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# SPECIAL SURVEYS

## Adult Education and Training Survey

Microdata User's Guide 1990

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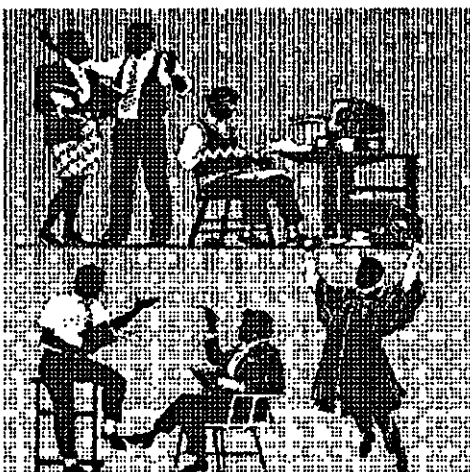
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# THE ADULT EDUCATION AND TRAINING SURVEY

MICRODATA USER'S GUIDE



*THE SPECIAL SURVEYS GROUP  
STATISTICS CANADA*

*1991*



# The Adult Education and Training Survey

## Microdata User's Guide

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## 1. INTRODUCTION

The Adult Education and Training Survey 1990 was conducted by Statistics Canada with the cooperation and support of Employment and Immigration 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. BACKGROUND**

During the 1980's Statistics Canada conducted two household based surveys specifically designed to collect information on adult education and training. The 1984 Adult Education Survey (AES) was commissioned by the Department of the Secretary of State. The 1986 Adult Training Survey (ATS) was commissioned by the Department of Employment and Immigration Canada. Both surveys provided information on participation in training, with the ATS providing greater detail on employer involvement in sponsorship.

In November of 1990, another survey on Adult Education and Training (AETS) was commissioned by Employment and Immigration Canada in response to growing concern regarding education, training, and retraining as economic development issues. The AETS is largely modelled on the ATS with additional information on barriers to training.



### **3. OBJECTIVES**

The objectives of the Adult Education and Training Survey were:

- to measure the incidence of adult education/training in Canada in a comprehensive manner;
- to provide a socio/economic/demographic profile of individuals who participated and did not participate in training;
- to profile the types, durations and locations of training;
- to profile employer involvement in the training process;
- to identify barriers to training and education.



#### 4. CONCEPTS AND DEFINITIONS

The following section outlines the concepts and definitions used in the Adult Education and Training Survey. Users are referred to Appendix A of this document for a copy of the actual survey form used in the 1990 survey.

##### Apprenticeship program

Apprenticeship involves learning a trade through observation, practice, study and attending technical courses. The length of the apprenticeship program varies from two to four years during which time the person is bound by contract to an employer who has agreed to provide the opportunity for that person to work and gain experience in the trade.

##### Commercial training school

These are private schools licensed by the province which are profit oriented and are engaged in providing professional and vocational training.

##### Community colleges

These include colleges of applied arts and technology or CAATS (in Ontario), colleges classiques and CEGEPS (in Quebec) and those programs which normally require successful completion of secondary school.

##### Vocational or trade school

Technical and trades training varies between and within provinces. It is offered in both public and private institutions such as community colleges, institutes of technology, trade schools and business colleges. It may also take place on the job, in apprenticeship programs or training in industry.

##### During the past 12 months

This refers to any period between December 1, 1989 and November 30, 1990.

##### Full-time program/Part-time program

This is determined by the educational institution. All schools classify their students as being full-time or part-time depending on the number of courses in which they are enrolled. Hence, whether a person was marked as a full-time or a part-time student depends on how he/she was classified by the school, college or university which he/she attended.

##### Full-time training

This is defined as time spent in a training course/program which occupied most of each work day for the duration of the course.





**Full-time training which lasted less than one month**

It implies intensive, continuous training of less than one month. This training is usually taken during normal working hours.

**Short-term courses/training**

These are courses which were taken on a full-time basis and which lasted for less than one month.

**Part-time courses/training**

This implies that the course/training was not taken all together, but was spread over a longer duration and was taken on an occasional basis.



## **5. SURVEY DESIGN**

The Adult Education and Training Survey was administered in November 1990 to a sub-sample of the dwellings in the Labour Force Survey (LFS) sample, and therefore its sample design is closely tied to that of the LFS. The LFS design is briefly described in Sections 5.1 to 5.4<sup>1</sup>. Section 5.5 describes how the AETS departed from the basic LFS design in 1990.

### **5.1 Population Coverage**

The LFS is the largest continuing household survey in Canada whose sample consists of approximately 72,300 dwellings across Canada. The LFS 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. These groups together represent an exclusion of approximately 3% of the population aged 15 or over.

### **5.2 Sample Design**

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. A diagram summarizing the design stages appears on page 9.

#### **5.2.1 Primary Stratification**

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 5.2.3).

#### **5.2.2 Types of Areas**

Economic regions are further disaggregated into 3 categories: self-representing areas (SRU's), non-self-representing areas (NSRU's) and special areas. Generally SRU's are urban areas whose population, as of the 1981 Census, exceeds 15,000 persons or

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<sup>1</sup> A detailed description of the LFS design is available in the Statistics Canada publication entitled **Methodology of the Canadian Labour Survey, 1976** (Catalogue No. 71-526). A description of the changes made to this design in 1985 can be found in "Post '81 Censal Redesign of the Canadian Labour Force Survey", **Survey Methodology**, December 1984 (Catalogue No. 12-001, Vol. 10, No. 2).



whose unique labour force characteristics demand their establishment as SRU's. For the most part, SRU boundaries are coincident with delineations established for the Census.

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

NSRU's are the areas lying outside the SRU's 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.

### **5.2.3 Secondary Stratification**

Next, SRU areas are 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.

### **5.2.4 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 6 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 PSU's) 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.

#### **5.2.5 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 6 dwellings (on average) is then selected. This represents the final stage of sampling.

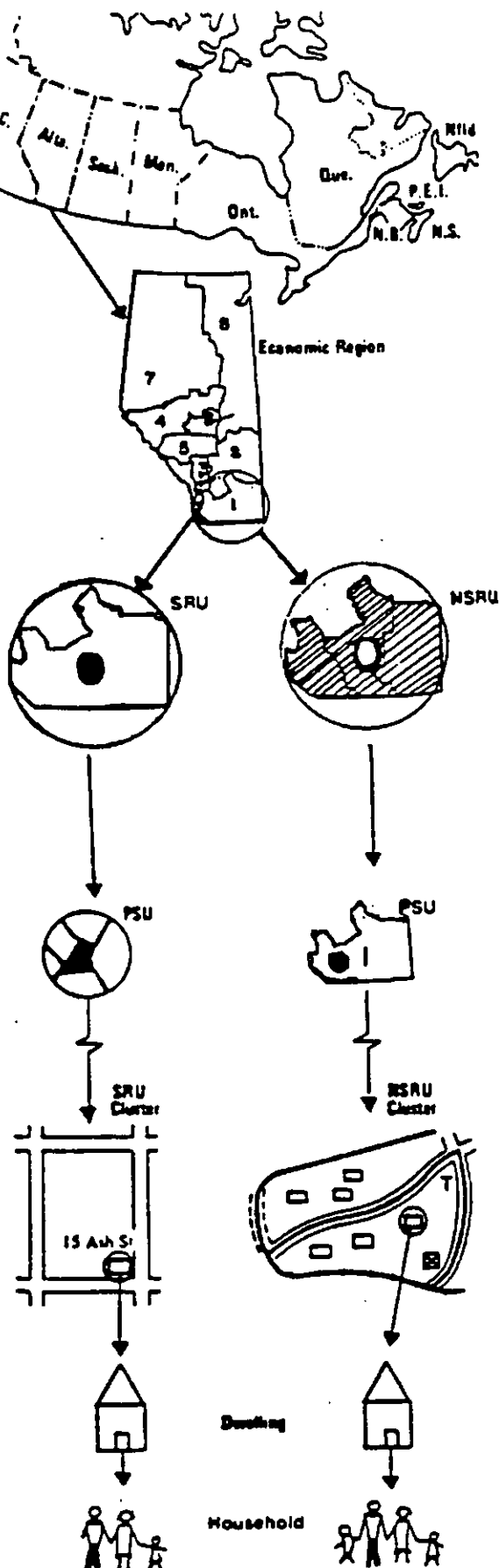
In the 17 largest SRU's, a sample of apartments in large apartment buildings is selected from a separate register based upon information supplied by CMHC. The purpose of this is to ensure better representation of apartment dwellers in the sample as well as to minimize the effect of growth in clusters,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

#### **5.2.6 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.







## LPS - SAMPLE DESIGN

At every stage of the sample design, probability sampling techniques are used to ensure that the sample is random yet representative of the intended survey population.

The sample design is similar for each province.

Each province consists of a number of economic regions - areas of similar economic structure formed on the basis of federal-provincial agreements.

Each economic region is divided into Self-Representing Units (SRU's), Non-Self-Representing Units (NSRU's) and Special Areas. SRU's are cities whose population exceeds 15,000 persons or whose unique characteristics demand their establishment as self-representing units. NSRU's are those areas lying outside the SRU's. Special Areas consist of military establishments, hospitals and other institutions and remote areas.

SRU's and NSRU's are delineated into Primary Sampling Units (PSU's) which are areas that can be conveniently visited by an interviewer. A sample of PSU's is selected.

Selected PSU's are then delineated into clusters of dwellings which correspond to blocks or block faces (in urban areas) and correspond to recognizable physical boundaries (in rural areas). A sample of the clusters is selected and all private dwellings in selected clusters are listed by field enumerators.

Within each selected cluster, a sample of dwellings is selected from the list of dwellings.

Within each selected dwelling, LFS information is obtained for each civilian household member 15 years of age or older.



### 5.3 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 72,300 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 61,700 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.

### 5.4 Sample Rotation

The LFS employs a panel design whereby the entire monthly sample of dwellings can be considered to consist of 6 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 6 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 6 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.

### 5.5 Sample Design Modifications For The Adult Education and Training Survey

The Adult Education and Training Survey employed five of the six rotation groups in the November 1990 LFS sample. For the AETS, the coverage of the LFS was modified to include all members of the household 17 years of age and over. Also included for the AETS were household members 70 years of age and over.



## 6. DATA COLLECTION

Data collection for the LFS is carried out each month during the week following the LFS reference week, usually the third week of the month.

### 6.1 Interviewing for the LFS

Statistics Canada interviewers, who are part-time employees hired and trained specifically to carry out the LFS, contact 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 month 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 each household's 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 Supervision and Control

All LFS interviewers are under the supervision of a staff of senior interviewers. The senior interviewers are responsible for: ensuring that interviewers are familiar with the concepts and procedures of the LFS and any supplementary surveys; periodically monitoring the interviews; and reviewing the completed documents. The senior interviewers are in turn under the supervision of the LFS program managers, located in each of the eight Statistics Canada Regional Offices.



### 6.3 Non-response to the LFS

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, even 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 AETS information was collected for these households.





#### 6.4 Non-response to the AETS

For households responding to the LFS, the next stage of data collection was to administer the AETS to all eligible household members. An eligible household member was one who was 17 years of age or over. In total 99,621 individuals were identified and an Adult Education and Training Survey interview was completed for 92,808 individuals. This represents a response rate of 93.2% for the AETS . The following results were obtained for each province and for Canada as a whole.

#### AETS Response Rate

Province	Number of eligible individuals	Number of individuals who completed the AETS	Response rate
NFLD	5570	5368	96.4%
PEI	2434	2319	95.3%
NS	7080	6709	94.8%
NB	6518	6126	93.9%
QUE	18799	17946	95.5%
ONT	27709	25534	92.2%
MAN	6570	5938	90.4%
SASK	7191	6659	92.6%
ALTA	9046	8169	90.3%
BC	8704	8040	92.4%
CANADA	99621	92808	93.2%



## 7. DATA PROCESSING

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

### 7.1 Data Capture

Capture of AETS data was accomplished using minicomputers located in each of Statistics Canada's Regional Offices. During this process any document containing at least one interviewer-completed item was captured and an unedited version of the computer record electronically transmitted to Ottawa for further processing. In total 100,474 documents were captured and transmitted for the 1990 AETS.

### 7.2 Editing and Correction of the 1990 AETS

The first stage of survey processing undertaken at head office was the replacement of any 'out-of-range' values on the data file with blanks. This process was designed to make further editing easier.

The first type of errors treated were errors in questionnaire flow, where questions which did not apply to the respondent were found to contain answers. In this case a computer edit automatically eliminated superfluous data by following the flow of the questionnaire implied by answers to previous, and in some cases, subsequent questions.

The second type of errors treated were also errors in questionnaire flow. In this case the errors involved a lack of information in questions which should have been answered. For errors of this type, a non-response or "not-stated" code was assigned to the item.

### 7.3 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 field of study or specialization of the program and title or name of the last course taken during the last 12 months. A total of 20,245 education texts were coded to the three digit major field of study.

Using Automated Coding by Text Recognition (ACTR), a generalized automated coding system, 7,904 education texts were coded automatically. The remaining 12,341 were resolved manually. A sample of the manual coding was double checked for reliability and disagreements were resolved through discussion. A complete list of the education codes used for coding the texts can be found in Appendix E.



#### 7.4 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 and places it on the microdata file for each record. This weight must be used to derive estimates from the microdata file. For example, if the number of individuals enrolled in full-time programs at a university during the past 12 months 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.

Details of the method used to calculate these sampling weights are presented in Appendix B.

#### 7.5 Suppression of Confidential Information

It should be noted that the 'Public-use' microdata file described above differs in a number of important respects from the survey 'master' file 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 file may purchase custom tabulations. Estimates generated will be released to the user subject to meeting the publication and release guidelines outlined in Section 10 of this document.

##### 1) PROVINCE - Suppression of Geographic Identifiers

The AETS master file includes explicit geographic identifiers for province, economic regions and Census Metropolitan Areas. The AETS public-use microdata file does not contain any geographic identifiers below the provincial level.

##### 2) F05Q73Q74 (Type of Industry)/F05Q75, OCCHEAD, OCCSPOUSE (Type of Occupation)

Each record on the AETS master file has been assigned a three-digit 1980 Standard Industrial Code and a three-digit Standard Occupational Code. On the public-use microdata file each of these detailed codes has been collapsed into two-digit codes. There are 15 Type of Industry codes and 51 Type of Occupation codes. For occupation of head and spouse there are only 24 two-digit codes.

##### 3) F03Q33/HDAGE/SPAGE - Age Groups

Actual age on the AETS master file has been grouped into nine age ranges. The same grouping has been applied to the variables age of head and age of spouse.



4) F03Q38/EDHEAD/EDSPOUSE - Educational Attainment

Detail on level of educational attainment has been grouped into six categories. The same grouping has been applied to the variables education of head and education of spouse.

The following variables are from the F06 form - Adult Education and Training Survey Questionnaire.

5) Q.13 - Field of study for last full-time program taken

Q.48 - Name of last short-term or part-time course taken

Each relevant record on the AETS master file has been assigned a three-digit Major Field of Study code. There are approximately 500 codes including those used by Census and a number of supplementary codes. On the public-use microdata file this has been collapsed to about 100 3-digit codes.

6) Q.29 - Name of last full-time apprenticeship program

Q.36 - Name of last course or program taken for employer related full-time training or education

Each relevant record on the AETS master file has been assigned a three-digit Major Field of Study code. There are approximately 500 codes including those used by Census and a number of supplementary codes. On the public-use microdata file the codes have been suppressed.

7) Q.14 - Usual time required to complete last full-time program

The AETS master file includes actual number of months or years. The public-use microdata file provides the data in years only.

8) Q.21 - Length of time respondent had been working for employer when took last full-time program

Q.33 - Length of time respondent had been working for employer when took apprenticeship program

Q.45 - Length of time respondent had been working for employer when took employer-related full-time training or education

Q.55 Length of time respondent had been working for employer when took last short-term or part-time course

The AETS master file contains the actual number of years. On the public-use microdata file, the number of years has been collapsed into ranges when over 5 years.





- 9) Q.38 - Number of hours of instruction per week while taking employer-related full-time training or education  
Q.49 - Number of hours of instruction per week while taking last short-term or part-time course

The AETS master file contains the actual number of hours. On the public-use microdata file, the numbers have been collapsed in to one group when over 40 hours.

- 10) Q46ANUM - Number of short-term courses taken  
Q47NUM - Number of part-time courses taken

The AETS master file contains the actual number of courses. On the public-use microdata file, the numbers have been collapsed into one group when over 6 courses.



## 8. SAMPLING ERROR

The AETS produces estimates based on information collected from and about a sample of individuals. Somewhat different estimates might have been obtained if a complete census had been taken using the same questionnaire, interviewers, supervisors, processing methods, etc. as those actually used in the survey. The difference between the estimates obtained from the sample and those resulting from a complete count taken under similar conditions is called the sampling error of the estimates.

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 such as this, 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 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 22% of the individuals 17 years of age or over took education or training courses/programs during the reference period and that this estimate is found to have standard error of .006. Then the coefficient of variation of the estimate is calculated as:

$$\frac{.006}{.22} \times 100\% = 2.7\%$$

Before discussing how these measures can be obtained 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 Adult Education and Training Survey.

### (1) Categorical Estimates

Categorical estimates are estimates of the number, portion or percentage of the surveyed population possessing certain characteristics or falling into some defined category. The number of individuals who were engaged in job-related training or the proportion of individuals in Ontario who participated in short-term/part-time courses are examples of such estimates.

In this context, an estimate of the number of persons possessing a certain characteristic is referred to as an estimate of an aggregate.



## **(2) Quantitative Estimates**

Quantitative estimates are estimates of totals or of means, median 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  $\hat{X}/\hat{Y}$  where  $\hat{X}$  is an estimate of surveyed population quantity total and  $\hat{Y}$  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 hours of instruction for a short-term/part-time course. The numerator is an estimate of the total number of hours of instruction and the denominator is the number of such individuals who took the short-term/part-time course.

### **8.1 Where to Obtain Coefficients of Variation for Category Estimates**

In order to supply coefficients of variation which would be applicable to a wide variety of category estimates produced from this microdata tape and which could be readily accessed by the user, a set of 'look up' tables, referred to as approximate Sampling Variability Tables, have been produced and included in Appendix D.

These coefficients of variation 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, has been 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 then apply to the entire set of characteristics. It is to be noted that all coefficients of variation in these tables are approximate and, therefore, unofficial.

Estimates of actual variance for specific variables may be obtained from Statistics Canada on a cost-recovery basis. As noted in Section 10.3, use of actual variance estimates allows users to release otherwise unreleaseable estimates, i.e. estimates with coefficients of variation in the 'restricted' range.

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 unit of analysis and 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 percent of males 17 and over who took employer-related full-time training or education is more reliable than the estimated number of males 17 and over who took employer-related full-time training or education. (Note that in the tables, the cv'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 cv of the proportion or percentage is the same as the cv 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 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  $\alpha_1$  and  $\alpha_2$  are the coefficients of variation of  $\hat{X}_1$  and  $\hat{X}_2$  respectively. The coefficients 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 of individuals over 17 years of age and the numerator is the number of individuals over 17 years of age who were registered in a full-time program during the past 12 months.





In the case where the numerator is not a subset of the denominator, (for example, the ratio of the number of individuals who took full-time training as compared to the number of individuals who took part-time training during the past 12 months) 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 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  $\alpha_1$  and  $\alpha_2$  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**

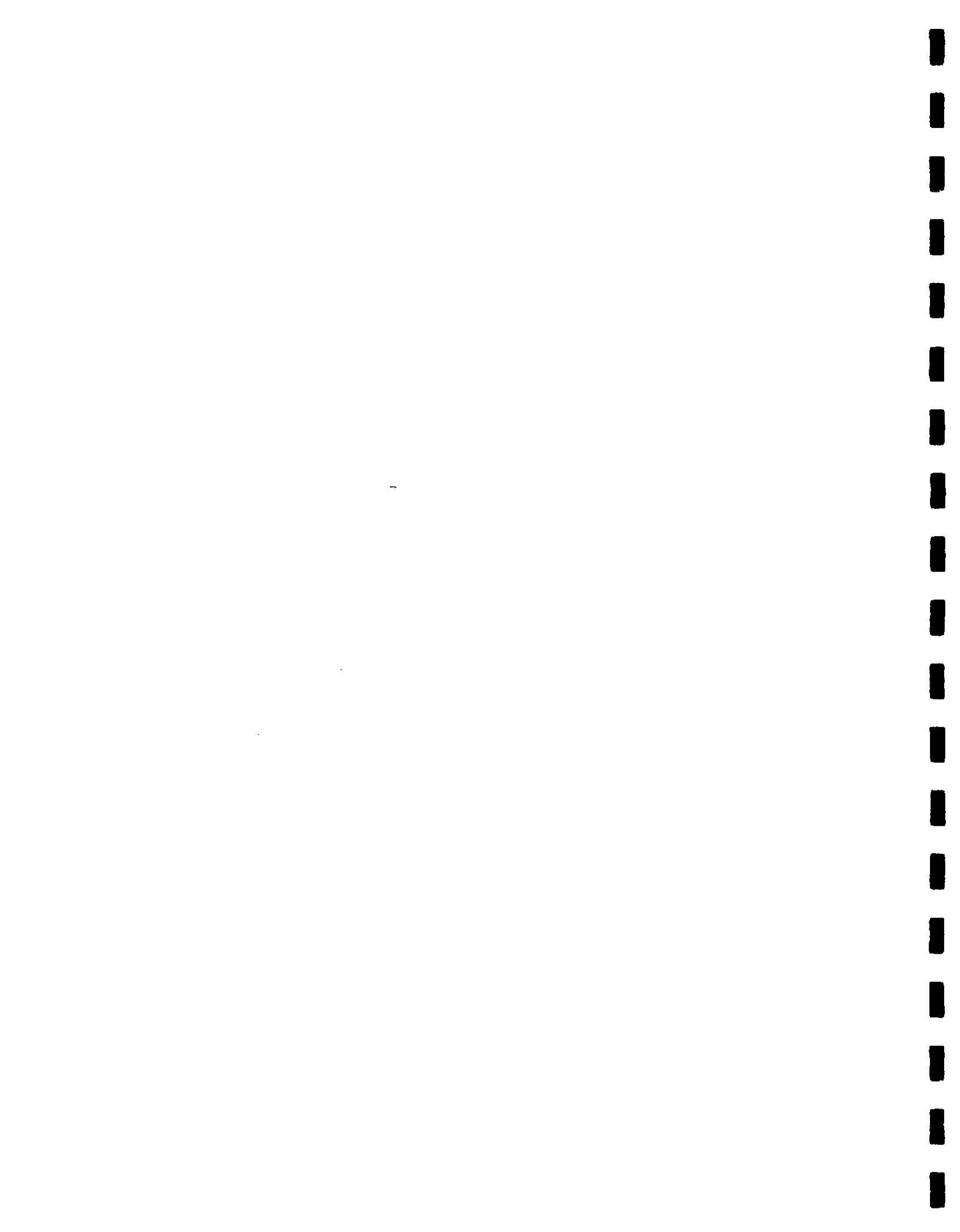
In this case, Rules 3 and 4 are combined. The cv's for the two ratios are first determined using Rule 4, and then the cv of their difference is found using Rule 3.

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

#### **Example 1**

Suppose that a user estimates that 169,536 males 17 and over in Ontario took short-term/part-time courses sponsored by their employer during the reference period. How does the user determine the coefficient of variation of this estimate?

- (1) Refer to the table for Ontario in Appendix D.
- (2) The estimated aggregate, 169,536, 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 150,000.
- (3) The coefficient of variation for an estimated aggregate is found by referring to the first non-asterisk entry on that row, namely, 6.8%
- (4) Therefore the approximate coefficient of variation of the estimate is 6.8%



## Example 2

Suppose that the user estimates that 76.7% of males 17 and over in Ontario took short-term/part-time courses sponsored by their employer during the reference period. This is the expression of the estimate obtained in Example 1 as a percentage of all males 17 years of age and over in Ontario who took short-term/part-time courses. How does the user determine the coefficient of variation of this estimate?

- (1) Refer to the table for Ontario in Appendix D.
- (2) Because the estimate is a percentage which is based on a subset of the total population, it is necessary to use both the percentage (76.7%) and the numerator portion of the percentage (169,536) in determining the coefficient of variation.
- (3) The numerator, 169,536, 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 150,000. Similarly, the percentage estimate does not appear as any of the column headings, so it is necessary to use the figure closest to it, namely, 70.0%
- (4) The figure at the intersection of the row and column used, namely, 3.8% is the coefficient of variation to be used.
- (5) Therefore the approximate coefficient of variation of the estimate is 3.8%

## 8.2 How to Obtain Coefficients of Variation for Quantitative Estimates

For quantitative estimates, special tables would have to be produced to determine their sampling error. Since the variables for the Adult Education and Training Survey 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 estimates). If the corresponding category estimate is not releasable, the quantitative estimate will not be either. For example, the coefficient of variation of total number of hours of instruction for short-term/part-time courses sponsored by the employer would be greater than the coefficient of variation of the corresponding proportion of those who took short-term/part-time courses which were sponsored by the employer. Hence if the coefficient of variation of the proportion is not releasable, then the coefficient of variation of the corresponding quantitative estimate will not be releasable either.



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 coefficient 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.

### 8.3 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 of 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 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:

$$CI_{\hat{X}} = \{\hat{X} - (t)(\hat{X})(\alpha_{\hat{X}}), \hat{X} + (t)(\hat{X})(\alpha_{\hat{X}})\}$$

where  $\alpha_{\hat{X}}$  is the determined coefficient of variation of  $\hat{X}$

- $t = 1$  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



### Example

A 95% confidence interval for the estimated proportion of males 17 and over in Ontario who took short-term/part-time courses sponsored by the employer during the reference period (from example 2 above) would be calculated as follows.

$$X = 76.7\% \text{ (or expressed as a proportion } = .767)$$

$$t = 2$$

$$\alpha_{\hat{X}} = 3.8\% \text{ (.038 expressed as a proportion)}$$

$$\begin{aligned} CI_X &= \{.767 - (2) (.767) (.038), .767 + (2) (.767) (.038)\} \\ &= \{.767 - .058, .767 + .058\} \\ &= \{.709, .825\} \end{aligned}$$

With 95% confidence it can be said that between 71% and 83% of males 17 and over in Ontario took short-term/part-time courses sponsored by their employer during the reference period.





## 9. NON-SAMPLING ERROR

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.

Over a large number of observations, randomly occurring errors will have little effect on estimates derived from the survey. However, errors occurring systematically will contribute to biases in the survey estimates. 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, training of interviewers with respect to the AETS 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.

### 9.1 Total Non-response

Total non-response is a major source of non-sampling error in many surveys. In the AETS total non-response occurred because 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. Total non-response was handled by adjusting the weight of those who responded to compensate for those who did not respond.

### 9.2 Partial Non-response

Partial non-response in the AETS may have occurred if the respondent either refused to answer a question, did not understand a question, could not recall the requested information or could not provide proxy information. It should be noted that collecting information by proxy is more difficult as it demands the respondent have knowledge of the information being collected and the ability to recall the information. In the case of the AETS it is likely that a greater degree of partial non-response exists in proxy situations for less formalized training, and for courses of shorter duration. Overall, it is unlikely that partial non-response contributed significantly to non-sampling error in the AETS.



## 10. PUBLICATION AND RELEASE GUIDELINES

It is important for users to become familiar with the contents of this section before publishing or otherwise releasing any estimates derived from the microdata tapes of the Adult Education and Training Survey.

This section of the documentation outlines the guidelines to be adhered to by users publishing or otherwise releasing any data derived from the survey microdata tapes. 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 currently unpublished figures in a manner consistent with these established guidelines. This section consists basically of four sub-sections - the rounding guidelines, the sample weighting guidelines, the sampling variability guidelines and guidelines for statistical analysis.

### 10.1 Rounding Guidelines

In order to ensure that estimates for publication or other releases derived from these microdata tapes will 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 thousands 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.

## 10.2 Sample Weighting Guidelines for Tabulation

The sample design used for the Adult Education and Training Survey was not self-weighting. When producing simple estimates, including the production of ordinary statistical tables, users must apply the sampling weights placed on the individual microdata tape records. Otherwise, the estimates derived from the microdata tapes 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, because of their treatment of the weight field, may not allow the generation of estimates that match exactly those available from Statistics Canada.

## 10.3 Sampling Variability Guidelines

Before releasing and/or publishing any estimate from these microdata tapes, users should first determine the number of respondents who contribute to the calculation of the estimate. If this number is less than 30, the weighted estimate should not be released regardless of the value of the coefficient of variation for this estimate. Once the coefficient of variation for this estimate has been determined, the user should follow the guidelines below.



**Sampling Variability Guidelines for  
The Adult Education and Training Survey**

Type of estimate	CV (in %)	Guidelines
1. Unqualified	0.0 - 16.5	Estimates can be considered for general unrestricted release. Requires no special notation.
2. Qualified	16.6 - 25.0	Estimates can be considered for general unrestricted release but should be accompanied by a warning cautioning subsequent users of the high sampling variability associated with the estimates. Such estimates should be identified by the letter Q (or in some other similar fashion).
3. Confidential	25.1 - 33.3	Estimates can be considered for general unrestricted release only when sampling variabilities are obtained using an exact variance calculation procedure. Unless such variances are obtained, such estimates should be deleted and replaced by dashes (---) in statistical tables.
4. Not for release	33.4 or greater	Estimates cannot be released in any form under any release OR circumstances. In statistical tables such estimates should be deleted and replaced by dashes (---)

**Note:** These sampling variability guidelines should be applied to rounded estimates.





#### 10.4 Guidelines for Statistical Analysis

The AETS is based upon a complex design, with stratification and 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.

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 almost meaningless.

For many analysis techniques (for example linear regression, logistic regression, analysis of variance), a method exists which can make the application of standard packages more meaningful. If the weights on the records are rescaled so that the average weight is one (1), then the results produced by the standard packages will be more reasonable. They still will not take into account the stratification and clustering of the sample's design, but they will take into account the unequal probabilities of selection. The rescaling can be accomplished by dividing each weight by the overall average weight before the analysis is conducted.



## **APPENDIX A**

### **Questionnaires**

- 1. LFS questionnaires and code sheets**
- 2. AETS questionnaire**



31		32		33		34		35		36		37		38		40		50														
HRD Pg Ln		Names of household members		Age		Sex		MS		Fam Id.		R to H		Educ. (1) (2)		Membership		Answers to supplementary questions														
																		L A B C D E F G H I J K L M														
1		Given name Surname																1														
2		Given name Surname																2														
3		Given name Surname																3														
4		Given name Surname																4														
5		Given name Surname																5														
6		Given name Surname																6														
7		Given name Surname																7														
8		Given name Surname																8														

Ln	Resin	Item no.	See over for additional NOTES.
1	○		
2	○		
3	○		
4	○		





## CODE SHEET

Household Record Docket (Form 03)

Exemplaire français  
disponible sur demande ☐

8

1	Single Detached
2	Double
3	Row or Terrace
4	Duplex
5	Apartment, Flat
6	Institution
7	Hotel, Rooming or Lodging House
8	Camp - Logging, Construction, etc.
9	Mobile Home
0	Other - Specify in NOTES

34

M	Male
F	Female

35

**WHAT IS . . . . MARITAL STATUS?**  
(Read categories to respondent)

1	Now married or living common-law
2	Single (never married)
3	Widow or widower
4	Separated or divorced

36

Assign one letter to all household members related to the head of a family by one of the relationships listed in Item 37.  
("A" for each member of the first family, "B" for each member of the second family, etc.)

37

Each different letter used in Item 36 requires a different 'Head of Family' in Item 37.

1	Head of Family
2	Spouse
3	Son or daughter (natural, adopted or step)
4	Grandchild
5	Son-in-law or daughter-in-law
6	Foster child (less than 18)
7	Parent
8	Parent-in-law
9	Brother or sister
0	Other relative - Specify in NOTES

Unrelated roomers, boarders and friends require a separate family identifier in Item 36.

40

0	Not a household member this month
1	Civilian household member this month
2	Full-time member of Canadian Armed Forces this month
3	Household member 70 years of age and over (non-birth interview only)

FIRST CODE: Entered by interviewer  
NOTE: for any code other than X, explain situation on appropriate form(s) FORMS

45

X	LFS questionnaire completed for all eligible household members	22
E	LFS questionnaire completed for some (not all) eligible household members	15/22
N	No one at home (after several calls)	15/22
R	Household refusal	15/22
K	Interview prevented by death, sickness, language problem or other unusual circumstances related to the household	15/22
L	Interview prevented by weather conditions	15/22
T	Household temporarily absent	15/22
V	Vacant dwelling (or trailer stall and vacant seasonal dwelling)	22
C	Dwelling under construction	22
B	Dwelling occupied by persons not to be interviewed	15/22
D	Dwelling demolished, converted to business premises, moved, abandoned (unfit for habitation), listed in error	12/22
A	Interview cancelled for lack of an interviewer (Regional Office use only)	

SECOND CODE: Regional Office use only

Blank Interview or attempt to interview again

3	Do not interview unless there is a complete change in household membership
4	Attempt to interview again, a letter was sent
5	Attempt to interview again, personal contact made by Regional Office staff

38

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
2	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

### USING TEMPORARY DOCKET NUMBERS

T					A
---	--	--	--	--	---

Always start with "T" for Temporary

Use the last 4 digits of your Assign. No.

"A" for the first additional dwelling, "B" for the second, "C" for the third, etc.





Docket No. 2  Survey date 3  Assignment No. 4  1 FORM NO. 05  
 HRD page - line No. Given name Mo. Yr. Surname  
 5  6  7

10 LAST WEEK, DID ... WORK AT A JOB OR BUSINESS? (Regardless of the number of hours.)  
 Yes ☐ No ☐ Go to 30  
 PERMANENTLY unable to work ☐ Go to 50

11 DID ... HAVE MORE THAN ONE JOB OR BUSINESS LAST WEEK?  
 Yes ☐ No ☐ Go to 13

12 WAS THIS A RESULT OF CHANGING EMPLOYERS LAST WEEK?  
 Yes ☐ No ☐

13 HOW MANY HOURS PER WEEK DOES ... USUALLY WORK AT HIS/HER:  
 (Main) JOB?  If total 30 or more go to 15  
 Other jobs?

14 WHAT IS THE REASON ... USUALLY WORKS LESS THAN 30 HOURS PER WEEK?  
 Enter code

15 LAST WEEK, HOW MANY HOURS OF OVERTIME OR EXTRA HOURS DID ... WORK?  
 (Includes paid and unpaid time at all jobs)  If none enter 00

16 LAST WEEK, HOW MANY HOURS WAS ... AWAY FROM WORK FOR ANY REASON? (Holiday, vacation, illness, labour dispute, etc.)  
 (From all jobs)  If none enter 00 and go to 18

17 WHAT WAS THE MAIN REASON FOR BEING AWAY FROM WORK?  
 Enter code

18 HOW MANY HOURS DID ... ACTUALLY WORK LAST WEEK AT HIS/HER:  
 (Main) JOB?   
 Other jobs?

19 IN THE PAST 4 WEEKS, HAS ... LOOKED FOR ANOTHER JOB?  
 Yes ☐ No ☐ Go to 72

30 LAST WEEK, DID ... HAVE A JOB OR BUSINESS AT WHICH HE/SHE DID NOT WORK?  
 Yes ☐ No ☐ Go to 33

31 LAST WEEK, DID ... HAVE A JOB TO START AT A DEFINITE DATE IN THE FUTURE?  
 Yes ☐ No ☐ Go to 50

32 COUNTING FROM THE END OF LAST WEEK, IN HOW MANY WEEKS WILL ... START TO WORK AT HIS/ HER NEW JOB?  
 Go to 50

33 WHY WAS ... ABSENT FROM WORK LAST WEEK?  
 Enter code and if code 5 go to 32

34 DID ... HAVE MORE THAN ONE JOB OR BUSINESS LAST WEEK?  
 Yes ☐ No ☐

35 HOW MANY HOURS PER WEEK DOES ... USUALLY WORK AT HIS/HER:  
 (Main) JOB?  If total 30 or more go to 37  
 Other jobs?

36 WHAT IS THE REASON ... USUALLY WORKS LESS THAN 30 HOURS PER WEEK?  
 Enter code

37 UP TO THE END OF LAST WEEK, HOW MANY WEEKS HAS ... BEEN CONTINUOUSLY ABSENT FROM WORK?

38 IS ... GETTING ANY WAGES OR SALARY FROM HIS/HER EMPLOYER FOR ANY TIME OFF LAST WEEK?  
 Yes ☐ No ☐

39 INTERVIEWER CHECK ITEM:  
 \* If code 5 (layoff) in 33 ☐ go to 56  
 \* Otherwise ☐ go to 40

40 IN THE PAST 4 WEEKS, HAS ... LOOKED FOR ANOTHER JOB?  
 Yes ☐ No ☐ Go to 72

50 HAS ... EVER WORKED AT A JOB OR BUSINESS?  
 Yes ☐ No ☐ Go to 55

51 WHEN DID ... LAST WORK AT A JOB OR BUSINESS?  
 No change ☐ Mo. Yr. If month unknown, enter -- in month

52 INTERVIEWER CHECK ITEM:  
 (1) If 51 is before ...  go to 55  
 (2) If 51 is equal to or later than ...  go to 53

53 DID ... USUALLY WORK 30 OR MORE HOURS PER WEEK?  
 Full-time ☐ Part-time ☐ (Less than 30 hours per week)

54 WHAT WAS THE MAIN REASON WHY ... LEFT THAT JOB?  
 Enter code

55 INTERVIEWER CHECK ITEM:  
 \* If "perm. unable to work" in 10 ☐ go to 80  
 \* Otherwise ☐ go to 56

56 IN THE PAST 8 MONTHS, HAS ... LOOKED FOR WORK?  
 Yes ☐ No ☐ Go to 64

57 \* IN THE PAST 4 WEEKS, WHAT HAS ... DONE TO FIND WORK? Mark all methods reported.  
 Nothing ☐ Go to 62

\* IN THE PAST 4 WEEKS, HAS ... DONE ANYTHING ELSE TO FIND WORK? Mark all other methods reported.  
 For each method given, ask:

\* WHEN DID ... LAST ... (Repeat method) ?

Checked with:	Method used	No. of weeks ago (excl. svy. week)
PUBLIC employment AGENCY	<input type="radio"/>	<input type="text"/>
PRIVATE employment AGENCY	<input type="radio"/>	<input type="text"/>
UNION	<input type="radio"/>	<input type="text"/>
EMPLOYERS directly	<input type="radio"/>	<input type="text"/>
FRIENDS or relatives	<input type="radio"/>	<input type="text"/>
Placed or answered ADS	<input type="radio"/>	<input type="text"/>
LOOKED at job ADS	<input type="radio"/>	<input type="text"/>
OTHER Specify in NOTES	<input type="radio"/>	<input type="text"/>

58 UP TO THE END OF LAST WEEK, HOW MANY WEEKS HAS ... BEEN LOOKING FOR WORK? (Not counting weeks worked.)

59 WHAT WAS ...'S MAIN ACTIVITY BEFORE HE/SHE STARTED TO LOOK FOR WORK?  
 Enter code

60 IS ... LOOKING FOR A JOB TO LAST MORE THAN 6 MONTHS?  
 Yes ☐ No ☐ (More than 6 months) (6 months or less)

61 IS ... LOOKING FOR A FULL-TIME OR PART-TIME JOB?  
 Full-time ☐ Part-time ☐ (30 or more hours per week) (Less than 30 hours per week)

Go to 63

62 WHAT WAS THE MAIN REASON WHY ... DID NOT LOOK FOR WORK LAST WEEK?  
 Enter code

63 WAS THERE ANY REASON WHY ... COULD NOT TAKE A JOB LAST WEEK?  
 Enter code

64 INTERVIEWER CHECK ITEM:  
 \* If "No" (never worked) in 50 ☐ go to 80  
 \* If upper circle in 52 is marked ☐ go to 80  
 \* Otherwise ☐ go to 72

EDUCATIONAL ACTIVITIES (If age 65 or over, go to 90)

80 LAST WEEK, WAS ... ATTENDING A SCHOOL, COLLEGE OR UNIVERSITY?  
 Yes ☐ No ☐ Go to 90

81 WAS ... ENROLLED AS A FULL-TIME OR A PART-TIME STUDENT?  
 Full time ☐ Part time ☐

82 WHAT KIND OF SCHOOL WAS THIS?  
 Enter code

INFORMATION SOURCE

90 HRD page-line No. of person providing the above information.  
 Last interview  This interview

DESCRIPTION OF MAIN JOB OR BUSINESS

72 FOR WHOM DID ... WORK? (Name of business, government dept. or agency, or person)  
 No change ☐

73 WHEN DID ... START WORKING FOR THIS EMPLOYER?  
 No change ☐ Mo. Yr. If month unknown enter -- in month

74 WHAT KIND OF BUSINESS, INDUSTRY OR SERVICE WAS THIS? (Give full description: e.g., federal government, canning industry, forestry services.)  
 No change ☐

75A WHAT KIND OF WORK WAS ... DOING? (Give full description: e.g., office clerk, factory worker, forestry technician.)  
 No change ☐

75B IN THIS WORK, WHAT WERE ... MOST IMPORTANT ACTIVITIES OR DUTIES? (Give full description: e.g., filing documents, drying vegetables, forest examiner.)  
 No change ☐

76 Class of worker:  
 Main job ☐ No change ☐ Enter code

77 Other job ☐ No change ☐ Enter code go to 80

NOTES  
 90   
 90   
 90





## CODE SHEET

### Labour Force Survey Questionnaire (Form 05)

Exemplaire français  
disponible sur  
demande ☐

14

36

- 1 Own illness or disability
- 2 Personal or family responsibilities
- 3 Going to school
- 4 Could only find part-time work
- 5 Did not want full-time work
- 6 Full-time work under 30 hours per week
- 0 Other - Specify in NOTES

17

- 1 Own illness or disability
- 2 Personal or family responsibilities
- 3 Weather
- 4 Labour dispute (strike or lockout)
- 5 Layoff, expects to return (**Paid Workers Only**)
- 6 New job started during week, or job terminated (does not expect to return)
- 7 Vacation
- 8 Holiday (legal or religious)
- 9 Working short-time (because of material shortages, plant maintenance or repair, etc.)
- 0 Other - Specify in NOTES

33

- 1 Own illness or disability
- 2 Personal or family responsibilities (Include maternity leave)
- 3 Weather
- 4 Labour dispute (strike or lockout)
- 5 Temporary layoff, expects to return (**Paid Workers Only**)
- 6 New job to start in the future
- 7 Vacation
- 8 Seasonal Business (**Excl. Paid Workers**)
- 0 Other - Specify in NOTES

54

- 1 Own illness or disability
- 2 Personal or family responsibilities  
*Include: Marriage, pregnancy, trip, vacation, family illness, etc.*
- 3 Going to school
- 4 Quit job for no specific reason
- 5 Lost job or laid off job (**Paid Workers Only**)  
*Include: Seasonal job, on-call arrangement, temporary job, dismissal (fired), company moved or went out of business, economic conditions, etc.*
- 6 Changed residence
- 7 Dissatisfied with job  
*Include: Low pay, poor hours, transportation problems, working conditions, conflict with employer or co-workers, no opportunity for advancement, etc.*
- 8 Retired
- 0 Other - Specify in NOTES

59

- 1 Working
- 2 Keeping house
- 3 Going to school
- 0 Other - **DO NOT specify in NOTES**

62

- 1 Own illness or disability
- 2 Personal or family responsibilities
- 3 Going to school
- 4 No longer interested in finding work
- 5 Waiting for recall (to former job)
- 6 Has found new job
- 7 Waiting for replies from employers
- 8 Believes no work available (in area, or suited to skills)
- 9 No reason given
- 0 Other - Specify in NOTES

63

Yes, because of:

- 1 Own illness or disability
- 2 Personal or family responsibilities
- 3 Going to school
- 4 Already has a job
- 0 Other - Specify in NOTES
- 5 No (Was available for work)

76

77

"IN... 'S JOB, WAS HE/SHE A PAID WORKER, SELF-EMPLOYED OR AN UNPAID FAMILY WORKER?"

"IN... 'S OTHER JOB, WAS HE/SHE A PAID WORKER, SELF-EMPLOYED OR AN UNPAID FAMILY WORKER?"

Worked for Others

- 1 Paid Worker
- 2 Unpaid family worker

Self-employed

- 3 Incorporated business - With paid help
- 4 Incorporated business - No paid help
- 5 Not incorporated business - With paid help
- 6 Not incorporated business (*Include self-employed without a business*) - No paid help

82

- 1 Primary or secondary school
- 2 Community college, junior college, or CEGEP
- 3 University
- 0 Other - Specify in NOTES



AFFIX LABEL HERE	1 <table border="1" style="display: inline-table; text-align: center;"><tr><td style="width: 20px; height: 20px;">0</td><td style="width: 20px; height: 20px;">6</td></tr></table> Form No.	0	6	2 <table border="1" style="display: inline-table; text-align: center;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr></table> Docket No.							3 <table border="1" style="display: inline-table; text-align: center;"><tr><td style="width: 20px; height: 20px;">1</td><td style="width: 20px; height: 20px;">1</td><td style="width: 20px; height: 20px;">9</td><td style="width: 20px; height: 20px;">0</td></tr></table> Survey Date	1	1	9	0				
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7 Surname <table border="1" style="display: inline-table; text-align: center;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr></table>																			
8. <b><u>COMPLETION STATUS:</u></b>																			
Completed ..... 1 <input type="radio"/>																			
Unable to contact respondent ..... 2 <input type="radio"/>																			
Refused ..... 3 <input type="radio"/>																			
Other ..... 4 <input type="radio"/>																			
IF A CALL BACK IS NECESSARY, RECORD THE DATE , TIME AND TELEPHONE NUMBER																			
Record of calls:																			
Telephone No.	Date	Notes																	
1																			
2																			

The supplementary questions this month are about education and training. Although the survey is voluntary, your participation is important if the results of the survey are to be accurate. Your answers will be kept confidential under the Statistics Act.

A. SCREENING QUESTIONS FOR FULL-TIME PROGRAMS.	B. FULL-TIME PROGRAMS.
<p>10. At any time during the past 12 months was ... a full-time student for one month or more at a community college, CEGEP, technical institute or university?</p> <p>Yes <sup>5</sup> <input type="radio"/> Go to 13      No <sup>6</sup> <input type="radio"/></p>	<p>13. The following questions refer to the <b>last</b> full-time program in which ... was enrolled during the past 12 months.</p> <p>What was the field of study or specialization of this last full-time program?</p> <div style="border-bottom: 1px solid black; height: 1.2em; width: 100%;"></div> <div style="border-bottom: 1px solid black; height: 1.2em; width: 100%;"></div>
<p>11. At any time during the past 12 months was ... a full-time student for one month or more at a trade or vocational school, or other similar school?</p> <p>Yes <sup>7</sup> <input type="radio"/> Go to 13      No <sup>8</sup> <input type="radio"/></p>	<p>14. What is the usual time required to complete this program?</p> <div style="display: flex; align-items: center; gap: 10px;"> <div style="border: 1px solid black; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;"> <input type="text"/> </div> <span>years</span> <span>OR</span> <div style="border: 1px solid black; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;"> <input type="text"/> </div> <span>months</span> </div>
<p>12. At any time during the past 12 months did ... take a full-time training program which lasted one month or more from a commercial training school, a union, or a professional organization?</p> <p>Yes <sup>1</sup> <input type="radio"/>      No <sup>2</sup> <input type="radio"/> Go to 28</p>	<p>15. Is ... still taking this program?</p> <p>Yes <sup>3</sup> <input type="radio"/> Go to 17      No <sup>4</sup> <input type="radio"/></p> <p>16. Did ... successfully complete this program?</p> <p>Yes <sup>5</sup> <input type="radio"/>      No <sup>6</sup> <input type="radio"/></p>
	<p>17. Excluding summer jobs, was ... employed while taking this program?</p> <p>Yes <sup>1</sup> <input type="radio"/>      No <sup>2</sup> <input type="radio"/> Go to 22</p>



<p>18. When ... was enrolled in this program, about how many persons were employed at the location where ... worked? Was it ..</p> <p>Less than 20? ..... 3 <input type="radio"/></p> <p>20 to 99? ..... 4 <input type="radio"/></p> <p>100 to 499? ..... 5 <input type="radio"/></p> <p>500 and over? ..... 6 <input type="radio"/> } Go to 21</p> <p>Don't know ..... 7 <input type="radio"/></p>	<p>24. Who provided this assistance? (Mark all that apply)</p> <p>Employer ..... 3 <input type="radio"/></p> <p>Family ..... 4 <input type="radio"/></p> <p>Union or professional organization ..... 5 <input type="radio"/></p> <p>Voluntary organization ..... 6 <input type="radio"/></p> <p>Government ..... 7 <input type="radio"/></p> <p>Other (specify) ..... 8 <input type="radio"/></p> <p>_____</p> <p>Don't know ..... 9 <input type="radio"/></p>
<p>19. Did ...'s employer operate at more than one location in Canada?</p> <p>Yes 1 <input type="radio"/> No 2 <input type="radio"/> Go to 21</p>	
<p>20. In total, about how many persons were employed at all locations in Canada? Was it ..</p> <p>Less than 20? ..... 3 <input type="radio"/></p> <p>20 to 99? ..... 4 <input type="radio"/></p> <p>100 to 499? ..... 5 <input type="radio"/></p> <p>500 and over? ..... 6 <input type="radio"/></p> <p>Don't know ..... 7 <input type="radio"/></p>	<p>25. Was this program taken at ..</p> <p>A university? ..... 1 <input type="radio"/></p> <p>A college (community college, CEGEP, technical institute)? ..... 2 <input type="radio"/></p> <p>A vocational or trade school? ..... 3 <input type="radio"/></p> <p>A private or commercial school? ..... 4 <input type="radio"/></p> <p>Work? ..... 5 <input type="radio"/></p> <p>Other (specify) ..... 6 <input type="radio"/></p> <p>_____</p> <p>Don't know ..... 7 <input type="radio"/></p>
<p>21. When ... took this program, for how long had he/she been working for this employer? (Enter 00 if less than one year)</p> <p><input type="text"/> <input type="text"/> years</p>	
<p>22. Who paid the fee or tuition for this program? Was it .. (Mark all that apply)</p> <p>An employer? ..... 1 <input type="radio"/></p> <p>Self or family? ..... 2 <input type="radio"/></p> <p>A union or professional organization? ..... 3 <input type="radio"/></p> <p>A voluntary organization? ..... 4 <input type="radio"/></p> <p>A government? ..... 5 <input type="radio"/></p> <p>Or some other person or organization? (specify) ..... 6 <input type="radio"/></p> <p>_____</p> <p>No fee ..... 7 <input type="radio"/></p> <p>Don't know ..... 8 <input type="radio"/></p>	<p>26. Which of the following was the <u>most</u> important reason why ... took this program? Was it .. (Mark one only)</p> <p>To improve job opportunities or for career development? ..... 1 <input type="radio"/></p> <p>For personal interest? ..... 2 <input type="radio"/></p> <p>To increase earnings? ..... 3 <input type="radio"/></p> <p>To improve job related skills? ..... 4 <input type="radio"/></p>
<p>23. Excluding fees or tuition, did ... receive any types of financial assistance such as paid time off, grants or bursaries, payment for course materials, transportation, allowance, etc.?</p> <p>Yes 1 <input type="radio"/> No 2 <input type="radio"/> Go to 25</p>	<p>27. During the 6 months prior to entering this program, was ... <u>mainly</u> ..</p> <p>Without a job but actively looking for work? ..... 5 <input type="radio"/></p> <p>Employed full-time (more than 30 hours/week)? ..... 6 <input type="radio"/></p> <p>Employed part-time? ..... 7 <input type="radio"/></p> <p>Without a job and not looking for work? ..... 8 <input type="radio"/></p> <p>A student? ..... 9 <input type="radio"/></p>





C. APPRENTICESHIP.	D. EMPLOYER-RELATED FULL-TIME TRAINING OR EDUCATION.
<p>28. At any time during the <u>past</u> 12 months was ... registered in a full-time apprenticeship training program which lasted one month or more?</p> <p>Yes <input type="radio"/> No <input type="radio"/> Go to 34</p>	<p>35. The following questions refer to employer-related full-time training or education.</p> <p>Excluding apprenticeship training, at any time during the <u>past</u> 12 months, did ... take a full-time course or program organized or provided by his/her employer which lasted one month or more?</p> <p>Yes <input type="radio"/> No <input type="radio"/> Go to 46a</p>
<p>29. The following questions refer to the <u>last</u> full-time apprenticeship program in which ... was enrolled.</p> <p>What was the title or name of this last apprenticeship program?</p> <p>_____</p> <p>_____</p>	<p>36. The following questions refer to the <u>last</u> full-time course or program that ... took during the past 12 months, which was organized or provided by his/her employer.</p> <p>What was the title or name of this last course or program?</p> <p>_____</p> <p>_____</p>
<p>30. When ... was enrolled in this apprenticeship program, about how many persons were employed at the location where ... worked? Was it ..</p> <p>Less than 20? ..... <input type="radio"/> 3</p> <p>20 to 99? ..... <input type="radio"/> 4</p> <p>100 to 499? ..... <input type="radio"/> 5</p> <p>500 and over? ..... <input type="radio"/> 6 } Go to 33</p> <p>Don't know ..... <input type="radio"/> 7</p>	<p>37. Was this course or program taken at ..</p> <p>A university? ..... <input type="radio"/> 1</p> <p>A college (community college, CEGEP, technical institute)? ..... <input type="radio"/> 2</p> <p>A vocational or trade school? ..... <input type="radio"/> 3</p> <p>A private or commercial school? ... <input type="radio"/> 4</p> <p>Work? ..... <input type="radio"/> 5</p> <p>Other (specify) ..... <input type="radio"/> 6</p> <p>_____</p> <p>Don't know ..... <input type="radio"/> 7</p>
<p>31. Did ...'s employer operate at more than one location in Canada?</p> <p>Yes <input type="radio"/> No <input type="radio"/> Go to 33</p>	<p>38. Usually, how many hours of instruction were there each week for this course or program?</p> <p><input type="text"/> <input type="text"/> hours</p>
<p>32. In total, about how many persons were employed at all locations in Canada? Was it ..</p> <p>Less than 20? ..... <input type="radio"/> 3</p> <p>20 to 99? ..... <input type="radio"/> 4</p> <p>100 to 499? ..... <input type="radio"/> 5</p> <p>500 and over? ..... <input type="radio"/> 6</p> <p>Don't know ..... <input type="radio"/> 7</p>	<p>39. How many weeks did this course or program last?</p> <p><input type="text"/> <input type="text"/> weeks</p>
<p>33. When ... started this apprenticeship program, for how long had he/she been working for this employer? (Enter 00 if less than one year)</p> <p><input type="text"/> <input type="text"/> years</p>	<p>40. Is ... still taking this course or program?</p> <p>Yes <input type="radio"/> Go to 42 No <input type="radio"/> 2</p>
<p>34. <u>INTERVIEWER CHECK ITEM:</u></p> <p>If Q22 or Q24 marked "employer" ..... <input type="radio"/> 1 Go to 46a</p> <p>Otherwise ..... <input type="radio"/> 2 Go to 35</p>	<p>41. Did ... successfully complete this course or program?</p> <p>Yes <input type="radio"/> No <input type="radio"/> 4</p>



<p>42. When ... was enrolled in this course or program, about how many persons were employed at the location where ... worked? Was it ..</p> <p>Less than 20? ..... <input type="radio"/> 5</p> <p>20 to 99? ..... <input type="radio"/> 6</p> <p>100 to 499? ..... <input type="radio"/> 7</p> <p>500 or over? ..... <input type="radio"/> 8 } Go to 45</p> <p>Don't know ..... <input type="radio"/> 9 }</p>	<p>48. The following questions refer to the <u>last</u> of these short-term or part-time training or educational courses that ... took during the past 12 months.</p> <p>What was the title or name of this last course?</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%;"></div>
<p>43. Did ...'s employer operate at more than one location in Canada?</p> <p>Yes <input type="radio"/> 1                      No <input type="radio"/> 2    Go to 45</p>	<p>49. Usually, how many hours of instruction were there each week for this course?</p> <p><input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> hours</p>
<p>44. In total, about how many persons were employed at all locations in Canada? Was it ..</p> <p>Less than 20? ..... <input type="radio"/> 3</p> <p>20 to 99? ..... <input type="radio"/> 4</p> <p>100 to 499? ..... <input type="radio"/> 5</p> <p>500 or over? ..... <input type="radio"/> 6</p> <p>Don't know ..... <input type="radio"/> 7</p>	<p>50. How many weeks did this course last?</p> <p><input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> weeks</p>
<p>45. When ... took this full-time course or program, for how long had he/she been working for this employer? (Enter 00 if less than one year)</p> <p><input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> years</p>	<p>51. Was ... employed while taking this course?</p> <p>Yes <input type="radio"/> 1                      No <input type="radio"/> 2    Go to 56</p>
<p><b>E. SHORT-TERM/PART-TIME COURSES.</b></p>	<p>52. When ... was enrolled in this course, about how many persons were employed at the location where ... worked? Was it ..</p> <p>Less than 20? ..... <input type="radio"/> 3</p> <p>20 to 99? ..... <input type="radio"/> 4</p> <p>100 to 499? ..... <input type="radio"/> 5</p> <p>500 or over? ..... <input type="radio"/> 6 } Go to 55</p> <p>Don't know ..... <input type="radio"/> 7 }</p>
<p>46a. The following questions refer to <u>short-term</u> or <u>part-time</u> training or education, which may be taken at work, at a school or at any other organization.</p> <p>At any time during the past 12 months, did ... take any courses full-time which lasted <u>less</u> than one month?</p> <p>Yes <input type="radio"/> 1    How many? <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/></p> <p>No <input type="radio"/> 2</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px; width: fit-content;"> <p>46b. At any time during the past 12 months did ... take any courses part-time?</p> <p>Yes <input type="radio"/> 3    How many? <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> } Go to 48</p> <p>No <input type="radio"/> 4</p> </div>	<p>53. Did ...'s employer operate at more than one location in Canada?</p> <p>Yes <input type="radio"/> 1                      No <input type="radio"/> 2    Go to 55</p>
<p>47. At any time during the past 12 months, did ... take any courses part-time?</p> <p>Yes <input type="radio"/> 5    How many? <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/></p> <p>No <input type="radio"/> 6    Go to 62</p>	<p>54. In total, about how many persons were employed at all locations in Canada? Was it ..</p> <p>Less than 20? ..... <input type="radio"/> 3</p> <p>20 to 99? ..... <input type="radio"/> 4</p> <p>100 to 499? ..... <input type="radio"/> 5</p> <p>500 or over? ..... <input type="radio"/> 6</p> <p>Don't know ..... <input type="radio"/> 7</p>



<p>55. When ... took this course, for how long had he/she been working for this employer? (Enter 00 if less than one year)</p> <div style="border: 1px solid black; display: inline-block; width: 30px; height: 20px; margin-right: 5px;"></div> years	<p>60. Which of the following was <u>the most important</u> reason why ... took this course? Was it .. (Mark one only)</p> <p>To improve job opportunities or for career development? ..... 1 <input type="radio"/></p> <p>For personal interest? ..... 2 <input type="radio"/></p> <p>To increase earnings? ..... 3 <input type="radio"/></p> <p>To improve job related skills? ..... 4 <input type="radio"/></p>
<p>56. Who paid the fee or tuition for this course? Was it .. (Mark all that apply)</p> <p>An employer? ..... 1 <input type="radio"/></p> <p>Self or family? ..... 2 <input type="radio"/></p> <p>A union or professional organization? ..... 3 <input type="radio"/></p> <p>A voluntary organization? ..... 4 <input type="radio"/></p> <p>A government? ..... 5 <input type="radio"/></p> <p>Or some other person or organization? (specify) ..... 6 <input type="radio"/></p> <div style="border: 1px solid black; display: inline-block; width: 150px; height: 15px; margin-bottom: 5px;"></div> <p>No fee ..... 7 <input type="radio"/></p> <p>Don't know ..... 8 <input type="radio"/></p>	<p>61. During the 6 months prior to starting this course, was ... <u>mainly</u> ..</p> <p>Without a job but actively looking for work? ..... 5 <input type="radio"/></p> <p>Employed full-time (more than 30 hours/week)? ..... 6 <input type="radio"/></p> <p>Employed part-time? ..... 7 <input type="radio"/></p> <p>Without a job and not looking for work? ..... 8 <input type="radio"/></p> <p>A student? ..... 9 <input type="radio"/></p>
<p>57. Excluding fees or tuition, did ... receive any type of financial assistance such as paid time off, grants or bursaries, payment for course materials, transportation, allowance, etc.?</p> <p>Yes 1 <input type="radio"/>                      No 2 <input type="radio"/>    Go to 59</p>	<p>62. <u>INTERVIEWER CHECK ITEM:</u></p> <p>If at least one of Q17, Q30, Q40 or Q51 has already been answered ..... 1 <input type="radio"/>    Go to 69</p> <p>Otherwise ..... 2 <input type="radio"/>    Go to 63</p>
<p>58. Who provided this assistance? (Mark all that apply)</p> <p>Employer ..... 3 <input type="radio"/></p> <p>Family ..... 4 <input type="radio"/></p> <p>Union or professional organization ..... 5 <input type="radio"/></p> <p>Voluntary organization ..... 6 <input type="radio"/></p> <p>Government ..... 7 <input type="radio"/></p> <p>Other (specify) ..... 8 <input type="radio"/></p> <div style="border: 1px solid black; display: inline-block; width: 150px; height: 15px; margin-bottom: 5px;"></div> <p>Don't know ..... 9 <input type="radio"/></p>	<p><b>F. EMPLOYER INFORMATION ON NON-TRAINEES.</b></p>
<p>59. Was this course taken at ..</p> <p>A university? ..... 1 <input type="radio"/></p> <p>A college (community college, CEGEP, technical institute)? ..... 2 <input type="radio"/></p> <p>A vocational or trade school? ..... 3 <input type="radio"/></p> <p>A private or commercial school? ..... 4 <input type="radio"/></p> <p>Work? ..... 5 <input type="radio"/></p> <p>Other (specify) ..... 6 <input type="radio"/></p> <div style="border: 1px solid black; display: inline-block; width: 150px; height: 15px; margin-bottom: 5px;"></div> <p>Don't know ..... 7 <input type="radio"/></p>	<p>64. Was ...'s work entirely full-time, entirely part-time or some of each? By full-time I mean 30 hours or more per week.</p> <p>Entirely full-time ..... 5 <input type="radio"/></p> <p>Entirely part-time ..... 6 <input type="radio"/></p> <p>Some full-time and some part-time ..... 7 <input type="radio"/></p>



65. About how many persons were employed at the location where ... worked during the past 12 months? Was it ..  
(If more than one employer, refer to one of longest duration)

Less than 20? ..... 1 ☐

20 to 99? ..... 2 ☐

100 to 499? ..... 3 ☐

500 or over? ..... 4 ☐ } Go to 68

Don't know ..... 5 ☐

66. Did ...'s employer operate at more than one location in Canada?

Yes ☐ No ☐ Go to 68

67. In total, about how many persons were employed at all locations in Canada? Was it ..

Less than 20? ..... 1 ☐

20 to 99? ..... 2 ☐

100 to 499? ..... 3 ☐

500 or over? ..... 4 ☐

Don't know ..... 5 ☐

68. During the 6 months from January to June 1990, was ... mainly ..

Without a job but actively looking for work? ... 1 ☐

Without a job and not looking for work? ..... 2 ☐

Employed full-time (more than 30 hours/week)? ... 3 ☐

Employed part-time? ..... 4 ☐

A student? ..... 5 ☐

#### G. BARRIERS TO TRAINING.

69. Was there any training or education that ... was supposed to take for employment-related reasons but did not?

Yes ..... 6 ☐

No ..... 7 ☐ } Go to 71

Don't know ..... 8 ☐

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

Not aware of existing programs ..... 01 ☐

Training programs not available ..... 02 ☐

Available programs not suitable for ...'s needs ..... 03 ☐

Too old/too late now ..... 04 ☐

Not interested/lack of motivation ..... 05 ☐

Too busy ..... 06 ☐

Too expensive/have no money ..... 07 ☐

Too embarrassed ..... 08 ☐

Health reasons ..... 09 ☐

Family responsibilities ..... 10 ☐

Other (too tired, on vacation, needed a break, etc.) (specify) ..... 11 ☐

.....

Don't know ..... 12 ☐

71. Was there any other training or education that ... would have wanted to take for employment or any other reasons but did not?

Yes ..... 1 ☐

No ..... 2 ☐ } Go to 73

Don't know ..... 3 ☐

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

Not aware of existing programs ..... 01 ☐

Training programs not available ..... 02 ☐

Available programs not suitable for ...'s needs ..... 03 ☐

Too old/too late now ..... 04 ☐

Don't need it in job/knows enough ..... 05 ☐

Too busy ..... 06 ☐

Too expensive/have no money ..... 07 ☐

Too embarrassed ..... 08 ☐

Health reasons ..... 09 ☐

Family responsibilities ..... 10 ☐

Other (too tired, on vacation, needed a break, etc.) (specify) ..... 11 ☐

.....

Don't know ..... 12 ☐

73. INFORMATION SOURCE:  
HRD page-line of person providing the above information.

☐ ☐





## **APPENDIX B**

### **Weighting Procedures for the Adult Education and Training Survey**



## APPENDIX B

### B. Weighting Procedures for the Adult Education and Training Survey

Since the AETS used a subsample of the LFS sample, the derivation of weights for the survey records is clearly tied to the weighting procedure used for the LFS. The LFS weighting procedure is briefly described below.

#### B.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.

#### B.2 Basic Weight

In a probability sample, the sample design itself determines weights which must be used to produce unbiased estimates of 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.

#### B.3 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.

#### B.4 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.

#### **B.5 Rural-urban Factor**

In NSRUs 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 1981 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 1981 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 NSRU. Changes in these factors are incorporated at the time of PSU rotations.

#### **B.6 Subprovincial and Province-Age-Sex Adjustments**

By applying the previously described four weighting factors, 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 1981 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 ensure that basic provincial and total population counts for economic regions, and 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.



## B.7 Weighting for the Adult Education and Training Survey

The principals behind the calculation of the weights for the AETS are identical to those for the LFS. However, four adjustments are made to the LFS weights in order to derive a final weight for the individual records on the AETS microdata file.

- (1) An adjustment to account for the use of a five-sixth sub-sample, instead of the full LFS sample.
- (2) An adjustment to account for the additional non-response to the AETS i.e., non-response to the AETS for individuals which do respond to the LFS or for which previous month's LFS data is brought forward.
- (3) A readjustment to account for independent province-age-sex projections, after the above adjustments are made.
- (4) A readjustment to account for independent economic region - census metropolitan area projections, after the above adjustments are made.

Adjustments (1) and (2) are taken into account by multiplying the LFS sub-weight (i.e., the weight resulting from the first four LFS weighting factors) for each responding AETS record by:

sum of LFS subweights of households considered responding to LFS

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sum of LFS subweights of households considered responding to AETS





## **APPENDIX C**

### **AETS Record Layout**



## AETS (NOV. 1990) - MICRODATA FILE

FIELD	ACRONYM	LEN	POSITION	QUESTION AND VARIABLE DESCRIPTIONS	PAGE
1	RECNUMBR	6	0001-0006	RECORD NUMBER NOTE: FOR THIS RECORD LAYOUT, THE FOLLOWING SHOULD BE NOTED, 'F03' IS THE LFS FORM 03 (HOUSEHOLD RECORD DOCKET) 'F05' IS THE LFS FORM 05 (LABOUR FORCE SURVEY QUESTIONNAIRE) WHERE NO "F", REFERS TO THE SUPPLEMENTARY FORM 06 (ADULT EDUCATION AND TRAINING SURVEY)	1
2	DATE	4	0007-0010	SURVEY DATE (1190)	
3	PROVINCE	2	0011-0012	REGION AND PROVINCE 10 NEWFOUNDLAND 11 PRINCE EDWARD ISLAND 12 NOVA SCOTIA 13 NEW BRUNSWICK 24 QUEBEC 35 ONTARIO 46 MANITOBA 47 SASKATCHEWAN 48 ALBERTA 59 BRITISH COLUMBIA	
4	F03Q34	1	0013	F03 Q34 - SEX 1 MALE 2 FEMALE	
5	F03Q35	1	0014	F03 Q35 - MARITAL STATUS 1 MARRIED 2 SINGLE 3 OTHER	
6	F03Q36	1	0015	F03 Q36 - RELATIONSHIP TO HEAD OF FAMILY 1 HEAD 2 SPOUSE 3 SON-DAUGHTER 4 PARENT (IN-LAW) 5 SON-DAUGHTER (IN-LAW) 6 OTHER RELATIVE	
7	F03Q33	1	0016	F03 Q33 - AGE GROUP 1 15-16 YEARS 2 17-19 YEARS 3 20-24 YEARS 4 25-34 YEARS 5 35-44 YEARS 6 45-54 YEARS 7 55-64 YEARS 8 65-69 YEARS 9 70 YEARS AND OVER NOTE: AGE GROUPS DERIVED FROM AGE AS REPORTED ON FORM 03 QUESTION 33	
8	F03Q38	1	0017	F03 Q38 - EDUCATION 1 0:8 2 SOME SECONDARY EDUCATION 3 GRADUATED FROM HIGH SCHOOL 4 SOME POST-SECONDARY 5 POST SECONDARY CERTIFICATE OR DIPLOMA 6 UNIVERSITY DEGREE	
9	LFSACTIV	1	0018	ACTIVITY OF RESPONDENT IN LFS REFERENCE WEEK 1 AT WORK 2 NOT AT WORK, HAS A JOB 3 NOT AT WORK, NO JOB 4 PERMANENTLY UNABLE TO WORK NOTE: BASED ON RESPONSES FROM LFS FORM 05	



## AETS (NOV. 1990) - MICRODATA FILE

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FIELD	ACRONYM	LEN	POSITION	QUESTION AND VARIABLE DESCRIPTIONS
10	F05Q11	1	0019	F05 Q11 - MULTIPLE JOB HOLDER BLANK 1 YES 2 NO
11	F05Q13	2	0020-0021	F05 Q13 - TOTAL USUAL WEEKLY HOURS WORKED 00:65 NOTE: IF LESS THAN 30 HOURS PER WEEK, THIS IS CONSIDERED AS PART-TIME AND Q14 IS TO BE ANSWERED
12	F05Q14	1	0022	F05 Q14 - REASON FOR PART-TIME WORK BLANK 1 PERSONAL OR FAMILY RESPONSIBILITIES 2 GOING TO SCHOOL 3 COULD ONLY FIND PART-TIME WORK 4 DID NOT WANT FULL-TIME WORK 5 OTHER REASONS
13	F05Q15	2	0023-0024	F05 Q15 - NUMBER OF EXTRA HOURS WORKED LAST WEEK BLANK 00:30
14	F05Q16	2	0025-0026	F05 Q16 - NUMBER OF HOURS LOST LAST WEEK BLANK 00:41 NOTE: IF ANY HOURS LOST, Q17 IS TO BE ANSWERED
15	F05Q17	1	0027	F05 Q17 - REASONS FOR HOURS LOST BLANK 1 ILLNESS OR DISABILITY OR PERSONAL 2 BAD WEATHER 3 LABOUR DISPUTE 4 LAYOFF 5 LOST JOB/NEW JOB 6 VACATION 7 WORKING SHORT-TIME 8 OTHER
16	F05Q32	2	0028-0029	F05 Q32 - NUMBER OF WEEKS UNTIL NEW JOB STARTS BLANK 00:13 NOTE: THIS IS FOR RESPONDENTS WHO INDICATED THAT THEY DID NOT WORK DURING THE REFERENCE WEEK BUT HAD A JOB TO START IN THE FUTURE
17	F05Q18	2	0030-0031	F05 Q18 - TOTAL ACTUAL HOURS WORKED LAST WEEK BLANK 00:65
18	F05Q38	1	0032	F05 Q38 - ARE YOU GETTING ANY WAGES OR SALARY FOR TIME OFF LAST WEEK BLANK 1 YES 2 NO
19	F05Q37	2	0033-0034	F05 Q37 - UP TO THE END OF LAST WEEK, WHAT WAS THE TOTAL NUMBER OF WEEKS OF CONTINUED ABSENCE FROM WORK BLANK 00:18
20	F05Q56	1	0035	F05 Q56 - LOOKED FOR WORK IN PAST SIX MONTHS BLANK 1 YES 2 NO 3 NOT APPLICABLE



FIELD	ACRONYM	LEN	POSITION	QUESTION AND VARIABLE DESCRIPTIONS
21	F05Q57	1	0036	F05 Q57 - LOOKED FOR WORK IN PAST FOUR WEEKS 1 YES 2 NO
22	F05LOOK1	1	0037	F05 Q57 - METHODS USED IN JOB SEARCH: CONTACTED EMPLOYERS BLANK 1 YES 2 NO
23	F05LOOK2	1	0038	F05 Q57 - METHODS USED IN JOB SEARCH: USED PUBLIC EMPLOYMENT AGENCY BLANK 1 YES 2 NO
24	F05LOOK3	1	0039	F05 Q57 - METHODS USED IN JOB SEARCH: LOOKED AT ADS BLANK 1 YES 2 NO
25	F05LOOK4	1	0040	F05 Q57 - METHODS USED: USED OTHER METHODS BLANK 1 YES 2 NO
26	F05Q58	2	0041-0042	F05 Q58 - UP TO THE END OF LAST WEEK, WHAT WAS THE TOTAL NUMBER OF WEEKS SPENT LOOKING FOR WORK BLANK 01:39
27	F05Q54	1	0043	F05 Q54 - WHAT WAS THE REASON FOR LEAVING LAST JOB BLANK 1 ILLNESS OR DISABILITY 2 PERSONAL OR FAMILY RESPONSIBILITIES 3 GOING TO SCHOOL 4 LOST JOB OR LAID OFF 5 RETIRED 6 OTHER REASONS 7 LAST WORKED MORE THAN 5 YEARS AGO 8 NEVER WORKED
28	F05Q59	1	0044	F05 Q59 - ACTIVITY BEFORE STARTED LOOKING FOR WORK BLANK 1 WORKING 2 KEEPING HOUSE 3 SCHOOL 4 OTHER
29	F05Q6061	1	0045	F05 Q60-Q61 - TYPE OF WORK SOUGHT BLANK 1 FULL-TIME, PERMANENT 2 FULL-TIME, TEMPORARY 3 PART-TIME, PERMANENT 4 PART-TIME, TEMPORARY
30	F05Q62	1	0046	F05 Q62 - REASONS FOR NOT LOOKING IN REFERENCE WEEK BLANK 1 ILLNESS OR PERSONAL RESPONSIBILITIES 2 AT SCHOOL 3 NO LONGER INTERESTED OR FOUND JOB 4 AWAITING RECALL OR REPLY 5 BELIEVES NO WORK AVAILABLE 6 OTHER REASONS





FIELD	ACRONYM	LEN	POSITION	QUESTION AND VARIABLE DESCRIPTIONS
31	F05Q63	1	0047	F05 Q63 - AVAILABILITY FOR WORK BLANK 1 NOT AVAILABLE; GOING TO SCHOOL 2 NOT AVAILABLE; OTHER REASONS 3 AVAILABLE
32	F05Q8082	1	0048	F05 Q80-Q82 - SCHOOL ENROLMENT BLANK 1 NOT ENROLLED 2 PRIMARY OR SECONDARY 3 UNIVERSITY, FULL-TIME 4 UNIVERSITY, PART-TIME 5 COMMUNITY COLLEGE, FULL-TIME 6 COMMUNITY COLLEGE, PART-TIME 7 OTHER, FULL-TIME 8 OTHER, PART-TIME
33	FILLER	1	0049	FILLER
34	F05FTPT	1	0050	F05 - TYPE OF JOB (PRESENT OR PREVIOUS) 1 FULL-TIME 2 PART-TIME 3 NOT APPLICABLE
35	LFSTATUS	1	0051	LABOUR FORCE STATUS 1 EMPLOYED 2 UNEMPLOYED 3 NOT IN LABOUR FORCE
36	F05Q76	1	0052	F05 Q76 - CLASS OF WORKER 1 PAID WORKER, PRIVATE 2 PAID WORKER, GOVERNMENT 4 EMPLOYER 5 OWN ACCOUNT 6 UNPAID FAMILY WORKER 7 NEVER WORKED 8 RESIDUE NOTE: THERE IS NO CODE 3
37	F05Q7374	2	0053-0054	F05 Q73-Q74 - TYPE OF INDUSTRY 01 AGRICULTURE 02 OTHER PRIMARY 03 MANUFACTURING, NON-DURABLES 04 MANUFACTURING, DURABLES 05 CONSTRUCTION 06 TRANSPORTATION, ETC. 07 WHOLESALE TRADE 08 RETAIL TRADE 09 FINANCE, ETC. 10 COMMUNITY SERVICES 11 PERSONAL SERVICES 12 BUSINESS AND MISC. SERVICES 13 PUBLIC ADMINISTRATION 14 NEVER WORKED/PERMANENTLY UNABLE TO WORK 15 LAST WORKED MORE THAN 5 YEARS AGO
38	F05Q75	2	0055-0056	F05 Q75 - TYPE OF OCCUPATION 01 OFFICIALS AND ADMINISTRATORS, GOVERNMENT 02 OTHER MANAGERS AND ADMINISTRATORS 03 MANAGEMENT AND ADMINISTRATION RELATED 04 PHYSICAL, LIFE SCIENCE 05 MATHEMATICS, STATISTICS, SYSTEMS ANALYSIS AND RELATED 06 ARCHITECTS AND ENGINEERS 07 ARCHITECTURE AND ENGINEERING RELATED 08 SOCIAL SCIENCE AND RELATED 09 RELIGION 10 UNIVERSITY AND RELATED 11 ELEMENTARY, SECONDARY AND RELATED 12 OTHER TEACHING AND RELATED



FIELD	ACRONYM	LEN	POSITION	QUESTION AND VARIABLE DESCRIPTIONS
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38	F05Q75	2	0055-0056	<p>F05 Q75 - TYPE OF OCCUPATION</p> <p>13 HEALTH DIAGNOSING AND TREATING</p> <p>14 NURSING, THERAPY AND RELATED</p> <p>15 MEDICINE AND HEALTH RELATED</p> <p>16 ARTISTIC AND RECREATION</p> <p>17 STENOGRAPHIC AND TYPING</p> <p>18 BOOKKEEPING, ACCOUNT-RECORDING AND RELATED</p> <p>19 OFFICE MACHINE AND EDP OPERATORS</p> <p>20 MATERIAL RECORDING, SCHEDULING AND DISTRIBUTION</p> <p>21 RECEPTION, INFORMATION, MAIL AND MESSAGE DISTRIBUTION</p> <p>22 LIBRARY, FILING, CORRESPONDENCE, OTHER CLERICAL AND RELATED</p> <p>23 SALES, COMMODITIES</p> <p>24 SALES, SERVICES AND OTHER SALES</p> <p>25 PROTECTIVE SERVICES</p> <p>26 FOOD, BEVERAGE PREPARATION; RELATED LODGING AND ACCOMMODATION</p> <p>27 PERSONAL, APPAREL AND FURNISHING SERVICE</p> <p>28 OTHER SERVICE OCCUPATIONS</p> <p>29 FARMERS AND FARM MANAGEMENT</p> <p>30 OTHER FARMING, HORTICULTURE AND ANIMAL HUSBANDRY</p> <p>31 FISHING, HUNTING, TRAPPING AND RELATED</p> <p>32 FORESTRY AND LOGGING</p> <p>33 MINING AND QUARRYING-INCLUDING GAS AND OIL FIELD</p> <p>34 FOOD, BEVERAGE AND RELATED</p> <p>35 OTHER PROCESSING OCCUPATIONS</p> <p>36 METAL SHAPING AND FORMING OCCUPATIONS</p> <p>37 OTHER MACHINING OCCUPATIONS</p> <p>38 METAL PRODUCTS, N.E.C.</p> <p>39 ELECTRICAL, ELECTRONICS AND RELATED EQUIPMENT</p> <p>40 TEXTILES, FURS AND LEATHER GOODS</p> <p>41 WOOD PRODUCTS, RUBBER, PLASTICS AND OTHER RELATED</p> <p>42 MECHANICS AND REPAIRMAN, EXCEPT ELECTRICAL</p> <p>43 EXCAVATING, GRADING, PAVING AND RELATED</p> <p>44 ELECTRICAL POWER, LIGHTING AND WIRE COMMUNICATIONS</p> <p>45 OTHER CONSTRUCTION TRADES</p> <p>46 MOTOR TRANSPORT OPERATORS</p> <p>47 OTHER TRANSPORTATION OPERATORS</p> <p>48 MATERIAL HANDLING</p> <p>49 OTHER CRAFTS AND EQUIPMENT OPERATORS</p> <p>50 NEVER WORKED/PERMANENTLY UNABLE TO WORK</p> <p>51 LAST WORKED MORE THAN 5 YEARS AGO</p>
39	DURUNEMP	2	0057-0058	<p>DURATION OF UNEMPLOYMENT</p> <p>BLANK</p> <p>00:53</p> <p>NOTE: BASED ON RESPONSES ON THE F05</p>
40	TENURE	1	0059	<p>JOB TENURE</p> <p>BLANK</p> <p>1 1-6 MONTHS</p> <p>2 7-12 MONTHS</p> <p>3 1-5 YEARS</p> <p>4 6-10 YEARS</p> <p>5 11-20 YEARS</p> <p>6 OVER 20 YEARS</p> <p>NOTE: BASED ON RESPONSES ON THE F05</p>
41	DURNOJOB	1	0060	<p>DURATION OF JOBLESSNESS</p> <p>BLANK</p> <p>1 0-1 MONTH</p> <p>2 1-3 MONTHS</p> <p>3 4-6 MONTHS</p> <p>4 7-12 MONTHS</p> <p>5 13-24 MONTHS</p> <p>6 2-5 YEARS</p> <p>7 6-10 YEARS</p> <p>8 OVER 10 YEARS</p> <p>NOTE: BASED ON RESPONSES ON THE F05</p>



FIELD	ACRONYM	LEN	POSITION	QUESTION AND VARIABLE DESCRIPTIONS
42	DURLSTWK	1	0061	DURATION OF PREVIOUS JOB BLANK 1 NEVER WORKED 2 1-3 MONTHS 3 4-6 MONTHS 4 7-12 MONTHS 5 1-5 YEARS 6 OVER 5 YEARS NOTE: BASED ON RESPONSES ON THE F05
43	FLWS	1	0062	FLWS INTO UNEMPLOYMENT BLANK 1 JOB LOSERS 2 JOB LEAVERS 3 NEW ENTRANTS 4 RE-ENTRANTS-ONE YEAR OR LESS 5 RE-ENTRANTS-GREATER THAN 1 YEAR NOTE: BASED ON RESPONSES ON THE F05
44	HDAGE	1	0063	AGE OF HEAD OF HOUSEHOLD 1 15-16 YEARS 2 17-19 YEARS 3 20-24 YEARS 4 25-34 YEARS 5 35-44 YEARS 6 45-54 YEARS 7 55-64 YEARS 8 65-69 YEARS 9 70 YEARS AND OVER NOTE: BASED ON RESPONSES ON THE F03
45	SPAGE	1	0064	AGE OF SPOUSE 0 NO SPOUSE PRESENT 1 15-16 YEARS 2 17-19 YEARS 3 20-24 YEARS 4 25-34 YEARS 5 35-44 YEARS 6 45-54 YEARS 7 55-64 YEARS 8 65-69 YEARS 9 70 YEARS AND OVER NOTE: BASED ON RESPONSES ON THE F03
46	FAMSIZE	1	0065	SIZE OF FAMILY 1:3 4 4 AND OVER NOTE: BASED ON RESPONSES ON THE F03
47	OWNKIDS1	1	0066	NUMBER OF OWN CHILDREN: AGES 0-2 YRS. 0 NONE 1 1 CHILD 2 2 CHILDREN 3 3 OR MORE CHILDREN NOTE: BASED ON RESPONSES ON THE F03
48	OWNKIDS2	1	0067	NUMBER OF OWN CHILDREN: AGES 3-5 YRS. 0 NONE 1 1 CHILD 2 2 CHILDREN 3 3 OR MORE CHILDREN NOTE: BASED ON RESPONSES ON THE F03
49	OWNKIDS3	1	0068	NUMBER OF OWN CHILDREN: AGES 6-15 YRS. 0 NONE 1 1 CHILD 2 2 CHILDREN 3 3 CHILDREN 4 4 CHILDREN 5 5 OR MORE CHILDREN



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FIELD	ACRONYM	LEN	POSITION	QUESTION AND VARIABLE DESCRIPTIONS
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49	OWNKIDS3	1	0068	NUMBER OF OWN CHILDREN: AGES 6-15 YRS. NOTE: BASED ON RESPONSES ON THE F03
50	OWNKIDS4	1	0069	NUMBER OF OWN CHILDREN: AGES 16-24 YRS. 0 NONE 1 1 CHILD 2 2 CHILDREN 3 3 CHILDREN 4 4 CHILDREN 5 5 OR MORE CHILDREN NOTE: BASED ON RESPONSES ON THE F03
51	OTHKIDS1	1	0070	NUMBER OF OTHER CHILDREN: AGES 0-15 YRS. 0 NONE 1 1 CHILD 2 2 CHILDREN 3 3 OR MORE CHILDREN NOTE: BASED ON RESPONSES ON THE F03
52	OTHKIDS2	1	0071	NUMBER OF OTHER CHILDREN: AGES 16-24 YRS. 0 NONE 1 1 CHILD 2 2 CHILDREN 3 3 OR MORE CHILDREN NOTE: BASED ON RESPONSES ON THE F03
53	KIDSATSH	1	0072	NUMBER OF CHILDREN AGES 16-24 ATTENDING SCHOOL 0 NONE 1 1 CHILD 2 2 CHILDREN 3 3 CHILDREN 4 4 CHILDREN OR MORE NOTE: BASED ON RESPONSES ON THE F03
54	HEADLFS	1	0073	LABOUR FORCE STATUS OF HEAD OF HOUSEHOLD 1 EMPLOYED FULL-TIME 2 EMPLOYED PART-TIME 3 UNEMPLOYED 4 NOT IN LABOUR FORCE 5 OUT OF SCOPE NOTE: BASED ON RESPONSES ON THE F05
55	SPLFS	1	0074	LABOUR FORCE STATUS OF SPOUSE BLANK 1 EMPLOYED FULL-TIME 2 EMPLOYED PART-TIME 3 UNEMPLOYED 4 NOT IN LABOUR FORCE 5 OUT OF SCOPE NOTE: BASED ON RESPONSES ON THE F05
56	EMPFAM	1	0075	NUMBER OF EMPLOYED FAMILY MEMBERS 0:7 8 8 OR OVER NOTE: BASED ON RESPONSES ON THE F05
57	UNEMPfam	1	0076	NUMBER OF UNEMPLOYED FAMILY MEMBERS 0:3 4 4 OR OVER NOTE: BASED ON RESPONSES ON THE F05
58	EDHEAD	1	0077	EDUCATION OF HEAD OF HOUSEHOLD 1 0-8 YEARS 2 SOME SECONDARY EDUCATION 3 GRADUATED FROM HIGH SCHOOL 4 SOME POST SECONDARY 5 POST SECONDARY CERTIFICATE OR DIPLOMA 6 UNIVERSITY DEGREE NOTE: BASED ON RESPONSES ON THE F03





FIELD	ACRONYM	LEN	POSITION	QUESTION AND VARIABLE DESCRIPTIONS
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59	EDSPOUSE	1	0078	EDUCATION OF SPOUSE BLANK 1 0-8 YEARS 2 SOME SECONDARY EDUCATION 3 GRADUATED FROM HIGH SCHOOL 4 SOME POST SECONDARY 5 POST SECONDARY CERTIFICATE OR DIPLOMA 6 UNIVERSITY DEGREE NOTE: BASED ON RESPONSES ON THE F03
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60	OCCHEAD	2	0079-0080	OCCUPATION OF HEAD OF HOUSEHOLD BLANK 01 MANAGERIAL, ADMINISTRATIVE 02 NATURAL SCIENCE 03 SOCIAL SCIENCE 04 RELIGION 05 TEACHING 06 MEDICINE 07 ARTISTIC 08 CLERICAL 09 SALES 10 SERVICE 11 FARMING 12 FISHING 13 FORESTRY 14 MINING 15 PROCESSING 16 MACHINING 17 FABRICATING 18 CONSTRUCTION 19 TRANSPORTATION 20 MATERIALS HANDLING 21 OTHER CRAFTS 22 NEVER WORKED BEFORE 23 LAST WORKED MORE THAN 5 YEARS AGO 24 PERMANENTLY UNABLE TO WORK NOTE: BASED ON RESPONSES ON THE F05
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61	OCCSPOUS	2	0081-0082	OCCUPATION OF SPOUSE BLANK 01 MANAGERIAL, ADMINISTRATIVE 02 NATURAL SCIENCE 03 SOCIAL SCIENCE 04 RELIGION 05 TEACHING 06 MEDICINE 07 ARTISTIC 08 CLERICAL 09 SALES 10 SERVICE 11 FARMING 12 FISHING 13 FORESTRY 14 MINING 15 PROCESSING 16 MACHINING 17 FABRICATING 18 CONSTRUCTION 19 TRANSPORTATION 20 MATERIALS HANDLING 21 OTHER CRAFTS 22 NEVER WORKED BEFORE 23 LAST WORKED MORE THAN 5 YEARS AGO 24 PERMANENTLY UNABLE TO WORK NOTE: BASED ON RESPONSES ON THE F05
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SECTION A: SCREENING QUESTIONS FOR  
FULL-TIME PROGRAMS

FIELD	ACRONYM	LEN	POSITION	QUESTION AND VARIABLE DESCRIPTIONS
62	Q10	1	0083	Q10 DURING PAST 12 MONTHS WAS ... FULL-TIME STUDENT AT COMMUNITY COLLEGE, CEGEP, TECHNICAL INSTITUTE OR UNIVERSITY? 1 YES 2 NO 9 NOT STATED
63	Q11	1	0084	Q11 DURING PAST 12 MONTHS WAS ... FULL-TIME STUDENT AT TRADE/VOCATIONAL SCHOOL OR OTHER SIMILAR SCHOOL? 1 YES 2 NO 9 NOT STATED
64	Q12	1	0085	Q12 DURING PAST 12 MONTHS DID ... TAKE A FULL-TIME PROGRAM FROM A COMMERCIAL TRAINING SCHOOL, UNION OR PROFESSIONAL ORGANIZATION? 1 YES 2 NO 9 NOT STATED

## SECTION B: FULL-TIME PROGRAMS

65	Q13	3	0086-0088	Q13 WHAT WAS FIELD OF STUDY OF LAST FULL-TIME PROGRAM? NOTE: THE LIST OF CODES APPEARS IN APPENDIX E OF THE MICRODATA USERS GUIDE. THE MFS CODES ARE COLLAPSED CODES BASED ON THE THREE-DIGIT MFS CODES USED BY CENSUS. THE ABOVE CODES ALSO INCLUDE SEVERAL SUPPLEMENTARY CODES NOT USED BY CENSUS.
66	Q14	1	0089	Q14 USUAL TIME REQUIRED TO COMPLETE THIS PROGRAM, IN YEARS? 0 LESS THAN ONE YEAR 1:7 9 NOT STATED NOT APPLICABLE
67	Q15	1	0090	Q15 IS ... STILL TAKING THIS PROGRAM? 1 YES 2 NO 9 NOT STATED NOT APPLICABLE
68	Q16	1	0091	Q16 DID ... SUCCESSFULLY COMPLETE THIS PROGRAM? 1 YES 2 NO 9 NOT STATED NOT APPLICABLE
69	Q17	1	0092	Q17 EXCLUDING SUMMER JOBS, WAS ... EMPLOYED WHILE TAKING THIS PROGRAM? 1 YES 2 NO 9 NOT STATED NOT APPLICABLE



FIELD	ACRONYM	LEN	POSITION	QUESTION AND VARIABLE DESCRIPTIONS
70	Q18	1	0093	Q18 WHEN ... WAS ENROLLED IN THIS PROGRAM, HOW MANY PERSONS WERE EMPLOYED AT LOCATION WHERE ... WORKED? 1 LESS THAN 20 2 20 TO 99 3 100 TO 499 4 500 AND OVER 5 DO NOT KNOW 9 NOT STATED NOT APPLICABLE
71	Q19	1	0094	Q19 DID ...'S EMPLOYER OPERATE AT MORE THAN ONE LOCATION IN CANADA? 1 YES 2 NO 9 NOT STATED NOT APPLICABLE
72	Q20	1	0095	Q20 ABOUT HOW MANY PERSONS WERE EMPLOYED AT ALL LOCATIONS IN CANADA? 1 LESS THAN 20 2 20 TO 99 3 100 TO 499 4 500 AND OVER 5 DO NOT KNOW 9 NOT STATED NOT APPLICABLE
73	Q21	2	0096-0097	Q21 HOW LONG HAD ... BEEN WORKING FOR THIS EMPLOYER? 00 LESS THAN ONE YEAR 01:05 06 06 TO 10 YEARS 07 11 TO 15 YEARS 08 16 TO 20 YEARS 09 21 YEARS AND OVER 99 NOT STATED NOT APPLICABLE
74	Q22A	1	0098	Q22A WHO PAID FEE OR TUITION FOR THIS PROGRAM: EMPLOYER? 1 YES 2 NO 9 NOT STATED NOT APPLICABLE
75	Q22B	1	0099	Q22B WHO PAID FEE OR TUITION FOR THIS PROGRAM: SELF OR FAMILY? 1 YES 2 NO 9 NOT STATED NOT APPLICABLE
76	Q22C	1	0100	Q22C WHO PAID FEE OR TUITION FOR THIS PROGRAM: UNION OR PROFESSIONAL ORGANIZATION? 1 YES 2 NO 9 NOT STATED NOT APPLICABLE
77	Q22D	1	0101	Q22D WHO PAID FEE OR TUITION FOR THIS PROGRAM: VOLUNTARY ORGANIZATION? 1 YES 2 NO 9 NOT STATED NOT APPLICABLE



FIELD	ACRONYM	LEN	POSITION	QUESTION AND VARIABLE DESCRIPTIONS
78	Q22E	1	0102	Q22E WHO PAID FEE OR TUITION FOR THIS PROGRAM: GOVERNMENT? 1 YES 2 NO 9 NOT STATED NOT APPLICABLE
79	Q22F	1	0103	Q22F WHO PAID FEE OR TUITION FOR THIS PROGRAM: SOME OTHER PERSON OR ORGANIZATION? 1 YES 2 NO 9 NOT STATED NOT APPLICABLE
80	Q22G	1	0104	Q22G WHO PAID FEE OR TUITION FOR THIS PROGRAM: NO FEE? 1 YES 2 NO 9 NOT STATED NOT APPLICABLE
81	Q22H	1	0105	Q22H WHO PAID FEE OR TUITION FOR THIS PROGRAM: DO NOT KNOW? 1 YES 2 NO 9 NOT STATED NOT APPLICABLE
82	Q23	1	0106	Q23 EXCLUDING FEES OR TUITION, DID ... RECEIVE ANY OTHER TYPES OF FINANCIAL ASSISTANCE? 1 YES 2 NO 9 NOT STATED NOT APPLICABLE
83	Q24A	1	0107	Q24A WHO PROVIDED THIS ASSISTANCE: EMPLOYER? 1 YES 2 NO 9 NOT STATED NOT APPLICABLE
84	Q24B	1	0108	Q24B WHO PROVIDED THIS ASSISTANCE: FAMILY? 1 YES 2 NO 9 NOT STATED NOT APPLICABLE
85	Q24C	1	0109	Q24C WHO PAID FOR THIS ASSISTANCE: UNION OR PROFESSIONAL ORGANIZATION? 1 YES 2 NO 9 NOT STATED NOT APPLICABLE
86	Q24D	1	0110	Q24D WHO PAID FOR THIS ASSISTANCE: VOLUNTARY ORGANIZATION? 1 YES 2 NO 9 NOT STATED NOT APPLICABLE
87	Q24E	1	0111	Q24E WHO PAID FOR THIS ASSISTANCE: GOVERNMENT? 1 YES 2 NO 9 NOT STATED NOT APPLICABLE





FIELD	ACRONYM	LEN	POSITION	QUESTION AND VARIABLE DESCRIPTIONS
88	Q24F	1	0112	Q24F WHO PAID FOR THIS ASSISTANCE: OTHER? 1 YES 2 NO 9 NOT STATED NOT APPLICABLE
89	Q24G	1	0113	Q24G WHO PAID FOR THIS ASSISTANCE: DO NOT KNOW? 1 YES 2 NO 9 NOT STATED NOT APPLICABLE
90	Q25	1	0114	Q25 WHERE WAS THIS PROGRAM TAKEN? 1 UNIVERSITY 2 COLLEGE (COMMUNITY, CEGEP, TECHNICAL INSTITUTE) 3 VOCATIONAL OR TRADE SCHOOL 4 PRIVATE OR COMMERCIAL SCHOOL 5 WORK 6 OTHER 7 DO NOT KNOW 9 NOT STATED NOT APPLICABLE
91	Q26	1	0115	Q26 WHAT WAS THE MOST IMPORTANT REASON WHY ... TOOK THIS PROGRAM? 1 IMPROVE JOB OPPORTUNITIES OR FOR CAREER DEVELOPMENT 2 PERSONAL INTEREST 3 INCREASE EARNINGS 4 IMPROVE JOB RELATED SKILLS 9 NOT STATED NOT APPLICABLE
92	Q27	1	0116	Q27 DURING 6 MONTHS PRIOR TO ENTERING PROGRAM ... WAS MAINLY? 1 WITHOUT A JOB BUT ACTIVELY LOOKING FOR WORK 2 EMPLOYED FULL-TIME (MORE THAN 30HRS/WK) 3 EMPLOYED PART-TIME 4 WITHOUT A JOB AND NOT LOOKING FOR WORK 5 STUDENT 9 NOT STATED NOT APPLICABLE
SECTION C: APPRENTICESHIP				
93	Q28	1	0117	Q28 DURING THE PAST 12 MONTHS WAS ... REGISTERED IN A FULL-TIME APPRENTICESHIP PROGRAM WHICH LASTED MORE THAN 1 MONTH? 1 YES 2 NO 9 NOT STATED
94	Q30	1	0118	Q30 WHILE ... WAS ENROLLED IN APPRENTICESHIP PROGRAM, HOW MANY PERSONS WERE EMPLOYED AT LOCATION WHERE ... WORKED? 1 LESS THAN 20 2 20 TO 99 3 100 TO 499 4 500 AND OVER 5 DO NOT KNOW 9 NOT STATED NOT APPLICABLE



FIELD	ACRONYM	LEN	POSITION	QUESTION AND VARIABLE DESCRIPTIONS
95	Q31	1	0119	Q31 DID ...'S EMPLOYER OPERATE AT MORE THAN ONE LOCATION IN CANADA? 1 YES 2 NO 9 NOT STATED NOT APPLICABLE
96	Q32	1	0120	Q32 ABOUT HOW MANY PERSONS WERE EMPLOYED AT ALL LOCATIONS IN CANADA? 1 LESS THAN 20 2 20 TO 99 3 100 TO 499 4 500 AND OVER 5 DO NOT KNOW 9 NOT STATED NOT APPLICABLE
97	Q33	2	0121-0122	Q33 WHEN STARTED PROGRAM, HOW LONG HAD ... BEEN WORKING FOR THIS EMPLOYER? 00 LESS THAN ONE YEAR 01:05 06 06 TO 10 YEARS 07 11 TO 15 YEARS 08 16 TO 20 YEARS 09 21 YEARS AND OVER 99 NOT STATED NOT APPLICABLE
98	Q34	1	0123	Q34 INTERVIEWER CHECK ITEM - Q22 OR Q24 MARKED "EMPLOYER"? 1 YES 2 NO ("OTHERWISE")
SECTION D: EMPLOYEE-RELATED FULL-TIME TRAINING OR EDUCATION				
99	Q35	1	0124	Q35 EXCLUDING APPRENTICESHIP TRAINING, DID ... TAKE FULL-TIME TRAINING ORGANIZED OR PROVIDED BY EMPLOYER? 1 YES 2 NO 9 NOT STATED
100	Q37	1	0125	Q37 WHERE WAS THIS PROGRAM TAKEN? 1 UNIVERSITY 2 COLLEGE (COMMUNITY, CEGEP, TECHNICAL INSTITUTE) 3 VOCATIONAL OR TRADE SCHOOL 4 PRIVATE OR COMMERCIAL SCHOOL 5 WORK 6 OTHER 7 DO NOT KNOW 9 NOT STATED NOT APPLICABLE
101	Q38	2	0126-0127	Q38 HOW MANY HOURS OF INSTRUCTION WERE THERE EACH WEEK FOR THIS COURSE OR PROGRAM? 01:40 41 41 OR MORE 99 NOT STATED NOT APPLICABLE



FIELD	ACRONYM	LEN	POSITION	QUESTION AND VARIABLE DESCRIPTIONS
102	Q39	2	0128-0129	Q39 HOW MANY WEEKS DID THIS COURSE OR PROGRAM LAST? 01:52 99 NOT STATED NOT APPLICABLE
103	Q40	1	0130	Q40 IS ... STILL TAKING THIS COURSE OR PROGRAM? 1 YES 2 NO 9 NOT STATED NOT APPLICABLE
104	Q41	1	0131	Q41 DID ... SUCCESSFULLY COMPLETE THIS COURSE OR PROGRAM? 1 YES 2 NO 9 NOT STATED NOT APPLICABLE
105	Q42	1	0132	Q42 WHILE ... WAS ENROLLED IN THIS COURSE OR OR PROGRAM, HOW MANY PERSONS WERE EMPLOYED AT LOCATION WHERE ... WORKED? 1 LESS THAN 20 2 20 TO 99 3 100 TO 499 4 500 AND OVER 5 DO NOT KNOW 9 NOT STATED NOT APPLICABLE
106	Q43	1	0133	Q43 DID ...'S EMPLOYER OPERATE AT MORE THAN ONE LOCATION IN CANADA? 1 YES 2 NO 9 NOT STATED NOT APPLICABLE
107	Q44	1	0134	Q44 ABOUT HOW MANY PERSONS WERE EMPLOYED AT ALL LOCATIONS IN CANADA? 1 LESS THAN 20 2 20 TO 99 3 100 TO 499 4 500 AND OVER 5 DO NOT KNOW 9 NOT STATED NOT APPLICABLE
108	Q45	2	0135-0136	Q45 WHEN ... TOOK THIS COURSE OR PROGRAM, HOW LONG HAD ... BEEN WORKING FOR THIS EMPLOYER? 00 LESS THAN ONE YEAR 01:05 06 06 TO 10 YEARS 07 11 TO 15 YEARS 08 16 TO 20 YEARS 09 21 YEARS AND OVER 99 NOT STATED NOT APPLICABLE



## SECTION E: SHORT-TERM/PART-TIME COURSES

FIELD	ACRONYM	LEN	POSITION	QUESTION AND VARIABLE DESCRIPTIONS
109	Q46A	1	0137	Q46A DURING PAST 12 MONTHS, DID ... TAKE ANY SHORT-TERM, FULL-TIME COURSES WHICH LASTED LESS THAN ONE MONTH? 1 YES 2 NO 9 NOT STATED
110	Q46ANUM	1	0138	Q46ANUM HOW MANY SHORT-TERM, FULL-TIME COURSES DID ... TAKE? 1:6 7 7 OR MORE 9 NOT STATED NOT APPLICABLE
111	Q46B	1	0139	Q46B DURING PAST 12 MONTHS DID ... TAKE ANY COURSES PART-TIME? 1 YES 2 NO 9 NOT STATED
112	Q47	1	0140	Q47 DURING PAST 12 MONTHS, DID ... TAKE ANY COURSES PART-TIME? 1 YES 2 NO 9 NOT STATED NOT APPLICABLE
113	Q47NUM	1	0141	Q47NUM HOW MANY PART-TIME COURSES DID ... TAKE? 1:6 7 7 OR MORE 9 NOT STATED NOT APPLICABLE
114	Q48	3	0142-0144	Q48 WHAT WAS THE FIELD OF STUDY OF LAST SHORT-TERM OR PART-TIME TRAINING OR EDUCATIONAL COURSE? NOTE: THE LIST OF CODES APPEARS IN APPENDIX E OF THE MICRODATA USERS GUIDE. THE MFS CODES ARE COLLAPSED CODES BASED ON THE THREE-DIGIT MFS CODES USED BY CENSUS. THE ABOVE CODES ALSO INCLUDE SEVERAL SUPPLEMENTARY CODES NOT USED BY CENSUS.
115	Q49	2	0145-0146	Q49 HOW MANY HOURS OF INSTRUCTION WERE THERE EACH WEEK FOR THIS COURSE? 01:40 41 41 OR MORE 99 NOT STATED NOT APPLICABLE
116	Q50	2	0147-0148	Q50 HOW MANY WEEKS DID THIS COURSE LAST? 01:52 99 NOT STATED NOT APPLICABLE
117	Q51	1	0149	Q51 WAS .. EMPLOYED WHILE TAKING THIS COURSE? 1 YES 2 NO 9 NOT STATED NOT APPLICABLE





FIELD	ACRONYM	LEN	POSITION	QUESTION AND VARIABLE DESCRIPTIONS
118	Q52	1	0150	Q52 WHILE ... WAS ENROLLED IN THIS COURSE, HOW MANY PERSONS WERE EMPLOYED AT LOCATION WHERE ... WORKED? 1 LESS THAN 20 2 20 TO 99 3 100 TO 499 4 500 OR OVER 5 DO NOT KNOW 9 NOT STATED NOT APPLICABLE
119	Q53	1	0151	Q53 DID ...'S EMPLOYER OPERATE AT MORE THAN ONE LOCATION IN CANADA? 1 YES 2 NO 9 NOT STATED NOT APPLICABLE
120	Q54	1	0152	Q54 ABOUT HOW MANY PERSONS WERE EMPLOYED AT ALL LOCATIONS IN CANADA? 1 LESS THAN 20 2 20 TO 99 3 100 TO 499 4 500 OR OVER 5 DO NOT KNOW 9 NOT STATED NOT APPLICABLE
121	Q55	2	0153-0154	Q55 WHEN TOOK COURSE, FOR HOW LONG HAD ... BEEN WORKING FOR THIS EMPLOYER? 00 LESS THAN ONE YEAR 01:05 06 06 TO 10 YEARS 07 11 TO 15 YEARS 08 16 TO 20 YEARS 09 21 YEARS AND OVER 99 NOT STATED NOT APPLICABLE
122	Q56A	1	0155	Q56A WHO PAID FEE OR TUITION FOR THIS COURSE: EMPLOYER? 1 YES 2 NO 9 NOT STATED NOT APPLICABLE
123	Q56B	1	0156	Q56B WHO PAID FEE OR TUITION FOR THIS COURSE: SELF OR FAMILY? 1 YES 2 NO 9 NOT STATED NOT APPLICABLE
124	Q56C	1	0157	Q56C WHO PAID FEE OR TUITION FOR THIS COURSE: UNION OR PROFESSIONAL ORGANIZATION? 1 YES 2 NO 9 NOT STATED NOT APPLICABLE
125	Q56D	1	0158	Q56D WHO PAID FEE OR TUITION FOR THIS COURSE: VOLUNTARY ORGANIZATION? 1 YES 2 NO 9 NOT STATED NOT APPLICABLE



FIELD	ACRONYM	LEN	POSITION	QUESTION AND VARIABLE DESCRIPTIONS
126	Q56E	1	0159	Q56E WHO PAID FEE OR TUITION FOR THIS COURSE: GOVERNMENT? 1 YES 2 NO 9 NOT STATED NOT APPLICABLE
127	Q56F	1	0160	Q56F WHO PAID FEE OR TUITION FOR THIS COURSE: SOME OTHER PERSON OR ORGANIZATION? 1 YES 2 NO 9 NOT STATED NOT APPLICABLE
128	Q56G	1	0161	Q56G WHO PAID FEE OR TUITION FOR THIS COURSE: NO FEE? 1 YES 2 NO 9 NOT STATED NOT APPLICABLE
129	Q56H	1	0162	Q56H WHO PAID FEE OR TUITION FOR THIS COURSE: DO NOT KNOW? 1 YES 2 NO 9 NOT STATED NOT APPLICABLE
130	Q57	1	0163	Q57 EXCLUDING FEES OR TUITION, DID ... RECEIVE ANY OTHER TYPES OF FINANCIAL ASSISTANCE? 1 YES 2 NO 9 NOT STATED NOT APPLICABLE
131	Q58A	1	0164	Q58A WHO PROVIDED THIS ASSISTANCE: EMPLOYER? 1 YES 2 NO 9 NOT STATED NOT APPLICABLE
132	Q58B	1	0165	Q58B WHO PROVIDED THIS ASSISTANCE: FAMILY? 1 YES 2 NO 9 NOT STATED NOT APPLICABLE
133	Q58C	1	0166	Q58C WHO PROVIDED THIS ASSISTANCE: UNION OR PROFESSIONAL ORGANIZATION? 1 YES 2 NO 9 NOT STATED NOT APPLICABLE
134	Q58D	1	0167	Q58D WHO PROVIDED THIS ASSISTANCE: VOLUNTARY ORGANIZATION? 1 YES 2 NO 9 NOT STATED NOT APPLICABLE
135	Q58E	1	0168	Q58E WHO PROVIDED THIS ASSISTANCE: GOVERNMENT? 1 YES 2 NO 9 NOT STATED NOT APPLICABLE



FIELD	ACRONYM	LEN	POSITION	QUESTION AND VARIABLE DESCRIPTIONS
136	Q58F	1	0169	Q58F WHO PROVIDED THIS ASSISTANCE: OTHER? 1 YES 2 NO 9 NOT STATED NOT APPLICABLE
137	Q58G	1	0170	Q58G WHO PROVIDED THIS ASSISTANCE: DO NOT KNOW? 1 YES 2 NO 9 NOT STATED NOT APPLICABLE
138	Q59	1	0171	Q59 WHERE WAS THIS COURSE TAKEN? 1 UNIVERSITY 2 COLLEGE (COMMUNITY, CEGEP, TECHNICAL INSTITUTE) 3 VOCATIONAL OR TRADE SCHOOL 4 PRIVATE OR COMMERCIAL SCHOOL 5 WORK 6 OTHER 7 DO NOT KNOW 9 NOT STATED NOT APPLICABLE
139	Q60	1	0172	Q60 WHAT WAS THE MOST IMPORTANT REASON WHY ... TOOK THIS COURSE? 1 IMPROVE JOB OPPORTUNITIES OR FOR CAREER DEVELOPMENT 2 PERSONAL INTEREST 3 INCREASE EARNINGS 4 IMPROVE JOB RELATED SKILLS 9 NOT STATED NOT APPLICABLE
140	Q61	1	0173	Q61 DURING 6 MONTHS PRIOR TO STARTING COURSE ... WAS MAINLY? 1 WITHOUT A JOB BUT ACTIVELY LOOKING FOR WORK 2 EMPLOYED FULL-TIME (MORE THAN 30HRS/WK) 3 EMPLOYED PART-TIME 4 WITHOUT A JOB AND NOT LOOKING FOR WORK 5 STUDENT 9 NOT STATED NOT APPLICABLE
141	Q62	1	0174	Q62 INTERVIEWER CHECK ITEM - AT LEAST ONE OF Q17, Q30, Q40 OR Q51 HAS A RESPONSE 1 YES 2 NO
SECTION F: EMPLOYER INFORMATION ON NON-TRAINEES				
142	Q63	1	0175	Q63 DURING PAST 12 MONTHS DID ... DO ANY WORK AT ALL AT A JOB OR BUSINESS? 1 YES 2 NO 9 NOT STATED
143	Q64	1	0176	Q64 WAS ...'S WORK ENTIRELY FULL-TIME, ENTIRELY PART-TIME OR SOME OF EACH? 1 ENTIRELY FULL-TIME 2 ENTIRELY PART-TIME 3 SOME FULL-TIME AND SOME PART-TIME 9 NOT STATED NOT APPLICABLE



FIELD	ACRONYM	LEN	POSITION	QUESTION AND VARIABLE DESCRIPTIONS	PAGE
144	Q65	1	0177	Q65 HOW MANY PERSONS WERE EMPLOYED AT LOCATION WHERE ... WORKED DURING PAST 12 MONTHS? 1 LESS THAN 20 2 20 TO 99 3 100 TO 499 4 500 AND OVER 5 DO NOT KNOW 9 NOT STATED NOT APPLICABLE	19
145	Q66	1	0178	Q66 DID ...'S EMPLOYER OPERATE AT MORE THAN ONE LOCATION IN CANADA? 1 YES 2 NO 9 NOT STATED NOT APPLICABLE	
146	Q67	1	0179	Q67 ABOUT HOW MANY PERSONS WERE EMPLOYED AT ALL LOCATIONS IN CANADA? 1 LESS THAN 20 2 20 TO 99 3 100 TO 499 4 500 AND OVER 5 DO NOT KNOW 9 NOT STATED NOT APPLICABLE	
147	Q68	1	0180	Q68 DURING 6 MONTHS FROM JANUARY TO JUNE 1990, ... WAS MAINLY? 1 WITHOUT A JOB BUT ACTIVELY LOOKING FOR WORK 2 WITHOUT A JOB AND NOT LOOKING FOR WORK 3 EMPLOYED FULL-TIME (MORE THAN 30HRS/WK) 4 EMPLOYED PART-TIME 5 STUDENT 9 NOT STATED NOT APPLICABLE	
SECTION G: BARRIERS TO TRAINING					
148	Q69	1	0181	Q69 WAS THERE ANY TRAINING OR EDUCATION THAT ... WAS SUPPOSED TO TAKE FOR EMPLOYMENT RELATED REASONS BUT DID NOT? 1 YES 2 NO 3 DO NOT KNOW 9 NOT STATED	
149	Q70A	1	0182	Q70A WHAT WERE THE REASONS ... DID NOT TAKE THIS TRAINING OR EDUCATION: NOT AWARE OF EXISTING PROGRAMS? 1 YES 2 NO 9 NOT STATED NOT APPLICABLE	
150	Q70B	1	0183	Q70B WHAT WERE THE REASONS ... DID NOT TAKE THIS TRAINING OR EDUCATION: TRAINING PROGRAMS NOT AVAILABLE? 1 YES 2 NO 9 NOT STATED NOT APPLICABLE	





FIELD	ACRONYM	LEN	POSITION	QUESTION AND VARIABLE DESCRIPTIONS
151	Q70C	1	0184	Q70C WHAT WERE THE REASONS ... DID NOT TAKE THIS TRAINING OR EDUCATION: AVAILABLE PROGRAMS NOT SUITABLE FOR ...'S NEEDS? 1 YES 2 NO 9 NOT STATED NOT APPLICABLE
152	Q70D	1	0185	Q70D WHAT WERE THE REASONS ... DID NOT TAKE THIS TRAINING OR EDUCATION: TOO OLD/TOO LATE NOW? 1 YES 2 NO 9 NOT STATED NOT APPLICABLE
153	Q70E	1	0186	Q70E WHAT WERE THE REASONS ... DID NOT TAKE THIS TRAINING OR EDUCATION: NOT INTERESTED/LACK OF MOTIVATION? 1 YES 2 NO 9 NOT STATED NOT APPLICABLE
154	Q70F	1	0187	Q70F WHAT WERE THE REASONS ... DID NOT TAKE THIS TRAINING OR EDUCATION: TOO BUSY? 1 YES 2 NO 9 NOT STATED NOT APPLICABLE
155	Q70G	1	0188	Q70G WHAT WERE THE REASONS ... DID NOT TAKE THIS TRAINING OR EDUCATION: TOO EXPENSIVE/HAVE NO MONEY? 1 YES 2 NO 9 NOT STATED NOT APPLICABLE
156	Q70H	1	0189	Q70H WHAT WERE THE REASONS ... DID NOT TAKE THIS TRAINING OR EDUCATION: TOO EMBARRASSED? 1 YES 2 NO 9 NOT STATED NOT APPLICABLE
157	Q70I	1	0190	Q70I WHAT WERE THE REASONS ... DID NOT TAKE THIS TRAINING OR EDUCATION: HEALTH REASONS? 1 YES 2 NO 9 NOT STATED NOT APPLICABLE
158	Q70J	1	0191	Q70J WHAT WERE THE REASONS ... DID NOT TAKE THIS TRAINING OR EDUCATION: FAMILY RESPONSIBILITIES? 1 YES 2 NO 9 NOT STATED NOT APPLICABLE



FIELD	ACRONYM	LEN	POSITION	QUESTION AND VARIABLE DESCRIPTIONS
159	Q70K	1	0192	Q70K WHAT WERE THE REASONS ... DID NOT TAKE THIS TRAINING OR EDUCATION: OTHER? 1 YES 2 NO 9 NOT STATED NOT APPLICABLE
160	Q70L	1	0193	Q70L WHAT WERE THE REASONS ... DID NOT TAKE THIS TRAINING OR EDUCATION: DO NOT KNOW? 1 YES 2 NO 9 NOT STATED NOT APPLICABLE
161	Q71	1	0194	Q71 WAS THERE ANY TRAINING OR EDUCATION THAT ... WOULD HAVE WANTED TO TAKE FOR EMPLOYMENT OR ANY OTHER REASONS BUT DID NOT? 1 YES 2 NO 3 DO NOT KNOW 9 NOT STATED
162	Q72A	1	0195	Q72A WHAT WERE THE REASONS ... DID NOT TAKE THIS TRAINING OR EDUCATION: NOT AWARE OF EXISTING PROGRAMS? 1 YES 2 NO 9 NOT STATED NOT APPLICABLE
163	Q72B	1	0196	Q72B WHAT WERE THE REASONS ... DID NOT TAKE THIS TRAINING OR EDUCATION: TRAINING PROGRAMS NOT AVAILABLE? 1 YES 2 NO 9 NOT STATED NOT APPLICABLE
164	Q72C	1	0197	Q72C WHAT WERE THE REASONS ... DID NOT TAKE THIS TRAINING OR EDUCATION: AVAILABLE PROGRAMS NOT SUITABLE FOR ...'S NEEDS? 1 YES 2 NO 9 NOT STATED NOT APPLICABLE
165	Q72D	1	0198	Q72D WHAT WERE THE REASONS ... DID NOT TAKE THIS TRAINING OR EDUCATION: TOO OLD/TOO LATE NOW? 1 YES 2 NO 9 NOT STATED NOT APPLICABLE
166	Q72E	1	0199	Q72E WHAT WERE THE REASONS ... DID NOT TAKE THIS TRAINING OR EDUCATION: DON'T NEED IT IN JOB/KNOWS ENOUGH? 1 YES 2 NO 9 NOT STATED NOT APPLICABLE



FIELD	ACRONYM	LEN	POSITION	QUESTION AND VARIABLE DESCRIPTIONS
167	Q72F	1	0200	Q72F WHAT WERE THE REASONS ... DID NOT TAKE THIS TRAINING OR EDUCATION: TOO BUSY? 1 YES 2 NO 9 NOT STATED NOT APPLICABLE
168	Q72G	1	0201	Q72G WHAT WERE THE REASONS ... DID NOT TAKE THIS TRAINING OR EDUCATION: TOO EXPENSIVE/HAVE NO MONEY? 1 YES 2 NO 9 NOT STATED NOT APPLICABLE
169	Q72H	1	0202	Q72H WHAT WERE THE REASONS ... DID NOT TAKE THIS TRAINING OR EDUCATION: TOO EMBARRASSED? 1 YES 2 NO 9 NOT STATED NOT APPLICABLE
170	Q72I	1	0203	Q72I WHAT WERE THE REASONS ... DID NOT TAKE THIS TRAINING OR EDUCATION: HEALTH REASONS? 1 YES 2 NO 9 NOT STATED NOT APPLICABLE
171	Q72J	1	0204	Q72J WHAT WERE THE REASONS ... DID NOT TAKE THIS TRAINING OR EDUCATION: FAMILY RESPONSIBILITIES? 1 YES 2 NO 9 NOT STATED NOT APPLICABLE
172	Q72K	1	0205	Q72K WHAT WERE THE REASONS ... DID NOT TAKE THIS TRAINING OR EDUCATION: OTHER? 1 YES 2 NO 9 NOT STATED NOT APPLICABLE
173	Q72L	1	0206	Q72L WHAT WERE THE REASONS ... DID NOT TAKE THIS TRAINING OR EDUCATION: DO NOT KNOW? 1 YES 2 NO 9 NOT STATED NOT APPLICABLE
174	PROXY	1	0207	QUESTIONNAIRE COMPLETED BY PROXY/NON-PROXY 0 NON PROXY 1 PROXY
175	WEIGHT	9	0208-0216	FINAL WEIGHT NOTE: (STORED AS 5.4 I.E. XXXXX.XXXX)



## APPENDIX D

### Approximate Sampling Variability Tables





## APPENDIX D

### Approximate Sampling Variability Tables

The minimum subgroup sizes which apply to estimates at the provincial, regional and Canada levels are specified in the table below for the Adult Education and Training Survey variables.

Province	Publishable	Releasable with qualification	Not releasable
Canada	> 19,000	8,000 - 19,000	< 8,000
Newfoundland	> 6,000	3,000 - 6,000	< 3,000
P.E.I.	> 3,000	1,000 - 3,000	< 1,000
Nova Scotia	> 8,000	3,000 - 8,000	< 3,000
New Brunswick	> 5,000	2,000 - 5,000	< 2,000
Quebec	> 23,000	10,000 - 23,000	< 10,000
Ontario	> 25,000	11,000 - 25,000	< 11,000
Manitoba	> 9,000	4,000 - 9,000	< 4,000
Saskatchewan	> 7,000	3,000 - 7,000	< 3,000
Alberta	> 11,000	5,000 - 11,000	< 5,000
British Columbia	> 23,000	10,000 - 23,000	< 10,000
Atlantic	> 6,000	2,000 - 6,000	< 2,000
Prairies	> 10,000	4,000 - 10,000	< 4,000



## **APPENDIX E**

### **List of Education Codes**



## APPENDIX E

### Education Codes

The education codes found on this file are based on the Major Field of Study codes used by the Census, and some additional codes developed to reflect the unique character of the Adult Education and Training Survey (AETS). The collapsing of codes reduces the problems of small cell sizes and allows for comparisons with the 1986 Adult Training Survey. User's interested in the classification structure of the Major Field of Study codes should refer to Statistics Canada publication 99-130 "User's Guide To 1986 Census Data On Major Field of Study". For the 1990 AETS micro-data file the following coding structure has been used:

#### EDUCATIONAL, RECREATIONAL AND COUNSELLING SERVICES

- 001        **Education - General**
  - Education - General
- 002        **Elementary - Primary Education**
  - Elementary School Teaching - General
  - Elementary School Teaching - Specialized
  - Pre-school, Kindergarten and Early Childhood Education
- 003        **Secondary Education**
  - Secondary School Teaching
  - English Language Teaching
  - French Language Teaching
  - Other Language Teaching
  - Mathematics - Science Teaching
  - Mathematics - Computer Science Teaching
  - Social Studies Teaching
  - Secondary Basic Curriculum - Other
  - Adult/Continuing Education
  - Art and Fine Art Education
  - Commercial/Business Education
  - Family/Life Education
  - Industrial/Vocational Education
  - Music Education
  - Religious Education
  - Secondary Specialties - Other
- 004        **Special Education**
  - Special Education Teaching
  - Highly Gifted or Exceptional Children
  - Multicultural Education - Native
  - Multicultural Education - Other
  - Remedial Reading
  - Special Education - Other



- 005      **Non-teaching Educational Fields/Counselling Services and Personal Development**
- Audio-visual Educational Media
  - Educational Administration and Organization
  - Educational Psychology
  - Educational Statistics and Sociology
  - History, Philosophy and Theory of Education
  - Paraprofessional Teacher Aide/Educational Support
  - Counselling Services - General
  - Counselling Psychology
  - Marriage/Family/Life Skills Counselling
  - Vocational Guidance and Counselling
  - Counselling Services and Personal Development - Other
- 006      **Physical Education, Health and Recreation**
- Physical Education and Health
  - Kinesiology and Kinanthropology
  - Recreology, Recreation and Leisure Services
  - Parks/Forest/Wildlife Recreation
  - Travel and Tourism
  - Sports Technology
  - Physical Education, Health and Recreation - Other
- 007      **Other Education**
- Education, n.e.c. - Other
  - Postsecondary Teacher Training

**FINE AND APPLIED ARTS**

- 008      **Fine Arts**
- Fine Arts - General
  - Aesthetics and Art Appreciation, Art Studies
  - Art History
  - Painting and Drawing
  - Pottery and Ceramics
  - Sculpture
- 009      **Music**
- Music, Musicology
  - Composition and Conducting
  - Musical Instruments
  - Music History and Music Theory
  - Vocal Music, Singing, Opera
- 010      **Other Performing Arts**
- Performing Arts - General
  - Dance
  - Drama
  - Theatre





- 011      **Commercial and Promotional Arts/Graphic and Audio-visual Arts**  
- Commercial Art/Promotional Art - General  
- Advertising Art  
- Modelling  
- Graphic Art and Design  
- Lithography and Print Making  
- Photography  
- Recorded Music Arts  
- Printing and Publishing  
- Audio-Visual Arts
- 012      **Creative and Design Arts**  
- Creative and Design Arts - General  
- Handicrafts (Arts and Crafts)  
- Interior Design and Decorating
- 013      **Other Applied Arts**  
- Applied Arts - General  
- Barbering  
- Beauty Culture and Cosmetology  
- Hairdressing  
- Upholstery and Furniture  
- Applied Arts - Repair and Renovation

**HUMANITIES AND RELATED FIELDS**

- 014      **Classics, Classical and Dead Languages**  
- Classics, Classical Studies  
- Ancient Greek, Latin and Roman  
- Classical Languages - Other
- 015      **History**  
- History - General  
- Canadian History  
- Medieval and Ancient History  
- Modern History  
- History - Other
- 016      **Library and Records Science**  
- Library/Documentation Science  
- Museology, Museum Technology
- 017      **Mass Media Studies**  
- Mass Media Studies - General  
- Cinematography, Film Studies  
- Radio-television  
- Journalism, News Reporting



- 018      **English, French and Other Languages and Literature**  
- English Language and Literature - General  
- American Literature  
- British Literature  
- Canadian (English) Literature  
- English Language and Literature - Other  
- French Language and Literature - General  
- French Canadian Literature  
- European French Literature  
- French Language and Literature - Other  
- Comparative Literature  
- Asian Languages and Literature  
- Germanic Language and Literature  
- Italian Language and Literature  
- Slavic or East European Languages and Literature  
- Linguistics  
- Languages and Literature - Other

- 019      **Philosophy**  
- Philosophy - General  
- Ethical Philosophy  
- Modern Philosophy  
- Political Philosophy  
- Philosophy - Other

- 020      **Religious Studies**  
- Religion, Religious Studies  
- Comparative Religion  
- Divinity  
- Theology  
- Religious Studies - Other

- 021      **Other Humanities and Related Fields**  
  
- Humanities - General (General Arts)  
- Second Language Training  
- Translation and Interpretation  
- Creative Writing  
- Humanities and Related Fields, n.e.c. - Other

#### **SOCIAL SCIENCES AND RELATED FIELDS**

- 022      **Anthropology**  
- Anthropology - General  
- Ethnology and Related Fields  
- Physical Anthropology, Anthropometry  
- Social and Cultural Anthropology  
- Anthropology - Other

- 023      **Archaeology**  
- Archaeology  
(NOTE: For Q13 and Q48, 023 has been grouped with 022 due for reasons of confidentiality.)



- 024      **Area Studies (Non Languages or Literature)**  
- Asian Studies  
- Canadian Studies  
- Germanic Studies  
- Latin American and Caribbean Studies  
- Near and Middle Eastern Studies  
- Slavic or East European Studies  
- Area Studies - Other
- 025      **Economics**  
- Economics - General  
- Agricultural Economics  
- Econometrics  
- International Economics  
- Labour/Human Resources Economics  
- Economics - Other
- 026      **Geography**  
- Geography - General  
- Cartography  
- Economic Geography  
- Historical and Political Geography  
- Human Geography  
- Natural Resources Geography  
- Physical Geography  
- Urban/Rural Geography  
- Geography - Other
- 027      **Law and Jurisprudence**  
- Law and Jurisprudence - General  
- Civil, Criminal, Family, Common Law  
- Commercial/Business, Company Law  
- Constitutional/International Law  
- Law - Other
- 028      **Man/Environment Studies**  
- Man/Environment Studies - General  
- Human Ecology  
- Resource Planning and Management  
- Urban, Rural, Regional Planning and Development
- 029      **Political Science**  
- Political Science - General  
- Canadian Politics  
- Comparative Politics  
- International Relations, Foreign Policy  
- Political Science - Other
- 030      **Psychology**  
- Psychology - General  
- Child, Adolescent, Developmental Psychology  
- Clinical Psychology  
- Social Psychology  
- Psychology - Other



- 031        **Sociology**  
- Sociology - General  
- Criminology, Penology, Deviance  
- Demography, Population Studies  
- Ethnic Sociology  
- Family Sociology  
- Sociology - Other
- 032        **Social Work and Social Services**  
- Social Work/Welfare - General  
- Child Care Services, Youth Services  
- Correctional Technologies  
- Gerontology, Applied  
- Police and Para-legal Technologies  
- Protection Services  
- Social Services and Welfare Technologies - Other
- 033        **War and Military Studies**  
- War and Military Studies  
(NOTE: For Q48, 033 has been grouped with 034 for reasons of confidentiality.)
- 034        **Other Social Sciences and Related Fields**  
- Social Sciences - General  
- Social Sciences and Related Fields, n.e.c. - Other

**COMMERCE, MANAGEMENT AND BUSINESS ADMINISTRATION**

- 035        **Business and Commerce**  
- Business and Commerce - General  
- Business Administration  
- International Business and Commerce  
- Business and Commerce - Other
- 036        **Financial Management**  
- Financial Management - General  
- Accounting and Auditing  
- Assessment and Appraisal  
- Financial Management - Other
- 037        **Industrial Management and Administration**  
- Industrial Management and Relations  
- Labour Management and Relations  
- Public Administration  
- Personnel/Human Resources Management  
- Industrial Management and Administration - Other
- 038        **Institutional Management and Administration**  
- Health Care and Services Management  
- Hotel and Food Administration  
- Funeral Directing and Embalming  
- Tourism and Resort Management  
- Institutional Management - Other





- 039        **Marketing, Merchandising, Retailing and Sales**  
- Customer/Public Relations  
- Marketing  
- Merchandising  
- Retailing and Sales  
- Marketing and Sales - Other

- 040        **Secretarial Science - General Fields**  
- Secretarial Science - General  
- Bank and Financial Clerk  
- Business Machine Operations  
- Court Reporting and Recording  
- Health/Medical Records Technology  
- Legal Secretary  
- Medical Secretary  
- Office Accounting/Bookkeeping  
- Word Processing  
- Secretarial/Clerical - Other

**AGRICULTURAL AND BIOLOGICAL SCIENCES/TECHNOLOGIES**

- 041        **Agricultural Science and Technology**  
- Agricultural Science  
- Animal Science - General  
- Crop Science, Crops, Crop Farming  
- Food Science  
- Horticulture  
- Plant Science - General  
- Poultry Science  
- Soil Science  
- Agricultural Science - Other  
- Agricultural Technology  
- Agricultural Business  
- General Farming Technology  
- Agricultural Technology - Other

- 042        **Animal Science Technologies**  
- Animal Science/Health Technology  
- Cattle/Swine Technology  
- Equine Studies/Horse Husbandry  
- Veterinary Technologies/Animal Health and Care  
- Animal Science Technologies - Other

- 043        **Biochemistry, Biology and Biophysics**  
- Biochemistry  
- Biology - General  
- Genetic and Developmental Biology  
- Microbiology  
- Molecular Biology  
- Biology - Other  
- Biophysics



- 044      **Botany**  
- Botany - General  
- Botany - Other  
- Plant Sciences - Specialized
- 045      **Household Science and Related Fields**  
- Household and Domestic Science  
- Consumer Studies  
- Clothing and Textiles  
- Food Nutrition, Dietetics and Dietary Technology  
- Food Services and Preparation  
- Home Economics
- 046      **Veterinary Medicine/Science**  
- Veterinary Medicine  
- Veterinary Science  
(NOTE: For Q48, 046 has been grouped with 047 for reasons of confidentiality.)
- 047      **Zoology**  
- Zoology - General  
- Animal Anatomy, Ecology, Genetics or Histology  
- Entomology  
- Fisheries Biology  
- Marine/Ocean Biology  
- Zoology - Other
- 048      **Other Agricultural and Biological Sciences/Technologies**  
- Fish Farming, Fish Technologies and Processing  
- Food Processing Technologies - General  
- Hunting and Trapping  
- Agricultural and Biological Sciences/Technologies - Other

#### **ENGINEERING AND APPLIED SCIENCES**

- 049      **Architecture and Architectural Engineering**  
- Architecture - General  
- Architectural Engineering Design  
- Architecture - Other
- 050      **Aeronautical and Aerospace Engineering**  
- Aeronautical and Aerospace Engineering  
(NOTE: For Q13, 050 has been grouped with 056 for reasons of confidentiality.)
- 051      **Biological and Chemical Engineering**  
- Biological Engineering, Bioengineering  
- Biomedical or Clinical Engineering  
- Chemical Engineering
- 052      **Civil Engineering**  
- Civil Engineering



- 053      **Design/Systems Engineering**  
- Design/Systems Engineering  
(NOTE: For Q13, 053 has been grouped with 059 for reasons of confidentiality.)
- 054      **Electrical/Electronic Engineering**  
- Computer Engineering  
- Electrical/Electronic Engineering  
- Music and Recording Engineering
- 055      **Industrial Engineering**  
- Industrial/Manufacturing Engineering
- 056      **Mechanical Engineering**  
- Mechanical Engineering - General  
- Instrumentation Engineering  
- Power Engineering
- 057      **Mining, Metallurgical and Petroleum Engineering**  
- Geological Engineering  
- Metallurgical Engineering  
- Mining Engineering  
- Petroleum Engineering
- 058      **Resources and Environmental Engineering**  
- Agricultural Engineering  
- Environmental/Resource Engineering  
- Fisheries, Marine, Ocean Engineering  
- Water Resources and Watershed Engineering
- 059      **Engineering Science and Engineering n.e.c.**  
- Engineering Science  
- Engineering Physics  
- Engineering, n.e.c.
- 060      **Forestry**  
- Forestry  
- Forest Harvesting, Management, Protection  
- Forest Wildlife Management  
- Silviculture  
- Forestry - Other
- 061      **Landscape Architecture**  
- Landscape Architecture  
- Garden Design  
- Landscape Technology



## **ENGINEERING AND APPLIED SCIENCE TECHNOLOGIES AND TRADES**

- 062      **Architectural Technology**
  - Architectural Technology
  - Architectural Drafting
- 063      **Chemical Technology**
  - Chemical Technology
  - Biochemical Technology
  - Plastics, Fibreglass and Rubber Technology
  - Textile Processing Technology (Dyes)
- 064      **Building Technologies**
  - Boat, Shipbuilding and Naval Architecture
  - Building Technology
  - Construction Electrician
  - Drywall, Plastering, Lathing
  - Heat and Insulation
  - Interior Finishing
  - Masonry (Brick, Stone, Concrete)
  - Plumbing and Pipe Trades
  - Welding Technology
  - Woodworking, Carpentry
- 065      **Data Processing and Computer Science Technologies**
  - Data Processing - General
  - Computer Science Technology
  - Computer Programming and Software
  - Microcomputer and Information Systems
- 066      **Electronic and Electrical Technologies**
  - Electronic Technology
  - Electrical Technology
  - Microwave and Radar Technology
  - Radio and Television
  - Telecommunications Technology
  - Electronic and Electrical Technologies - Other
- 067      **Environmental and Conservation Technologies**
  - Environmental Technology - General
  - Earth Resources Technology
  - Forest Conservation Technology
  - Renewable Resources Technology
  - Wildlife and Fisheries Conservation
- 068      **General and Civil Engineering Technologies**
  - Civil Engineering Technologies - General
  - Construction Technologies
  - Drafting - General
  - Drafting - Specialized
  - Engineering Design and Instrumentation Technology
  - Piping Technologies (Non-Plumbing)
  - Surveying and Photogrammetric Technology





- 069      **Industrial Engineering Technologies**  
- Industrial Engineering Technology - General  
- Air Conditioning and Refrigeration  
- Clothing/Fabric Product Manufacturing  
- Machinist/Machine Shop  
- Pattern Making  
- Power Sewing  
- Sheet Metal  
- Tool and Die  
- Industrial Technologies - Other
- 070      **Mechanical Engineering Technologies**  
- Mechanical Engineering Technology - General  
- Aeronautical Engineering Technology  
- Agricultural Equipment Mechanics  
- Aircraft and Flight Mechanics Technology  
- Automobile Mechanics Technology  
- Heavy Equipment Mechanics  
- Marine Mechanics Engineering  
- Office/Business Machine Technology  
- Small Engine Repairs  
- Power/Stationary Engineering Technology
- 071      **Primary Industries/Resource Processing Technology**  
- Forest Products Technology  
- Mining and Metal Processing  
- Petroleum Technologies  
- Primary Industries/Resource Processing Technologies - Other
- 072      **Transportation Technologies**  
- Transportation Technology - General  
- Air Transportation Technology  
- Marine Transportation Technology  
- Motor - Commercial/Public Vehicle Transportation  
- Motor - Other Motor Transportation  
- Rail Transportation Technology
- 073      **Other Engineering/Applied Science Technologies n.e.c.**  
- Engineering/Applied Science Technologies - Other

**HEALTH PROFESSIONS, SCIENCES AND TECHNOLOGIES**

- 074      **Dentistry**  
- Dentistry or Dental Medicine  
- Dental Sciences  
- Orthodontics  
- Paedodontics  
- Dentistry Specialties - Other



- 075      **Medicine - General and Basic Medical Science**  
- General Practice Medicine  
- Medical Anatomy  
- Medical Biochemistry  
- Medical Biophysics  
- Medical Embryology/Genetics  
- Medical Neurophysiology  
- Medical Pharmacology  
- Medical Physiology  
- Basic Medical Sciences - Other
- 076      **Medical Specializations (Non-surgical)**  
- Neurology  
- Paediatrics  
- Psychiatry  
- Radiology  
- Medical Specializations (Non-surgical) - Other
- 077      **Paraclinical Sciences**  
- Paraclinical Medical Science  
- Medical Immunology  
- Medical Microbiology  
- Medical Pathology  
- Medical Parasitology, Virology and Bacteriology
- 078      **Surgery and Surgical Specializations**  
- Surgery - General  
- Obstetrics and Gynaecology  
- Orthopaedic Surgery  
- Plastic Surgery  
- Surgical Specialties - Other
- 079      **Nursing and Nursing Assistance**  
- Nursing - General  
- Critical Care Nursing  
- Geriatric Nursing  
- Medical, Surgical, Hospital Nursing  
- Obstetric Nursing  
- Psychiatric Nursing and Mental Health Care  
- Public Health and Community Nursing  
- Nursing - Other  
- Nursing Assistant, Assistant Nursing  
- Health Care Aide/Support  
- Long Term Care Aide  
- Nursing Aide, Orderly
- 080      **Optometry**  
- Optometry
- 081      **Pharmacy and Pharmaceutical Sciences**  
- Pharmacy  
- Pharmaceutical Sciences/Technology



- 082        **Public Health**  
- Public Health - General  
- Community Medicine and Health  
- Dental Public Health and Hygiene  
- Epidemiology and Biostatistics  
- Industrial Health, Medicine and Hygiene  
- Preventive Medicine  
- Veterinary Public Health
- 083        **Rehabilitation Medicine**  
- Rehabilitation Medicine - General  
- Audiology and Speech Pathology and Therapy  
- Occupational and Physical Therapy  
- Physiotherapy
- 084        **Medical Laboratory and Diagnostic Technology and Medical Treatment Technologies**  
- Medical Laboratory Technology  
- Biological Laboratory Technology  
- Biomedical Electronic Technology  
- Dental Laboratory Technology  
- Radiological Technology  
- Cardio-pulmonary Resuscitation  
- Chiropractic Technology  
- Dental Assistant  
- Emergency Paramedical Technology  
- Mental Health and Retardation Technology  
- Respiratory Technology  
- Ultrasound and Ultrasonography  
- X-ray - Medical Technology/Radiography  
- X-ray - Radiotherapy/Nuclear Medicine Technology  
- Medical Treatment Technologies - Other
- 085        **Medical Equipment and Prosthetics**  
- Medical Equipment and Prosthetics  
(NOTE: For Q13 and Q48, 085 has been grouped with 086 for reasons of confidentiality.)
- 086        **Other Health Professions, Sciences and Technologies n.e.c.**  
- Health Professions, Sciences and Technologies, n.e.c.  
Other

**MATHEMATICS AND PHYSICAL SCIENCES**

- 087        **Actuarial Science**  
- Actuarial Science  
(NOTE: For Q13 and Q48, 087 has been grouped with 091 for reasons of confidentiality.)



- 088      **Applied Mathematics**  
- Applied Mathematics - General  
- Computer Science - General  
- Computer Science - Systems Design and Analysis  
- Operations Research  
- Applied Mathematics - Other
- 089      **Chemistry**  
- Chemistry - General  
- Analytical Chemistry  
- Inorganic Chemistry  
- Organic Chemistry  
- Physical Chemistry  
- Spectroscopy  
- Chemistry Specialties - Other
- 090      **Geology and Related Fields**  
- Geology, Geological and Earth Sciences  
- Geochemistry and Geochronology  
- Geophysics and Geomorphology  
- Hydrogeology/Hydrology  
- Mineral Geology  
- Petrology and Petrography  
- Stratigraphy and Sedimentology  
- Geology and Related Fields, n.e.c. - Other
- 091      **Mathematical Statistics and Mathematics**  
- Mathematical Statistics  
- Mathematics
- 092      **Metallurgy and Materials Science**  
- Metallurgy and Materials Science  
(NOTE: For Q13 and Q48, 092 has been grouped with 096 for reasons of confidentiality.)
- 093      **Meteorology**  
- Meteorology  
(NOTE: For Q13 and Q48, 093 has been grouped with 096 for reasons of confidentiality.)
- 094      **Oceanography and Marine Sciences**  
- Oceanography  
- Biological Oceanography  
- Fisheries Oceanography  
- Marine Sciences, n.e.c. - Other





- 095       **Physics**  
- Physics - General  
- Astrophysics and Astronomy  
- Atomic and Nuclear Physics  
- Chemical Physics  
- High Energy and Particle Physics  
- Solid State Physics  
- Theoretical Physics  
- Physics, n.e.c. - Other

- 096       **General Science**  
- General Science  
- Science Lab Technology

**ALL OTHER, N.E.C./NO SPECIALIZATION**

- 097       **All Other N.E.C./No Specialization**  
- All Other n.e.c.  
- No specialization

**ADDITIONAL EDUCATION CODES**

- 098       **Upgrading**  
- Upgrading - General  
- Basic Education (Grades 1-8)  
- General Education Development (G.E.D.)  
- High School (Secondary) Credit (Grades 9-13)  
- Postsecondary Upgrading  
- Pre-vocational Upgrading  
- Basic Training for Skill Development (B.T.S.D.)  
- Basic Job Readiness Training (B.J.R.T.)  
- Orientation  
- Career Alternatives  
- University Transfer

- 099       **Personal Development**  
- Personal Development - General  
- Home and Family  
- Consumer/Financial  
- Coping Skills  
- Communication Skills  
- Religion and Morals  
- Public Affairs, Community/Current Events  
- Driver Instruction

- 100       **Recreational Activity**  
- Sports and Outdoor Recreation  
- Physical Fitness (aerobics, dancercise)  
- Games (bridge, chess, etc.)



**OTHER CODES**

998            **Do Not Know**

999            **Not Stated**

**Not Applicable**

[illegible]

005

[illegible]



