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Employment Equity Data Program

Programme statistique sur l'équité en matière d'emploi

C.8

Educational Qualification and Availability for Work (1.16)

STATISTICS CANADA
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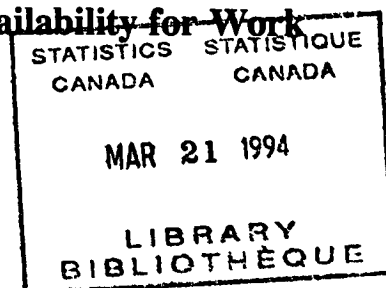
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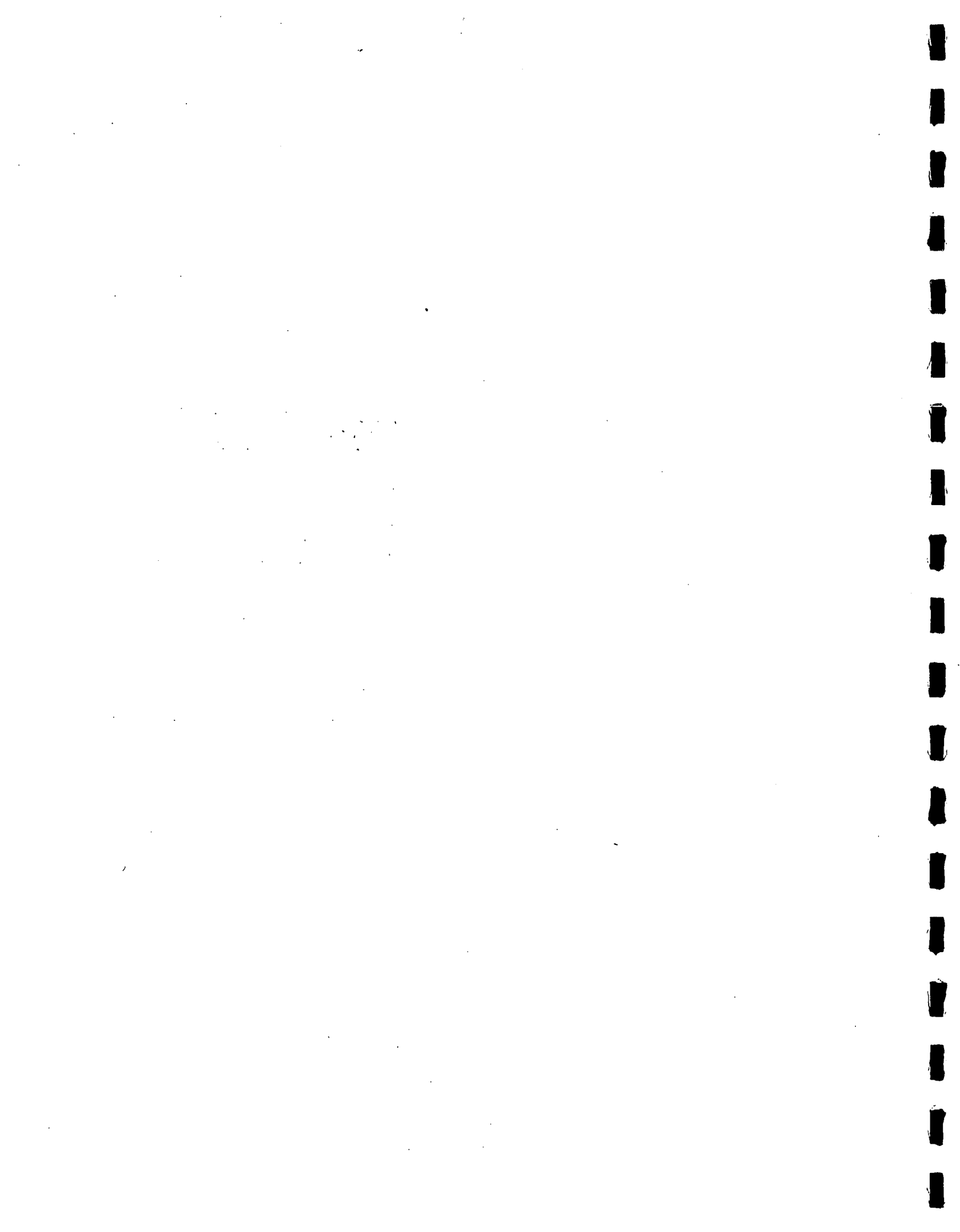
Educational Qualification and Availability for Work
(1.16)



A report for the
Interdepartmental Working Group on Employment Equity Data
Statistics Canada

by
Walt Saveland,
Les Projets aux Alentours,

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1. Introduction

The current availability statistics (1986¹) that are produced for federal employment equity purposes, focus on "recent" employment, cross-classified by geographic location and broad occupational category. For women, aboriginal peoples and visible minorities, "recent" work refers to the 17-month period prior to the census; for persons with disabilities, the "recent" reference period extends back 52 months. The availability standards, therefore, exclude persons such as recent graduates from formal education programs who may be available for work, but who have not been gainfully employed within the requisite time frames. (It should also be noted that there is no explicit reference to educational qualifications in the availability standards.)

This paper has been prepared at the request of the Interdepartmental Working Group on Employment Equity Data (IWGEED). Its purpose is to examine the opportunities for treating educational qualifications explicitly in the estimation of worker availability. To that end, the report will:

- discuss selected existing data sources pertaining to education;
- assess their potential for employment equity purposes;
- make recommendations about future data collected (pertaining to education variables) for employment equity purposes.

¹ Updated availability statistics, based on 1991 data collections, will be disseminated in 1993.



2. Data Sources

Data from a variety of sources are required to support the administration of federal employment equity initiatives. The key statistical requirement is for benchmark availability data. The 1986 availability data are derived from two Statistics Canada surveys. The 1986 Census has served as the source of data on women, aboriginal peoples and visible minorities, while the 1986 Health and Activity Limitation Survey (HALS) - conducted as a post-censal survey in 1986 - generated statistics on persons with disabilities. Together, these two surveys have produced information about the numbers and percentages of employment equity designated group members as well as their labour force activities and occupations within specified geographic areas. Regulations to the Employment Equity Act stipulate that availability data be disseminated by province, territory and selected metropolitan areas.

Since it has been demonstrated that the small numbers and distributions of the employment equity designated groups (excluding women) preclude reliable local population estimates using the main sampling frames of existing household surveys (Foy, Hofmann, Satin and Murray), the Census and the 1986 HALS will likely remain the only vehicles from which the required availability data can be extracted.

The development and maintenance of availability data, however, also benefit from other supplementary statistical sources. Annual surveys, especially those with a longitudinal design, help fill the five-year gap from Census to Census and enable one to gain insight into how labour market experiences and disadvantages develop over time. In addition, it may become possible to examine the impacts of such variables as education levels and literacy skills on the employment patterns of the designated groups. If educational qualifications are to be incorporated into the 1991 availability standards, then analytical support from these supplementary sources could also help play a critical role in preparing specifications for the 1991 tabulations from the Census and HALS.

The following data sources will be reviewed in light of their capacity to provide expanded coverage of and information about the "availability of workers" population.

A. Availability Data Sources

1. The Census
2. The Health and Activity Limitation Survey (HALS)

B. Supplementary Data Sources

1. Labour Force Survey (LFS)
2. Labour Market Activity Survey (LMAS)
3. National Graduates Survey (NGS)
4. National Apprenticeship Survey (NAS)
5. University Student Information System (USIS)
and Community College Student Information System (CCSIS)
6. Survey of Literacy Skills Used in Daily Activities (LSUDA)
7. School Leavers Survey (SLS)
8. General Social Survey (GSS)
9. Provincial Sources

2.1 Availability Data Sources

2.1.1 *The Census*

The 1986 Census data were collected either on a 100% basis (i.e. for all households) or on a sample basis (i.e. from a random sample of households) with data weighted to provide estimates of the entire population. The information collected on education was collected on a 20% sample basis and weighted up to compensate for sampling. Data are available not only within all employment equity designated geographic areas, but at detailed levels below that which are required for the legislation.

Levels of completed schooling have been asked in a fairly uniform manner in the 1981, 1986 and 1991 Censuses. Formal training in the nine months preceding the census, since the previous September 1st, was queried in both 1981 and 1991, though not in the 1986 Census. For those having post-secondary qualifications, data on major field of study have also been collected.

The questions on completed and recent schooling used in the 1991 Census are shown in Exhibit 1 (Statistics Canada, 1991). Questions on current employment and job searching, as well as recent work and kind of work, were nearly identical in 1986 and 1991. The 1991 Census questions on employment and job searching are shown in Exhibit 2. Questions on the recency and kind of work are shown in Exhibit 3.

Among those unemployed or not in the labour force without recent experience at the time of the census, cross-classification by whether or not they were engaged in full-time studies during the previous nine months would distinguish recent students, both graduates and non-graduates, from persons trying to re-enter the labour force after lengthy absences. Students or both students and non-students could then be further cross-classified by broad categories of educational attainment.

For non-students lacking recent work experience, employment chances at a given level of the job hierarchy may also be expected to depend largely on educational attainment. Many of these re-entrants into the labour market will be older than recent students, however, and they will be competing according to today's attainment standards. In other words, older persons re-entering the labour market with a given educational attainment will be presumed to be competing for the kinds of jobs accessible to younger people with a comparable education.

Education data are currently used by Human Resources Development to supplement the availability report on designated groups that is distributed to employers. An example of how the data are presented is shown in Table 1.

Table 1. Population, Aged 15 Years and Over, Showing Distribution of Designated Groups by Highest Level of Schooling, Canada

Education Level	Total	Women	Aboriginal Peoples	Visible Minorities
Total, All Levels	100%	100%	100%	100%
Less than grade 9	17.3	17.6	25.9	14.4
Some secondary - with no certificates	27.1	27.8	34.3	23.4
Secondary school graduation diploma	12.8	14.3	8.1	11.4
Some post-secondary non-university - with no certificates	6.8	7.0	7.7	6.6
Some university - with no certificates	4.1	3.7	3.5	6.5
Trades certificate or diploma	10.0	7.3	8.8	7.9
Non-university - with certificate or diploma	10.4	12.1	7.3	10.3
University certificate or diploma below bachelor level	1.9	2.2	1.0	2.7
Bachelor's degree(s)	6.4	5.8	2.5	11.0
University certificate or diploma above bachelor level	1.0	0.8	0.4	1.3
Master's degree(s)	1.5	1.0	0.5	2.8
Degree in medicine, dentistry, veterinary medicine or optometry	0.4	0.2	0.1	0.9
Earned Doctorate	0.3	0.2	0.1	0.8

Source: Table 16, Employment Equity Availability Data Report on Designated Groups, For Employers Under The Employment Equity Act and The Federal Contractors Program (Additional Tables), October 1990

2.1.2 The Health and Activity Limitation Survey (HALS)

The 1986 Health and Activity Limitation Survey was a post-censal survey conducted in the summer and fall of 1986. The survey was again conducted in 1991. Availability data from the 1991 survey will be available in 1993.

The individuals residing in households who participated in HALS were identified through their response to the disability question on the 1986 Census long questionnaire which was completed by 20% of Canadian households. This disability question was general in nature and asked the respondents to indicate if they were limited in the kind or amount of activity they could undertake because of a health problem or condition.

Approximately 112,000 individuals who answered "yes" to this disability question were subsequently selected to represent persons with disabilities of all ages. Of the 112,000 individuals, approximately 11,735 were non-respondents.

An additional 72,500 individuals who answered "no" to the census disability question were also selected. Through a telephone interview, these individuals were asked the same detailed screening questions. Approximately 3,910 individuals responded positively to the detailed screening questions, and these individuals were included as disabled in the survey. Of the 72,500 individuals, approximately 5,270 were non-respondents.

HALS is the official vehicle used to produce the availability data for persons with disabilities. Because it is a post-censal survey and is linked to the Census, all variables that are available on the Census are also available from HALS (as long as the sample size is large enough to produce reliable estimates in the desired geographic area). In addition to providing availability data, there are many detailed questions asked related to education and employment. Questions dealing with effects of disability on education, barriers to employment, impact of limitation of work etc. are available for indepth analysis of persons with disabilities. Exhibit 4 contains questions dealing with

employment and education used on the 1986 HALS. Similar questions to those asked in 1986 plus additional questions dealing with perception and accommodation are included in the 1991 HALS.

An example of how education data is currently used in the employment equity supplementary availability package on persons with disabilities is shown in Table 2.

Table 2. Population, Aged 15 to 64 Years, Showing Distribution of Persons with Disabilities (Limited at Work), by Highest Level of Schooling and Sex, Canada

Highest Level of Schooling	Total	Males	Females
All levels	100.0%	100.0%	100.0%
Less than grade 9	33.3	32.1	34.4
Some secondary - no certificate	27.4	27.7	27.0
Secondary school graduation diploma	8.0	7.5	8.5
Some post-secondary, non-university - no certificate	5.4	5.3	5.5
Some university - no certificates	2.6	3.3	1.9
Trades certificate or diploma	10.3	13.9	6.8
Non-university with certificate or diploma	7.4	5.3	9.4
University certificate, degree or diploma	5.6	4.8	6.4

Source: Table 18, Employment Equity Availability Data Report on Designated Groups, For Employers Under The Employment Equity Act and The Federal Contractors Program (Additional Tables), October 1990

2.2 Supplementary Data Sources

Experience since the 1986 Census and HALS suggests that the development and maintenance of availability standards benefit from analytical support from other sources. Annual data sources, especially those with longitudinal designs, help to fill the five-year gap between censuses and to gain understanding of how experiences and disadvantages develop over people's lives. Support from existing sources could also play a critical role in assessing the opportunity to incorporate educational qualifications into availability standards.

2.2.1 *Labour Force Survey (LFS)*

The Labour Force Survey (LFS) is a monthly household survey whose sample of individuals is representative of the civilian, non-institutionalized population 15 years and over 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.

The sample size of eligible persons in the LFS is determined so as to meet the statistical precision requirements specified for various labour force characteristics at the provincial and subprovincial level by federal, provincial and municipal governments as well as a host of other data users. The monthly LFS sample consists of over 50,000 dwellings and approximately 100,000 individuals.

Included in the LFS are four levels of primary or secondary education--Grade 8 or lower, Grade 9 or 10, Grade 11 to 13, and secondary graduation. Also queried is the receipt of any "other" education and the highest "degree, certificate or diploma" obtained.

Apprenticeship, classroom vocational and university studies are distinguished. Exhibit 5 shows questions on the highest level of schooling in the LFS.

Fields of study and total years of classroom studies are not queried. Functional literacy may be inferred indirectly from the highest level of primary or secondary school attained, but functional understanding of French or English is indicated neither directly nor indirectly for every respondent. The educational attainment data from the Labour Force Survey are supplemented by general questions on "school, college or university" attendance. See Exhibit 6 for questions on educational activities.

2.2.2 Labour Market Activity Survey (LMAS)

The Labour Market Activity Survey (LMAS) was based upon a sub-sample of the LFS design, being administered to a total of five out of six LFS rotation groups. In addition to the usual LFS exclusions, the LMAS was not administered to persons under 15 years or persons 70 years or older.

Interviews for these surveys have been conducted in January and February of every year since 1987. Collected are data on the work experiences and difficulties of respondents during the preceding calendar year. The same respondents interviewed in 1987 were followed up in 1988, while a new sample was drawn in 1989 and followed up in 1990 and again in 1991.

The samples drawn from the LMAS include more than 70,000 respondents. The follow-up procedures seem to be designed to add more new respondents than are lost since the previous interview. The sampling strategy of the LMAS does not permit accurate local estimates of the aboriginal and visible-minority populations (see Foy, Hofmann, Satin and Murray, 1989, for further detail).

Data are available by province and metropolitan area but not for the territories. Gender and completed years of age are available from files of the LFS, from which the sample of respondents is drawn. Occupational detail is collected and coded to the four-digit level for each job reported during the calendar year.

Persons of aboriginal and visible-minority origins have been identified since the January-February 1988 round of interviews. Identification of persons with disabilities was initiated in the 1990 round. Information on educational attainment may be drawn from the files of the LFS.

The LMAS focus is on the labour market experiences of individuals by job, with a longitudinal perspective of two to three years. The LMAS also queries recent full-time studies by month and year, as well as being linked to information on highest level of schooling from the LFS.

Questions from the 1989 LMAS on kind of work and recent job status are shown in Exhibit 7. Questions on job continuities and interruptions are shown in Exhibit 8. Shown in Exhibit 9 are questions on job searching and formal study by month.

Because respondents for the LMAS have already been interviewed for the LFS, it is also possible to link LFS information on highest level of schooling to the LMAS files. The interviewer codes for two LFS items, secondary and post-secondary levels of schooling, are shown in Exhibit 5. Incomplete secondary studies are not distinguished.

Men and women are routinely distinguished in the LMAS. Although the counts of recent aboriginal students is not measurable in the sample counts, even at the national level, they are distinguished in the interviews. Exhibit 10 shows the daily-living indicators or disability, while Exhibit 11 shows the questions on chronic disability and ethnic origin. A reduced set of questions on Activities of Daily Living were used in the LMAS

questionnaire. The results were very positive in that the survey yielded comparable results to that of the 1986 HALS (Hum, Simpson 1992).

The most recent LMAS includes longitudinal data spanning three years, 1988 through 1990. Annual interviews query employment, job searching and related activities on a very fine time grid.

2.2.3 *National Graduates Survey (NGS)*

Best complementing the LMAS are the National Graduate Surveys (NGS). They focus on the interplay between jobs and educational attainment in colleges and universities over a somewhat longer longitudinal perspective of three to five years. Except for persons with disabilities, identification in the most recent NGS interviews of designated groups parallels that of LMAS and may be expected to compare well with availability standards from the census and HALS.

In 1978, Statistics Canada conducted a survey on the labour market experiences of 1976 graduates from Canadian universities and community colleges. A 1984 survey of 1982 graduates was extended to trade and vocational programmes lasting three months or more, as was a 1988 survey of 1986 graduates. The most notable exclusions from the latter two surveys were persons in adult education evening courses and apprenticeship programmes.

Being surveys of institutional graduates, programmes of on-the-job training other than apprenticeships were also necessarily excluded. Both the 1984 and 1988 surveys drew respondents for telephone interviews from a systematic sample stratified by province, level and field of study. The former reached over 35,000 respondents, the latter over 40,000.

The geographical detail of data is restricted to provinces and territories. The age and gender classification of respondents derives partly from information provided by educational institutions, partly from survey questions. The 1982 cohort of graduates were re-interviewed in 1987, three years after the 1984 interview, five years after graduation.

The re-interview questionnaire included an item to distinguish Inuit, Status or non-Status Indian, and Métis graduates. Also distinguished are graduates with activity limitations at home, at school or work, and in other activities "because of a long-term physical condition, mental condition or health problem." Very nearly the same items on aboriginal origins and disabilities were asked of 1986 graduates in the 1988 interviews.

The 1986 graduates were re-interviewed in the spring of 1991. For this occasion, the disability items are virtually unchanged, but the aboriginal question has been replaced with the question on ethnic origins used in the LMAS to distinguish persons of aboriginal and visible-minority origins. This means that all designated groups will be distinguishable among 1986 graduates, although the method of distinguishing disabled persons differs significantly from the method used in HALS and the LMAS, as may be seen in Exhibit 12.

2.2.4 National Apprenticeship Survey (NAS)

Complementing the NGS is the National Apprenticeship Survey of 1989-90 (NAS). The longitudinal perspective is not clear defined, including twelve months before the apprenticeship and twelve months afterward but no indication of the length of the apprenticeship itself. Identification of gender, aboriginal peoples and visible minorities is as in the LMAS, but there are no indications of disability.

This survey was conducted in November of 1989, with some additional fieldwork in early 1990. The sample is drawn systematically by province and twenty-five trade groupings. Some 13,820 apprentices were interviewed by telephone.

The questionnaire includes items on gender and date of birth. Persons of aboriginal and visible-minority origins are distinguished in the same manner as in the LMAS, as may be seen in Exhibit 13, but persons with disabilities are not specifically distinguished. Recent jobs are queried and coded to the four-digit occupational detail.

Success or failure in completing the apprenticeship programme are extensively queried. Also queried are completion of elementary, secondary, class-room vocational and university studies, as well as fields of study.

2.2.5 University Student Information System (USIS) and Community College Student Information System (CCSIS)

The University and Community College Student Information Systems (USIS and CCSIS) are based on administrative data from most Canadian colleges and universities. Because the data cover nearly the entire universe of graduates on a yearly basis, they provide accurate estimates of the potential flows of new graduates into the labour market, but only women are distinguished among the designated groups.

Information in these systems are based mainly on enrolment information for individual students across Canada. Coverage appears to have exceeded 95% since the late 1970's. Province, territory or country of origin, as well as gender and date of birth, are provided.

No information on aboriginal or visible-minority origins, nor on disabilities, is available. Provincial authorities apparently have little experience with such data collection (Lynd,

1991). Very detailed information is collected on fields of study, educational attainments and goals.

Table 3 shows how the data from this survey are used to augment the information released in the Employment Equity Availability Data Report on Designated Groups.

Table 3: University Graduates (Bachelor), By Sex, 1981-1987

	Total	Male	Female
1981	84,926	42,215	42,711
1982	87,106	42,644	44,462
1983	89,770	43,952	45,818
1984	92,828	45,354	47,474
1985	97,568	46,958	50,610
1986	101,668	48,206	53,462
1987	103,070	48,406	54,664

Source: Table 1, Post-Secondary Graduate Report, Employment Equity Availability Data for Employers Under the Employment Equity Act and the Federal Contractors Program, DDSAD, EE Branch, EIC

2.2.6 Survey of Literacy Skills Used in Daily Activities

A sample of 13,571 persons aged 16 to 69 across Canada, were selected from dwellings that had recently participated in the Labour Force Survey. Because it is a LFS supplement, individual information such as age, education and occupation are linked to the data collected from this survey.

Residents of Yukon and the Northwest Territories, members of the armed forces, persons living on Indian Reserves and inmates of institutions were excluded from the survey as these populations are excluded from the coverage of the LFS.

The response rate to the survey was 70%, resulting in 9,455 personal interviews being conducted.

Table 4 shows that the proportions of the population with adequate reading and numeracy skills by level of schooling. The proportions are dramatically lower than the national average among persons lacking a secondary certificate. Conversely, they are dramatically higher among persons with non-university certificates or university degrees.

Reading skills were graded among four levels, with Levels 1 and 2 being labelled as inadequate, Level 3 as marginal and Level 4 as adequate "for everyday requirements" (Statistics Canada, undated, "Reading Skills," P. 2). Skills in numeracy (a term parallel to 'literacy' with reference to manipulating numbers) were graded among three levels, Level 1 being inadequate for daily activities, Level 2 being marginal and Level 3 being adequate.

Table 4. Reading and Numeracy Skills by Highest Level of Schooling in 1989

	Population (000's)	Adequate Reading Skills	Population (000's)	Adequate Numeracy Skills
Total	17,705	63%	17,206	62%
No schooling or elementary	1,818	(12%)	1,518	(22%)
Some secondary	4,427	48%	4,363	47%
Secondary completed	4,181	70%	4,123	64%
Trade school	1,133	63%	1,095	65%
Community college	2,458	81%	2,446	76%
University	3,456	89%	3,451	83%

Notes:

Total includes "not stated" level of schooling.

() Users are cautioned that sampling variability associated with this estimate is high.

Source: Tables 3.1 and 3.2, Adult literacy in Canada: results of a national study, Catalogue 89-525E, Ottawa, 1991

2.2.7 School Leavers Survey (SLS)

The School Leavers Survey was conducted by Statistics Canada in April and June 1991. A sample of 9,460 persons aged 18 to 20 years, were asked to whether they were still in school, or had graduated, or had left school before graduating. The respondents were subsequently classified by these three criteria. i.e. continuers, graduates and non-completers.

The SLS collects information on the designated groups in a similar fashion to that of the NGS. However, the sample size is so small that only estimates on women are available at any detailed breakdown. The survey explores the environmental, social, attitudinal, personal and economic factors that may contribute to the early departure of students from school. As well, it compares the labour market experiences and quality of life of early school leavers with the experience of those who graduated from school.

2.2.8 General Social Survey (GSS)

The General Social Survey (GSS) was initiated by Statistics Canada in order to reduce gaps in the statistical information system, particularly in relation to socio-economic trends. The survey has two principal objectives: first, to gather data on trends in Canadian society over time, and second, to provide information on specific policy issues of interest.

The target population of the 1989 GSS consisted of people aged 15 and over in the 10 provinces of Canada, with the exception of full-time residents of institutions. The sample size of approximately 9,400 persons is sufficient to allow extensive analysis at the national level, same analysis at the regional level, and limited analysis at the provincial level.

Data by designated groups are not possible (except women) from the GSS. While there is a single question on limitation at work asked on the survey, it is known to underestimate the population envisioned by the Employment Equity Act.

2.2.9 Provincial Sources

The provinces do, of course, have their own administrative sources of data on students. There exists, however, little uniformity among the provinces, and the distinction of designated groups other than women is virtually absent.

3. Recommendations

Currently for USIS and CCSIS it is not possible to generate much data on aboriginal peoples, visible minorities and persons with disabilities. However, based on a small study (30 institutions) conducted on behalf of the EEDP, some institutions are seeking to broaden their data bases to include information about the employment equity designated groups. If these data bases have the potential to become viable sources for employment equity purposes, the IWGEED should promote the incorporation of these variables on the appropriate forms.

In 1994, the Survey of Labour and Income Dynamics (SLID) will be conducted as a large-scale household panel survey. The survey will follow individuals and families for six years, tracking their labour market experiences, changes in income and family circumstances. This survey will replace the LMAS and should yield useful data for employment equity purposes.

Following completion of the Legislative Review there may be some modifications to employment equity concepts, definitions, coverage, methodologies, products and services etc. Some changes could e.g. relate to requirements for education data or the incorporation of education qualifications into availability standards. If this is the case the IWEED must be prepared to address these changes and make recommendations for their implementation.

The IWEED is continuing to explore the incorporation of educational qualifications into employment equity information, particularly the educational/skill requirements of the job market. Initiatives with provincial education ministries and university registrars are needed to determine possibilities for obtaining information on the designated groups from USIS and CCSIS. Resources are necessary to support changes to existing management information systems.



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5. Appendix I - Exhibits

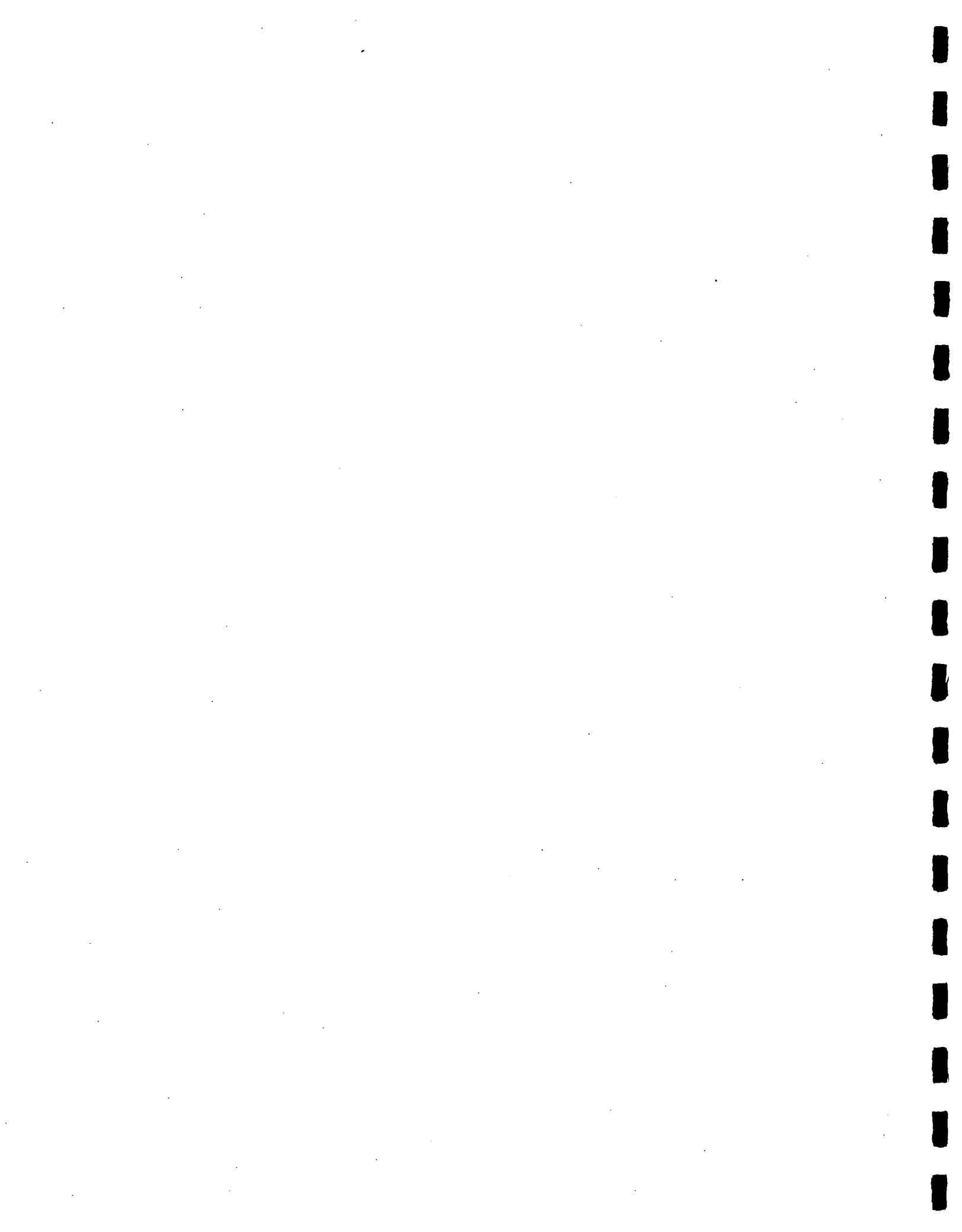


Exhibit 1. Questions on Completed and Recent Schooling in the 1991 Census

- 24.** What is the **highest** grade (or year) of **secondary** (high school) or **elementary** school this person ever attended?

Enter highest number (1 to 13) of grades or years, excluding kindergarten.

- 10 ◀ Enter number (1 to 13) of grades or years of secondary and/or elementary school

OR

- 11 ☐ Never attended school or attended kindergarten only

- 25.** How many years of education has this person completed at university?

- 12 ☐ None

- 13 ☐ Less than 1 year (of completed courses)

- 14 ◀ Number of completed years at university

- 26.** How many years of schooling has this person ever completed at an institution **other than** a university, a secondary (high school) or an elementary school?

Include years of schooling at community colleges, institutes of technology, CEGEPs (general and professional), private trade schools or private business colleges, diploma schools of nursing, etc.

- 01 ☐ None

- 02 ☐ Less than 1 year (of completed courses)

- 03 ◀ Number of completed years at community colleges, trade schools, CEGEPs, etc.

- 27.** In the **past nine months** (that is, since last September), was this person attending a school, college or university?

Include attendance at elementary or secondary schools, business or trade schools, community colleges, institutes of technology, CEGEPs, etc., for courses which can be used as credits towards a certificate, diploma or degree.

Mark one circle only.

- 04 ☐ No, did not attend in past nine months

- 05 ☐ Yes, full time

- 06 ☐ Yes, part time, day or evening

- 28.** What certificates, diplomas or degrees has this person ever obtained?

*Include all qualifications obtained from **secondary** (high) schools, or trade schools and other postsecondary educational institutions.*

Mark as many circles as applicable.

- 07 ☐ None
Go to Question 30

- 08 ☐ Secondary/high school graduation certificate or equivalent

- 09 ☐ Trades certificate or diploma

- 10 ☐ Other non-university certificate or diploma (obtained at community college, CEGEP, institute of technology, etc.)

- 11 ☐ University certificate or diploma **below** bachelor level

- 12 ☐ Bachelor's degree(s) (e.g., B.A., B.Sc., LL.B.)

- 13 ☐ University certificate or diploma **above** bachelor level

- 14 ☐ Master's degree(s) (e.g., M.A., M.Sc., M.Ed.)

- 15 ☐ Degree in medicine, dentistry, veterinary medicine or optometry (M.D., D.D.S., D.M.D., D.V.M., O.D.)

- 16 ☐ Earned doctorate (e.g., Ph.D., D.Sc., D.Ed.)

Exhibit 2. Questions on Current Employment and Job Searching in the 1991 Census

30. Last week, how many hours did this person work (not including volunteer work, housework, maintenance or repairs for his/her own home)?

Include as work:

- *working without pay in a family farm or business (e.g., assisting in seeding, doing accounts);*
- *working in his/her own business, farm or professional practice, alone or in partnership;*
- *working for wages, salary, tips or commission.*

03 ◀ Number of hours
(to the nearest hour)

Go to Question 36

OR

04 ☐ None
Continue with the next
question

31. Last week, was this person on temporary lay-off or absent from his/her job or business?

Mark one circle only.

05 ☐ No

06 ☐ Yes, on temporary lay-off from
a job to which this person
expects to return

07 ☐ Yes, on vacation, ill, on strike
or locked out, or absent for other
reasons

32. Last week, did this person have definite arrangements to start a new job within the next four weeks?

08 ☐ No

09 ☐ Yes

33. Did this person look for work during the past four weeks?

For example, did this person contact a Canada Employment Centre, check with employers, place or answer newspaper ads?

Mark one circle only.

10 ☐ No

Go to Question 35

11 ☐ Yes, looked for full-time work

12 ☐ Yes, looked for part-time work
(less than 30 hours per week)

34. Could this person have started work last week had a job been available?

Mark one circle only.

01 ☐ Yes, could have started work

02 ☐ No, already had a job

03 ☐ No, temporary illness or
disability

04 ☐ No, personal or family
responsibilities

05 ☐ No, going to school

06 ☐ No, other reasons

Exhibit 3. Questions on Recency and Kind of Work in the 1991 Census

- 35.** When did this person last work, even for a few days (not including volunteer work, housework, maintenance or repairs for his/her own home)?

- 07 ☐ In 1991
Continue with the next question
- 08 ☐ In 1990
Continue with the next question
- 09 ☐ Before 1990
Go to Question 45
- 10 ☐ Never worked in lifetime
Go to Question 45

- 39.** What kind of work was this person doing?

For example, medical lab technician, accounting clerk, manager of civil engineering department, secondary school teacher, supervisor of data entry unit, food processing labourer, fishing guide (If in the Armed Forces, give rank only.)

Kind of work

- 40.** In this work, what were this person's most important duties or activities?

For example, analysing blood samples, verifying invoices, co-ordinating civil engineering projects, teaching mathematics, organizing work schedules and monitoring data entry systems, cleaning vegetables, guiding fishing parties

Most important duties or activities

Exhibit 4. Questions on Employment and Education from the 1986 HALS

D2 The following questions deal with the effects of your condition on employment.

Last week, how many hours did you work at a job or business not including housework, maintenance or repairs for your own home? Include as work, working without pay at a family farm or business.

Number of hours, to the nearest hour → Go to D8

None 99 ○

D3 Last week, were you ...

INTERVIEWER: Read list. Mark only one.

on temporary layoff from a job or business to which you expect to return? 3 ○ → Go to D49

on vacation, ill, on strike or locked out or absent for other reasons? 4 ○ → Go to D8

Neither of the above 5 ○

D4 Last week, did you have definite arrangements to start a new job within the next four weeks?

Yes 6 ○ No 7 ○ → Go to D6

D5 Could you have started work last week had a job been available?

INTERVIEWER: Read list. Mark only one.

Yes, could have started work 1 ○

No, already had a job 2 ○

No, temporary illness or disability 3 ○

No, personal or family responsibilities 4 ○

No, going to school 5 ○

No, other reasons 6 ○

Go to D49

Go to Section E

D6 Did you look for work during the past four weeks? For example, did you contact a Canada Employment Centre, check with employers, place or answer newspaper ads?

Yes 1 ○ No 2 ○ → Go to D63

D7 Could you have started work last week had a job been available?

INTERVIEWER: Read list. Mark only one.

Yes, could have started work 1 ○

No, temporary illness or disability 3 ○

No, personal or family responsibilities 4 ○

No, going to school 5 ○

No, other reasons 6 ○

Go to D45

Go to Section E

E1 In April 1986, were you enrolled at a school, college or university

Yes 1 ○ No 2 ○ → Go to E16

E2 Was this in Canada?

Yes 3 ○ No 4 ○

E3 Were you enrolled as a full-time or part-time student?

Full-time 5 ○

Part-time 6 ○

E4 Were you taking any courses by correspondence or home study in April 1986?

Yes 7 ○ No 8 ○

E5 In what kind of school were you enrolled?

INTERVIEWER: Read list. Mark only one.

Special school for persons with a condition or health problem 1 ○ → Go to E8

Regular primary or secondary school 2 ○ → Go to E6

Community college, CEGEP, technical institute, hospital school of nursing or medical technology 3 ○ → Go to E10

University or teachers' college... 4 ○ → Go to E12

Other 5 ○ → Go to E13

E16 How many years of formal education have you completed?

Years → Go to E18

or

None 99 ○

Exhibit 5. Questions on Highest Level of Schooling in the LFS

Column 1: WHAT IS THE HIGHEST GRADE OF
ELEMENTARY OR HIGH SCHOOL
(SECONDARY SCHOOL) EVER
COMPLETED?

0 Grade 8 or lower *Quebec: Secondary II or lower*

1 Grade 9 - 10 *Quebec: Secondary III or IV
Newfoundland: 1st year of secondary*

Grade 11 - 13 *Quebec: Secondary V
Newfoundland: 2nd to 4th year of secondary*



DID GRADUATE FROM HIGH SCHOOL
(SECONDARY SCHOOL)?

2 No

3 Yes

Column 2: HAS RECEIVED ANY OTHER
EDUCATION?

0 No

Yes →

COULD THIS EDUCATION BE COUNTED
TOWARDS A DEGREE, CERTIFICATE OR
DIPLOMA FROM AN EDUCATIONAL
INSTITUTION?

0 No

Yes →

WHAT IS THE HIGHEST DEGREE, CERTIFICATE
OR DIPLOMA . . . HAS OBTAINED?

- 1 No postsecondary degree, certificate or diploma
- 2 Trades certificate or diploma from a vocational school or apprenticeship training
- 3 Non-university certificate or diploma from a community college, CEGEP, school of nursing, etc.
- 4 University certificate below bachelor's level
- 5 Bachelor's degree
- 6 University degree or certificate above bachelor's level

Exhibit 6. Questions on Educational Activities in the LFS

EDUCATIONAL ACTIVITIES (if age 65 or over, go to 90)	
80	<p>LAST WEEK, WAS ... ATTENDING A SCHOOL, COLLEGE OR UNIVERSITY?</p> <p>Yes ¹ <input type="radio"/> No ² <input type="radio"/> Go to 90</p>
81	<p>WAS ... ENROLLED AS A FULL-TIME OR PART-TIME STUDENT?</p> <p>Full ¹ <input type="radio"/> time Part ² <input type="radio"/> time</p>
82	<p>WHAT KIND OF SCHOOL WAS THIS?</p> <p><input type="text"/> Enter code</p>
INFORMATION SOURCE	
90	<p>HRD page-line No. of person providing the above information</p> <p>Last interview <input type="text"/> <input type="text"/> This interview <input type="text"/> <input type="text"/></p>

Exhibit 7. Questions on Kind of Work and Recent Job Status in the 1989 LMAS

13. WHAT KIND OF WORK WAS ... DOING?	<p style="text-align: center;">Confirmed Job ²<input type="radio"/></p> <p style="text-align: center;">OR</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>
14. IN THIS WORK WHAT WERE ...'S MOST IMPORTANT ACTIVITIES OR DUTIES?	<p style="text-align: center;">Confirmed Job ³<input type="radio"/></p> <p style="text-align: center;">OR</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>

17A. IN 1990, DID ... HAVE ANY PROMOTIONS OR OTHER JOBS WITH ... (repeat name of employer in Item 11)?	<p>Yes ⁶<input type="radio"/> Go to Item 11 in next available column</p> <p>No ⁷<input type="radio"/> Go to 17B</p>
17B. IN 1990, DID ... HAVE A JOB WITH ANY OTHER EMPLOYER?	<p>Yes ¹<input type="radio"/> Go to Item 11 in next available column</p> <p>No ²<input type="radio"/> Go to Item 18 for Job 11</p>

18. WAS ... WORKING AT THIS JOB OR BUSINESS AT THE BEGINNING OF JANUARY 1990 (i.e., immediately after New Year's)?	<p>Yes ³<input type="radio"/> Go to 20</p> <p>No ⁴<input type="radio"/> Go to 19</p>
19. IN 1990, WHEN DID ... FIRST START WORKING AT THIS JOB OR BUSINESS?	<div style="border: 1px solid black; padding: 2px; text-align: center;"> <div style="display: flex; justify-content: space-around; width: 100%;"> 9 0 </div> <div style="display: flex; justify-content: space-around; font-size: 0.8em; margin-top: 2px;"> DDMMYY </div> </div>
20. LAST WEEK, DID ... WORK AT THIS JOB OR BUSINESS?	<p>Yes ⁵<input type="radio"/> Go to 23</p> <p>No ⁶<input type="radio"/> Go to 21</p>
21. LAST WEEK, DID ... STILL HAVE THIS JOB OR BUSINESS?	<p>Yes ⁷<input type="radio"/> Go to 23</p> <p>No ⁶<input type="radio"/> Go to 22</p>
22. WHEN DID ... LAST WORK AT THIS JOB OR BUSINESS?	<div style="border: 1px solid black; padding: 2px; text-align: center;"> <div style="display: flex; justify-content: space-around; width: 100%;"> </div> <div style="display: flex; justify-content: space-around; font-size: 0.8em; margin-top: 2px;"> DDMMYY </div> </div> <p style="text-align: right;">Go to 23</p>

Exhibit 8. Questions on Job Continuities and Interruptions in the 1989 LMAS

27. WHEN BEFORE 1990 DID ... LAST WORK FOR THIS EMPLOYER?	Before Jan. 1, 1989 ⁷ <input type="radio"/> Go to 38 <div style="text-align: center; border: 1px solid black; width: 50px; margin: 5px auto;">OR</div> <div style="display: flex; align-items: center; justify-content: center;"> <div style="border: 1px solid black; width: 20px; height: 20px; margin: 0 5px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; margin: 0 5px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; margin: 0 5px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; margin: 0 5px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; margin: 0 5px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; margin: 0 5px;"></div> <div style="margin: 0 5px;">8</div> <div style="margin: 0 5px;">9</div> </div> <div style="display: flex; justify-content: space-around; width: 100%; font-size: small;"> DDMMYY </div> Go to 28																																
29. WHAT WAS THE MAIN REASON FOR THIS ABSENCE FROM (repeat date in Item 27) TO (repeat date in Item 19)?	<div style="display: flex; align-items: center; justify-content: center;"> <div style="border: 1px solid black; width: 30px; height: 20px; margin: 0 5px;"></div> <div style="border: 1px solid black; width: 30px; height: 20px; margin: 0 5px;"></div> Enter code </div>																																
31. DID ... RECEIVE ANY OF THE FOLLOWING KINDS OF FINANCIAL COMPENSATION FOR THIS ABSENCE? For each type of compensation received, ask: HOW MANY WEEKS OF (repeat type of compensation) DID ... RECEIVE FOR THIS ABSENCE?	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%; text-align: center;">No</th> <th style="width: 15%; text-align: center;">Yes</th> <th style="width: 10%;"></th> <th style="width: 15%; text-align: center;">No. of weeks</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">01 <input type="radio"/></td> <td style="text-align: center;">02 <input type="radio"/></td> <td style="text-align: center;">→</td> <td style="border: 1px solid black; width: 30px; height: 20px;"></td> </tr> <tr> <td style="text-align: center;">03 <input type="radio"/></td> <td style="text-align: center;">04 <input type="radio"/></td> <td style="text-align: center;">→</td> <td style="border: 1px solid black; width: 30px; height: 20px;"></td> </tr> <tr> <td style="text-align: center;">05 <input type="radio"/></td> <td style="text-align: center;">06 <input type="radio"/></td> <td style="text-align: center;">→</td> <td style="border: 1px solid black; width: 30px; height: 20px;"></td> </tr> <tr> <td style="text-align: center;">07 <input type="radio"/></td> <td style="text-align: center;">08 <input type="radio"/></td> <td style="text-align: center;">→</td> <td style="border: 1px solid black; width: 30px; height: 20px;"></td> </tr> <tr> <td style="text-align: center;">09 <input type="radio"/></td> <td style="text-align: center;">10 <input type="radio"/></td> <td style="text-align: center;">→</td> <td style="border: 1px solid black; width: 30px; height: 20px;"></td> </tr> <tr> <td style="text-align: center;">11 <input type="radio"/></td> <td style="text-align: center;">12 <input type="radio"/></td> <td style="text-align: center;">→</td> <td style="border: 1px solid black; width: 30px; height: 20px;"></td> </tr> <tr> <td style="text-align: center;">13 <input type="radio"/></td> <td style="text-align: center;">14 <input type="radio"/></td> <td style="text-align: center;">→</td> <td style="border: 1px solid black; width: 30px; height: 20px;"></td> </tr> </tbody> </table>	No	Yes		No. of weeks	01 <input type="radio"/>	02 <input type="radio"/>	→		03 <input type="radio"/>	04 <input type="radio"/>	→		05 <input type="radio"/>	06 <input type="radio"/>	→		07 <input type="radio"/>	08 <input type="radio"/>	→		09 <input type="radio"/>	10 <input type="radio"/>	→		11 <input type="radio"/>	12 <input type="radio"/>	→		13 <input type="radio"/>	14 <input type="radio"/>	→	
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11 <input type="radio"/>	12 <input type="radio"/>	→																															
13 <input type="radio"/>	14 <input type="radio"/>	→																															
33. DID ... LOOK FOR WORK AT ANY TIME DURING THIS ABSENCE?	Yes ³ <input type="radio"/> Go to 34 No ⁴ <input type="radio"/> Go to 35																																
35. DID ... WANT A JOB AT ANY TIME DURING THIS ABSENCE?	Yes ⁵ <input type="radio"/> Go to 38 No ⁶ <input type="radio"/> Go to 55																																
36. WAS THERE ANY REASON ... COULD NOT TAKE A JOB DURING THIS ABSENCE?	<div style="display: flex; align-items: center; justify-content: center;"> <div style="border: 1px solid black; width: 30px; height: 20px; margin: 0 5px;"></div> Enter code </div>																																
43. IN HOW MANY CONSECUTIVE WEEKS BEFORE THE START OF THIS JOB WAS ... LOOKING FOR WORK?	<div style="display: flex; align-items: center; justify-content: center;"> <div style="border: 1px solid black; width: 30px; height: 20px; margin: 0 5px;"></div> <div style="border: 1px solid black; width: 30px; height: 20px; margin: 0 5px;"></div> Weeks </div>																																
47. DID ... RECEIVE UNEMPLOYMENT INSURANCE BENEFITS DURING THIS PERIOD?	Yes ³ <input type="radio"/> No ⁴ <input type="radio"/>																																

Exhibit 9. Questions on Job Searching and Study by Month in the 1989 LMAS

127. DID ... LOOK FOR WORK AT ANY TIME FROM (repeat month in Item 126) UNTIL THE END OF DECEMBER 1990?

Yes ⁷ ☐ Go to 128

No ⁸ ☐ Go to 131

128. IN WHICH MONTH(S) DID ... LOOK FOR WORK?

J	F	M	A	M	J	J	A	S	O	N	D
01	02	03	04	05	06	07	08	09	10	11	12
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

131. DID ... WANT A JOB AT ANY TIME DURING THIS PERIOD?

132. IN WHICH MONTHS DID ... WANT A JOB?

J	F	M	A	M	J	J	A	S	O	N	D
01	02	03	04	05	06	07	08	09	10	11	12
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SCHOOL ATTENDANCE AND OTHER TRAINING

152. AT ANY TIME IN 1990, DID ... ATTEND A SCHOOL, COLLEGE OR UNIVERSITY AS A FULL-TIME OR PART-TIME STUDENT?

Yes ¹ ☐ Go to 153

No ² ☐ Go to 155

153. IN 1990, IN WHICH MONTH(S) DID ... ATTEND A SCHOOL, COLLEGE OR UNIVERSITY AS A FULL-TIME STUDENT?

³ ☐ None

OR

J	F	M	A	M	J	J	A	S	O	N	D
01	02	03	04	05	06	07	08	09	10	11	12
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

154. IN 1990, IN WHICH MONTH(S) DID ... ATTEND A SCHOOL, COLLEGE OR UNIVERSITY AS A PART-TIME STUDENT?

⁴ ☐ None

OR

J	F	M	A	M	J	J	A	S	O	N	D
01	02	03	04	05	06	07	08	09	10	11	12
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Exhibit 10. Questions on Daily Living Indications of Disability in the 1989 LMAS

THE NEXT FEW QUESTIONS RELATE TO HEALTH AND THE IMPACT THAT CHRONIC HEALTH PROBLEMS HAVE ON EMPLOYMENT OPPORTUNITIES.

FIRST, I WOULD LIKE TO ASK YOU ABOUT ...'S ABILITY TO DO CERTAIN ACTIVITIES, EVEN WHEN USING A SPECIAL AID. PLEASE REPORT ONLY THOSE PROBLEMS WHICH ARE EXPECTED TO LAST SIX MONTHS OR MORE.

163. DOES ... HAVE ANY TROUBLE HEARING WHAT IS SAID IN A GROUP CONVERSATION WITH AT LEAST THREE OTHER PEOPLE (WITH A HEARING AID IF NORMALLY USED)?

- ☐ Yes → IS ... COMPLETELY UNABLE TO DO THIS?
☐ No
☐ Yes, completely unable
☐ No, able

164. DOES ... HAVE ANY TROUBLE READING ORDINARY NEWSPRINT (WITH GLASSES IF NORMALLY WORN)?

- ☐ Yes → IS ... COMPLETELY UNABLE TO DO THIS?
☐ No
☐ Yes, completely unable
☐ No, able

165. DOES ... HAVE ANY TROUBLE SPEAKING AND BEING UNDERSTOOD?

- ☐ Yes → IS ... COMPLETELY UNABLE TO DO THIS?
☐ No
☐ Yes, completely unable
☐ No, able

166. DOES ... HAVE ANY TROUBLE WALKING 400 YARDS/400 METRES WITHOUT RESTING (ABOUT THREE CITY BLOCKS)?

- ☐ Yes → IS ... COMPLETELY UNABLE TO DO THIS?
☐ No
☐ Yes, completely unable
☐ No, able

167. DOES ... HAVE ANY TROUBLE WALKING UP AND DOWN A FLIGHT OF STAIRS (ABOUT 12 STEPS)?

- ☐ Yes → IS ... COMPLETELY UNABLE TO DO THIS?
☐ No
☐ Yes, completely unable
☐ No, able

168. DOES ... HAVE ANY TROUBLE CARRYING AN OBJECT OF 10 POUNDS FOR 30 FEET/5 KILOGRAMS FOR 10 METRES (EXAMPLE: CARRYING A BAG OF GROCERIES)?

- ☐ Yes → IS ... COMPLETELY UNABLE TO DO THIS?
☐ No
☐ Yes, completely unable
☐ No, able

Go to 169

169. DOES ... HAVE ANY TROUBLE STANDING FOR LONG PERIODS OF TIME, THAT IS, MORE THAN 20 MINUTES?

- ☐ Yes → IS ... COMPLETELY UNABLE TO DO THIS?
☐ No
☐ Yes, completely unable
☐ No, able

170. WHEN STANDING, DOES ... HAVE ANY TROUBLE BENDING DOWN AND PICKING UP AN OBJECT FROM THE FLOOR (FOR EXAMPLE, A SHOE)?

- ☐ Yes → IS ... COMPLETELY UNABLE TO DO THIS?
☐ No
☐ Yes, completely unable
☐ No, able

171. DOES ... HAVE ANY TROUBLE USING HIS/HER FINGERS TO GRASP OR HANDLE?

- ☐ Yes → IS ... COMPLETELY UNABLE TO DO THIS?
☐ No
☐ Yes, completely unable
☐ No, able

172. DOES ... HAVE ANY TROUBLE REACHING IN ANY DIRECTION (FOR EXAMPLE: ABOVE HIS/HER HEAD)?

- ☐ Yes → IS ... COMPLETELY UNABLE TO DO THIS?
☐ No
☐ Yes, completely unable
☐ No, able

173. FROM TIME TO TIME, EVERYONE HAS TROUBLE REMEMBERING THE NAME OF A FAMILIAR PERSON, OR LEARNING SOMETHING NEW, OR THEY EXPERIENCE MOMENTS OF CONFUSION. HOWEVER, DOES ... HAVE ANY ONGOING PROBLEMS WITH HIS/HER ABILITY TO REMEMBER OR LEARN?

- ☐ Yes
☐ No

Exhibit 11. Questions on Chronic Disability and Ethnic Origin in the 1989 LMAS

174. BECAUSE OF A LONG-TERM PHYSICAL CONDITION OR HEALTH PROBLEM, THAT IS, ONE THAT IS EXPECTED TO LAST 6 MONTHS OR MORE, IS ... LIMITED IN THE KIND OR AMOUNT OF ACTIVITY HE/SHE CAN DO ...

- | | Yes | No | Not applicable |
|---|-------------------------------------|-------------------------------------|-------------------------------------|
| a) at home? | ⁰¹ <input type="radio"/> | ⁰² <input type="radio"/> | |
| b) at school? | ⁰³ <input type="radio"/> | ⁰⁴ <input type="radio"/> | ⁰⁵ <input type="radio"/> |
| c) at work? | ⁰⁶ <input type="radio"/> | ⁰⁷ <input type="radio"/> | ⁰⁸ <input type="radio"/> |
| d) In other activities such as, travel, sports, or leisure? | ⁰⁹ <input type="radio"/> | ¹⁰ <input type="radio"/> | |

175. BECAUSE OF A LONG-TERM EMOTIONAL, PSYCHOLOGICAL, NERVOUS, OR MENTAL HEALTH CONDITION OR PROBLEM, IS ... LIMITED IN THE KIND OR AMOUNT OF ACTIVITY HE/SHE CAN DO ...

- | | Yes | No | Not applicable |
|---|-------------------------------------|-------------------------------------|-------------------------------------|
| a) at home? | ⁰¹ <input type="radio"/> | ⁰² <input type="radio"/> | |
| b) at school? | ⁰³ <input type="radio"/> | ⁰⁴ <input type="radio"/> | ⁰⁵ <input type="radio"/> |
| c) at work? | ⁰⁶ <input type="radio"/> | ⁰⁷ <input type="radio"/> | ⁰⁸ <input type="radio"/> |
| d) In other activities such as, travel, sports, or leisure? | ⁰⁹ <input type="radio"/> | ¹⁰ <input type="radio"/> | |

177. WHEN DID ...'S CONDITION BEGIN TO LIMIT THE KIND OR AMOUNT OF WORK HE/SHE COULD DO AT A JOB OR BUSINESS?

- Was always limited ¹ ☐
- Before 1988 ² ☐
- During 1988 ... ³ ☐ → Month
- During 1989 ... ⁴ ☐ → Month
- During 1990 ... ⁵ ☐ → Month

195. FROM WHICH OF THE FOLLOWING GROUPS DID ...'S PARENTS OR GRAND-PARENTS DESCEND? (Mark all responses reported)

- | | Yes | No |
|---|-------------------------------------|-------------------------------------|
| a) Chinese | ⁰¹ <input type="radio"/> | ⁰² <input type="radio"/> |
| b) Japanese | ⁰³ <input type="radio"/> | ⁰⁴ <input type="radio"/> |
| c) Korean | ⁰⁵ <input type="radio"/> | ⁰⁶ <input type="radio"/> |
| d) Filipino | ⁰⁷ <input type="radio"/> | ⁰⁸ <input type="radio"/> |
| e) East Indian (from India, Pakistan, Bangladesh, East Africa, Guyana, etc.) ... | ⁰⁹ <input type="radio"/> | ¹⁰ <input type="radio"/> |
| f) Black (from Africa, the Caribbean, Haiti, the U.S.A., Canada, etc.) | ¹¹ <input type="radio"/> | ¹² <input type="radio"/> |
| g) North American Indian | ¹³ <input type="radio"/> | ¹⁴ <input type="radio"/> |
| h) Metis | ¹⁵ <input type="radio"/> | ¹⁶ <input type="radio"/> |
| i) Inuit (Eskimo) | ¹⁷ <input type="radio"/> | ¹⁸ <input type="radio"/> |
| j) Arab (from Egypt, Jordan, Lebanon, Iraq, etc.) | ¹⁹ <input type="radio"/> | ²⁰ <input type="radio"/> |
| k) West Asian (from Syria, Turkey, Afghanistan, Armenia, Iran, etc.) | ²¹ <input type="radio"/> | ²² <input type="radio"/> |
| l) South East Asian (from Burma, Cambodia/Kampuchea, Laos, Thailand, Vietnam, etc.) | ²³ <input type="radio"/> | ²⁴ <input type="radio"/> |
| m) North-African (from Egypt, Morocco, Algeria, Tunisia, etc.) | ²⁵ <input type="radio"/> | ²⁶ <input type="radio"/> |
| n) Latin American (from Mexico, Central America, or South America) | ²⁷ <input type="radio"/> | ²⁸ <input type="radio"/> |
| o) British (from England, Scotland, Ireland, etc.) | ²⁹ <input type="radio"/> | ³⁰ <input type="radio"/> |
| p) French | ³¹ <input type="radio"/> | ³² <input type="radio"/> |
| q) Any other European groups | ³³ <input type="radio"/> | ³⁴ <input type="radio"/> |
| r) Canadian | ³⁵ <input type="radio"/> | ³⁶ <input type="radio"/> |

196. ARE THERE ANY OTHER GROUPS FROM WHICH ...'S PARENTS OR GRANDPARENTS DESCENDED?

Yes ¹ ☐ No ² ☐

Please specify

Exhibit 12.

Disability and Ethnic Origin in the 1986-91 NGS

G4. Are you limited in the kind or amount of activity you can do because of a long-term physical condition, mental condition or health problem ...
(Read list.) ...

	Yes	No
a. at home?	1 <input type="radio"/>	2 <input type="radio"/>
b. at school or work?	3 <input type="radio"/>	4 <input type="radio"/>
c. in other activities, such as transportation or leisure-time activities? . . .	5 <input type="radio"/>	6 <input type="radio"/>

G5. INTERVIEWER CHECK-ITEM:

If any "Yes" checked
in Item G4 7 ☐ go to G6a

Otherwise 8 ☐ go to G7

[illegible]

Exhibit 13.

Ethnic Origin in the 1989-90 NAS

124. From which of the following groups did your parents or grandparents descend?
(Mark all responses reported)

- | | Yes | No |
|--|--------------------------|--------------------------|
| a) Chinese | 01 <input type="radio"/> | 02 <input type="radio"/> |
| b) Japanese | 03 <input type="radio"/> | 04 <input type="radio"/> |
| c) Korean | 05 <input type="radio"/> | 06 <input type="radio"/> |
| d) Filipino | 07 <input type="radio"/> | 08 <input type="radio"/> |
| e) East Indian
(from India, Pakistan, Bangladesh,
East Africa, Guyana, etc) | 09 <input type="radio"/> | 10 <input type="radio"/> |
| f) Black (from Africa, the Caribbean,
Haiti, the U.S.A., Canada, etc.) .. | 11 <input type="radio"/> | 12 <input type="radio"/> |
| g) American Indian | 13 <input type="radio"/> | 14 <input type="radio"/> |
| h) Metis | 15 <input type="radio"/> | 16 <input type="radio"/> |
| i) Inuit (Eskimo) | 17 <input type="radio"/> | 18 <input type="radio"/> |
| j) Arab (from Egypt, Jordan,
Lebanon, Iraq, etc.) | 19 <input type="radio"/> | 20 <input type="radio"/> |
| k) West Asian
(from Syria, Turkey,
Afghanistan, Armenia, Iran etc.) .. | 21 <input type="radio"/> | 22 <input type="radio"/> |
| l) South East Asian
(from Burma, Cambodia/Kampuchea,
Laos, Thailand, Vietnam, etc) | 23 <input type="radio"/> | 24 <input type="radio"/> |
| m) North African (from Egypt,
Morocco, Algeria, Tunisia, etc.) .. | 25 <input type="radio"/> | 26 <input type="radio"/> |
| n) Latin American
(from Mexico, Central America,
South America) | 27 <input type="radio"/> | 28 <input type="radio"/> |
| o) British (from England,
Scotland, Ireland, etc.) | 29 <input type="radio"/> | 30 <input type="radio"/> |
| p) French | 31 <input type="radio"/> | 32 <input type="radio"/> |
| q) Any other European groups .. | 33 <input type="radio"/> | 34 <input type="radio"/> |
| r) Canadian | 35 <input type="radio"/> | 36 <input type="radio"/> |

125. Are there any other groups from which your parents or grandparents descended?

Yes 1 ☐ Specify

No 2 ☐



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 CaCO_3 [illegible]

