0199	WHAT WAS THE MAIN REASON YOU TOOK THIS TRAINING OR EDUCATION? WAS IT FOR...? (FIRST MENTION)	
				BLANK - QUESTION NOT APPLICABLE	3568/13184603
				1 CAREER JOB RELATED PURPOSES	1534/ 6224075
				2 PERSONAL INTEREST	449/ 1604639
				3 OTHER	105/ 280607
				9 NOT STATED	4/ 13969
				NOTE: IF F11M1=1 (CAREER JOB RELATED) GO TO F12 IF F11M1=2 OR 3 (PERSONAL INTEREST OR OTHER) GO TO F13	
157	F12M1	1	0200	TO WHAT EXTENT ARE YOU USING THE SKILLS OR KNOWLEDGE ACQUIRED IN THIS TRAINING OR EDUCATION AT WORK? (FIRST MENTION)	
				BLANK - QUESTION NOT APPLICABLE	4122/15069849
				1 TO A GREAT EXTENT	678/ 3136354
				2 SOMEWHAT	297/ 1087962
				3 VERY LITTLE	116/ 461749
				4 NOT AT ALL	209/ 843163
				5 NOT APPLICABLE	225/ 656818
				9 NOT STATED	13/ 51997
158	F13AM1	1	0201	WHO SUGGESTED YOU TAKE THIS TRAINING OR EDUCATION? YOU DID (FIRST MENTION)	
				BLANK - QUESTION NOT APPLICABLE	3568/13184603
				1 YES	1497/ 5460888
				2 NO	583/ 2563011
				7 DON'T KNOW	1/ 601
				9 NOT STATED	11/ 98789
159	F13BM1	1	0202	WHO SUGGESTED YOU TAKE THIS TRAINING OR EDUCATION? YOUR FRIENDS OR FAMILY (FIRST MENTION)	
				BLANK - QUESTION NOT APPLICABLE	3568/13184603
				1 YES	445/ 1350797
				2 NO	1635/ 6673102
				7 DON'T KNOW	1/ 601
				9 NOT STATED	11/ 98789
160	F13CM1	1	0203	WHO SUGGESTED YOU TAKE THIS TRAINING OR EDUCATION? YOUR EMPLOYER (FIRST MENTION)	
				BLANK - QUESTION NOT APPLICABLE	3568/13184603
				1 YES	530/ 2259338
				2 NO	1550/ 5764562
				7 DON'T KNOW	1/ 601
				9 NOT STATED	11/ 98789
161	F13DM1	1	0204	WHO SUGGESTED YOU TAKE THIS TRAINING OR EDUCATION? OTHER EMPLOYEES (FIRST MENTION)	
				BLANK - QUESTION NOT APPLICABLE	3568/13184603
				1 YES	49/ 151989
				2 NO	2031/ 7871911
				7 DON'T KNOW	1/ 601
				9 NOT STATED	11/ 98789

FIELD	ACRONYM	LEN	POSITION	QUESTION AND VARIABLE DESCRIPTIONS	UNWTD/WEIGHTED
162	F13EM1	1	0205	WHO SUGGESTED YOU TAKE THIS TRAINING OR EDUCATION? PART OF A COLLECTIVE AGREEMENT (FIRST MENTION)	
				BLANK - QUESTION NOT APPLICABLE	3568/13184603
				1 YES	14/ 103489
				2 NO	2066/ 7920411
				7 DON'T KNOW	1/ 601
				9 NOT STATED	11/ 98789
163	F13FM1	1	0206	WHO SUGGESTED YOU TAKE THIS TRAINING OR EDUCATION? YOUR UNION OR TRADE ASSOCIATION (FIRST MENTION)	
				BLANK - QUESTION NOT APPLICABLE	3568/13184603
				1 YES	28/ 144418
				2 NO	2052/ 7879482
				7 DON'T KNOW	1/ 601
				9 NOT STATED	11/ 98789
164	F13GM1	1	0207	WHO SUGGESTED YOU TAKE THIS TRAINING OR EDUCATION? LEGAL OR PROFESSIONAL REQUIREMENT (FIRST MENTION)	
				BLANK - QUESTION NOT APPLICABLE	3568/13184603
				1 YES	105/ 475925
				2 NO	1975/ 7547975
				7 DON'T KNOW	1/ 601
				9 NOT STATED	11/ 98789
165	F13HM1	1	0208	WHO SUGGESTED YOU TAKE THIS TRAINING OR EDUCATION? SOCIAL SERVICES OR EMPLOYMENT CENTRE (FIRST MENTION)	
				BLANK - QUESTION NOT APPLICABLE	3568/13184603
				1 YES	68/ 373918
				2 NO	2012/ 7649982
				7 DON'T KNOW	1/ 601
				9 NOT STATED	11/ 98789
166	F13IM1	1	0209	WHO SUGGESTED YOU TAKE THIS TRAINING OR EDUCATION? OTHER (FIRST MENTION)	
				BLANK - QUESTION NOT APPLICABLE	3568/13184603
				1 YES	76/ 335037
				2 NO	2004/ 7688863
				7 DON'T KNOW	1/ 601
				9 NOT STATED	11/ 98789
167	F14AM1	1	0210	WAS THIS TRAINING OR EDUCATION PROVIDED THROUGH CLASSROOM INSTRUCTION, SEMINARS OR WORKSHOPS? (FIRST MENTION)	
				BLANK - QUESTION NOT APPLICABLE	3568/13184603
				1 YES	1783/ 7016506
				2 NO	298/ 1010788
				9 NOT STATED	11/ 95996
168	F14BM1	1	0211	WAS THIS TRAINING OR EDUCATION PROVIDED THROUGH EDUCATIONAL SOFTWARE? (FIRST MENTION)	
				BLANK - QUESTION NOT APPLICABLE	3568/13184603
				1 YES	522/ 1846761
				2 NO	1559/ 6180533
				9 NOT STATED	11/ 95996

FIELD	ACRONYM	LEN	POSITION	QUESTION AND VARIABLE DESCRIPTIONS	UNWTD/WEIGHTED
169	F14CM1	1	0212	<p>WAS THIS TRAINING OR EDUCATION PROVIDED THROUGH RADIO OR TV BROADCASTING? (FIRST MENTION)</p> <p>BLANK - QUESTION NOT APPLICABLE</p> <p>1 YES</p> <p>2 NO</p> <p>9 NOT STATED</p>	<p>3568/13184603</p> <p>122/ 431966</p> <p>1959/ 7595328</p> <p>11/ 95996</p>
170	F14DM1	1	0213	<p>WAS THIS TRAINING OR EDUCATION PROVIDED THROUGH AUDIO/VIDEO CASSETTES, TAPES OR DISKS? (FIRST MENTION)</p> <p>BLANK - QUESTION NOT APPLICABLE</p> <p>1 YES</p> <p>2 NO</p> <p>9 NDT STATED</p>	<p>3568/13184603</p> <p>679/ 2901654</p> <p>1402/ 5125640</p> <p>11/ 95996</p>
171	F14EM1	1	0214	<p>WAS THIS TRAINING OR EDUCATION PROVIDED THROUGH READING MATERIALS? (FIRST MENTION)</p> <p>BLANK - QUESTION NOT APPLICABLE</p> <p>1 YES</p> <p>2 NO</p> <p>9 NOT STATED</p>	<p>3568/13184603</p> <p>1397/ 5600920</p> <p>684/ 2426374</p> <p>11/ 95996</p>
172	F14FM1	1	0215	<p>WAS THIS TRAINING OR EDUCATION PROVIDED THROUGH ON -THE-JOB TRAINING? (FIRST MENTION)</p> <p>BLANK - QUESTION NOT APPLICABLE</p> <p>1 YES</p> <p>2 NO</p> <p>9 NOT STATED</p>	<p>3568/13184603</p> <p>450/ 2072415</p> <p>1631/ 5954880</p> <p>11/ 95996</p>
173	F14GM1	1	0216	<p>WAS THIS TRAINING OR EDUCATION PROVIDED THROUGH OTHER METHODS? (FIRST MENTION)</p> <p>BLANK - QUESTION NOT APPLICABLE</p> <p>1 YES</p> <p>2 NO</p> <p>9 NOT STATED</p>	<p>3568/13184603</p> <p>115/ 413828</p> <p>1966/ 7613466</p> <p>11/ 95996</p>
174	F3M2	3	0217-0219	<p>WHAT WERE THE NAMES (TITLES) OF THESE COURSES OR THE PROGRAM ASSOCIATED WITH THESE COURSES MAJOR FIELD OF STUDY CODE - SECOND COURSE OR PROGRAM MENTIONED.</p> <p>BLANK - QUESTION NOT APPLICABLE</p> <p>001:112 MFS CODES FROM MANUAL</p> <p>120:141 MFS CODES FROM ADDITIONAL CODE SHEET</p> <p>998 DON'T KNOW/REFUSED</p> <p>999 NOT STATED</p>	<p>4868/18131694</p> <p>653/ 2696839</p> <p>135/ 472999</p> <p>4/ 6361</p> <p>0/ 0</p>

NOTE: SEE APPENDIX 1 FOR ADDITIONAL DETAILS ON CODES.
THIS VARIABLE WAS SUPPRESSED ON THE PUBLIC
MICRODATA FILE.

FIELD	ACRONYM	LEN	POSITION	QUESTION AND VARIABLE DESCRIPTIONS	UNMTD/WEIGHTED
175	F3M2RCD	2	0220-0221	WHAT WERE THE NAMES (TITLES) OF THESE COURSES OR THE PROGRAM ASSOCIATED WITH THESE COURSES? MAJOR FIELD OF STUDY CODE - SECOND COURSE OR PROGRAM MENTIONED.	
				BLANK - QUESTION NOT APPLICABLE	4868/18131694
				01 EDUCATION, RECREATION, COUNSELLING SERVICES	60/ 232036
				02 FINE AND APPLIED ARTS	50/ 196578
				03 HUMANITIES AND RELATED FIELDS	58/ 278083
				04 SOCIAL SCIENCES AND RELATED FIELDS	58/ 252740
				05 COMMERCE, MANAGEMENT, BUSINESS ADMINISTRATION	157/ 656695
				06 AGRICULTURAL AND BIOLOGICAL SCIENCES/TECHNOL.	24/ 38455
				07 ENGINEERING AND APPLIED SCIENCES	7/ 59518
				08 ENGINEER. AND APPLIED SCIENCES. TECHNOL/TRADES	122/ 480862
				09 HEALTH PROFESSIONS, SCIENCES AND TECHNOLOGIES	79/ 340245
				10 MATHEMATICS AND PHYSICAL SCIENCES	18/ 71068
				11 ALL OTHER (NOT ELSEWHERE CLASSIFIED)	2/ 16366
				12 NO SPECIALIZATION	18/ 74191
				13 NO POSTSECONDARY QUALIFICATIONS	0/ 0
				14 UPGRADING	64/ 221823
				15 PERSONAL DEVELOPMENT	41/ 186384
				16 RECREATIONAL ACTIVITY	30/ 64793
				98 DON'T KNOW/REFUSED	4/ 6361
				99 NOT STATED	0/ 0
				NOTE: SEE APPENDIX 1 FOR ADDITIONAL DETAILS ON CODES.	
176	F4AM2	1	0222	NOW I'D LIKE TO ASK YOU ABOUT ... (INSERT NAME OF COURSE OR PROGRAM NAME) WAS THIS TRAINING OR EDUCATION SUPPORTED BY YOURSELF OR YOUR FAMILY ? (SECOND MENTION)	
				BLANK - QUESTION NOT APPLICABLE	4868/18131694
				1 YES	310/ 1165410
				2 NO	480/ 2000347
				7 DON'T KNOW	0/ 0
				9 NOT STATED	2/ 10442
177	F4BM2	1	0223	NOW I'D LIKE TO ASK YOU ABOUT ... (INSERT NAME OF COURSE OR PROGRAM NAME) WAS THIS TRAINING OR EDUCATION SUPPORTED BY AN EMPLOYER? (SECOND MENTION)	
				BLANK - QUESTION NOT APPLICABLE	4868/18131694
				1 YES	362/ 1562321
				2 NO	428/ 1603436
				7 DON'T KNOW	0/ 0
				9 NOT STATED	2/ 10442
178	F4CM2	1	0224	NOW I'D LIKE TO ASK YOU ABOUT ... (INSERT NAME OF COURSE OR PROGRAM NAME) WAS THIS TRAINING OR EDUCATION SUPPORTED BY THE GOVERNMENT? (SECOND MENTION)	
				BLANK - QUESTION NOT APPLICABLE	4868/18131694
				1 YES	154/ 559289
				2 NO	636/ 2606468
				7 DON'T KNOW	0/ 0
				9 NOT STATED	2/ 10442
179	F4DM2	1	0225	NOW I'D LIKE TO ASK YOU ABOUT ... (INSERT NAME OF COURSE OR PROGRAM NAME) WAS THIS TRAINING OR EDUCATION SUPPORTED BY A UNION OR PROFESSIONAL ORGANIZATION? (SECOND MENTION)	
				BLANK - QUESTION NOT APPLICABLE	4868/18131694
				1 YES	28/ 153225
				2 NO	762/ 3012531
				7 DON'T KNOW	0/ 0
				9 NOT STATED	2/ 10442

FIELD	ACRONYM	LEN	POSITION	QUESTION AND VARIABLE DESCRIPTIONS	UNNTD/WEIGHTED
180	F4EM2	1	0226	NOW I'D LIKE TO ASK YOU ABOUT ... (INSERT NAME OF COURSE OR PROGRAM NAME) WAS THIS TRAINING OR EDUCATION SUPPORTED BY ANYONE ELSE? (SECOND MENTION)	
				BLANK - QUESTION NOT APPLICABLE	4868/18131694
				1 YES	19/ 36654
				2 NO	771/ 3129103
				7 DON'T KNOW	0/ 0
				9 NOT STATED	2/ 10442
181	F4FM2	1	0227	NOW I'D LIKE TO ASK YOU ABOUT ... (INSERT NAME OF COURSE OR PROGRAM NAME) WAS THIS TRAINING OR EDUCATION SUPPORTED BY NO FEES? (SECOND MENTION)	
				BLANK - QUESTION NOT APPLICABLE	4868/18131694
				1 YES	29/ 80050
				2 NO	761/ 3085707
				7 DON'T KNOW	0/ 0
				9 NOT STATED	2/ 10442
182	F5M2	1	0228	WERE YOU TAKING THIS TRAINING OR EDUCATION TOWARDS.. (SECOND MENTION)	
				BLANK - QUESTION NOT APPLICABLE	4868/18131694
				1 A UNIVERSITY DEGREE/DIPLOMA/ CERTIFICATE?	59/ 235974
				2 A COLLEGE DIPLOMA/CERTIFICATE?	25/ 75973
				3 A TRADE-VOCATIONAL DIPLOMA/CERTIFICATE?	26/ 128073
				4 AN APPRENTICESHIP CERTIFICATE?	13/ 46903
				5 AN ELEMENTARY OR SECNDARY SCHOOL DIPLOMA?	72/ 190789
				6 PROFESSIONAL OR CAREER UPGRADING?	456/ 1940315
				7 OTHER	139/ 547729
				9 NDT STATED	2/ 10442
183	F6AM2	1	0229	WAS THIS TRAINING OR EDUCATION GIVEN BY A UNIVERSITY OR OTHER HIGHER EDUCATION ESTABLISHMENT (SECOND MENTION)	
				BLANK - QUESTION NOT APPLICABLE	4868/18131694
				1 YES	109/ 464379
				2 NO	681/ 2701377
				9 NOT STATED	2/ 10442
184	F6BM2	1	0230	WAS THIS TRAINING OR EDUCATION GIVEN BY A FURTHER EDUCATION COLLEGE? (SECOND MENTION)	
				BLANK - QUESTION NOT APPLICABLE	4868/18131694
				1 YES	96/ 366741
				2 NO	694/ 2799016
				9 NOT STATED	2/ 10442
185	F6CM2	1	0231	WAS THIS TRAINING OR EDUCATION GIVEN BY A COMMERCIAL ORGANISATION (E.G. A PRIVATE TRAINING PROVIDER) ? (SECOND MENTION)	
				BLANK - QUESTION NOT APPLICABLE	4868/18131694
				1 YES	119/ 419884
				2 NO	671/ 2745873
				9 NOT STATED	2/ 10442

FIELD	ACRONYM	LEN	POSITION	QUESTION AND VARIABLE DESCRIPTIONS	UNWTD/WEIGHTED
186	F6DM2	1	0232	<p>WAS THIS TRAINING OR EDUCATION GIVEN BY A PRODUCER OR SUPPLIER OF EQUIPMENT? (SECOND MENTION)</p> <p>BLANK - QUESTION NOT APPLICABLE</p> <p>1 YES</p> <p>2 NO</p> <p>9 NOT STATED</p>	<p>4868/18131694</p> <p>43/ 153871</p> <p>747/ 3011886</p> <p>2/ 10442</p>
187	F6EM2	1	0233	<p>WAS THIS TRAINING OR EDUCATION GIVEN BY A NON PROFIT ORGANISATION SUCH AS AN EMPLOYER ASSOCIATION VOLUNTARY ORGANISATION OR A TRADE UNION? (SECOND MENTION)</p> <p>BLANK - QUESTION NOT APPLICABLE</p> <p>1 YES</p> <p>2 ND</p> <p>9 NOT STATED</p>	<p>4868/18131694</p> <p>96/ 464821</p> <p>694/ 2700936</p> <p>2/ 10442</p>
188	F6FM2	1	0234	<p>WAS THIS TRAINING OR EDUCATION GIVEN BY AN EMPLOYER OR A PARENT COMPANY? (SECOND MENTION)</p> <p>BLANK - QUESTION NOT APPLICABLE</p> <p>1 YES</p> <p>2 NO</p> <p>9 NOT STATED</p>	<p>4868/18131694</p> <p>215/ 1016576</p> <p>575/ 2149181</p> <p>2/ 10442</p>
189	F6GM2	1	0235	<p>WAS THIS TRAINING OR EDUCATION GIVEN BY OTHER PROVIDER? (SECOND MENTION)</p> <p>BLANK - QUESTION NOT APPLICABLE</p> <p>1 YES</p> <p>2 NO</p> <p>9 NOT STATED</p>	<p>4868/18131694</p> <p>137/ 344744</p> <p>653/ 2821013</p> <p>2/ 10442</p>
190	F7M2	2	0236-0237	<p>WHERE DID YOU TAKE THIS TRAINING OR EDUCATION? (SECOND MENTION)</p> <p>BLANK - QUESTION NOT APPLICABLE</p> <p>01 ELEMENTARY OR HIGH SCHOOL.</p> <p>02 COLLEGE CAMPUS</p> <p>03 UNIVERSITY CAMPUS</p> <p>04 BUSINESS OR COMMERCIAL SCHOOL</p> <p>05 WORK</p> <p>06 TRAINING CENTRE</p> <p>07 CONFERENCE CENTRE OR HOTEL</p> <p>08 HOME</p> <p>09 COMMUNITY CENTRE OR SPORTS FACILITY</p> <p>10 ELSEWHERE</p> <p>99 NOT STATED</p>	<p>4868/18131694</p> <p>113/ 374049</p> <p>59/ 223712</p> <p>83/ 381773</p> <p>15/ 61734</p> <p>169/ 713507</p> <p>103/ 520174</p> <p>104/ 374816</p> <p>33/ 124043</p> <p>62/ 206464</p> <p>48/ 185222</p> <p>3/ 10705</p>
191	F8M2	2	0238-0239	<p>FOR HOW MANY WEEKS DID THIS TRAINING OR EDUCATION LAST? (SECOND MENTION)</p> <p>BLANK - QUESTION NOT APPLICABLE</p> <p>01:52 NUMBER OF WEEKS</p> <p>99 NOT STATED</p>	<p>4868/18131694</p> <p>784/ 3140343</p> <p>8/ 35856</p>
192	F9M2	2	0240-0241	<p>ON AVERAGE, HOW MANY DAYS PER WEEK WAS IT? (SECOND MENTION)</p> <p>BLANK - QUESTION NOT APPLICABLE</p> <p>01:07 NUMBER OF DAYS</p> <p>99 NOT STATED</p>	<p>4868/18131694</p> <p>787/ 3144976</p> <p>5/ 31223</p>

FIELD	ACRONYM	LEN	POSITION	QUESTION AND VARIABLE DESCRIPTIONS	UNWTD/WEIGHTED
193	F10M2	2	0242-0243	ON AVERAGE, HOW MANY HDURS PER DAY WAS IT? (SECOND MENTION)	
				BLANK - QUESTION NOT APPLICABLE	4868/18131694
				01:17 NUMBER OF HOURS	787/ 3163877
				99 NOT STATED	5/ 12322
194	F11M2	1	0244	WHAT WAS THE MAIN REASON YOU TOOK THIS TRAINING OR EDUCATION? WAS IT FOR...? (SECOND MENTION)	
				BLANK - QUESTION NOT APPLICABLE	4868/18131694
				1 CAREER JOB RELATED PURPOSES	596/ 2542183
				2 PERSONAL INTEREST	165/ 527997
				3 OTHER	23/ 84278
				9 NOT STATED	8/ 21740
				NOTE: IF F11M2=1 (CAREER JOB RELATED) GO TO F12 IF F11M2=2 OR 3 (PERSONAL INTEREST OR OTHER) GO TO F13	
195	F12M2	1	0245	TO WHAT EXTENT ARE YOU USING THE SKILLS OR KNOWLEDGED ACQUIRED IN THIS TRAINING OR EDUCATION AT WORK? (SECOND MENTION)	
				BLANK - QUESTION NOT APPLICABLE	5056/18743970
				1 TO A GREAT EXTENT	324/ 1405227
				2 SOMEWHAT	126/ 552261
				3 VERY LITTLE	32/ 167284
				4 NOT AT ALL	55/ 225609
				5 NOT APPLICABLE	57/ 156681
				9 NOT STATED	10/ 56861
196	F13AM2	1	0246	WHO SUGGESTED YOU TAKE THIS TRAINING OR EDUCATION? YOU DID (SECOND MENTION)	
				BLANK - QUESTION NOT APPLICABLE	4868/18131694
				1 YES	497/ 1798528
				2 NO	290/ 1344496
				7 DON'T KNOW	0/ 0
				9 NOT STATED	5/ 33176
197	F13BM2	1	0247	WHO SUGGESTED YOU TAKE THIS TRAINING OR EDUCATION? YOUR FRIENDS OR FAMILY (SECOND MENTION)	
				BLANK - QUESTION NOT APPLICABLE	4868/18131694
				1 YES	92/ 250841
				2 NO	695/ 2892182
				7 DON'T KNOW	0/ 0
				9 NOT STATED	5/ 33176
198	F13CM2	1	0248	WHO SUGGESTED YOU TAKE THIS TRAINING OR EDUCATION? YOUR EMPLOYER (SECOND MENTION)	
				BLANK - QUESTION NOT APPLICABLE	4868/18131694
				1 YES	296/ 1240341
				2 NO	491/ 1902682
				7 DON'T KNOW	0/ 0
				9 NOT STATED	5/ 33176

FIELD	ACRONYM	LEN	POSITION	QUESTION AND VARIABLE DESCRIPTIONS	UNMTD/WEIGHTED
199	F13DM2	1	0249	WHO SUGGESTED YOU TAKE THIS TRAINING OR EDUCATION? OTHER EMPLOYEES (SECOND MENTION)	
				BLANK - QUESTION NOT APPLICABLE	4868/18131694
				1 YES	35/ 186399
				2 NO	752/ 2956624
				7 DON'T KNOW	0/ 0
				9 NOT STATED	5/ 33176
200	F13EM2	1	0250	WHO SUGGESTED YOU TAKE THIS TRAINING OR EDUCATION? PART OF A COLLECTIVE AGREEMENT (SECOND MENTION)	
				BLANK - QUESTION NOT APPLICABLE	4868/18131694
				1 YES	8/ 60207
				2 NO	779/ 3082816
				7 DON'T KNOW	0/ 0
				9 NOT STATED	5/ 33176
201	F13FM2	1	0251	WHO SUGGESTED YOU TAKE THIS TRAINING OR EDUCATION? YOUR UNION OR TRADE ASSOCIATION (SECOND MENTION)	
				BLANK - QUESTION NOT APPLICABLE	4868/18131694
				1 YES	10/ 27084
				2 NO	777/ 3115939
				7 DON'T KNOW	0/ 0
				9 NOT STATED	5/ 33176
202	F13GM2	1	0252	WHO SUGGESTED YOU TAKE THIS TRAINING OR EDUCATION? LEGAL OR PROFESSIONAL REQUIREMENT (SECOND MENTION)	
				BLANK - QUESTION NOT APPLICABLE	4868/18131694
				1 YES	50/ 171513
				2 NO	737/ 2971510
				7 DON'T KNOW	0/ 0
				9 NOT STATED	5/ 33176
203	F13HM2	1	0253	WHO SUGGESTED YOU TAKE THIS TRAINING OR EDUCATION? SOCIAL SERVICES OR EMPLOYMENT CENTRE (SECOND MENTION)	
				BLANK - QUESTION NOT APPLICABLE	4868/18131694
				1 YES	12/ 72198
				2 NO	775/ 3070825
				7 DON'T KNOW	0/ 0
				9 NOT STATED	5/ 33176
204	F13IM2	1	0254	WHO SUGGESTED YOU TAKE THIS TRAINING OR EDUCATION? OTHER (SECOND MENTION)	
				BLANK - QUESTION NOT APPLICABLE	4868/18131694
				1 YES	30/ 180871
				2 NO	757/ 2962152
				7 DON'T KNOW	0/ 0
				9 NOT STATED	5/ 33176
205	F14AM2	1	0255	HAS THIS TRAINING OR EDUCATION PROVIDED THROUGH CLASSROOM INSTRUCTION, SEMINARS OR WORKSHOPS? (SECOND MENTION)	
				BLANK - QUESTION NOT APPLICABLE	4868/18131694
				1 YES	698/ 2908451
				2 NO	88/ 234272
				9 NOT STATED	6/ 33476

FIELD	ACRONYM	LEN	POSITION	QUESTION AND VARIABLE DESCRIPTIONS	UNMTD/WEIGHTED
206	F14BM2	1	0256	<p>WAS THIS TRAINING OR EDUCATION PROVIDED THROUGH EDUCATIONAL SOFTWARE? (SECOND MENTION)</p> <p>BLANK - QUESTION NOT APPLICABLE 1 YES 2 NO 9 NOT STATED</p>	<p>4868/18131694 144/ 553844 642/ 2588879 6/ 33476</p>
207	F14CM2	1	0257	<p>WAS THIS TRAINING OR EDUCATION PROVIDED THROUGH RADIO OR TV BROADCASTING? (SECOND MENTION)</p> <p>BLANK - QUESTION NOT APPLICABLE 1 YES 2 NO 9 NOT STATED</p>	<p>4868/18131694 46/ 168885 740/ 2973838 6/ 33476</p>
208	F14DM2	1	0258	<p>WAS THIS TRAINING OR EDUCATION PROVIDED THROUGH AUDIO/VIDEO CASSETTES, TAPES OR DISKS? (SECOND MENTION)</p> <p>BLANK - QUESTION NOT APPLICABLE 1 YES 2 NO 9 NOT STATED</p>	<p>4868/18131694 270/ 1254571 516/ 1888152 6/ 33476</p>
209	F14EM2	1	0259	<p>WAS THIS TRAINING OR EDUCATION PROVIDED THROUGH READING MATERIALS? (SECOND MENTION)</p> <p>BLANK - QUESTION NOT APPLICABLE 1 YES 2 NO 9 NOT STATED</p>	<p>4868/18131694 529/ 2218221 257/ 924503 6/ 33476</p>
210	F14FM2	1	0260	<p>WAS THIS TRAINING OR EDUCATION PROVIDED THROUGH ON -THE-JOB TRAINING? (SECOND MENTION)</p> <p>BLANK - QUESTION NOT APPLICABLE 1 YES 2 NO 9 NOT STATED</p>	<p>4868/18131694 207/ 807451 579/ 2335272 6/ 33476</p>
211	F14GM2	1	0261	<p>WAS THIS TRAINING OR EDUCATION PROVIDED THROUGH OTHER METHODS? (SECOND MENTION)</p> <p>BLANK - QUESTION NOT APPLICABLE 1 YES 2 NO 9 NOT STATED</p>	<p>4868/18131694 34/ 99196 752/ 3043527 6/ 33476</p>
212	F3M3	3	0262-0264	<p>WHAT WERE THE NAMES (TITLES) OF THESE COURSES OR THE PROGRAM ASSOCIATED WITH THESE COURSES MAJOR FIELD OF STUDY CODE - THIRD COURSE OR PROGRAM MENTIONED.</p> <p>BLANK - QUESTION NOT APPLICABLE 001:112 MFS CODES FROM MANUAL 120:141 MFS CODES FROM ADDITIONAL CODE SHEET 998 DON'T KNOW/REFUSED 999 NOT STATED</p>	<p>5266/19586716 313/ 1442722 81/ 278455 0/ 0 0/ 0</p>

NOTE: SEE APPENDIX 1 FOR ADDITIONAL DETAILS ON CODES.
THIS VARIABLE WAS SUPPRESSED ON THE PUBLIC MICRODATA FILE.

FIELD	ACRONYM	LEN	POSITION	QUESTION AND VARIABLE DESCRIPTIONS	UNWTD/WEIGHTED
213	F3M3RCD	2	0265-0266	WHAT WERE THE NAMES (TITLES) OF THESE COURSES OR THE PROGRAM ASSOCIATED WITH THESE COURSES? MAJOR FIELD OF STUDY CODE - THIRD COURSE OR PROGRAM MENTIONED.	
				BLANK - QUESTION NOT APPLICABLE	5266/19586716
				01 EDUCATION, RECREATION, COUNSELLING SERVICES	32/ 146258
				02 FINE AND APPLIED ARTS	25/ 175825
				03 HUMANITIES AND RELATED FIELDS	21/ 56663
				04 SOCIAL SCIENCES AND RELATED FIELDS	24/ 62402
				05 COMMERCE, MANAGEMENT, BUSINESS ADMINISTRATION	75/ 373388
				06 AGRICULTURAL AND BIOLOGICAL SCIENCES/TECHNOL.	9/ 26934
				07 ENGINEERING AND APPLIED SCIENCES	4/ 48949
				08 ENGINEER. AND APPLIED SCIENCES. TECHNOL/TRADES	50/ 159611
				09 HEALTH PROFESSIONS, SCIENCES AND TECHNOLOGIES	48/ 233399
				10 MATHEMATICS AND PHYSICAL SCIENCES	11/ 76294
				11 ALL OTHER (NOT ELSEWHERE CLASSIFIED)	0/ 0
				12 NO SPECIALIZATION	14/ 83000
				13 NO POSTSECONDARY QUALIFICATIONS	0/ 0
				14 UPGRADING	42/ 103064
				15 PERSONAL DEVELOPMENT	28/ 144820
				16 RECREATIONAL ACTIVITY	11/ 30571
				98 DON'T KNOW/REFUSED	0/ 0
				99 NOT STATED	0/ 0
				NOTE: SEE APPENDIX 1 FOR ADDITIONAL DETAILS ON CODES.	
214	F4AM3	1	0267	NOW I'D LIKE TO ASK YOU ABOUT ... (INSERT NAME OF COURSE OR PROGRAM NAME) WAS THIS TRAINING OR EDUCATION SUPPORTED BY YOURSELF OR YOUR FAMILY? (THIRD MENTION)	
				BLANK - QUESTION NOT APPLICABLE	5266/19586716
				1 YES	147/ 746203
				2 NO	246/ 974394
				7 DON'T KNOW	0/ 0
				9 NOT STATED	1/ 579
215	F4BM3	1	0268	NOW I'D LIKE TO ASK YOU ABOUT ... (INSERT NAME OF COURSE OR PROGRAM NAME) WAS THIS TRAINING OR EDUCATION SUPPORTED BY AN EMPLOYER? (THIRD MENTION)	
				BLANK - QUESTION NOT APPLICABLE	5266/19586716
				1 YES	175/ 705577
				2 NO	218/ 1015020
				7 DON'T KNOW	0/ 0
				9 NOT STATED	1/ 579
216	F4CM3	1	0269	NOW I'D LIKE TO ASK YOU ABOUT ... (INSERT NAME OF COURSE OR PROGRAM NAME) WAS THIS TRAINING OR EDUCATION SUPPORTED BY THE GOVERNMENT? (THIRD MENTION)	
				BLANK - QUESTION NOT APPLICABLE	5266/19586716
				1 YES	86/ 242244
				2 NO	307/ 1478353
				7 DON'T KNOW	0/ 0
				9 NOT STATED	1/ 579
217	F4OM3	1	0270	NOW I'D LIKE TO ASK YOU ABOUT ... (INSERT NAME OF COURSE OR PROGRAM NAME) WAS THIS TRAINING OR EDUCATION SUPPORTED BY A UNION OR PROFESSIONAL ORGANIZATION? (THIRD MENTION)	
				BLANK - QUESTION NOT APPLICABLE	5266/19586716
				1 YES	15/ 67283
				2 NO	378/ 1653314
				7 DON'T KNOW	0/ 0
				9 NOT STATED	1/ 579

FIELD	ACRONYM	LEN	POSITION	QUESTION AND VARIABLE DESCRIPTIONS	UNMTD/WEIGHTED
218	F4EM3	1	0271	NOW I'D LIKE TO ASK YOU ABOUT ...(INSERT NAME OF COURSE OR PROGRAM NAME) WAS THIS TRAINING OR EDUCATION SUPPORTED BY ANYONE ELSE? (THIRD MENTION)	
				BLANK - QUESTION NOT APPLICABLE	5266/19586716
				1 YES	12/ 17443
				2 NO	381/ 1703155
				7 DON'T KNOW	0/ 0
				9 NOT STATED	1/ 579
219	F4FM3	1	0272	NOW I'D LIKE TO ASK YOU ABOUT ...(INSERT NAME OF COURSE OR PROGRAM NAME) WAS THIS TRAINING OR EDUCATION SUPPORTED BY NO FEES? (THIRD MENTION)	
				BLANK - QUESTION NOT APPLICABLE	5266/19586716
				1 YES	17/ 85337
				2 NO	376/ 1635260
				7 DON'T KNOW	0/ 0
				9 NOT STATED	1/ 579
220	F5M3	1	0273	WERE YOU TAKING THIS TRAINING OR EDUCATION TOWARDS.. (THIRD MENTION)	
				BLANK - QUESTION NOT APPLICABLE	5266/19586716
				1 A UNIVERSITY DEGREE/DIPLOMA/CERTIFICATE?	37/ 149700
				2 A COLLEGE DIPLOMA/CERTIFICATE?	13/ 106341
				3 A TRADE-VOCATIONAL DIPLOMA/CERTIFICATE?	10/ 65723
				4 AN APPRENTICESHIP CERTIFICATE?	10/ 45987
				5 AN ELEMENTARY OR SECONDARY SCHOOL DIPLOMA?	47/ 108910
				6 PROFESSIONAL OR CAREER UPGRADING?	214/ 976919
				7 OTHER	63/ 267598
				9 NOT STATED	0/ 0
221	F6AM3	1	0274	WAS THIS TRAINING OR EDUCATION GIVEN BY A UNIVERSITY OR OTHER HIGHER EDUCATION ESTABLISHMENT (THIRD MENTION)	
				BLANK - QUESTION NOT APPLICABLE	5266/19586716
				1 YES	52/ 187232
				2 NO	342/ 1533945
				9 NOT STATED	0/ 0
222	F6BM3	1	0275	WAS THIS TRAINING OR EDUCATION GIVEN BY A FURTHER EDUCATION COLLEGE? (THIRD MENTION)	
				BLANK - QUESTION NOT APPLICABLE	5266/19586716
				1 YES	39/ 220357
				2 NO	355/ 1500820
				9 NOT STATED	0/ 0
223	F6CM3	1	0276	WAS THIS TRAINING OR EDUCATION GIVEN BY A COMMERCIAL ORGANISATION (E.G A PRIVATE TRAINING PROVIDER) ? (THIRD MENTION)	
				BLANK - QUESTION NOT APPLICABLE	5266/19586716
				1 YES	60/ 323613
				2 NO	334/ 1397564
				9 NOT STATED	0/ 0

FIELD	ACRONYM	LEN	POSITION	QUESTION AND VARIABLE DESCRIPTIONS	UNWTD/WEIGHTED
224	F6DM3	1	0277	<p>WAS THIS TRAINING OR EDUCATION GIVEN BY A PRODUCER OR SUPPLIER OF EQUIPMENT? (THIRD MENTION)</p> <p>BLANK - QUESTION NOT APPLICABLE 1 YES 2 NO 9 NOT STATED</p>	<p>5266/19586716 22/ 128306 372/ 1592871 0/ 0</p>
225	F6EM3	1	0278	<p>WAS THIS TRAINING OR EDUCATION GIVEN BY A NON PROFIT ORGANISATION SUCH AS AN EMPLOYER ASSOCIATION VOLUNTARY ORGANISATION OR A TRADE UNION? (THIRD MENTION)</p> <p>BLANK - QUESTION NOT APPLICABLE 1 YES 2 NO 9 NOT STATED</p>	<p>5266/19586716 47/ 162519 347/ 1558658 0/ 0</p>
226	F6FM3	1	0279	<p>WAS THIS TRAINING OR EDUCATION GIVEN BY AN EMPLOYER OR A PARENT COMPANY? (THIRD MENTION)</p> <p>BLANK - QUESTION NOT APPLICABLE 1 YES 2 NO 9 NOT STATED</p>	<p>5266/19586716 113/ 614816 281/ 1106361 0/ 0</p>
227	F6GM3	1	0280	<p>WAS THIS TRAINING OR EDUCATION GIVEN BY OTHER PROVIDER? (THIRD MENTION)</p> <p>BLANK - QUESTION NOT APPLICABLE 1 YES 2 NO 9 NOT STATED</p>	<p>5266/19586716 75/ 189150 319/ 1532027 0/ 0</p>
228	F7M3	2	0281-0282	<p>WHERE DID YOU TAKE THIS TRAINING OR EDUCATION? (THIRD MENTION)</p> <p>BLANK - QUESTION NOT APPLICABLE 01 ELEMENTARY OR HIGH SCHOOL. 02 COLLEGE CAMPUS 03 UNIVERSITY CAMPUS 04 BUSINESS OR COMMERCIAL SCHOOL 05 WORK 06 TRAINING CENTRE 07 CONFERENCE CENTRE OR HOTEL 08 HOME 09 COMMUNITY CENTRE OR SPORTS FACILITY 10 ELSEWHERE 99 NOT STATED</p>	<p>5266/19586716 68/ 191043 36/ 210534 39/ 166411 2/ 15695 85/ 357463 48/ 242129 55/ 351351 16/ 35471 25/ 92838 20/ 58241 0/ 0</p>
229	F8M3	2	0283-0284	<p>FOR HOW MANY WEEKS DID THIS TRAINING OR EDUCATION LAST? (THIRD MENTION)</p> <p>BLANK - QUESTION NOT APPLICABLE 01:52 NUMBER OF WEEKS 99 NOT STATED</p>	<p>5266/19586716 390/ 1713012 4/ 8164</p>
230	F9M3	2	0285-0286	<p>ON AVERAGE, HOW MANY DAYS PER WEEK WAS IT? (THIRD MENTION)</p> <p>BLANK - QUESTION NOT APPLICABLE 01:07 NUMBER OF DAYS 99 NOT STATED</p>	<p>5266/19586716 391/ 1701591 3/ 19586</p>

FIELD	ACRONYM	LEN	POSITION	QUESTION AND VARIABLE DESCRIPTIONS	UNWTD/WEIGHTED
231	F10M3	2	0287-0288	ON AVERAGE, HOW MANY HOURS PER DAY WAS IT? (THIRD MENTION)	
				BLANK - QUESTION NOT APPLICABLE	5266/19586716
				01:13 NUMBER OF HOURS	390/ 1681237
				99 NOT STATED	4/ 39940
232	F11M3	1	0289	WHAT WAS THE MAIN REASON YOU TOOK THIS TRAINING OR EDUCATION? WAS IT FOR...? (THIRD MENTION)	
				BLANK - QUESTION NOT APPLICABLE	5266/19586716
				1 CAREER JOB RELATED PURPOSES	301/ 1368417
				2 PERSONAL INTEREST	73/ 300644
				3 OTHER	19/ 43416
				9 NOT STATED	1/ 8699
				NOTE: IF F11M3=1 (CAREER JOB RELATED) GO TO F12 IF F11M3=2 OR 3 (PERSONAL INTEREST OR OTHER) GO TO F13	
233	F12M3	1	0290	TO WHAT EXTENT ARE YOU USING THE SKILLS OR KNOWLEDGED ACQUIRED IN THIS TRAINING OR EDUCATION AT WORK? (THIRD MENTION)	
				BLANK - QUESTION NOT APPLICABLE	5358/19930777
				1 TO A GREAT EXTENT	158/ 718805
				2 SOMEWHAT	64/ 322800
				3 VERY LITTLE	22/ 85466
				4 NOT AT ALL	24/ 125025
				5 NOT APPLICABLE	29/ 94936
				9 NOT STATED	5/ 30084
234	F13AM3	1	0291	WHO SUGGESTED YOU TAKE THIS TRAINING OR EDUCATION? YOU DID (THIRD MENTION)	
				BLANK - QUESTION NOT APPLICABLE	5266/19586716
				1 YES	250/ 1110855
				2 NO	142/ 609590
				7 DON'T KNOW	0/ 0
				9 NOT STATED	2/ 732
235	F13BM3	1	0292	WHO SUGGESTED YOU TAKE THIS TRAINING OR EDUCATION? YOUR FRIENDS OR FAMILY (THIRD MENTION)	
				BLANK - QUESTION NOT APPLICABLE	5266/19586716
				1 YES	43/ 116890
				2 NO	349/ 1603555
				7 DON'T KNOW	0/ 0
				9 NOT STATED	2/ 732
236	F13CM3	1	0293	WHO SUGGESTED YOU TAKE THIS TRAINING OR EDUCATION? YOUR EMPLOYER (THIRD MENTION)	
				BLANK - QUESTION NOT APPLICABLE	5266/19586716
				1 YES	143/ 539641
				2 NO	249/ 1180804
				7 DON'T KNOW	0/ 0
				9 NOT STATED	2/ 732

FIELD	ACRONYM	LEN	POSITION	QUESTION AND VARIABLE DESCRIPTIONS	UNWTD/WEIGHTED
237	F13DM3	1	0294	WHO SUGGESTED YOU TAKE THIS TRAINING OR EDUCATION? OTHER EMPLOYEES (THIRD MENTION)	
				BLANK - QUESTION NOT APPLICABLE	5266/19586716
				1 YES	15/ 67316
				2 NO	377/ 1653129
				7 DON'T KNOW	0/ 0
				9 NOT STATED	2/ 732
238	F13EM3	1	0295	WHO SUGGESTED YOU TAKE THIS TRAINING OR EDUCATION? PART OF A COLLECTIVE AGREEMENT (THIRD MENTION)	
				BLANK - QUESTION NOT APPLICABLE	5266/19586716
				1 YES	2/ 23459
				2 NO	390/ 1696986
				7 DON'T KNOW	0/ 0
				9 NOT STATED	2/ 732
239	F13FM3	1	0296	WHO SUGGESTED YOU TAKE THIS TRAINING OR EDUCATION? YOUR UNION OR TRADE ASSOCIATION (THIRD MENTION)	
				BLANK - QUESTION NOT APPLICABLE	5266/19586716
				1 YES	5/ 8034
				2 NO	387/ 1712410
				7 DON'T KNOW	0/ 0
				9 NOT STATED	2/ 732
240	F13GM3	1	0297	WHO SUGGESTED YOU TAKE THIS TRAINING OR EDUCATION? LEGAL OR PROFESSIONAL REQUIREMENT (THIRD MENTION)	
				BLANK - QUESTION NOT APPLICABLE	5266/19586716
				1 YES	27/ 90971
				2 NO	365/ 1629473
				7 DON'T KNOW	0/ 0
				9 NOT STATED	2/ 732
241	F13HM3	1	0298	WHO SUGGESTED YOU TAKE THIS TRAINING OR EDUCATION? SOCIAL SERVICES OR EMPLOYMENT CENTRE (THIRD MENTION)	
				BLANK - QUESTION NOT APPLICABLE	5266/19586716
				1 YES	5/ 36066
				2 NO	387/ 1684379
				7 DON'T KNOW	0/ 0
				9 NOT STATED	2/ 732
242	F13IM3	1	0299	WHO SUGGESTED YOU TAKE THIS TRAINING OR EDUCATION? OTHER (THIRD MENTION)	
				BLANK - QUESTION NOT APPLICABLE	5266/19586716
				1 YES	19/ 65720
				2 NO	373/ 1654725
				7 DON'T KNOW	0/ 0
				9 NOT STATED	2/ 732
243	F14AM3	1	0300	WAS THIS TRAINING OR EDUCATION PROVIDED THROUGH CLASSROOM INSTRUCTION, SEMINARS OR WORKSHOPS? (THIRD MENTION)	
				BLANK - QUESTION NOT APPLICABLE	5266/19586716
				1 YES	355/ 1637387
				2 NO	37/ 83058
				9 NOT STATED	2/ 732

FIELD	ACRONYM	LEN	POSITION	QUESTION AND VARIABLE DESCRIPTIONS	UNMTD/WEIGHTED
244	F14BM3	1	0301	<p>WAS THIS TRAINING OR EDUCATION PROVIDED THROUGH EDUCATIONAL SOFTWARE? (THIRD MENTION)</p> <p>BLANK - QUESTION NOT APPLICABLE</p> <p>1 YES</p> <p>2 NO</p> <p>9 NOT STATED</p>	<p>5266/19586716</p> <p>65/ 322927</p> <p>327/ 1397518</p> <p>2/ 732</p>
245	F14CM3	1	0302	<p>WAS THIS TRAINING OR EDUCATION PROVIDED THROUGH RADIO OR TV BROADCASTING? (THIRD MENTION)</p> <p>BLANK - QUESTION NOT APPLICABLE</p> <p>1 YES</p> <p>2 NO</p> <p>9 NOT STATED</p>	<p>5266/19586716</p> <p>18/ 28657</p> <p>374/ 1691788</p> <p>2/ 732</p>
246	F14DM3	1	0303	<p>WAS THIS TRAINING OR EDUCATION PROVIDED THROUGH AUDIO/VIDEO CASSETTES, TAPES OR DISKS? (THIRD MENTION)</p> <p>BLANK - QUESTION NOT APPLICABLE</p> <p>1 YES</p> <p>2 NO</p> <p>9 NOT STATED</p>	<p>5266/19586716</p> <p>140/ 695934</p> <p>252/ 1024511</p> <p>2/ 732</p>
247	F14EM3	1	0304	<p>WAS THIS TRAINING OR EDUCATION PROVIDED THROUGH READING MATERIALS? (THIRD MENTION)</p> <p>BLANK - QUESTION NOT APPLICABLE</p> <p>1 YES</p> <p>2 NO</p> <p>9 NOT STATED</p>	<p>5266/19586716</p> <p>269/ 1161576</p> <p>123/ 558869</p> <p>2/ 732</p>
248	F14FM3	1	0305	<p>WAS THIS TRAINING OR EDUCATION PROVIDED THROUGH ON -THE-JOB TRAINING? (THIRD MENTION)</p> <p>BLANK - QUESTION NOT APPLICABLE</p> <p>1 YES</p> <p>2 NO</p> <p>9 NOT STATED</p>	<p>5266/19586716</p> <p>98/ 400111</p> <p>294/ 1320334</p> <p>2/ 732</p>
249	F14GM3	1	0306	<p>WAS THIS TRAINING OR EDUCATION PROVIDED THROUGH OTHER METHODS? (THIRD MENTION)</p> <p>BLANK - QUESTION NOT APPLICABLE</p> <p>1 YES</p> <p>2 NO</p> <p>9 NOT STATED</p>	<p>5266/19586716</p> <p>16/ 37803</p> <p>376/ 1682642</p> <p>2/ 732</p>
250	F15	1	0307	<p>SINCE AUGUST 1993, WAS THERE ANY TRAINING OR EDUCATION THAT YOU WANTED TO TAKE FOR CAREER OR JOB-RELATED REASONS BUT DID NOT?</p> <p>1 YES</p> <p>2 NO</p> <p>9 NOT STATED</p>	<p>1276/ 5282000</p> <p>4368/15984895</p> <p>16/ 40998</p>

NOTE: IF F15=2 (NO) GO TO F17

FIELD	ACRONYM	LEN	POSITION	QUESTION AND VARIABLE DESCRIPTIONS	UNMTD/WEIGHTED
251	F16A	1	0308	WHAT WERE THE REASONS YOU DID NOT TAKE THIS TRAINING OR EDUCATION? TOO BUSY/LACK OF TIME	
				BLANK - QUESTION NOT APPLICABLE	4368/15984895
				1 YES	432/ 2292439
				2 NO	837/ 2954479
				9 NOT STATED	23/ 76081
252	F16B	1	0309	WHAT WERE THE REASONS YOU DID NOT TAKE THIS TRAINING OR EDUCATION? TOO BUSY AT WORK	
				BLANK - QUESTION NOT APPLICABLE	4368/15984895
				1 YES	178/ 624965
				2 NO	1091/ 4621952
				9 NOT STATED	23/ 76081
253	F16C	1	0310	WHAT WERE THE REASONS YOU DID NOT TAKE THIS TRAINING OR EDUCATION? COURSE NOT OFFERED	
				BLANK - QUESTION NOT APPLICABLE	4368/15984895
				1 YES	144/ 482437
				2 NO	1125/ 4764480
				9 NOT STATED	23/ 76081
254	F16D	1	0311	WHAT WERE THE REASONS YOU DID NOT TAKE THIS TRAINING OR EDUCATION? FAMILY RESPONSIBILITIES	
				BLANK - QUESTION NOT APPLICABLE	4368/15984895
				1 YES	192/ 932378
				2 NO	1077/ 4314539
				9 NOT STATED	23/ 76081
255	F16E	1	0312	WHAT WERE THE REASONS YOU DID NOT TAKE THIS TRAINING OR EDUCATION? TOO EXPENSIVE/NO MONEY	
				BLANK - QUESTION NOT APPLICABLE	4368/15984895
				1 YES	391/ 1669864
				2 NO	878/ 3577053
				9 NOT STATED	23/ 76081
256	F16F	1	0313	WHAT WERE THE REASONS YOU DID NOT TAKE THIS TRAINING OR EDUCATION? LACK OF QUALIFICATIONS	
				BLANK - QUESTION NOT APPLICABLE	4368/15984895
				1 YES	42/ 159873
				2 NO	1227/ 5087044
				9 NOT STATED	23/ 76081
257	F16G	1	0314	WHAT WERE THE REASONS YOU DID NOT TAKE THIS TRAINING OR EDUCATION? LACK OF EMPLOYER SUPPORT	
				BLANK - QUESTION NOT APPLICABLE	4368/15984895
				1 YES	50/ 184914
				2 NO	1219/ 5062003
				9 NOT STATED	23/ 76081
258	F16H	1	0315	WHAT WERE THE REASONS YOU DID NOT TAKE THIS TRAINING OR EDUCATION? COURSE OFFERED AT INCONVENIENT TIME	
				BLANK - QUESTION NOT APPLICABLE	4368/15984895
				1 YES	127/ 515321
				2 NO	1142/ 4731596
				9 NOT STATED	23/ 76081

FIELD	ACRONYM	LEN	POSITION	QUESTION AND VARIABLE DESCRIPTIONS	UNWTD/WEIGHTED
259	F16I	1	0316	WHAT WERE THE REASONS YOU DID NOT TAKE THIS TRAINING OR EDUCATION? LANGUAGE REASONS	
				BLANK - QUESTION NOT APPLICABLE	4368/15984895
				1 YES	7/ 43990
				2 NO	1262/ 5202927
				9 NOT STATED	23/ 76081
260	F16J	1	0317	WHAT WERE THE REASONS YOU DID NOT TAKE THIS TRAINING OR EDUCATION? HEALTH REASONS	
				BLANK - QUESTION NOT APPLICABLE	4368/15984895
				1 YES	52/ 108754
				2 NO	1217/ 5138163
				9 NOT STATED	23/ 76081
261	F16K	1	0318	WHAT WERE THE REASONS YOU DID NOT TAKE THIS TRAINING OR EDUCATION? OTHER	
				BLANK - QUESTION NDT APPLICABLE	4368/15984895
				1 YES	146/ 686212
				2 NO	1123/ 4560705
				9 NOT STATED	23/ 76081
262	F17	1	0319	SINCE AUGUST 1993, WAS THERE ANY OTHER TRAINING THAT YDU WANTED TO TAKE BUT DID NOT, SUCH AS HOBBY, RECREATIONAL OR INTEREST COURSES?	
				1 YES	1280/ 5913183
				2 NO	4364/15353713
				9 NOT STATED	16/ 40998
				NOTE: IF F17=2 (NO) GO TO G1	
263	F18A	1	0320	WHAT WERE THE REASONS YOU DID NOT TAKE THIS TRAINING OR EDUCATION? TOO BUSY/LACK OF TIME	
				BLANK - QUESTION NOT APPLICABLE	4364/15353713
				1 YES	638/ 3591196
				2 NO	638/ 2304337
				9 NOT STATED	20/ 58648
264	F18B	1	0321	WHAT WERE THE REASONS YOU DID NOT TAKE THIS TRAINING OR EDUCATION? TOO BUSY AT WORK	
				BLANK - QUESTION NOT APPLICABLE	4364/15353713
				1 YES	141/ 832984
				2 NO	1135/ 5062549
				9 NOT STATED	20/ 58648
265	F18C	1	0322	WHAT WERE THE REASONS YOU DID NOT TAKE THIS TRAINING OR EDUCATION? COURSE NOT OFFERED	
				BLANK - QUESTION NOT APPLICABLE	4364/15353713
				1 YES	97/ 292926
				2 NO	1179/ 5602606
				9 NOT STATED	20/ 58648

FIELD	ACRONYM	LEN	POSITION	QUESTION AND VARIABLE DESCRIPTIONS	UNMTD/WEIGHTED
266	F18D	1	0323	WHAT WERE THE REASDNS YOU DID NOT TAKE THIS TRAINING OR EDUCATION? FAMILY RESPONSIBILITIES	
				BLANK - QUESTION NOT APPLICABLE	4364/15353713
				1 YES	181/ 835232
				2 NO	1095/ 5060300
				9 NOT STATED	20/ 58648
267	F18E	1	0324	WHAT WERE THE REASONS YOU DID NOT TAKE THIS TRAINING OR EDUCATION? TDO EXPENSIVE/NO MONEY	
				BLANK - QUESTION NOT APPLICABLE	4364/15353713
				1 YES	294/ 1276760
				2 NO	982/ 4618772
				9 NOT STATED	20/ 58648
268	F18F	1	0325	WHAT WERE THE REASDNS YOU DID NOT TAKE THIS TRAINING DR EDUCATION? LACK OF QUALIFICATIDNS	
				BLANK - QUESTION NOT APPLICABLE	4364/15353713
				1 YES	11/ 13689
				2 NO	1265/ 5881843
				9 NOT STATED	20/ 58648
269	F18G	1	0326	WHAT WERE THE REASONS YOU DID NOT TAKE THIS TRAINING OR EDUCATION? LACK OF EMPLOYER SUPPORT	
				BLANK - QUESTION NDT APPLICABLE	4364/15353713
				1 YES	7/ 18793
				2 NO	1269/ 5876739
				9 NOT STATED	20/ 58648
270	F18H	1	0327	WHAT WERE THE REASONS YOU DID NOT TAKE THIS TRAINING OR EDUCATION? COURSE OFFERED AT INCONVENIENT TIME	
				BLANK - QUESTION NOT APPLICABLE	4364/15353713
				1 YES	101/ 444959
				2 NO	1175/ 5450573
				9 NOT STATED	20/ 58648
271	F18I	1	0328	WHAT WERE THE REASDNS YOU DID NOT TAKE THIS TRAINING OR EDUCATION? LANGUAGE REASONS	
				BLANK - QUESTION NOT APPLICABLE	4364/15353713
				1 YES	4/ 3469
				2 NO	1272/ 5892063
				9 NOT STATED	20/ 58648
272	F18J	1	0329	WHAT WERE THE REASONS YOU DID NOT TAKE THIS TRAINING OR EDUCATION? HEALTH REASONS	
				BLANK - QUESTION NOT APPLICABLE	4364/15353713
				1 YES	98/ 259807
				2 NO	1178/ 5635726
				9 NOT STATED	20/ 58648
273	F18K	1	0330	WHAT WERE THE REASONS YOU DID NOT TAKE THIS TRAINING OR EDUCATION? OTHER	
				BLANK - QUESTION NOT APPLICABLE	4364/15353713
				1 YES	98/ 406429
				2 NO	1178/ 5489103
				9 NOT STATED	20/ 58648

FIELD	ACRONYM	LEN	POSITION	QUESTION AND VARIABLE DESCRIPTIONS	UNWTD/WEIGHTED
				XX	
				X	X
				X SECTION G. READING AND WRITING GENERAL	X
				X	X
				XX	
274	G1A	1	0331	THE NEXT FEW QUESTIONS DEAL WITH READING AND WRITING IN YOUR DAILY LIFE EXCLUDING WORK OR SCHOOL. HOW OFTEN DO YOU USE A PUBLIC LIBRARY?	
				1 DAILY	44/ 244612
				2 WEEKLY	393/ 1874843
				3 MONTHLY	688/ 2993542
				4 YEARLY	1170/ 4863908
				5 NEVER	3351/11237982
				9 NOT STATED	14/ 93006
275	G1B	1	0332	HOW OFTEN DO YOU ATTEND A MOVIE, PLAY OR CONCERT?	
				1 DAILY	6/ 15558
				2 WEEKLY	361/ 1458242
				3 MONTHLY	1001/ 4783547
				4 YEARLY	2266/ 8752512
				5 NEVER	2003/ 6109590
				9 NOT STATED	23/ 188444
276	G1C	1	0333	HOW OFTEN DO YOU ATTEND OR TAKE PART IN A SPORTING EVENT?	
				1 DAILY	220/ 948204
				2 WEEKLY	1088/ 4132374
				3 MONTHLY	469/ 2072856
				4 YEARLY	1382/ 5810217
				5 NEVER	2471/ 8219308
				9 NOT STATED	30/ 124934
277	G1D	1	0334	HOW OFTEN DO YOU WRITE LETTERS OR ANYTHING ELSE THAT IS MORE THAN ONE PAGE IN LENGTH ?	
				1 DAILY	207/ 1071457
				2 WEEKLY	721/ 2674270
				3 MONTHLY	1043/ 4037313
				4 YEARLY	1463/ 5480883
				5 NEVER	2205/ 7937893
				9 NOT STATED	21/ 106077
278	G1E	1	0335	HOW OFTEN DO YOU PARTICIPATE IN VOLUNTEER OR COMMUNITY ORGANIZATIONS?	
				1 DAILY	164/ 546533
				2 WEEKLY	694/ 2403924
				3 MONTHLY	583/ 2085251
				4 YEARLY	1089/ 4275130
				5 NEVER	3109/11895240
				9 NOT STATED	21/ 101814
279	G1F	1	0336	HOW OFTEN DO YOU READ NEWSPAPERS OR MAGAZINES?	
				1 DAILY	3248/12644462
				2 WEEKLY	1567/ 5795491
				3 MONTHLY	323/ 1202973
				4 YEARLY	153/ 655201
				5 NEVER	302/ 810500
				9 NOT STATED	67/ 199266

FIELD	ACRONYM	LEN	POSITION	QUESTION AND VARIABLE DESCRIPTIONS	UNMTD/WEIGHTED
280	G1G	1	0337	HOW OFTEN DO YOU READ BOOKS? 1 DAILY 2 WEEKLY 3 MONTHLY 4 YEARLY 5 NEVER 9 NOT STATED	1857/ 7350946 910/ 3493383 755/ 2841654 917/ 3255046 1203/ 4261441 18/ 105424
281	G1H	1	0338	HOW OFTEN DO YOU LISTEN TO RADIO, RECORDS, TAPES, CASSETTES OR COMPACT DISCS? 1 DAILY 2 WEEKLY 3 MONTHLY 4 YEARLY 5 NEVER 9 NOT STATED	4782/18430688 464/ 1638095 95/ 361401 102/ 300849 200/ 465319 17/ 111540
282	G2FRCO	1	0339	DO YOU EVER DO ANY OF THESE ACTIVITIES IN (FRENCH/ENGLISH)? BLANK - QUESTION NOT APPLICABLE 1 YES 2 NO 9 NOT STATED	4616/20861770 804/ 352215 239/ 93019 1/ 890
NOTE: THIS QUESTION ONLY APPLIES TO THE FRANCO ONTARIAN SUB-SAMPLE. READ AS FRENCH IF INTERVIEW WAS IN ENGLISH AND ENGLISH IF INTERVIEW WAS IN FRENCH. IF G2FRCO=2 (NO) GO TO G4					
283	G2CAN	1	0340	DO YOU EVER DO ANY OF THESE ACTIVITIES IN A LANGUAGE OTHER THAN FRENCH OR ENGLISH? BLANK - QUESTION NOT APPLICABLE 1 YES 2 NO 9 NOT STATED	1044/ 446123 339/ 2995367 4264/17767250 13/ 99153
NOTE: IF G2CAN=2 (NO) GO TO G4 EXCLUDES RESPONDENTS FROM THE FRANCO-ONTARIAN SUB-SAMPLE.					
284	G3AFRCO	1	0341	WHICH OF THE FOLLOWING ACTIVITIES HAVE YOU EVER DONE IN (FRENCH/ENGLISH)? USE A PUBLIC LIBRARY BLANK - QUESTION NOT APPLICABLE 1 YES 2 NO 9 NOT STATED	4855/20954789 290/ 139183 512/ 212553 3/ 1369
NOTE: THIS QUESTION ONLY APPLIES TO THE FRANCO ONTARIAN SUB-SAMPLE. READ AS FRENCH IF INTERVIEW WAS IN ENGLISH AND ENGLISH IF INTERVIEW WAS IN FRENCH					

FIELD	ACRONYM	LEN	POSITION	QUESTION AND VARIABLE DESCRIPTIONS	UNWTD/WEIGHTED
285	G3BFRCO	1	0342	WHICH OF THE FOLLOWING ACTIVITIES HAVE YOU EVER DONE IN (FRENCH/ENGLISH)? ATTEND A MOVIE, PLAY OR CONCERT	
				BLANK -QUESTION NOT APPLICABLE	4855/20954789
				1 YES	486/ 228523
				2 NO	316/ 123212
				9 NOT STATED	3/ 1369
				NOTE: THIS QUESTION ONLY APPLIES TO THE FRANCO ONTARIAN SUB-SAMPLE. READ AS FRENCH IF INTERVIEW WAS IN ENGLISH AND ENGLISH IF INTERVIEW WAS IN FRENCH	
286	G3CFRCO	1	0343	WHICH OF THE FOLLOWING ACTIVITIES HAVE YOU EVER DONE IN (FRENCH/ENGLISH)? ATTEND OR TAKE PART IN A SPORTING EVENT	
				BLANK - QUESTION NOT APPLICABLE	4855/20954789
				1 YES	426/ 198846
				2 NO	376/ 152890
				9 NOT STATED	3/ 1369
				NOTE: THIS QUESTION ONLY APPLIES TO THE FRANCO ONTARIAN SUB-SAMPLE. READ AS FRENCH IF INTERVIEW WAS IN ENGLISH AND ENGLISH IF INTERVIEW WAS IN FRENCH	
287	G3DFRCO	1	0344	WHICH OF THE FOLLOWING ACTIVITIES HAVE YOU EVER DONE IN (FRENCH/ENGLISH)? WRITE LETTERS OR ANYTHING ELSE THAT IS MORE THAN ONE PAGE IN LENGTH	
				BLANK - QUESTION NOT APPLICABLE	4855/20954789
				1 YES	376/ 176360
				2 NO	426/ 175376
				9 NOT STATED	3/ 1369
				NOTE: THIS QUESTION ONLY APPLIES TO THE FRANCO ONTARIAN SUB-SAMPLE. READ AS FRENCH IF INTERVIEW WAS IN ENGLISH AND ENGLISH IF INTERVIEW WAS IN FRENCH	
288	G3EFRCO	1	0345	WHICH OF THE FOLLOWING ACTIVITIES HAVE YOU EVER DONE IN (FRENCH/ENGLISH)? PARTICIPATE IN VOLUNTEER OR COMMUNITY ORGANIZATIONS	
				BLANK - QUESTION NOT APPLICABLE	4855/20954789
				1 YES	251/ 106907
				2 NO	551/ 244828
				9 NOT STATED	3/ 1369
				NOTE: THIS QUESTION ONLY APPLIES TO THE FRANCO ONTARIAN SUB-SAMPLE. READ AS FRENCH IF INTERVIEW WAS IN ENGLISH AND ENGLISH IF INTERVIEW WAS IN FRENCH	
289	G3FFRCO	1	0346	WHICH OF THE FOLLOWING ACTIVITIES HAVE YOU EVER DONE IN (FRENCH/ENGLISH)? READING NEWSPAPERS OR MAGAZINES	
				BLANK - QUESTION NOT APPLICABLE	4855/20954789
				1 YES	682/ 306730
				2 NO	120/ 45005
				9 NOT STATED	3/ 1369
				NOTE: THIS QUESTION ONLY APPLIES TO THE FRANCO ONTARIAN SUB-SAMPLE. READ AS FRENCH IF INTERVIEW WAS IN ENGLISH AND ENGLISH IF INTERVIEW WAS IN FRENCH	

FIELD	ACRONYM	LEN	POSITION	QUESTION AND VARIABLE DESCRIPTIONS	UNMTD/WEIGHTED
290	G3GFRCO	1	0347	WHICH OF THE FOLLOWING ACTIVITIES HAVE YOU EVER DONE IN (FRENCH/ENGLISH)? READING BOOKS	
				BLANK - QUESTION NOT APPLICABLE	4855/20954789
				1 YES	570/ 267761
				2 NO	232/ 83974
				9 NOT STATED	3/ 1369
				NOTE: THIS QUESTION ONLY APPLIES TO THE FRANCO ONTARIAN SUB-SAMPLE. READ AS FRENCH IF INTERVIEW WAS IN ENGLISH AND ENGLISH IF INTERVIEW WAS IN FRENCH	
291	G3HFRCO	1	0348	WHICH OF THE FOLLOWING ACTIVITIES HAVE YOU EVER DONE IN (FRENCH/ENGLISH)? LISTENING TO RADIO, RECORDS, TAPES, CASSETTES OR COMPACT DISCS	
				BLANK - QUESTION NOT APPLICABLE	4855/20954789
				1 YES	719/ 315149
				2 NO	83/ 36586
				9 NOT STATED	3/ 1369
				NOTE: THIS QUESTION ONLY APPLIES TO THE FRANCO ONTARIAN SUB-SAMPLE. READ AS FRENCH IF INTERVIEW WAS IN ENGLISH AND ENGLISH IF INTERVIEW WAS IN FRENCH	
292	G3ACAN	1	0349	WHICH OF THE FOLLOWING ACTIVITIES HAVE YOU EVER DONE IN A LANGUAGE OTHER THAN FRENCH OR ENGLISH? USE A PUBLIC LIBRARY	
				BLANK - QUESTION NOT APPLICABLE	5308/18213374
				1 YES	69/ 544641
				2 NO	269/ 2448240
				9 NOT STATED	14/ 101639
				NOTE: EXCLUDES RESPONDENTS FROM THE FRANCO-ONTARIAN SUB-SAMPLE.	
293	G3BCAN	1	0350	WHICH OF THE FOLLOWING ACTIVITIES HAVE YOU EVER DONE IN A LANGUAGE OTHER THAN FRENCH OR ENGLISH? ATTEND A MOVIE, PLAY OR CONCERT	
				BLANK - QUESTION NOT APPLICABLE	5308/18213374
				1 YES	139/ 1269536
				2 NO	199/ 1723344
				9 NOT STATED	14/ 101639
				NOTE: EXCLUDES RESPONDENTS FROM THE FRANCO-ONTARIAN SUB-SAMPLE.	
294	G3CCAN	1	0351	WHICH OF THE FOLLOWING ACTIVITIES HAVE YOU EVER DONE IN A LANGUAGE OTHER THAN FRENCH OR ENGLISH? ATTEND OR TAKE PART IN A SPORTING EVENT	
				BLANK - QUESTION NOT APPLICABLE	5308/18213374
				1 YES	72/ 552616
				2 NO	266/ 2440265
				9 NOT STATED	14/ 101639
				NOTE: EXCLUDES RESPONDENTS FROM THE FRANCO-ONTARIAN SUB-SAMPLE.	

FIELD	ACRONYM	LEN	POSITION	QUESTION AND VARIABLE DESCRIPTIONS	UNMTD/WEIGHTED
295	G3DCAN	1	0352	WHICH OF THE FOLLOWING ACTIVITIES HAVE YOU EVER DONE IN A LANGUAGE OTHER THAN FRENCH OR ENGLISH? WRITE LETTERS OR ANYTHING ELSE THAT IS MORE THAN ONE PAGE IN LENGTH	
				BLANK - QUESTION NOT APPLICABLE	5308/18213374
				1 YES	180/ 1626008
				2 NO	158/ 1366872
				9 NOT STATED	14/ 101639
				NOTE: EXCLUDES RESPONDENTS FROM THE FRANCO-ONTARIAN SUB-SAMPLE.	
296	G3ECAN	1	0353	WHICH OF THE FOLLOWING ACTIVITIES HAVE YOU EVER DONE IN A LANGUAGE OTHER THAN FRENCH OR ENGLISH? PARTICIPATE IN VOLUNTEER OR COMMUNITY ORGANIZATIONS	
				BLANK - QUESTION NOT APPLICABLE	5308/18213374
				1 YES	77/ 740474
				2 NO	261/ 2252407
				9 NOT STATED	14/ 101639
				NOTE: EXCLUDES RESPONDENTS FROM THE FRANCO-ONTARIAN SUB-SAMPLE.	
297	G3FCAN	1	0354	WHICH OF THE FOLLOWING ACTIVITIES HAVE YOU EVER DONE IN A LANGUAGE OTHER THAN FRENCH OR ENGLISH? READING NEWSPAPERS OR MAGAZINES	
				BLANK - QUESTION NOT APPLICABLE	5308/18213374
				1 YES	211/ 2011479
				2 NO	127/ 981402
				9 NOT STATED	14/ 101639
				NOTE: EXCLUDES RESPONDENTS FROM THE FRANCO-ONTARIAN SUB-SAMPLE.	
298	G3GCAN	1	0355	WHICH OF THE FOLLOWING ACTIVITIES HAVE YOU EVER DONE IN A LANGUAGE OTHER THAN FRENCH OR ENGLISH? READING BOOKS	
				BLANK - QUESTION NOT APPLICABLE	5308/18213374
				1 YES	173/ 1598841
				2 NO	165/ 1394039
				9 NOT STATED	14/ 101639
				NOTE: EXCLUDES RESPONDENTS FROM THE FRANCO-ONTARIAN SUB-SAMPLE.	
299	G3HCAN	1	0356	WHICH OF THE FOLLOWING ACTIVITIES HAVE YOU EVER DONE IN A LANGUAGE OTHER THAN FRENCH OR ENGLISH? LISTENING TO RADIO, RECORDS, TAPES, CASSETTES OR COMPACT DISCS	
				BLANK - QUESTION NOT APPLICABLE	5308/18213374
				1 YES	276/ 2423307
				2 NO	62/ 569574
				9 NOT STATED	14/ 101639
				NOTE: EXCLUDES RESPONDENTS FROM THE FRANCO-ONTARIAN SUB-SAMPLE.	

FIELD	ACRONYM	LEN	POSITION	QUESTION AND VARIABLE DESCRIPTIONS	UNWTD/WEIGHTED
300	G4	1	0357	HOW MUCH TIME DO YOU USUALLY SPEND EACH DAY WATCHING TELEVISION OR VIDEOS? 1 NOT ON A DAILY BASIS 2 1 HOUR OR LESS PER DAY 3 1 TO 2 HOURS PER DAY 4 MORE THAN 2 HOURS BUT LESS THAN FIVE 5 5 OR MORE HOURS PER DAY 6 DO NOT HAVE A TELEVISION OR VIDEOS 9 NOT STATED	 442/ 1992788 935/ 4229343 1631/ 5859030 1967/ 7313173 614/ 1634522 48/ 156653 23/ 122385
NOTE: IF G4=6 (DO NOT HAVE A TELEVISION OR VIDEOS) GO TO G6					
301	G5FRCO	1	0358	DO YOU EVER WATCH TELEVISION OR VIDEOS IN A (FRENCH/ENGLISH)? BLANK - QUESTION NOT APPLICABLE 1 YES 2 NO 9 NOT STATED	 4620/20863261 880/ 386774 150/ 54743 10/ 3115
NOTE: THIS QUESTION ONLY APPLIES TO THE FRANCO ONTARIAN SUB-SAMPLE. READ AS FRENCH IF INTERVIEW WAS IN ENGLISH AND ENGLISH IF INTERVIEW WAS IN FRENCH					
302	G5CAN	1	0359	DO YOU EVER WATCH TELEVISION OR VIDEOS IN A LANGUAGE OTHER THAN FRENCH OR ENGLISH? BLANK - QUESTION NOT APPLICABLE 1 YES 2 NO 9 NOT STATED	 1088/ 601285 315/ 2730627 4228/17764086 29/ 211895
NOTE: EXCLUDES RESPONDENTS FROM THE FRANCO-DNTARIAN SUB-SAMPLE.					
303	G6A	1	0360	WHICH OF THE FOLLOWING MATERIALS DO YOU CURRENTLY HAVE IN YOUR HOME? DAILY NEWSPAPERS 1 YES 2 NO 9 NDT STATED	 3423/13332566 2207/ 7843423 30/ 131904
304	G6B	1	0361	WHICH OF THE FDLLOWING MATERIALS DO YDU CURRENTLY HAVE IN YOUR HOME? WEEKLY NEWSPAPER/MAGAZINES 1 YES 2 NO 9 NOT STATED	 4215/16342237 1415/ 4833752 30/ 131904
305	G6C	1	0362	WHICH OF THE FOLLOWING MATERIALS DO YOU CURRENTLY HAVE IN YDUR HOME? MORE THAN 25 BDDKS 1 YES 2 NO 9 NOT STATED	 4285/17118494 1345/ 4057495 30/ 131904
306	G6D	1	0363	WHICH OF THE FOLLOWING MATERIALS DO YOU CURRENTLY HAVE IN YOUR HOME? A (MULTI-VOLUME) ENCYCLOPEDIA. 1 YES 2 NO 9 NOT STATED	 2608/10770827 3022/10405162 30/ 131904
307	G6E	1	0364	WHICH OF THE FOLLOWING MATERIALS DO YOU CURRENTLY HAVE IN YOUR HOME? A DICTIONARY 1 YES 2 NO 9 NOT STATED	 5063/19313819 567/ 1862170 30/ 131904

FIELD	ACRONYM	LEN	POSITION	QUESTION AND VARIABLE DESCRIPTIONS	UNMTD/WEIGHTED
308	G7A	1	0365	HOW OFTEN DO YOU READ OR USE INFORMATION FROM FROM EACH OF THE FOLLOWING AS PART OF YOUR DAILY LIFE? LETTERS OR MEMOS	
				1 EVERY DAY	976/ 4454603
				2 A FEW TIMES A WEEK	1006/ 3824349
				3 ONCE A WEEK	719/ 2229803
				4 LESS THAN ONCE A WEEK	1019/ 3636687
				5 RARELY/NEVER	1914/ 6951604
				9 NOT STATED	26/ 210847
309	G7B	1	0366	HOW OFTEN DO YOU READ OR USE INFORMATION FROM FROM EACH OF THE FOLLOWING AS PART OF YOUR DAILY LIFE? REPORTS, ARTICLES, MAGAZINES OR JOURNALS	
				1 EVERY DAY	1255/ 4812066
				2 A FEW TIMES A WEEK	1226/ 5069965
				3 ONCE A WEEK	958/ 3580829
				4 LESS THAN ONCE A WEEK	855/ 3119446
				5 RARELY/NEVER	1334/ 4474127
				9 NOT STATED	32/ 251460
310	G7C	1	0367	HOW OFTEN DO YOU READ OR USE INFORMATION FROM FRDM EACH OF THE FOLLOWING AS PART OF YOUR DAILY LIFE? MANUALS OR REFERENCE BDDKS, INCLUDING CATALDGUES	
				1 EVERY DAY	613/ 2619815
				2 A FEW TIMES A WEEK	919/ 3528085
				3 ONCE A WEEK	921/ 3554432
				4 LESS THAN ONCE A WEEK	1439/ 5084086
				5 RARELY/NEVER	1737/ 6294675
				9 NOT STATED	31/ 226800
311	G7D	1	0368	HOW OFTEN DO YOU READ OR USE INFORMATION FROM FROM EACH OF THE FOLLOWING AS PART OF YOUR DAILY LIFE? DIAGRAMS OR SCHEMATICS	
				1 EVERY DAY	230/ 1162004
				2 A FEW TIMES A WEEK	239/ 1077623
				3 ONCE A WEEK	260/ 1218210
				4 LESS THAN ONCE A WEEK	640/ 2746500
				5 RARELY/NEVER	4247/14815413
				9 NOT STATED	44/ 288143
312	G7E	1	0369	HOW OFTEN DO YOU READ OR USE INFDRMATION FROM FROM EACH OF THE FOLLOWING AS PART OF YOUR DAILY LIFE? BILLS, INVOICES, SPREADSHEETS OR BUDGET TABLES	
				1 EVERY DAY	671/ 3199203
				2 A FEW TIMES A WEEK	884/ 3719462
				3 ONCE A WEEK	1099/ 4462612
				4 LESS THAN ONCE A WEEK	1664/ 5047211
				5 RARELY/NEVER	1304/ 4585318
				9 NOT STATED	38/ 294086
313	G7F	1	0370	HOW OFTEN DD YOU READ DR USE INFDRMATION FROM FROM EACH OF THE FOLLOWING AS PART OF YOUR DAILY LIFE? MATERIAL WRITTEN IN A LANGUAGE OTHER THAN ENGLISH?	
				1 EVERY DAY	501/ 894306
				2 A FEW TIMES A WEEK	345/ 1180083
				3 ONCE A WEEK	243/ 781091
				4 LESS THAN ONCE A WEEK	436/ 1590280
				5 RARELY/NEVER	4106/16631524
				9 NOT STATED	29/ 230609

FIELD	ACRONYM	LEN	POSITION	QUESTION AND VARIABLE DESCRIPTIONS	UNWTO/WEIGHTED
314	G7G	1	0371	HOW OFTEN DO YOU READ OR USE INFORMATION FROM FROM EACH OF THE FOLLOWING AS PART OF YOUR DAILY LIFE? DIRECTIONS OR INSTRUCTIONS FOR MEDICINES, RECIPES, OR OTHER PRODUCTS	
				1 EVERY DAY	995/ 3560074
				2 A FEW TIMES A WEEK	1154/ 3980832
				3 ONCE A WEEK	878/ 3359665
				4 LESS THAN ONCE A WEEK	1274/ 4993711
				5 RARELY/NEVER	1327/ 5180957
				9 NOT STATED	32/ 232655
315	G8A	1	0372	I AM NOW GOING TO READ YOU A LIST OF DIFFERENT PARTS OF A NEWSPAPER. PLEASE TELL ME WHICH PARTS YOU GENERALLY READ WHEN LOOKING AT A NEWSPAPER. CLASSIFIED AOS	
				1 YES	3544/12088078
				2 NO	1746/ 8116534
				3 DOES NOT READ NEWSPAPER	350/ 1009896
				9 NOT STATED	20/ 93385
316	G8B	1	0373	I AM NOW GOING TO READ YOU A LIST OF DIFFERENT PARTS OF A NEWSPAPER. PLEASE TELL ME WHICH PARTS YOU GENERALLY READ WHEN LOOKING AT A NEWSPAPER. OTHER ADVERTISEMENTS	
				1 YES	3646/13237356
				2 NO	1644/ 6967255
				3 DOES NOT READ NEWSPAPER	350/ 1009896
				9 NOT STATED	20/ 93385
317	G8C	1	0374	I AM NOW GOING TO READ YOU A LIST OF DIFFERENT PARTS OF A NEWSPAPER. PLEASE TELL ME WHICH PARTS YOU GENERALLY READ WHEN LOOKING AT A NEWSPAPER. NATIONAL/INTERNATIONAL NEWS	
				1 YES	4090/16443506
				2 NO	1200/ 3761106
				3 DOES NOT READ NEWSPAPER	350/ 1009896
				9 NOT STATED	20/ 93385
318	G8D	1	0375	I AM NOW GOING TO READ YOU A LIST OF DIFFERENT PARTS OF A NEWSPAPER. PLEASE TELL ME WHICH PARTS YOU GENERALLY READ WHEN LOOKING AT A NEWSPAPER. REGIONAL OR LOCAL NEWS	
				1 YES	4944/18975225
				2 NO	346/ 1229387
				3 DOES NOT READ NEWSPAPER	350/ 1009896
				9 NOT STATED	20/ 93385
319	G8E	1	0376	I AM NOW GOING TO READ YOU A LIST OF DIFFERENT PARTS OF A NEWSPAPER. PLEASE TELL ME WHICH PARTS YOU GENERALLY READ WHEN LOOKING AT A NEWSPAPER. SPORTS	
				1 YES	2393/ 9532844
				2 NO	2897/10671768
				3 DOES NOT READ NEWSPAPER	350/ 1009896
				9 NOT STATED	20/ 93385

FIELD	ACRONYM	LEN	POSITION	QUESTION AND VARIABLE DESCRIPTIONS	UNWTD/WEIGHTED
320	G8F	1	0377	I AM NOW GOING TO READ YOU A LIST OF DIFFERENT PARTS OF A NEWSPAPER. PLEASE TELL ME WHICH PARTS YOU GENERALLY READ WHEN LOOKING AT A NEWSPAPER. HOME, FASHION, OR HEALTH	
				1 YES	3128/12680254
				2 NO	2162/ 7524358
				3 DOES NOT READ NEWSPAPER	350/ 1009896
				9 NOT STATED	20/ 93385
321	G8G	1	0378	I AM NOW GOING TO READ YOU A LIST OF DIFFERENT PARTS OF A NEWSPAPER. PLEASE TELL ME WHICH PARTS YOU GENERALLY READ WHEN LOOKING AT A NEWSPAPER. EDITORIAL PAGE	
				1 YES	3073/12375205
				2 NO	2217/ 7829407
				3 DOES NOT READ NEWSPAPER	350/ 1009896
				9 NOT STATED	20/ 93385
322	G8H	1	0379	I AM NOW GOING TO READ YOU A LIST OF DIFFERENT PARTS OF A NEWSPAPER. PLEASE TELL ME WHICH PARTS YOU GENERALLY READ WHEN LOOKING AT A NEWSPAPER. FINANCIAL NEWS OR STOCK LISTINGS	
				1 YES	1391/ 7086708
				2 NO	3899/13117904
				3 DOES NOT READ NEWSPAPER	350/ 1009896
				9 NOT STATED	20/ 93385
323	G8I	1	0380	I AM NOW GOING TO READ YOU A LIST OF DIFFERENT PARTS OF A NEWSPAPER. PLEASE TELL ME WHICH PARTS YOU GENERALLY READ WHEN LOOKING AT A NEWSPAPER. COMICS	
				1 YES	2767/ 9878407
				2 NO	2523/10326204
				3 DOES NOT READ NEWSPAPER	350/ 1009896
				9 NOT STATED	20/ 93385
324	G8J	1	0381	I AM NOW GOING TO READ YOU A LIST OF DIFFERENT PARTS OF A NEWSPAPER. PLEASE TELL ME WHICH PARTS YOU GENERALLY READ WHEN LOOKING AT A NEWSPAPER. TV LISTINGS	
				1 YES	2972/10177083
				2 NO	2318/10027529
				3 DOES NOT READ NEWSPAPER	350/ 1009896
				9 NOT STATED	20/ 93385
325	G8K	1	0382	I AM NOW GOING TO READ YOU A LIST OF DIFFERENT PARTS OF A NEWSPAPER. PLEASE TELL ME WHICH PARTS YOU GENERALLY READ WHEN LOOKING AT A NEWSPAPER. MOVIE OR CONCERT LISTINGS	
				1 YES	2942/11263768
				2 NO	2348/ 8940844
				3 DOES NOT READ NEWSPAPER	350/ 1009896
				9 NOT STATED	20/ 93385

FIELD	ACRONYM	LEN	POSITION	QUESTION AND VARIABLE DESCRIPTIONS	UNWTD/WEIGHTED
326	G8L	1	0383	I AM NOW GOING TO READ YOU A LIST OF DIFFERENT PARTS OF A NEWSPAPER. PLEASE TELL ME WHICH PARTS YOU GENERALLY READ WHEN LOOKING AT A NEWSPAPER. BOOK, MOVIE OR ART REVIEWS	
				1 YES	2166/ 9449441
				2 NO	3124/10755170
				3 DOES NOT READ NEWSPAPER	350/ 1009896
				9 NOT STATED	20/ 93385
327	G8M	1	0384	I AM NOW GOING TO READ YOU A LIST OF DIFFERENT PARTS OF A NEWSPAPER. PLEASE TELL ME WHICH PARTS YOU GENERALLY READ WHEN LOOKING AT A NEWSPAPER. HOROSCOPE	
				1 YES	3028/10269013
				2 NO	2262/ 9935598
				3 DOES NOT READ NEWSPAPER	350/ 1009896
				9 NOT STATED	20/ 93385
328	G8N	1	0385	I AM NOW GOING TO READ YOU A LIST OF DIFFERENT PARTS OF A NEWSPAPER. PLEASE TELL ME WHICH PARTS YOU GENERALLY READ WHEN LOOKING AT A NEWSPAPER. ADVICE COLUMN	
				1 YES	2455/ 8857860
				2 NO	2835/11346752
				3 DOES NOT READ NEWSPAPER	350/ 1009896
				9 NOT STATED	20/ 93385
329	G8O	1	0386	I AM NOW GOING TO READ YOU A LIST OF DIFFERENT PARTS OF A NEWSPAPER. PLEASE TELL ME WHICH PARTS YOU GENERALLY READ WHEN LOOKING AT A NEWSPAPER. OTHER - SPECIFY	
				1 YES	893/ 2795570
				2 NO	4397/17409041
				3 DOES NOT READ NEWSPAPER	350/ 1009896
				9 NOT STATED	20/ 93385
330	G9	1	0387	WOULD YOU SAY YOU FOLLOW WHAT'S GOING ON IN CURRENT EVENTS, GOVERNMENT AND PUBLIC AFFAIRS...	
				1 MOST OF THE TIME	2912/12580990
				2 SOME OF THE TIME	1355/ 4598270
				3 ONLY NOW AND THEN	827/ 2512275
				4 HARDLY AT ALL	540/ 1492318
				9 NOT STATED	26/ 124040
331	G10A	1	0388	I WOULD LIKE TO KNOW HOW YOU USUALLY GET INFORMATION ABOUT CURRENT EVENTS, PUBLIC AFFAIRS, AND THE GOVERNMENT. HOW MUCH INFORMATION DO YOU GET FROM... NEWSPAPERS	
				1 A LOT	2139/ 9114387
				2 SOME	2090/ 7352341
				3 VERY LITTLE	823/ 2855185
				4 NONE	580/ 1806027
				9 NOT STATED	28/ 179952

FIELD	ACRONYM	LEN	POSITION	QUESTION AND VARIABLE DESCRIPTIONS	UNWTD/WEIGHTED
332	G10B	1	0389	I WOULD LIKE TO KNOW HOW YOU USUALLY GET INFORMATION ABOUT CURRENT EVENTS, PUBLIC AFFAIRS, AND THE GOVERNMENT. HOW MUCH INFORMATION DO YOU GET FROM... MAGAZINES	
			1	A LOT	743/ 3134991
			2	SOME	1822/ 7031085
			3	VERY LITTLE	1531/ 6199053
			4	NONE	1528/ 4758446
			9	NOT STATED	36/ 184318
333	G10C	1	0390	I WOULD LIKE TO KNOW HOW YOU USUALLY GET INFORMATION ABOUT CURRENT EVENTS, PUBLIC AFFAIRS, AND THE GOVERNMENT. HOW MUCH INFORMATION DO YOU GET FROM... RADIO	
			1	A LOT	2891/11752282
			2	SOME	1697/ 5950799
			3	VERY LITTLE	579/ 2007826
			4	NONE	467/ 1469664
			9	NOT STATED	26/ 127323
334	G10D	1	0391	I WOULD LIKE TO KNOW HOW YOU USUALLY GET INFORMATION ABOUT CURRENT EVENTS, PUBLIC AFFAIRS, AND THE GOVERNMENT. HOW MUCH INFORMATION DO YOU GET FROM... TELEVISION	
			1	A LOT	3728/13842423
			2	SOME	1357/ 5197126
			3	VERY LITTLE	348/ 1342876
			4	NONE	200/ 745734
			9	NOT STATED	27/ 179734
335	G10E	1	0392	I WOULD LIKE TO KNOW HOW YOU USUALLY GET INFORMATION ABOUT CURRENT EVENTS, PUBLIC AFFAIRS, AND THE GOVERNMENT. HOW MUCH INFORMATION DO YOU GET FROM... FAMILY MEMBERS, FRIENDS OR CO-WORKER	
			1	A LOT	1576/ 5517761
			2	SOME	2441/ 9632636
			3	VERY LITTLE	949/ 3639955
			4	NONE	664/ 2323900
			9	NOT STATED	30/ 193640
336	G11A	1	0393	SOMETIMES PEOPLE NEED HELP FROM FAMILY MEMBERS OR FRIENDS TO READ AND WRITE IN (ENGLISH/FRENCH). HOW OFTEN DO YOU NEED HELP FROM OTHERS WITH... READING NEWSPAPER ARTICLES.	
			1	OFTEN	123/ 733303
			2	SOMETIMES	267/ 1012297
			3	NEVER	5244/19436964
			9	NOT STATED	26/ 125330
				NOTE: READ AS ENGLISH IF INTERVIEW WAS IN ENGLISH AND FRENCH IF INTERVIEW WAS IN FRENCH.	
337	G11B	1	0394	SOMETIMES PEOPLE NEED HELP FROM FAMILY MEMBERS OR FRIENDS TO READ AND WRITE IN (ENGLISH/FRENCH). HOW OFTEN DO YOU NEED HELP FROM OTHERS WITH... READING INFORMATION FROM GOVERNMENT AGENCIES, BUSINESSES OR OTHER INSTITUTIONS..	
			1	OFTEN	296/ 1324450
			2	SOMETIMES	957/ 2885713
			3	NEVER	4383/16976624
			9	NOT STATED	24/ 121106
				NOTE: READ AS ENGLISH IF INTERVIEW WAS IN ENGLISH AND FRENCH IF INTERVIEW WAS IN FRENCH.	

FIELD	ACRONYM	LEN	POSITION	QUESTION AND VARIABLE DESCRIPTIONS	UNWTD/WEIGHTED
338	G11C	1	0395	SOMETIMES PEOPLE NEED HELP FROM FAMILY MEMBERS OR FRIENDS TO READ AND WRITE IN (ENGLISH/FRENCH). HOW OFTEN DO YOU NEED HELP FROM OTHERS WITH... FILLING OUT FORMS SUCH AS APPLICATIONS OR BANK DEPOSIT SLIPS	
				1 OFTEN	347/ 1176983
				2 SOMETIMES	685/ 2074199
				3 NEVER	4598/17920916
				9 NOT STATED	30/ 135795
				NOTE: READ AS ENGLISH IF INTERVIEW WAS IN ENGLISH AND FRENCH IF INTERVIEW WAS IN FRENCH.	
339	G11D	1	0396	SOMETIMES PEOPLE NEED HELP FROM FAMILY MEMBERS OR FRIENDS TO READ AND WRITE IN (ENGLISH/FRENCH). HOW OFTEN DO YOU NEED HELP FROM OTHERS WITH... READING INSTRUCTIONS SUCH AS ON A MEDICINE BOTTLE	
				1 OFTEN	178/ 971352
				2 SOMETIMES	300/ 1022439
				3 NEVER	5149/19161905
				9 NOT STATED	33/ 152196
				NOTE: READ AS ENGLISH IF INTERVIEW WAS IN ENGLISH AND FRENCH IF INTERVIEW WAS IN FRENCH.	
340	G11E	1	0397	SOMETIMES PEOPLE NEED HELP FROM FAMILY MEMBERS OR FRIENDS TO READ AND WRITE IN (ENGLISH/FRENCH). HOW OFTEN DO YOU NEED HELP FROM OTHERS WITH... READING INSTRUCTIONS ON "PACKAGED" GOODS IN STORES OR SUPERMARKETS	
				1 OFTEN	137/ 671018
				2 SOMETIMES	240/ 1014927
				3 NEVER	5257/19486156
				9 NOT STATED	26/ 135791
				NOTE: READ AS ENGLISH IF INTERVIEW WAS IN ENGLISH AND FRENCH IF INTERVIEW WAS IN FRENCH.	
341	G11F	1	0398	SOMETIMES PEOPLE NEED HELP FROM FAMILY MEMBERS OR FRIENDS TO READ AND WRITE IN (ENGLISH/FRENCH). HOW OFTEN DO YOU NEED HELP FROM OTHERS WITH... DOING BASIC ARITHMETIC, THAT IS, ADDING, SUBTRACTING, MULTIPLYING AND DIVIDING	
				1 OFTEN	177/ 674337
				2 SOMETIMES	333/ 1004885
				3 NEVER	5123/19492285
				9 NOT STATED	27/ 136387
				NOTE: READ AS ENGLISH IF INTERVIEW WAS IN ENGLISH AND FRENCH IF INTERVIEW WAS IN FRENCH.	
342	G11G	1	0399	SOMETIMES PEOPLE NEED HELP FROM FAMILY MEMBERS OR FRIENDS TO READ AND WRITE IN (ENGLISH/FRENCH). HOW OFTEN DO YOU NEED HELP FROM OTHERS WITH... WRITING NOTES AND LETTERS.	
				1 OFTEN	223/ 848326
				2 SOMETIMES	415/ 1532605
				3 NEVER	4995/18785047
				9 NOT STATED	27/ 141916
				NOTE: READ AS ENGLISH IF INTERVIEW WAS IN ENGLISH AND FRENCH IF INTERVIEW WAS IN FRENCH.	

FIELD	ACRONYM	LEN	POSITION	QUESTION AND VARIABLE DESCRIPTIONS	UNNTD/WEIGHTED
343	G12	1	0400	HOW WOULD YOU RATE YOUR READING SKILLS IN (ENGLISH/FRENCH) NEEDED IN DAILY LIFE?	
				1 EXCELLENT	2768/11698551
				2 GOOD	2000/ 6440878
				3 MODERATE	563/ 1753633
				4 POOR	262/ 1023066
				5 NO OPINION	41/ 299429
				9 NOT STATED	26/ 92336
				NOTE: READ AS ENGLISH IF INTERVIEW WAS IN ENGLISH AND FRENCH IF INTERVIEW WAS IN FRENCH.	
344	G13	1	0401	HOW WOULD YOU RATE YOUR WRITING SKILLS IN (ENGLISH/FRENCH) NEEDED IN DAILY LIFE?	
				1 EXCELLENT	2159/ 9139610
				2 GOOD	2178/ 7556498
				3 MODERATE	804/ 2496718
				4 POOR	451/ 1687141
				5 NO OPINION	44/ 335829
				9 NOT STATED	24/ 92096
				NOTE: READ AS ENGLISH IF INTERVIEW WAS IN ENGLISH AND FRENCH IF INTERVIEW WAS IN FRENCH.	
345	G14	1	0402	HOW WOULD YOU RATE YOUR MATHEMATICAL SKILLS NEEDED IN DAILY LIFE?	
				1 EXCELLENT	2087/ 8942511
				2 GOOD	2313/ 8190525
				3 MODERATE	844/ 2845408
				4 POOR	353/ 942071
				5 NO OPINION	32/ 279670
				9 NOT STATED	31/ 107707
346	G15	1	0403	ALL THINGS CONSIDERED, HOW SATISFIED ARE YOU WITH YOUR READING AND WRITING SKILLS IN (ENGLISH/FRENCH)? ARE YOU...	
				1 VERY SATISFIED	3210/12553966
				2 SOMEWHAT SATISFIED	1857/ 6264412
				3 SOMEWHAT DISSATISFIED	350/ 1224858
				4 VERY DISSATISFIED	162/ 826028
				5 NO OPINION	52/ 325010
				9 NOT STATED	29/ 113620
				NOTE: READ AS ENGLISH IF INTERVIEW WAS IN ENGLISH AND FRENCH IF INTERVIEW WAS IN FRENCH.	
347	G16A	1	0404	DID YOU EVER HAVE EYE/ VISUAL TROUBLE OF THE KIND THAT IS NOT CORRECTED BY GLASSES?	
				1 YES	637/ 2116468
				2 NO	5008/19139273
				9 NOT STATED	15/ 52152
				NOTE: IF YES GO TO G17A	
348	G17A	1	0405	DID YOU HAVE THIS PROBLEM WHILE YOU WERE IN PRIMARY OR SECONDARY SCHOOL?	
				BLANK - QUESTION NOT APPLICABLE	5008/19139273
				1 YES	208/ 634014
				2 NO	424/ 1470733
				9 NOT STATED	20/ 63873
				NOTE: QUESTIDNS G18A TO G18E HAVE BEEN DELETED FROM THE FILE DUE TO ADMINISTRATIVE DIFFICULTIES.	

FIELD	ACRONYM	LEN	POSITION	QUESTION AND VARIABLE DESCRIPTIONS	UNMTD/WEIGHTED
349	G16B	1	0406	DID YOU EVER HAVE HEARING PROBLEMS? 1 YES 2 NO 9 NOT STATED NOTE: IF YES GO TO G17B	664/ 1946695 4981/19309046 15/ 52152
350	G17B	1	0407	DID YOU HAVE THIS PROBLEM WHILE YOU WERE IN PRIMARY OR SECONDARY SCHOOL? BLANK - QUESTION NOT APPLICABLE 1 YES 2 NO 9 NOT STATED NOTE: QUESTIONS G18A TO G18E HAVE BEEN DELETED FROM THE FILE DUE TO ADMINISTRATIVE DIFFICULTIES.	4981/19309046 189/ 416647 466/ 1512320 24/ 69879
351	G16C	1	0408	DID YOU EVER HAVE A SPEECH DISABILITY? 1 YES 2 NO 9 NOT STATED NOTE: IF YES GO TO G17C	165/ 562368 5480/20693373 15/ 52152
352	G17C	1	0409	DID YOU HAVE THIS PROBLEM WHILE YOU WERE IN PRIMARY OR SECONDARY SCHOOL? BLANK - QUESTION NOT APPLICABLE 1 YES 2 NO 9 NOT STATED NOTE: QUESTIONS G18A TO G18E HAVE BEEN DELETED FROM THE FILE DUE TO ADMINISTRATIVE DIFFICULTIES.	5480/20693373 124/ 476656 37/ 74632 19/ 63232
353	G16D	1	0410	DID YOU EVER HAVE A LEARNING DISABILITY? 1 YES 2 NO 9 NOT STATED NOTE: IF YES GO TO G17D	301/ 810625 5344/20445116 15/ 52152
354	G17D	1	0411	DID YOU HAVE THIS PROBLEM WHILE YOU WERE IN PRIMARY OR SECONDARY SCHOOL? BLANK - QUESTION NOT APPLICABLE 1 YES 2 NO 9 NOT STATED NOTE: QUESTIONS G18A TO G18E HAVE BEEN DELETED FROM THE FILE DUE TO ADMINISTRATIVE DIFFICULTIES.	5344/20445116 273/ 698463 24/ 101083 19/ 63232
355	G16E	1	0412	DID YOU EVER HAVE ANY OTHER DISABILITY OR HEALTH PROBLEM OF SIX MONTHS OR MORE? 1 YES 2 NO 9 NOT STATED NOTE: IF YES GO TO G17E	1061/ 2761763 4584/18493978 15/ 52152

FIELD	ACRONYM	LEN	POSITION	QUESTION AND VARIABLE DESCRIPTIONS	UNMTD/WEIGHTED
356	G17E	1	0413	DID YOU HAVE THIS PROBLEM WHILE YOU WERE IN PRIMARY OR SECONDARY SCHOOL? BLANK - QUESTION NOT APPLICABLE 1 YES 2 NO 9 NOT STATED	4584/18493978 237/ 606265 814/ 2142473 25/ 65176
NOTE: QUESTIONS G18A TO G18E HAVE BEEN DELETED FROM THE FILE DUE TO ADMINISTRATIVE DIFFICULTIES.					
XX					
X SECTION H. FAMILY LITERACY X					
X X					
XX					
357	H1	1	0414	ARE YOU THE PARENT OR GUARDIAN OF ANY CHILDREN AGED 6 TO 18 THAT ARE PRESENTLY LIVING WITH YOU? 1 YES 2 NO 9 NOT STATED	1249/ 6502229 4393/14760572 18/ 45092
NOTE: IF H1=2 (NO) GO TO J1					
358	H2	2	0415-0416	WHAT IS THE AGE OF YOUR YOUNGEST CHILD BETWEEN 6 TO 18 YEARS OF AGE? BLANK - QUESTION NOT APPLICABLE 06:18 YEARS OLD 99 NOT STATED	4393/14760572 1241/ 6244827 26/ 302494
359	H3ARCD	1	0417	WHAT IS THE HIGHEST GRADE OF SCHOOLING THAT THIS CHILD HAS COMPLETED? BLANK - QUESTION NOT APPLICABLE 1 ELEMENTARY 2 SECONDARY 3 POST- SECONDARY 4 TRADE/VOCATIONAL 5 NO SCHOOLING 9 NOT STATED	4393/14760572 879/ 4215043 281/ 1581361 0/ 0 0/ 0 77/ 437583 30/ 313334
360	H3BRCD	2	0418-0419	GRADE BLANK - QUESTION NOT APPLICABLE 01:12 GRADE 99 NOT STATED	4470/15198155 1155/ 5780661 35/ 329076
361	H4	1	0420	HOW OFTEN WOULD YOU SAY THIS CHILD READS FOR PLEASURE? WOULD YOU SAY...? BLANK - QUESTION NOT APPLICABLE 1 EVERY DAY 2 A FEW TIMES A WEEK 3 SEVERAL TIMES A MONTH 4 A FEW TIMES A MONTH 5 ONCE A MONTH OR LESS 6 NEVER 7 DON'T KNOW 8 NOT APPLICABLE 9 NOT STATED	4393/14760572 585/ 2862908 356/ 1829132 64/ 319046 70/ 394536 62/ 344364 59/ 268770 8/ 20607 37/ 205463 26/ 302494

FIELD	ACRONYM	LEN	POSITION	QUESTION AND VARIABLE DESCRIPTIONS	UNWTD/WEIGHTED
362	H5A	1	0421	WHEN THIS CHILD READS, WHERE DOES HE/SHE GET BOOKS? PARENTS BUYS	
				BLANK - QUESTION NOT APPLICABLE	4393/14760572
				1 YES	896/ 4428287
				2 NO	320/ 1725909
				7 DON'T KNOW	16/ 53816
				9 NOT STATED	35/ 339309
363	H5B	1	0422	WHEN THIS CHILD READS, WHERE DOES HE/SHE GET BOOKS? PARENT BORROWS FROM A FRIEND	
				BLANK - QUESTION NOT APPLICABLE	4393/14760572
				1 YES	138/ 640224
				2 NO	1078/ 5513972
				7 DON'T KNOW	16/ 53816
				9 NOT STATED	35/ 339309
364	H5C	1	0423	WHEN THIS CHILD READS, WHERE DOES HE/SHE GET BOOKS? CHILD BUYS	
				BLANK - QUESTION NOT APPLICABLE	4393/14760572
				1 YES	383/ 1999622
				2 NO	833/ 4154574
				7 DON'T KNOW	16/ 53816
				9 NOT STATED	35/ 339309
365	H5D	1	0424	WHEN THIS CHILD READS, WHERE DOES HE/SHE GET BOOKS? CHILD BORROWS FROM A FRIEND	
				BLANK - QUESTION NOT APPLICABLE	4393/14760572
				1 YES	316/ 1588414
				2 NO	900/ 4565782
				7 DON'T KNOW	16/ 53816
				9 NOT STATED	35/ 339309
366	H5E	1	0425	WHEN THIS CHILD READS, WHERE DOES HE/SHE GET BOOKS? PUBLIC LIBRARY	
				BLANK - QUESTION NOT APPLICABLE	4393/14760572
				1 YES	696/ 3811857
				2 NO	520/ 2342339
				7 DON'T KNOW	16/ 53816
				9 NOT STATED	35/ 339309
367	H5F	1	0426	WHEN THIS CHILD READS, WHERE DOES HE/SHE GET BOOKS? SCHOOL LIBRARY	
				BLANK - QUESTION NOT APPLICABLE	4393/14760572
				1 YES	1017/ 4984033
				2 NO	199/ 1170163
				7 DON'T KNOW	16/ 53816
				9 NOT STATED	35/ 339309
368	H5G	1	0427	WHEN THIS CHILD READS, WHERE DOES HE/SHE GET BOOKS? GIFTS	
				BLANK - QUESTION NOT APPLICABLE	4393/14760572
				1 YES	624/ 3246596
				2 NO	592/ 2907600
				7 DON'T KNOW	16/ 53816
				9 NOT STATED	35/ 339309

FIELD	ACRONYM	LEN	POSITION	QUESTION AND VARIABLE DESCRIPTIONS	UNMTD/WEIGHTED
369	H5H	1	0428	WHEN THIS CHILD READS, WHERE DOES HE/SHE GET BOOKS? FROM BROTHERS/SISTERS	
				BLANK - QUESTION NOT APPLICABLE	4393/14760572
				1 YES	336/ 2029788
				2 NO	880/ 4124408
				7 OON'T KNOW	16/ 53816
				9 NOT STATED	35/ 339309
370	H5I	1	0429	WHEN THIS CHILO READS, WHERE DOES HE/SHE GET BOOKS? OTHER	
				BLANK - QUESTION NOT APPLICABLE	4393/14760572
				1 YES	86/ 433717
				2 NO	1130/ 5720479
				7 DON'T KNOW	16/ 53816
				9 NOT STATED	35/ 339309
371	H6	1	0430	GIVEN THIS CHILD'S AGE, HOW SATISFIED ARE YOU WITH THE WAY HE/SHE READS? WOULD YOU SAY YOU ARE..	
				BLANK - QUESTION NOT APPLICABLE	4393/14760572
				1 VERY SATISFIED	757/ 4031986
				2 SOMEWHAT SATISFIED	288/ 1203434
				3 SOMEWHAT DISSATISFIED	95/ 469305
				4 VERY OISSATISFIED	48/ 232024
				5 NO OPINION	46/ 279721
				9 NOT STATED	33/ 330851
372	H7A	1	0431	THE NEXT FEW QUESTIONS WILL DEAL WITH YOUR ENTIRE HOUSEHOLD. COULD YOU PLEASE TELL ME IF EACH OF THE FOLLOWING STATEMENTS ARE TRUE OR FALSE OF YOUR HOUSEHOLD? THERE IS A VARIETY OF BOOKS IN YOUR HOME	
				BLANK - QUESTION NOT APPLICABLE	4393/14760572
				1 TRUE	1182/ 5874044
				2 FALSE	57/ 361760
				7 OON'T KNOW	0/ 0
				9 NOT STATED	28/ 311517
373	H7B	1	0432	COULD YOU PLEASE TELL ME IF EACH OF THE FOLLOWING STATEMENTS ARE TRUE OR FALSE OF YOUR HOUSEHOLD? THERE IS A VARIETY OF MAGAZINES AND OTHER READING MATERIAL IN YOUR HOME	
				BLANK - QUESTION NOT APPLICABLE	4393/14760572
				1 TRUE	1082/ 5568834
				2 FALSE	155/ 656912
				7 OON'T KNOW	2/ 10058
				9 NOT STATED	28/ 311517
374	H7C	1	0433	COULD YOU PLEASE TELL ME IF EACH OF THE FOLLOWING STATEMENTS ARE TRUE OR FALSE OF YOUR HOUSEHOLD? YOUR CHILDREN OFTEN SEE YOU OR YOUR SPOUSE READING	
				BLANK - QUESTION NOT APPLICABLE	4393/14760572
				1 TRUE	1075/ 5600902
				2 FALSE	159/ 600177
				7 OON'T KNOW	5/ 34725
				9 NOT STATED	28/ 311517

FIELD	ACRONYM	LEN	POSITION	QUESTION AND VARIABLE DESCRIPTIONS	UNWTD/WEIGHTED
375	H7D	1	0434	<p>COULD YOU PLEASE TELL ME IF EACH OF THE FOLLOWING STATEMENTS ARE TRUE OR FALSE OF YOUR HOUSEHOLD? YOUR CHILDREN LEARNED TO READ BEFORE GRADE ONE</p> <p>BLANK - QUESTION NOT APPLICABLE</p> <p>1 TRUE 2 FALSE 7 DON'T KNOM 9 NOT STATED</p>	<p>4393/14760572 594/ 3443848 614/ 2683480 27/ 84341 32/ 335653</p>
376	H7E	1	0435	<p>COULD YOU PLEASE TELL ME IF EACH OF THE FOLLOWING STATEMENTS ARE TRUE OR FALSE OF YOUR HOUSEHOLD? YOUR CHILDREN HAVE A CERTAIN AMOUNT OF TIME SET ASIDE EACH DAY FOR READING AT HOME</p> <p>BLANK - QUESTION NOT APPLICABLE</p> <p>1 TRUE 2 FALSE 7 DDN'T KNOM 9 NDT STATED</p>	<p>4393/14760572 627/ 3250181 595/ 2925241 15/ 59206 30/ 312693</p>
377	H7F	1	0436	<p>COULD YOU PLEASE TELL ME IF EACH OF THE FOLLOWING STATEMENTS ARE TRUE OR FALSE OF YOUR HOUSEHOLD? YOUR CHILDREN ARE LIMITED IN THE AMOUNT OF TIME YOU ALLOW THEM TO WATCH TV</p> <p>BLANK - QUESTION NOT APPLICABLE</p> <p>1 TRUE 2 FALSE 7 DON'T KNDM 9 NOT STATED</p>	<p>4393/14760572 724/ 3663700 507/ 2546039 7/ 25101 29/ 312481</p>
378	H7G	1	0437	<p>COULD YOU PLEASE TELL ME IF EACH OF THE FOLLOWING STATEMENTS ARE TRUE OR FALSE OF YDUR HOUSEHOLD? YOUR CHILDREN OFTEN CHOOSE THE BOOKS THEY READ</p> <p>BLANK - QUESTION NOT APPLICABLE</p> <p>1 TRUE 2 FALSE 7 DON'T KNOM 9 NOT STATED</p>	<p>4393/14760572 1197/ 5866017 37/ 361117 5/ 8670 28/ 311517</p>
379	H7H	1	0438	<p>COULD YOU PLEASE TELL ME IF EACH OF THE FOLLOWING STATEMENTS ARE TRUE OR FALSE OF YOUR HOUSEHOLD? YOUR CHILDREN HAVE THEIR OMN BOOKS AND A PLACE TO KEEP THEM</p> <p>BLANK - QUESTION NOT APPLICABLE</p> <p>1 TRUE 2 FALSE 7 DON'T KNOM 9 NOT STATED</p>	<p>4393/14760572 1186/ 6054885 50/ 165433 3/ 15486 28/ 311517</p>
380	H8A	1	0439	<p>I WOULD LIKE TO READ YOU A LIST OF SOME DIFFERENT THINGS WHICH MAY HELP PARENTS IN HELPING THEIR CHILDREN TO BECOME GOOD READERS. FOR EACH ONE, I WOULD LIKE YOU TO TELL ME WHETHER IT IS SOMETHING THAT YOU WOULD FIND VERY USEFUL, SOMEWHAT USEFUL, NOT VERY USEFUL OR NOT AT ALL USEFUL. READING LISTS SUPPLIED TO PARENTS BY SCHOOLS AND OTHER EDUCATIONAL EXPERTS.</p> <p>BLANK - QUESTION NOT APPLICABLE</p> <p>1 VERY 2 SOMEWHAT 3 NOT VERY 4 NOT AT ALL 9 NOT STATED</p>	<p>4393/14760572 622/ 2953206 431/ 2398829 122/ 557834 61/ 300278 31/ 337175</p>

FIELD	ACRONYM	LEN	POSITION	QUESTION AND VARIABLE DESCRIPTIONS	UNMTD/WEIGHTED
381	H8B	1	0440	<p>ENCOURAGE THEIR CHILDREN TO READ. I WOULD LIKE TO READ YOU A LIST OF SOME DIFFERENT THINGS WHICH MAY HELP PARENTS IN HELPING THEIR CHILDREN TO BECOME GOOD READERS. FOR EACH ONE, I WOULD LIKE YOU TO TELL ME WHETHER IT IS SOMETHING THAT YOU WOULD FIND VERY USEFUL, SOMEWHAT USEFUL, NOT VERY USEFUL OR NOT AT ALL USEFUL. MATERIALS SUCH AS GAMES, ACTIVITIES AND BOOKS BEING SUPPLIED TO PARENTS BY SCHOOLS OR OTHER EDUCATIONAL EXPERTS THAT WOULD HELP PARENTS ENCOURAGE THEIR CHILDREN TO READ.</p> <p>BLANK - QUESTION NOT APPLICABLE</p> <p>1 VERY 2 SOMEWHAT 3 NOT VERY 4 NOT AT ALL 9 NOT STATED</p>	<p>4393/14760572 747/ 3615998 344/ 1848061 87/ 501452 54/ 238509 35/ 343301</p>
382	H8C	1	0441	<p>I WOULD LIKE TO READ YOU A LIST OF SOME DIFFERENT THINGS WHICH MAY HELP PARENTS IN HELPING THEIR CHILDREN TO BECOME GOOD READERS. FOR EACH ONE, I WOULD LIKE YOU TO TELL ME WHETHER IT IS SOMETHING THAT YDU WOULD FIND VERY USEFUL, SOMEWHAT USEFUL, NOT VERY USEFUL OR NOT AT ALL USEFUL. A CLOSE PARENT-TEACHER RELATIONSHIP.</p> <p>BLANK - QUESTION NOT APPLICABLE</p> <p>1 VERY 2 SOMEWHAT 3 NOT VERY 4 NOT AT ALL 9 NOT STATED</p>	<p>4393/14760572 800/ 4049225 289/ 1457715 96/ 343870 47/ 246355 35/ 450155</p>
383	H8D	1	0442	<p>I WOULD LIKE TO READ YOU A LIST OF SOME DIFFERENT THINGS WHICH MAY HELP PARENTS IN HELPING THEIR CHILDREN TO BECOME GOOD READERS. FOR EACH ONE, I WOULD LIKE YOU TO TELL ME WHETHER IT IS SOMETHING THAT YOU WOULD FIND VERY USEFUL, SOMEWHAT USEFUL, NOT VERY USEFUL OR NOT AT ALL USEFUL. SCHOOLS PROVIDING PARENTS WITH HELP IN UNDERSTANDING ASSESSMENTS OF A CHILD'S READING ABILITIES.</p> <p>BLANK - QUESTION NOT APPLICABLE</p> <p>1 VERY 2 SOMEWHAT 3 NOT VERY 4 NOT AT ALL 9 NOT STATED</p>	<p>4393/14760572 857/ 4083221 237/ 1312225 83/ 361933 58/ 452458 32/ 337485</p>
384	H8E	1	0443	<p>I WOULD LIKE TO READ YOU A LIST OF SOME DIFFERENT THINGS WHICH MAY HELP PARENTS IN HELPING THEIR CHILDREN TO BECOME GOOD READERS. FOR EACH ONE, I WOULD LIKE YOU TO TELL ME WHETHER IT IS SOMETHING THAT YOU WOULD FIND VERY USEFUL, SOMEWHAT USEFUL NOT VERY USEFUL OR NOT AT ALL USEFUL. ACCESS FOR CHILDREN TO BOOKS, THROUGH EITHER PUBLIC OR SCHOOL LIBRARIES</p> <p>BLANK - QUESTION NOT APPLICABLE</p> <p>1 VERY 2 SOMEWHAT 3 NOT VERY 4 NOT AT ALL 9 NOT STATED</p>	<p>4393/14760572 1114/ 5532374 87/ 517103 20/ 28868 14/ 131492 32/ 337485</p>

FIELD	ACRONYM	LEN	POSITION	QUESTION AND VARIABLE DESCRIPTIONS	UNWTD/WEIGHTED
				XX X X SECTION J. HOUSEHOLD INFORMATION X X X XX	
385	J1A	1	0444	FINALLY, I WOULD LIKE TO GET A BIT OF GENERAL HOUSEHOLD INFORMATION. FROM WHICH OF THE FOLLOWING SOURCES DID YOU RECEIVE INCOME IN 1993? INCOME FROM WAGES, SALARY OR SELF-EMPLOYMENT	
				1 YES 2 NO 9 NOT STATED	3390/14494847 2238/ 6731701 32/ 81345
386	J1B	1	0445	FROM WHICH OF THE FOLLOWING SOURCES DID YOU RECEIVE INCOME IN 1993? INCOME FROM GOVERNMENT, SUCH AS FAMILY ALLOWANCE, UNEMPLOYMENT INSURANCE OR SOCIAL ASSISTANCE	
				1 YES 2 NO 9 NOT STATED	2137/ 8516738 3491/12709810 32/ 81345
387	J1C	1	0446	FROM WHICH OF THE FOLLOWING SOURCES DID YOU RECEIVE INCOME IN 1993? CANADA OR QUEBEC PENSION PLAN, OR OLD AGE PENSION	
				1 YES 2 NO 9 NOT STATED	1548/ 4087961 4080/17138587 32/ 81345
388	J1D	1	0447	FROM WHICH OF THE FOLLOWING SOURCES DID YOU RECEIVE INCOME IN 1993? INCOME FROM INTEREST, DIVIDENDS, INVESTMENTS OR PRIVATE PENSIONS	
				1 YES 2 NO 9 NOT STATED	1674/ 6755045 3954/14471503 32/ 81345
389	J1E	1	0448	FROM WHICH OF THE FOLLOWING SOURCES DID YOU RECEIVE INCOME IN 1993? INCOME FROM ANY OTHER SOURCES, SUCH AS ALIMONY, SCHOLARSHIPS, ETC..	
				1 YES 2 NO 9 NOT STATED	379/ 1400264 5249/19826284 32/ 81345
390	J2	8	0449-0456	WHAT IS THE BEST ESTIMATE OF YOUR PERSONAL INCOME IN 1993 FROM ALL SOURCES, INCLUDING THOSE JUST MENTIONED?	
				00000000 NO INCOME 00000001:00600000 77777777 DON'T KNOW 99999999 NOT STATED	220/ 858721 4382/17154812 787/ 2453801 271/ 840559
				NOTE: THIS VARIABLE WAS SUPPRESSED ON THE PUBLIC MICRODATA FILE.	

FIELD	ACRONYM	LEN	POSITION	QUESTION AND VARIABLE DESCRIPTIONS	UNWTD/WEIGHTED
391	J2RCD	1	0457	WHAT IS THE BEST ESTIMATE OF YOUR PERSONAL INCOME IN 1993 FROM ALL SOURCES, INCLUDING THOSE JUST MENTIONED? (GROUPED)	
			0 NO INCOME		220/ 858721
			1 LESS THAN 5000		613/ 1945611
			2 5000 - 9999		762/ 2066214
			3 10000 - 14999		801/ 2386240
			4 15000 - 19999		458/ 1713440
			5 20000 - 29999		690/ 3250823
			6 30000 - 39999		417/ 2177550
			7 40000 - 49999		277/ 1485624
			8 50000 OR MORE		364/ 2129309
			9 NOT STATED/DON'T KNOW		1058/ 3294360
392	J2Q	1	0458	WHAT IS THE BEST ESTIMATE OF YOUR PERSONAL INCOME IN 1993 FROM ALL SOURCES, INCLUDING THOSE JUST MENTIONED? (QUINTILES)	
			0 NO INCOME		220/ 858721
			1 LOWEST EARNER QUINTILE (1-8000)		1139/ 3441730
			2 NEXT LOWEST EARNER QUINTILE (8001-15000)		1199/ 3602208
			3 MID LEVEL EARNER QUINTILE (15001-25000)		813/ 3635445
			4 NEXT TO HIGHEST EARNER QUINTILE (25001-40000)		701/ 3544093
			5 HIGHEST EARNER QUINTILE (40001 +)		530/ 2931336
			7 DON'T KNOW		787/ 2453801
			9 NOT STATED		271/ 840559
393	J3	8	0459-0466	WHAT IS THE BEST ESTIMATE OF YOUR PERSONAL INCOME FROM ONLY WAGES, SALARY OR SELF-EMPLOYEMENT IN 1993?	
			00000000 NO INCOME		2238/ 6731701
			00000001:00500000		2706/11992209
			77777777 DON'T KNOW		413/ 1435677
			99999999 NOT STATED		303/ 1148306
			NOTE: IF J2=00000000 (NO INCOME) THAN J3RCD=00000000 THIS VARIABLE WAS SUPPRESSED ON THE PUBLIC MICRODATA FILE.		
394	J3RCD	1	0467	WHAT IS THE BEST ESTIMATE OF YOUR PERSONAL INCOME FROM ONLY WAGES, SALARY OR SELF-EMPLOYEMENT IN 1993? (GROUPED)	
			0 NO INCOME		2238/ 6731701
			1 LESS THAN 5000		601/ 1657283
			2 5000 - 9999		366/ 1286023
			3 10000 - 14999		264/ 1113008
			4 15000 - 19999		225/ 1009119
			5 20000 - 29999		420/ 2358139
			6 30000 - 39999		320/ 1785620
			7 40000 - 49999		228/ 1083726
			8 50000 OR MORE		282/ 1699291
			9 NOT STATED/DON'T KNOW		716/ 2583983
			NOTE: IF J2=0 (NO INCOME) THAN J3RCD=0		
395	J3Q	1	0468	RESPONDENT'S PERSONAL INCOME FROM ONLY WAGES, SALARY OR SELF-EMPLOYEMENT IN 1993 (QUINTILES)	
			0 NO INCOME		2238/ 6731701
			1 LOWEST EARNER QUINTILE (1-8000)		898/ 2603308
			2 NEXT LOWEST EARNER QUINTILE (8001-18000)		529/ 2353716
			3 MID LEVEL EARNER QUINTILE (18001-27000)		373/ 2240153
			4 NEXT TO HIGHEST EARNER QUINTILE (27001-40000)		473/ 2396852
			5 HIGHEST EARNER QUINTILE (40001 +)		433/ 2398181
			7 DON'T KNOW		413/ 1435677
			9 NOT STATED		303/ 1148306
			NOTE: IF J2=0 (NO INCOME) THAN J3Q=0		

FIELD	ACRONYM	LEN	POSITION	QUESTION AND VARIABLE DESCRIPTIONS	UNWTD/WEIGHTED
396	J4	2	0469-0470	INCLUDING YOURSELF, HOW MANY PEOPLE LIVE IN THIS HOUSEHOLD? 01:12 NUMBER OF PERSONS 99 NOT STATED	5622/21200058 38/ 107835
397	J4RCD	1	0471	INCLUDING YOURSELF, HOW MANY PEOPLE LIVE IN THIS HOUSEHOLD? 1 1 PERSON 2 2 PERSONS 3 3 PERSONS 4 4 PERSONS 5 5 PERSONS 6 6 OR MORE PERSONS 9 NOT STATED	1240/ 2599537 1737/ 6321321 976/ 4338840 1075/ 4900880 411/ 1893012 183/ 1146467 38/ 107835
398	J5	8	0472-0479	WHAT IS THE BEST ESTIMATE OF THE TOTAL INCOME OF ALL HOUSEHOLD MEMBERS (INCLUDING YOUSELF) FROM ALL SOURCES IN 1993? 00000000 NO INCOME 00000001:00600000 77777777 DON'T KNOW 99999999 NOT STATED	0/ 0 3746/15119456 1607/ 4911359 307/ 1277078
NOTE: IF J4=1 THEN J5=J2 THIS VARIABLE WAS SUPPRESSED ON THE PUBLIC MICRODATA FILE.					
399	J5RCD	2	0480-0481	WHAT IS THE BEST ESTIMATE OF THE TOTAL INCOME OF ALL HOUSEHOLD MEMBERS (INCLUDING YOUSELF) FROM ALL SOURCES IN 1993? (GROUPED) 01 LESS THAN 10000 02 10000 - 14999 03 15000 - 19999 04 20000 - 29999 05 30000 - 39999 06 40000 - 49999 07 50000 - 59999 08 60000 - 79999 09 80000 OR MORE 99 NOT STATED/DON'T KNOW	346/ 681421 507/ 1369599 372/ 1098616 598/ 2009691 420/ 1751377 379/ 1749702 326/ 1723128 454/ 2645691 344/ 2090232 1914/ 6188437
NOTE: IF J4=1 THEN J5RCD=J2RCD					
400	J5Q	1	0482	WHAT IS THE BEST ESTIMATE OF THE TOTAL INCOME OF ALL HOUSEHOLD MEMBERS (INCLUDING YOURSELF) FROM ALL SOURCES IN 1993? (QUINTILES) 0 NO INCOME 1 LOWEST EARNER QUINTILE (1-19000) 2 NEXT LOWEST EARNER QUINTILE (19001- 32400) 3 MID LEVEL EARNER QUINTILE (32401-50000) 4 NEXT TO HIGHEST EARNER QUINTILE (50001-70000) 5 HIGHEST EARNER QUINTILE (70001 +) 7 DON'T KNOW 9 NOT STATED	0/ 0 1213/ 3103642 808/ 2954623 734/ 3299491 538/ 2932503 453/ 2829197 1607/ 4911359 307/ 1277078
NOTE: IF J4=1 THEN J5Q=J2Q					

FIELD	ACRONYM	LEN	POSITION	QUESTION AND VARIABLE DESCRIPTIONS	UNWTD/WEIGHTED
401	J6	1	0483	HOW MANY YEARS HAVE YOU LIVED AT THIS ADDRESS?	
				BLANK - QUESTION NOT APPLICABLE	4616/20861770
				1 1 YEAR OR LESS	97/ 37036
				2 2 YEARS	50/ 21687
				3 3 YEARS	48/ 22045
				4 4 YEARS	96/ 40629
				5 5 YEARS	63/ 25124
				6 6 YEARS OR MORE	680/ 295531
				9 NOT STATED	10/ 4072
				NOTE: THIS QUESTION IS ONLY APPLICABLE TO THE FRANCO-ONTARIAN SUB-SAMPLE	
				XX	
				X X	
				X SECTION ON LITERACY TASKS X	
				X PLAUSIBLE VALUES AND LEVELS X	
				X X	
				XX	
402	ICI8LANG	1	0484	LANGUAGE OF TASK BOOKLETS	
				1 ENGLISH	3951/15817925
				2 FRENCH	1709/ 5489968
403	PROSE1	8	0485-0492	RP80 1ST PLAUSIBLE VALUE FOR PROSE SCALE	
				NOTE: RP80 FORMAT F8.4 (PHYSICAL DECIMAL PRESENT)	
404	PROSE2	8	0493-0500	RP80 2ND PLAUSIBLE VALUE FOR PROSE SCALE	
				NOTE: RP80 FORMAT F8.4 (PHYSICAL DECIMAL PRESENT)	
405	PROSE3	8	0501-0508	RP80 3RD PLAUSIBLE VALUE FOR PROSE SCALE	
				NOTE: RP80 FORMAT F8.4 (PHYSICAL DECIMAL PRESENT)	
406	PROSE4	8	0509-0516	RP80 4TH PLAUSIBLE VALUE FOR PROSE SCALE	
				NOTE: RP80 FORMAT F8.4 (PHYSICAL DECIMAL PRESENT)	
407	PROSE5	8	0517-0524	RP80 5TH PLAUSIBLE VALUE FOR PROSE SCALE	
				NOTE: RP80 FORMAT F8.4 (PHYSICAL DECIMAL PRESENT)	
408	DOC1	8	0525-0532	RP80 1ST PLAUSIBLE VALUE FOR DOCUMENT SCALE	
				NOTE: RP80 FORMAT F8.4 (PHYSICAL DECIMAL PRESENT)	
409	DOC2	8	0533-0540	RP80 2ND PLAUSIBLE VALUE FOR DOCUMENT SCALE	
				NOTE: RP80 FORMAT F8.4 (PHYSICAL DECIMAL PRESENT)	
410	DOC3	8	0541-0548	RP80 3RD PLAUSIBLE VALUE FOR DOCUMENT SCALE	
				NOTE: RP80 FORMAT F8.4 (PHYSICAL DECIMAL PRESENT)	
411	DOC4	8	0549-0556	RP80 4TH PLAUSIBLE VALUE FOR DOCUMENT SCALE	
				NOTE: RP80 FORMAT F8.4 (PHYSICAL DECIMAL PRESENT)	
412	DOC5	8	0557-0564	RP80 5TH PLAUSIBLE VALUE FOR DOCUMENT SCALE	
				NOTE: RP80 FORMAT F8.4 (PHYSICAL DECIMAL PRESENT)	
413	QUANT1	8	0565-0572	RP80 1ST PLAUSIBLE VALUE FOR QUANTITATIVE SCALE	
				NOTE: RP80 FORMAT F8.4 (PHYSICAL DECIMAL PRESENT)	

FIELD	ACRONYM	LEN	POSITION	QUESTION AND VARIABLE DESCRIPTIONS	UNWTD/WEIGHTED
414	QUANT2	8	0573-0580	RP80 2ND PLAUSIBLE VALUE FOR QUANTITATIVE SCALE NOTE: RP80 FORMAT F8.4 (PHYSICAL DECIMAL PRESENT)	
415	QUANT3	8	0581-0588	RP80 3RD PLAUSIBLE VALUE FOR QUANTITATIVE SCALE NOTE: RP80 FORMAT F8.4 (PHYSICAL DECIMAL PRESENT)	
416	QUANT4	8	0589-0596	RP80 4TH PLAUSIBLE VALUE FOR QUANTITATIVE SCALE NOTE: RP80 FORMAT F8.4 (PHYSICAL DECIMAL PRESENT)	
417	QUANT5	8	0597-0604	RP80 5TH PLAUSIBLE VALUE FOR QUANTITATIVE SCALE NOTE: RP80 FORMAT F8.4 (PHYSICAL DECIMAL PRESENT)	
418	PLEV1	1	0605	LEVEL FOR 1ST PLAUSIBLE VALUE IN PROSE SCALE 1:5	5660/21307893
419	PLEV2	1	0606	LEVEL FOR 2ND PLAUSIBLE VALUE IN PROSE SCALE 1:5	5660/21307893
420	PLEV3	1	0607	LEVEL FOR 3RD PLAUSIBLE VALUE IN PROSE SCALE 1:5	5660/21307893
421	PLEV4	1	0608	LEVEL FOR 4TH PLAUSIBLE VALUE IN PROSE SCALE 1:5	5660/21307893
422	PLEV5	1	0609	LEVEL FOR 5TH PLAUSIBLE VALUE IN PROSE SCALE 1:5	5660/21307893
423	QLEV1	1	0610	LEVEL FOR 1ST PLAUSIBLE VALUE IN QUANTITATIVE SCALE 1:5	5660/21307893
424	QLEV2	1	0611	LEVEL FOR 2ND PLAUSIBLE VALUE IN QUANTITATIVE SCALE 1:5	5660/21307893
425	QLEV3	1	0612	LEVEL FOR 3RD PLAUSIBLE VALUE IN QUANTITATIVE SCALE 1:5	5660/21307893
426	QLEV4	1	0613	LEVEL FOR 4TH PLAUSIBLE VALUE IN QUANTITATIVE SCALE 1:5	5660/21307893
427	QLEV5	1	0614	LEVEL FOR 5TH PLAUSIBLE VALUE IN QUANTITATIVE SCALE 1:5	5660/21307893
428	DLEV1	1	0615	LEVEL FOR 1ST PLAUSIBLE VALUE IN DOCUMENT SCALE 1:5	5660/21307893
429	DLEV2	1	0616	LEVEL FOR 2ND PLAUSIBLE VALUE IN DOCUMENT SCALE 1:5	5660/21307893

FIELD	ACRONYM	LEN	POSITION	QUESTION AND VARIABLE DESCRIPTIONS	UNMTD/WEIGHTED
430	DLEV3	1	0617	LEVEL FOR 3RD PLAUSIBLE VALUE IN DOCUMENT SCALE 1:5	5660/21307893
431	DLEV4	1	0618	LEVEL FOR 4TH PLAUSIBLE VALUE IN DOCUMENT SCALE 1:5	5660/21307893
432	DLEV5	1	0619	LEVEL FOR 5TH PLAUSIBLE VALUE IN DOCUMENT SCALE 1:5	5660/21307893
433	XPROSE	1	0620	PROSE LEVEL 1 LEVEL 1 2 LEVEL 2 3 LEVEL 3 4 LEVEL 4/5	1544/ 4582222 1565/ 5493280 1750/ 6998756 801/ 4233636
434	XQUANT	1	0621	QUANTITATIVE LEVEL 1 LEVEL 1 2 LEVEL 2 3 LEVEL 3 4 LEVEL 4/5	1550/ 4642931 1600/ 5570305 1754/ 6897228 756/ 4197429
435	XDOC	1	0622	DOCUMENT LEVEL 1 LEVEL 1 2 LEVEL 2 3 LEVEL 3 4 LEVEL 4/5	1697/ 4995562 1480/ 5196165 1555/ 6416030 928/ 4700136
XXX X X X SECTION ON WEIGHTS X X X XXX					
436	WEIGHT	22	0623-0644	SURVEY POPULATION WEIGHT NOTE: WEIGHT FORMAT 22.14 (PHYSICAL DECIMAL PRESENT)	
437	XREPLI01	22	0645-0666	REPLICATE WEIGHT 01 NOTE: WEIGHT FORMAT 22.14 (PHYSICAL DECIMAL PRESENT)	
438	XREPLI02	22	0667-0688	REPLICATE WEIGHT 02 NOTE: WEIGHT FORMAT 22.14 (PHYSICAL DECIMAL PRESENT)	
439	XREPLI03	22	0689-0710	REPLICATE WEIGHT 03 NOTE: WEIGHT FORMAT 22.14 (PHYSICAL DECIMAL PRESENT)	
440	XREPLI04	22	0711-0732	REPLICATE WEIGHT 04 NOTE: WEIGHT FORMAT 22.14 (PHYSICAL DECIMAL PRESENT)	
441	XREPLI05	22	0733-0754	REPLICATE WEIGHT 05 NOTE: WEIGHT FORMAT 22.14 (PHYSICAL DECIMAL PRESENT)	
442	XREPLI06	22	0755-0776	REPLICATE WEIGHT 06 NOTE: WEIGHT FORMAT 22.14 (PHYSICAL DECIMAL PRESENT)	
443	XREPLI07	22	0777-0798	REPLICATE WEIGHT 07 NOTE: WEIGHT FORMAT 22.14 (PHYSICAL DECIMAL PRESENT)	

FIELD	ACRONYM	LEN	POSITION	QUESTION AND VARIABLE DESCRIPTIONS	UNWTD/WEIGHTED
444	XREPLI08	22	0799-0820	REPLICATE WEIGHT 08 NOTE: WEIGHT FORMAT 22.14 (PHYSICAL DECIMAL PRESENT)	
445	XREPLI09	22	0821-0842	REPLICATE WEIGHT 09 NOTE: WEIGHT FORMAT 22.14 (PHYSICAL DECIMAL PRESENT)	
446	XREPLI10	22	0843-0864	REPLICATE WEIGHT 10 NOTE: WEIGHT FORMAT 22.14 (PHYSICAL DECIMAL PRESENT)	
447	XREPLI11	22	0865-0886	REPLICATE WEIGHT 11 NOTE: WEIGHT FORMAT 22.14 (PHYSICAL DECIMAL PRESENT)	
448	XREPLI12	22	0887-0908	REPLICATE WEIGHT 12 NOTE: WEIGHT FORMAT 22.14 (PHYSICAL DECIMAL PRESENT)	
449	XREPLI13	22	0909-0930	REPLICATE WEIGHT 13 NOTE: WEIGHT FDMAT 22.14 (PHYSICAL DECIMAL PRESENT)	
450	XREPLI14	22	0931-0952	REPLICATE WEIGHT 14 NDTE: WEIGHT FORMAT 22.14 (PHYSICAL DECIMAL PRESENT)	
451	XREPLI15	22	0953-0974	REPLICATE WEIGHT 15 NDTE: WEIGHT FORMAT 22.14 (PHYSICAL DECIMAL PRESENT)	
452	XREPLI16	22	0975-0996	REPLICATE WEIGHT 16 NOTE: WEIGHT FORMAT 22.14 (PHYSICAL DECIMAL PRESENT)	
453	XREPLI17	22	0997-1018	REPLICATE WEIGHT 17 NOTE: WEIGHT FORMAT 22.14 (PHYSICAL DECIMAL PRESENT)	
454	XREPLI18	22	1019-1040	REPLICATE WEIGHT 18 NOTE: WEIGHT FORMAT 22.14 (PHYSICAL DECIMAL PRESENT)	
455	XREPLI19	22	1041-1062	REPLICATE WEIGHT 19 NOTE: WEIGHT FORMAT 22.14 (PHYSICAL DECIMAL PRESENT)	
456	XREPLI20	22	1063-1084	REPLICATE WEIGHT 20 NOTE: WEIGHT FORMAT 22.14 (PHYSICAL DECIMAL PRESENT)	
457	XREPLI21	22	1085-1106	REPLICATE WEIGHT 21 NDTE: WEIGHT FORMAT 22.14 (PHYSICAL DECIMAL PRESENT)	
458	XREPLI22	22	1107-1128	REPLICATE WEIGHT 22 NOTE: WEIGHT FORMAT 22.14 (PHYSICAL DECIMAL PRESENT)	
459	XREPLI23	22	1129-1150	REPLICATE WEIGHT 23 NOTE: WEIGHT FORMAT 22.14 (PHYSICAL DECIMAL PRESENT)	
460	XREPLI24	22	1151-1172	REPLICATE WEIGHT 24 NOTE: WEIGHT FORMAT 22.14 (PHYSICAL DECIMAL PRESENT)	
461	XREPLI25	22	1173-1194	REPLICATE WEIGHT 25 NOTE: WEIGHT FORMAT 22.14 (PHYSICAL DECIMAL PRESENT)	

FIELD ACRONYM LEN POSITION QUESTION AND VARIABLE DESCRIPTIONS UNWTD/WEIGHTED

462 XREPLI26 22 1195-1216 REPLICATE WEIGHT 26
 NOTE: WEIGHT FORMAT 22.14 (PHYSICAL DECIMAL PRESENT)

463 XREPLI27 22 1217-1238 REPLICATE WEIGHT 27
 NOTE: WEIGHT FORMAT 22.14 (PHYSICAL DECIMAL PRESENT)

464 XREPLI28 22 1239-1260 REPLICATE WEIGHT 28
 NOTE: WEIGHT FORMAT 22.14 (PHYSICAL DECIMAL PRESENT)

465 XREPLI29 22 1261-1282 REPLICATE WEIGHT 29
 NOTE: WEIGHT FORMAT 22.14 (PHYSICAL DECIMAL PRESENT)

466 XREPLI30 22 1283-1304 REPLICATE WEIGHT 30
 NOTE: WEIGHT FORMAT 22.14 (PHYSICAL DECIMAL PRESENT)

467 SAUI 1 1305 INCOME SUPPORT - SOCIAL ASSISTANCE RECIPIENT AND
 UNEMPLOYMENT INSURANCE BENEFICIARY

0 NONE	3546/16074791
1 SOCIAL ASSISTANCE RECIPIENT	455/ 1554473
2 UNEMPLOYMENT INSURANCE	542/ 2967886
3 BOTH - SOCIAL ASSISTANCE AND UNEMPLOYMENT	73/ 264619
9 NOT AVAILABLE	1044/ 446123

NOTE: THIS VARIABLE WAS TAKEN FROM THE MAY 1994 SURVEY OF CONSUMER FINANCE. IT INDICATES WHETHER THE RESPONDENT WAS A SOCIAL ASSISTANCE OR UNEMPLOYMENT INSURANCE RECIPIENT DURING THE 12 MONTHS ENDING DECEMBER 31, 1993. CODE 9 INDICATES THAT THIS VARIABLE IS NOT AVAILABLE FOR THE FRANCO-ONTARIAN SUB-SAMPLE.

Appendix 1

International Standard Industrial Classification (ISIC 1968)

Major (10) and sub-major (34) groups

01. **Agriculture, hunting, forestry and fishing**
Agriculture and hunting
Forestry and logging
Fishing
02. **Mining and quarrying**
Coal mining
Crude petroleum and natural gas production
Metal ore mining
Other mining
03. **Manufacturing**
Manufacture of food, beverages and tobacco
Textile, wearing apparel and leather industries
Manufacture of wood and wood products, including furniture
Manufacture of paper and paper products, printing and publishing
Manufacture of chemicals and chemical, petroleum, coal, rubber and plastic products
Manufacture of non-metallic mineral products, except products of petroleum and coal
Basic metal industries
Manufacture of fabricated metal products, machinery and equipment
Other manufacturing industries
04. **Electricity, gas and water**
Electricity, gas and steam
Water works and supply
05. **Construction**
06. **Wholesale and retail trade, and restaurants and hotels**
Wholesale trade
Retail trade
Restaurants and hotels
07. **Transport, storage and communication**
Transport and storage
Communication
08. **Finance, insurance, real estate and business services**
Financial institutions
Insurance
Real estate and business services




- 09. **Community, social and personal services**
 - Public administration and defence
 - Sanitary and similar services
 - Social and related community services
 - Recreational and cultural services
 - Personal and household services
 - International and other extra-territorial bodies

- 00. **Activities not adequately defined**

International Standard Classification of Occupations (ISCO 1988)

Major (10) and sub-major (28) groups

- 01. Legislators, senior officials and managers**
Legislators and senior officials
Corporate managers
General managers
- 02. Professionals**
Physical, mathematical and engineering science professionals
Life science and health professionals
Teaching professionals
Other professionals
- 03. Technicians and associate professionals**
Physical and engineering science associate professionals
Life science and health associate professionals
Teaching associate professionals
Other associate professionals
- 04. Clerks**
Office clerks
Customer services clerks
- 05. Service workers and shop and market sales workers**
Personal and protective services workers
Models, salespersons and demonstrators
- 06. Skilled agricultural and fishery workers**
Market-oriented skilled agricultural and fishery workers
Subsistence agricultural and fishery workers
- 07. Craft and related trades workers**
Extraction and building trades workers
Metal, machinery and related trades workers
Precision, handicraft, printing and related trades workers
Other craft and related trades workers
- 08. Plant and machine operators and assemblers**
Stationary-plant and related operators
Machine operators and assemblers
Drivers and mobile-plant operators
- 09. Elementary occupations**
Sales and services elementary occupations
Agricultural, fishery and related labourers
Labourers in mining, construction, manufacturing and transport
- 00. Armed forces**

- 
- 104 Mathematics
 - 105 Metallurgy and Materials Science
 - 106 Meteorology
 - 107 Oceanography and Marine Sciences
 - 108 Physics
 - 109 General Science

 - 11 **ALL OTHER N.E.C. (110)**
 - 110 All Other - (Not Elsewhere Classified)

 - 12 **NO SPECIALIZATION (111)**
 - 111 No Specialization

 - 13 **NO POSTSECONDARY QUALIFICATION (112)**
 - 112 No Postsecondary Qualification

 - 14 **UPGRADING (120-130)**
 - 120 Upgrading - General
 - 121 Basic Education (Grades 1-8)
 - 122 General Education (G.E.D. - High School equivalency)
 - 123 High School Subjects (Secondary Credit, Grades 9-13)
 - 124 Post Secondary Upgrading
 - 125 Pre-Vocational Upgrading
 - 126 Basic Training for Skill Development (B.T.S.D.)
 - 127 Basic Job Readiness Training (B.J.R.T. - job entry program)
 - 128 Orientation
 - 129 Career Alternatives (Job Hunting)
 - 130 University Transfer

 - 15 **PERSONAL DEVELOPMENT (131-138)**
 - 131 Personal Development - General
 - 132 Home and Family
 - 133 Consumer/Financial
 - 134 Coping Skills
 - 135 Communications Skills
 - 136 Religion and Morals
 - 137 Public Affairs, Community/Current Events
 - 138 Driver Instruction

 - 16 **RECREATIONAL ACTIVITY (139-141)**
 - 139 Sports and Outdoor Recreation
 - 140 Physical Fitness
 - 141 Games