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1.0 Introduction

The Ontario Adult Literacy Survey (OALS) was conducted by Statistics Canada in May 1998 with the support and cooperation of the Ontario Ministry of Education and Training. This manual has been produced to facilitate the manipulation of the microdata file of the survey results.

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

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2.0 Background

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

With these high stakes, governments have a growing interest in understanding the level and distribution of literacy among their adult populations, and what can be done to improve them.

The precursor to the Ontario Adult Literacy Survey was the 1994 International Adult Literacy Survey (IALS). The 1994 IALS was a collaborative effort by twenty countries, including Canada, to begin filling the literacy information gap. During the autumn of 1994, a large sample of adults in Europe and North America were given the same test of their literacy skills. Two international reports, "Literacy, Economy and Society"[1] and “Literacy Skills for the Knowledge Society[2]” have presented the international results obtained thus far. These data paint a detailed portrait of the condition of adult literacy and its relationship with a host of background and demographic characteristics of European and North American adults. A separate Canadian report, “Reading the Future: A Portrait of Literacy in Canada”[3] presents the results from a national viewpoint.

Given the international scope of the 1994 IALS, the Canadian literacy data contained only limited information for Canadian sub-populations. As such, few results were presented about the immigrant population. However, the Canadian report did reveal that immigrants are over-represented at both the highest and lowest literacy levels. Further, the distribution of immigrants across Canada is not even: Ontario and British Columbia have proportionally more immigrants that the other provinces.

[1] Literacy, Economy and Society, Results of the first International Adult Literacy Survey, Statistics Canada Catalogue # 89-5455-XPE, 1995

[2] Literacy Skills for the Knowledge Society, ISBN 92-64-15624-0, 1997

[3] Reading the Future: A Portrait of Literacy in Canada, Statistics Canada Catalogue # 89-551-XPE, 1996

For these reasons, the Ontario government was interested in obtaining further information about their immigrant population. The goal of the OALS study was to obtain a literacy profile for immigrants living in Ontario, in the reading of either English or French.

In particular, immigrants from the Caribbean with a mother tongue of English and immigrants with a mother tongue of Chinese, Polish, Spanish, Portuguese and Italian were also profiled.

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

3.0 Objectives

The goal of the proposed study was to obtain a literacy profile for immigrants living in Ontario, in the reading of either English or French. In particular, immigrants from the Caribbean with a mother tongue of English and immigrants with a mother tongue of Chinese, Polish, Spanish, Portuguese and Italian were profiled. Further, the study measured Ontario's immigrants' perceived skills in English or French and in their own mother tongue (if applicable) as well as perceived needs with regard to training and the barriers which may restrict access to such training.

Underlying this global objective was the need to:

- provide the Ontario government and service providers accurate and detailed information on the literacy skill levels of the targeted populations (e.g.Ontario immigrants and specific sub-groups based on mother tongue) to ensure that tailored programs can be designed, or adjusted, to respond to their specific needs.

- provide detailed information on the self-perceived skills, training needs and barriers to training for each target group as well as socio-demographic characteristics to ensure the design of cost-effective programs and training initiatives.

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

4.0 Concepts and Definitions

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

4.1 Defining and Measuring Literacy

The definition and measurement of literacy for the OALS survey followed that from the 1994 International Adult Literacy Survey (IALS). Many studies previous to the 1994 IALS have treated literacy as a condition that adults either have or do not have, and hence tried to count the number of illiterates. These efforts tend to define literacy in terms of a number of completed years of schooling or a grade-level score on school-based reading tests. The 1994 IALS survey design team agreed that it would be undesirable to establish a single international standard for literacy. Such a standard would not only be arbitrary, but would fail to acknowledge the multifaceted nature of literacy and the complexity of the literacy problem. Instead, the participating countries agreed that, in common with recent North American and Australian surveys (The Commonwealth Department of Employment, Education and Training 1989), the 1994 IALS would define literacy in terms of a mode of adult behaviour, namely:

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

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

Literacy can neither be narrowed down to a single skill suited for dealing with all types of text, nor defined as an infinite set of skills, each particular to a different type of material. Following the example of the North American studies referred to above, the 1994 IALS experts decided to define literacy in terms of domains, each encompassing a common set of skills relevant for diverse tasks.

Although the 1994 IALS used three literacy domains (prose, document and quantitative), the OALS used two of these three (document and quantitative). The reason for this change is that the 1994 IALS used a spiralling technique that allowed literacy estimation based on respondents completing only about 45 literacy items from the larger pool of 114 literacy items. The statistical technique for imputing the data for the other 70 or so

literacy items is a complex and costly operation. The resulting literacy scores are valid only at a population level, not by individual.

To reduce the complexity and the cost of the OALS, a subset of the document and quantitative items was taken from the 1994 IALS. As such, no spiralling was required and each respondent to the OALS survey received exactly the same literacy test. Thus the OALS literacy scores can be looked at on either an individual basis or at the population level.

The two literacy domains studied in the OALS are document and quantitative literacy, defined as follows:

a) *Document literacy* - the knowledge and skills required to locate and use information contained in various formats, including job applications, payroll forms, transportation schedules, maps, tables and graphics; and

b) *Quantitative literacy* - the knowledge and skills required to apply arithmetic operations, either alone or sequentially, to numbers embedded in printed materials, such as balancing a chequebook, figuring out a tip, completing an order form or determining the amount of interest on a loan from an advertisement[4].

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

The use of these two parallel literacy scales makes it possible to profile and compare the various types and levels of literacy demonstrated by Ontario adult immigrants, and by the mother-tongue subgroups. In doing so, they help us to understand the broad and diverse nature of literacy.

4.2 Defining and Measuring Literacy Performance on Two Scales

The performance results for the Ontario Adult Literacy Survey (OALS) are reported on two scales — document and quantitative — rather than on a single scale. Each scale ranges from 0 to 500. Scale scores have, in turn, been grouped into five empirically determined literacy levels. As illustrated

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

on the subsequent pages, each of these levels implies an ability to cope with a particular subset of reading tasks. The balance of this section explains how to interpret this data by describing the scales and the kinds of tasks that were used in the test and the literacy levels that have been adopted.

While the literacy scales make it possible to compare the document and quantitative skills of different populations and to study the relationships between literacy skills and various factors, the scale scores by themselves carry little or no meaning. In other words, whereas most people have a practical understanding of what it means when the temperature outside reaches 10°C, it is not intuitively clear what it means when a particular group is at 250 on the document scale, or in Level 2 on the quantitative scale.

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

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

4.3 Defining Literacy Levels

The literacy levels provided in the OALS data were based on the Canadian data from the International Adult Literacy Survey (IALS). In the 1994 IALS, item response theory (IRT) scaling procedures provided a statistical solution for establishing one or more scales for a set of tasks in which the ordering of difficulty was essentially the same for everyone. First, the difficulty of tasks was ranked on the scale according to how well respondents actually performed them. Next, individuals were assigned scores according to how well they did on a variety of tasks at different levels.

The scale point assigned to each task was the point at which individuals with that proficiency score had a given probability of responding correctly. In the 1994 IALS, an 80% probability of correct response was the criterion

used. This means that individuals estimated to have a particular scale score would have consistently performed tasks — with an 80% probability — like those at that point on the scale. It also meant they would have had a greater than 80% chance of performing tasks that are lower than their estimated proficiency on the scale. It does not mean, however, that individuals with low proficiency could never have succeeded at more difficult tasks — that is, on tasks with difficulty values higher than their proficiencies. They may have done so some of the time. Thus, it meant that their probability of success was relatively low. In other words, the more difficult the task relative to their proficiency, the lower the likelihood of a correct response.

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

Once the literacy tasks were placed along each of the scales using the criterion of 80%, it was possible to see how well the interactions among various task characteristics explained the placement of tasks along the scales. Analyses of the interactions between the materials being read and the tasks based on these materials revealed that an ordered set of information-processing skills appeared to be called into play to successfully perform the various tasks displayed along each scale (Kirsch and Mosenthal 1994).

To capture this order, each scale was divided into five levels reflecting the empirically determined progression of information-processing skills and strategies:

- Level 1 (0 to 225)
- Level 2 (226 to 275)
- Level 3 (276 to 325)
- Level 4 (326 to 375)
- Level 5 (376 to 500).

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

Table 1: Description of Document and Quantitative Literacy Levels

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

The 1994 International Adult Literacy Survey, on which the OALS was based, was designed to assess proficiencies of a population on the three scales of literacy: prose, document and quantitative. Altogether 114 items from three scales were organized into 7 blocks of items. According to a systematic combination of 3 out of 7 blocks, seven booklets were constructed. Each block was included in three different booklets and in different position in the sequence of three blocks, i.e., first, second and third. This design ensured balanced presentation and guaranteed that all possible pairs of any two blocks were represented. Based on the data collected from the design described, Item Response Theory (IRT) model parameters were estimated. The methodology and analysis procedures are described in the technical report for the 1994 IALS[5].

The OALS used a subset of the document and quantitative items from the 1994 IALS. Using only a subset of the literacy scales as well as a subset of the items inevitably changed the context in which items were couched as compared to the original survey. This change in context could have some impact on the psychometric characteristics of the items. For the OALS, the item parameters could not be assumed to be invariant from those from the 1994 IALS. It was uncertain that the difficulty of items was attributable to the same causes for the immigrant population as for the native-born population. However, many of the known factors which influence item characteristics would remain the same. For example, printed information within item clusters were identical, assessment conditions were identical, and scoring procedures were identical. It was a reasonable expectation that the most of the item parameters should be the same for the Ontario immigrant population as for the Canadian population in general.

4.4 Interpreting the Literacy Levels

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

4.4.1 Document Literacy

Adults often encounter materials such as tables, schedules, charts, graphs, maps and forms at home, at work, or when travelling in their communities.

[5] Adult Literacy in OECD Countries: Technical Report on the First International Adult Literacy Survey, NCES 98-053

The knowledge and skills needed to process information contained in these documents is therefore an important aspect of being literate in a modern society. Success in processing documents appears to depend at least in part on the ability to locate information in a variety of displays, and to use this information in various ways. Sometimes procedural knowledge may be required to transfer information from one source to another, as is necessary in completing applications or order forms.

The 1994 IALS document literacy scale contains 34 tasks that are ordered along the scale from 182 to 408 as the result of responses of adults from each of the participating countries. These tasks are distributed as follows: Level 1 (6 tasks); Level 2 (12 tasks); Level 3 (14 tasks); Level 4 (1 task); and Level 5 (1 task). The OALS contains a sub-set of these items distributed as follows: Level 1(3 tasks); Level 2 (10 tasks); Level 3 (7 tasks); Level 4 (1 task). By examining tasks associated with these proficiency levels, characteristics that are likely to make particular document tasks more or less difficult can be identified. Questions or directives associated with the various document tasks are basically of four types: ***locating, cycling, integrating and generating***. Locating tasks require the reader to match one or more features of information stated in the question to either identical or synonymous information given in the document. Cycling tasks require the reader to locate and match one or more features of information, but differ from locating tasks because they require the reader to engage in a series of feature matches to satisfy conditions given in the question. The integrating tasks typically require the reader to compare and contrast information in adjacent parts of the document. In the generating tasks, readers must produce a written response by processing information found in the document and by making text-based inferences or drawing on their own background knowledge.

Each type of question or directive associated with a document task extends over a range of difficulty as a result of interactions among several other characteristics:

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

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

Document Level 1:
Score range of 0 to 225

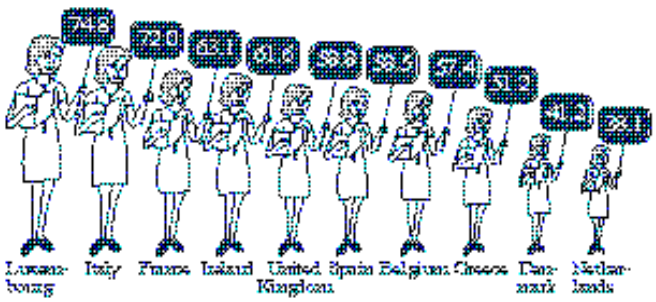
Most of the tasks at this level require the reader to locate a piece of information based on a literal match. Distracting information, if present, is typically located away from the correct answer. Some tasks may direct the reader to enter personal information onto a form.

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

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

FEW DUTCH WOMEN AT THE BLACKBOARD

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



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

Document Level 2:
Score range of 226 to 275
Document tasks at this level are a bit more varied. While some still require the reader to match on a single feature, more distracting information may be present or the match may require a low-level inference. Some tasks at this level may require the reader to enter information onto a form or to cycle through information in a document.

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

Several other tasks falling within Level 2 direct the reader to use information given to complete a form. In one case they are asked to fill out an order form to purchase tickets to see a play on a particular day, at a

particular time. In another, readers are asked to complete the availability section of an employment application based on information provided that included: total number of hours they are willing to work, hours they are available, how they heard about the job, and availability of transportation.

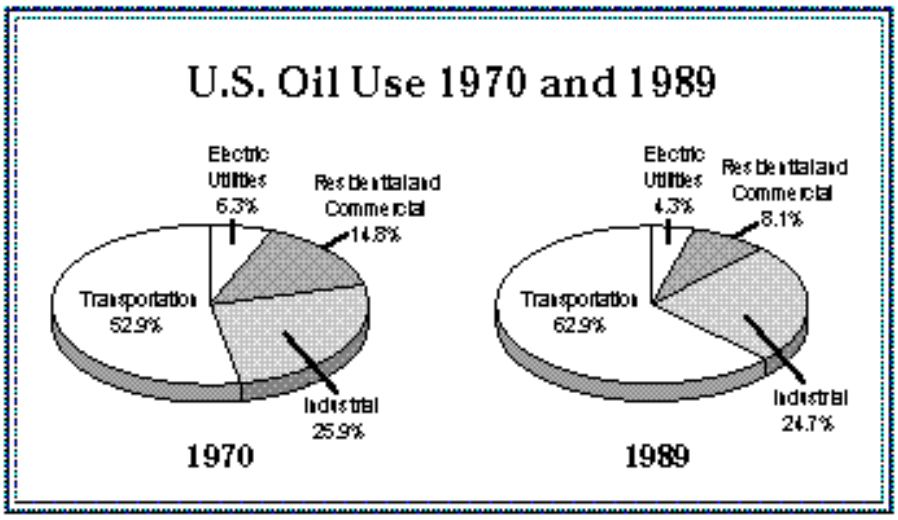
Document Level 3:
Score range of 276 to 325
Tasks at this level appear to be most varied. Some require the reader to make literal or synonymous matches, but usually the matches require the reader to take conditional information into account or to match on multiple features of information. Some tasks at this level require the reader to integrate information from one or more displays of information. Other tasks ask the reader to cycle through a document to provide multiple responses.

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

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

Document Level 4:
Score range of 326 to 375
Tasks at this level, like those in the previous levels, ask the reader to match on multiple features of information, to cycle through documents, and to integrate information; frequently however, these tasks require the reader to make higher order inferences to arrive at the correct answer. Sometimes, conditional information is present in the document, which must be taken into account by the reader.

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



stated purposes. Then the reader must generate a statement that captures these changes.

Document Level 5:
Score range of 376 to 500
Tasks at this level require the reader to search through complex displays of information that contain multiple distracters, to make high-level inferences, process conditional information, or use specialized knowledge.

The only Level 5 task in this international assessment involved a page taken from a consumer magazine rating clock radios. The most difficult task (408) involving this document asked the reader for the average advertised price for the basic clock radio receiving the highest overall score. As can be seen on page 43, this task required readers to process two types of conditional information. First, they needed to identify the radio receiving the highest overall score while distinguishing among the three types of clock radios reviewed: full-featured, basic and those with a cassette player. Second, they needed to locate a price. In making this final match, they needed to notice that two prices were given; the first, the suggested retail and the second, the average advertised price.

A second and considerably easier task involving this document and falling at the high end of Level 2 (321) asks the reader “which full-featured radio is rated the highest on performance.” Again, readers needed to find the correct category of clock radio. Yet, they needed to process fewer conditions. Here they only needed to distinguish between the rating for “Overall Score” and “Performance.” It is possible that some adults identified the full-featured radio as receiving the highest “Overall Score” rather than the one rated highest in “Performance” as specified in the question. As

such, “Overall Score” would be considered a plausible distracter. Another factor that likely contributed to this task’s difficulty is that “Overall Score” is given a numerical value while the other features are rated by a symbol. It may be that some adults found the correct category (“Performance”), but selected the first radio listed, assuming it performed best. The text accompanying this table indicates the radios are rated within a category by overall score. It is easy to imagine that some people may have equated overall score with overall performance.

4.4.2 Quantitative Literacy

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

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

The 1994 IALS quantitative literacy scale contains 33 tasks ranging from 225 to 408 in difficulty. These tasks are distributed as follows: Level 1 (1 task); Level 2 (9 tasks); Level 3 (15 tasks); Level 4 (6 tasks); and Level 5 (2 tasks). The OALS contains a sub-set of these items distributed as follows: Level 2 (3 tasks); Level 3 (10 tasks); Level 4 (7 tasks). The difficulty of these tasks and, therefore, their placement along the scale, appears to be a function of several factors including:

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

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

Quantitative Level 1:
Score range of 0 to 225
Although no quantitative tasks used in the IALS fall below the score value of 225, experience suggests that such tasks would require the reader to perform a single, relatively simple operation (usually addition) for which either the numbers are already entered onto the given document and the operation is stipulated, or the numbers are provided and the operation does not require the reader to borrow.

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

Quantitative Level 2:
Score range of 226 to 275
Tasks in this level typically require readers to perform a single arithmetic operation (frequently addition or subtraction) using numbers that are easily located in the text or document. The operation to be performed may be easily inferred from the wording of the question or the format of the material (for example, a bank deposit form or an order form).

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

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

the task involving men teachers in Italy, the reader needed to make the inference that the percentage of men teachers is equal to 100% minus the percentage of women teachers.

Quantitative Level 3:
Score range of 276 to 325
Tasks found in this level typically require the reader to perform a single operation. However, the operations become more varied — some multiplication and division tasks are found in this level. Sometimes two or more numbers are needed to solve the problem and the numbers are frequently embedded in more complex displays. While semantic relation terms such as "how many" or "calculate the difference" are often used, some of the tasks require the reader to make higher order inferences to determine the appropriate operation.

Tasks falling around 300 on the quantitative scale still require the reader to perform single arithmetic operations, but the operations become more varied. Part of what distinguishes tasks at this level from those seen at lower levels is that the displays of information become more complex and the reader must identify two or more numbers from various places in the document. For example, one task located at 302 on the quantitative scale directs the reader to look at two graphs containing information about consumers and producers of primary energy. In one question, they are asked to calculate how much more energy Canada produces than it consumes. Here the operation is not facilitated by the format of the document and the reader must locate the information using both bar graphs. In another question using this document, the reader is directed to calculate the total amount of energy in quadrillion (10^{15}) Btu consumed by Canada, Mexico and the United States. This task falls at 300 on the scale. It requires the reader to add three numbers. Presenting two graphs likely contributed to the difficulty of this task. Some respondents may have performed the appropriate calculation for the three countries specified using the producer energy chart rather than the consumer energy chart.

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

In a more difficult task (located at 317 on the scale), readers are asked to look at a recipe for scrambled eggs with tomatoes. The recipe gives the ingredients for four servings: 3 tablespoons of oil, 1 garlic clove, 1

teaspoon of sugar, 500 grams of fresh red tomatoes and 6 eggs. The question asks them to determine the number of eggs they will need if they are using the recipe for six people. Here they must know how to calculate or determine the ratio needed. This task is somewhat easier than might be expected, given other tasks at this level. This may be because people are familiar with recipes and with manipulating them to fit a particular situation.

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

Quantitative Level 4:
Score range of 326 to 375
With one exception, the tasks at this level require the reader to perform a single arithmetic operation where typically either the quantities or the operation are not easily determined. That is, for most of the tasks at this level, the question or directive does not provide a semantic relation term such as "how many" or "calculate the difference" to help the reader.

Tasks around 350 on the quantitative scale tend to require the application of a single operation where either the quantities or the operation are not easily determined. One such task involves a compound interest table. It directs the reader to "calculate the total amount of money you will have if you invest $100 at a rate of 6% for 10 years." This task received a difficulty value of 348, in part because many people treated this as a document rather than a quantitative task and simply looked up the amount of interest that would be earned. They likely forgot to add the interest to their $100 investment.

Compound Interest
Compounded Annually

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

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

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

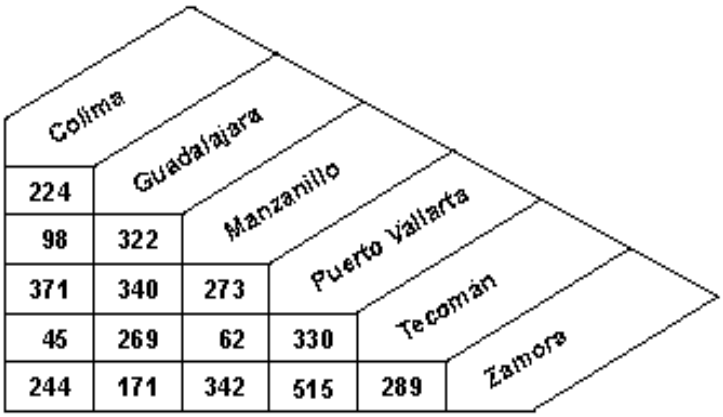


TABLE OF APPROXIMATE DISTANCES (in kilometres)

Quantitative Level 5:
Score range of 376 to 500

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

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

4.5 Estimating Literacy Performance Across the Levels

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

The two charts given in Table 2.1 to 2.2 display the probability that individuals performing at selected points on each of the scales will give a correct response to tasks of varying difficulty. For example, a reader whose document proficiency is 150 has about a 40% chance of giving a correct response to the Level 1 tasks. Individuals whose proficiency score is 200, in contrast, have about a 70% probability of responding correctly to these Level 1 tasks.

In terms of task demands, it can be inferred that adults performing at 200 on the document scale are likely to be able to locate a single piece of information in a brief text when there is no distracting information, or if plausible but incorrect information is present but located away from the correct answer. However, these individuals are likely to demonstrate far more difficulty with tasks in Levels 2 through 5. For example, they would have only about a 50% chance of performing the average Level 2 task

correctly and a 20% chance of success with tasks in Level 3 and no more than a 12% chance with tasks in Levels 4 and 5.

Tables 2.1 to 2.2: Average Probabilities of Successful Performance by Individuals with Selected Proficiency Scores on Tasks in Each Literacy Level of the Document and Quantitative Scales

Table 2.1: Document Scale

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

Table 2.2: Quantitative Scale

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

* Probabilities in this row are based on one task

In contrast, respondents demonstrating a proficiency of 300 on the document scale have about an 80% chance or higher of succeeding on tasks in Levels 1, 2 and 3. This means that they demonstrate success with tasks that require them to make low-level inferences and with tasks that require them to take some conditional information into account. They can also integrate or compare and contrast information that is easily identified in the text. On the other hand, they are likely to demonstrate some difficulty with tasks where they must make high text-based inferences or where they need to process more abstract types of information. These more difficult tasks may also require them to draw on less familiar or more specialized types of knowledge beyond that given in the text. On average, they have about a 60% probability of performing Level 4 tasks correctly; with Level 5 tasks, their likelihood of responding correctly decreases to 13%.

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

5.0 Survey Methodology

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

5.1 Overview of the Sampling Design

A two-stage stratified sampling design was used, with dwellings as the primary sampling unit. Then at most one person was selected per selected dwelling.

In fact, because of the use of the 1996 Census as the dwelling frame, the sampling design is truly a two-stage plan where the census is the first stage and the OALS is the second. The census is itself a systematic sample of one dwelling in five.

5.2 Target Population

The target population is defined as consisting of all immigrants aged 16 to 69 at the time of the collection and residing in Ontario's six main census metropolitan areas (CMAs): Toronto, Hamilton, Ottawa, Kitchener, London and St. Catherines-Niagara. Together, these six CMAs account for more than 80% of the province's immigrants, or 1.9 million persons.

It should be noted that an immigrant is defined as any individual who is officially landed (regardless of the date). This means that non-permanent residents are excluded from the target population.

5.3 Groups of Interest

Six linguistic groups were identified as being of particular interest: Spanish, Polish, Portuguese, Italian, Caribbeans with mother tongue of English, and Chinese. An individual's membership in a group is based on his/her mother tongue (and country of origin in the case of persons from the Caribbean).

The main purpose of the survey is to produce estimates for these groups in particular. A secondary objective is to produce estimates for the target population as a whole.

5.4 Sampling Frame

The 1996 Census of Population was used as the dwelling sampling frame. The 2B data from the census were used to identify dwellings with a high probability of containing immigrants, and this set of dwellings constituted the sampling frame. In order to optimize the sampling design, dwellings with a low probability of containing immigrants were not included in the sampling frame.

5.5 Frame Coverage

Because of the use of the 1996 Census, the dwelling frame does not provide perfect coverage of the target population. In particular, it does not cover immigrants residing in new dwellings (that is, dwellings constructed after May 14, 1996, the date of the census). Also, the exclusion of dwellings with a low probability of containing immigrants means that immigrants residing in such dwellings at the time of the survey are not covered either. It is hard to quantify the proportion of immigrants not covered for these reasons, but there is every indication that it lies within an acceptable range.

5.6 Stratification

The dwelling frame was stratified on the basis of the above-mentioned groups of interest. Again using census data, each dwelling in the sampling frame was assigned to a stratum corresponding to the group of interest most likely to be sampled in it. The total number of strata was seven, with one stratum per group plus an additional stratum for dwellings thought to contain immigrants not belonging to any of these groups.

The CMAs also constituted implicit strata, as will be described in the section on selection of the dwelling sample.

5.7 Sample Distribution

To meet the objectives of the survey, the sample was distributed non-proportionally. It was felt important to obtain enough respondents in each group of interest to produce reliable estimates. This number was estimated at 500 in each stratum, representing a coefficient of variation of 16.5% for a proportion of 0.10 (using a design effect of 1.5). The same accuracy requirement applied to immigrants in the aggregate. On the other hand, it did not apply to the group of immigrants who did not belong to any of the groups of interest. Given the size of the former group, this resulted in a disproportionate distribution that is illustrated in the following table.

Table 3: Distribution of the Sample of Dwellings by Stratum

Stratum	Number of dwellings in frame	%	Sample size	%
Spanish	6,482	3.3	1,354	19.1
Polish	7,154	3.7	1,110	15.6
Portuguese	8,911	4.6	1,036	14.6
Italian	17,081	8.8	885	12.5
English-speaking Caribbeans	17,004	8.8	1,188	16.7
Chinese	16,391	8.5	1,112	15.6
Other	120,796	62.3	422	5.9
Total	193,819	100.0	7,107	100.0

The sample sizes for each stratum were calculated taking the following two factors into account: the response rate (uniformly estimated at 65%) as well as the mobility rate (variable depending on the group). In fact, the latter rate took account of the probability that there was no immigrant in some selected dwellings as well as the probability of selecting within a dwelling an immigrant belonging to a group other than the one corresponding to the stratum. For example, Spanish speakers were thought to have a much higher mobility rate than Italians, and for this reason, the sample size in their stratum had to be larger than for Italians (1,354 compared to 885).

5.8 Selection of Dwellings

The selection of dwellings was done systematically within the strata with a probability proportional to their weight in the census.

To guarantee a good geographic distribution, the dwelling frame was sorted according to a geographic identifier. This, along with systematic sampling, allowed for a balanced geographic distribution of the sample. Among other things, this meant that the number of dwellings selected in each CMA was proportional to the total number of dwellings in it.

Next, the use of the weight in the census as a measure of the size of the dwelling made it possible to obtain equal probabilities of selection for all dwellings in a stratum, when this selection stage is seen as the second stage of a two-stage sampling (with the census itself constituting the first stage). This strategy was used in order to reduce the variance of the survey results.

5.9 Selection of Individuals

The selection of one individual per dwelling was done after the interviewer completed the list of members of the household. This list also served to identify the target population, since members were each asked their age and whether they were born in Canada. The selection as such was done using a Kish grid, only for members between 16 and 69 years of age who were born outside Canada. It should be noted that the selection took no account of the immigrant's linguistic group, which means that the immigrant selected could belong to a linguistic group different from that of the stratum.

In order to keep the procedures as simple as possible, we did not attempt to distinguish non-permanent residents (NPRs) from immigrants at the selection stage. A question was simply added to the background questionnaire in order to identify NPRs. In the pilot survey, the strategy was to terminate the interview as soon as an NPR was identified on the basis of this question. However, this strategy was only moderately successful, since some interviewers took advantage of it to try to complete their background interviews by telephone, which went against the procedures. We therefore decided, for the main survey, to allow the NPRs to complete the interview, including the task booklet, and then eliminate them during the processing of the data. This strategy was considered preferable, given the low number of NPRs expected.

6.0 Data Collection

Testing adult literacy directly necessitates going to people's homes to assess their abilities in a manner usually done in schools. Thus the OALS, like the three preceding studies in North America[6] was unusual because it combined the techniques of household-based survey research with those of educational testing. (However, in contrast with most standardized tests, multiple-choice questions were avoided; it was thought that adults would be more interested in answering open-ended questions.) In each case, the test was accompanied by a background questionnaire to obtain detailed information on demographic and other characteristics of the respondent.

The information collection period for OALS was the months of April - May, 1998.

6.1 Administering the OALS Questionnaires

The OALS survey consisted of two instruments:

a) a background questionnaire, and
b) a literacy task booklet.

The first 30 minutes of the survey were devoted to completing the background and demographic questionnaire. This information provides the means for exploring how literacy is connected to social, educational, economic and other variables and for exploring the extent to which these relationships are similar across different groups of the population.

Respondents then completed a booklet of tasks designed for completion in about 45 minutes (although there was no actual time limit to complete the test). The survey was designed to give each participant a subset of tasks from each level of the document and quantitative literacy tasks. Each participant in the survey completed the same Task Booklet. Further, the Task Booklet was designed such that a literacy score could be derived for each respondent based on their results of this test.

[6] The 1994 International Adult Literacy Survey, Canada's 1989 Survey of Literacy Skills Used in Daily Activities and the 1990 National Adult Literacy Survey conducted in the United States

6.2 LFS Data Collection Procedures

Interviewers who regularly conduct the Labour Force Survey (LFS) were the majority of the interviewers employed for OALS. Due to the concentration of the sample in urban Ontario, additional interviewers were also hired and trained according to the LFS procedures. Hence, most of the data collection procedures used for the LFS were implemented for the OALS.

6.2.1 LFS Supervision and Control Procedures

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

6.3 OALS Data Collection Procedures

Interviewers' training for the OALS was particularly oriented towards methods of administering the tasks in a neutral manner and to adhere strictly to directives. The sensitive nature of the subject matter was stressed and they were trained to deal with situations involving language difficulties, low literacy skill levels, reluctance and other difficulties which might arise during the interview. (The interviewers were provided with the following documents: a Training Manual, an Interviewers Manual and a Procedures Manual.)

The OALS was administered to randomly pre-selected households. This random selection was carried out at the head office prior to the survey collection period. The interviewers were required to obtain a list of household members at each address and from that list manually select the respondent. The interviewers were instructed to determine in person whether there were any immigrants aged 16 to 69 in each selected household, and if there was more than one, to choose one for the survey using a random selection grid.

If a respondent could not communicate with the interviewer in one of the official languages, an interpreter could be used to set up an appointment and to administer the background questionnaire. Thus, interviewers were provided with a translation of the background questionnaire in Spanish, Polish, Portuguese, Italian and Chinese to be used in those cases where respondents' knowledge of English or French was not sufficient to conduct an interview. Interpreters in these five languages were available to the interviewing staff in order to help in these situations of language difficulty. The respondent was then asked to attempt the literacy tasks without the assistance of the interpreter in English or in French. All tasks or items were administered to respondents in accordance with rigorous interviewer instructions. Interviewers were required to record a refusal or a verbally expressed inability to perform the survey by the respondent. Respondents were encouraged to look at and attempt all tasks. Proxy response was not allowed.

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



7.0 Data Processing

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

7.1 Data Capture

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

7.2 Scoring

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

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

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

7.3 Editing

The first stage of survey processing involved editing all survey records according to prespecified edit rules to check for errors, gaps and

inconsistencies in the survey data. Checks were made to ensure that numerical answers to certain questions fell within acceptable logical ranges. Checks were also made to ensure that portions of the questionnaire that were to be skipped in the interview because of a previous answer were in fact, skipped. Where errors or inconsistencies were found, the erroneous information was blanked out and replaced by a "not stated" response.

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

7.4 Coding of Open-ended Questions

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

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

7.5 Creation of Derived Variables

A number of data items on the microdata file have been derived by combining items on the questionnaire in order to facilitate data analysis (eg. the variable GROUP combines the mother tongue and country of birth variables to give a variable identifying the 6 main target groups for which the survey was carried out).

7.6 Suppression of Confidential Information

It should be noted that the 'Public Use' microdata files described above differ in a number of important respects from the survey 'master' files held by Statistics Canada. These differences are the result of actions taken to protect the anonymity of individual survey respondents. Users requiring

access to information excluded from the microdata files may purchase custom tabulations. Estimates generated will be released to the user, subject to meeting the guidelines for release outlined in Section 10.4 of this document.

Suppression of Geographic Identifiers:
The survey public-use microdata files do not contain any geographic identifiers below the Province level.

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



8.0 Weighting and Scaling

8.1 Weighting

At the outset, there were 7,107 records in the file, one for each dwelling selected. Each record contained a basic weight, w_1, representing the inverse of the probability of selection of the dwelling. It should be recalled that the basic weight is the same for all records in a given stratum. The subsequent weighting for the OALS required numerous stages, described below.

1. Records corresponding to vacant or demolished dwellings were removed, including those for which an address was not found. A total of 169 records were therefore removed, including 8 with no address. At this stage there therefore remained 6,938 records.

2. Non-response at the household level was adjusted by stratum, CMA and dwelling type by removing non-respondent households, for which the household grid was not completed. In practice, so that the adjustment cells would not be too small, two categories of CMA were used (Toronto and elsewhere), as well as four dwelling categories (single-family house, row house, small apartment block and large apartment block). The adjustment took the following form:

$$w_2 \;' \; w_1 \; \frac{\mathbf{j}\; w_1 \; respondent \;\; households \;\; \% \;\; \mathbf{j}\; w_1 \; non\&respondent \;\; households}{\mathbf{j}\; w_1 \; respondent \;\; households}$$

where the adjustment was done in each cell. The adjustment factors varied depending on the cell between 1.00 and 1.31. A total of 791 records were thus removed, leaving 6,147.

3. Non-eligible households—those for which the household grid was completed and it was determined that no member of the household was eligible—were removed. It was therefore assumed in the preceding stage that these households were proportionally represented among non-

respondents at the household level. A total of 728 records were therefore removed, leaving 5,419.

4. The weight of the selected person was calculated, by multiplying by the number of eligible persons in the household:

$$w_3 \leftarrow w_2 \times (\textit{number of eligible persons in this household})$$

5. Non-response at the individual level was adjusted by stratum, CMA and age/sex by removing non-respondent individuals, for whom the household grid was completed and a person assumed to be eligible was selected. The definition of CMA was the same as at Stage 2 and the age/sex groups were as follows: 16-25 years (males and females combined), as well as 26-35, 36-45, 46-55 and 56-69 for males and females separately. The adjustment took the same form as in Stage 2:

$$w_4 \leftarrow w_3 \frac{\sum w_3 \textit{ respondent individuals} + \sum w_3 \textit{ non-respondent individuals}}{\sum w_3 \textit{ respondent individuals}}$$

where the adjustment was done in the new cells. The adjustment factors varied, depending on the cell, between 1.00 and 1.54. A total of 691 records were thus removed, leaving 4,728.

6. Individuals who responded but were not eligible were removed. These were non-permanent residents who completed the questionnaire. It was therefore assumed at the preceding stage that they were proportionally represented among non-respondents at the individual level. There were 80 such persons, and their removal therefore left 4,648 records in the file. This was the final number of respondents.

7. At this stage, we dealt with the records that had excessive weights and might have too great an influence on the survey estimates and amplify their variance. These were records for respondents who were sampled in the "Other" stratum but who actually belonged to one of the six groups of interest. The problem arises from the fact that the basic weight in the "Other" stratum is much higher than in the other strata. By way of correction, it was simply assumed that these respondents had in fact been sampled in the "right" stratum and they were assigned the appropriate basic weight, in addition to making the adjustments described above in the preceding stages. Only nine records had to be treated in this way.

8. The last stage of weighting consisted in adjusting the weights obtained in the preceding stage to make them agree with certain known totals. This is what is known as post stratification. The following control totals were used, based on the results of the 1996 census for the target population:

1) number of persons in each group of interest, including the “Other” category;
2) number of persons in the following age/sex groups: 16-25 years, 26-35, 36-55, 56-69 for males and females separately;
3) number of persons in each of the six CMAs of interest.

Calibration was used to ensure that the totals agreed for each of the three dimensions separately and simultaneously.

Theoretically, this adjustment results in an under-estimate of the size of the target population, since it does not take account of the immigrants who have arrived in the CMAs of interest since May 14, 1996, the date of the census. The number of these new immigrants is not known, and moreover, the adjustment serves to correct certain inaccuracies in the weighting (caused, for example, by different response rates depending on the linguistic group), and to make the survey estimates more accurate. This is the main reason why it is considered advantageous to make such an adjustment.

The weight obtained after this stage is considered final, and it is the one that appears in the data file.

8.2 Scaling

The edited and weighted data file was sent to the Advanced Learning and Assessment Service at Princeton, New Jersey for scaling.

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

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

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

The scaling model used for the 1994 IALS was a two-parameter logistic (2PL) model from item response theory (Birnbaum, 1968; Lord, 1980). This is a mathematical model to give the probability that a particular person will respond correctly to a particular item from a single domain of items. This probability is given as a function of a parameter characterizing the proficiency of that person, and two parameters characterizing the properties of that item. The following 2PL IRT model was employed in the 1994 IALS:

$$P(xij = 1 | ?_j, a_i, b_i) = \frac{1}{1.0 + \exp(-Da_i (?_j - b_i))}$$

where

x_{ij} is the response of person j to item i, 1 if correct and 0 if incorrect;

$?_j$ is the proficiency of person j (note that a person with higher proficiency has a greater probability of responding correctly);

a_i is the slope parameter of item i, characterizing its sensitivity to proficiency;

b_i is its locator parameter, characterizing its difficulty.

Note that this is a monotone increasing function with respect to *?*; that is, the conditional probability of a correct response increases as the value of *?* increases. In addition, a linear indeterminacy exists with respect to the values of $?_j$, a_i, and b_i for a scale defined under the two-parameter model. In other words, for an arbitrary linear transformation of *?* say $?^* = A? + B$, the corresponding transformations $a^*_i = a_i / M$ and $b^*_i = Mb_i + X$ give:

$$P(xij = 1 | ?^*_j, a^*_i, b^*_i) = P(xij = 1 | ?_j, a_i, b_i)$$

To link the original scales to the scales of reported proficiency values directly out of the IRT model parameters, the same linear transformations from the 1994 IALS were used. The transformation that was applied was as follows: PV = A?* + B where ?* is the provisional scale from item calibration and PV is the reported proficiency value scale. The following table presents the transformation constants.

Literacy scale	A	B
Document	52.46	237.50
Quantitative	54.41	276.87

The main assumption of IRT is conditional independence. In other words, the item response probabilities depend only on ? (a measure of proficiency) and the specified item parameters, and not on any demographic characteristics of examinees, or on any other items presented together in a test, or on the survey administration conditions. This enables us to formulate the following joint probability of a particular response pattern *x* across a set of n items.

$$P(\underline{x} *?, \underline{a}, \underline{b}) = J\ P_i(?)^{xi}(1 - P_i(?))^{1-x\,l}$$

Replacing the hypothetical response pattern with the real scored data, the above function is a likelihood function that is to be maximized with a given set of item parameters.

As noted earlier, the suitability of the 1994 IALS item parameters had to be evaluated against the OALS data. Out of the 4,648 OALS respondents, 2770 responded to more than 4 cognitive items, 240 responded to at least one item but less than five items, and 1638 did not respond to any item for various reasons. The fit of the item parameters was first evaluated on those 2770 cases with at least 4 cognitive item responses. It was found that the item parameters for 6 out of 22 items did not fit the data for the document scale. Among the 21 quantitative scale items, four items showed a misfit of item parameters. The following table shows the original item parameters and newly estimated item parameters for a subset of items.

Document Scale

Item ID	orig A	orig B	New A	New B
COREQ2S1	0.584	-2.451	0.5840	-2.4510
B1Q1S1	0.495	-1.217	0.5023	0.1318
B1Q2S1	0.771	-0.740	0.7710	-0.7400
B1Q13S1	0.336	-0.955	0.3360	-0.9550
B2Q111S1	1.436	-0.693	1.4360	-0.6930
B2Q112S1	1.020	0.015	1.0200	0.0150
B2Q113S1	1.403	-0.776	1.4030	-0.7760
B2Q114S1	2.409	-0.646	2.4090	-0.6460
B2Q115S1	0.472	-0.976	0.4720	-0.9760
B3Q2S1	0.732	0.861	0.7320	0.8610
B3Q5S1	0.787	-0.639	0.7865	0.0649
B4Q4S1	1.088	0.849	1.0880	0.8490
B4Q5_1S1	1.316	0.460	1.3814	0.0869
B5Q114S1	1.008	0.863	1.0080	0.8630
B5Q12S1	0.587	1.017	0.5870	1.0170

B6Q4S1	0.986	-1.191	0.9860	-1.1910
B6Q6S1	0.817	-0.549	0.8540	0.1640
B6Q9S1	0.979	-0.205	0.9790	-0.2050
B6Q11S1	0.746	0.035	0.7460	0.0350
B7Q1S1	1.002	-1.766	0.7126	-3.9635
B7Q3S1	0.946	-0.920	0.9460	-0.9200
B7Q4S1	0.843	-0.348	0.6699	-1.0976

Quantitative Scale

Item ID	orig A	orig B	New A	New B
COREQ5S1	0.689	-2.011	0.6890	-2.0110
COREQ3S1	0.718	-1.416	0.7180	-1.4160
B1Q14S1	0.940	-0.576	1.0259	0.0169
B1Q15S1	0.825	-1.210	0.8148	-0.7692
B2Q4S1	0.666	-0.515	0.6660	-0.5150
B2Q5S1	0.678	1.201	0.6780	1.2010
B3Q1S1	1.153	-0.718	1.1530	-0.7180
B3Q3S1	1.256	-0.644	1.2560	-0.6440
B4Q9S1	0.730	-0.250	0.7300	-0.2500
B4Q10S1	1.377	1.322	1.3770	1.3220
B4Q11S1	0.785	-0.982	0.7850	-0.9820
B4Q5_2S1	1.141	-0.258	1.1410	-0.2580
B5Q111S1	0.934	0.206	0.9340	0.2060
B5Q112S1	1.130	0.276	1.1300	0.2760
B5Q13S1	1.134	0.353	1.1340	0.3530
B5Q14S1	1.111	-0.164	1.1110	-0.1640
B6Q5S1	0.718	-0.956	0.7180	-0.9560
B6Q10S1	0.841	0.333	0.8410	0.3330
B7Q2S1	1.063	-0.927	1.0630	-0.9270
B7Q5S1	0.926	-0.136	0.9949	-0.4174
B7Q6S1	0.832	-0.162	0.7252	-0.6974

Along with the IRT item parameter evaluations, proficiency distributions of subpopulations were also estimated. Subpopulations were characterized by gender, education, and age. The range of age was divided into three groups, 16-35, 36-55 and 56 and above. Due to the small sample size of the lowest and highest educational levels, both gender and age groups were combined together for the two extreme educational levels. This produced 38 groups altogether. The proficiency distributions of these groups were then estimated.

The proficiency scores were estimated based on the following formula for the 2770 respondents who completed more than 4 cognitive items. The formula is a numerical integration which takes the expectation of the conditional probabilities given a response vector $\underline{x}_j$. The notation $A(?_q)$ represents the prior weights. In order to minimize bias toward the population mean, every respondent received a unique prior according to their group membership.

$$PS_i = E(?_j * \underline{x}_j) = \; 3\ ?_q * P(\underline{x}_j * ?_q)* A (?_q) \; / \; 3\ P(\underline{x}_j * ?_q) * A (?_q)$$

The information on the proficiency of the sample of 270 respondents who completed from 1 to 4 cognitive responses was very minimal and, hence, relying on such a small amount of information might have been very misleading. However, we did know the proficiency distributions of 38 subpopulations. They could be used as a prior distributions to estimate the proficiency score of the 270 respondents. The simplest approach might have been to use the means of the subpopulation proficiency distributions for those respondents who belonged to the subpopulation characterized by the three corresponding background variables. However, the use of these mean scores would have underrepresented the variability of the proficiency scores. The procedure which correctly represented the variability was to impute the scores based on the subpopulation distribution. The imputation of the proficiency scores for the two scales was performed for each scale separately. Thus, any statistical study relying on the covariance of two scale scores should use only the 2770 fully-responding cases and exclude these 270 partial cases.

The amount of information in the 1638 cases where the respondents did not complete any cognitive item was even less. Their proficiency scores were derived by the following method:

For those non-respondents who did not respond for reasons <u>not related to literacy</u>, such as a refusal, they were imputed according to the method described above. Those non-respondents who did not respond for reasons <u>related to literacy</u> received the lowest proficiency score observed from among the 2770 respondents with more than four cognitive responses. These samples should not be included in the covariance analysis of two literacy scales.



9.0 Data Quality

9.1 Response Rates

Immigrants were considered to be a repondent if they had (1) completed enough of the task booklet so that their literacy level could be evaluated, or (2) responded to certain key questions in the background questionnaire where the task booklet was considered unusable. A total of 4,648 respondents met these criteria.

Since membership in a linguistic group is determined only by questions in the background questionnaire, the response rates for each specific linguistic group are not known. However, these rates are known for each stratum, and they are shown in the following table.

Table 4: Various Rates by Stratum

Stratum (mother tongue)	Initial size	% out of scope	# eligi-ble	% refusals	# respon-dents	Response rate
Spanish	1,354	19.7	1,087	12.1	844	77.6
Polish	1,110	13.6	959	12.3	703	73.3
Portuguese	1,036	10.4	928	12.7	713	76.8
Italian	885	8.7	808	11.4	634	78.5
English-speaking Caribbeans	1,188	15.0	1,010	16.1	690	68.3
Chinese	1,112	11.1	989	8.1	800	80.9
Other	422	17.3	349	11.2	264	75.6
Total	7,107	13.7	6,130	12.0	4,648	75.8

This table also show the percentage of out-of-scope dwellings (vacant or without immigrants) and the percentage of refusals, which was the main

reason for non-response. The percentage of refusals and the response rate were calculated on the number of eligible dwellings.

As noted above, an immigrant belonging to a given linguistic group was not necessarily sampled in the corresponding stratum. It may be interesting to note that when the “Other” group is excluded, 95.0% of contributors to a given group came from the corresponding stratum. For the “Other” group, this proportion was much lower, namely 30.8%. As expected, this shows that when a selected immigrant did not belong to the group corresponding to his/her stratum, in the vast majority of cases that immigrant belonged to the “Other” category.

The following table shows the final distribution of respondents according to linguistic group. As may be seen, the distribution here is much more equal than in the table of initial sample sizes; this shows that the underlying hypotheses were realistic.

Table 5: Distribution of Respondents by Linguistic Group

Linguistic Group	Number	%
Spanish	655	14.1
Polish	576	12.4
Portuguese	665	14.3
Italian	608	13.1
English-speaking Caribbeans	571	12.3
Chinese	745	16.0
Other	828	17.8
Total	4,648	100.0

9.2 Survey Errors

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

results from a complete count taken under similar conditions is called the sampling error of the estimate.

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

9.2.1 Sampling Errors

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

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

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

For example, suppose that, based upon the survey results, one estimates that 33.7% of Spanish-speaking male immigrants are at literacy level 1 with regard to the document scale, and this estimate is found to have standard error of 0.038. Then the coefficient of variation of the estimate is calculated as:

$$\left(\frac{.038}{.337}\right) \; x \; 100\% \; ' \; 11.3\%$$

Tables giving the coefficients of variation for OALS as well as instructions for their use are given in Section 10.4 CV Release Guidelines.

9.2.2 Non-Sampling Errors

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

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

Sampling Frame:
Because of the use of the 1996 Census, the dwelling frame does not provide perfect coverage of the target population. In particular, it does not cover immigrants residing in new dwellings (that is, dwellings constructed after May 14, 1996, the date of the census). Also, the exclusion of dwellings with a low probability of containing immigrants means that immigrants residing in such dwellings at the time of the survey are not covered either. It is hard to quantify the proportion of immigrants not covered for these reasons, but there is every indication that it lies within an acceptable range.

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

Total non-response occurred when the interviewer was either unable to contact the respondent, no member of the household was able to provide the information, or the respondent refused to participate in the survey. The non-response rate for the OALS was approximately 24%. Analysis of the characteristics of OALS non-respondents suggest that they are not concentrated in any specific group. Total non-response was handled by adjusting the weight of households who responded to the survey to compensate for those who did not respond.

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

The OALS had 3 income questions:

H2: What is the best estimate of your personal income in 1997 from all sources, including those just mentioned?

H3: What is the best estimate of your personal income from only wages, salary or self-employment in 1997?

H4: What is the best estimate of the total income of all household members (including yourself) from all sources in 1997?

The non-response levels to H2, H3 and H4 were, respectively, 15.7%, 10.7% and 27.0%. However, looking further at H4, household income, the non-response was not concentrated within any particular demographic characteristic.

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

Scoring:
Another potential source of non-sampling error for OALS relates to the scoring of the test items, particularly those that were scored on a scale (eg. items that required respondents to write). Special efforts such as

centralizing the scoring and sample verification were made to minimize the extent of scoring errors.

Weighting:
As explained in Section 8, survey weights were adjusted to Census totals that did not include immigrants who arrived in Canada between May 14, 1996 (Census date) and the collection period. As a result, the total number of immigrants is under-estimated, by a proportion estimated to be lower than 5%.

10.0 Guidelines for Tabulation, Analysis and Release

This section of the documentation outlines the guidelines to be adhered to by users tabulating, analysing, 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.

10.1 Rounding Guidelines

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

a) Estimates in the main body of a statistical table are to be rounded to the nearest hundred units using the normal rounding technique. In normal rounding, if the first or only digit to be dropped is 0 to 4, the last digit to be retained is not changed. If the first or only digit to be dropped is 5 to 9, the last digit to be retained is raised by one. For example, in normal rounding to the nearest 100, if the last two digits are between 00 and 49, they are changed to 00 and the preceding digit (the hundreds digit) is left unchanged. If the last digits are between 50 and 99 they are changed to 00 and the preceding digit is incremented by 1.

b) Marginal sub-totals and totals in statistical tables are to be derived from their corresponding unrounded components and then are to be rounded themselves to the nearest 100 units using normal rounding.

c) Averages, proportions, rates and percentages are to be computed from unrounded components (i.e. numerators and/or denominators) and then are to be rounded themselves to one decimal using normal rounding. In normal rounding to a single digit, if the final or only digit to be dropped is 0 to 4, the last digit to be retained is not changed. If the first or only digit to be dropped is 5 to 9, the last digit to be retained is increased by 1.

d) Sums and differences of aggregates (or ratios) are to be derived from their corresponding unrounded components and then are to be rounded

themselves to the nearest 100 units (or the nearest one decimal) using normal rounding.

e) In instances where, due to technical or other limitations, a rounding technique other than normal rounding is used resulting in estimates to be published or otherwise released which differ from corresponding estimates published by Statistics Canada, users are urged to note the reason for such differences in the publication or release document(s).

f) Under no circumstances are unrounded estimates to be published or otherwise released by users. Unrounded estimates imply greater precision than actually exists.

10.2 Sample Weighting Guidelines for Tabulation

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

If proper weights are not used, the estimates derived from the microdata 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 may not allow the generation of estimates that exactly match those available from Statistics Canada, because of their treatment of the weight field.

10.2.1 Definitions of types of estimates: Categorical vs. Quantitative

Before discussing how the OALS data can be tabulated and analysed, 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 OALS.

Categorical Estimates

Categorical estimates are estimates of the number, or percentage of the surveyed population possessing certain characteristics or falling into some defined category. The number of Spanish-speaking immigrants at level 1 of the document scale or their proportion at that level are examples of such

estimates. An estimate of the number of persons possessing a certain characteristic may also be referred to as an estimate of an aggregate.

Examples of Categorical Questions:

Q: Have you ever taken a course to learn (Key Language)?
R: Yes / No

Q: How well can you speak (Key Language)?
R: Poorly / Fairly well / Well / Very well

Quantitative Estimates

Quantitative estimates are estimates of totals or of means, medians and other measures of central tendency of quantities based upon some or all of the members of the surveyed population. They also specifically involve estimates of the form $\hat{X}/\hat{Y}$ 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 weekly hours worked by immigrants at their job. The numerator is an estimate of the total weekly hours worked, and its denominator is the estimated number of employed immigrants.

Examples of Quantitative Questions :

Q: How many hours per week did you usually work at this job?
R: |_|_| hours

Q: During the past 12 months, for how many weeks were you without work and NOT looking for work?
R: |_|_| weeks

10.2.2 Tabulation of Categorical Estimates

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

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

10.2.3 Tabulation of Quantitative Estimates

Estimates of quantities can be obtained from the microdata file by multiplying the value of the variable of interest by the final weight for each record, then summing this quantity over all records of interest. For example, to obtain an estimate of the total weekly hours usually worked by immigrants, multiply the value reported in D13 (hours worked per week) by the final weight for the record, then sum this value over all records with D1=1 (employed immigrants).

To obtain a weighted average of the form X/Y, the numerator (X) is calculated as for a quantitative estimate and the denominator (Y) is calculated as for a categorical estimate. For example, to estimate the average number of weekly hours usually worked,

(a) estimate the total number of hours as described above,
(b) estimate the number of people in this category by summing the final weights of all records with D1=1, then
(c) divide estimate (a) by estimate (b).

10.3 Guidelines for Statistical Analysis

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

While many analysis procedures found in statistical packages allow weights to be used, the meaning or definition of the weight in these procedures differ from that which is appropriate in a sample survey framework, with the result that while in many cases the estimates produced

by the packages are correct, the variances that are calculated are poor. Variances for simple estimates such as totals, proportions and ratios (for qualitative variables) are provided in the accompanying Sampling Variability Tables.

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

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

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

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

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

10.4 C.V. Release Guidelines

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

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

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

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

Quality Level Guidelines

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

10.5 Remote Data Access

The OALS Micro Data file has been formatted in such a manner that any variables which have been suppressed for reasons of confidentiality (e.g. discrete age) are given a field position which corresponds to their position on the Master file residing at Statistics Canada. This format is followed in order to facilitate tabulation requests to Statistics Canada using one or a combination of these confidential variables. Procedures now in place allow users who know the position to confidential variables the ability to send complete programs written in various popular statistical packages, to send request via the Internet, and, once the results of these tables have been vetted for confidentiality, the results can be quickly encrypted and returned to the user. This procedure is commonly referred to as “Remote Data Access” . The benefits of such a system include, more affordable special tabulations, faster turn around of data to our clients and increased accessibility to the data.

For more information about the Remote Data Access program, please contact Statistics Canada’s Special Surveys Division at SPECIAL@STATCAN.CA or call (613) 951-4598.

11.0 Approximate Sampling Variability Tables

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

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

The table below shows the design effects, sample sizes and population counts by group of interest, which were used to produce the Approximate Sampling Variability Tables.

LINGUISTIC GROUP	DESIGN EFFECT	SAMPLE SIZE	POPULATION
Spanish	2.0	655	62,428
Polish	1.7	576	70,585
Portuguese	1.7	665	92,761
Italian	1.5	608	149,494
Caribbean	1.7	571	148,442
Chinese	1.5	745	215,266
All groups	10.9	4648	1,894,116

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

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

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

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

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

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

Rule 2: Estimates of Proportions or Percentages Possessing a Characteristic

The coefficient of variation of an estimated proportion or percentage depends on both the size of the proportion or percentage and the size of the total upon which the proportion or percentage is based. Estimated proportions or percentages are relatively more reliable than the corresponding estimates of the numerator of the proportion or percentage, when the proportion or percentage is based upon a sub-group of the population. For example, the proportion of male Spanish-speaking immigrants at level 1 of the document scale is more reliable than the estimated number of male Spanish immigrants at level 1 of the document scale. (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 domain 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 domain (e.g. those in a particular sex or age group), reference should be made to the proportion or percentage (across the top of the table) and to the numerator of the proportion or percentage (down the left side of the table). The intersection of the appropriate row and column gives the coefficient of variation.

Rule 3: Estimates of Differences Between Aggregates or Percentages

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

$$s_{\hat{d}} = \sqrt{(\hat{X}_1 a_1)^2 + (\hat{X}_2 a_2)^2}$$

where $\hat{X}_1$ is estimate 1, $\hat{X}_2$ is estimate 2, and a_1 and a_2 are the coefficients of variation of $\hat{X}_1$ and $\hat{X}_2$ respectively. The coefficient of variation of $\hat{d}$ is given by $s_{\hat{d}}/\hat{d}$. 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 male Spanish-speaking immigrants and the numerator is the number of male Spanish-speaking immigrants at level 1 of the document scale.

In the case where the numerator is not a subset of the denominator, for example, the ratio of the number of male Chinese-speaking immigrants at level 4/5 of the document scale as compared to the number of female Chinese-speaking immigrants at the same level, 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:

$$s_{\hat{R}} = \hat{R}\sqrt{a_1^2 + a_2^2}$$

where a_1 and a_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

s_R/R. The formula will tend to overstate the error, if $\bar{X}_1$ and $\bar{X}_2$ are positively correlated and understate the error if $\bar{X}_1$ and $\bar{X}_2$ 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.

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

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

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

Suppose that a user estimates that 23,933 Spanish-speaking immigrants are at level 1 of the document scale. How does the user determine the coefficient of variation of this estimate?

(1) Refer to the cv table for Spanish.

(2) The estimated aggregate (23,933) 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 24,000.

(3) The coefficient of variation for an estimated aggregate is found by referring to the first non-asterisk entry on that row, namely, 6.9%.

(4) So the approximate coefficient of variation of the estimate is 6.9%.
The finding that there are 23,933 Spanish-speaking immigrants at level 1 of the document scale is publishable with no qualifications.

Example 2 : Estimates of Proportions or Percentages Possessing a Characteristic

Suppose that the user estimates that 9,814/29,105=33.7% of male Spanish-speaking immigrants are at level 1 of the document scale. How does the user determine the coefficient of variation of this estimate?

(1) Refer to the table for Spanish.

(2) Because the estimate is a percentage which is based on a subset of the complete domain (i.e., male Spanish-speaking immigrants), it is necessary to use both the percentage (33.7%) and the numerator portion of the percentage (9,814) in determining the coefficient of variation.

(3) The numerator, 9,814, does not appear in the left-hand column (the 'Numerator of Percentage' column) so it is necessary to use the figure closet to it, namely 10,000. Similarly, the percentage estimate does not appear as any of the column headings, so it is necessary to use the figure closest to it, 35.0%.

(4) The figure at the intersection of the row and column used, namely 11.1% is the coefficient of variation to be used.

(5) So the approximate coefficient of variation of the estimate is 11.1%. The finding that 33.7% of male Spanish-speaking immigrants are at level 1 of the document scale can be published with no qualifications.

Example 3 : Estimates of Differences Between Aggregates or Percentages

Suppose that a user estimates that 9,814/29,105=33.7% of male Spanish-speaking immigrants are at level 1 of the document scale, as compared to 14,119/33,323=42.4% for female Spanish-speaking immigrants. How does the user determine the coefficient of variation of the difference between these two estimates?

(1) Using the Spanish cv table for in the same manner as described in example 2 gives the cv of the estimate for males as 11.1%, and the cv of the estimate for females as 9.0%.

(2) Using rule 3, the standard error of a difference ($\hat{d} = \hat{X}_1 - \hat{X}_2$) is:

$$s_{\hat{d}} = \sqrt{(\hat{X}_1 a_1)^2 + (\hat{X}_2 a_2)^2}$$

where $\hat{X}_1$ is estimate 1, $\hat{X}_2$ is estimate 2, and a_1 and a_2 are the coefficients of variation of $\hat{X}_1$ and $\hat{X}_2$ respectively.

That is, the standard error of the difference $\hat{d}$ = (.424-.337) = .087 is:

$$s_{\hat{d}} = \sqrt{[(.424)(.090)]^2 + [(.337)(.111)]^2}$$

$$= \sqrt{(.001456) + (.001399)}$$

$$= .053$$

(3) The coefficient of variation of $\hat{d}$ is given by $s_{\hat{d}}/\hat{d}$ = .053/.087 = 0.61.

(4) So the approximate coefficient of variation of the difference between the estimates is 61%. This estimate should either not be released or flagged and accompanied by a warning.

Example 4 : Estimates of Ratios

Suppose that the user estimates that 12,762 male Chinese-speaking immigrants are at level 4/5 of the document scale, while 9,774 female Chinese immigrants are at the same level. The user is interested in comparing the estimate of men versus that of women in the form of a ratio. How does the user determine the coefficient of variation of this estimate?

(1) First of all, this estimate is a ratio estimate, where the numerator of the estimate (= $\hat{X}_1$) is the number of male Chinese-speaking immigrants at level 4/5 of the document scale. The denominator of the estimate (= $\hat{X}_2$) is the number of female Chinese-speaking immigrants at level 4/5 of the document scale.

(2) Refer to the table for Chinese.

(3) The numerator of this ratio estimate is 12,762. The figure closest to it is 13,000. The coefficient of variation for this estimate is found by referring to the first non-asterisk entry on that row, namely, 17.3%.

(4) The denominator of this ratio estimate is 9,774. The figure closest to it is 10,000. The coefficient of variation for this estimate is found by referring to the first non-asterisk entry on that row, namely, 20.3%.

(5) So the approximate coefficient of variation of the ratio estimate is given by rule 4, which is,

$$a_{\hat{R}} = \sqrt{a_1^2 + a_2^2}$$

where a_1 and a_2 are the coefficients of variation of $\bar{X}_1$ and $\bar{X}_2$ respectively.

That is ,

$$a_{\hat{R}} = \sqrt{(.173)^2 + (.203)^2}$$

$$= 0.267$$

The obtained ratio of men versus women Chinese-speaking immigrants at level 4/5 of the document scale is 12,762/9,774 which is 1.31:1. The coefficient of variation of this estimate is 26.7%, which should be flagged and accompanied by a warning.

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

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

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

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

differences would be less than three standard errors. These different degrees of confidence are referred to as the confidence levels.

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

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

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

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

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

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

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

A 95% confidence interval for the estimated proportion of male Spanish immigrants at level 1 of the document scale (from Example 2, section 10.2) would be calculated as follows.

$\hat{X}$ = 33.7% (or expressed as a proportion = .337)

t = 2

$a_{\hat{X}}$ = 11.1% (.111 expressed as a proportion) is the coefficient of variation of this estimate as determined from the tables.

CI_X = {.337 - (2) (.337) (.111), .337 + (2) (.337) (.111)}

CI_X = {.337 - .075, .337 + .075}

CI_X = {.262, .412}

With 95% confidence it can be said that between 26.2% and 41.2% of male Spanish-speaking immigrants are at level 1 of the document scale.

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

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

Let $\mathbf{X_1}$ and $\mathbf{X_2}$ be sample estimates for 2 characteristics of interest. Let the standard error on the difference $\hat{X}_1 - \hat{X}_2$ be $s_{\hat{d}}$.

If $t = \frac{\hat{X}_1 \ \& \ \hat{X}_2}{s_{\hat{d}}}$ is between -2 and 2, then no conclusion about the difference between the characteristics is justified at the 5% level of significance. If however, this ratio is smaller than -2 or larger than +2, the observed difference is significant at the 0.05 level. That is to say that the characteristics are significant.

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

Let us suppose we wish to test, at 5% level of significance, the hypothesis that there is no difference between the proportion of male and female Spanish-speaking immigrants at level 1 of the document scale. From example 3, section 10.2, the standard error of the difference between these two estimates was found to be = .053. Hence ,

$$t \;=\; \frac{\hat{X}_1 \;-\; \hat{X}_2}{s_{\hat{d}}} \;=\; \frac{.337 \;-\; .424}{.053} \;=\; \frac{-.087}{.053} \;=\; -1.64.$$

Since t = -1.64 is between -2 and 2, it must be concluded that there is no significant difference between the two estimates at the 0.05 level of significance.

11.4 Coefficients of Variation for Quantitative Estimates

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

As a general rule, however, the coefficient of variation of a quantitative total will be larger than the coefficient of variation of the corresponding category estimate (i.e., the estimate of the number of persons contributing to the quantitative estimate). If the corresponding category estimate is not releasable, the quantitative estimate will not be either. For example, the coefficient of variation of the total number of weeks usually worked would be greater than the coefficient of variation of the corresponding proportion of employed people. Hence if the coefficient of variation of the proportion is not releasable, then the coefficient of variation of the corresponding quantitative estimate will also not be releasable.

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

11.5 Release Cut-off's for IALS

The minimum sizes of the estimates for the groups of interest are specified in the table below. Estimates smaller than the minimum size given in the "Unacceptable" column are not recommended for release.

Table of Release Cut-offs

Linguistic Group	Acceptable	Marginal	Unacceptable
Spanish	6,500 & +	1,500-6,500	under 1,500
Polish	7,000 & +	2,000-7,000	under 2,000
Portuguese	8,000& +	2,000-8,000	under 2,000
Italian	12,500 & +	3,500-12,500	under 3,500
Caribbean English	14,500 & +	4,000-14,500	under 4,000
Chinese	15,000 & +	4,000-15,000	under 4,000
All groups	150,000 & +	39,000-150,000	under 39,000

11.6 CV Tables

12.0 Questionnaires

Click Here

The following questionnaires were used in to collect the information for the OALS survey. There are 2 different questionnaires:

a) the OALS Background questionnaire
b) the literacy Task Booklet

Included here is the OALS Background Questionnaire which contains the questions asked of the respondent. The Task Booklet is the literacy test that the respondents completed. However, since this test is still being used in other survey applications, a copy is not included here.

Special Surveys Division

Ontario Adult Literacy Survey

Confidential once completed.

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

Version française disponible.

BQ

Affix label here

1. Language of questionnaire

1 ● English 2 ○ French

2. Total number of calls

3. Interviewer name

Interviewer no.

4. Final status

☐ BQ ☐ Task

☞ *INTERVIEWER: Please provide a detailed reason for non-response in the area provided on page 17 of this questionnaire.*

Record of Calls and Appointments

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

Introduction

Hello, this is ... from Statistics Canada.

Statistics Canada is conducting a provincial literacy survey in cooperation with the Government of Ontario. Your voluntary participation is needed if the results are to be accurate.

Results from the survey will be used to plan programs suited to the needs of Ontarians. Your answers will be kept confidential and combined with those of others to produce statistics.

5. INTERVIEWER CHECK ITEM:

Verify that the household contact lives at the address indicated on the label.

1 ○ ☎ **By phone** ▶ Ask the respondent: Is your address (READ THE LABEL)?

3 ○ Yes ▶ Go to S1

4 ○ No ▶ Thank the respondent for their time and end the interview. A personal visit to the address will be required.

2 ○ ☞ **In person** ▶ (No verification necessary) ▶ Go to S1

Reference Area KEY LANGUAGE (Transcribe value from Question B1, page 6)

1 ○ English 2 ○ French 3 ○ Neither

8-5300-349.1: 1998-01-22 STC/SSD-040-75116

Statistics Canada Statistique Canada

Canada

Screener

S1. This survey requires that I meet in person with one selected member of your household. In order to determine which person this is, I have a few questions to ask about your household.

Starting with the oldest, what is the first name and last name of each person who is now living or staying here and who has no usual place of residence elsewhere?

(Enter first name and last name in the table below).

S2. Are there any persons away from this household attending school, visiting, travelling or in a hospital who usually live here?

1 ○ Yes - Enter first name and last name in the table and ▶ *Go to S3*

2 ○ No ▶ *Go to S3*

S3. Does anyone else live at this dwelling such as other relatives, roomers, boarders or employees?

3 ○ Yes - Enter first name and last name in the table and complete parts S5 through S8 for each person in the table.

4 ○ No - Complete parts S5 through S8 for each person in the table.

	S4. First name, Last name	**S5.** Age	**S6.** Sex	**S7.** Was ... born in Canada?	**S8.** Assign a listing number if age **16-69** years and **S7 = No**
A		☐☐	1 ○ M 2 ○ F	3 ○ Yes 4 ○ No	☐☐
B		☐☐	1 ○ M 2 ○ F	3 ○ Yes 4 ○ No	☐☐
C		☐☐	1 ○ M 2 ○ F	3 ○ Yes 4 ○ No	☐☐
D		☐☐	1 ○ M 2 ○ F	3 ○ Yes 4 ○ No	☐☐
E		☐☐	1 ○ M 2 ○ F	3 ○ Yes 4 ○ No	☐☐
F		☐☐	1 ○ M 2 ○ F	3 ○ Yes 4 ○ No	☐☐
G		☐☐	1 ○ M 2 ○ F	3 ○ Yes 4 ○ No	☐☐
H		☐☐	1 ○ M 2 ○ F	3 ○ Yes 4 ○ No	☐☐
I		☐☐	1 ○ M 2 ○ F	3 ○ Yes 4 ○ No	☐☐
J		☐☐	1 ○ M 2 ○ F	3 ○ Yes 4 ○ No	☐☐
K		☐☐	1 ○ M 2 ○ F	3 ○ Yes 4 ○ No	☐☐
L		☐☐	1 ○ M 2 ○ F	3 ○ Yes 4 ○ No	☐☐

S9. **It will take me a moment to determine the person to interview ...** *(Select person using the Selection Grid on the label)*

Enter listing number of selected person ☐☐

The member of your household selected is →

First name _____

Last name _____

If no person within the household is eligible, **ENTER '00'** as the listing number, **ENTER 'J'** as the final status for BQ on the cover page, thank the respondent and end the interview.

S10. Ask to speak to the selected person if available. Does the selected person speak English, French or both?

1 ○ Yes... 3 ○ English ▶ *Go to S14 to schedule an interview in English.*

4 ○ French ▶ *Change to a French questionnaire and go to S14 to schedule an interview in French.*

5 ○ Both..... Prompt for preferred language (usually the one read best)

6 ○ English ▶ *Go to S14 to schedule an interview in English.*

7 ○ French ▶ *Change to a French questionnaire and go to S14 to schedule an interview in French.*

2 ○ No ▶ *Go to S11*

S11. Determine in which language the selected person wants to be interviewed.

1 ○ Spanish

2 ○ Portuguese

3 ○ Polish

4 ○ Italian

5 ○ Mandarin

6 ○ Cantonese

7 ○ Other – *Specify* ☐☐☐☐☐☐☐☐☐☐☐☐☐☐

S12. Are you (the interviewer) able to communicate with the selected respondent in the S11 language?

1 ○ Yes ▶ *Go to S14*

2 ○ No ▶ *Go to S13*

S13. Is there anyone in the household who can act as interpreter in English or French for the respondent?

3 ○ Yes... 5 ○ English... Schedule appointment for an English interview.

6 ○ French... Schedule appointment for a French interview.

4 ○ No... Schedule appointment with an RO interpreter fluent in... (refer to S11 - Language).

S14. *Scheduled interview ....*

Selected Respondent

Name of Household Contact

Address

Telephone No.

Day/Date

Time of Day

Thank the household contact. Say that an interviewer will come by at the agreed upon time.

End of Screener

6. *INTERVIEWER: Record start time of BQ*

☞ ☐☐:☐☐

Section A – General Information

First I'd like to ask you a few questions about your background and your education.

A1. **What is your date of birth?**

☐☐	☐☐	19☐☐
Day	Month	Year

A2. **What is your marital status?**

1 ○ now married or common-law
2 ○ single never married
3 ○ widow or widower
4 ○ separated or divorced

A3. **In what country were you born?**

01 ○ Italy
02 ○ Portugal
03 ○ Poland
04 ○ Jamaica
05 ○ China, People's Republic of (including Hong Kong)
06 ○ Mexico
07 ○ United Kingdom
08 ○ Trinidad and Tobago
09 ○ El Salvador
10 ○ Chile
11 ○ Ecuador
12 ○ Argentina
13 ○ Peru
14 ○ Viet Nam
15 ○ Columbia
16 ○ Other – *Specify*

A4. **What is your current immigration status?**

(INTERVIEWER: A landed immigrant is a person who has been granted the right to live in Canada permanently by immigration authorities.)

1 ○ Landed immigrant
2 ○ Canadian citizen
3 ○ Refugee claimant
4 ○ Visitor visa
5 ○ Student visa
6 ○ Worker visa

▶ *Go to A7*

7 ○ Other – *Specify*

A5. **In what year did you first immigrate to Canada?**

19☐☐

A6. **Before you first immigrated to Canada, what was the highest level of schooling you had completed?**
(Mark one only)

01 ○ No education
02 ○ Did not complete Primary
03 ○ Completed Primary
04 ○ Some Secondary
05 ○ Completed Secondary
06 ○ Completed non-university Post-Secondary
07 ○ Completed university
08 ○ Completed university Post-Graduate
09 ○ Education not definable by level

A7. **What is the highest level of schooling you have ever completed?**
(Mark one only)

01 ○ No education ▶ *Go to Q. B1*
02 ○ Did not complete Primary
03 ○ Completed Primary
▶ *Go to Q. A8*
04 ○ Some Secondary ▶ *Go to Q. A10*
05 ○ Completed Secondary
06 ○ Completed non-university Post-Secondary
07 ○ Completed university
08 ○ Completed university Post Graduate
▶ *Go to Q. A13*
09 ○ Education not definable by level ▶ *Go to Q. B1*

A8. **During your lifetime, how many years of formal education have you completed beginning with grade one and not counting repeated years at the same level?**

☐☐

A9. **What was the main reason you stopped your schooling when you did?**
(Mark one only)

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

▶ *Go to Q. B1*

A10. **During your lifetime, how many years of formal education have you completed beginning with grade one and not counting repeated years at the same level?**

☐☐

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

an academic / college preparatory type program? ..... 1 ○

a business (commercial) or trade / vocational type program? ..... 2 ○

a high school equivalency program? .... 3 ○

don't know / not applicable ..... 4 ○

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

01 ○ Still in school

02 ○ Had enough education

03 ○ Had to work / financial reasons

04 ○ Wanted to work / wanted to learn a trade

05 ○ Family reasons (help family business, illness at home, marriage, pregnancy, etc.)

06 ○ Did not like school / boredom

07 ○ Did not do well in school

08 ○ Personal illness or disability

09 ○ School not available / not accessible

10 ○ To join the military

11 ○ Don't know

12 ○ Other – *Specify*

_____

_____

Go to Q. B1

A13. **During your lifetime, how many years of formal education have you completed beginning with grade one and not counting repeated years at the same level?**

☐☐

A14. **In what country did you complete your secondary education?**

01 ○ Canada

02 ○ Italy

03 ○ Portugal

04 ○ Poland

05 ○ Jamaica

06 ○ China, People's Republic of (including Hong Kong)

07 ○ Mexico

08 ○ United Kingdom

09 ○ Trinidad and Tobago

10 ○ El Salvador

11 ○ Chile

12 ○ Ecuador

13 ○ Argentina

14 ○ Peru

15 ○ Viet Nam

16 ○ Columbia

17 ○ Other – *Specify*

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A15. **Which of the following best describes your secondary program? Was it ...**
(Mark one only)

an academic / college preparatory type program? ..... 1 ○

a business (commercial) or trade / vocational type program? ..... 2 ○

a high school equivalency program? .... 3 ○

don't know / not applicable ..... 4 ○

Section B – Linguistic Information

I would now like to ask a few questions about the languages you know.

B1. **If you were given something to READ, which language would you prefer, English or French?** *(Mark one only)*

1 ○ English ▶ *Mark "English" as KEY LANGUAGE in the Reference Area on the cover page*

2 ○ French ▶ *Mark "French" as KEY LANGUAGE in the Reference Area on the cover page*

3 ○ Neither ▶ *Mark "Neither" as KEY LANGUAGE in the Reference Area on the cover page*

B2. **What language did you FIRST SPEAK as a child?** *(Mark one only)*

01 ○ English ▶ *Go to Q. B14*

02 ○ French

05 ○ Italian

06 ○ Portuguese

07 ○ Polish

08 ○ Spanish

09 ○ Cantonese

10 ○ Mandarin

11 ○ German

12 ○ Greek

13 ○ Tagalog (Philippines)

14 ○ Russian

15 ○ Dutch

16 ○ Arabic

17 ○ Other – *Specify*

B3. **How would you rate your current ability to SPEAK that language?**

Language Code

☞ *INTERVIEWER : Insert Code from Q. B2*

Cannot speak that language ..... 1 ○

Poor ..... 2 ○

Fair ..... 3 ○

Good ..... 4 ○

Very Good ..... 5 ○

B4. **How would you rate your current ability to UNDERSTAND that language when it is SPOKEN to you?**

Language Code

☞ *INTERVIEWER : Insert Code from Q. B2*

Cannot understand that language ..... 1 ○

Poor ..... 2 ○

Fair ..... 3 ○

Good ..... 4 ○

Very Good ..... 5 ○

B5. **How would you rate your current READING skills in that language?**

Language Code

☞ *INTERVIEWER : Insert Code from Q. B2*

Cannot read in that language ..... 1 ○

Poor ..... 2 ○

Fair ..... 3 ○

Good ..... 4 ○

Very Good ..... 5 ○

B6. **How would you rate your current WRITING skills in that language?**

Language Code

☞ *INTERVIEWER : Insert Code from Q. B2*

Cannot write in that language ..... 1 ○

Poor ..... 2 ○

Fair ..... 3 ○

Good ..... 4 ○

Very Good ..... 5 ○

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

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

01 ○ English
02 ○ French
03 ○ Italian
04 ○ Portuguese
05 ○ Polish
06 ○ Spanish
07 ○ Cantonese
08 ○ Mandarin
09 ○ German
10 ○ Greek
11 ○ Tagalog (Philippines)
12 ○ Russian
13 ○ Dutch
14 ○ Arabic
15 ○ Other 1 – Specify

16 ○ Other 2 – *Specify*

B8. **What language did you first learn to READ and WRITE?**
(Mark one only)

01 ○ English
02 ○ French
03 ○ Italian
04 ○ Portuguese
05 ○ Polish
06 ○ Spanish
07 ○ Chinese
08 ○ German
09 ○ Greek
10 ○ Tagalog (Philippines)
11 ○ Russian
12 ○ Dutch
13 ○ Arabic
14 ○ Other – *Specify*

15 ○ Did not learn to read and write

B9. **INTERVIEWER CHECK ITEM:**

If KEY LANGUAGE is ...

1 ○ Neither ▶ *Go to Q. B14*

2 ○ English or French ▶ *Go to Q. B10*

B10. **How old were you when you first started to learn (KEY LANGUAGE)?**

☞ *INTERVIEWER : Insert lowest age mentioned*

☐☐ years old

00 ○ Does not speak **(KEY LANGUAGE)** ▶ *Go to Q. B12*

B11. **How well can you SPEAK (KEY LANGUAGE)?**

Poorly ..... 1 ○
Fairly well ..... 2 ○
Well ..... 3 ○
Very well ..... 4 ○

B12. **How well do you UNDERSTAND (KEY LANGUAGE) when it is SPOKEN to you?**

Poorly ..... 1 ○
Fairly well ..... 2 ○
Well ..... 3 ○
Very well ..... 4 ○

Cannot understand **(KEY LANGUAGE)** ..... 5 ○

B13. **Have you ever taken a course to learn (KEY LANGUAGE)?**

1 ○ Yes
2 ○ No

B14. **What languages (including the language of this interview) do you speak well enough to conduct a conversation?**
(Mark all that apply)

☞ *INTERVIEWER: If only one language, Go to Q. B19*

01 ○ English
02 ○ French
03 ○ Italian
04 ○ Portuguese
05 ○ Polish
06 ○ Spanish
07 ○ Cantonese
08 ○ Mandarin
09 ○ German
10 ○ Greek
11 ○ Tagalog (Philippines)
12 ○ Russian
13 ○ Dutch
14 ○ Arabic
15 ○ Other 1 – *Specify*

16 ○ Other 2 – *Specify*

17 ○ Other 3 – *Specify*

18 ○ Other 4 – *Specify*

B15. **What language do you SPEAK most often at home?**
(Mark one only)

01 ○ English
02 ○ French
03 ○ Italian
04 ○ Portuguese
05 ○ Polish
06 ○ Spanish
07 ○ Cantonese
08 ○ Mandarin
09 ○ German
10 ○ Greek
11 ○ Tagalog (Philippines)
12 ○ Russian
13 ○ Dutch
14 ○ Arabic
15 ○ Other – *Specify*

B16. **What language do you SPEAK most often at work or school?**
(Mark one only)

01 ○ English
02 ○ French
03 ○ Italian
04 ○ Portuguese
05 ○ Polish
06 ○ Spanish
07 ○ Cantonese
08 ○ Mandarin
09 ○ German
10 ○ Greek
11 ○ Tagalog (Philippines)
12 ○ Russian
13 ○ Dutch
14 ○ Arabic
15 ○ Other – *Specify*
16 ○ Does not work or attend school

B17. **What language do you SPEAK most often during leisure activities?**
(Mark one only)

01 ○ English
02 ○ French
03 ○ Italian
04 ○ Portuguese
05 ○ Polish
06 ○ Spanish
07 ○ Cantonese
08 ○ Mandarin
09 ○ German
10 ○ Greek
11 ○ Tagalog (Philippines)
12 ○ Russian
13 ○ Dutch
14 ○ Arabic
15 ○ Other – *Specify*

B18. **In which language can you express yourself most easily?**
(Mark one only)

01 ○ English
02 ○ French
03 ○ Italian
04 ○ Portuguese
05 ○ Polish
06 ○ Spanish
07 ○ Cantonese
08 ○ Mandarin
09 ○ German
10 ○ Greek
11 ○ Tagalog (Philippines)
12 ○ Russian
13 ○ Dutch
14 ○ Arabic
15 ○ Other – *Specify*

B19. **To which ethnic or cultural group did your ancestors belong?**
(Mark all that apply)

01 ○ English
02 ○ French
03 ○ Italian
04 ○ Portuguese
05 ○ Polish
06 ○ Spanish
07 ○ Chinese
08 ○ Jamaican
09 ○ Chilean
10 ○ Trinidadian and Tobagian
11 ○ Salvadorean
12 ○ Other 1 – *Specify*
13 ○ Other 2 – *Specify*

B20. **When you think of others in Canada from the same ethnic or cultural group as yourself, how close would you say that you feel to that group as a whole? Would you say ...**

very close? ..... 1 ○
fairly close? ..... 2 ○
not very close? ..... 3 ○
not close at all? ..... 4 ○
don't know ..... 5 ○

B21. **How important is it for you to maintain ties with others in Canada from the same ethnic or cultural group as yourself? Is it ...**

very important? ..... 1 ○
fairly important? ..... 2 ○
not very important? ..... 3 ○
not important at all? ..... 4 ○
don't know ..... 5 ○

B22. **How important is it for you to establish and maintain ties with others in Canada who are not from the same ethnic or cultural group as yourself? Is it ...**

- **very important?** ..... 1 ○
- **fairly important?** ..... 2 ○
- **not very important?** ..... 3 ○
- **not important at all?** ..... 4 ○
- don't know ..... 5 ○

B23. **How important is it for you to carry on the values and traditions of your ethnic or cultural group or your homeland? Would you say ...**

- **very important?** ..... 1 ○
- **fairly important?** ..... 2 ○
- **not very important?** ..... 3 ○
- **not important at all?** ..... 4 ○
- don't know ..... 5 ○

Section C – Parental Information

C1. **What was the highest level of schooling that your mother (female guardian) ever completed?**
(Mark one only)

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

C2. **What was the highest level of schooling that your father (male guardian) ever completed?**
(Mark one only)

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

Section D – Labour Force Information

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

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

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

- 7 ○ Yes ▶ *Go to Q. D4*
- 8 ○ No

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

- 1 9 ▶ *Go to Q. D19*
- 00 ○ Never worked ▶ *Go to Q. D19*

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

☐☐ employer(s)

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

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

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

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

D7. **For whom did you work the most hours in the past 12 months?** *(Name of business, government department, or person)*

D8. **What kind of business, industry or service was this?** *(Give full description, e.g. fish canning plant, automobile manufacturing plant, municipal government)*

D9. **What kind of work were you doing at this job?** *(Give full description or occupational title, e.g. office clerk, machine operator, computer programmer)*

D10. **In total, about how many persons are employed by this business at all locations in Canada?**

Less than 20? ..... 1 ○

20 to 99?..... 2 ○

100 to 199?..... 3 ○

200 to 499?..... 4 ○

500 or more? ..... 5 ○

Don't know ..... 6 ○

D11. **What was your status at this job? Was it as an ...**

employee without supervisory responsibilities? ..... 1 ○

employee with limited supervisory or management responsibilities (5 persons or less)? ..... 2 ○

employee with more extensive supervisory or management responsibilities (more than 5 persons)? . 3 ○

self-employed without employees? ..... 4 ○

self-employed with employees? ..... 5 ○

family worker (unpaid)? ..... 6 ○

D12. **What type of job was this? Was or is this job a ...**

permanent job or work contract of unlimited duration? ..... 7 ○

temporary job or work contract of limited duration? ..... 8 ○

D13. **How many hours per week did you usually work at this job?**

☐☐ hours

D14. **During the past 12 months, how many weeks did you work (at all jobs including time off for vacation, maternity leave, illness, strikes and lockouts) ?**

☐☐ weeks - If **52**, ▶ *Go to Q. E1*

D15. **During the past 12 months, in the weeks when you were without work, did you want to work?**

1 ○ Yes ▶ *Go to Q. D17*

2 ○ No

D16. **Why did you not want to work?** *(Mark one only)*

1 ○ Own illness or disability

2 ○ Child care responsibilities

3 ○ Other personal or family responsibilities

4 ○ Going to school or taking training

5 ○ Retired

6 ○ Not interested in working

7 ○ Other – *Specify*

Go to Q. E1

D17. **During the past 12 months, for how many weeks were you without work and NOT looking for work?**

☐☐ weeks - If **00**, ▶ *Go to Q. E1*

D18. **What is the main reason why you did not look for work during these weeks?** *(Mark only one)*

1 ○ Own illness or disability

2 ○ Child care responsibilities

3 ○ Other personal or family responsibilities

4 ○ Awaiting recall from a temporary layoff

5 ○ Waiting for a job to start

6 ○ Did not have the skills or the experience for available jobs

7 ○ Too old to work / Retired

8 ○ Other – *Specify*

Go to Q. E1

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

1 ○ Yes ▶ *Go to Q. D21*

2 ○ No

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

1 ○ Own illness or disability

2 ○ Child care responsibilities

3 ○ Other personal or family responsibilities

4 ○ Going to school or taking training

5 ○ Retired

6 ○ Not interested in working

7 ○ Homemaker

8 ○ Other – *Specify*

_____

_____

▶ *Go to Q. F1*

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

☐☐ weeks - If **00**, ▶ *Go to Q. F1*

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

1 ○ Own illness or disability

2 ○ Child care responsibilities

3 ○ Other personal or family responsibilities

4 ○ Awaiting recall from a temporary layoff

5 ○ Waiting for a job to start

6 ○ Did not have the skills or the experience for available jobs

7 ○ Too old to work / Retired

8 ○ Other – *Specify*

_____

_____

▶ *Go to Q. F1*

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

E1. **INTERVIEWER CHECK ITEM:**
If KEY LANGUAGE is ...

1 ○ Neither ▶ *Go to Q. E8*

2 ○ English or French ▶ *Go to Q. E2*

E2. **The following questions refer to the JOB at which you worked the most hours in the last 12 months.**

How often do you READ or use information in (KEY LANGUAGE) from each of the following as part of your MAIN JOB? Would you say every day, a few times a week, once a week, less than once a week, rarely or never?

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

E3. **How often do you WRITE or fill out in (KEY LANGUAGE) each of the following as part of your MAIN JOB? Would you say every day, a few times a week, once a week, less than once a week, rarely or never?**

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

E4. **How would you rate your READING skills in (KEY LANGUAGE) for your MAIN JOB?**

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

E5. **To what extent are your READING skills in (KEY LANGUAGE) limiting your job opportunities - for example, advancement or getting another job?**

- **Greatly limiting** ..... 6 ○
- **Somewhat limiting** ..... 7 ○
- **Not at all limiting** ..... 8 ○

E6. **How would you rate your WRITING skills in (KEY LANGUAGE) for your MAIN JOB?**

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

E7. **To what extent are your WRITING skills in (KEY LANGUAGE) limiting your job opportunities - for example, advancement or getting another job?**

- **Greatly limiting** ..... 6 ○
- **Somewhat limiting** ..... 7 ○
- **Not at all limiting** ..... 8 ○

E8. **In your MAIN JOB, how often do you use arithmetic or mathematics (that is, adding, subtracting, multiplying or dividing) to:**

a) **measure or estimate the size or weight of objects?**

- **Every day** ..... 01 ○
- **A few times a week** ..... 02 ○
- **Once a week** ..... 03 ○
- **Less than once a week** ..... 04 ○
- **Never** ..... 05 ○

b) **calculate prices, costs or budgets?**

- **Every day** ..... 06 ○
- **A few times a week** ..... 07 ○
- **Once a week** ..... 08 ○
- **Less than once a week** ..... 09 ○
- **Never** ..... 10 ○

E9. **How would you rate your MATHEMATICAL skills for your MAIN JOB?**

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

E10. **To what extent are your MATHEMATICAL skills limiting your job opportunities - for example, advancement or getting another job?**

- **Greatly limiting** ..... 6 ○
- **Somewhat limiting** ..... 7 ○
- **Not at all limiting** ..... 8 ○

Section F – Adult Education

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

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

1 ○ Yes

2 ○ No ▶ *Go to Q. F3*

F2. **What was the main reason you took this training or education? Was it for ...**
(Mark one only)

career / job related purposes? ..... 3 ○

personal interest? .... 4 ○

other ..... 5 ○

F3. **During the past 12 months, was there any training or education that you WANTED to take for career or job related reasons but did not?**

1 ○ Yes

2 ○ No ▶ *Go to Q. F5*

F4. **What were the reasons you did not take this training or education?**
(Mark all that apply)

01 ○ Too busy / lack of time
02 ○ Too busy at work
03 ○ Course not offered
04 ○ Family responsibilities
05 ○ Too expensive / no money
06 ○ Lack of qualifications
07 ○ Lack of employer support
08 ○ Course offered at inconvenient time
09 ○ Language reasons
10 ○ Health reasons
11 ○ Other

F5. **During the past 12 months, was there any other training that you WANTED to take but did not, such as hobby, recreational or interest courses?**

1 ○ Yes

2 ○ No ▶ *Go to Q. G1*

F6. **What were the reasons you did not take this training or education?**
(Mark all that apply)

01 ○ Too busy / lack of time
02 ○ Too busy at work
03 ○ Course not offered
04 ○ Family responsibilities
05 ○ Too expensive / no money
06 ○ Lack of qualifications
07 ○ Lack of employer support
08 ○ Course offered at inconvenient time
09 ○ Language reasons
10 ○ Health reasons
11 ○ Other

Section G – Reading and Writing General

G1. **INTERVIEWER CHECK ITEM:**
If KEY LANGUAGE is ...

1 ○ Neither ▶ *Go to Q. G4*

2 ○ English or French ▶ *Go to Q. G2*

G2. **The next few questions deal with reading and writing in your daily life EXCLUDING work and school.**

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

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

G3. **Do you ever do any of these activities in a language OTHER than French or English?**

1 ◯ Yes

2 ◯ No ▶ *Go to Q. G5*

G4. **Which of the following activities have you ever done in a language OTHER than French or English?**

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

G5. **How much time do you usually spend each day watching television or videos (in any language)?**

Not on a daily basis . . . . . . 1 ◯

Less than 1 hour per day . . . 2 ◯

1 to 2 hours per day . . . . . . 3 ◯

More than 2 hours but less than 5 . . . . . . 4 ◯

5 or more hours per day . . . . 5 ◯

Do not have a television or videos . . . . . 6 ◯ ▶ *Go to Q. G7*

G6. **Do you ever watch television or videos in a language OTHER than French or English?**

1 ◯ Yes

2 ◯ No

G7. **Which of the following materials do you currently have in your home?**

		Yes	No
a)	**Daily newspapers . . . . . .**	01 ◯	02 ◯
b)	**Weekly newspapers / magazines . . . . . .**	03 ◯	04 ◯
c)	**More than 25 books . . . . . .**	05 ◯	06 ◯
d)	**A (multi-volume) encyclopedia . . . . . .**	07 ◯	08 ◯
e)	**A dictionary . . . . . .**	09 ◯	10 ◯

G8. **INTERVIEWER CHECK ITEM:**

If KEY LANGUAGE is ...

1 ◯ Neither ▶ *Go to Q. G17*

2 ◯ English or French ▶ *Go to Q. G9*

G9. **How often do you READ or use information in (KEY LANGUAGE) from each of the following as part of your daily life EXCLUDING work and school? Would you say every day, a few times a week, once a week, less than once a week, rarely or never?**

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

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

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

G11. **Sometimes people need help from family members or friends to read and write in (KEY LANGUAGE). How often do you need help from others with...**

	Often	Sometimes	Never
a) reading newspaper articles?	01 ○	02 ○	03 ○
b) reading information from government agencies, businesses or other institutions?	04 ○	05 ○	06 ○
c) filling out forms such as applications or bank deposit slips?	07 ○	08 ○	09 ○
d) reading instructions such as on a medicine bottle?	10 ○	11 ○	12 ○
e) reading instructions on "packaged" goods in stores or supermarkets?	13 ○	14 ○	15 ○
f) doing basic arithmetic, that is, adding, subtracting, multiplying and dividing?	16 ○	17 ○	18 ○
g) writing notes and letters?	19 ○	20 ○	21 ○

G12. **How would you rate your READING skills in (KEY LANGUAGE) needed in DAILY LIFE?**

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

G13. **Since leaving school, have you ever taken a course to upgrade your READING OR WRITING skills in (KEY LANGUAGE)?**

- 1 ○ Yes
- 2 ○ No
- 3 ○ Still in school

G14. **How would you rate your WRITING skills in (KEY LANGUAGE) needed in DAILY LIFE?**

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

G15. **How would you rate your MATHEMATICAL skills needed in DAILY LIFE?**

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

G16. **All things considered, how satisfied are you with your READING AND WRITING skills in (KEY LANGUAGE)? Are you...**

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

Go to Q. H1

G17. **How often do you READ or use information from written material (eg. letters, reports, magazines, etc.) in a language OTHER than English or French as part of your daily life? Would you say...**

- **every day?** ..... 1 ○
- **a few times a week?** ..... 2 ○
- **once a week?** ..... 3 ○
- **less than once a week?** ..... 4 ○
- **rarely or never?** ..... 5 ○

G18. I would like to know how you usually get information about current events, public affairs, and the government. How much information do you get from ...

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

G19. How would you rate your MATHEMATICAL skills needed in DAILY LIFE?

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

Section H – Income Information

Finally, I would like to get a bit of general information about your income.

H1. From which of the following sources did you personally receive income in 1997?

	Yes	No
a) Income from wages, salary or self-employment	01 ○	02 ○
b) Income from government, such as Family Allowance, Employment Insurance or Social Assistance	03 ○	04 ○
c) Canada or Quebec Pension Plan, or Old Age Pension . .	05 ○	06 ○
d) Income from interest, dividends, investments or private pensions	07 ○	08 ○
e) Income from ANY OTHER sources, (such as alimony, scholarships, etc)	09 ○	10 ○

H2. What is the best estimate of your personal income in 1997 from all sources, including those just mentioned (before taxes and deductions)?

☐☐☐☐☐☐.00

1 ○ No income ▶ *Go to Q. H4*

2 ○ Don't know

H3. What is the best estimate of your personal income from ONLY wages, salary or self-employment in 1997 (before taxes and deductions)?

☐☐☐☐☐☐.00

1 ○ Same as income in H2

2 ○ Don't know

H4. What is the best estimate of the total income of all household members (including yourself) from all sources in 1997 (before taxes and deductions)?

☐☐☐☐☐☐.00

1 ○ Same as income in H2

2 ○ Don't know

7. *INTERVIEWER: Record end time of BQ*

☞ ☐☐:☐☐

☞ INTERVIEWER: Read introduction in Task Administration Guide

8. *INTERVIEWER: Language of Task Booklet*

☞ 1 ○ English 2 ○ French

9. *INTERVIEWER: Record start time of Task Booklet*

☞ ☐☐:☐☐

10. *INTERVIEWER: Record end time of Task Booklet*

☞ ☐☐:☐☐

REASON FOR NON-RESPONSE

REASON FOR NON-RESPONSE

NOTES

NOTES

BACKGROUND INFO: **SEQID** *Position:* 1 *Length:*4

Record sequence number

	FREQ	WTD
0001 : 4648	4,648	1,894,116
	4,648	1,894,116

Coverage: All respondents

DERIVED VARIABLE: **AGE** *Position:* 5 *Length:*2

Age of selected respondent (16-69)
Allowed Min: 16 *Allowed Max:* 69

	FREQ	WTD
16 : 69	4,648	1,894,116
	4,648	1,894,116

Coverage: All respondents
This variable is suppressed on the public use microdata file.

DERIVED VARIABLE: **AGERCD** *Position:* 7 *Length:*1

Age of respondent (Grouped)

		FREQ	WTD
1	16-25	350	216,670
2	26-35	896	411,109
3	36-45	1,266	458,132
4	46-55	1,140	407,121
5	56-69	996	401,084
		4,648	1,894,116

Coverage: All respondents

GENERAL INFO: **GENDER** *Position:* 8 *Length:*1

Sex of selected respondent

		FREQ	WTD
1	Male	2,115	917,652
2	Female	2,533	976,464
		4,648	1,894,116

Coverage: All respondents

DERIVED VARIABLE: **HHLD_NUM** *Position:* 9 *Length:*2

Number of persons residing in the selected household
Allowed Min: 01 *Allowed Max:* 11

	FREQ	WTD
01 : 11	4,648	1,894,116
	4,648	1,894,116

Coverage: All respondents
This variable is suppressed on the public use microdata file.

DERIVED VARIABLE: **HHNUMDV** *Position:* 11 *Length:*1

Number of persons residing in the selected household (Grouped)

		FREQ	WTD
1	1 person	440	109,607
2	2 persons	1,015	345,813
3	3 or more persons	3,193	1,438,695
		4,648	1,894,116

Coverage: All respondents

DERIVED VARIABLE: **HHLD_AGE** *Position:* 12 *Length:*2

Number of persons residing in the selected household aged 16-69 years old
Allowed Min: 01 *Allowed Max:* 10

	FREQ	WTD
01 : 10	4,648	1,894,116
	4,648	1,894,116

Coverage: All respondents
This variable is suppressed on the public use microdata file.

DERIVED VARIABLE: **HHAGEDV** *Position:* 14 *Length:*1

Number of persons residing in the selected household aged 16-69 years old (Grouped)

		FREQ	WTD
1	1 person	744	168,550
2	2 persons	2,053	783,664
3	3 or more persons	1,851	941,902
		4,648	1,894,116

Coverage: All respondents

DERIVED VARIABLE: **HHLDELIG** *Position:* 15 *Length:*2

Number of eligible persons in household aged 16-69 years and not born in Canada
Allowed Min: 01 *Allowed Max:* 10

	FREQ	WTD
01 : 10	4,648	1,894,116
	4,648	1,894,116

Coverage: All respondents
This variable is suppressed on the public use microdata file.

DERIVED VARIABLE: **HHELIGDV** *Position:* 17 *Length:*1

Number of eligible persons in household aged 16-69 years and not born in Canada (Grouped)

		FREQ	WTD
1	1 person	1,507	428,305
2	2 persons	2,211	866,316
3	3 or more persons	930	599,495
		4,648	1,894,116

Coverage: All respondents

GENERAL INFO: **A2** *Position:* 18 *Length:*1

What is your marital status?

		FREQ	WTD
1	Now married or common-law	3,170	1,325,494
2	Single never married	796	388,513
3	Widow or widower	162	44,313
4	Separated or divorced	513	128,627
9	Not stated	7	7,170
		4,648	1,894,116

Coverage: All respondents

GENERAL INFO: **A3** *Position:* 19 *Length:*2

In what country were you born?

		FREQ	WTD
01	Italy	603	148,076
02	Portugal	622	86,382
03	Poland	543	68,184
04	Jamaica	321	82,920
05	China, People's Republic of (including Hong Kong)	621	185,563
06	Mexico	40	3,129
07	United Kingdom	132	186,883
08	Trinidad and Tobago	150	43,342
09	El Salvador	121	12,588
10	Chile	61	5,251
11	Ecuador	93	9,294
12	Argentina	44	3,826
13	Peru	48	4,623
14	Viet Nam	69	32,716
15	Colombia	44	4,133
16	Other - Specify	695	517,214
17	Germany	52	43,779
18	Guatemala	37	4,155
19	Guyana	38	43,462
20	India	85	158,024
21	Philippines	64	104,650
22	Spain	36	2,708
23	Sri Lanka	36	81,815
24	Taiwan	33	11,059
25	United States	54	49,836
99	Not stated	6	504
		4,648	1,894,116

Coverage: All respondents

This variable is suppressed on the public use microdata file.

DERIVED VARIABLE: **A3RCD** *Position:* 21 *Length:*2

Country of birth recoded to continental groupings

		FREQ	WTD
01	Central America	234	23,914
02	Caribbean and Bermuda	602	159,729
03	South America	408	86,018
04	Western Europe/Northern Europe	228	273,918
05	Eastern Europe	619	154,202
06	Southern Europe	1,342	350,238
07	Eastern Asia	743	252,678
08	South-east Asia/Southern Asia	254	413,152
09	Other	212	179,763
99	Not stated	6	504
		4,648	1,894,116

Coverage: All respondents

GENERAL INFO: **A4** *Position:* 23 *Length:*1

What is your current immigration status?

		FREQ	WTD
1	Landed immigrant	1,268	595,984
2	Canadian citizen	3,377	1,297,693
7	Other - Specify	3	440
		4,648	1,894,116

Coverage: All respondents
Note: This question was asked only for screening purposes
This variable is suppressed on the public use microdata file.

GENERAL INFO: **A5** *Position:* 24 *Length:*4

In what year did you first immigrate to Canada?
Allowed Min: 1930 *Allowed Max:* 1998

	FREQ	WTD
1930 : 1998	4,648	1,894,116
	4,648	1,894,116

Coverage: All respondents
This variable is suppressed on the public use microdata file.

DERIVED VARIABLE: **A5RCD** *Position:* 28 *Length:*1

Year of immigration (Grouped)

		FREQ	WTD
1	1930-1960	572	238,240
2	1961-1970	889	327,252
3	1971-1980	1,063	379,652
4	1981-1990	1,286	502,283
5	1991-1998	838	446,689
		4,648	1,894,116

Coverage: All respondents

GENERAL INFO: **A6** *Position:* 29 *Length:*2

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

		FREQ	WTD
01	No education	470	198,459
02	Did not complete primary	772	275,800
03	Completed primary	1,234	455,884
05	Completed secondary	1,208	489,771
06	Completed non-university post-secondary	426	196,079
07	Completed university	395	204,396
08	Completed university post-graduate	130	65,339
09	Education not definable by level	10	7,781
99	Not stated	3	608
		4,648	1,894,116

Coverage: All respondents
Note: The code 04 was recoded to 03
This variable is suppressed on the public use microdata file.

DERIVED VARIABLE: **A6RCD** *Position:* 31 *Length:*1

Before you first immigrated to Canada, what was the highest level of schooling you had completed? (Grouped)

		FREQ	WTD
1	Primary not completed	1,242	474,259
2	Completed primary or some secondary	1,234	455,884
3	Completed secondary	1,208	489,771
4	Completed post-secondary	951	465,814
9	Education not definable by level/Not stated	13	8,389
		4,648	1,894,116

Coverage: All respondents
Note: 1 - Primary not completed includes no education

GENERAL INFO: **A7** *Position:* 32 *Length:*2

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

		FREQ	WTD
01	No education	62	21,185
02	Did not complete primary	338	87,172
03	Completed primary	1,090	415,938
05	Completed secondary	1,286	527,845
06	Completed non-university post-secondary	927	367,211
07	Completed university	606	316,580
08	Completed university post-graduate	306	140,050
09	Education not definable by level	33	18,136
		4,648	1,894,116

Coverage: All respondents
Note: The code 04 was recoded to 03
This variable is suppressed on the public use microdata file.

DERIVED VARIABLE: **A7RCD** *Position:* 34 *Length:*1

What is the highest level of schooling you have ever completed? (Grouped)

		FREQ	WTD
1	Primary not completed	400	108,357
2	Completed primary or some secondary	1,090	415,938
3	Completed secondary	1,286	527,845
4	Completed non-university post-secondary	927	367,211
5	Completed university	912	456,630
9	Education not definable by level/Not stated	33	18,136
		4,648	1,894,116

Coverage: All respondents
Note: 1 - Primary not completed includes no education

DERIVED VARIABLE: **A81013DV** *Position:* 35 *Length:*2

During your lifetime, how many years of formal education have you completed beginning with grade one and not counting repeated years at the same level? (Grouped)
Allowed Min: 01 *Allowed Max:* 25

		FREQ	WTD
01 : 25		4,472	1,823,900
96	Valid skip	95	39,321
99	Not stated	81	30,895
		4,648	1,894,116

Coverage: Respondents who completed at least one year of formal education
Note: Due to the fact that 04 was recoded to 03 for A6 and A7 the skips have changed. The responses from A10 and A13 are included in A81013DV

DERIVED VARIABLE: **A81013RC** *Position:* 37 *Length:*2

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

		FREQ	WTD
01	1-6 years	593	135,488
02	7-9 years	452	169,110
03	10-11 years	572	262,767
04	12-13 years	1,062	435,019
05	14-16 years	1,025	443,475
06	17+ years	768	378,040
96	Valid skip	95	39,321
99	Not stated	81	30,895
		4,648	1,894,116

Coverage: Respondents who completed at least one year of formal education
Note: Due to the fact that 04 was recoded to 03 for A6 and A7 the skips have changed. The responses from A10 and A13 are included in A81013RC

GENERAL INFO: **A9** *Position:* 39 *Length:*2

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

		FREQ	WTD
01	Still in school	124	97,653
02	Had enough education	83	26,208
03	Had to work / financial reasons	579	152,620
04	Wanted to work / wanted to learn a trade	137	56,203
05	Family reasons (help family business, illness at home, marriage, pregnancy, etc.)	249	83,579
06	Did not like school / boredom	32	14,249
07	Did not do well in school	15	5,150
08	Personal illness or disability	9	2,021
09	School not available / not accessible	83	35,996
10	To join the military	6	1,253
11	Don't know	8	1,364
12	Other - Specify	93	24,742
96	Valid skip	3,220	1,391,006
99	Not stated	10	2,073
		4,648	1,894,116

Coverage: Respondents who did not complete primary or completed primary

Note: Due to the fact that 04 was recoded to 03 for A6 and A7 the skips have changed. The responses from A12 are included in A9

GENERAL INFO: **A14** *Position:* 41 *Length:*2

In what country did you complete your secondary education?

		FREQ	WTD
01	Canada	1,037	424,717
02	Italy	67	16,595
03	Portugal	85	11,396
04	Poland	357	45,125
05	Jamaica	129	32,406
06	China, People's Republic of (including Hong Kong)	389	109,174
07	Mexico	29	2,211
08	United Kingdom	61	92,358
09	Trinidad and Tobago	74	20,928
10	El Salvador	58	5,926
11	Chile	36	2,886
12	Ecuador	47	4,574
13	Argentina	23	2,593
14	Peru	30	2,865
15	Viet Nam	32	20,691
16	Colombia	24	1,816
17	Other - Specify	375	276,749
18	Germany	19	17,757
19	Guatemala	16	1,385
20	Guyana	21	27,101
21	India	54	83,072
22	Philippines	49	66,930
23	Spain	15	1,237
24	Sri Lanka	20	34,166
25	Taiwan	21	6,261
26	United States	34	35,162
96	Valid skip	1,523	542,430
99	Not stated	23	5,604
		4,648	1,894,116

Coverage: Respondents who completed secondary education

This variable is suppressed on the public use microdata file.

DERIVED VARIABLE: **A14RCD1** *Position:* 43 *Length:*2

Secondary education recoded to continental groupings

		FREQ	WTD
01	North America	1,071	459,879
02	Central America	121	11,479
03	Caribbean and Bermuda	271	69,147
04	South America	231	47,165
05	Western Europe	30	32,247
06	Eastern Europe	404	104,580
07	Northern Europe	71	101,981
08	Southern Europe	204	78,961
09	Africa (excluding Middle East)	42	31,983
10	Eastern Asia	452	144,214
11	South-east Asia	65	81,599
12	Southern Asia	92	153,233
13	Other	48	29,613
96	Valid skip	1,523	542,430
99	Not stated	23	5,604
		4,648	1,894,116

Coverage: Respondents who completed secondary education

This variable is suppressed on the public use microdata file.

DERIVED VARIABLE: **A14RCD2** *Position:* 45 *Length:*2

Secondary education recoded to continental groupings

		FREQ	WTD
01	North America	1,071	459,879
02	Central America/South America	352	58,644
03	Caribbean and Bermuda	271	69,147
04	Europe	709	317,769
05	Eastern Asia	452	144,214
06	Other	247	296,429
96	Valid skip	1,523	542,430
99	Not stated	23	5,604
		4,648	1,894,116

Coverage: Respondents who completed secondary education

GENERAL INFO: **A15** *Position:* 47 *Length:*1

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

		FREQ	WTD
1	An academic / college preparatory type program?	2,079	930,900
2	A business (commercial) or trade / vocational type program?	607	219,817
3	A high school equivalency program?	369	177,616
4	Don't know / not applicable	45	15,235
6	Valid skip	1,523	542,430
9	Not stated	25	8,117
		4,648	1,894,116

Coverage: All respondents

LINGUISTIC INFO: **B1** *Position:* 48 *Length:*1

If you were given something to READ, which language would you prefer, English or French? (Mark one only)

		FREQ	WTD
1	English	3,876	1,661,159
2	French	15	2,131
3	Neither	757	230,825
		4,648	1,894,116

Coverage: All respondents
Note: If English then "English" is KEY LANGUAGE
If French then "French" is KEY LANGUAGE
If Neither then "Neither" is KEY LANGUAGE
KEY LANGUAGE is used in subsequent questions

LINGUISTIC INFO: **B2** *Position:* 49 *Length:*2

What language did you FIRST SPEAK as a child? (Mark one only)

		FREQ	WTD
01	English	834	509,310
05	Italian	608	149,494
06	Portuguese	665	92,761
07	Polish	576	70,585
08	Spanish	655	62,428
09	Cantonese	599	173,623
10	Mandarin	108	31,200
11	German	40	66,846
12	Greek	21	41,442
13	Tagalog (Philippines)	47	93,252
14	Russian	23	28,258
15	Dutch	9	15,660
16	Arabic	30	21,612
17	Other - Specify	369	446,080
18	Serbo-Croatian	34	38,393
19	Tamil	30	53,172
		======	==========
		4,648	1,894,116

Coverage: All respondents

This variable is suppressed on the public use microdata file.

DERIVED VARIABLE: **B2RCD** *Position:* 51 *Length:*1

What language did you FIRST SPEAK as a child? (Grouped)

		FREQ	WTD
1	English	834	509,310
2	Italian	608	149,494
3	Portuguese	665	92,761
4	Polish	576	70,585
5	Spanish	655	62,428
6	Cantonese/Mandarin	707	204,824
7	Other	603	804,715
		======	==========
		4,648	1,894,116

Coverage: All respondents

DERIVED VARIABLE: **GROUP** *Position:* 52 *Length:*1

Mother Tongue Group

		FREQ	WTD
1	Spanish	655	62,428
2	Polish	576	70,585
3	Portuguese	665	92,761
4	Italian	608	149,494
5	English Caribbean (English from Caribbean)	571	148,442
6	Chinese	745	215,266
7	Other	828	1,155,141
		4,648	1,894,116

Coverage: All respondents

LINGUISTIC INFO: **B3** *Position:* 53 *Length:*1

How would you rate your current ability to SPEAK that language?

		FREQ	WTD
1	Cannot speak that language	11	5,314
2	Poor	54	17,661
3	Fair	256	84,096
4	Good	669	249,890
5	Very Good	2,812	1,017,363
6	Valid skip	834	509,310
9	Not stated	12	10,482
		4,648	1,894,116

Coverage: Respondents who did not answer English in B2

LINGUISTIC INFO: **B4** *Position:* 54 *Length:*1

How would you rate your current ability to UNDERSTAND that language when it is SPOKEN to you?

		FREQ	WTD
1	Cannot understand that language	7	4,976
2	Poor	17	2,928
3	Fair	140	44,311
4	Good	584	219,129
5	Very Good	3,057	1,111,598
6	Valid skip	834	509,310
9	Not stated	9	1,864
		4,648	1,894,116

Coverage: Respondents who did not answer English in B2

LINGUISTIC INFO: **B5** *Position:* 55 *Length:*1

How would you rate your current READING skills in that language?

		FREQ	WTD
1	Cannot read in that language	153	90,853
2	Poor	206	69,138
3	Fair	314	116,856
4	Good	672	202,493
5	Very Good	2,456	902,289
6	Valid skip	834	509,310
9	Not stated	13	3,178
		4,648	1,894,116

Coverage: Respondents who did not answer English in B2

LINGUISTIC INFO: **B6** *Position:* 56 *Length:*1

How would you rate your current WRITING skills in that language?

		FREQ	WTD
1	Cannot write in that language	200	93,616
2	Poor	298	113,603
3	Fair	426	136,055
4	Good	725	243,854
5	Very Good	2,154	795,679
6	Valid skip	834	509,310
9	Not stated	11	1,999
		4,648	1,894,116

Coverage: Respondents who did not answer English in B2

LINGUISTIC INFO: **B7ARCD** *Position:* 57 *Length:*1

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

		FREQ	WTD
1	Yes	289	176,556
2	No	3,521	1,207,625
6	Valid skip	834	509,310
9	Not stated	4	624
		4,648	1,894,116

Coverage: Respondents who did not answer English in B2

LINGUISTIC INFO: **B7BRCD** *Position:* 58 *Length:*1

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

		FREQ	WTD
1	Yes	623	150,616
2	No	3,187	1,233,565
6	Valid skip	834	509,310
9	Not stated	4	624
		4,648	1,894,116

Coverage: Respondents who did not answer English in B2

LINGUISTIC INFO: **B7CRCD** *Position:* 59 *Length:*1

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

		FREQ	WTD
1	Yes	660	92,138
2	No	3,150	1,292,043
6	Valid skip	834	509,310
9	Not stated	4	624
		4,648	1,894,116

Coverage: Respondents who did not answer English in B2

LINGUISTIC INFO: **B7DRCD** *Position:* 60 *Length:*1

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

		FREQ	WTD
1	Yes	585	73,467
2	No	3,225	1,310,715
6	Valid skip	834	509,310
9	Not stated	4	624
		4,648	1,894,116

Coverage: Respondents who did not answer English in B2

LINGUISTIC INFO: **B7ERCD** *Position:* 61 *Length:*1

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

		FREQ	WTD
1	Yes	660	63,188
2	No	3,150	1,320,993
6	Valid skip	834	509,310
9	Not stated	4	624
		4,648	1,894,116

Coverage: Respondents who did not answer English in B2

LINGUISTIC INFO: **B7FRCD** *Position:* 62 *Length:*1

When you were growing up, what language or languages were usually spoken in your home? - Chinese/Cantonese/Mandarin

		FREQ	WTD
1	Yes	736	212,357
2	No	3,074	1,171,825
6	Valid skip	834	509,310
9	Not stated	4	624
		4,648	1,894,116

Coverage: Respondents who did not answer English in B2

LINGUISTIC INFO: **B7GRCD** *Position:* 63 *Length:*1

When you were growing up, what language or languages were usually spoken in your home? - Other 1 - Specify

		FREQ	WTD
1	Yes	632	792,063
2	No	3,178	592,119
6	Valid skip	834	509,310
9	Not stated	4	624
		4,648	1,894,116

Coverage: Respondents who did not answer English in B2

LINGUISTIC INFO: **B7HRCD** *Position:* 64 *Length:*1

When you were growing up, what language or languages were usually spoken in your home? - Other 2 - Specify

		FREQ	WTD
1	Yes	60	62,907
2	No	3,750	1,321,274
6	Valid skip	834	509,310
9	Not stated	4	624
		4,648	1,894,116

Coverage: Respondents who did not answer English in B2

LINGUISTIC INFO: **B8** *Position:* 65 *Length:*2

What language did you first learn to READ and WRITE? (Mark one only)

		FREQ	WTD
01	English	433	189,576
02	French	26	9,555
03	Italian	493	125,424
04	Portuguese	558	79,057
05	Polish	507	63,709
06	Spanish	609	57,862
07	Chinese (including Cantonese and Mandarin)	685	197,881
08	German	36	60,589
09	Greek	21	43,084
10	Tagalog (Philippines)	36	89,270
11	Russian	22	28,210
12	Dutch	10	15,501
13	Arabic	32	21,903
14	Other - Specify	267	342,521
15	Did not learn to read and write	39	19,142
16	Serbo-Croatian	35	40,771
96	Valid skip	834	509,310
99	Not stated	5	751
		4,648	1,894,116

Coverage: Respondents who did not answer English in B2

This variable is suppressed on the public use microdata file.

DERIVED VARIABLE: **B8RCD** *Position:* 67 *Length:*2

What language did you first learn to READ and WRITE? (Grouped)

		FREQ	WTD
01	English	433	189,576
02	Italian	493	125,424
03	Portuguese	558	79,057
04	Polish	507	63,709
05	Spanish	609	57,862
06	Chinese (including Cantonese and Mandarin)	685	197,881
07	Other	485	651,404
08	Did not learn to read and write	39	19,142
96	Valid skip	834	509,310
99	Not stated	5	751
		4,648	1,894,116

Coverage: Respondents who did not answer English in B2

LINGUISTIC INFO: **B10** *Position:* 69 *Length:*2

How old were you when you first started to learn (KEY LANGUAGE)?
Allowed Min: 00 *Allowed Max:* 60

		FREQ	WTD
01 : 60		3,032	1,150,367
00	Does not speak (KEY LANGUAGE)	10	1,486
96	Valid skip	1,590	739,974
99	Not stated	16	2,289
		4,648	1,894,116

Coverage: Respondents whose mother tongue was not English and prefer to read in English or French

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LINGUISTIC INFO: **B11** *Position:* 71 *Length:*1

How well can you SPEAK (KEY LANGUAGE)?

		FREQ	WTD
1	Poorly	210	68,453
2	Fairly well	678	223,302
3	Well	937	363,579
4	Very well	1,210	493,319
6	Valid skip	1,596	740,963
9	Not stated	17	4,501
		4,648	1,894,116

Coverage: Respondents whose mother tongue was not English and prefer to read in English or French and speak English or French

---

LINGUISTIC INFO: **B12** *Position:* 72 *Length:*1

How well do you UNDERSTAND (KEY LANGUAGE) when it is SPOKEN to you?

		FREQ	WTD
1	Poorly	118	39,831
2	Fairly well	483	196,766
3	Well	946	312,665
4	Very well	1,476	594,870
5	Cannot understand (KEY LANGUAGE)	19	7,645
6	Valid skip	1,590	739,974
9	Not stated	16	2,366
		4,648	1,894,116

Coverage: Respondents whose mother tongue was not English and prefer to read in English or French

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LINGUISTIC INFO: **B13** *Position:* 73 *Length:*1

Have you ever taken a course to learn (KEY LANGUAGE)?

		FREQ	WTD
1	Yes	1,786	629,852
2	No	1,243	519,960
6	Valid skip	1,590	739,974
9	Not stated	29	4,330
		4,648	1,894,116

Coverage: Respondents whose mother tongue was not English and prefer to read in English or French

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LINGUISTIC INFO: **B14ARCD** *Position:* 74 *Length:*1

What languages (including the language of this interview) do you speak well enough to conduct a conversation? - English

		FREQ	WTD
1	Yes	4,132	1,733,332
2	No	516	160,783
		4,648	1,894,116

Coverage: All respondents

LINGUISTIC INFO: **B14BRCD** *Position:* 75 *Length:*1

What languages (including the language of this interview) do you speak well enough to conduct a conversation? - French

		FREQ	WTD
1	Yes	348	167,507
2	No	4,300	1,726,609
		4,648	1,894,116

Coverage: All respondents

LINGUISTIC INFO: **B14CRCD** *Position:* 76 *Length:*1

What languages (including the language of this interview) do you speak well enough to conduct a conversation? - Italian

		FREQ	WTD
1	Yes	827	182,302
2	No	3,821	1,711,814
		4,648	1,894,116

Coverage: All respondents

LINGUISTIC INFO: **B14DRCD** *Position:* 77 *Length:*1

What languages (including the language of this interview) do you speak well enough to conduct a conversation? - Portuguese

		FREQ	WTD
1	Yes	746	101,033
2	No	3,902	1,793,083
		4,648	1,894,116

Coverage: All respondents

LINGUISTIC INFO: **B14ERCD** *Position:* 78 *Length:*1

What languages (including the language of this interview) do you speak well enough to conduct a conversation? - Polish

		FREQ	WTD
1	Yes	610	82,613
2	No	4,038	1,811,503
		4,648	1,894,116

Coverage: All respondents

LINGUISTIC INFO: **B14FRCD** *Position:* 79 *Length:*1

What languages (including the language of this interview) do you speak well enough to conduct a conversation? - Spanish

		FREQ	WTD
1	Yes	879	108,944
2	No	3,769	1,785,172
		4,648	1,894,116

Coverage: All respondents

LINGUISTIC INFO: **B14GRCD** *Position:* 80 *Length:*1

What languages (including the language of this interview) do you speak well enough to conduct a conversation? - Cantonese

		FREQ	WTD
1	Yes	665	193,144
2	No	3,983	1,700,972
		4,648	1,894,116

Coverage: All respondents

LINGUISTIC INFO: **B14HRCD** *Position:* 81 *Length:*1

What languages (including the language of this interview) do you speak well enough to conduct a conversation? - Mandarin

		FREQ	WTD
1	Yes	368	104,049
2	No	4,280	1,790,067
		4,648	1,894,116

Coverage: All respondents

LINGUISTIC INFO: **B14IRCD** *Position:* 82 *Length:*1

What languages (including the language of this interview) do you speak well enough to conduct a conversation? - German

		FREQ	WTD
1	Yes	145	109,545
2	No	4,503	1,784,571
		4,648	1,894,116

Coverage: All respondents

LINGUISTIC INFO: **B14JRCD** *Position:* 83 *Length:*1

What languages (including the language of this interview) do you speak well enough to conduct a conversation? - Russian

		FREQ	WTD
1	Yes	230	68,762
2	No	4,418	1,825,354
		4,648	1,894,116

Coverage: All respondents

LINGUISTIC INFO: **B14KRCD** *Position:* 84 *Length:*1

What languages (including the language of this interview) do you speak well enough to conduct a conversation? - Other 1 - Specify

		FREQ	WTD
1	Yes	707	788,595
2	No	3,941	1,105,521
		4,648	1,894,116

Coverage: All respondents

LINGUISTIC INFO: **B14LRCD** *Position:* 85 *Length:*1

What languages (including the language of this interview) do you speak well enough to conduct a conversation? - Other 2 - Specify

		FREQ	WTD
1	Yes	165	168,006
2	No	4,483	1,726,110
		4,648	1,894,116

Coverage: All respondents

LINGUISTIC INFO: **B14MRCD** *Position:* 86 *Length:*1

What languages (including the language of this interview) do you speak well enough to conduct a conversation? - Other 3 - Specify

		FREQ	WTD
1	Yes	43	72,198
2	No	4,605	1,821,918
		4,648	1,894,116

Coverage: All respondents

LINGUISTIC INFO: **B14NRCD** *Position:* 87 *Length:*1

What languages (including the language of this interview) do you speak well enough to conduct a conversation? - Other 4 - Specify

		FREQ	WTD
1	Yes	4	566
2	No	4,644	1,893,550
		4,648	1,894,116

Coverage: All respondents

LINGUISTIC INFO: **B15** *Position:* 88 *Length:*2

What language do you SPEAK most often at home? (Mark one only)

		FREQ	WTD
01	English	1,982	916,069
02	French	11	7,614
03	Italian	345	93,724
04	Portuguese	445	66,959
05	Polish	408	55,607
06	Spanish	439	46,779
07	Cantonese	540	161,876
08	Mandarin	92	27,194
09	German	4	12,371
10	Greek	12	26,306
11	Tagalog (Philippines)	31	92,484
12	Russian	17	9,586
13	Dutch	1	2,991
14	Arabic	27	17,367
15	Other - Specify	273	354,055
99	Not stated	21	3,131
		4,648	1,894,116

Coverage: All respondents

This variable is suppressed on the public use microdata file.

DERIVED VARIABLE: **B15RCD** *Position:* 90 *Length:*1

What language do you SPEAK most often at home? (Grouped)

		FREQ	WTD
1	English	1,982	916,069
2	Italian	345	93,724
3	Portuguese	445	66,959
4	Polish	408	55,607
5	Spanish	439	46,779
6	Cantonese/Mandarin	632	189,071
7	Other	376	522,776
9	Not stated	21	3,131
		4,648	1,894,116

Coverage: All respondents

LINGUISTIC INFO: **B16** *Position:* 91 *Length:*2

What language do you SPEAK most often at work or school? (Mark one only)

		FREQ	WTD
01	English	2,843	1,229,603
02	French	8	1,284
03	Italian	53	12,730
04	Portuguese	126	19,140
05	Polish	29	4,739
06	Spanish	52	5,714
07	Cantonese	107	34,013
08	Mandarin	12	3,555
09	German	0	0
10	Greek	0	0
11	Tagalog (Philippines)	2	15,596
12	Russian	2	5,909
13	Dutch	0	0
14	Arabic	3	4,892
15	Other - Specify	25	38,948
16	Does not work or attend school	1,358	513,800
99	Not stated	28	4,193
		4,648	1,894,116

Coverage: All respondents

This variable is suppressed on the public use microdata file.

DERIVED VARIABLE: **B16RCD** *Position:* 93 *Length:*1

What language do you SPEAK most often at work or school? (Grouped)

		FREQ	WTD
1	English	2,843	1,229,603
2	Other	419	146,520
3	Does not work or attend school	1,358	513,800
9	Not stated	28	4,193
		4,648	1,894,116

Coverage: All respondents

LINGUISTIC INFO: **B17** *Position:* 94 *Length:*2

What language do you SPEAK most often during leisure activities? (Mark one only)

		FREQ	WTD
01	English	2,456	1,146,850
02	French	8	1,778
03	Italian	331	87,832
04	Portuguese	387	56,407
05	Polish	314	42,798
06	Spanish	316	32,851
07	Cantonese	491	145,679
08	Mandarin	68	20,352
09	German	4	17,038
10	Greek	9	9,792
11	Tagalog (Philippines)	23	54,220
12	Russian	16	27,299
13	Dutch	0	0
14	Arabic	19	10,906
15	Other - Specify	184	236,831
99	Not stated	22	3,483
		4,648	1,894,116

Coverage: All respondents

This variable is suppressed on the public use microdata file.

DERIVED VARIABLE: **B17RCD** *Position:* 96 *Length:*1

What language do you SPEAK most often during leisure activities? (Grouped)

		FREQ	WTD
1	English	2,456	1,146,850
2	Italian	331	87,832
3	Portuguese	387	56,407
4	Polish	314	42,798
5	Spanish	316	32,851
6	Cantonese/Mandarin	559	166,031
7	Other	263	357,863
9	Not stated	22	3,483
		4,648	1,894,116

Coverage: All respondents

LINGUISTIC INFO: **B18** *Position:* 97 *Length:*2

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

		FREQ	WTD
01	English	1,960	960,023
02	French	10	1,915
03	Italian	383	102,353
04	Portuguese	437	62,528
05	Polish	397	51,464
06	Spanish	485	47,459
07	Cantonese	518	154,499
08	Mandarin	91	26,600
09	German	11	18,928
10	Greek	15	36,720
11	Tagalog (Philippines)	24	56,123
12	Russian	20	27,864
13	Dutch	1	323
14	Arabic	23	16,223
15	Other - Specify	252	327,964
99	Not stated	21	3,131
		4,648	1,894,116

Coverage: All respondents

This variable is suppressed on the public use microdata file.

DERIVED VARIABLE: **B18RCD** *Position:* 99 *Length:*1

In which language can you express yourself most easily? (Grouped)

		FREQ	WTD
1	English	1,960	960,023
2	Italian	383	102,353
3	Portuguese	437	62,528
4	Polish	397	51,464
5	Spanish	485	47,459
6	Cantonese/Mandarin	609	181,098
7	Other	356	486,060
9	Not stated	21	3,131
		4,648	1,894,116

Coverage: All respondents

DERIVED VARIABLE: **B19ARCD** *Position:* 100 *Length:*1

To which ethnic or cultural group did your ancestors belong? - British Isles origins

		FREQ	WTD
1	Yes	258	259,632
2	No	4,382	1,631,729
9	Not stated	8	2,755
		4,648	1,894,116

Coverage: All respondents

DERIVED VARIABLE: **B19BRCD** *Position:* 101 *Length:*1

To which ethnic or cultural group did your ancestors belong? - French origins

		FREQ	WTD
1	Yes	53	15,239
2	No	4,587	1,876,121
9	Not stated	8	2,755
		4,648	1,894,116

Coverage: All respondents

DERIVED VARIABLE: **B19CRCD** *Position:* 102 *Length:*1

To which ethnic or cultural group did your ancestors belong? - Western/Other European origins

		FREQ	WTD
1	Yes	136	126,204
2	No	4,504	1,765,157
9	Not stated	8	2,755
		4,648	1,894,116

Coverage: All respondents

DERIVED VARIABLE: **B19DRCD** *Position:* 103 *Length:*1

To which ethnic or cultural group did your ancestors belong? - Eastern European origins

		FREQ	WTD
1	Yes	671	152,812
2	No	3,969	1,738,549
9	Not stated	8	2,755
		4,648	1,894,116

Coverage: All respondents

DERIVED VARIABLE: **B19ERCD** *Position:* 104 *Length:*1

To which ethnic or cultural group did your ancestors belong? - Southern European origins

		FREQ	WTD
1	Yes	1,942	441,015
2	No	2,698	1,450,346
9	Not stated	8	2,755
		4,648	1,894,116

Coverage: All respondents

DERIVED VARIABLE: **B19FRCD** *Position:* 105 *Length:*1

To which ethnic or cultural group did your ancestors belong? - West/Southern Asia origins

		FREQ	WTD
1	Yes	239	368,303
2	No	4,401	1,523,058
9	Not stated	8	2,755
		4,648	1,894,116

Coverage: All respondents

DERIVED VARIABLE: **B19GRCD** *Position:* 106 *Length:*1

To which ethnic or cultural group did your ancestors belong? - East/South East Asian origins

		FREQ	WTD
1	Yes	901	405,135
2	No	3,739	1,486,225
9	Not stated	8	2,755
		4,648	1,894,116

Coverage: All respondents

DERIVED VARIABLE: **B19HRCD** *Position:* 107 *Length:*1

To which ethnic or cultural group did your ancestors belong? - Latin Central and South American origins

		FREQ	WTD
1	Yes	149	17,837
2	No	4,491	1,873,524
9	Not stated	8	2,755
		4,648	1,894,116

Coverage: All respondents

DERIVED VARIABLE: **B19IRCD** *Position:* 108 *Length:*1

To which ethnic or cultural group did your ancestors belong? - Caribbean origins

		FREQ	WTD
1	Yes	512	162,112
2	No	4,128	1,729,249
9	Not stated	8	2,755
		4,648	1,894,116

Coverage: All respondents

DERIVED VARIABLE: **B19JRCD** *Position:* 109 *Length:*1

To which ethnic or cultural group did your ancestors belong? - Other origins

		FREQ	WTD
1	Yes	180	121,032
2	No	4,460	1,770,329
9	Not stated	8	2,755
		4,648	1,894,116

Coverage: All respondents

GENERAL INFO: **B20** *Position:* 110 *Length:*1

When you think of others in Canada from the same ethnic or cultural group as yourself, how close would you say that you feel to that group as a whole? Would you say ...

		FREQ	WTD
1	very close?	1,816	723,079
2	fairly close?	1,682	751,804
3	not very close?	814	301,741
4	not close at all?	294	100,728
5	don't know	40	16,393
9	Not stated	2	371
		4,648	1,894,116

Coverage: All respondents

GENERAL INFO: **B21** *Position:* 111 *Length:*1

How important is it for you to maintain ties with others in Canada from the same ethnic or cultural group as yourself? Is it ...

		FREQ	WTD
1	very important?	2,011	734,386
2	fairly important?	1,372	607,887
3	not very important?	870	381,101
4	not important at all?	361	151,508
5	don't know	31	18,826
9	Not stated	3	409
		4,648	1,894,116

Coverage: All respondents

GENERAL INFO: **B22** *Position:* 112 *Length:*1

How important is it for you to establish and maintain ties with others in Canada who are not from the same ethnic or cultural group as yourself? Is it ...

		FREQ	WTD
1	very important?	2,141	965,616
2	fairly important?	1,709	650,015
3	not very important?	572	194,815
4	not important at all?	162	64,991
5	don't know	62	18,305
9	Not stated	2	374
		4,648	1,894,116

Coverage: All respondents

GENERAL INFO: **B23** *Position:* 113 *Length:*1

How important is it for you to carry on the values and traditions of your ethnic or cultural group or your homeland? Would you say ...

		FREQ	WTD
1	very important?	2,536	995,580
2	fairly important?	1,270	519,622
3	not very important?	627	276,628
4	not important at all?	184	90,058
5	don't know	24	11,067
9	Not stated	7	1,161
		4,648	1,894,116

Coverage: All respondents

PARENTAL INFO: **C1** *Position:* 114 *Length:*2

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

		FREQ	WTD
01	No education	653	256,992
02	Did not complete primary	845	218,937
03	Completed primary	963	317,011
04	Some secondary	400	185,892
05	Completed secondary (Vocational or Technical)	360	169,188
06	Completed secondary (General or Academic)	447	256,588
07	Completed non-university post-secondary	261	166,351
08	Completed university	223	97,298
09	Completed university post-graduate	50	38,049
10	Education not definable by level	10	5,427
11	Don't know	436	182,383
99	Not stated	0	0
		4,648	1,894,116

Coverage: All respondents

PARENTAL INFO: **C2** *Position:* 116 *Length:*2

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

		FREQ	WTD
01	No education	449	151,918
02	Did not complete primary	713	185,641
03	Completed primary	925	282,164
04	Some secondary	383	182,460
05	Completed secondary (Vocational or Technical)	386	201,171
06	Completed secondary (General or Academic)	440	208,575
07	Completed non-university post-secondary	268	141,263
08	Completed university	412	213,796
09	Completed university post-graduate	132	91,231
10	Education not definable by level	11	5,780
11	Don't know	528	229,953
99	Not stated	1	162
		======	==========
		4,648	1,894,116

Coverage: All respondents

LABOUR FORCE INFO: **D1** *Position:* 118 *Length:*1

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

		FREQ	WTD
1	employed?	3,007	1,174,336
2	retired?	435	197,175
3	unemployed / looking for work?	286	88,683
4	student (including Work Programs)?	284	206,265
5	homemaker?	494	186,997
6	Other - Specify	142	40,661
		======	==========
		4,648	1,894,116

Coverage: All respondents

LABOUR FORCE INFO: **D2** *Position:* 119 *Length:*1

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

		FREQ	WTD
1	Yes	361	157,112
2	No	1,280	562,669
6	Valid skip	3,007	1,174,336
9	Not stated	0	0
		4,648	1,894,116

Coverage: Respondents who were retired, unemployed/looking for work, student, homemaker or other at time of interview

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LABOUR FORCE INFO: **D3** *Position:* 120 *Length:*4

When did you last work at a job or business?
Allowed Min: 0000 *Allowed Max:* 1997

		FREQ	WTD
1948 : 1997		1,005	401,553
0000	Never worked	272	160,299
9996	Valid skip	3,368	1,331,447
9999	Not stated	3	817
		4,648	1,894,116

Coverage: Respondents who did not work at a job or business at any time during the 12 months prior to interview date

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DERIVED VARIABLE: **D3RCD** *Position:* 124 *Length:*1

When did you last work at a job or business? (Grouped)

		FREQ	WTD
0	Never worked	272	160,299
1	1996-1997	207	95,700
2	1994-1995	202	78,285
3	1990-1993	292	113,856
4	Before 1990	304	113,712
6	Valid skip	3,368	1,331,447
9	Not stated	3	817
		4,648	1,894,116

Coverage: Respondents who did not work at a job or business at any time during the 12 months prior to interview date

---

LABOUR FORCE INFO: **D4RCD** *Position:* 125 *Length:*1

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

		FREQ	WTD
1	1 employer	2,902	1,178,197
2	2 employers	354	125,258
3	3 employers	65	17,056
4	4 or more employers	39	9,086
6	Valid skip	1,280	562,669
9	Not stated	8	1,850
		4,648	1,894,116

Coverage: Respondents who were employed at interview date or worked during the 12 months prior to interview date

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LABOUR FORCE INFO: **D5** *Position:* 126 *Length:*1

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

		FREQ	WTD
1	Full-time	2,811	1,057,374
2	Part-time	550	272,286
6	Valid skip	1,280	562,669
9	Not stated	7	1,788
		4,648	1,894,116

Coverage: Respondents who were employed at interview date or worked during the 12 months prior to interview date

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LABOUR FORCE INFO: **D6** *Position:* 127 *Length:*2

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

		FREQ	WTD
01	Own illness or disability	17	4,825
02	Child care responsibilities	69	22,674
03	Other personal or family responsibilities	45	31,062
04	Going to school or taking training	151	111,800
05	Could only find part-time work	160	48,765
06	Did not want to work full-time	58	37,846
07	Retired	10	3,905
08	Other - Specify	31	9,875
96	Valid skip	4,091	1,620,042
99	Not stated	16	3,321
		4,648	1,894,116

Coverage: Respondents who were primarily employed part-time at interview date or during the 12 months prior to interview date

---

LABOUR FORCE INFO: **D8SIC** *Position:* 129 *Length:*3

What kind of business, industry or service was this?
Standard Industrial Classification Code (1980)
Allowed Min: 011 *Allowed Max:* 999

		FREQ	WTD
011 : 999		3,344	1,326,612
000	Valid skip	1,280	562,669
009	Not stated	24	4,835
		4,648	1,894,116

Coverage: Respondents who were employed at interview date or worked during the 12 months prior to interview date

This variable is suppressed on the public use microdata file.

DERIVED VARIABLE: **D8IND52** *Position:* 132 *Length:*2

What kind of business, industry or service was this?
Standard Industrial Classification Code (1980) Industry - 52 groups

		FREQ	WTD
01	Agriculture	7	3,751
02	Forestry	0	0
03	Fishing and trapping	0	0
04	Metal mines	3	806
05	Mineral fuels	0	0
06	Non-metal mines	0	0
07	Quarries and sand pits	0	0
08	Services incidental to mining	0	0
09	Food and beverage industries	95	30,738
10	Tobacco products industries	0	0
11	Rubber and plastics products industries	35	31,549
12	Leather industries	11	1,734
13	Textile industries	13	2,904
14	Knitting mills	0	0
15	Clothing industries	67	21,828
16	Wood industries	30	9,432
17	Furniture and fixture industries	45	16,491
18	Paper and allied industries	16	11,655
19	Printing-publishing and allied industries	57	36,918
20	Primary metal industries	26	15,928
21	Metal fabricating industries	65	65,249
22	Machinery industries	35	14,123
23	Transportation equipment industries	157	55,183
24	Electrical products industries	96	32,824
25	Non-metallic mineral products industries	19	3,143
26	Petroleum and coal products industries	1	86
27	Chemical and chemical products industries	31	20,513
28	Miscellaneous manufacturing industries	27	5,110
29	General contractors	79	16,434
30	Special-trade contractors	158	49,931
31	Transportation	74	17,470
32	Storage	2	489
33	Communication	61	19,614
34	Electric power, gas and water utilities	14	2,745
35	Wholesale trade	138	49,611
36	Retail trade	320	132,804
37	Finance industries	150	89,557
38	Insurance carriers	27	5,783
39	Insurance agencies and real estate industries	97	23,422
40	Education and related services	170	71,200
41	Health and welfare services	290	109,761
42	Religious organizations	14	2,496
43	Amusement and recreation services	46	23,054

44	Services to business management	285	112,186
45	Personal services	118	40,455
46	Accommodation and food services	213	109,981
47	Miscellaneous services	149	35,540
48	Federal administration	40	20,790
49	Provincial administration	23	4,322
50	Local administration	35	7,912
51	Other government offices	4	752
52	Services incidental to construction	1	343
96	Valid skip	1,280	562,669
99	Not stated	24	4,835
		4,648	1,894,116

Coverage: Respondents who were employed at interview date or worked during the 12 months prior to interview date
Note: The codes are based on the Labour Force Survey

This variable is suppressed on the public use microdata file.

DERIVED VARIABLE: **D8IND27** *Position:* 134 *Length:*2

What kind of business, industry or service was this?
Standard Industrial Classification Code (1980) Industry - 27 groups

		FREQ	WTD
01	Agriculture	7	3,751
02	Forestry	0	0
03	Fishing and trapping	0	0
04	Mining	3	806
05	Manufacturing, non-durables	353	163,035
06	Manufacturing, durables	473	212,372
07	Construction	238	66,707
08	Transportation	76	17,959
09	Communications	36	14,163
10	Post office	25	5,450
11	Utilities	14	2,745
12	Wholesale trade	138	49,611
13	Retail trade	320	132,804
14	Finance, etc.	274	118,762
15	Education	170	71,200
16	Hospitals	232	90,021
17	Doctors	58	19,740
18	Religious organizations	14	2,496
19	Recreation	46	23,054
20	Business services	285	112,186
21	Personal services	282	139,463
22	Private households	49	10,972
23	Miscellaneous services	149	35,540
24	Federal government	40	20,790
25	Provincial government	23	4,322
26	Local government	35	7,912
27	Other government	4	752
96	Valid skip	1,280	562,669
99	Not stated	24	4,835
		4,648	1,894,116

Coverage: Respondents who were employed at interview date or worked during the 12 months prior to interview date
Note: The codes are based on the Labour Force Survey
This variable is suppressed on the public use microdata file.

DERIVED VARIABLE: **D8IND12** *Position:* 136 *Length:*2

What kind of business, industry or service was this?
Standard Industrial Classification Code (1980) Industry - 12 groups

		FREQ	WTD
01	Agriculture/Other primary	10	4,557
02	Manufacturing	826	375,407
03	Construction	238	66,707
04	Transportation	76	17,959
05	Communications	61	19,614
06	Utilities	14	2,745
07	Trade	458	182,414
08	Finance, etc.	274	118,762
09	Community services	520	206,510
10	Business and personal services	616	262,621
11	Miscellaneous services	149	35,540
12	Public administration	102	33,776
96	Valid skip	1,280	562,669
99	Not stated	24	4,835
		4,648	1,894,116

Coverage: Respondents who were employed at interview date or worked during the 12 months prior to interview date

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LABOUR FORCE INFO: **D9SOC** *Position:* 138 *Length:*4

What kind of work were you doing at this job?
Standard Occupational Classification Code (1980)
Allowed Min: 0000 *Allowed Max:* 9591

		FREQ	WTD
1113 : 9591		3,348	1,327,660
0000	Valid skip	1,280	562,669
0009	Not stated	20	3,787
		4,648	1,894,116

Coverage: Respondents who were employed at interview date or worked during the 12 months prior to interview date
This variable is suppressed on the public use microdata file.

DERIVED VARIABLE: **D9OCC49** *Position:* 142 *Length:*2

What kind of work were you doing at this job?
Standard Occupational Classification Code (1980) Occupation - 49 groups

		FREQ	WTD
01	Officials and administrators, government	14	8,408
02	Other managers and administrators	282	120,325
03	Management and administration related	177	85,251
04	Physical, life science	15	6,224
05	Maths, stats, systems analysis and related	120	48,442
06	Architects and engineers	63	18,919
07	Architecture and engineering related	17	4,797
08	Social science and related	50	18,133
09	Religion	6	1,282
10	University and related	19	14,847
11	Elementary, secondary and related	69	25,253
12	Other teaching and related	22	5,335
13	Health diagnosing and treatment	27	14,058
14	Nursing, therapy and related	99	38,336
15	Medicine and health related	32	8,412
16	Artistic and recreation	66	16,652
17	Stenographic and typing	52	13,178
18	Bookkeeping, account-recording and related	153	83,451
19	Office machine and E.D.P. operators	25	5,263
20	Material recording, scheduling and distribution	66	25,186
21	Reception, info., mail and message distribution	44	13,528
22	Library, file, correspondence, other clerical & related	114	30,179
23	Sales, commodities	160	81,646
24	Sales, services and other sales	65	36,859
25	Protective services	24	9,620
26	Food, beverage preparation & related lodging & accommodation	211	111,306
27	Personal, apparel and furnishing service	140	64,568
28	Other service occupations	157	34,174
29	Farmers and farm management	0	0
30	Other farming, horticulture & animal husbandry	22	14,998
31	Fishing, hunting, trapping and related	0	0
32	Forestry and logging	0	0
33	Mining & quarrying including gas & oil field	1	228
34	Food, beverage and related	73	16,043
35	Other processing occupations	40	32,643
36	Metal shaping and forming occupations	83	29,456
37	Other machining occupations	8	1,507
38	Metal products, not elsewhere classified	107	52,809
39	Electrical, electronics and related equipment	73	20,368
40	Textiles, furs and leather goods	87	33,515
41	Wood products, rubber, plastics & other related	90	28,790
42	Mechanics and repairman, except electrical	69	23,629
43	Excavating, grading, paving and related	17	2,619

44	Electrical power, lighting and wire communications	21	9,451
45	Other construction trades	161	27,679
46	Motor transport operators	70	16,594
47	Other transportation operators	5	741
48	Material handling	96	54,408
49	Other crafts and equipment operators, and not elsewhere classified	36	18,552
96	Valid skip	1,280	562,669
99	Not stated	20	3,787
		4,648	1,894,116

Coverage: Respondents who were employed at interview date or worked during the 12 months prior to interview date

Note: The codes are based on the Labour Force Survey

This variable is suppressed on the public use microdata file.

DERIVED VARIABLE: **D9OCC21** *Position:* 144 *Length:*2

What kind of work were you doing at this job?
Standard Occupational Classification Code (1980) Occupation - 21 groups

		FREQ	WTD
01	Managerial, administrative	473	213,984
02	Natural science	215	78,382
03	Social science	50	18,133
04	Religion	6	1,282
05	Teaching	110	45,435
06	Medicine	158	60,806
07	Artistic	66	16,652
08	Clerical	454	170,786
09	Sales	225	118,505
10	Service	532	219,667
11	Farming	22	14,998
12	Fishing	0	0
13	Forestry	0	0
14	Mining	1	228
15	Processing	113	48,686
16	Machining	91	30,963
17	Fabricating	426	159,110
18	Construction	199	39,749
19	Transportation	75	17,335
20	Materials handling	96	54,408
21	Other crafts	36	18,552
96	Valid skip	1,280	562,669
99	Not stated	20	3,787
		4,648	1,894,116

Coverage: Respondents who were employed at interview date or worked during the 12 months prior to interview date
Note: The codes are based on the Labour Force Survey

This variable is suppressed on the public use microdata file.

DERIVED VARIABLE: **D9OCC15** *Position:* 146 *Length:*2

What kind of work were you doing at this job?
Standard Occupational Classification Code (1980) Occupation - 15 groups

		FREQ	WTD
01	Managerial, administrative	473	213,984
02	Natural science	215	78,382
03	Social science/Religion	56	19,415
04	Teaching	110	45,435
05	Medicine	158	60,806
06	Artistic/Other crafts	102	35,204
07	Clerical	454	170,786
08	Sales	225	118,505
09	Service	532	219,667
10	Farming/Mining/Processing	136	63,912
11	Machining	91	30,963
12	Fabricating	426	159,110
13	Construction	199	39,749
14	Transportation	75	17,335
15	Materials handling	96	54,408
96	Valid skip	1,280	562,669
99	Not stated	20	3,787
		4,648	1,894,116

Coverage: Respondents who were employed at interview date or worked during the 12 months prior to interview date

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LABOUR FORCE INFO: **D10** *Position:* 148 *Length:*2

In total, about how many persons are employed by this business at all locations in Canada?

		FREQ	WTD
01	Less than 20?	962	378,440
02	20 to 99?	516	194,504
03	100 to 199?	208	107,287
04	200 to 499?	263	98,240
05	500 or more?	1,230	482,306
06	Don't know	178	63,594
96	Valid skip	1,280	562,669
99	Not stated	11	7,075
		4,648	1,894,116

Coverage: Respondents who were employed at interview date or worked during the 12 months prior to interview date

---

LABOUR FORCE INFO: **D11RCD** *Position:* 150 *Length:*1

What was your status at this job? Was it as an...

		FREQ	WTD
1	employee without supervisory responsibilities?/ family worker (unpaid)?	1,967	733,929
2	employee with limited supervisory or management responsibilities (5 persons or less)?	614	254,115
3	employee with more extensive supervisory or management responsibilities (more than 5 persons)?	381	153,869
4	self-employed without employees?	219	109,086
5	self employed with employees?	178	73,328
6	Valid skip	1,280	562,669
9	Not stated	9	7,120
		4,648	1,894,116

Coverage: Respondents who were employed at interview date or worked during the 12 months prior to interview date

---

LABOUR FORCE INFO: **D12** *Position:* 151 *Length:*1

What type of job was this? Was or is this job a...

		FREQ	WTD
1	permanent job or work contract of unlimited duration?	3,013	1,172,389
2	temporary job or work contract of limited duration?	336	150,699
6	Valid skip	1,280	562,669
9	Not stated	19	8,359
		4,648	1,894,116

Coverage: Respondents who were employed at interview date or worked during the 12 months prior to interview date

---

LABOUR FORCE INFO: **D13** *Position:* 152 *Length:*2

How many hours per week did you usually work at this job?
Allowed Min: 01 *Allowed Max:* 95

		FREQ	WTD
01 : 95		3,356	1,324,282
96	Valid skip	1,280	562,669
99	Not stated	12	7,165
		4,648	1,894,116

Coverage: Respondents who were employed at interview date or worked during the 12 months prior to interview date

---

LABOUR FORCE INFO: **D14** *Position:* 154 *Length:*2

During the past 12 months, how many weeks did you work (at all jobs including time off for vacation, maternity leave, illness, strikes and lockouts)?
Allowed Min: 01 *Allowed Max:* 52

		FREQ	WTD
01 : 52		3,348	1,320,413
96	Valid skip	1,280	562,669
99	Not stated	20	11,034
		4,648	1,894,116

Coverage: Respondents who were employed at interview date or worked during the 12 months prior to interview date
Note: If 52, Go to E1

LABOUR FORCE INFO: **D15** *Position:* 156 *Length:*1

During the past 12 months, in the weeks when you were without work, did you want to work?

		FREQ	WTD
1	Yes	452	172,315
2	No	223	101,154
6	Valid skip	3,947	1,591,898
9	Not stated	26	28,748
		4,648	1,894,116

Coverage: Respondents who were employed during the past 12 months but worked less than 52 weeks

---

LABOUR FORCE INFO: **D16** *Position:* 157 *Length:*2

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

		FREQ	WTD
01	Own illness or disability	26	7,029
02	Child care responsibilities	23	6,682
03	Other personal or family responsibilities	28	12,608
04	Going to school or taking training	65	33,188
05	Retired	18	5,652
06	Not interested in working	11	3,728
07	Other - Specify	51	32,018
96	Valid skip	4,399	1,764,213
99	Not stated	27	28,998
		4,648	1,894,116

Coverage: Respondents who were employed less than 52 weeks in the previous 12 months and who did not want to work the remaining weeks

---

LABOUR FORCE INFO: **D17** *Position:* 159 *Length:*2

During the past 12 months, for how many weeks were you without work and NOT looking for work?
Allowed Min: 00 *Allowed Max:* 52

		FREQ	WTD
00 : 52		449	171,729
96	Valid skip	4,170	1,693,053
99	Not stated	29	29,334
		4,648	1,894,116

Coverage: Respondents who during the past 12 months were without work, wanted to work but were not looking for work
Note: If 00, Go to E1

LABOUR FORCE INFO: **D18** *Position:* 161 *Length:*2

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

		FREQ	WTD
01	Own illness or disability	14	4,799
02	Child care responsibilities	8	1,550
03	Other personal or family responsibilities	15	8,295
04	Awaiting recall from a temporary layoff	21	5,764
05	Waiting for a job to start	7	1,593
06	Did not have the skills or experience for available jobs	4	667
07	Too old to work / Retired	1	70
08	Other - Specify	46	25,784
96	Valid skip	4,493	1,814,975
99	Not stated	39	30,619
		4,648	1,894,116

Coverage: Respondents who during the past 12 months were without work for some weeks, wanted to work but were not looking for work

---

LABOUR FORCE INFO: **D19** *Position:* 163 *Length:*1

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

		FREQ	WTD
1	Yes	369	155,734
2	No	911	406,935
6	Valid skip	3,368	1,331,447
9	Not stated	0	0
		4,648	1,894,116

Coverage: Respondents who were not employed

LABOUR FORCE INFO: **D20** *Position:* 164 *Length:*2

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

		FREQ	WTD
01	Own illness or disability	151	49,306
02	Child care responsibilities	99	45,683
03	Other personal or family responsibilities	50	24,867
04	Going to school or taking training	89	48,114
05	Retired	315	160,300
06	Not interested in working	14	2,432
07	Homemaker	163	71,009
08	Other - Specify	24	4,201
96	Valid skip	3,737	1,487,181
99	Not stated	6	1,022
		4,648	1,894,116

Coverage: Respondents who during the past 12 months were unemployed and did not want to work

---

LABOUR FORCE INFO: **D21** *Position:* 166 *Length:*2

During the past 12 months, for how many weeks were you without work and NOT looking for work?
Allowed Min: 00 *Allowed Max:* 52

		FREQ	WTD
00 : 52		365	154,410
96	Valid skip	4,279	1,738,382
99	Not stated	4	1,324
		4,648	1,894,116

Coverage: Respondents who during the past 12 months were unemployed and wanted to work
Note: If 00, Go to F1

LABOUR FORCE INFO: **D22** *Position:* 168 *Length:*2

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

		FREQ	WTD
01	Own illness or disability	38	7,767
02	Child care responsibilities	38	6,091
03	Other personal or family responsibilities	18	8,497
04	Awaiting recall from a temporary layoff	0	0
05	Waiting for a job to start	1	343
06	Did not have the skills or experience for available jobs	12	2,961
07	Too old to work / Retired	5	825
08	Other - Specify	46	45,440
96	Valid skip	4,445	1,804,364
99	Not stated	45	17,826
		4,648	1,894,116

Coverage: Respondents who during the past 12 months were unemployed and wanted to work but did not look

---

READ & WRITE AT WORK: **E2A** *Position:* 170 *Length:*1

How often do you READ or use information in (KEY LANGUAGE) from each of the following as part of your MAIN JOB? - Letters or memos

		FREQ	WTD
1	Every day	1,752	733,571
2	A few times a week	338	115,419
3	Once a week	177	68,217
4	Less than once a week	174	62,310
5	Rarely or never	550	241,697
6	Valid skip	1,651	671,623
9	Not stated	6	1,278
		4,648	1,894,116

Coverage: Respondents who were employed at interview date or worked during the 12 months prior to interview date and prefer English or French if given something to read

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READ & WRITE AT WORK: **E2B** *Position:* 171 *Length:*1

How often do you READ or use information in (KEY LANGUAGE) from each of the following as part of your MAIN JOB? - Reports, articles, magazines or journals

		FREQ	WTD
1	Every day	1,234	498,510
2	A few times a week	428	150,339
3	Once a week	275	166,054
4	Less than once a week	225	70,010
5	Rarely or never	829	336,302
6	Valid skip	1,651	671,623
9	Not stated	6	1,278
		4,648	1,894,116

Coverage: Respondents who were employed at interview date or worked during the 12 months prior to interview date and prefer English or French if given something to read

---

READ & WRITE AT WORK: **E2C** *Position:* 172 *Length:*1

How often do you READ or use information in (KEY LANGUAGE) from each of the following as part of your MAIN JOB? - Manuals or reference books, including catalogues

		FREQ	WTD
1	Every day	983	395,935
2	A few times a week	423	178,057
3	Once a week	300	137,308
4	Less than once a week	353	121,260
5	Rarely or never	932	388,656
6	Valid skip	1,651	671,623
9	Not stated	6	1,278
		4,648	1,894,116

Coverage: Respondents who were employed at interview date or worked during the 12 months prior to interview date and prefer English or French if given something to read

---

READ & WRITE AT WORK: **E2D** *Position:* 173 *Length:*1

How often do you READ or use information in (KEY LANGUAGE) from each of the following as part of your MAIN JOB? - Diagrams or schematics

		FREQ	WTD
1	Every day	644	257,104
2	A few times a week	245	87,911
3	Once a week	202	94,552
4	Less than once a week	325	144,352
5	Rarely or never	1,571	636,085
6	Valid skip	1,651	671,623
9	Not stated	10	2,490
		4,648	1,894,116

Coverage: Respondents who were employed at interview date or worked during the 12 months prior to interview date and prefer English or French if given something to read

---

READ & WRITE AT WORK: **E2E** *Position:* 174 *Length:*1

How often do you READ or use information in (KEY LANGUAGE) from each of the following as part of your MAIN JOB? - Bills, invoices, spreadsheets or budget tables

		FREQ	WTD
1	Every day	965	428,825
2	A few times a week	318	132,976
3	Once a week	257	92,739
4	Less than once a week	235	74,732
5	Rarely or never	1,216	491,943
6	Valid skip	1,651	671,623
9	Not stated	6	1,278
		4,648	1,894,116

Coverage: Respondents who were employed at interview date or worked during the 12 months prior to interview date and prefer English or French if given something to read

---

READ & WRITE AT WORK: **E2F** *Position:* 175 *Length:*1

How often do you READ or use information in (KEY LANGUAGE) from each of the following as part of your MAIN JOB? - Directions or instructions for medicines, recipes, or other products

		FREQ	WTD
1	Every day	608	269,729
2	A few times a week	266	87,465
3	Once a week	190	83,926
4	Less than once a week	329	154,449
5	Rarely or never	1,598	625,647
6	Valid skip	1,651	671,623
9	Not stated	6	1,278
		4,648	1,894,116

Coverage: Respondents who were employed at interview date or worked during the 12 months prior to interview date and prefer English or French if given something to read

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READ & WRITE AT WORK: **E2G** *Position:* 176 *Length:*1

How often do you READ or use material written in a language other than (KEY LANGUAGE) as part of your MAIN JOB?

		FREQ	WTD
1	Every day	211	100,444
2	A few times a week	148	41,258
3	Once a week	97	53,605
4	Less than once a week	191	66,918
5	Rarely or never	2,344	958,991
6	Valid skip	1,651	671,623
9	Not stated	6	1,278
		4,648	1,894,116

Coverage: Respondents who were employed at interview date or worked during the 12 months prior to interview date and prefer English or French if given something to read

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READ & WRITE AT WORK: **E3A** *Position:* 177 *Length:*1

How often do you WRITE or fill out in (KEY LANGUAGE) each of the following as part of your MAIN JOB? - Letters or memos

		FREQ	WTD
1	Every day	1,216	506,025
2	A few times a week	380	141,551
3	Once a week	186	75,405
4	Less than once a week	246	109,317
5	Rarely or never	961	386,412
6	Valid skip	1,651	671,623
9	Not stated	8	3,783
		4,648	1,894,116

Coverage: Respondents who were employed at interview date or worked during the 12 months prior to interview date and prefer English or French if given something to read

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READ & WRITE AT WORK: **E3B** *Position:* 178 *Length:*1

How often do you WRITE or fill out in (KEY LANGUAGE) each of the following as part of your MAIN JOB? - Forms or things such as bills, invoices, or budgets

		FREQ	WTD
1	Every day	945	446,837
2	A few times a week	349	130,828
3	Once a week	227	78,143
4	Less than once a week	263	108,697
5	Rarely or never	1,205	456,523
6	Valid skip	1,651	671,623
9	Not stated	8	1,465
		4,648	1,894,116

Coverage: Respondents who were employed at interview date or worked during the 12 months prior to interview date and prefer English or French if given something to read

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READ & WRITE AT WORK: **E3C** *Position:* 179 *Length:*1

How often do you WRITE or fill out in (KEY LANGUAGE) each of the following as part of your MAIN JOB? - Reports or articles

		FREQ	WTD
1	Every day	722	371,704
2	A few times a week	294	91,816
3	Once a week	291	135,447
4	Less than once a week	350	144,465
5	Rarely or never	1,333	477,658
6	Valid skip	1,651	671,623
9	Not stated	7	1,404
		4,648	1,894,116

Coverage: Respondents who were employed at interview date or worked during the 12 months prior to interview date and prefer English or French if given something to read

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READ & WRITE AT WORK: **E3D** *Position:* 180 *Length:*1

How often do you WRITE or fill out in (KEY LANGUAGE) each of the following as part of your MAIN JOB? - Estimates or technical specifications

		FREQ	WTD
1	Every day	427	193,052
2	A few times a week	229	67,374
3	Once a week	180	75,850
4	Less than once a week	295	126,436
5	Rarely or never	1,857	757,984
6	Valid skip	1,651	671,623
9	Not stated	9	1,796
		4,648	1,894,116

Coverage: Respondents who were employed at interview date or worked during the 12 months prior to interview date and prefer English or French if given something to read

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READ & WRITE AT WORK: **E4** *Position:* 181 *Length:*1

How would you rate your READING skills in (KEY LANGUAGE) for your MAIN JOB?

		FREQ	WTD
1	Excellent	1,398	697,259
2	Good	1,058	370,102
3	Moderate	340	82,444
4	Poor	121	45,301
5	No opinion / not applicable	73	25,986
6	Valid skip	1,651	671,623
9	Not stated	7	1,401
		4,648	1,894,116

Coverage: Respondents who were employed at interview date or worked during the 12 months prior to interview date and prefer English or French if given something to read

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READ & WRITE AT WORK: **E5** *Position:* 182 *Length:*1

To what extent are your READING skills in (KEY LANGUAGE) limiting your job opportunities - for example, advancement or getting another job?

		FREQ	WTD
1	Greatly limiting	172	66,933
2	Somewhat limiting	579	159,874
3	Not at all limiting	2,237	993,827
6	Valid skip	1,651	671,623
9	Not stated	9	1,860
		4,648	1,894,116

Coverage: Respondents who were employed at interview date or worked during the 12 months prior to interview date and prefer English or French if given something to read

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READ & WRITE AT WORK: **E6** *Position:* 183 *Length:*1

How would you rate your WRITING skills in (KEY LANGUAGE) for your MAIN JOB?

		FREQ	WTD
1	Excellent	1,118	593,065
2	Good	1,061	428,359
3	Moderate	470	109,993
4	Poor	223	47,286
5	No opinion / not applicable	119	42,508
6	Valid skip	1,651	671,623
9	Not stated	6	1,281
		4,648	1,894,116

Coverage: Respondents who were employed at interview date or worked during the 12 months prior to interview date and prefer English or French if given something to read

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READ & WRITE AT WORK: **E7** *Position:* 184 *Length:*1

To what extent are your WRITING skills in (KEY LANGUAGE) limiting your job opportunities - for example, advancement or getting another job?

		FREQ	WTD
1	Greatly limiting	213	71,072
2	Somewhat limiting	646	181,371
3	Not at all limiting	2,128	967,904
6	Valid skip	1,651	671,623
9	Not stated	10	2,146
		4,648	1,894,116

Coverage: Respondents who were employed at interview date or worked during the 12 months prior to interview date and prefer English or French if given something to read

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READ & WRITE AT WORK: **E8A** *Position:* 185 *Length:*1

In your MAIN JOB, how often do you use arithmetic or mathematics (that is, adding, subtracting, multiplying or dividing) to: measure or estimate the size or weight of objects?

		FREQ	WTD
1	Every day	1,229	574,702
2	A few times a week	327	124,445
3	Once a week	120	37,483
4	Less than once a week	289	95,265
5	Never	1,390	496,130
6	Valid skip	1,280	562,669
9	Not stated	13	3,422
		4,648	1,894,116

Coverage: Respondents who were employed at interview date or worked during the 12 months prior to interview date

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READ & WRITE AT WORK: **E8B** *Position:* 186 *Length:*1

In your MAIN JOB, how often do you use arithmetic or mathematics (that is, adding, subtracting, multiplying or dividing) to: calculate prices, costs or budgets?

		FREQ	WTD
1	Every day	1,069	534,110
2	A few times a week	292	95,857
3	Once a week	177	77,607
4	Less than once a week	316	138,881
5	Never	1,500	480,659
6	Valid skip	1,280	562,669
9	Not stated	14	4,333
		4,648	1,894,116

Coverage: Respondents who were employed at interview date or worked during the 12 months prior to interview date

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READ & WRITE AT WORK: **E9** *Position:* 187 *Length:*1

How would you rate your MATHEMATICAL skills for your MAIN JOB?

		FREQ	WTD
1	Excellent	1,427	616,271
2	Good	1,152	507,857
3	Moderate	329	95,840
4	Poor	72	17,221
5	No opinion / not applicable	377	90,844
6	Valid skip	1,280	562,669
9	Not stated	11	3,414
		4,648	1,894,116

Coverage: Respondents who were employed at interview date or worked during the 12 months prior to interview date

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READ & WRITE AT WORK: **E10** *Position:* 188 *Length:*1

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

		FREQ	WTD
1	Greatly limiting	97	28,048
2	Somewhat limiting	452	145,676
3	Not at all limiting	2,808	1,154,545
6	Valid skip	1,280	562,669
9	Not stated	11	3,179
		4,648	1,894,116

Coverage: Respondents who were employed at interview date or worked during the 12 months prior to interview date

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ADULT EDUCATION: **F1** *Position:* 189 *Length:*1

The following questions will deal with any education or training which you may have taken in the past 12 months. During the past 12 months, did you receive any training or education including courses, private lessons, correspondence courses, workshops, on-the-job training, apprenticeship training, arts, crafts, recreation courses or any other training or education?

		FREQ	WTD
1	Yes	1,765	771,119
2	No	2,883	1,122,997
		4,648	1,894,116

Coverage: All respondents

ADULT EDUCATION: **F2** *Position:* 190 *Length:*1

What was the main reason you took this training or education? Was it for.... (Mark one only)

		FREQ	WTD
1	career/job related purposes?	1,489	652,116
2	personal interest?	222	81,404
3	other	53	37,546
6	Valid skip	2,883	1,122,997
9	Not stated	1	53
		4,648	1,894,116

Coverage: Respondents who during the past 12 months received training or education

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ADULT EDUCATION: **F3** *Position:* 191 *Length:*1

During the past 12 months, was there any training or education that you WANTED to take for career or job-related reasons but did not?

		FREQ	WTD
1	Yes	1,479	497,811
2	No	3,163	1,395,120
9	Not stated	6	1,184
		4,648	1,894,116

Coverage: All respondents

ADULT EDUCATION: **F4A** *Position:* 192 *Length:*1

What were the reasons you did not take this training or education? - Too busy / lack of time

		FREQ	WTD
1	Yes	604	210,295
2	No	875	287,516
6	Valid skip	3,163	1,395,120
9	Not stated	6	1,184
		4,648	1,894,116

Coverage: Respondents who during the past 12 months wanted to take training or education for career or job related reasons but did not

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ADULT EDUCATION: **F4B** *Position:* 193 *Length:*1

What were the reasons you did not take this training or education? - Too busy at work

		FREQ	WTD
1	Yes	349	90,983
2	No	1,130	406,829
6	Valid skip	3,163	1,395,120
9	Not stated	6	1,184
		4,648	1,894,116

Coverage: Respondents who during the past 12 months wanted to take training or education for career or job related reasons but did not

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ADULT EDUCATION: **F4C** *Position:* 194 *Length:*1

What were the reasons you did not take this training or education? - Course not offered

		FREQ	WTD
1	Yes	64	20,398
2	No	1,415	477,413
6	Valid skip	3,163	1,395,120
9	Not stated	6	1,184
		4,648	1,894,116

Coverage: Respondents who during the past 12 months wanted to take training or education for career or job related reasons but did not

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ADULT EDUCATION: **F4D** *Position:* 195 *Length:*1

What were the reasons you did not take this training or education? - Family responsibilities

		FREQ	WTD
1	Yes	328	113,514
2	No	1,151	384,297
6	Valid skip	3,163	1,395,120
9	Not stated	6	1,184
		4,648	1,894,116

Coverage: Respondents who during the past 12 months wanted to take training or education for career or job related reasons but did not

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ADULT EDUCATION: **F4E** *Position:* 196 *Length:*1

What were the reasons you did not take this training or education? - Too expensive / no money

		FREQ	WTD
1	Yes	436	156,933
2	No	1,043	340,878
6	Valid skip	3,163	1,395,120
9	Not stated	6	1,184
		4,648	1,894,116

Coverage: Respondents who during the past 12 months wanted to take training or education for career or job related reasons but did not

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ADULT EDUCATION: **F4F** *Position:* 197 *Length:*1

What were the reasons you did not take this training or education? - Lack of qualifications

		FREQ	WTD
1	Yes	34	8,459
2	No	1,445	489,353
6	Valid skip	3,163	1,395,120
9	Not stated	6	1,184
		4,648	1,894,116

Coverage: Respondents who during the past 12 months wanted to take training or education for career or job related reasons but did not

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ADULT EDUCATION: **F4G** *Position:* 198 *Length:*1

What were the reasons you did not take this training or education? - Lack of employer support

		FREQ	WTD
1	Yes	76	25,033
2	No	1,403	472,779
6	Valid skip	3,163	1,395,120
9	Not stated	6	1,184
		4,648	1,894,116

Coverage: Respondents who during the past 12 months wanted to take training or education for career or job related reasons but did not

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ADULT EDUCATION: **F4H** *Position:* 199 *Length:*1

What were the reasons you did not take this training or education? - Course offered at inconvenient time

		FREQ	WTD
1	Yes	116	38,349
2	No	1,363	459,462
6	Valid skip	3,163	1,395,120
9	Not stated	6	1,184
		4,648	1,894,116

Coverage: Respondents who during the past 12 months wanted to take training or education for career or job related reasons but did not

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ADULT EDUCATION: **F4I** *Position:* 200 *Length:*1

What were the reasons you did not take this training or education? - Language reasons

		FREQ	WTD
1	Yes	64	17,685
2	No	1,415	480,126
6	Valid skip	3,163	1,395,120
9	Not stated	6	1,184
		4,648	1,894,116

Coverage: Respondents who during the past 12 months wanted to take training or education for career or job related reasons but did not

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ADULT EDUCATION: **F4J** *Position:* 201 *Length:*1

What were the reasons you did not take this training or education? - Health reasons

		FREQ	WTD
1	Yes	55	14,470
2	No	1,424	483,341
6	Valid skip	3,163	1,395,120
9	Not stated	6	1,184
		4,648	1,894,116

Coverage: Respondents who during the past 12 months wanted to take training or education for career or job related reasons but did not

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ADULT EDUCATION: **F4K** *Position:* 202 *Length:*1

What were the reasons you did not take this training or education? - Other

		FREQ	WTD
1	Yes	98	17,529
2	No	1,381	480,282
6	Valid skip	3,163	1,395,120
9	Not stated	6	1,184
		4,648	1,894,116

Coverage: Respondents who during the past 12 months wanted to take training or education for career or job related reasons but did not

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ADULT EDUCATION: **F5** *Position:* 203 *Length:*1

During the past 12 months, was there any other training that you WANTED to take but did not, such as hobby, recreational or interest courses?

		FREQ	WTD
1	Yes	1,287	503,414
2	No	3,358	1,390,262
9	Not stated	3	441
		4,648	1,894,116

Coverage: All respondents

ADULT EDUCATION: **F6A** *Position:* 204 *Length:*1

What were the reasons you did not take this training or education? - Too busy / lack of time

		FREQ	WTD
1	Yes	742	324,410
2	No	545	179,003
6	Valid skip	3,358	1,390,262
9	Not stated	3	441
		4,648	1,894,116

Coverage: Respondents who during the past 12 months wanted to take any other training such as hobby, recreational or interest courses but did not

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ADULT EDUCATION: **F6B** *Position:* 205 *Length:*1

What were the reasons you did not take this training or education? - Too busy at work

		FREQ	WTD
1	Yes	276	102,730
2	No	1,011	400,683
6	Valid skip	3,358	1,390,262
9	Not stated	3	441
		4,648	1,894,116

Coverage: Respondents who during the past 12 months wanted to take any other training such as hobby, recreational or interest courses but did not

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ADULT EDUCATION: **F6C** *Position:* 206 *Length:*1

What were the reasons you did not take this training or education? - Course not offered

		FREQ	WTD
1	Yes	48	18,701
2	No	1,239	484,713
6	Valid skip	3,358	1,390,262
9	Not stated	3	441
		4,648	1,894,116

Coverage: Respondents who during the past 12 months wanted to take any other training such as hobby, recreational or interest courses but did not

ADULT EDUCATION: **F6D** *Position:* 207 *Length:*1

What were the reasons you did not take this training or education? - Family responsibilities

		FREQ	WTD
1	Yes	284	117,088
2	No	1,003	386,325
6	Valid skip	3,358	1,390,262
9	Not stated	3	441
		4,648	1,894,116

Coverage: Respondents who during the past 12 months wanted to take any other training such as hobby, recreational or interest courses but did not

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ADULT EDUCATION: **F6E** *Position:* 208 *Length:*1

What were the reasons you did not take this training or education? - Too expensive / no money

		FREQ	WTD
1	Yes	286	106,666
2	No	1,001	396,747
6	Valid skip	3,358	1,390,262
9	Not stated	3	441
		4,648	1,894,116

Coverage: Respondents who during the past 12 months wanted to take any other training such as hobby, recreational or interest courses but did not

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ADULT EDUCATION: **F6F** *Position:* 209 *Length:*1

What were the reasons you did not take this training or education? - Lack of qualifications

		FREQ	WTD
1	Yes	10	1,681
2	No	1,277	501,733
6	Valid skip	3,358	1,390,262
9	Not stated	3	441
		4,648	1,894,116

Coverage: Respondents who during the past 12 months wanted to take any other training such as hobby, recreational or interest courses but did not

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ADULT EDUCATION: **F6G** *Position:* 210 *Length:*1

What were the reasons you did not take this training or education? - Lack of employer support

		FREQ	WTD
1	Yes	8	5,320
2	No	1,279	498,093
6	Valid skip	3,358	1,390,262
9	Not stated	3	441
		4,648	1,894,116

Coverage: Respondents who during the past 12 months wanted to take any other training such as hobby, recreational or interest courses but did not

ADULT EDUCATION: **F6H** *Position:* 211 *Length:*1

What were the reasons you did not take this training or education? - Course offered at inconvenient time

		FREQ	WTD
1	Yes	87	26,119
2	No	1,200	477,294
6	Valid skip	3,358	1,390,262
9	Not stated	3	441
		4,648	1,894,116

Coverage: Respondents who during the past 12 months wanted to take any other training such as hobby, recreational or interest courses but did not

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ADULT EDUCATION: **F6I** *Position:* 212 *Length:*1

What were the reasons you did not take this training or education? - Language reasons

		FREQ	WTD
1	Yes	35	7,663
2	No	1,252	495,750
6	Valid skip	3,358	1,390,262
9	Not stated	3	441
		4,648	1,894,116

Coverage: Respondents who during the past 12 months wanted to take any other training such as hobby, recreational or interest courses but did not

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ADULT EDUCATION: **F6J** *Position:* 213 *Length:*1

What were the reasons you did not take this training or education? - Health reasons

		FREQ	WTD
1	Yes	48	12,836
2	No	1,239	490,578
6	Valid skip	3,358	1,390,262
9	Not stated	3	441
		4,648	1,894,116

Coverage: Respondents who during the past 12 months wanted to take any other training such as hobby, recreational or interest courses but did not

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ADULT EDUCATION: **F6K** *Position:* 214 *Length:*1

What were the reasons you did not take this training or education? - Other

		FREQ	WTD
1	Yes	66	22,016
2	No	1,221	481,398
6	Valid skip	3,358	1,390,262
9	Not stated	3	441
		4,648	1,894,116

Coverage: Respondents who during the past 12 months wanted to take any other training such as hobby, recreational or interest courses but did not

READING - WRITING GENERAL: **G2A** *Position:* 215 *Length:*1

The next few questions deal with reading and writing in your daily life EXCLUDING work and school. I am going to read you a list of activities. Please tell me if you do each of them using (KEY LANGUAGE) daily, weekly, every month, several times a year or never? How often do you use a public library?

		FREQ	WTD
1	Daily	69	49,733
2	Weekly	522	287,573
3	Monthly	858	334,384
4	Several times a year	1,056	479,320
5	Never	1,384	511,735
6	Valid skip	757	230,825
9	Not stated	2	545
		4,648	1,894,116

Coverage: Respondents who prefer English or French if given something to read

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READING - WRITING GENERAL: **G2B** *Position:* 216 *Length:*1

How often do you attend a movie, play or concert?

		FREQ	WTD
1	Daily	16	3,078
2	Weekly	380	208,408
3	Monthly	1,051	480,231
4	Several times a year	1,528	628,784
5	Never	911	339,437
6	Valid skip	757	230,825
9	Not stated	5	3,351
		4,648	1,894,116

Coverage: Respondents who prefer English or French if given something to read

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READING - WRITING GENERAL: **G2C** *Position:* 217 *Length:*1

How often do you attend or take part in a sporting event?

		FREQ	WTD
1	Daily	100	61,839
2	Weekly	602	261,306
3	Monthly	400	201,511
4	Several times a year	964	404,886
5	Never	1,801	727,085
6	Valid skip	757	230,825
9	Not stated	24	6,662
		4,648	1,894,116

Coverage: Respondents who prefer English or French if given something to read

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READING - WRITING GENERAL: **G2D** *Position:* 218 *Length:*1

How often do you write letters or anything else that is more than one page in length?

		FREQ	WTD
1	Daily	185	103,300
2	Weekly	504	262,689
3	Monthly	754	363,012
4	Several times a year	884	340,942
5	Never	1,561	585,488
6	Valid skip	757	230,825
9	Not stated	3	7,860
		4,648	1,894,116

Coverage: Respondents who prefer English or French if given something to read

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READING - WRITING GENERAL: **G2E** *Position:* 219 *Length:*1

How often do you participate in volunteer or community organizations?

		FREQ	WTD
1	Daily	80	56,632
2	Weekly	372	219,620
3	Monthly	295	118,566
4	Several times a year	626	268,917
5	Never	2,510	997,716
6	Valid skip	757	230,825
9	Not stated	8	1,840
		4,648	1,894,116

Coverage: Respondents who prefer English or French if given something to read

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READING - WRITING GENERAL: **G2F** *Position:* 220 *Length:*1

How often do you read newspapers or magazines?

		FREQ	WTD
1	Daily	2,136	1,026,161
2	Weekly	1,135	402,554
3	Monthly	255	94,330
4	Several times a year	144	68,164
5	Never	208	69,275
6	Valid skip	757	230,825
9	Not stated	13	2,806
		4,648	1,894,116

Coverage: Respondents who prefer English or French if given something to read

READING - WRITING GENERAL: **G2G** *Position:* 221 *Length:*1

How often do you read books?

		FREQ	WTD
1	Daily	1,180	597,877
2	Weekly	775	350,299
3	Monthly	632	228,601
4	Several times a year	619	241,392
5	Never	681	244,341
6	Valid skip	757	230,825
9	Not stated	4	780
		4,648	1,894,116

Coverage: Respondents who prefer English or French if given something to read

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READING - WRITING GENERAL: **G2H** *Position:* 222 *Length:*1

How often do you listen to radio, records, tapes, cassettes or compact discs?

		FREQ	WTD
1	Daily	3,246	1,437,477
2	Weekly	384	143,377
3	Monthly	63	19,450
4	Several times a year	59	13,534
5	Never	138	49,194
6	Valid skip	757	230,825
9	Not stated	1	259
		4,648	1,894,116

Coverage: Respondents who prefer English or French if given something to read

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READING - WRITING GENERAL: **G3** *Position:* 223 *Length:*1

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

		FREQ	WTD
1	Yes	2,269	858,533
2	No	1,622	804,757
6	Valid skip	757	230,825
		4,648	1,894,116

Coverage: Respondents who prefer English or French if given something to read

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READING - WRITING GENERAL: **G4A** *Position:* 224 *Length:*1

Which of the following activities have you ever done in a language OTHER than French or English? - Use a public library

		FREQ	WTD
1	Yes	1,099	380,386
2	No	1,922	707,874
6	Valid skip	1,622	804,757
9	Not stated	5	1,099
		4,648	1,894,116

Coverage: Respondents who do activities in another language

READING - WRITING GENERAL: **G4B** *Position:* 225 *Length:*1

Which of the following activities have you ever done in a language OTHER than French or English? - Attend a movie, play or concert

		FREQ	WTD
1	Yes	1,724	671,625
2	No	1,297	416,635
6	Valid skip	1,622	804,757
9	Not stated	5	1,099
		4,648	1,894,116

Coverage: Respondents who do activities in another language

READING - WRITING GENERAL: **G4C** *Position:* 226 *Length:*1

Which of the following activities have you ever done in a language OTHER than French or English? - Attend or take part in a sporting event

		FREQ	WTD
1	Yes	1,001	313,272
2	No	2,020	774,987
6	Valid skip	1,622	804,757
9	Not stated	5	1,099
		4,648	1,894,116

Coverage: Respondents who do activities in another language

READING - WRITING GENERAL: **G4D** *Position:* 227 *Length:*1

Which of the following activities have you ever done in a language OTHER than French or English? - Write letters or anything else that is more than one page in length

		FREQ	WTD
1	Yes	2,188	772,966
2	No	833	315,294
6	Valid skip	1,622	804,757
9	Not stated	5	1,099
		4,648	1,894,116

Coverage: Respondents who do activities in another language

READING - WRITING GENERAL: **G4E** *Position:* 228 *Length:*1

Which of the following activities have you ever done in a language OTHER than French or English? - Participate in volunteer or community organizations

		FREQ	WTD
1	Yes	917	352,303
2	No	2,104	735,956
6	Valid skip	1,622	804,757
9	Not stated	5	1,099
		4,648	1,894,116

Coverage: Respondents who do activities in another language

READING - WRITING GENERAL: **G4F** *Position:* 229 *Length:*1

Which of the following activities have you ever done in a language OTHER than French or English? - Reading newspapers or magazines

		FREQ	WTD
1	Yes	2,523	886,487
2	No	498	201,772
6	Valid skip	1,622	804,757
9	Not stated	5	1,099
		4,648	1,894,116

Coverage: Respondents who do activities in another language

READING - WRITING GENERAL: **G4G** *Position:* 230 *Length:*1

Which of the following activities have you ever done in a language OTHER than French or English? - Reading books

		FREQ	WTD
1	Yes	2,126	765,876
2	No	895	322,383
6	Valid skip	1,622	804,757
9	Not stated	5	1,099
		4,648	1,894,116

Coverage: Respondents who do activities in another language

READING - WRITING GENERAL: **G4H** *Position:* 231 *Length:*1

Which of the following activities have you ever done in a language OTHER than French or English? - Listening to radio, records, tapes, cassettes or compact discs

		FREQ	WTD
1	Yes	2,770	982,304
2	No	251	105,955
6	Valid skip	1,622	804,757
9	Not stated	5	1,099
		4,648	1,894,116

Coverage: Respondents who do activities in another language

READING - WRITING GENERAL: **G5** *Position:* 232 *Length:*1

How much time do you usually spend each day watching television or videos (in any language)?

		FREQ	WTD
1	Not on a daily basis	395	158,216
2	Less than 1 hour per day	906	368,027
3	1 to 2 hours per day	1,875	740,620
4	More than 2 hours but less than 5	1,246	516,968
5	5 or more hours per day	221	105,056
9	Not stated	5	5,230
		4,648	1,894,116

Coverage: All respondents
Note: Code 6 - Do not have a television or videos was incorporated into not stated

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READING - WRITING GENERAL: **G6** *Position:* 233 *Length:*1

Do you ever watch television or videos in a language OTHER than French or English?

		FREQ	WTD
1	Yes	3,027	1,089,591
2	No	1,603	797,618
9	Not stated/Not applicable	18	6,908
		4,648	1,894,116

Coverage: All respondents

READING - WRITING GENERAL: **G7A** *Position:* 234 *Length:*1

Which of the following materials do you currently have in your home? - Daily newspapers

		FREQ	WTD
1	Yes	2,690	1,147,983
2	No	1,957	745,837
9	Not stated	1	296
		4,648	1,894,116

Coverage: All respondents

READING - WRITING GENERAL: **G7B** *Position:* 235 *Length:*1

Which of the following materials do you currently have in your home? - Weekly newspaper / magazines

		FREQ	WTD
1	Yes	3,265	1,388,070
2	No	1,382	505,749
9	Not stated	1	296
		4,648	1,894,116

Coverage: All respondents

READING - WRITING GENERAL: **G7C** *Position:* 236 *Length:*1

Which of the following materials do you currently have in your home? - More than 25 books

		FREQ	WTD
1	Yes	3,669	1,525,798
2	No	978	368,022
9	Not stated	1	296
		4,648	1,894,116

Coverage: All respondents

READING - WRITING GENERAL: **G7D** *Position:* 237 *Length:*1

Which of the following materials do you currently have in your home? - A (multi-volume) encyclopedia

		FREQ	WTD
1	Yes	2,536	1,098,614
2	No	2,111	795,206
9	Not stated	1	296
		4,648	1,894,116

Coverage: All respondents

READING - WRITING GENERAL: **G7E** *Position:* 238 *Length:*1

Which of the following materials do you currently have in your home? - A dictionary

		FREQ	WTD
1	Yes	4,299	1,782,974
2	No	348	110,846
9	Not stated	1	296
		4,648	1,894,116

Coverage: All respondents

READING - WRITING GENERAL: **G9A** *Position:* 239 *Length:*1

How often do you READ or use information in (KEY LANGUAGE) from each of the following as part of your daily life EXCLUDING work and school? - Letters or memos

		FREQ	WTD
1	Every day	812	398,118
2	A few times a week	714	304,297
3	Once a week	567	289,214
4	Less than once a week	773	290,570
5	Rarely or never	1,019	376,805
6	Valid skip	757	230,825
9	Not stated	6	4,286
		4,648	1,894,116

Coverage: Respondents who prefer English or French if given something to read

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READING - WRITING GENERAL: **G9B** *Position:* 240 *Length:*1

How often do you READ or use information in (KEY LANGUAGE) from each of the following as part of your daily life EXCLUDING work and school? - Reports, articles, magazines or journals

		FREQ	WTD
1	Every day	831	436,987
2	A few times a week	841	348,236
3	Once a week	830	303,967
4	Less than once a week	569	228,510
5	Rarely or never	813	340,821
6	Valid skip	757	230,825
9	Not stated	7	4,770
		4,648	1,894,116

Coverage: Respondents who prefer English or French if given something to read

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READING - WRITING GENERAL: **G9C** *Position:* 241 *Length:*1

How often do you READ or use information in (KEY LANGUAGE) from each of the following as part of your daily life EXCLUDING work and school? - Manuals or reference books, including catalogues

		FREQ	WTD
1	Every day	352	181,135
2	A few times a week	552	245,841
3	Once a week	739	289,828
4	Less than once a week	988	422,786
5	Rarely or never	1,247	517,881
6	Valid skip	757	230,825
9	Not stated	13	5,820
		4,648	1,894,116

Coverage: Respondents who prefer English or French if given something to read

READING - WRITING GENERAL: **G9D** *Position:* 242 *Length:*1

How often do you READ or use information in (KEY LANGUAGE) from each of the following as part of your daily life EXCLUDING work and school? - Diagrams or schematics

		FREQ	WTD
1	Every day	133	103,720
2	A few times a week	136	66,167
3	Once a week	202	78,836
4	Less than once a week	518	256,401
5	Rarely or never	2,888	1,152,492
6	Valid skip	757	230,825
9	Not stated	14	5,674
		4,648	1,894,116

Coverage: Respondents who prefer English or French if given something to read

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READING - WRITING GENERAL: **G9E** *Position:* 243 *Length:*1

How often do you READ or use information in (KEY LANGUAGE) from each of the following as part of your daily life EXCLUDING work and school? - Bills, invoices, spreadsheets or budget tables

		FREQ	WTD
1	Every day	732	320,627
2	A few times a week	749	293,921
3	Once a week	974	400,231
4	Less than once a week	833	297,947
5	Rarely or never	596	346,224
6	Valid skip	757	230,825
9	Not stated	7	4,340
		4,648	1,894,116

Coverage: Respondents who prefer English or French if given something to read

READING - WRITING GENERAL: **G9F** *Position:* 244 *Length:*1

How often do you READ or use information in (KEY LANGUAGE) from each of the following as part of your daily life EXCLUDING work and school? - Directions or instructions for medicines, recipes, or other products

		FREQ	WTD
1	Every day	453	202,529
2	A few times a week	683	275,447
3	Once a week	683	298,257
4	Less than once a week	1,180	461,454
5	Rarely or never	886	421,317
6	Valid skip	757	230,825
9	Not stated	6	4,286
		4,648	1,894,116

Coverage: Respondents who prefer English or French if given something to read

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READING - WRITING GENERAL: **G9G** *Position:* 245 *Length:*1

How often do you READ or use material written in a language other than (KEY LANGUAGE) as part of your daily life EXCLUDING work and school?

		FREQ	WTD
1	Every day	559	197,795
2	A few times a week	542	144,434
3	Once a week	444	250,434
4	Less than once a week	599	275,858
5	Rarely or never	1,741	790,483
6	Valid skip	757	230,825
9	Not stated	6	4,286
		4,648	1,894,116

Coverage: Respondents who prefer English or French if given something to read

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READING - WRITING GENERAL: **G10A** *Position:* 246 *Length:*1

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

		FREQ	WTD
1	A lot	1,765	836,362
2	Some	1,396	582,871
3	Very little	485	142,244
4	None	241	100,672
6	Valid skip	757	230,825
9	Not stated	4	1,142
		4,648	1,894,116

Coverage: Respondents who prefer English or French if given something to read

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READING - WRITING GENERAL: **G10B** *Position:* 247 *Length:*1

How much information do you get from magazines?

		FREQ	WTD
1	A lot	540	267,763
2	Some	1,723	778,018
3	Very little	1,005	343,256
4	None	617	272,217
6	Valid skip	757	230,825
9	Not stated	6	2,036
		4,648	1,894,116

Coverage: Respondents who prefer English or French if given something to read

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READING - WRITING GENERAL: **G10C** *Position:* 248 *Length:*1

How much information do you get from radio?

		FREQ	WTD
1	A lot	2,168	917,974
2	Some	1,173	530,197
3	Very little	363	137,618
4	None	182	76,233
6	Valid skip	757	230,825
9	Not stated	5	1,267
		4,648	1,894,116

Coverage: Respondents who prefer English or French if given something to read

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READING - WRITING GENERAL: **G10D** *Position:* 249 *Length:*1

How much information do you get from television?

		FREQ	WTD
1	A lot	2,560	1,126,198
2	Some	1,010	406,393
3	Very little	242	86,732
4	None	75	42,826
6	Valid skip	757	230,825
9	Not stated	4	1,142
		4,648	1,894,116

Coverage: Respondents who prefer English or French if given something to read

READING - WRITING GENERAL: **G10E** *Position:* 250 *Length:*1

How much information do you get from family members, friends or co-workers?

		FREQ	WTD
1	A lot	925	425,207
2	Some	1,969	830,394
3	Very little	749	316,210
4	None	242	89,808
6	Valid skip	757	230,825
9	Not stated	6	1,671
		4,648	1,894,116

Coverage: Respondents who prefer English or French if given something to read

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READING - WRITING GENERAL: **G11A** *Position:* 251 *Length:*1

Sometimes people need help from family members or friends to read and write in (KEY LANGUAGE). How often do you need help from others with reading newspaper articles?

		FREQ	WTD
1	Often	181	56,153
2	Sometimes	658	289,291
3	Never	3,046	1,316,770
6	Valid skip	757	230,825
9	Not stated	6	1,076
		4,648	1,894,116

Coverage: Respondents who prefer English or French if given something to read

READING - WRITING GENERAL: **G11B** *Position:* 252 *Length:*1

How often do you need help from others with reading information from government agencies, businesses or other institutions?

		FREQ	WTD
1	Often	324	84,273
2	Sometimes	863	368,901
3	Never	2,697	1,208,652
6	Valid skip	757	230,825
9	Not stated	7	1,464
		4,648	1,894,116

Coverage: Respondents who prefer English or French if given something to read

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READING - WRITING GENERAL: **G11C** *Position:* 253 *Length:*1

How often do you need help from others with filling out forms such as applications or bank deposit slips?

		FREQ	WTD
1	Often	235	78,902
2	Sometimes	534	211,269
3	Never	3,112	1,370,618
6	Valid skip	757	230,825
9	Not stated	10	2,502
		4,648	1,894,116

Coverage: Respondents who prefer English or French if given something to read

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READING - WRITING GENERAL: **G11D** *Position:* 254 *Length:*1

How often do you need help from others with reading instructions such as on a medicine bottle?

		FREQ	WTD
1	Often	127	30,143
2	Sometimes	473	229,840
3	Never	3,281	1,401,417
6	Valid skip	757	230,825
9	Not stated	10	1,891
		4,648	1,894,116

Coverage: Respondents who prefer English or French if given something to read

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READING - WRITING GENERAL: **G11E** *Position:* 255 *Length:*1

How often do you need help from others with reading instructions on "packaged" goods in stores or supermarkets?

		FREQ	WTD
1	Often	120	30,792
2	Sometimes	378	176,668
3	Never	3,387	1,454,753
6	Valid skip	757	230,825
9	Not stated	6	1,076
		4,648	1,894,116

Coverage: Respondents who prefer English or French if given something to read

READING - WRITING GENERAL: **G11F** *Position:* 256 *Length:*1

How often do you need help from others with doing basic arithmetic, that is, adding, subtracting, multiplying and dividing?

		FREQ	WTD
1	Often	121	50,014
2	Sometimes	328	151,995
3	Never	3,435	1,460,081
6	Valid skip	757	230,825
9	Not stated	7	1,201
		4,648	1,894,116

Coverage: Respondents who prefer English or French if given something to read

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READING - WRITING GENERAL: **G11G** *Position:* 257 *Length:*1

How often do you need help from others with writing notes and letters?

		FREQ	WTD
1	Often	291	94,006
2	Sometimes	682	264,946
3	Never	2,912	1,303,262
6	Valid skip	757	230,825
9	Not stated	6	1,076
		4,648	1,894,116

Coverage: Respondents who prefer English or French if given something to read

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READING - WRITING GENERAL: **G12** *Position:* 258 *Length:*1

How would you rate your READING skills in (KEY LANGUAGE) needed in DAILY LIFE?

		FREQ	WTD
1	Excellent	1,611	858,420
2	Good	1,383	486,357
3	Moderate	620	235,518
4	Poor	257	79,774
5	No opinion	11	1,613
6	Valid skip	757	230,825
9	Not stated	9	1,609
		4,648	1,894,116

Coverage: Respondents who prefer English or French if given something to read

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READING - WRITING GENERAL: **G13** *Position:* 259 *Length:*1

Since leaving school, have you ever taken a course to upgrade your READING OR WRITING skills in (KEY LANGUAGE)?

		FREQ	WTD
1	Yes	1,164	396,686
2	No	2,480	1,083,602
3	Still in school	236	181,377
6	Valid skip	757	230,825
9	Not stated	11	1,626
		4,648	1,894,116

Coverage: Respondents who prefer English or French if given something to read

READING - WRITING GENERAL: **G14** *Position:* 260 *Length:*1

How would you rate your WRITING skills in (KEY LANGUAGE) needed in DAILY LIFE?

		FREQ	WTD
1	Excellent	1,321	691,135
2	Good	1,315	555,307
3	Moderate	749	264,778
4	Poor	480	146,345
5	No opinion	15	3,873
6	Valid skip	757	230,825
9	Not stated	11	1,853
		4,648	1,894,116

Coverage: Respondents who prefer English or French if given something to read

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READING - WRITING GENERAL: **G15** *Position:* 261 *Length:*1

How would you rate your MATHEMATICAL skills needed in DAILY LIFE?

		FREQ	WTD
1	Excellent	1,604	794,704
2	Good	1,541	643,614
3	Moderate	544	184,008
4	Poor	176	32,077
5	No opinion	19	5,186
6	Valid skip	757	230,825
9	Not stated	7	3,701
		4,648	1,894,116

Coverage: Respondents who prefer English or French if given something to read

READING - WRITING GENERAL: **G16** *Position:* 262 *Length:*1

All things considered, how satisfied are you with your READING AND WRITING skills in (KEY LANGUAGE)? Are you...

		FREQ	WTD
1	very satisfied?	1,620	799,618
2	somewhat satisfied?	1,547	634,746
3	somewhat dissatisfied?	493	165,521
4	very dissatisfied?	199	58,003
5	No opinion	23	3,904
6	Valid skip	757	230,825
9	Not stated	9	1,499
		4,648	1,894,116

Coverage: Respondents who prefer English or French if given something to read

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READING - WRITING GENERAL: **G17** *Position:* 263 *Length:*1

How often do you READ or use information from written material (eg. letters, reports, magazines, etc.) in a language OTHER than English or French as part of your daily life? Would you say...?

		FREQ	WTD
1	every day?	239	68,541
2	a few times a week?	181	41,649
3	once a week?	101	27,062
4	less than once a week?	87	34,312
5	rarely or never?	135	55,892
6	Valid skip	3,891	1,663,290
9	Not stated	14	3,370
		4,648	1,894,116

Coverage: Respondents who prefer neither English or French if given something to read

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READING - WRITING GENERAL: **G18A** *Position:* 264 *Length:*1

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

		FREQ	WTD
1	A lot	174	47,849
2	Some	230	64,070
3	Very little	161	58,759
4	None	163	54,066
6	Valid skip	3,891	1,663,290
9	Not stated	29	6,082
		4,648	1,894,116

Coverage: Respondents who prefer neither English or French if given something to read

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READING - WRITING GENERAL: **G18B** *Position:* 265 *Length:*1

How much information do you get from magazines?

		FREQ	WTD
1	A lot	30	10,710
2	Some	165	41,215
3	Very little	231	81,167
4	None	301	91,587
6	Valid skip	3,891	1,663,290
9	Not stated	30	6,146
		4,648	1,894,116

Coverage: Respondents who prefer neither English or French if given something to read

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READING - WRITING GENERAL: **G18C** *Position:* 266 *Length:*1

How much information do you get from radio?

		FREQ	WTD
1	A lot	317	85,953
2	Some	232	74,769
3	Very little	109	31,742
4	None	71	32,433
6	Valid skip	3,891	1,663,290
9	Not stated	28	5,929
		4,648	1,894,116

Coverage: Respondents who prefer neither English or French if given something to read

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READING - WRITING GENERAL: **G18D** *Position:* 267 *Length:*1

How much information do you get from television?

		FREQ	WTD
1	A lot	451	137,902
2	Some	204	63,067
3	Very little	50	9,579
4	None	24	14,349
6	Valid skip	3,891	1,663,290
9	Not stated	28	5,929
		4,648	1,894,116

Coverage: Respondents who prefer neither English or French if given something to read

READING - WRITING GENERAL: **G18E** *Position:* 268 *Length:*1

How much information do you get from family members, friends or co-workers?

		FREQ	WTD
1	A lot	373	116,344
2	Some	257	73,028
3	Very little	65	18,456
4	None	32	16,729
6	Valid skip	3,891	1,663,290
9	Not stated	30	6,269
		4,648	1,894,116

Coverage: Respondents who prefer neither English or French if given something to read

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READING - WRITING GENERAL: **G19** *Position:* 269 *Length:*1

How would you rate your MATHEMATICAL skills needed in DAILY LIFE?

		FREQ	WTD
1	Excellent	133	50,477
2	Good	235	56,035
3	Moderate	234	72,696
4	Poor	98	34,471
5	No opinion	28	10,522
6	Valid skip	3,891	1,663,290
9	Not stated	29	6,625
		4,648	1,894,116

Coverage: Respondents who prefer neither English or French if given something to read

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INCOME INFO: **H1A** *Position:* 270 *Length:*1

From which of the following sources did you personally receive income in 1997? - Income from wages, salary or self-employment

		FREQ	WTD
1	Yes	3,351	1,321,951
2	No	1,218	540,043
9	Not stated	79	32,122
		4,648	1,894,116

Coverage: All respondents

INCOME INFO: **H1B** *Position:* 271 *Length:*1

From which of the following sources did you personally receive income in 1997? - Income from government, such as Family Allowance, Employment Insurance or Social Assistance

		FREQ	WTD
1	Yes	1,051	366,653
2	No	3,515	1,495,121
9	Not stated	82	32,342
		4,648	1,894,116

Coverage: All respondents

INCOME INFO: **H1C** *Position:* 272 *Length:*1

From which of the following sources did you personally receive income in 1997? - Canada or Quebec Pension Plan, or Old Age Pension

		FREQ	WTD
1	Yes	444	176,828
2	No	4,122	1,684,947
9	Not stated	82	32,342
		4,648	1,894,116

Coverage: All respondents

INCOME INFO: **H1D** *Position:* 273 *Length:*1

From which of the following sources did you personally receive income in 1997? - Income from interest, dividends, investments or private pensions

		FREQ	WTD
1	Yes	1,142	509,691
2	No	3,424	1,352,084
9	Not stated	82	32,342
		4,648	1,894,116

Coverage: All respondents

INCOME INFO: **H1E** *Position:* 274 *Length:*1

From which of the following sources did you personally receive income in 1997? - Income from ANY OTHER sources, (such as alimony, scholarships, etc.)

		FREQ	WTD
1	Yes	308	117,758
2	No	4,258	1,744,017
9	Not stated	82	32,342
		4,648	1,894,116

Coverage: All respondents

INCOME INFO: **H2** *Position:* 275 *Length:*6

What is the best estimate of your personal income in 1997 from all sources, including those just mentioned (before taxes and deductions)?
Allowed Min: 000000 *Allowed Max:* 700000

		FREQ	WTD
000040 : 700000		3,608	1,359,117
000000	No income	308	189,424
999997	Don't know	481	198,664
999999	Not stated	251	146,911
		4,648	1,894,116

Coverage: All respondents
This variable is suppressed on the public use microdata file.

DERIVED VARIABLE: **H2RCD** *Position:* 281 *Length:*2

What is the best estimate of your personal income in 1997 from all sources, including those just mentioned (before taxes and deductions)? (Grouped)

		FREQ	WTD
00	No income	308	189,424
01	Less than 5,000	291	132,669
02	5,000 - 9,999	329	110,546
03	10,000 - 14,999	450	207,049
04	15,000 - 19,999	311	101,506
05	20,000 - 29,999	663	241,799
06	30,000 - 39,999	604	213,677
07	40,000 - 49,999	359	114,206
08	50,000 - 69,999	379	137,455
09	70,000 and over	222	100,211
99	Don't know/Not stated	732	345,575
		4,648	1,894,116

Coverage: All respondents

INCOME INFO: **H3** *Position:* 283 *Length:*6

What is the best estimate of your personal income from ONLY wages, salary or self- employment in 1997 (before taxes and deductions)?
Allowed Min: 000000 *Allowed Max:* 400000

		FREQ	WTD
000024 : 400000		2,867	1,078,151
000000	No income	1,283	567,304
999997	Don't know	332	154,492
999999	Not stated	166	94,169
		4,648	1,894,116

Coverage: All respondents
This variable is suppressed on the public use microdata file.

DERIVED VARIABLE: **H3RCD** *Position:* 289 *Length:*2

What is the best estimate of your personal income from ONLY wages, salary or self- employment in 1997 (before taxes and deductions)? (Grouped)

		FREQ	WTD
00	No income	1,283	567,304
01	Less than 5,000	209	119,670
02	5,000 - 9,999	189	65,083
03	10,000 - 14,999	235	88,182
04	15,000 - 19,999	234	79,079
05	20,000 - 29,999	604	237,272
06	30,000 - 39,999	546	181,254
07	40,000 - 49,999	328	117,100
08	50,000 - 69,999	354	122,747
09	70,000 and over	168	67,763
99	Don't know/Not stated	498	248,661
		4,648	1,894,116

Coverage: All respondents

INCOME INFO: **H4** *Position:* 291 *Length:*6

What is the best estimate of the total income of all household members (including yourself) from all sources in 1997 (before taxes and deductions)?
Allowed Min: 000000 *Allowed Max:* 740000

		FREQ	WTD
000050 : 740000		3,381	1,241,401
000000	No income	13	2,969
999997	Don't know	1,065	544,920
999999	Not stated	189	104,826
		4,648	1,894,116

Coverage: All respondents
This variable is suppressed on the public use microdata file.

DERIVED VARIABLE: **H4RCD** *Position:* 297 *Length:*2

What is the best estimate of the total income of all household members (including yourself) from all sources in 1997 (before taxes and deductions)? (Grouped)

		FREQ	WTD
01	Less than 10,000	140	25,579
02	10,000 - 14,999	223	78,044
03	15,000 - 19,999	194	46,514
04	20,000 - 29,999	416	118,528
05	30,000 - 39,999	437	198,219
06	40,000 - 49,999	380	146,423
07	50,000 - 59,999	351	104,365
08	60,000 - 79,999	531	198,035
09	80,000 and over	722	328,661
99	Don't know/Not stated	1,254	649,746
		4,648	1,894,116

Coverage: All respondents

GENERAL INFO: **ICITLANG** *Position:* 299 *Length:*1

Language of Task Booklet

		FREQ	WTD
1	English or French	3,411	1,410,413
9	Not stated/Not applicable	1,237	483,703
		4,648	1,894,116

Coverage: All respondents
This variable is suppressed on the public use microdata file.

LITERACY VALUES: **DOC** *Position:* 300 *Length:*8

RP80 value for document scale

Coverage: All respondents
Note: RP80 Format 8.4 (Physical Decimal Present)

LITERACY VALUES: **QUANT** *Position:* 308 *Length:*8

RP80 value for quantitative scale

Coverage: All respondents
Note: RP80 Format 8.4 (Physical Decimal Present)

LITERACY LEVELS: **XDOC** *Position:* 316 *Length:*1

Level for value in document scale

		FREQ	WTD
1	Level 1	1,903	728,516
2	Level 2	1,292	545,500
3	Level 3	1,124	459,422
4	Level 4/5	329	160,678
		4,648	1,894,116

Coverage: All respondents

LITERACY LEVELS: **XQUANT** *Position:* 317 *Length:*1

Level for value in quantitative scale

		FREQ	WTD
1	Level 1	1,630	563,967
2	Level 2	1,199	592,378
3	Level 3	1,334	522,984
4	Level 4/5	485	214,787
		4,648	1,894,116

Coverage: All respondents

WEIGHT: **WEIGHT** *Position:* 318 *Length:* 10

Weight - Format 10.4 (Physical Decimal Present)

Coverage: All respondents

WEIGHT: **REPLW1** *Position:* 328 *Length:* 10

Replicate Weight 1 - Format 10.4 (Physical Decimal Present)

Coverage: All respondents

WEIGHT: **REPLW2** *Position:* 338 *Length:* 10

Replicate Weight 2 - Format 10.4 (Physical Decimal Present)

Coverage: All respondents

WEIGHT: **REPLW3** *Position:* 348 *Length:* 10

Replicate Weight 3 - Format 10.4 (Physical Decimal Present)

Coverage: All respondents

WEIGHT: **REPLW4** *Position:* 358 *Length:* 10

Replicate Weight 4 - Format 10.4 (Physical Decimal Present)

Coverage: All respondents

WEIGHT: **REPLW5** *Position:* 368 *Length:* 10

Replicate Weight 5 - Format 10.4 (Physical Decimal Present)

Coverage: All respondents

WEIGHT: **REPLW6** *Position:* 378 *Length:* 10

Replicate Weight 6 - Format 10.4 (Physical Decimal Present)

Coverage: All respondents

WEIGHT: **REPLW7** *Position:* 388 *Length:* 10

Replicate Weight 7 - Format 10.4 (Physical Decimal Present)

Coverage: All respondents

WEIGHT: **REPLW8** *Position:* 398 *Length:* 10

Replicate Weight 8 - Format 10.4 (Physical Decimal Present)

Coverage: All respondents

WEIGHT: **REPLW9** *Position:* 408 *Length:* 10

Replicate Weight 9 - Format 10.4 (Physical Decimal Present)

Coverage: All respondents

WEIGHT: **REPLW10** *Position:* 418 *Length:* 10

Replicate Weight 10 - Format 10.4 (Physical Decimal Present)

Coverage: All respondents

WEIGHT: **REPLW11** *Position:* 428 *Length:* 10

Replicate Weight 11 - Format 10.4 (Physical Decimal Present)

Coverage: All respondents

WEIGHT: **REPLW12** *Position:* 438 *Length:* 10

Replicate Weight 12 - Format 10.4 (Physical Decimal Present)

Coverage: All respondents

Ontario Adult Literacy Survey - May 1998

Approximate Sampling Variability Tables for Spanish

NUMERATOR OF PERCENTAGE ('000)	ESTIMATED PERCENTAGE													
	0.1%	1.0%	2.0%	5.0%	10.0%	15.0%	20.0%	25.0%	30.0%	35.0%	40.0%	50.0%	70.0%	90.0%
1	**********	**********	43.0	42.3	41.2	40.0	38.8	37.6	36.3	35.0	33.6	30.7	23.8	13.7
2	**********	**********	**********	29.9	29.1	28.3	27.5	26.6	25.7	24.8	23.8	21.7	16.8	9.7
3	**********	**********	**********	24.4	23.8	23.1	22.4	21.7	21.0	20.2	19.4	17.7	13.7	7.9
4	**********	**********	**********	**********	20.6	20.0	19.4	18.8	18.2	17.5	16.8	15.4	11.9	6.9
5	**********	**********	**********	**********	18.4	17.9	17.4	16.8	16.3	15.7	15.0	13.7	10.6	6.1
6	**********	**********	**********	**********	16.8	16.3	15.9	15.4	14.8	14.3	13.7	12.5	9.7	5.6
7	**********	**********	**********	**********	**********	15.1	14.7	14.2	13.7	13.2	12.7	11.6	9.0	5.2
8	**********	**********	**********	**********	**********	14.2	13.7	13.3	12.8	12.4	11.9	10.9	8.4	4.9
9	**********	**********	**********	**********	**********	13.3	12.9	12.5	12.1	11.7	11.2	10.2	7.9	4.6
10	**********	**********	**********	**********	**********	**********	12.3	11.9	11.5	11.1	10.6	9.7	7.5	4.3
11	**********	**********	**********	**********	**********	**********	11.7	11.3	11.0	10.6	10.1	9.3	7.2	4.1
12	**********	**********	**********	**********	**********	**********	11.2	10.9	10.5	10.1	9.7	8.9	6.9	4.0
13	**********	**********	**********	**********	**********	**********	**********	10.4	10.1	9.7	9.3	8.5	6.6	3.8
14	**********	**********	**********	**********	**********	**********	**********	10.1	9.7	9.4	9.0	8.2	6.4	3.7
15	**********	**********	**********	**********	**********	**********	**********	9.7	9.4	9.0	8.7	7.9	6.1	3.5
16	**********	**********	**********	**********	**********	**********	**********	**********	9.1	8.8	8.4	7.7	5.9	3.4
17	**********	**********	**********	**********	**********	**********	**********	**********	8.8	8.5	8.2	7.4	5.8	3.3
18	**********	**********	**********	**********	**********	**********	**********	**********	8.6	8.3	7.9	7.2	5.6	3.2
19	**********	**********	**********	**********	**********	**********	**********	**********	**********	8.0	7.7	7.0	5.5	3.2
20	**********	**********	**********	**********	**********	**********	**********	**********	**********	7.8	7.5	6.9	5.3	3.1
21	**********	**********	**********	**********	**********	**********	**********	**********	**********	7.6	7.3	6.7	5.2	3.0
22	**********	**********	**********	**********	**********	**********	**********	**********	**********	**********	7.2	6.5	5.1	2.9
23	**********	**********	**********	**********	**********	**********	**********	**********	**********	**********	7.0	6.4	5.0	2.9
24	**********	**********	**********	**********	**********	**********	**********	**********	**********	**********	6.9	6.3	4.9	2.8
25	**********	**********	**********	**********	**********	**********	**********	**********	**********	**********	**********	6.1	4.8	2.7
30	**********	**********	**********	**********	**********	**********	**********	**********	**********	**********	**********	5.6	4.3	2.5
35	**********	**********	**********	**********	**********	**********	**********	**********	**********	**********	**********	**********	4.0	2.3
40	**********	**********	**********	**********	**********	**********	**********	**********	**********	**********	**********	**********	3.8	2.2
45	**********	**********	**********	**********	**********	**********	**********	**********	**********	**********	**********	**********	**********	2.0
50	**********	**********	**********	**********	**********	**********	**********	**********	**********	**********	**********	**********	**********	1.9
55	**********	**********	**********	**********	**********	**********	**********	**********	**********	**********	**********	**********	**********	1.9

NOTE: FOR CORRECT USAGE OF THESE TABLES PLEASE REFER TO MICRODATA DOCUMENTATION

Ontario Adult Literacy Survey - May 1998

Approximate Sampling Variability Tables for Polish

NUMERATOR OF PERCENTAGE ('000)	ESTIMATED PERCENTAGE													
	0.1%	1.0%	2.0%	5.0%	10.0%	15.0%	20.0%	25.0%	30.0%	35.0%	40.0%	50.0%	70.0%	90.0%
1	**********	**********	45.0	44.3	43.1	41.9	40.7	39.4	38.0	36.6	35.2	32.1	24.9	14.4
2	**********	**********	31.3	30.5	29.6	28.7	27.8	26.9	25.9	24.9	22.7	17.6	10.2	
3	**********	**********	25.6	24.9	24.2	23.5	22.7	22.0	21.2	20.3	18.6	14.4	8.3	
4	**********	**********	21.6	21.0	20.3	19.7	19.0	18.3	17.6	16.1	12.4	7.2		
5	**********	**********	19.3	18.7	18.2	17.6	17.0	16.4	15.7	14.4	11.1	6.4		
6	**********	**********	17.6	17.1	16.6	16.1	15.5	15.0	14.4	13.1	10.2	5.9		
7	**********	**********	16.3	15.8	15.4	14.9	14.4	13.9	13.3	12.1	9.4	5.4		
8	**********	**********	14.8	14.4	13.9	13.4	13.0	12.4	11.4	8.8	5.1			
9	**********	**********	14.0	13.6	13.1	12.7	12.2	11.7	10.7	8.3	4.8			
10	**********	**********	13.3	12.9	12.4	12.0	11.6	11.1	10.2	7.9	4.5			
11	**********	**********	12.3	11.9	11.5	11.0	10.6	9.7	7.5	4.3				
12	**********	**********	11.7	11.4	11.0	10.6	10.2	9.3	7.2	4.1				
13	**********	**********	11.3	10.9	10.5	10.2	9.8	8.9	6.9	4.0				
14	**********	**********	10.9	10.5	10.2	9.8	9.4	8.6	6.7	3.8				
15	**********	**********	10.2	9.8	9.5	9.1	8.3	6.4	3.7					
16	**********	**********	9.8	9.5	9.2	8.8	8.0	6.2	3.6					
17	**********	**********	9.5	9.2	8.9	8.5	7.8	6.0	3.5					
18	**********	**********	9.0	8.6	8.3	7.6	5.9	3.4						
19	**********	**********	8.7	8.4	8.1	7.4	5.7	3.3						
20	**********	**********	8.5	8.2	7.9	7.2	5.6	3.2						
21	**********	**********	8.3	8.0	7.7	7.0	5.4	3.1						
22	**********	**********	7.8	7.5	6.9	5.3	3.1							
23	**********	**********	7.6	7.3	6.7	5.2	3.0							
24	**********	**********	7.5	7.2	6.6	5.1	2.9							
25	**********	**********	7.0	6.4	5.0	2.9								
30	**********	**********	5.9	4.5	2.6									
35	**********	**********	5.4	4.2	2.4									
40	**********	**********	3.9	2.3										
45	**********	**********	3.7	2.1										
50	**********	**********	2.0											
55	**********	**********	1.9											
60	**********	**********	1.9											

NOTE: FOR CORRECT USAGE OF THESE TABLES PLEASE REFER TO MICRODATA DOCUMENTATION

Ontario Adult Literacy Survey - May 1998

Approximate Sampling Variability Tables for Portuguese

NUMERATOR OF PERCENTAGE ('000)	ESTIMATED PERCENTAGE												
	0.1%	1.0%	2.0%	5.0%	10.0%	15.0%	20.0%	25.0%	30.0%	35.0%	40.0%	50.0%	70.0%	90.0%
1	**********	**********	48.0	47.3	46.0	44.7	43.4	42.0	40.6	39.1	37.6	34.3	26.6	15.3
2	**********	**********	33.4	32.5	31.6	30.7	29.7	28.7	27.7	26.6	24.3	18.8	10.8
3	**********	**********	27.3	26.6	25.8	25.1	24.3	23.4	22.6	21.7	19.8	15.3	8.9
4	**********	**********	23.6	23.0	22.4	21.7	21.0	20.3	19.6	18.8	17.2	13.3	7.7
5	**********	**********	20.6	20.0	19.4	18.8	18.2	17.5	16.8	15.3	11.9	6.9
6	**********	**********	18.8	18.3	17.7	17.2	16.6	16.0	15.3	14.0	10.8	6.3
7	**********	**********	17.4	16.9	16.4	15.9	15.3	14.8	14.2	13.0	10.0	5.8
8	**********	**********	16.3	15.8	15.3	14.9	14.4	13.8	13.3	12.1	9.4	5.4
9	**********	**********	15.3	14.9	14.5	14.0	13.5	13.0	12.5	11.4	8.9	5.1
10	**********	**********	14.1	13.7	13.3	12.8	12.4	11.9	10.8	8.4	4.9
11	**********	**********	13.5	13.1	12.7	12.2	11.8	11.3	10.3	8.0	4.6
12	**********	**********	12.9	12.5	12.1	11.7	11.3	10.8	9.9	7.7	4.4
13	**********	**********	12.4	12.0	11.7	11.3	10.8	10.4	9.5	7.4	4.3
14	**********	**********	11.6	11.2	10.8	10.5	10.0	9.2	7.1	4.1
15	**********	**********	11.2	10.8	10.5	10.1	9.7	8.9	6.9	4.0
16	**********	**********	10.8	10.5	10.1	9.8	9.4	8.6	6.6	3.8
17	**********	**********	10.5	10.2	9.8	9.5	9.1	8.3	6.4	3.7
18	**********	**********	10.2	9.9	9.6	9.2	8.9	8.1	6.3	3.6
19	**********	**********	9.6	9.3	9.0	8.6	7.9	6.1	3.5
20	**********	**********	9.4	9.1	8.7	8.4	7.7	5.9	3.4
21	**********	**********	9.2	8.9	8.5	8.2	7.5	5.8	3.3
22	**********	**********	9.0	8.7	8.3	8.0	7.3	5.7	3.3
23	**********	**********	8.8	8.5	8.2	7.8	7.2	5.5	3.2
24	**********	**********	8.3	8.0	7.7	7.0	5.4	3.1
25	**********	**********	8.1	7.8	7.5	6.9	5.3	3.1
30	**********	**********	7.1	6.9	6.3	4.9	2.8
35	**********	**********	6.4	5.8	4.5	2.6
40	**********	**********	5.4	4.2	2.4
45	**********	**********	5.1	4.0	2.3
50	**********	**********	3.8	2.2
55	**********	**********	3.6	2.1
60	**********	**********	3.4	2.0
65	**********	**********	1.9
70	**********	**********	1.8
75	**********	**********	1.8
80	**********	**********	1.7

NOTE: FOR CORRECT USAGE OF THESE TABLES PLEASE REFER TO MICRODATA DOCUMENTATION

Ontario Adult Literacy Survey - May 1998

Approximate Sampling Variability Tables for Italian

NUMERATOR OF PERCENTAGE ('000)	ESTIMATED PERCENTAGE												
	0.1%	1.0%	2.0%	5.0%	10.0%	15.0%	20.0%	25.0%	30.0%	35.0%	40.0%	50.0%	70.0%	90.0%
1	********	60.3	60.0	59.1	57.5	55.9	54.2	52.5	50.7	48.9	46.9	42.9	33.2	19.2
2	**********	42.4	41.8	40.7	39.5	38.3	37.1	35.9	34.6	33.2	30.3	23.5	13.6	
3	**********	34.1	33.2	32.3	31.3	30.3	29.3	28.2	27.1	24.7	19.2	11.1		
4	**********	29.5	28.7	27.9	27.1	26.2	25.4	24.4	23.5	21.4	16.6	9.6		
5	**********	26.4	25.7	25.0	24.2	23.5	22.7	21.9	21.0	19.2	14.8	8.6		
6	**********	24.1	23.5	22.8	22.1	21.4	20.7	19.9	19.2	17.5	13.6	7.8		
7	**********	22.3	21.7	21.1	20.5	19.8	19.2	18.5	17.7	16.2	12.5	7.2		
8	**********	20.3	19.8	19.2	18.6	17.9	17.3	16.6	15.2	11.7	6.8			
9	**********	19.2	18.6	18.1	17.5	16.9	16.3	15.6	14.3	11.1	6.4			
10	**********	18.2	17.7	17.1	16.6	16.0	15.5	14.8	13.6	10.5	6.1			
11	**********	17.3	16.8	16.3	15.8	15.3	14.7	14.2	12.9	10.0	5.8			
12	**********	16.6	16.1	15.6	15.2	14.6	14.1	13.6	12.4	9.6	5.5			
13	**********	15.9	15.5	15.0	14.6	14.1	13.6	13.0	11.9	9.2	5.3			
14	**********	15.4	14.9	14.5	14.0	13.6	13.1	12.5	11.5	8.9	5.1			
15	**********	14.4	14.0	13.6	13.1	12.6	12.1	11.1	8.6	4.9				
16	**********	14.0	13.6	13.1	12.7	12.2	11.7	10.7	8.3	4.8				
17	**********	13.6	13.1	12.7	12.3	11.9	11.4	10.4	8.1	4.6				
18	**********	13.2	12.8	12.4	12.0	11.5	11.1	10.1	7.8	4.5				
19	**********	12.8	12.4	12.0	11.6	11.2	10.8	9.8	7.6	4.4				
20	**********	12.5	12.1	11.7	11.3	10.9	10.5	9.6	7.4	4.3				
21	**********	12.2	11.8	11.5	11.1	10.7	10.2	9.4	7.2	4.2				
22	**********	11.9	11.6	11.2	10.8	10.4	10.0	9.1	7.1	4.1				
23	**********	11.3	10.9	10.6	10.2	9.8	8.9	6.9	4.0					
24	**********	11.1	10.7	10.4	10.0	9.6	8.7	6.8	3.9					
25	**********	10.8	10.5	10.1	9.8	9.4	8.6	6.6	3.8					
30	**********	9.6	9.3	8.9	8.6	7.8	6.1	3.5						
35	**********	8.9	8.6	8.3	7.9	7.2	5.6	3.2						
40	**********	8.0	7.7	7.4	6.8	5.2	3.0							
45	**********	7.3	7.0	6.4	4.9	2.9								
50	**********	6.9	6.6	6.1	4.7	2.7								
55	**********	6.3	5.8	4.5	2.6									
60	**********	5.5	4.3	2.5										
65	**********	5.3	4.1	2.4										
70	**********	5.1	4.0	2.3										
75	**********	3.8	2.2											
80	**********	3.7	2.1											
85	**********	3.6	2.1											
90	**********	3.5	2.0											
95	**********	3.4	2.0											
100	**********	3.3	1.9											
125	**********	1.7												

NOTE: FOR CORRECT USAGE OF THESE TABLES PLEASE REFER TO MICRODATA DOCUMENTATION

Ontario Adult Literacy Survey - May 1998

Approximate Sampling Variability Tables for Caribbean English

NUMERATOR OF PERCENTAGE ('000)	ESTIMATED PERCENTAGE													
	0.1%	1.0%	2.0%	5.0%	10.0%	15.0%	20.0%	25.0%	30.0%	35.0%	40.0%	50.0%	70.0%	90.0%
1	********	66.0	65.7	64.7	62.9	61.2	59.3	57.5	55.5	53.5	51.4	46.9	36.3	21.0
2	**********	46.4	45.7	44.5	43.3	42.0	40.6	39.3	37.8	36.3	33.2	25.7	14.8	
3	**********	37.3	36.3	35.3	34.3	33.2	32.1	30.9	29.7	27.1	21.0	12.1		
4	**********	32.3	31.5	30.6	29.7	28.7	27.8	26.7	25.7	23.5	18.2	10.5		
5	**********	28.9	28.2	27.4	26.5	25.7	24.8	23.9	23.0	21.0	16.3	9.4		
6	**********	26.4	25.7	25.0	24.2	23.5	22.7	21.8	21.0	19.2	14.8	8.6		
7	**********	24.4	23.8	23.1	22.4	21.7	21.0	20.2	19.4	17.7	13.7	7.9		
8	**********	22.3	21.6	21.0	20.3	19.6	18.9	18.2	16.6	12.8	7.4			
9	**********	21.0	20.4	19.8	19.2	18.5	17.8	17.1	15.6	12.1	7.0			
10	**********	19.9	19.3	18.8	18.2	17.6	16.9	16.3	14.8	11.5	6.6			
11	**********	19.0	18.4	17.9	17.3	16.7	16.1	15.5	14.1	11.0	6.3			
12	**********	18.2	17.7	17.1	16.6	16.0	15.4	14.8	13.5	10.5	6.1			
13	**********	17.5	17.0	16.5	15.9	15.4	14.8	14.3	13.0	10.1	5.8			
14	**********	16.8	16.3	15.9	15.4	14.8	14.3	13.7	12.5	9.7	5.6			
15	**********	15.8	15.3	14.8	14.3	13.8	13.3	12.1	9.4	5.4				
16	**********	15.3	14.8	14.4	13.9	13.4	12.8	11.7	9.1	5.2				
17	**********	14.8	14.4	13.9	13.5	13.0	12.5	11.4	8.8	5.1				
18	**********	14.4	14.0	13.5	13.1	12.6	12.1	11.1	8.6	4.9				
19	**********	14.0	13.6	13.2	12.7	12.3	11.8	10.8	8.3	4.8				
20	**********	13.7	13.3	12.8	12.4	12.0	11.5	10.5	8.1	4.7				
21	**********	13.3	13.0	12.5	12.1	11.7	11.2	10.2	7.9	4.6				
22	**********	13.0	12.7	12.3	11.8	11.4	11.0	10.0	7.7	4.5				
23	**********	12.4	12.0	11.6	11.2	10.7	9.8	7.6	4.4					
24	**********	12.1	11.7	11.3	10.9	10.5	9.6	7.4	4.3					
25	**********	11.9	11.5	11.1	10.7	10.3	9.4	7.3	4.2					
30	**********	10.5	10.1	9.8	9.4	8.6	6.6	3.8						
35	**********	9.7	9.4	9.0	8.7	7.9	6.1	3.5						
40	**********	8.8	8.5	8.1	7.4	5.7	3.3							
45	**********	8.0	7.7	7.0	5.4	3.1								
50	**********	7.6	7.3	6.6	5.1	3.0								
55	**********	6.9	6.3	4.9	2.8									
60	**********	6.1	4.7	2.7										
65	**********	5.8	4.5	2.6										
70	**********	5.6	4.3	2.5										
75	**********	4.2	2.4											
80	**********	4.1	2.3											
85	**********	3.9	2.3											
90	**********	3.8	2.2											
95	**********	3.7	2.2											
100	**********	3.6	2.1											
125	**********	1.9												

NOTE: FOR CORRECT USAGE OF THESE TABLES PLEASE REFER TO MICRODATA DOCUMENTATION

Ontario Adult Literacy Survey - May 1998

Approximate Sampling Variability Tables for Chinese

NUMERATOR OF PERCENTAGE ('000)	ESTIMATED PERCENTAGE												
	0.1%	1.0%	2.0%	5.0%	10.0%	15.0%	20.0%	25.0%	30.0%	35.0%	40.0%	50.0%	70.0%	90.0%
1	********	65.4	65.1	64.1	62.3	60.6	58.8	56.9	55.0	53.0	50.9	46.5	36.0	20.8
2	********	46.2	46.0	45.3	44.1	42.8	41.6	40.2	38.9	37.5	36.0	32.9	25.5	14.7
3	**********		37.6	37.0	36.0	35.0	33.9	32.9	31.7	30.6	29.4	26.8	20.8	12.0
4	**********		32.5	32.0	31.2	30.3	29.4	28.5	27.5	26.5	25.5	23.2	18.0	10.4
5	**********		********	28.6	27.9	27.1	26.3	25.5	24.6	23.7	22.8	20.8	16.1	9.3
6	**********		********	26.2	25.5	24.7	24.0	23.2	22.4	21.6	20.8	19.0	14.7	8.5
7	**********		********	24.2	23.6	22.9	22.2	21.5	20.8	20.0	19.2	17.6	13.6	7.9
8	**********		********	22.6	22.0	21.4	20.8	20.1	19.4	18.7	18.0	16.4	12.7	7.3
9	**********		********	21.4	20.8	20.2	19.6	19.0	18.3	17.7	17.0	15.5	12.0	6.9
10	**********		********	20.3	19.7	19.2	18.6	18.0	17.4	16.8	16.1	14.7	11.4	6.6
11	**********		********	18.8	18.3	17.7	17.2	16.6	16.0	15.3	14.0	10.9	6.3	
12	**********		********	18.0	17.5	17.0	16.4	15.9	15.3	14.7	13.4	10.4	6.0	
13	**********		********	17.3	16.8	16.3	15.8	15.3	14.7	14.1	12.9	10.0	5.8	
14	**********		********	16.7	16.2	15.7	15.2	14.7	14.2	13.6	12.4	9.6	5.6	
15	**********		********	16.1	15.6	15.2	14.7	14.2	13.7	13.1	12.0	9.3	5.4	
16	**********		********	15.6	15.1	14.7	14.2	13.7	13.2	12.7	11.6	9.0	5.2	
17	**********		********	15.1	14.7	14.3	13.8	13.3	12.9	12.3	11.3	8.7	5.0	
18	**********		********	14.7	14.3	13.9	13.4	13.0	12.5	12.0	11.0	8.5	4.9	
19	**********		********	14.3	13.9	13.5	13.1	12.6	12.2	11.7	10.7	8.3	4.8	
20	**********		********	13.9	13.5	13.1	12.7	12.3	11.8	11.4	10.4	8.0	4.6	
21	**********		********	13.6	13.2	12.8	12.4	12.0	11.6	11.1	10.1	7.9	4.5	
22	**********		**********		12.9	12.5	12.1	11.7	11.3	10.9	9.9	7.7	4.4	
23	**********		**********		12.6	12.3	11.9	11.5	11.0	10.6	9.7	7.5	4.3	
24	**********		**********		12.4	12.0	11.6	11.2	10.8	10.4	9.5	7.3	4.2	
25	**********		**********		12.1	11.8	11.4	11.0	10.6	10.2	9.3	7.2	4.2	
30	**********		**********		11.1	10.7	10.4	10.0	9.7	9.3	8.5	6.6	3.8	
35	**********		**********		**********	9.9	9.6	9.3	9.0	8.6	7.9	6.1	3.5	
40	**********		**********		**********	9.3	9.0	8.7	8.4	8.0	7.3	5.7	3.3	
45	**********		**********		**********		8.5	8.2	7.9	7.6	6.9	5.4	3.1	
50	**********		**********		**********		8.0	7.8	7.5	7.2	6.6	5.1	2.9	
55	**********		**********		**********		**********	7.4	7.1	6.9	6.3	4.9	2.8	
60	**********		**********		**********		**********	7.1	6.8	6.6	6.0	4.6	2.7	
65	**********		**********		**********		**********		6.6	6.3	5.8	4.5	2.6	
70	**********		**********		**********		**********		6.3	6.1	5.6	4.3	2.5	
75	**********		**********		**********		**********		6.1	5.9	5.4	4.2	2.4	
80	**********		**********		**********		**********		**********	5.7	5.2	4.0	2.3	
85	**********		**********		**********		**********		**********	5.5	5.0	3.9	2.3	
90	**********		**********		**********		**********		**********		**********	4.9	3.8	2.2
95	**********		**********		**********		**********		**********		**********	4.8	3.7	2.1
100	**********		**********		**********		**********		**********		**********	4.6	3.6	2.1
125	**********		**********		**********		**********		**********		**********		3.2	1.9
150	**********		**********		**********		**********		**********		**********		2.9	1.7

NOTE: FOR CORRECT USAGE OF THESE TABLES PLEASE REFER TO MICRODATA DOCUMENTATION

Ontario Adult Literacy Survey - May 1998

Approximate Sampling Variability Tables for All Groups

NUMERATOR OF PERCENTAGE ('000)	ESTIMATED PERCENTAGE													
	0.1%	1.0%	2.0%	5.0%	10.0%	15.0%	20.0%	25.0%	30.0%	35.0%	40.0%	50.0%	70.0%	90.0%
1	210.4	209.4	208.4	205.2	199.7	194.1	188.3	182.3	176.1	169.7	163.1	148.8	115.3	66.6
2	********	148.1	147.3	145.1	141.2	137.2	133.1	128.9	124.5	120.0	115.3	105.2	81.5	47.1
3	********	120.9	120.3	118.5	115.3	112.0	108.7	105.2	101.7	98.0	94.1	85.9	66.6	38.4
4	********	104.7	104.2	102.6	99.8	97.0	94.1	91.1	88.1	84.9	81.5	74.4	57.6	33.3
5	********	93.7	93.2	91.8	89.3	86.8	84.2	81.5	78.8	75.9	72.9	66.6	51.6	29.8
6	********	85.5	85.1	83.8	81.5	79.2	76.9	74.4	71.9	69.3	66.6	60.8	47.1	27.2
7	********	79.2	78.8	77.5	75.5	73.4	71.2	68.9	66.6	64.1	61.6	56.3	43.6	25.2
8	********	74.0	73.7	72.5	70.6	68.6	66.6	64.5	62.3	60.0	57.6	52.6	40.8	23.5
9	********	69.8	69.5	68.4	66.6	64.7	62.8	60.8	58.7	56.6	54.4	49.6	38.4	22.2
10	********	66.2	65.9	64.9	63.1	61.4	59.5	57.6	55.7	53.7	51.6	47.1	36.5	21.0
11	********	63.1	62.8	61.9	60.2	58.5	56.8	55.0	53.1	51.2	49.2	44.9	34.8	20.1
12	********	60.5	60.2	59.2	57.6	56.0	54.4	52.6	50.8	49.0	47.1	43.0	33.3	19.2
13	********	58.1	57.8	56.9	55.4	53.8	52.2	50.6	48.8	47.1	45.2	41.3	32.0	18.5
14	********	56.0	55.7	54.8	53.4	51.9	50.3	48.7	47.1	45.4	43.6	39.8	30.8	17.8
15	********	54.1	53.8	53.0	51.6	50.1	48.6	47.1	45.5	43.8	42.1	38.4	29.8	17.2
16	********	52.4	52.1	51.3	49.9	48.5	47.1	45.6	44.0	42.4	40.8	37.2	28.8	16.6
17	********	50.8	50.5	49.8	48.4	47.1	45.7	44.2	42.7	41.2	39.5	36.1	28.0	16.1
18	********	49.4	49.1	48.4	47.1	45.7	44.4	43.0	41.5	40.0	38.4	35.1	27.2	15.7
19	**********	47.8	47.1	45.8	44.5	43.2	41.8	40.4	38.9	37.4	34.1	26.5	15.3	
20	**********	46.6	45.9	44.7	43.4	42.1	40.8	39.4	37.9	36.5	33.3	25.8	14.9	
21	**********	45.5	44.8	43.6	42.3	41.1	39.8	38.4	37.0	35.6	32.5	25.2	14.5	
22	**********	44.4	43.7	42.6	41.4	40.1	38.9	37.5	36.2	34.8	31.7	24.6	14.2	
23	**********	43.5	42.8	41.6	40.5	39.3	38.0	36.7	35.4	34.0	31.0	24.0	13.9	
24	**********	42.5	41.9	40.8	39.6	38.4	37.2	35.9	34.6	33.3	30.4	23.5	13.6	
25	**********	41.7	41.0	39.9	38.8	37.7	36.5	35.2	33.9	32.6	29.8	23.1	13.3	
30	**********	38.0	37.5	36.5	35.4	34.4	33.3	32.2	31.0	29.8	27.2	21.0	12.2	
35	**********	35.2	34.7	33.8	32.8	31.8	30.8	29.8	28.7	27.6	25.2	19.5	11.3	
40	**********	32.4	31.6	30.7	29.8	28.8	27.8	26.8	25.8	23.5	18.2	10.5		
45	**********	30.6	29.8	28.9	28.1	27.2	26.3	25.3	24.3	22.2	17.2	9.9		
50	**********	29.0	28.2	27.4	26.6	25.8	24.9	24.0	23.1	21.0	16.3	9.4		
55	**********	27.7	26.9	26.2	25.4	24.6	23.7	22.9	22.0	20.1	15.5	9.0		
60	**********	26.5	25.8	25.1	24.3	23.5	22.7	21.9	21.0	19.2	14.9	8.6		
65	**********	25.4	24.8	24.1	23.4	22.6	21.8	21.0	20.2	18.5	14.3	8.3		
70	**********	24.5	23.9	23.2	22.5	21.8	21.0	20.3	19.5	17.8	13.8	8.0		
75	**********	23.7	23.1	22.4	21.7	21.0	20.3	19.6	18.8	17.2	13.3	7.7		
80	**********	22.9	22.3	21.7	21.0	20.4	19.7	19.0	18.2	16.6	12.9	7.4		
85	**********	22.3	21.7	21.0	20.4	19.8	19.1	18.4	17.7	16.1	12.5	7.2		
90	**********	21.6	21.0	20.5	19.8	19.2	18.6	17.9	17.2	15.7	12.2	7.0		
95	**********	20.5	19.9	19.3	18.7	18.1	17.4	16.7	15.3	11.8	6.8			
100	**********	20.0	19.4	18.8	18.2	17.6	17.0	16.3	14.9	11.5	6.7			
125	**********	17.9	17.4	16.8	16.3	15.8	15.2	14.6	13.3	10.3	6.0			
150	**********	16.3	15.8	15.4	14.9	14.4	13.9	13.3	12.2	9.4	5.4			
200	**********	13.7	13.3	12.9	12.5	12.0	11.5	10.5	8.2	4.7				
250	**********	12.3	11.9	11.5	11.1	10.7	10.3	9.4	7.3	4.2				
300	**********	10.9	10.5	10.2	9.8	9.4	8.6	6.7	3.8					
350	**********	10.1	9.7	9.4	9.1	8.7	8.0	6.2	3.6					
400	**********	9.1	8.8	8.5	8.2	7.4	5.8	3.3						
450	**********	8.6	8.3	8.0	7.7	7.0	5.4	3.1						
500	**********	7.9	7.6	7.3	6.7	5.2	3.0							
750	**********	6.0	5.4	4.2	2.4									
1000	**********	3.6	2.1											
1500	**********	1.7												

NOTE: FOR CORRECT USAGE OF THESE TABLES PLEASE REFER TO MICRODATA DOCUMENTATION