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The Determinants of Participation in Adult Education and Training in Canada[§]

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Final Draft

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Abstract

This paper examines the determinants of participation in, and the amount of time spent on, public and private adult education and training in Canada. Using the master file data from the 1998 Adult Education and Training Survey, we estimate probit models of adult education and training (hereafter just “training”) incidence and hurdle models of total time spent in training. Consistent with the literature, we find that relatively advantaged workers, such as those who have completed high school, are working full time, and work at large firms, acquire more training, often with financial help from their employers. Direct government-sponsored training represents a relative minor component of total training, and is not well targeted to the disadvantaged. This is both surprising and problematic, as the primary justification for government-financed training is to overcome credit constraints among the low skilled and the secondary justification is redistribution. We find large differences among provinces in the incidence of training; this variation appears to result from differences in provincial policies related to training.

1. Introduction

Adult education and training (hereafter often just training), defined as training received after the conclusion of formal schooling, provides an important component of Canada's overall stock of human capital. In this study, we examine the determinants of participation in adult education and training and of total time spent in adult education in Canada.

We make use of the master file of the 1998 Adult Education and Training Survey (AETS). As their name suggests, the AETS data are specifically designed to provide information about adult education and training. They include detailed information about multiple spells of adult education and training in 1997 as well as rich data on individual characteristics. They also include data on the sources of financing for particular training spells, which allows us to separately examine training paid for by employers, by government, and by the trainee. These features make the data ideal for our topic.

We have six main analytic goals. The first goal is to provide a general description of patterns of participation in adult education and training in Canada as of 1997. This includes analyzing the determinants of training incidence and the determinants of time spent in training.

Our second goal, which relates to the first, is to determine the empirical importance of separately examining the determinants of training incidence and time spent in training. For some types of training, such as employer-financed training, theory suggests that variables should have effects in the same direction on both. For other types of training, such as government-financed training, policy may make duration and

incidence into substitutes, depending on whether the focus is on short-term employment related training or long-term human capital accumulation.

The third goal is to test various theories of training incidence from the economics literature using Canadian data. These theories typically indicate that certain individual characteristics should positively or negatively affect the probability of training. For example, they suggest that training incidence and training time should decrease with age, due to the shorter horizon over which the gains from training can be realized.

The fourth goal is to examine the extent to which government-financed training is targeted in ways that further equity or efficiency goals. Government-financed training furthers equity if it focuses primarily on the most disadvantaged in society, particularly those who end their formal schooling with severe educational deficits. Government-financed training serves efficiency goals if it targets individuals who are “credit constrained” – that is, persons for whom training is socially and personally beneficial but who lack the savings or access to credit necessary to finance the training.

The fifth goal is to examine the extent of provincial differences in training, both in general and employer- and self-financed training in particular. We then relate these differences to the fairly substantial differences in policy toward training among the provinces.

The sixth and final goal is to inform our companion study, Hui and Smith (2002a), of the impacts of adult education and training. As outlined in Heckman, LaLonde and Smith (1999), effective evaluation of adult education and training depends on an understanding of the process by which individuals choose to participate or not.

We find a wealth of interesting patterns in the AETS data. Among the most important findings are that age and formal schooling have strong effects on training incidence, particularly for employer-financed training. Family variables and work-related variables also play important roles in a number of expected, and unexpected directions.

We find that government-financed training is not well targeted to serve either equity or efficiency goals. Rather than focusing on those with the least formal schooling, it tends to concentrate on those high school completers with some post-secondary education. The groups with the highest probabilities of receiving government-financed training do not appear especially disadvantaged nor do they appear especially likely to face strong credit constraints.

Finally, we find strong provincial differences in training incidence and time spent in training. These differences do not result from differences in the observable characteristics of individuals among provinces. Based on our informal analysis, they appear to relate to differences among provinces in policy toward training, particularly toward employer-provided and self-financed training.

The remainder of the paper is organized as follows. Section 2 reviews the basic theoretical and empirical literature on adult education and training. Section 3 describes the data available in the 1998 AETS. Section 4 provides a descriptive analysis of the correlates of participation in training. Section 5 outlines the econometric models employed in our multivariate analyses of participation in, and time spent on, training, while Section 6 presents the results of those analyses. Section 7 lays out our conclusions along with some promising lines for future research.

2. The Theoretical and Empirical Literature on Adult Education and Training

Post-school human capital investment plays a crucial role in overall worker productivity. Individuals acquire post-school human capital through various forms of adult education and training such as learning by doing on the job, employer-financed training, and government-funded employment and training programs. Within economics, the literature includes theoretical and empirical analyses of the incidence and extent of employer-provided training and of publicly provided training.

In this section, we briefly review this literature, focusing in particular on theoretical predictions relevant to our study utilizing the AETS data. For the empirical literature, we confine ourselves to studies based on data from Canada, the United States and the United Kingdom, where the latter have labor market institutions similar enough to those in Canada to make their findings relevant. The economic literature also estimates the effects on labor market outcomes of the various forms of adult education and training; we survey that literature in our companion paper, Hui and Smith (2002a).

2.1. Some Economics of Training Participation and Intensity

In traditional human capital theory (see, e.g., Becker, 1964), individuals and firms invest in training when the discounted expected benefits from doing so exceed the discounted expected costs. Individuals differ in their expected benefits from different types of human capital investment, and they likely have some idea about this variation when they make their training choices. Individuals also vary in their costs of human capital investment. These costs include direct costs such as travel, books, tuition and fees. They

also include indirect costs in terms of foregone earnings, home production and leisure. Employers providing training similarly face varying costs depending on demand conditions, firm organizational structure and location relative to external training providers. In addition, the prices faced by both individuals and firms will vary due to differences in subsidies to private training and in the form and extent of active labor market policies among provinces and over time. As a result of such government policies, and also because of potential market failures in the private training market due to credit constraints and “at will” employment contracts, at the observed equilibrium levels of participation and intensity, it need not be the case that either social costs and benefits or private costs and benefits are equated at the margin.

The training literature distinguishes between general and specialized human capital, where the former has a return in a variety of contexts and the latter has a return only in a specific job or at a specific firm, or perhaps in a specific type of job or limited set of firms. Due to uncertainty regarding future demand for specialized human capital, individuals typically acquire general human capital in their younger years, and more specialized human capital in their later years.

Increases in future productivity constitute the return on human capital investment. In the context of employer-provided training, the employee and his or her employer share this productivity increases. The standard model indicates that the employee should bear the cost of, and reap the rewards of, investments in general human capital, as the employee can reuse general human capital at other firms. In many cases, the employee will make this payment implicitly, through lower wages, while the employer pays for the training in the nominal sense. In the case of investments in firm-specific human capital,

both parties face some risk. If the employer bears the full cost, they will risk losing their investment, as the employee will not take account of the value of this human capital in making a decision to leave the firm. The same problem holds in the opposite direction when the employee bears the cost of the training and the employer is making decisions regarding layoffs. Thus, the standard model thus suggests both cost splitting (and reward splitting) between employees and employers and also that there will be some under-investment, in a social sense, in specific human capital.

The standard model of human capital investment just described has enough richness to provide a number of theoretical predictions. For example, the older a person is, the shorter the time he or she has left in the labor market before retirement and, therefore, the lower are the discounted expected benefits from training. Thus, if the cost of training does not vary by age, we would expect that older individuals would be less likely to participate in training than younger ones. Indeed, as argued in Becker (1964), it is for this reason that most individuals concentrate their formal schooling at an early stage in their life cycle.

Theory offers conflicting predictions regarding the effect of earlier human capital investment on later human capital investment. On one hand, the larger the pre-existing stock of human capital possessed by an individual, the higher the opportunity cost of acquiring more. On the other hand, Altonji and Spletzer (1991) (and many others) argue that if existing human capital represents an input into the production of new human capital, then a larger pre-existing stock of human capital will lower the cost of acquiring more. Given the divergent theoretical predictions, the issue becomes an empirical one. Most empirical studies, including Altonji and Spletzer (1991), Lillard and Tan (1992) and

Lynch (1992), find that the latter effect dominates, so that existing human capital, both in terms of past formal schooling and earlier adult education and training, positively affects current training incidence.

Due to the difficulties in precisely measuring the extent of on-the-job training, employment experience often serves as its proxy, as in the pioneering work of Mincer (1962,1974,1988,1993). Considering experience in this way yields two important predictions. First, if existing human capital is a complement to further human capital investment, workers with more labor market experience in general, or with longer tenure at a particular firm, should undertake relatively more training. This effect works against the effect of age on the return to training already described. Empirically, Lillard and Tan (1992) find that tenure at a firm has a generally positive effect, although for men, there is a non-monotonic pattern with very high levels in the first five years, followed by a dip and then an increasing trend.

Second, because women have more intermittent labor force participation patterns than men, and because when they do participate they are more likely to work part time than men, women will accumulate less experience, and presumably less on-the-job training than men. There is both a direct effect from fewer hours of experience and an indirect effect resulting from the fact that expected future hours are lower, which reduces the incentive for present investment in each period. Thus we would expect women's training decisions to differ from those of men, with women undertaking less training.

Empirically, Altonji and Spletzer (1991) investigate this question using the U.S. National Longitudinal Survey (NLS) of the Class of 1972 and find partial support for the theory. In particular, they find that women have a higher incidence of training than men,

but fewer total hours of training, all conditional on employment for both groups. Other studies consistently support this prediction. Lillard and Tan (1992), using several U.S. data sets, find a lower training incidence for women, although the difference is muted for women with strong labor force attachment. Barron, Black and Loewenstein (1993), who utilize the U.S. Employer Opportunity Pilot Project (EOPP) data, and Lynch (1992), who utilizes the data from the U.S. National Longitudinal Survey of Youth, both find that women have a lower incidence of training than men.

In a formal theoretical sense, prohibitions on indentured servitude represent a capital market imperfection, in the sense that they prevent individuals from borrowing against the future returns from human capital investments. Even without such prohibitions, difficulties in observing effort would make such contracts difficult. Without the ability to borrow against such future returns, some individuals may face credit constraints that prevent them from undertaking individual (and socially) worthwhile human capital investments. One way to get around these problems in part is for workers to pay for training by accepting a lower wage. Leighton and Mincer (1981) note that one (but not the only) deleterious effect of minimum wage laws is that they prevent investments of this form for workers with the lowest skill levels, for whom the minimum wage is close to binding.

Credit constraints are difficult to measure directly as most existing data sets have little information on assets, and even for those that do, its reliability is often suspect. Thus, other variables must serve as proxies. Two such proxies are children and marital status. Low wage individuals with children are likely to be more credit constrained than those without them; similarly, low wage individuals with a spouse to support them while

they invest in human capital may be less constrained than their unmarried counterparts. Empirically, Heckman and Smith (1999) find that marital status and the presence of pre-school age children affect the participation of adult women in employment and training programs operated by the U.S. government in the direction predicted by theory. Greenhalgh and Stewart (1987), looking at all types of training in the U.K., find that the presence of children reduces the incidence of training for both men and women. On the other hand, Holtman and Idson (1991) did not find any effect from marital status on employer-provided on-the-job training in the U.S. 1972-1973 Quality of Employment Survey.

Worker attrition, both realized and expected, plays a role in human capital investment on the job, especially investment in firm-specific human capital. Firms will be willing to invest more in workers with lower probabilities of attrition, as they are less likely to lose some of all of the value of that investment when the worker leaves the firm. Hashimoto (1980) argues that firms and workers will design contracts that share the costs and benefits of investment in human capital in ways that minimize the losses due to turnover, given the turnover rate. Thus, as argued in Lynch (1992) and Simpson (1984), if employers have information about the departure probabilities of their workers, it may prove optimal to invest in workers with low probabilities of leaving, even if these workers are not the ones that would have the largest productivity increases. Of course, most data sets do not contain information on expected probabilities of leaving a firm, so once again proxy variables must form the basis of tests of this theoretical prediction. For example, as departure rates decline with firm tenure, workers with longer tenures (holding age constant) would be expected to receive more training.

The effect of union membership, and/or coverage by a collective bargaining agreement, depends on several conflicting factors. Unions may be reluctant to lower wages in return for human capital investment, thus reducing the extent of training. On the other hand, union workers, because they typically receive wages in excess of their marginal product, tend to have lower turnover, which increases the incentive for employer training. Mincer (1983) found a negative relationship between union membership and training incidence in the U.S. using the early years of the Panel Study of Income Dynamics (PSID) and the early NLS Young Men survey.

In contrast, Lynch (1992) found that U.S. union workers are more likely to participate in apprenticeship and on-the-job training than their non-union counterparts. Lillard and Tan (1992) also found a positive relationship between union membership and training in the U.S. using data from the Current Population Survey (the U.S. analog of the Canadian Labor Force Survey). Simpson (1984) found no effect of unionization on training duration, which is not quite the same thing as either training incidence or total training, using Canadian data at the level of occupations within firms.

Firm size may affect the incidence and intensity of employer sponsored training. Some analysts have argued that large firms provide more training because of economies of scale in training provision. Barron, Black and Loewenstein (1987) argue that larger firms provide more training in order to keep the productivity of their workers similar to that of smaller firms, which would otherwise have higher productivity due to lower monitoring costs. Holtmann and Idson (1991) suggest that larger firms invest more in training because they face less risk in doing so. By investing in a large number of employees, they can obtain the same average return as smaller firms but with a lower

variance. Empirically, Simpson (1984) finds a positive relationship between firm size and training duration in Canada.

Individuals working longer hours will have more time over which to reap the rewards of higher productivity resulting from training. Such workers may also be less likely to quit, which increases the value of investments in firm-specific skills. For both these reasons, standard theory predicts that training incidence and intensity will increase with hours worked. Bishop (1991) finds evidence of this relationship in the EOPP data. Though plausible, such patterns require careful interpretation, due to possible simultaneity problems with hours of work and training levels. Using full time status, rather than actual hours, as we do in our analysis of the AETS data, may lessen these problems.

2.2. Evidence for Canada

Economic research on adult education and training in Canada is limited. As a result, most of the evidence cited in the preceding discussion comes from the U.S. and the U.K. Hum and Simpson (1996) survey some earlier Canadian studies, and find their conclusions largely parallel those of the U.S. literature.

In a more recent study, Jennings (1996) analyzes employer-sponsored training in Canada using data from 1994 AETS. He confirms that for Canada, the incidence of employer-financed training decreases with age and increases with the pre-existing level of formal schooling. He finds that women, and individuals in professional, managerial or administrative occupations, are more likely to receive training. Surprisingly firm size has

negative effect on the probability of training incidence. Union workers and part-time workers are less likely to receive employer sponsored training.

In addition to examining the determinants of training incidence, Jennings (1996) also examines total time spent training in 1993 using the 1994 AETS data. A primary concern here is the fact that incidence and duration may be related, so that estimating a model of time spent training using data on only those who actually do so will lead to biased estimates of the determinants of time spent training for the population as a whole. The issue is similar to that involved in estimating population wage equations using data only on persons who actually work and, thus, have observed wages in the data. Jennings (1996) addresses this problem using the classical bivariate normal selection estimator due to Heckman (1979). This estimator assumes that the error terms in the two equations have a bivariate normal distribution. This estimator can be estimated in two steps, as shown in Heckman (1979) and as implemented in Jennings' (1996) study. However, estimating the two equations jointly in a single step (now possible in widely used software programs but not so in 1996) increases the statistical efficiency of the estimates.

Two methodological issues arise with the application of the bivariate normal estimator in Jennings (1996). First, the literature on the bivariate normal estimator indicates that it also requires an "exclusion restriction" – a variable that belongs in the incidence equation but not in the training time equation. Jennings (1996) does not even indicate what exclusion restriction he relies on for this purpose, let alone provide a statistical, economic or empirical justification for it. His tables suggest that he does not have an exclusion restriction and instead relies solely on the normal functional form for identification, an approach shown to be problematic in the literature.

Second, the total time training equals zero for a non-trivial fraction of AETS sample members. This suggests the possibility of using a Tobit model, which explicitly accounts for the zeros, as basis for the model, rather than a standard linear regression.

Keeping these limitations in mind, Jennings' (1996) findings remain of interest. He finds that old and more educated workers spend more time in training, as do, not surprisingly, workers with less than one year of tenure at their firm. Firm size has a negative effect on time spent training in his analysis, just as it had a negative effect on training incidence. Women spend less time training despite their higher incidence rate. Finally, his research suggests two general patterns of training: frequent, short spells of training for older and more experience workers, and longer, infrequent spells of training for younger, less experienced workers.

2.3. Distributional Concerns and Government-Financed Employment and Training

In addition to empirically investigating various comparative static predictions from economic models of training provision and participation, the literature also addresses distributional issues related to training. There are two related concerns. The first is that if past human capital represents an input into the production of future human capital, unregulated human capital investment will increase the inequality in labor market outcomes. The second is that credit constraints may keep low-income (and, often, low skill) individuals from making individually (and socially) rational human capital investments.

Government financed training, usually delivered through active labor market programs, aims to address both these issues. It gives individuals who did not accumulate

much human capital through formal schooling a second chance to build a base of human capital, and it provides free or subsidized training to allow credit constrained low skill workers to obtain human capital. Heckman, LaLonde and Smith (1999) survey the types of programs offered and document the amount of funding provided for them in various countries. Typical services include remedial basic education, classroom training in occupational skills, subsidized on-the-job training at private firms and paid work experience in government agencies or non-profits.

The expected impacts of government-financed training on recipients' labor market outcomes are unclear. If it mainly serves to overcome credit constraints, then we would expect high rates of return. In contrast, if it mainly provides a second chance for human capital acquisition to those who failed to acquire it during their formal schooling, we might expect low rates of returns. The literature surveyed in Heckman, LaLonde and Smith (1999) suggests that the latter dominates in most cases.

In this paper, we examine the targeting rather than the impacts of government-financed training. If such training is to reduce inequality in labor market outcomes, it should be targeted at those who would otherwise not receive training. Put differently, if it is going to have any hope of meeting its distributional goals, participation in government-financed training should have different determinants than participation in employer-financed or self-financed training.

3. Data

3.1. The Adult Education and Training Survey

The data we use come from master file of the 1998 Adult Education and Training Survey (AETS). As its name suggests, the 1998 AETS is the sixth in a series of similar surveys designed to measure participation in adult education and training in Canada. The AETS was fielded by Statistics Canada on behalf of Human Resources Development Canada (HRDC). The objective of the survey was to measure participation rates in adult education and training, to develop a picture of the role of employers in providing such training and to identify barriers to training among those not receiving it.

The AETS was implemented as a supplement to the Labor Force Survey (LFS), the basic Canadian survey of labor market activity. The LFS employs a panel design, wherein each monthly sample of dwellings consists of six overlapping panels, or rotation groups, of approximately equal size. Each of these panels is, by itself, representative of the entire LFS population, which comprises civilians ages 15 and above. All dwellings in a rotation group remain in the LFS sample for six consecutive months.

Five of the six rotation groups in the January 1998 and March 1998¹ LFS were administered the 1999 AETS, which collects information on training and education activities in 1997 for people over the age of 16. As the AETS is a supplement to the LFS, the 1998 labour force information collected on the LFS is included in the AETS data for each respondent. The household response rate to LFS is 94.8%, while 85.2% of LFS respondents also responded to the AETS.

¹ The data from March 1998 are only for respondents residing in Quebec. The January 1998 LFS respondents could not be used for this purpose due to the severe ice storm in Quebec in that month.

The AETS consists of five modules. Module A collects background information about the respondent and identifies any respondents receiving education or training within the previous calendar year. If a respondent reports not taking any adult education and training in 1997, then Modules B, C, and D, which collect detailed information about each training course and training program, are skipped. Module B collects information about training or education that leads (or is intended to lead) to formal certification; the AETS calls such training and education “programs”. Module C collects information on training and education that does not lead (or is not intended to lead) to formal certification but is related to career development; the AETS calls such training and education “courses”. Module D covers education and training relating to hobbies, personal interests, recreation and personal development. Each of Modules B, C, and D, collects details regarding up to five training courses or programs.

For each course or program, the AETS asks about the field of study, location, provider, teaching medium and duration of training. The AETS also asks whether or not the respondent was working while taking the training, whether or not it was employer supported, and who paid for the training. Finally, the AETS requests information on the respondent’s reasons for taking the training, on whether or not the training was completed, and on the respondent’s opinion of the training’s usefulness.

All respondents are asked to complete Module E. This module collects information on labor market behavior that supplements the information available from the LFS. The questions ask about job switching, industry of work, and so on for persons who had a different job during the previous year than they report on the LFS. In addition, for persons who report not participating in adult education and training in 1998, Module

E asks whether or not there was training they needed to take and, if there was, it asks the reasons they did not take it.

3.2. The Sample

The full 1998 AETS sample includes a total of 33,410 respondents. As we concentrate our attention on participation in adult education and training by persons who have completed their initial form schooling, we restrict our analysis sample to respondents aged 25 to 64 who are not full-time students at the time of LFS. As a result, our analysis sample includes 10,748 male respondents and 12,418 female respondents. Table 1 shows the effect of each restriction on the available sample sizes. In certain analyses, our sample sizes are somewhat smaller due to item non-response on the survey.

3.3. Defining Training Types for our Analysis

We are concerned with patterns of participation in government financed training relative to employer financed training, as the existing theoretical and empirical literature indicates that the determinants of participation and intensity for these two types of training will likely differ. Furthermore, we have a special interest in the distributional effects of publicly funded training, which requires us to separate out training based on this feature. Finally, our interest lies in work-related training, rather than training undertaken for personal reasons. Thus, we would like to look separately at training paid for by the government, by the employer, or by the respondent.

The AETS does not directly report training in this way. Instead, as noted in Section 3.A, the 1998 AETS divides adult education and training up into courses and

programs, based on whether or not they lead, or are intended to lead, to formal certification. It does separate out courses not related to career concerns.

To map our interests onto the AETS data structure, we do the following. First, we eliminate all the training recorded in Module D, which is by design not work-related. Second, using the information from the AETS on who paid for each spell of training, we create a hierarchy containing three mutually exclusive types of training.² The first consists of training financed in whole or in part by an employer or a union. As employer financing predominates in this category, we denote it “employer financed training.” The second type consists of training not paid for by an employer or a union, but paid for in whole or in part by the respondent. We denote this type of training as “self-financed training.” This category also includes a small amount of training provided free of charge to respondents. Given the nature of the survey, this category likely incorporates a substantial amount of training for which the tuition implicitly includes (substantial) government subsidies, such as courses at public colleges. It may also incorporate training for which the respondent received other subsidies not related to tuition, such as tax credits, childcare assistance, or exemption from work search requirements. The third (and residual) category includes training paid for by the government, as well as a small amount of training paid for by others, such as relatives. As government funding predominates here, we refer to this category as “government-financed training.”³

² In a previous version of this paper, we had only two categories: public training providers, defined as educational institutions and non-profit organizations, and private training providers, defined as employers, commercial schools and equipment suppliers. However, we found that this division was too coarse and did not match the conceptual division between employer-financed training and government-financed training emphasized in the scholarly literature.

³ Unfortunately, the AETS data do not contain information on the relative importance of different funding sources for training spells financed from more than one source. See the discussion in our paper on the design of the AETS, Hui and Smith (2002b).

For most of our analyses, we present results separately for all programs, all courses, and then separately for programs by each type of financing and for courses by each type of financing.

4. Descriptive Analysis

This section presents a descriptive analysis wherein we examine bivariate relationships in the AETS data between training incidence, number of training spells, and total time spent in training and various individual characteristics. The characteristics we examine include residential location (province and urban versus rural), age, education, marital status, children, being foreign born, and various job-related characteristics such as firm size and tenure. Descriptive statistics on these characteristics appear in Table 2. The intent of this analysis is to gain a clear picture of the basic patterns in the data before continuing on to the multivariate analysis in Section 6.

4.1. Training Incidence

Tables 3A and 3B document the incidence of training programs (work-related training leading to formal certification) in the AETS 1998 data. Table 3A presents incidence statistics for the full sample, and separately for men and women, both overall and conditional on a number of individual characteristics. Table 3B presents the same information broken down by the type of financing for the program: employer-financed, self-financed, or government-financed. Tables 4A and 4B are analogous to Tables 3A and 3B, but present statistics on training courses (work-related training not leading to formal certification), rather than on training programs.

Overall patterns

The first rows of Tables 3A and 4A reveal that participation in training courses is much more common than participation in training programs for both men and women. Overall, about 22 percent of the sample participated in a training course in 1997, compared to just over 7 percent for training programs. In both cases, women were slightly more likely to participate than men. Looking at the top rows of Tables 3B and 4B, we see that for training programs, which tend to be much longer, self-financing is most common, followed by employer financing, followed by government financing. In contrast, for courses, which tend to be short, employer financing strongly dominates, as it is about three times more frequent than self-financing and over ten times more frequent than government financing. For both courses and programs, women tend to self-finance more than men. Overall, the first surprising finding is the relatively limited role direct government financing in adult education and training plays in Canada, despite the relatively high fraction of GDP Canada devotes to this activity (see, e.g., Table 2 of Heckman, LaLonde and Smith, 1999).

Regional differences

The next panels in Tables 3A and 3B, and Tables 4A and 4B, display statistics on training incidence by province, and by urban/rural location, where the latter is broken into four categories: rural, census metro area, urban center and Toronto, Montreal or Vancouver. Figures 1A and 1B for training courses, and Figures 2A and 2B for training programs,

display the provincial incidence rates graphically. In each case, the A figure is for men and the B figure for women.

In general, Atlantic Canada (Newfoundland, Prince Edward Island (PEI), Nova Scotia and New Brunswick) and Quebec have lower proportions of people taking both training courses and training programs. There are several exceptions to this general rule. First, it does not apply to government training. Indeed, although the differences are not statistically significant for training programs, the participation rates appear roughly equal for training programs and are probably higher, on average, in Atlantic Canada and Quebec for training courses. Even so, it is perhaps still surprising that Atlantic Canada does not dominate in terms of government-financed training, given the high rates of participation on unemployment/employment insurance and income assistance in these provinces. Such recipients are primary targets for government-financed human capital investment. Second, Nova Scotia has a lot of employer-financed training courses and Saskatchewan has relatively few self-financed training programs.

These provincial differences can result from a number of factors, such as provincial differences in individual characteristics such as age, as well as provincial differences in public policy relating to adult human capital investment. We discuss these differences further in the context of the multivariate analysis in Section 6.

Age and education

The fourth panels of Tables 3A and 3B, for training programs, and Tables 4A and 4B, for training courses, display incidence rates by age and level of formal schooling. These

incidence rates appear graphically in Figures 3A and 3B, for age, and Figures 4A and 4B, for formal schooling level.

The age patterns for programs stand out clearly, as both men and women have declining incidence rates with age for training programs, both overall and by type of financing. Overall, the rate falls from 12.6 percent for persons age 25-34 to just 1.52 percent for persons age 55-64. These age differences are strongly statistically significant for men and women in all types of training.

This pattern strongly supports the theoretical arguments regarding the advantages of investing in human capital when you are young, and indicates that effects related to firm tenure lack the strength to overcome the main effect of age. A somewhat different pattern emerges for training courses. The oldest age group we consider, ages 55-64, clearly has a lower incidence rates than that for the three younger groups. However, among the three younger groups, the pattern is hill shaped in many cases, with the highest rate for the 35-44 year olds and somewhat lower patterns for ages 25-34 and 45-54. These differences are again statistically significant for both men and women in all types of training, with the exception of self-financed and government-financed training for men. We look more at this pattern in our multivariate analysis, but at this level it suggests that tenure effects may dominate age effects at lower age levels.

Strong patterns by level of formal schooling appear as well. Both participation in training programs and participation in training courses strongly increase with educational level. These differences are strongly significantly significant except in the (surprising) case of government-financed training. In terms of the theoretical arguments presented in

Section 2, this suggests that the value of existing human capital in producing additional human capital outweighs the increased opportunity cost.

Within this general pattern, which appears for both men and women, we note two interesting patterns that emerge at a finer level of detail. First, the increase in participation is not quite monotonic in level of schooling. In most cases, persons with some post-secondary education have higher participation rates than those with post-secondary certificates or diplomas. Presumably this represents persons who dropped out of college or university being especially likely to return to finish up a program and obtain formal certification. The fact that the pattern emerges much more strongly for programs, which are designed to lead to formal certification, than for courses, which are not, supports this view.

Second, the pattern for government-financed training has more of a hill shape, though, given the small rates (and therefore large standard errors) involved, the main point to be made is that the incidence of government-financed training programs and courses is not increasing in age, but neither is it decreasing, as one might expect given its focus on reducing inequality. Indeed, participation rates in government-financed programs and courses are surprisingly low for persons in the “0-8 years” and “some secondary” formal schooling groups.

Family characteristics

The fifth panels of Tables 3A and 3B, for training programs, and 4A and 4B, for training courses, display incidence rates conditional on the presence or absence of a spouse, on

the spouse's years of education for those with a spouse present, on the number of children under 18 years of age and on the number of children of pre-school age.

The presence of spouse decreases the probability that both men and women will participate in a training program. This suggests that spouses do not provide a way around credit constraints. In regard to the generally shorter training courses, having a spouse modestly increases the probability for men (but only for employer-financed courses) and has no effect on women.

Among persons with a spouse, the incidence of both courses and programs generally increases with spousal education, again with a bit of non-monotonicity around the "some post-secondary" level in some cases. These differences are strongly statistically significant other than for men in government-financed training programs and training courses. In a bivariate context, this pattern can have (at least) two sources. One is that a more educated spouse will likely have a higher income, which makes him or her better able to finance a spell of training. Second, it is well known that there is positive assortative mating on education. Without the jargon, this means that individuals tend to marry persons whose educational level is similar to their own. As a result, the spousal education patterns may simply reflect the own education patterns already described. The multivariate analysis in Section 6 will aid in choosing among these explanations.

In marked contrast to the results for spouse presence and spousal education, few patterns emerge in regard to training incidence and the presence or absence of children.

Country of birth

The foreign-born differ surprisingly little from native-born Canadians in terms of the training behavior. In general, they are a bit less likely than native-born Canadians to take training. Underlying this general difference, they are a bit more likely to participate in a government-financed or self-financed course or program, and more than a bit less likely to participate in an employer-sponsored course or program.

Employment-related characteristics

Workers who are employed participate more in both training programs and training courses. This pattern emerges whether we condition on employment in 1997 or at the time of the interview in 1998. Underlying this broad pattern are differences by type of financing: employed workers are substantially more likely to receive employer-financed training, a bit more likely to participate in self-financed training, and a bit less likely to participate in government-financed training. Perhaps surprisingly, the figures for full time workers (measured in 1998) differ very little from those for all persons employed in 1998. In the AETS, part-time workers appear to receive training at about the same rate as full-time workers.

Workers with less than one year of tenure display particularly interesting patterns relative to other workers employed at the time of the survey in 1998. Overall, they are less likely to take a training course, but substantially more likely to participate in a training program. Part of this pattern may result from the fact that we cannot entirely exclude persons who recently completed their formal schooling from the analysis sample; see the discussion in Hui and Smith (2002b). Breaking this overall pattern down by type

of financing reveals higher probabilities of taking self-financed and, to a lesser extent, government-financed training programs and courses, but lower (in the case of courses much lower) probabilities of employer-financed training.

Looking by occupation, we find that those in professional, managerial and administrative occupations have higher probabilities of taking both programs and courses, while those in blue collar occupations have lower probabilities, with both measured relative to the union of all other occupations. This overall pattern springs primarily from differences in employer-financed and self-financed training courses and programs. Interestingly, union workers, many of whom are blue collar, have substantially higher rates of participating in training courses than non-union workers. This is consistent with the theoretical argument that union workers turn over less often, and so should optimally accumulate more firm-specific human capital. It also suggests that non-union blue-collar workers get very little training.

Firm size has a strong effect on the probability of participation in both training courses and training programs, as predicted by theories based on economies of scale in training provision and diversification. For courses, persons employed at a small firm in 1997 (fewer than 20 employees) have a training course participation rate of 16 percent, compared to nearly 37 percent for persons employed at large firms (at least 500 employees). As expected, this overall difference all derives from differences in employer-financed training.

4.2. Number of Training Spells

Tables 5A and 5B tabulate the number of training programs taken by respondents in our analysis sample, while Tables 6A and 6B present the corresponding information for training courses. Figures 8A and 8B display histograms of the number of training programs and courses, respectively.

As expected, the vast majority of training participants took only one program or one course. For men, 86.1 percent took only one program and 80.7 percent took only one course. Similarly, for women, 86.7 percent took only one program and 78.6 percent took only one course. The spread of the distribution for the number of programs is smaller than the spread of the distribution for the number of courses.

In general, we do not find many strong relationships between the number of training courses or programs and observable respondent characteristics. However, we do find a negative relationship between age and the number of both training programs and training courses. The relationship is generally statistically significant for training programs but not for training courses. The relationship is stronger for programs and is non-linear, as the data reveal a large drop in the numbers after about age 55. We find little in the way of an unconditional correlation between education level and the number of training spells.

In regard to job tenure, we find that new workers – those with less than one year of tenure – take more employer-financed training programs, but not more employer-financed training courses. Thus, we find a different pattern than that suggested by Jennings (1996). He argued that there were two basic training patterns in relation to tenure: long, infrequent training spells (these would be programs) for workers with little

experience, and short, frequent training spells (these would be courses) for more experienced workers. In contrast, we find instead no difference by tenure (measured in this simple way) for courses and more frequent programs among workers with less than one year of tenure.

4.3. Total Training Time

The final dimension of training that we consider consists of total time spent in training in 1997, measured in hours. As the data on hours of training for each course or program are top coded, and as training spells are in progress at the time of the survey, our hours measure is approximate. More specifically, it is a lower bound for some spells.

Tables 7A and 7B display the mean hours that respondents spent in training programs. These averages are calculated using only those respondents who participated in a program; put differently, the means do not include the zeros. In the case of respondents participating in multiple programs, the hours are summed across programs. Table 7A gives the overall results and Table 7B breaks the results down by type of financing. Table 8A and 8B present the analogous figures for training courses. Because training time is continuous rather than binary or discrete, we present standard deviations as well as means in these tables. Figures 9A and 9B display histograms of the distributions of training program hours and training course hours, respectively, for both men and women.

These tables highlight the large difference in duration between training courses and training programs. On average, men and women spent 377.1 and 351.6 hours in training programs, respectively, compared to 38.6 and 40.2 hours for training courses. In

both cases, there is substantial heterogeneity, with standard deviations of 532.4 and 478.6 hours for men and women, respectively, in training programs, and of 91.1 and 197.6 hours in training courses. Those participating in government-financed training programs and courses spend substantially more time in training than those undertaking self-financed or employer-financed training. In the case of programs, there is also a clear division between the latter two categories, with self-financed training programs consuming many more hours than employer-financed training programs.

Regional differences

The second panel in Tables 7A, 7B, 8A and 8B documents provincial differences in hours spent in training. Figures 10A and 10B display mean training program hours by province and financing type for men and women, respectively. Figures 11A and 11B present the corresponding means of training courses.

Among the provinces, P.E.I. residents spend the smallest number of hours in training programs, and British Columbia residents the longest. Government-financed training programs consume the most hours in Quebec and Alberta, and the fewest in P.E.I. Somewhat surprisingly, provincial differences also emerge for self-financed and employer-financed training programs. In the case of the former, British Columbia residents spend the most hours, while for the latter, Alberta residents do. The lowest mean for self-financed training is in P.E.I., while the lowest mean for employer-financed training appears in Manitoba. The patterns for men and women differ more than we expected, even taking into account the fairly large standard deviations (and thus standard errors). The patterns for courses differ from those for programs as well. For example,

P.E.I. has the longest mean for courses, but the shortest for programs. We return to these provincial differences in our multivariate analysis. There are no strong patterns in regard to urbanicity, with the exception that persons in rural areas spend fewer hours in almost all types of training programs and courses.

Age and education

The third panels of Tables 7A, 7B, 8A and 8B present mean hours in training by age group and education level. Figures 12A, 12B, 13A and 13B display the means by age graphically, while Figures 14A, 14B, 15A and 15B display the means by level of education.

The overall relationship between age and time spent in training programs and training programs is a negative one for both men and women. Overall, the differences are statistically significant for both men and women in training programs, but only for women in training courses. As with the similar relationship between training incidence and age, this pattern is consistent with a declining net return to training with age due to having fewer working years over which to reap the benefits from training. Also similar to the case with training incidence is the non-linearity of the pattern, with a steep drop in mean hours for the lowest age group relative to the other three. The age pattern reappears in most (but not all) cases when the statistics are broken down by type of financing.

The bivariate pattern with level of formal schooling is clearest for employer-financed training programs. Here there is a strong positive pattern of increasing hours with the level of formal schooling. These differences nearly always attain high levels of statistical significance. This is consistent with existing human capital being an input in

the production of additional human capital. Surprisingly, hours in government-financed training programs also increase with education, being substantially higher for the three top schooling categories than the three lowest training categories. As with the patterns for training incidence, this suggests that government-financed training programs are not doing the best job of responding to the market failures that provide their reason for existence. The remaining patterns for training programs, as well as the patterns for training course, are less clear, probably due to the relative high variance of hours (compared to incidence or number of courses).

Family characteristics

The fifth panels in Tables 7A, 7B, 8A and 8B display the bivariate relationships between mean training hours and family characteristics. While the presence of a spouse decreases the probability of training program participation for both men and women, it affects hours only for men, for whom it reduces them. Most of this effect results from fewer hours of self-financed training, which again runs contrary to the idea that spousal earnings represent a way around credit constraints. Spousal presence has no effect on mean course hours. No strong patterns emerge from the data in regard to spousal education.

Children, either under age 18 or of pre-school age, do not show a strong relationship to training hours. The exception is that men with no kids spend more hours in training programs, a difference driven primarily by differences in the duration of self-financed training. Women, in contrast, tend to spend more hours in training courses when they have no kids. For the women, employer-financed courses drive the result.

Country of birth

Foreign-born respondents spend more hours in training than native-born respondents for both programs and courses. In the case of programs, the difference shows up most strongly for self-financed training, while for courses it shows up most strongly for government-financed training. This additional training may reflect language training or it may reflect the need to replace obsolete or outdated skills obtained in the country of birth.

Employment-related characteristics

The final panels in Tables 7A, 7B, 8A and 8B present means of training hours conditional on employment-related variables. Surprisingly, employed workers, whether in 1997 or 1998, have about the same mean hours in training as non-employed workers. This pattern holds for both programs and courses. We expected to find, rather, that employed workers had fewer mean hours, due to the higher opportunity cost of their time. Similarly, there is little difference between workers employed full time and all other respondents, except that workers employed full time spend fewer hours in training programs.

Workers in the first year of tenure with their firm spend substantially more hours in training, especially in government-financed and self-financed courses and programs. This pattern is consistent with investment in training prior to taking a new job, when the opportunity costs are probably low. In regard to employer-financed training, men spend more hours in training programs, but not in training courses. Women spend somewhat fewer hours in training programs than those with more tenure, but somewhat higher hours in training courses. These findings are consistent with the findings on training incidence,

and suggest that firms may be leaving general training to other providers, and may provide much of their firm-specific training informally on the job, so that it is not well measured by the AETS instrument.

Professionals, managers and administrators spend fewer hours in training programs than other respondents, but about the same number of hours in training courses. The training program effect is generated almost entirely by shorter spells of self-financed training, which is consistent with high opportunity costs in terms of forgone earnings for this group. In contrast, blue-collar workers spend fewer hours in both training programs and training courses than other respondents. The figures for union workers resemble those for blue-collar workers, but with fewer hours spent in employer-financed training programs. Thus, although they have higher incidence of such spells, the spells are relatively short, perhaps because the opportunity cost in terms of wages is relatively high.

Figures 16A and 16B display the relationship between firm size and time spent in training programs graphically. Figures 17A and 17B present the same information for training courses. Unlike the case of training incidence, there is no clear relationship of mean training hours to firm size.

5. Estimating Multivariate Models of Training Participation and Intensity

The bivariate statistics presented in Section 4 provide a big picture view of the factors that may affect training incidence and time spent in training. Multivariate analysis can provide a more detailed picture of the relative importance of various observable factors. In this section, we lay out the econometric models we use for our multivariate analyses of

training participation and time spent in training. We discuss the estimates generated by these models in Section 6.

A. A Model of Training Incidence

Let $Y_{i1}(X_i)$ denote the present discounted value of expected earnings of individual i conditional on taking training, and let $Y_{i0}(X_i)$ be the same quantity but conditional on not taking training. Denote the net costs of taking training by $C(X_i) + \varepsilon_i$, where the first term represents the deterministic component of costs and the second term denotes the person-specific component of costs. In each case, X_i denotes a vector of personal and job-related characteristics including location, age, schooling, family characteristics, occupation, job tenure, firm size and so on.

If individual i is rational, and if he or she cares only about expected discounted earnings net of costs, then he or she will take the training if and only if,

$$Y_{i1}(X_i) - C(X_i) - \varepsilon_i > Y_{i0}(X_i).$$

The present discounted net gain (or loss) to taking training is given by:

$$\Delta_i = Y_{i1}(X_i) - Y_{i0}(X_i) - C(X_i) - \varepsilon_i.$$

The value of Δ_i is unobservable in empirical studies, because we do not observe the counterfactual expected earnings that persons would receiving training would have received, had they not taken training nor the expected counterfactual earnings that those choosing not to take training would have received with training.

However, if we are willing to make a distributional assumption about ε_i , we can estimate a reduced form binary choice model of the decision to participate in training. To see this, note that

$$D_i = \begin{cases} 1 & \text{if } Y_{i1}(X_i) - Y_{i0}(X_i) - C(X_i) - \varepsilon_i = \Delta_i > 0; \\ 0 & \text{otherwise,} \end{cases}$$

where D_i is a dummy variable equal to one for persons who take training and equal to zero for persons who do not. If we assume that $Y_{i1}(X_i)$, $Y_{i0}(X_i)$ and $C(X_i)$ are all linear functions of X_i and that ε_i has a standard normal distribution, then we have a probit model.

Because this is a reduced form model, the coefficients in the probits model (and the corresponding marginal effects) represent combinations of the underlying structural parameters determining outcomes and costs. For our purposes here, that is not a problem. The theories we wish to test cast their predictions in terms of partial derivatives of reduced form participation equations. Our examination of the targeting of government-financed training can also proceed with only the reduced form parameters.

B. Training Time

In addition to examining the incidence of training, we also examine time spent in training. This allows us to examine a second, intensive margin on which individuals may adjust in response to the incentives they face. Another way to think about this analysis is that it represents a check on the incidence analysis; we want to be sure that patterns in training time do not undo the patterns we find in the incidence analysis.

Let T_i be the total time spent in training type for individual i . As duration is non-negative and has a skewed distribution with more short spells than long ones, it makes sense to assume a (conditional) lognormal distribution rather than a normal distribution, so that

$$\ln T_i = X_i\gamma + u_i,$$

where $u_i \sim N(0, \sigma^2)$.

Within the context of this simple linear model, five complications arise, which we now discuss in turn. First, a large fraction of the AETS respondents report zero hours in training, but the natural log of zero is not defined. To get around this problem, we treat the zeros as censored values and estimate a censored regression model. That is, we treat them as if all we knew about the individuals with zero hours of training is that they have less than 0.5 hours of training. Within a maximum likelihood framework where we have assumed a normal error term, this is straightforward to do. To test the sensitivity of our analysis, we repeated it with the censoring assumed to occur at one hour, rather than 0.5 hours, and obtained essentially the same results.

The second issue is that some training spells are in progress at the time of the AETS interview. For these spells, we know that they are at least as long as some amount, but we do not know their realized actual length. In the technical jargon, these observations are right-censored. As with the zeros, because we have assumed a normal error term, these observations can contribute to the estimation in a straightforward way. To incorporate them, the censored regression model we estimate has censoring at both the left (for the zeros) and at the right (for the observations in progress at the time of the survey).

The third issue arises from the way in which the training time data get coded. For training programs, both the number of weeks and the number of hours per week are top-coded, the former at 57 weeks and the latter at 61 hours per week. Similarly, for training courses of more than six hours per day, the number of hours per day is top-coded at six for all spells and the number of days is top-coded at 287. The length of training courses of less than six hours per day is top-coded at 287 hours. Thus, for a non-trivial number of completed training spells, we have a lower bound on the length of the spell, but not the exact duration or an upper bound. These spells also get treated as right-censored in our estimation. That is, we use only the information that the spell is at least as long as the lower bound indicated by the data.

The first model of training time that we report is a censored regression model that takes account of left-censoring, to deal with the zeros, and of right censoring, to deal with spells in progress at the time of the survey and with top-coding in the durations of completed spells.

The fourth issue that may (or may not) arise is that the determinants of having any training may differ from the determinants of the number of hours of training, given that some training is taken. This is analogous to the situation where labor force participation may be determined by factors that have little effect on the number of hours work, and vice versa. The censored regression model described above presumes that the same linear function of X_i governs whether or not training is taken, indicated by having a number of training hours greater than zero, and how many hours of training are chosen, given that some training is taken. Another class of models, called hurdle models, relaxes

this assumption. Cameron and Trivedi (1998) consider this class of models in detail. For our purposes, we can represent it simply as:

$$D_i = \begin{cases} 1 & \text{if } X_i\beta - \varepsilon_i > 0; \\ 0 & \text{otherwise,} \end{cases}$$

$$\ln T_i | T_i > 0 = Z_i\gamma + u_i,$$

where Z_i represents a vector of observable characteristics, possibly, but not necessarily, different from X_i .

Under the assumption that the two error terms have a zero correlation – $\text{corr}(\varepsilon_i, u_i) = 0$ -- we can estimate the participation and training time models separately. In technical terms, the likelihood function is separable in this case. The training participation model is just a probit. The training time model is more complicated. On the left, it is now a truncated regression rather than a censored one. It is truncated because the survey instrument does not allow training times less than one hour. We treat 0.5 hours of training as the truncation point in our empirical work, but changing it to one hour does not materially affect the results. We continue to have a censored regression on the right due to the spells in progress at the time of the AETS interview and due to the top coding already described. This regression is estimated only using persons with positive hours of training time, and is the second model of training time for which we report estimates.

The fifth issue arises in the context of the hurdle model, and it is the issue of selection bias. In the context of the hurdle model, selection occurs with the error terms in the participation and training time equations are positively correlated. In words, this means that unobserved factors that determine participation also help determine training

time, even conditional on the variables included in the two models. When this correlation is non-zero, the estimated coefficients in the training time model no longer represent consistent estimates of the training time model for the population. Instead, they just estimate the conditional mean function for the persons actually observed training. In that case the coefficients combine the true population coefficients and the expected value of the error term given participation in training. In symbols, in the presence of selection, we have:

$$E(\ln T_i | T_i > 0) = Z_i\gamma + E(u_i | D_i = 1),$$

where the last term does not equal zero when selection is present..

Heckman and Robb (1985), Heckman and Smith (1996) and Heckman, LaLonde and Smith (1999) catalogue the vast array of methods devised in the literature to deal with selection bias. However, we argue here that selection bias is not likely to be a concern in this application.

In the usual cases where we worry about selection bias, such as in estimating population wage equations using data only on persons who are working or estimating the impacts of voluntary treatments such as training (see Hui and Smith, 2002a), there is a tight theoretical link between participation and outcomes. We expect persons who do not work to have lower wages than those who do, even conditional on observable characteristics, in part because almost any economic model of the working decision will generate this implication. Similarly, in the training program case, we expect that persons who participate will have worse labor market outcomes in the absence of participation than those who do not, in part because of empirical evidence that this is the case and in

part because these persons have the lowest opportunity cost of participating, as in our model above.

In contrast, there is no obvious theoretical link between participation in training and total time in training that emerges from theory. As we have shown, training times vary widely, in part due to fixed durations for particular type of training that arise from the fact that large number of individuals often train together, and from the technology of producing specific types of knowledge. Because much training is either on the job or part-time, foregone earnings may not be a particularly important issue either.

A second concern is that the most straightforward way to deal with the selection problem would be to jointly estimate the participation and training time equations. Unless we wanted to rely solely on the functional form implied by assuming a joint normal distribution for the two error terms, doing so would require an exclusion restriction – that is, a variable that affects participation but not outcomes or the reverse. The evidence in the literature suggests that relying on normality assumptions for identification is a bad idea, and it is not clear to us that our data include such a variable. Thus, as a result of these theoretical and practical concerns, and also for simplicity, we therefore present estimates only from the separable version of the hurdle model

C. Specification Details

We present two sets of multivariate estimates for each model. The two sets differ in terms of the set of conditioning variables included in the model. The smaller set, which we denote the *benchmark model*, includes only covariates that are likely to be completely exogenous to the training decision. The benchmark model includes dummies for

province of residence, residence in a census metropolitan area, residence in Toronto, Montreal or Vancouver, residence in an urban center, residence in a rural or remote area, age, age squared, dummies for levels of formal schooling, presence of a spouse, spousal formal schooling level, the number of children under 18, the number of children of pre-school age, interactions between the presence of a spouse and the number of children under 18 and the number of children of pre-school age, and a dummy for being foreign born.

The second of conditioning variables, which we denote the full model, adds a vector of worker and job characteristics. These variables are less plausibly exogenous, as some of them, such as whether or not to work full time, may be chosen jointly with training incidence and training time. Nonetheless, their conditional relationship with training incidence and training time remain of interest, so long as we interpret them carefully. We also avoid including other variables likely to be directly affected by training, such as the wage and earnings levels of the respondent. The additional covariates in the full model include dummies for employment status at the time of the LFS interview in 1998, employment (any) in 1997, fulltime employment in 1998, whether or not the job held in 1998 started in 1997, job tenure in 1998 and job tenure squared, dummies for being in a professional, administrative or managerial job or in a blue collar job, a dummy for union membership in 1997 and dummies for firm size categories. The dummy for starting a job in 1997 is designed to capture, in part, any recent school leavers not excluded by our sample restrictions.

In both the benchmark model and the full model, we replace values of conditioning variables missing due to item non-response by zero, and include a dummy

variable set to one for persons with missing values of a given variable and set to zero for everyone else. The alternative of listwise deletion of observations with missing values for any covariate would be a much smaller (and less representative) sample. For reasons of space, we do not report estimates for the missing value dummies.

Because the labor market experiences of men and women differ substantially, we report separate estimates for men and women in all cases. We also present separate estimates for training courses and training programs in all cases, and, within each type of training, we report estimates both overall and by type of financing, as in the bivariate analysis already presented.

7. Estimates of Multivariate Models

A. Training Incidence – Benchmark Model

Tables 9A and 9B present estimates of the benchmark model of participation in training programs. Table 9A presents the estimates for any training program, and Table 9B presents estimates from separate models for each training type. Tables 10A and 10B present the corresponding estimates for training courses.

In all cases, we present estimated marginal effects calculated at the mean of the covariates, along with estimated robust standard errors of the marginal effects. The marginal effect can be interpreted as the derivative of the probability of participation with respect to each variable. Put differently, it is the effect on the probability of participation of a unit change in the variable for someone whose characteristics equal the mean characteristics in the sample. For binary variables, the marginal effect is the estimated difference in probabilities with the dummy switched on and off, holding the other

variables at their sample mean values. We multiply the marginal effects by 100 for ease of presentation; as a result, they correspond to participation percentages. The “*”s in the table denote various levels of statistical significance relative to the null that the population coefficient equals zero.

Regional differences

We defer discussion of the effects of province of residence to the next section. In regard to the other location variables, men in Toronto, Montreal and Vancouver participate less in employer-financed training courses, and women in these cities participate less in employer-financed training programs. We do not have a good explanation for these patterns, although it could be that residence in large cities predicts worker turnover even conditional on tenure. At the same time, the rural differences in incidence that appeared in the bivariate analysis disappear in the multivariate analysis.

Age and education

The estimated effects of age reappear in the multivariate analysis. For training programs, the only precisely estimated effects are for adult women in employer-financed training, which peaks at around age 20 and then declines. Strong and precisely estimated effects of age on training course incidence appear for both men and women in the benchmark model. The relationship holds overall but is driven by employer-financed training. The employer-financed training course participation probability peaks at 34 for men and 42 for women. As before, the declining relationship with age is consistent with the theoretical prediction based on the amount of time over which the gains to training can be

realized. The absence of a strong negative relationship with age for government-financed training suggests an inefficient allocation of training resources in this sector.

The education patterns differ somewhat in the multivariate analysis from those found in the bivariate analysis. For training programs, only respondents with some post-secondary education differ significantly or substantively in their participation probability from the omitted group, those with fewer than 11 years of completed schooling. The effects for this group are driven by higher probabilities of both employer-financed and self-financed training. As before, the latter presumably represents individuals who return to school to obtain qualifications they failed to complete in their initial years of formal schooling. Persons with 11 to 13 years of schooling also have a significantly higher incidence of training program participation than the omitted group.

Men in the some post-secondary category have a significantly higher probability of participating in government-financed training programs. The estimate is substantively modest, and similar to that for women. Individuals with university education or higher have significantly lower (at the ten percent level) probabilities, though again the point estimates are quite modest. Current practice does not concentrate government-financed training programs on those with the greatest educational deficits, nor on those most likely to suffer from credit constraints.

For training courses, the probability of employer-financed training generally increases strongly and significantly with the level of formal schooling. As always, this is consistent with the notion that existing human capital constitutes a valuable input to the production of new human capital. This is less true for self-financed training, where only men with at least a university degree differ significantly from the omitted group (those

with eight years of education or less), and where women in the “some secondary school” and “11 to 13 years of school” categories have the highest participation rates.

Finally, there is essentially no effect of education level on the probability of taking government-financed training courses. This again is suggestive of a failure to target these programs at those most likely to face credit constraints or other barriers to labor market entry and success.

Family characteristics

The presence of a spouse has a negative effect overall on the probability that women participate in training programs. The corresponding coefficient for men is positive but not statistically significant. Looking at the estimates by financing type, and taking into account the interaction terms with spousal education, we see that the presence of a spouse, particularly one with a post-secondary certificate or diploma, increases the probability of participating in employer-financed training for men. Having a spouse reduces men’s probability of taking government financed training. For women, the picture is quite different. Having a spouse present reduces their probability of taking employer-financed training programs, particularly if the spouse has some post-secondary or a completed diploma or certificate. The presence of a spouse reduces the probability of government-financed training programs for women as well, particularly when they have a highly educated spouse.

For training courses, the story is quite similar for men, with the addition of a strong positive effect on self-financed training courses. For women, the story is again different, as there is a positive overall effect, concentrated in employer-financed training

Like marriage, the presence or absence of children has very different effects on the training participation probabilities of men and women. For men, children have no overall effect on training program participation. For training courses, the estimates are substantively large and suggest that young children may have a deterrent effect that is cancelled out by having a spouse, while older children may have a positive effect. Most of the effects appear to work through self-financed training, where young children may proxy for credit constraints, particularly when a spouse is present, and where older children may be partially self-supporting, or at least require less time.

For women, the presence of pre-school children has a negative strong negative effect on employer-financed training, both courses and programs, presumably due to the time constraints associated with young children, and perhaps also the travel sometimes associated with employer-financed training. These effects appear to be partly mitigated by having a spouse present, but the latter interaction term is imprecisely estimated in both cases. For government-financed training, having two or more children reduces the probability of taking training programs, as does having young children and a spouse present.

Country of birth

As in the bivariate analysis, being foreign born generally reduces training participation probabilities. This is particularly true for employer-financed training courses. Strong, precisely estimated effects are also found for women in regard to self-financed training courses and for men in regard to government-financed training programs. If immigrants have readily transferable skills, these low rates of participation in training are not

surprising. However, it seems more likely that the human capital embodied in immigrants will usually need adaptation and upgrading in a new environment. Our results indicate that this adaptation and upgrading is not occurring through formal adult education and training in Canada.

B. Training Incidence – Full Model

Tables 11A and 11B present estimates of the full model for training programs, and Tables 12A and 12B present the analogous estimates for training courses; they correspond to Tables 10A and 10B for the benchmark model. The estimated effects of the benchmark variables change remarkably little in the full model. In light of this, we focus our discussion on differences relative to the full model and on the estimates for the worker- and job-related variables.

Regional Differences

Provincial differences in training incidence that remain after conditioning on the full covariate set are of great policy interest. Given the wealth of individual characteristics included in the full model, we might expect that much of the remaining variation results from policy variation among provinces or variation in macroeconomic conditions among provinces. To aid in this analysis, we describe provincial policies toward adult education and training in Table 13, and we illustrate provincial unemployment rates in Figure 6.

The information on special support policies comes from Council of Ministers of Education Canada and Human Resources Development Canada (2000). We also provide,

at the bottom of Tables 11 and 12, p-values from tests of the joint null hypothesis that the intercepts of each model do not differ by province.

Consider the joint tests first. In terms of training programs, we can reject the null of provincial equality at the ten percent level for men, and not at all for women in Table 11A. In Table 11B, we find that the provincial differences for men appear to spring from differences in (conditional) rates of employer-financed training. By contrast, for training courses, we reject the null of provincial equality at the five percent level or better in every case for both men and women in Tables 12A and 12B. Given these results, we focus our discussion mainly on employer-financed training programs for men and on training courses.

The Maritimes, Quebec, and British Columbia, all have lower (conditional) rates of training program participation for men than does Ontario. Although none of the effects is very large in an absolute sense – the largest is 2.41 percentage points – they are precisely estimated. Keep in mind that the base rate is low as well; the unconditional probability of participating in a training program for men in Ontario is just 7.32 percent, so P.E.I.'s condition rate is more than one third lower.

Both men and women in the Maritimes and Quebec have relatively low (conditional) rates of participation in training courses. The strongest effects are for employer-financed training for both men and women and for self-financed training for women. The absolute magnitudes of the coefficient estimates are larger here, but the base is higher as well, with unconditional training course participation rates of 25.43 percent for men and 26.74 percent for women in Ontario. British Columbia does not lag in training course participation (indeed, for women, the overall rate is statistically higher

than Ontario's). The Prairies show relatively low rates of participation in self-financed training, for women and in government-financed training for men.

Do these differences make sense in terms of the differences in policies and provincial unemployment rates? Consider a couple of examples.⁴ First, Newfoundland is the only province that provides no special supports to employers for adult education or training. Not surprisingly, then, we find that Newfoundland has relatively low participation rates for employer-financed training programs for men and for employer-financed training courses for both men and women. For the Maritime region as a whole, one could argue that employers have no trouble finding qualified workers when the unemployment rate is high and therefore that they have less need to provide training than the other provinces.

Second, Quebec has a unique policy of requiring employers with payrolls exceeding \$250,000 annually to spend at least one percent of payroll on training. Surprisingly, perhaps, we find relatively low participation rates in employer-financed training programs and courses in Quebec, particularly for men. This could represent one of two things. First, it may be that all employers in Quebec already spent at least this much on training, so that the law had no effect on behavior. This is less unlikely than it might seem if employers can document informal training on the job and count it against their requirement. Second, it may be that the reason Quebec adopted this rule in the first place was because of low observed rates of training. Thus, the law could be the effect rather than the cause of the low rates of employer-financed training.

⁴ We attempted to include dummy variables representing different provincial training policies in the participation models but found, as is common in such exercises, that there are too few provinces and too many dimensions of policy for us to learn anything. As a result, we restrict ourselves to an informal discussion of the basic patterns.

Finally, note that men in Canada's three largest cities, Toronto, Montreal and Vancouver, have lower probabilities of taking employer-financed training courses than other residents in the same provinces. This may represent another case where employers have less incentive to provide training because of the ready availability of trained workers in these large labor markets. Given that we do not find higher rates of government-financed or self-financed training in these cities, this theory would have to rely on migration of workers who got their training elsewhere to these cities. Such a pattern coincides with our own casual empirical observations.

Age and education

The results for age and education in the full model differ little from those in the benchmark model.

Family characteristics

The findings on the effects of a spouse and the interactions with spousal education, as well as the effects of children, change little from the benchmark case, so we do not belabor them here.

Country of birth

The results here are similar to those for the benchmark model, but stronger, with significant negative effects for employer-financed training programs for men, as well as for both employer-financed training courses for both men and women.

Employment-related characteristics

We now consider the estimates for the employment related variables, which we left out of the benchmark model. Overall, employment in 1997 and employment in 1998 have no strong effects on training program participation, although full-time employment 1997 does have a negative effect, which is statistically significant for men. This is consistent with a simple model of time allocation. When we decompose the estimates by financing type, we find for both men and women that full-time employment in 1997 has a negative and significant effect on the incidence of self-financed training. For women, but not for men, full-time employment in 1997 and employment in 1998 has a positive effect on the probability of employer-financed training. The differing findings in this case may result from the fact that these employment variables contain more information about long-term labor market attachment for women than for men. We are unable to estimate separate coefficients for employment in 1997 and full-time employment in 1997 for employer-financed training due to collinearity.

Being employed in 1997, being full-time employed in 1997 and being employed at the time of the AETS interview in 1998, all have positive effects on training course participation for both men and women. It is not surprising that full-time employment has a positive effect on the overall probabilities, as greater working hours means more time to reap the gains from training for both the trainee and the firm. For men, we are unable to estimate separate employment in 1997 and full-time employment in 1997 coefficients due to collinearity. Most of the estimated coefficients are strongly statistically significant. Not surprisingly, when we disaggregate by type, the effects of employment are strongest on employer-financed training, though there are some significant effects on self-financed

training for men as well. The latter effects are positive for employment in 1997 but negative for full time employment and large enough to cancel out the main effect. These findings for self-financed training make sense from a time allocation standpoint.

The effects of job tenure on training incidence are simple and somewhat surprising. In general, we find no precisely estimated effects of tenure, other than the effects of being in the first year at a job. Being in the first year of a job strongly and significantly increases the probability of having had a training program in 1997. For the government-financed and self-financed programs, we suspect that the training precedes the employment in most cases. For employer-financed training, it likely reflects the fact that some employers undertake major training efforts for new hires. The findings for training courses run in the opposite direction. Being in the first year at a new job reduces the probability of participating in employer-financed training courses for both men and women, though the estimate is precise only for men. This finding may simply reflect time at risk. Individuals in a new job for less than a year will have, on average, less time at risk for training courses than someone employed the entire year. In the case of programs intensive training for new hires may outweigh this consideration; for programs it may not. Women in their first year, but not men, are more likely to have had government-financed or self-financed training courses in 1997.

Women in professional, administrative or managerial positions (hereafter just professionals) are more likely to take employer-financed training programs; the same is not true of men. Both male and female professionals have substantially and significantly higher probabilities of taking employer-provided training courses. The greater emphasis on courses rather than programs for professionals is not surprising. Professionals are

likely to already have substantial amounts of general human capital, which is what many programs provide, and so they invest in short bursts of specific human capital through courses. Professional women also have relatively higher probabilities of undertaking self-financed training. This latter may reflect training for “professions” such as hairdressing, which often takes place at proprietary schools. On this point, see Black, Sanders and Taylor (2002).

In general, blue-collar workers and union members have lower (conditional) training probabilities than other workers. This is surprising as theory suggests that employers should want to increase the skill levels of union workers in order to match their high wages, and that unions should sometimes take training as compensation. The strongest effects are for blue-collar men in regard to self-financed training programs, for blue-collar women in regard to employer-financed training and for union member men and employer-financed training.

Finally, we consider effects of firm size on training incidence in our multivariate model. Here the multivariate results differ from the clear, simple patterns we found in the descriptive analysis. For training programs, men have a hump-shaped set of probabilities, with the highest (conditional) probability for firms of size 200-499. However, only the coefficient for the largest firm size is statistically significant, and it indicates a lower probability than at very small firms, which constitute the omitted group. A similar pattern holds when looking just at employer-financed training. There is little in the way of a pattern for women at all.

For training courses, the relationship found in the descriptive analysis more or less continues to hold, with a higher incidence of training courses at larger firms.

However, the relationship is no longer clearly increasing in firm size; rather, it is generally true that firms larger than the smallest have higher participation probabilities. As before, the action is largely in employer-financed training, as expected.

These findings suggest that much of the action in terms of firm size is working through other mechanisms than economies of scale in training provision. Instead, firm size appears to proxy in part for things like stability of employment, tenure and occupation that, once controlled for, soak up the effect of firm size that shows up in the univariate tabulations.

C. Total Time in Training – Censored Regression Model

In this section, we present the estimates from our censored regression models of total training time spent in training programs and total time spent in training courses. Recall that this model uses all of the observations with value values for total time in training programs, including the zeros. As the dependent variable is the natural log of training time, the zeros are treated as being left censored at 0.5 hours. The model also accounts for right censoring of training spells due to top coding and due to spells in progress at the interview. The estimated coefficients can (approximately) be interpreted as the percentage change in training hours due to a unit change in the independent variable.

In Tables 14A and 14B, we present estimates using the benchmark covariate set for training programs. Table 14A presents the overall results and Table 14B presents the results broken down by type of financing. Tables 15A and 15B display the analogous estimates for training courses using the benchmark covariates. Tables 16A and 16B show estimates of the model for training programs with the full covariate set, while Tables 17A

and 17B have estimates for training courses with the full covariate set. As the estimates in the models with the full covariate set differ only slightly from those for the benchmark covariate set for the variables they have in common, we concentrate our discussion on the estimates for the full covariate set.

Regional Differences

We can reject the null of equal (conditional) probabilities among the provinces for training programs for men, but not for women. Employer-financed training drives the differences for men. By contrast, there is strong evidence of provincial differences for training courses for both men and women. For both men and women we can reject the null overall, and for all three types of financing.

The pattern of regional differences parallels that found in the participation probits, showing that individuals are adjusting in the same way on both the extensive and intensive margins, which is what we would expect. In general, both men and women spend less time in training programs in the Maritimes, Quebec and Saskatchewan than in Ontario, with the exception being government-financed training programs for men in New Brunswick. The same patterns found for programs also hold for courses, but the differences are more precisely estimated in many cases. The exception is Saskatchewan, which is a laggard in terms of training program hours but not training course hours. As these patterns largely parallel those for the incidence analysis, they have the same general link to the policy variables shown in Table 13.

For the other geographic variables, the only finding that stands out is lower mean hours in training programs for women, and lower mean hours in training courses for men, Toronto, Montreal and Vancouver. This parallels the finding in the incidence probit.

Age and education

In the case of age, the general pattern is similar to that found for incidence. When the effects are precisely estimated, age has a negative effect on time in both training programs and training courses. The most precisely estimated effects appear for employer-financed training and government-financed training, and for courses rather than programs. As noted already, this pattern is consistent with standard economic theory.

The patterns for the censored regression model resemble those for the incidence model, with some difference in details. Individuals with some post-secondary education but not a completed certificate or diploma stand out as having the longest spells, just as they have the highest incidence, of training programs. This pattern holds for all three types of financing. For training courses, this group and those graduating with 11 to 13 years of schooling, have the highest mean time in training. Individuals with university degrees also have significantly longer time in training courses. For courses, the clearest estimates are for employer-financed training.

Family characteristics

As in the incidence model, the presence of a spouse has a negative effect on training program hours for women, with the effect concentrated in employer-financed and government-financed training. For men, there is no overall effect, but there is a negative

main effect on government-financed training program hours and a positive effect of a spouse with a certificate or diploma. For training courses, there is a positive main effect for men. This effect is augmented for men whose spouses graduated with 11 to 13 years of schooling or who have some post-secondary education, and reduced for men whose spouses have a post-secondary diploma or certificate.

Children have few strong or precisely estimated effects on training time for either programs or courses in the censored regression analysis

Country of birth

As in the incidence analysis, the clearest and strongest effect is that female immigrants spend less time in employer-financed training. This holds for both training programs and training courses.

Employment-related characteristics

Not surprisingly, being employed in 1997 has a huge and strongly significant effect on hours spent in employer-financed training programs and courses. Obviously, employment is required to be at risk for employer-financed training. Full-time work in 1997 reduces the self-financed training program and course hours, presumably by reducing the number of hours available for these activities. Employment at the time of the AETS interview in 1998 increases employer-financed training program hours for women and reduces government-financed training hours. Being employed at the interview date also increases the (conditional) mean of employer-financed training course hours for men and women, and reduces government-financed training course hours.

Starting a job within the last year decreases employer-financed training program hours, presumably due to having less time at risk, but increases self-financed and government training program hours. The same basic pattern holds for training course hours for both men and women. The former pattern coincides with the incidence models and the latter is not. Tenure has no other strong effects in the censored regression model.

Women in professional occupations spend more hours in employer-financed training programs and both men and women in these occupations spend more time in employer-financed training courses. No strong patterns emerge for union members or blue-collar workers for training programs, but women in blue collar occupations and men in unions spend fewer hours in training courses.

Employer-financed training program hours show a hill-shaped relationship with firm size for men, and no clear relationship with firm size for women. A roughly similar pattern emerges for training course hours for both men and women, although the pattern is less clear and peaks at a smaller firm size. These patterns resemble those found in the incidence analysis.

D. Total Time in Training – Hurdle Model with Truncation and Censoring

Our final set of estimates comes from the hurdle models of total time spent in training. As described above, this model omits the observations with zero hours of training. Instead, it consists of a log-linear model of training time estimated using only those respondents reporting positive hours, and taking account of right censoring due to spells in progress at the survey and top coding.

The arrangement and ordering of the tables parallels that for the censored regression models just considered. Tables 18A and 18B display our estimates for hours spent in training programs using the benchmark covariates, while Tables 19A and 19B present the analogous estimates for training courses. In Tables 20A and 20B, we present estimates of time spent in training programs using the full covariate set, while Tables 21A and 21B present the analogous estimates for training courses. In all cases, the A table presents the estimates that combine all types of training, while the B table presents estimates separately for employer-financed, government-financed and self-financed training.

Regional differences

The findings in regard to provincial difference for the hurdle model differ substantially from those from the censored regression model. This illustrates the value of separating out the estimation of the determinants of hours conditional on incidence from the estimation of the determinants of incidence. The censored regression model forces the same set of coefficient estimates to account for both.

Looking at training programs, it is now Manitoba and Saskatchewan that show lower mean training hours than Ontario, while the Maritimes show substantively small and statistically insignificant differences. Looking by type of financing, differences emerge within the Maritimes, with Newfoundlanders spending relatively more hours in training programs, particularly employer-financed and government-financed programs, and persons in New Brunswick relatively fewer hours in most cases. Consider Manitoba as well, which has the highest training program incidence in the probit analysis but

relatively low time in training. In other words, people in Manitoba experience shorter but more frequent training programs, especially for employer-financed training.

For training courses, the differences between the censored regression and hurdle analyses become even stronger. In the hurdle analysis, Quebec stands out as having relatively high (conditional) time in training courses, especially employer-financed and self-financed training courses for women. Thus, in Quebec, training courses are relatively few, but when they occur, they are relatively long.

The source of these provincial differences for government-financed programs is likely in choices that provinces make about what types of employment and training services to offer. Some localities will choose to serve many clients with short programs, and others to serve fewer clients with longer, more intensive programs. A similar story applies to self-financed training, which will depend in part of the choices of local colleges and other providers about the types and durations of programs to offer (which may in turn depend on local occupational licensing rules and so on). The details are beyond the scope of this report, but worthy of further analysis. The roots of differences in the provincial patterns of employer-financed training incidence and duration are less clear, but also worthy of further study.

Men in Census Metro Areas other than Toronto, Montreal and Vancouver spend more hours in employer-financed training programs. Most of this variation comes from employer-financed and, to a lesser extent, self-financed training. On the other hand women in Toronto, Montreal and Vancouver spend more time in training programs than those in the omitted group. For training courses, men in rural areas spend less time, a pattern driven by government-financed training. Both men and women spend less time in

self-financed training in Toronto, Montreal and Vancouver. The sources of these differences remain unclear, as no really consistent pattern emerges among types of training and degree of urbanicity.

Age and education

The effects of age do not change much from the censored regression model to the hurdle model, although they are less often tightly estimated in the hurdle model. In general, conditional training hours decline with age for both programs and courses, with the effects clearest for programs for men and courses for women, and with most of the action again coming from employer-financed and government-financed training.

In regard to education, the hurdle analysis differs substantially from the censored regression model. For training programs for men, there is a positive and significant effect on employer-financed training program hours, and a negative and significant effect on government-financed training program hours, for those with some post-secondary education. This pattern is reversed for those graduating after 11 to 13 years of schooling. Similarly mixed and difficult to interpret patterns appear for training courses. Overall, the education results for training time, unlike those for training incidence, do not present a clear picture, once hours and incidence are separated in the hurdle model.

Family characteristics

In regard to the presence of a spouse, relaxing the restrictions implicit in the censored regression model again changes the picture of the determinants of training time. In the hurdle case, there is a positive main effect of a spouse on women's time in training

programs, with an additional large effect on the mean if the husband has a university degree or more. Most of the action here is on self-financed training, which comports with theoretical arguments regarding credit constraints. For courses, no strong patterns emerge, which is again quite different from what the censored regression analysis suggested.

Children have clearer and stronger effects on training time in the hurdle model than in the censored regression model. In regard to training programs, younger children and more children increase self-financed training program time for men, especially if a spouse is present. The latter pattern being consistent with theories about both time allocation and credit constraints. Children has a positive effect on government-financed training program time for women, which is consistent with the special supports often offered to women on social assistance or with children noted in Table 7. In terms of courses, pre-school children reduce hours spent in course for men unless a spouse is present and reduce employer-financed training time for women unless a spouse is present. Both findings are consistent with spouses being able to relieve time allocation or credit constraint problems.

Country of birth

In sharp contrast to the incidence results, and the censored regression model, in the hurdle model we find a negative effect on employer-financed training program hours for men, and a positive effect on government-financed training program hours for women. For courses, there is a positive overall effect for women, which is driven by employer-financed training, and a positive effect on government-financed training hours for men.

Thus, the negative findings from the incidence analysis, which suggested some access problems to training, particularly for immigrant women, are largely overshadowed by the findings on training time, which generally run in the opposite direction.

Employment-related characteristics

Overall, job characteristics play less of a role in determining training time in the hurdle models than in the censored regression model, a finding that provides further evidence of the value of separately estimating the determinants of incidence and training time.

Employment has much different effects in the hurdle model than in the censored regression. Here, employment in 1997 (which cannot be distinguished from full time employment in the case of employer-financed training programs due to collinearity) has a negative effect on government-financed training program hours for women. For men, there is a positive effect on self-financed training hours, but only for part-time workers, which makes sense in terms of credit constraints and time allocation. Full time work in 1997 increases employer-financed training course hours for men and women, consistent with greater return on investment for full time workers.

We find much weaker tenure effects in the hurdle models. Both men and women spend longer in training programs if they have started a job within the past year. For men this is dominated by government-financed training, while for women it is dominated by self-financed training. There is a modest positive effect of starting a job within the past year on time spent in training courses, particularly self-financed and government-financed training courses, but it is both substantively and statistically weaker than in the

censored regression model. Our findings indicate that tenure has a stronger relationship to incidence than to training time.

In terms of occupation, professionals do not have more training program hours in the hurdle model. The same is true for training course hours with the exception of government-financed courses for men. Men in blue-collar occupations spend fewer hours in employer-financed and government-financed training programs, and both men and women in blue-collar occupations spend less time in training courses. No consistent effects are found for union members.

Finally, firm size has little effect on time in training, other than a blip up for employer-financed training course hours at firms of size 100 to 199. A few other significant coefficients appear for self-financed and employer-financed training, but they show no consistent pattern with firm size. Once again, the view from the hurdle model differs substantially from that provided by the more restrictive censored regression model.

8. Conclusions

In conclusion, we return to the six analytic goals we outlined in the introduction. We have addressed all six, and reached important and fairly clear conclusions on several. Any reader who has waded through all the many pages of this paper will not disagree that we have described in detail the determinants of participation in adult education and training in Canada in the late 1990s, along with the determinants of total time spent in adult education and training. The first goal has been fulfilled.

A number of unexpected findings emerge from this analysis. Chief among them stands the relatively low incidence of training for the foreign-born, a group that might have been expected to take extra training in order to refine their language and occupational skills. Longer time in training conditional on training only partly mitigates the deficit in incidence. Our findings regarding the foreign born call out for both further study as well as some sort of policy attention.

Our empirical findings provide a clear response to our second analytic goal. The determinants of training incidence and training time do differ in many cases. This indicates the importance of analyzing the two separately, as we did in the context of the hurdle model. These differences proved especially strong for employment-related characteristics. Firms and workers appear to differ systematically in terms of training incidence, but less so in terms of time spent training, at least relative to the (large set of) variables included in our analysis. At the same time, there is not a consistent inverse relationship between the factors affecting incidence and duration, which would be in the spirit of Jennings' (1996) arguments. Future analyses should adopt a hurdle model or other similar approach and should also investigate the link between the unobservables in the incidence and training time equations.

Our empirical findings provide a clear response to our third analytical goal, that of investigating how well standard human capital investment theory accounts for variation in adult education and training in Canada. We confirm a number of predictions in the data, including declining training incidence with age, increasing incidence of employer-financed training with education, and positive effects of full time work and firm size on training incidence.

Our empirical findings provide a clear response to our fourth analytic goal, which was to consider whether government-financed adult education and training is targeted where theory says it should be targeted: at those with credit constraints and with strong educational deficits after leaving formal schooling. Our answer to this question is a resounding no. Individuals with high levels of education have participation rates similar to those with low levels of education. No strong evidence of targeting toward groups likely to have credit constraints emerges either. These findings indicate that much government-financed training ends up with persons for whom little economic justification exists for government financing. Once again, further study and policy action should both follow. As Heckman, LaLonde and Smith (1999) show, Canada spends a relatively high fraction of its GDP on programs of this sort. Our results suggest that the value of either reallocating some of those funds or returning them to the longsuffering Canadian taxpayer.

Our empirical findings provide a clear response to our fifth analytic goal, which was to examine provincial differences in training incidence and in time spent in training. We find that differences in incidence for all types of training exist, and do not result from differences across provinces in the distributions of the individual and firm characteristics in our data. Instead, macroeconomic factors such as overall unemployment rates appear to play a role. Policy may play a role as well, but this is less clear given the limited information we could find on the details of policy differences among provinces.

One important finding about provincial training policy does emerge. Despite Quebec's vaunted training tax, it still lags Ontario and several other provinces in rates of

participation in employer-sponsored training. This odd finding has two potential sources. First, it could be that the law has a positive effect, and that the unobserved counterfactual participation rates would be even lower. Second, it could be that the law is not binding; that is, firms in Quebec may all have been spending one percent of payroll on training anyway, so that the law's requirements have no effect.

Our sixth analytic goal was to inform our companion analysis on the labor market effects of adult education and training, Hui and Smith (2002a). We have accomplished this goal in part but, for reasons we detail in Hui and Smith (2002b), we have not accomplished it completely. We have not, for example, examined the labor force status behavior in the months prior to training that Heckman, Ichimura, Smith and Todd (1998) find important in determining participation and in matching participants to comparable non-participants. This information, and other information that would be useful for impact estimation, is unfortunately not available to us in the 1997 AETS.

We close with a final remark on interpretation. One might gather from reading the literature on education and training, particularly the policy literature but even some bits of the academic literature, that one can never have too much of either. This is not the case. If we observe in the data that one group has more adult education and training than another, this tells us nothing about the adequacy of the amounts undertaken for either group. Both might have too much, from a cost-benefit standpoint, or both might have too little. Unless combined with information on labor market impacts and on costs, and ideally, with information on both marginal and average impacts, great care must be taken when interpreting findings such as those presented here.

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Figure 1A: Training Program Incidence (Men)

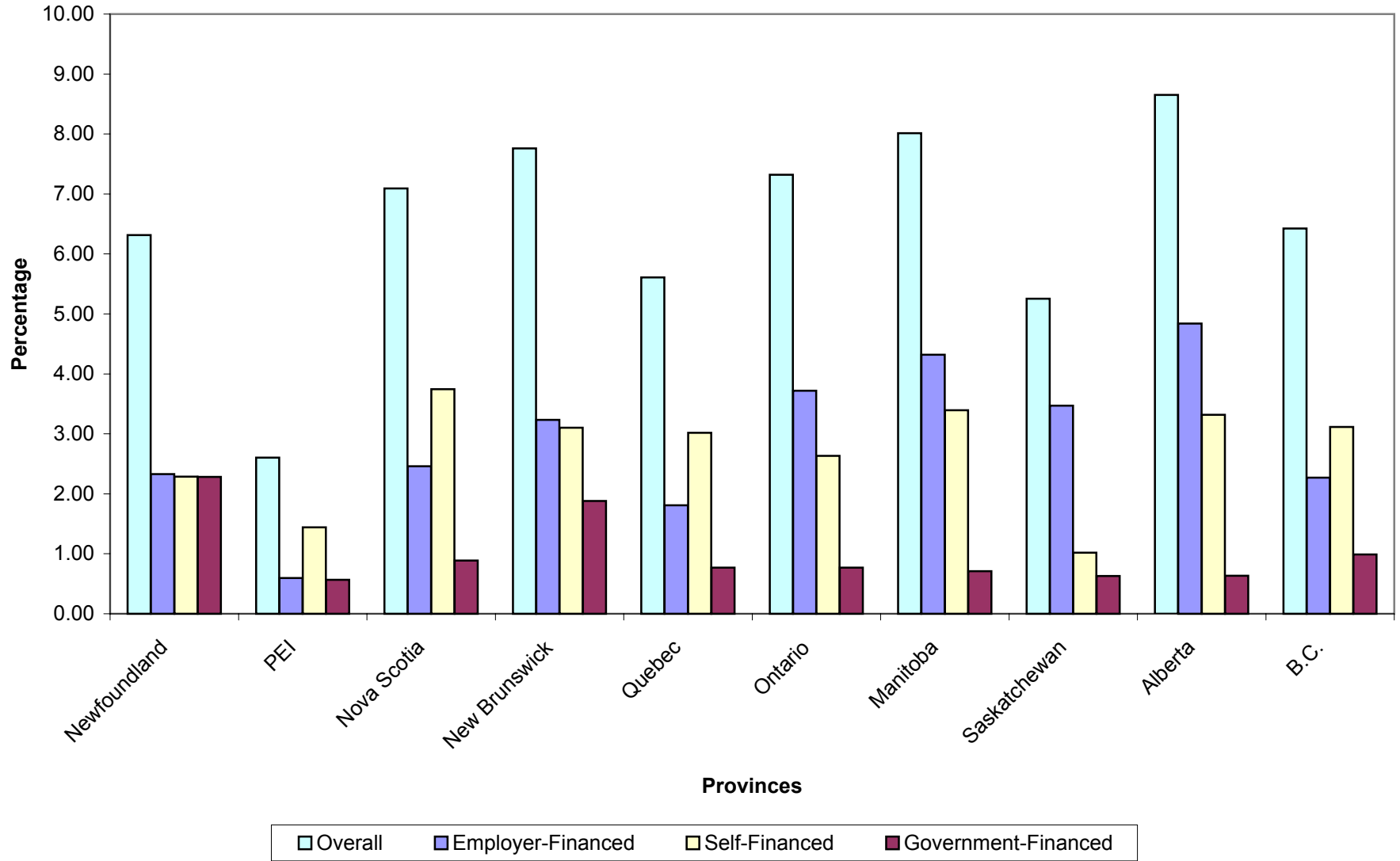


Figure 1B: Training Program Incidence (Women)

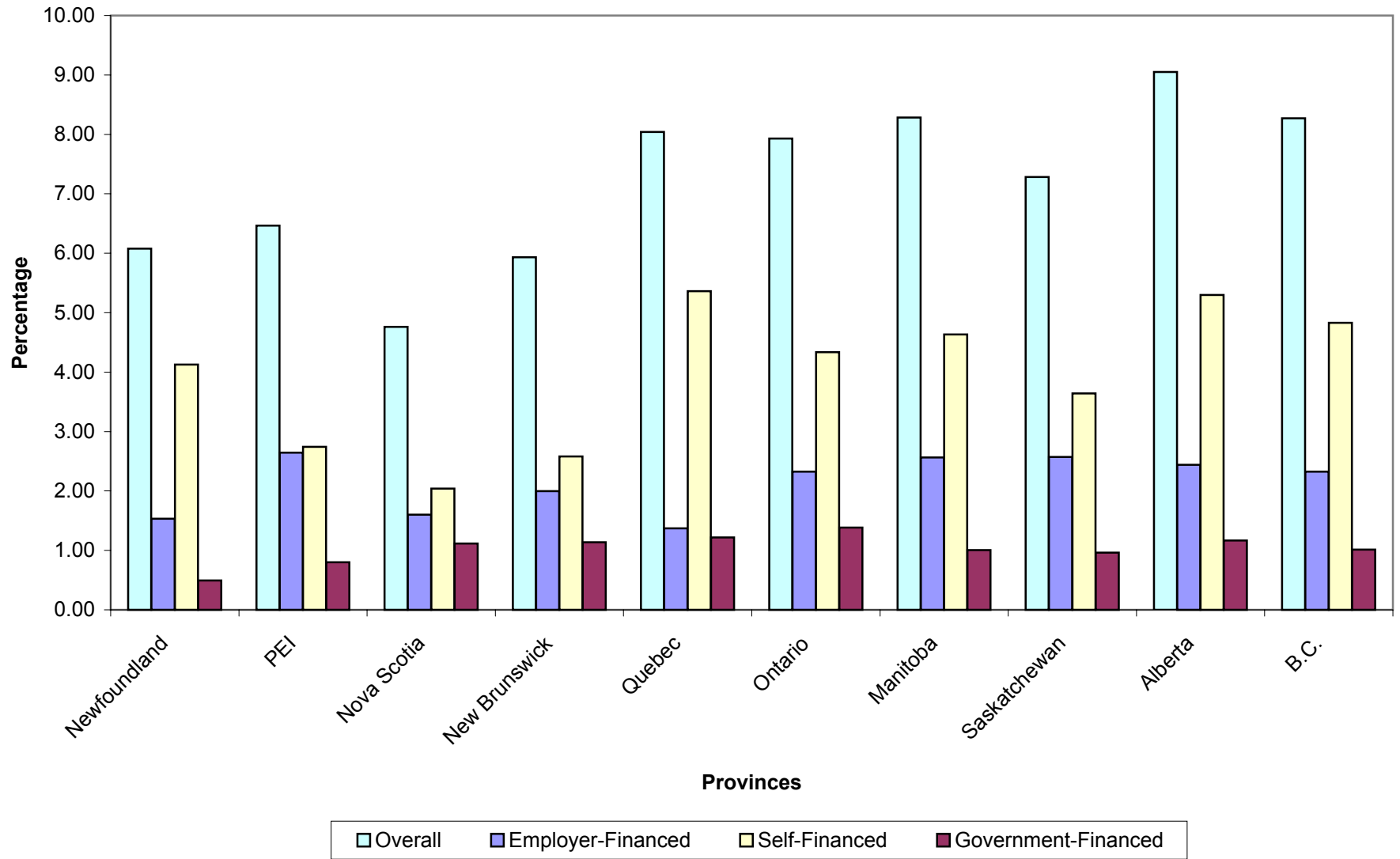


Figure 2A: Training Course Incidence (Men)

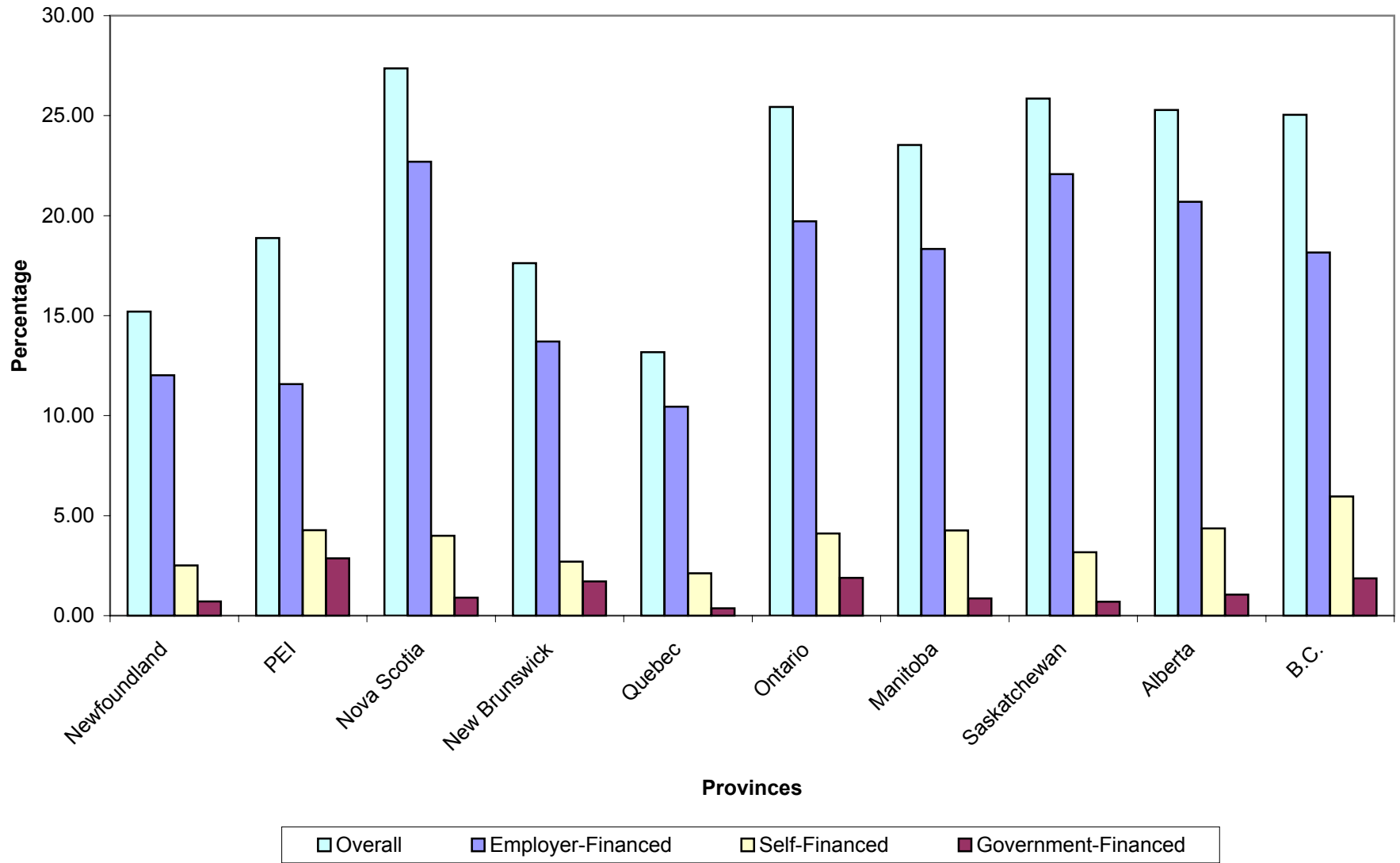


Figure 2B: Training Course Incidence (Women)

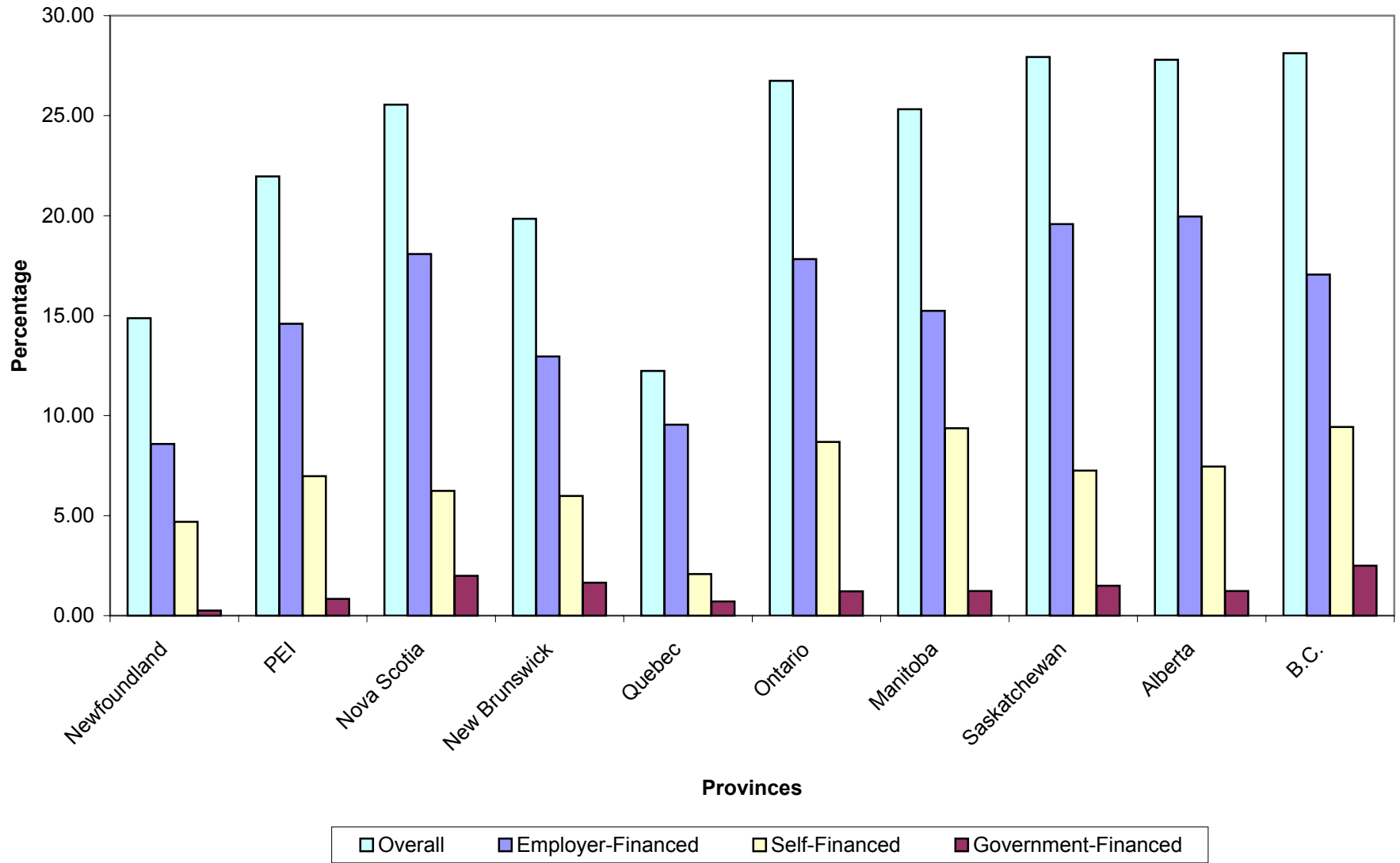


Figure 3A: Training Program Incidence by Age (Men)

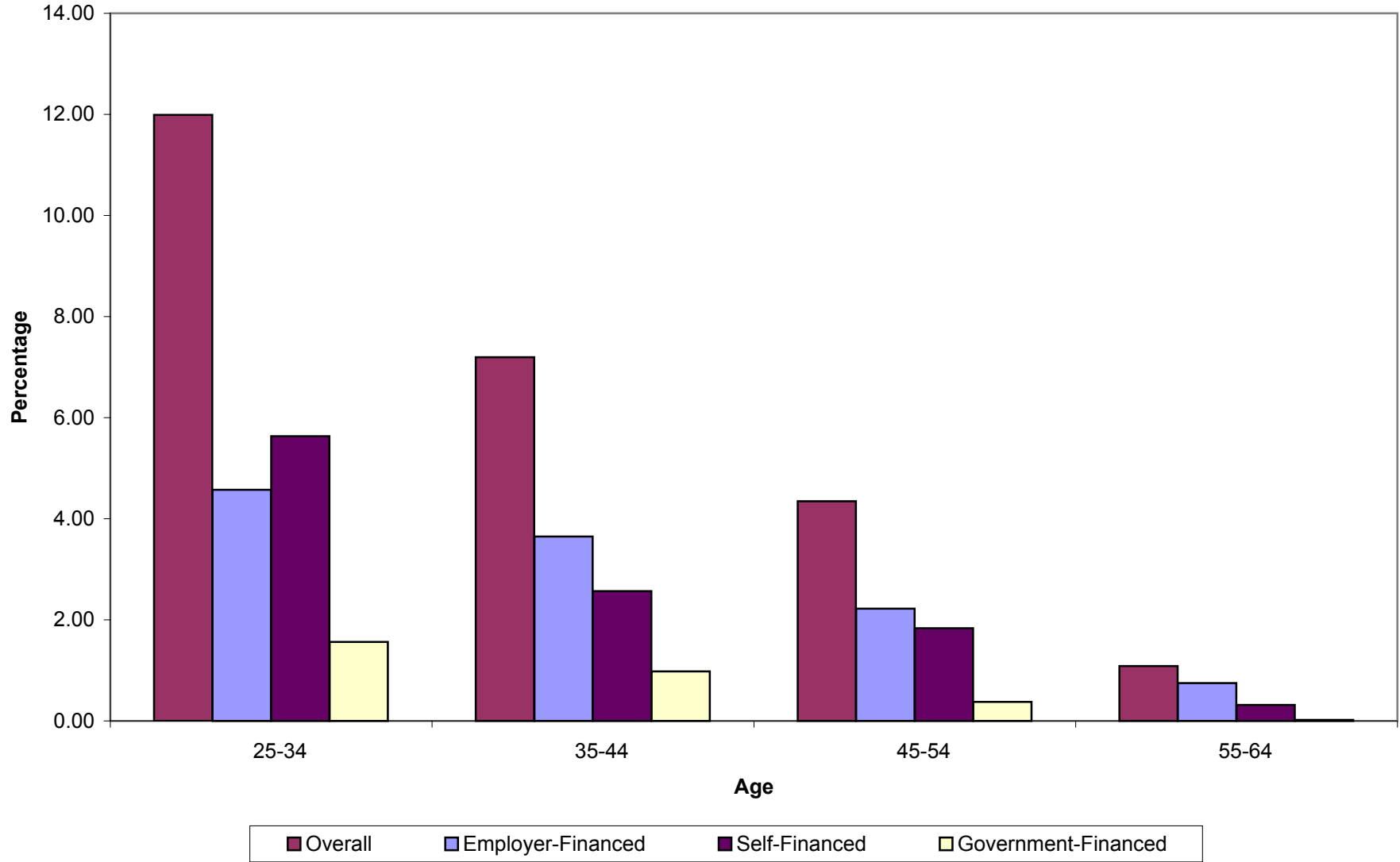


Figure 3B: Training Program Incidence by Age (Women)

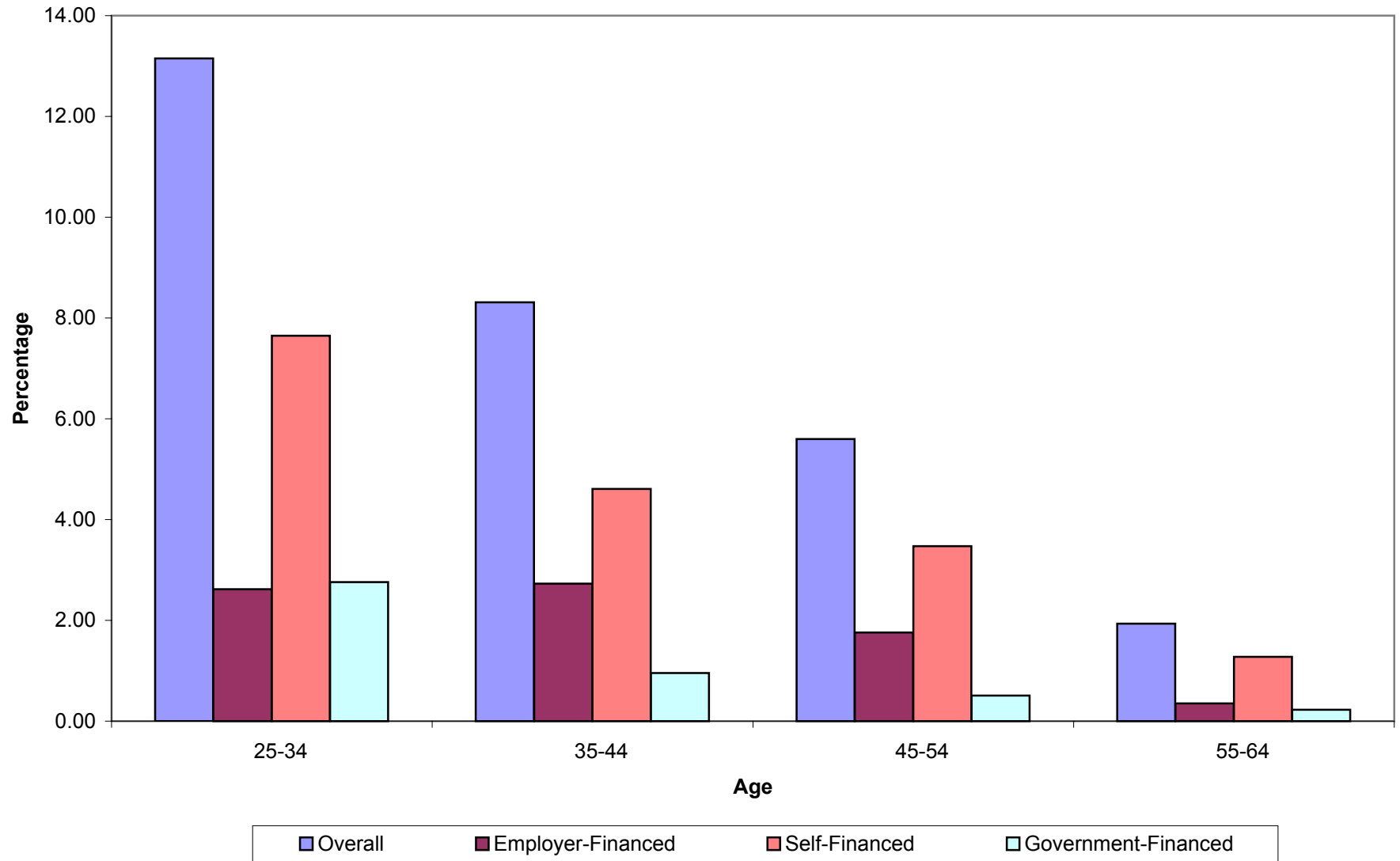


Figure 4A: Training Course Incidence by Age (Men)

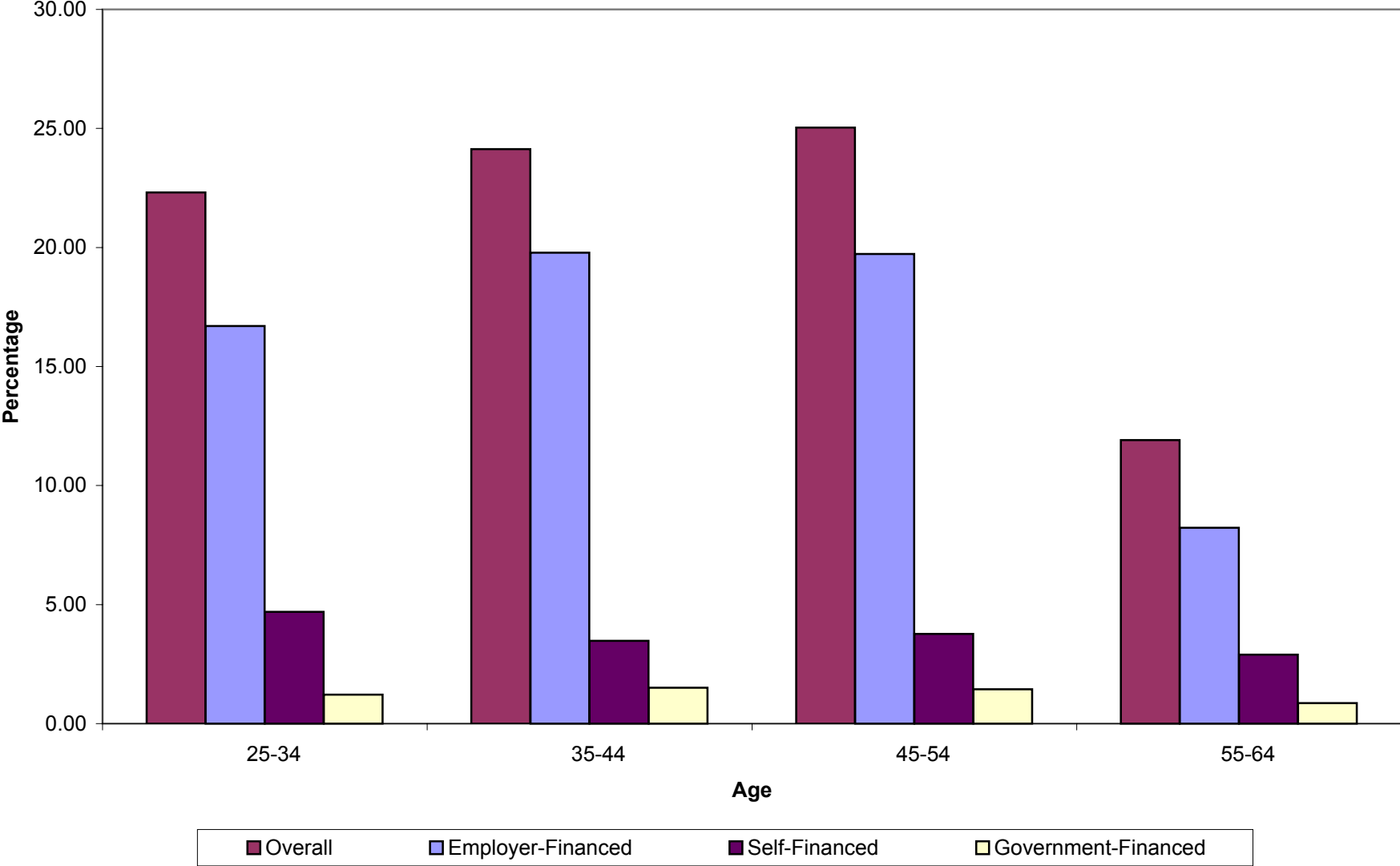


Figure 4B: Training Course Incidence by Age (Women)

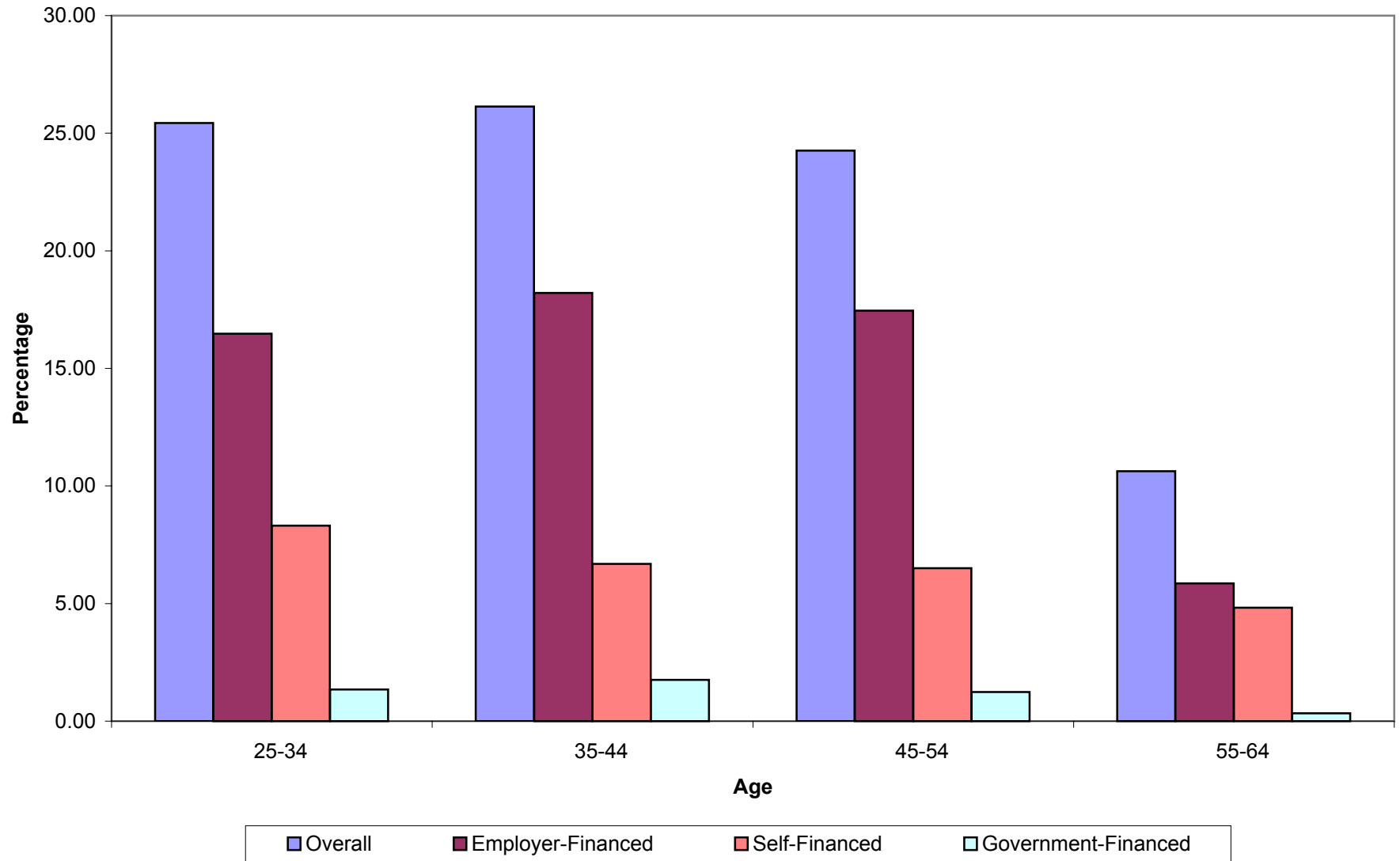


Figure 5A: Training Program Incidence by Formal Schooling Level (Men)

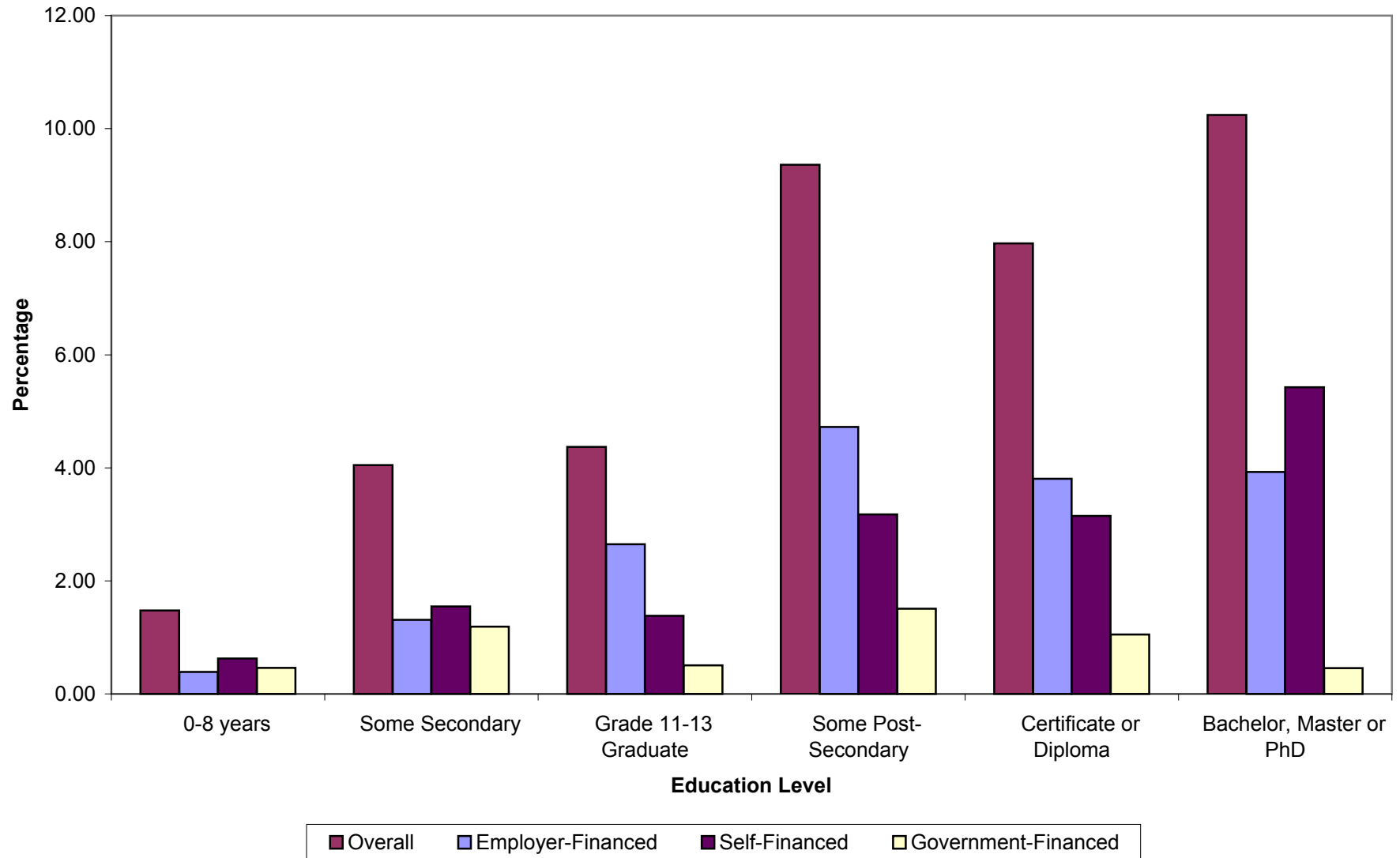


Figure 5B: Training Program Incidence by Formal Schooling Level (Women)

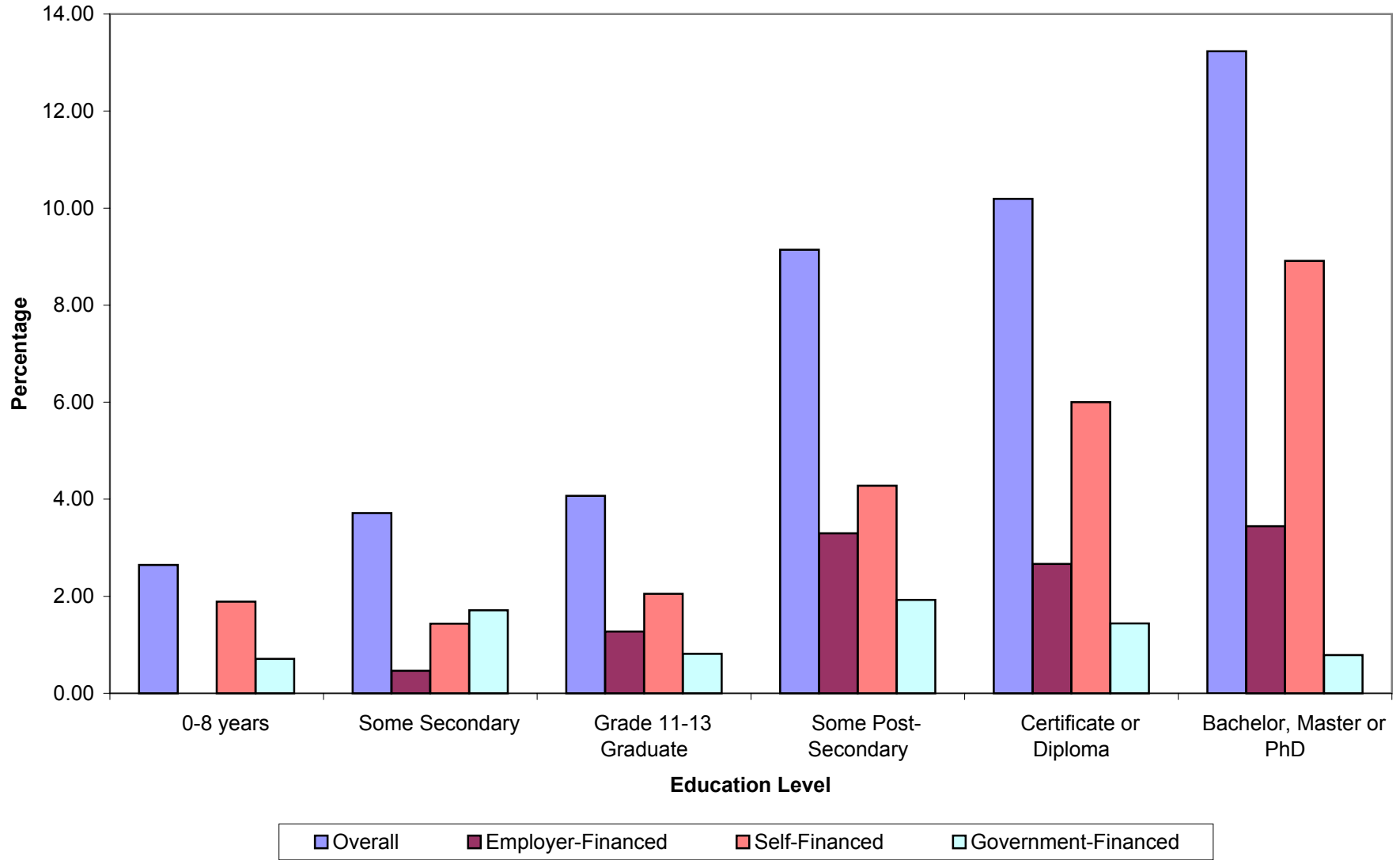


Figure 6A: Training Course Incidence by Formal Schooling Level (Men)

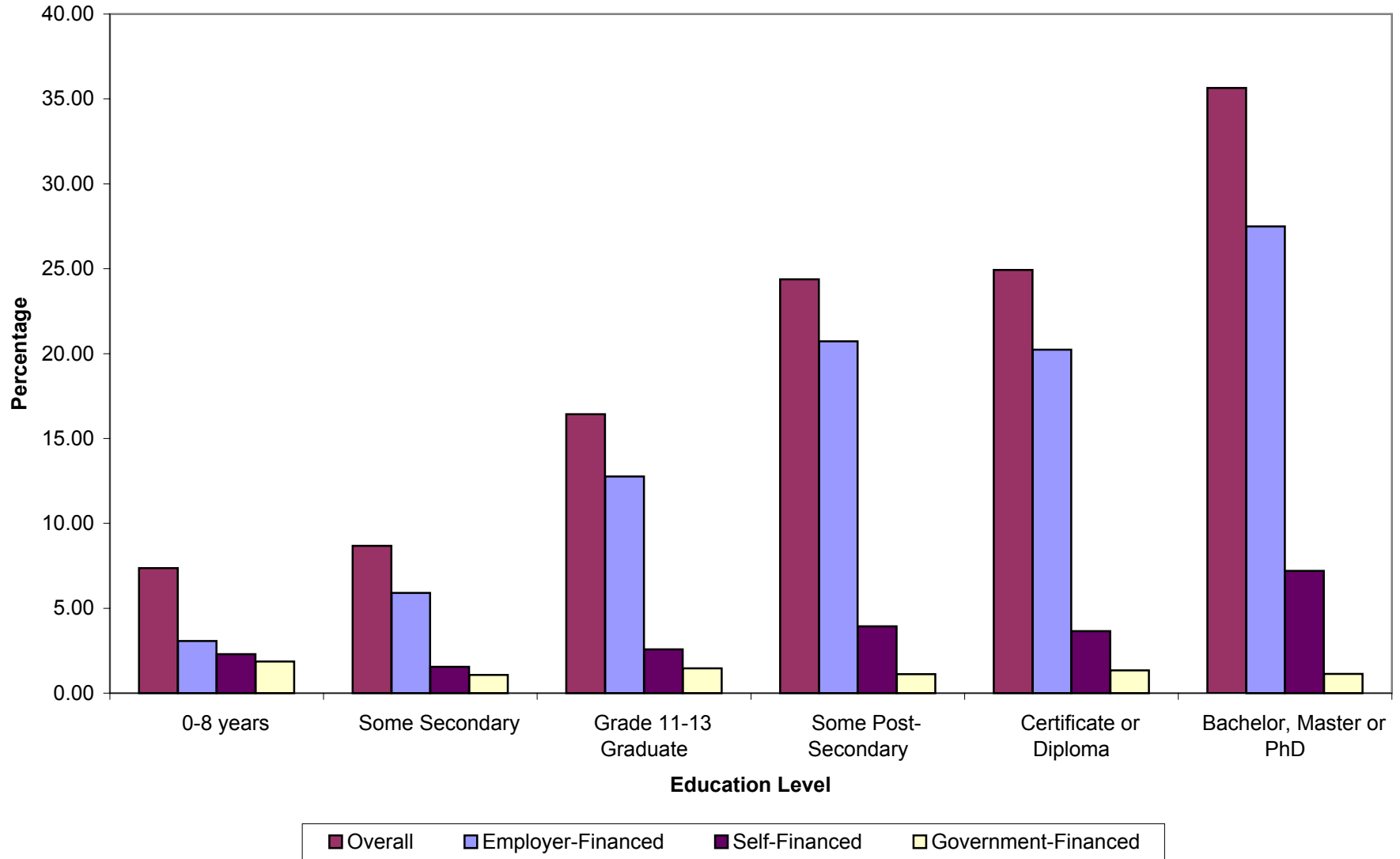


Figure 6B: Training Course Incidence by Formal Schooling Level (Women)

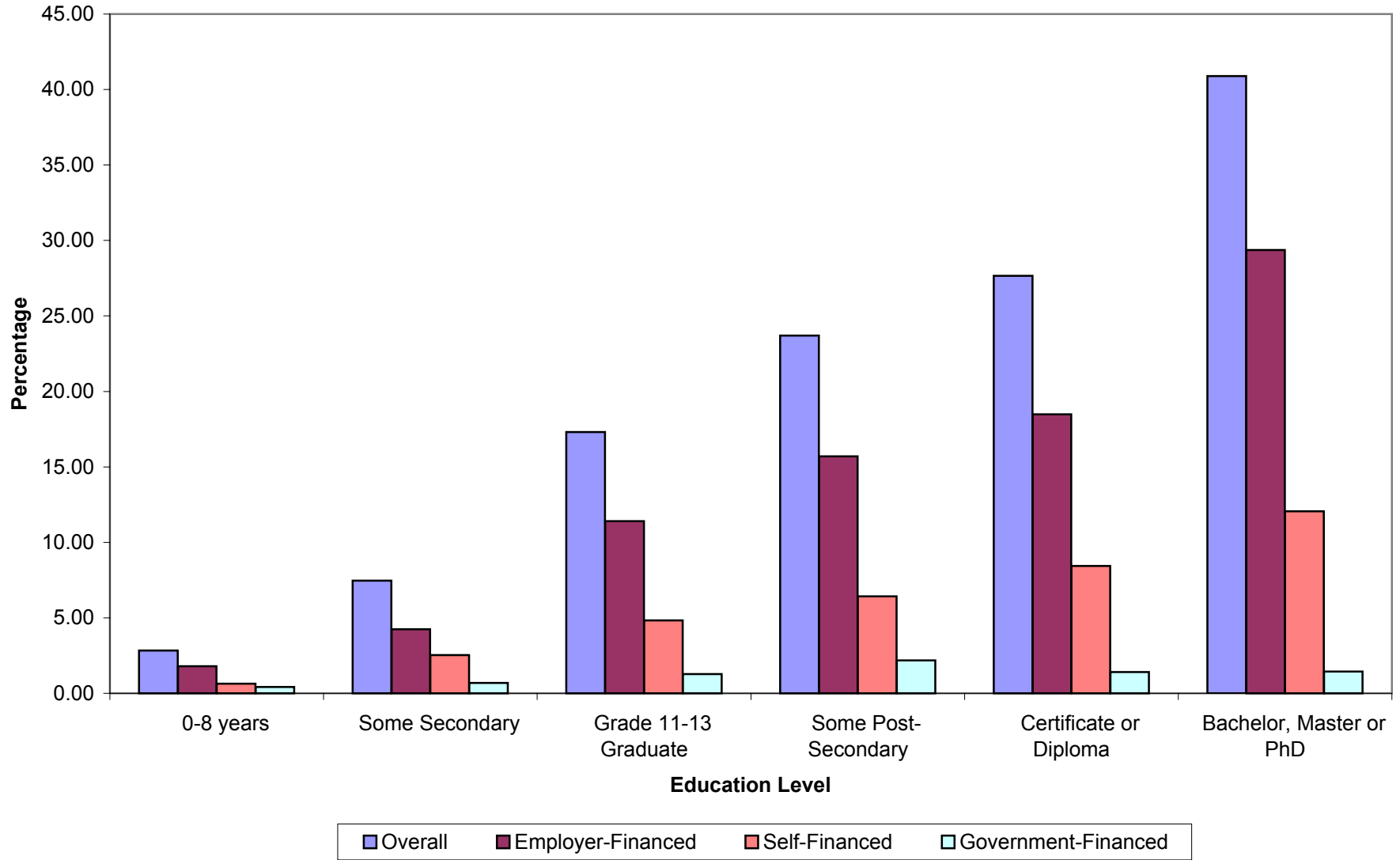


Figure 7: Unemployment Rates 1997

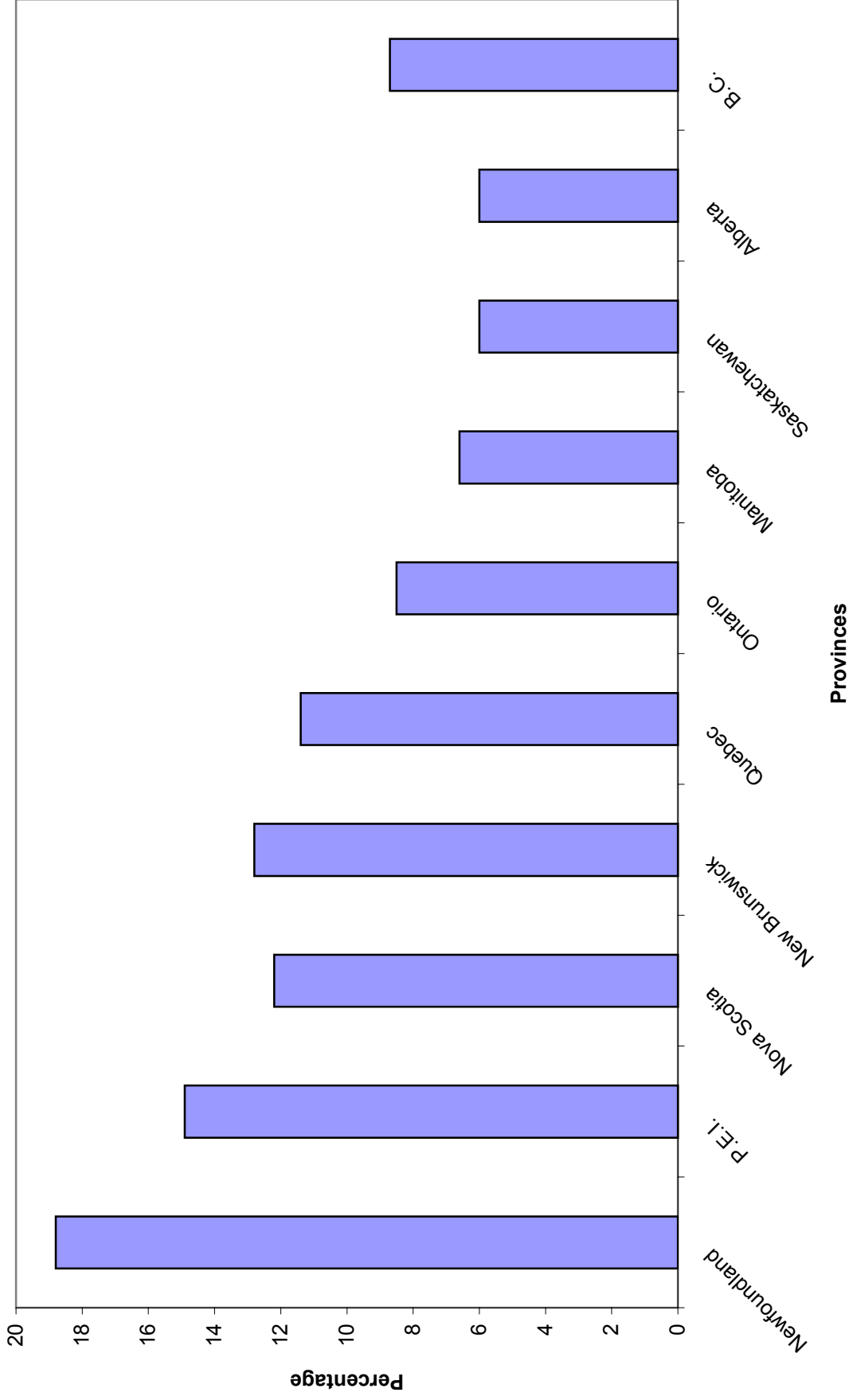


Figure 8A: Number of Training Programs by Sex

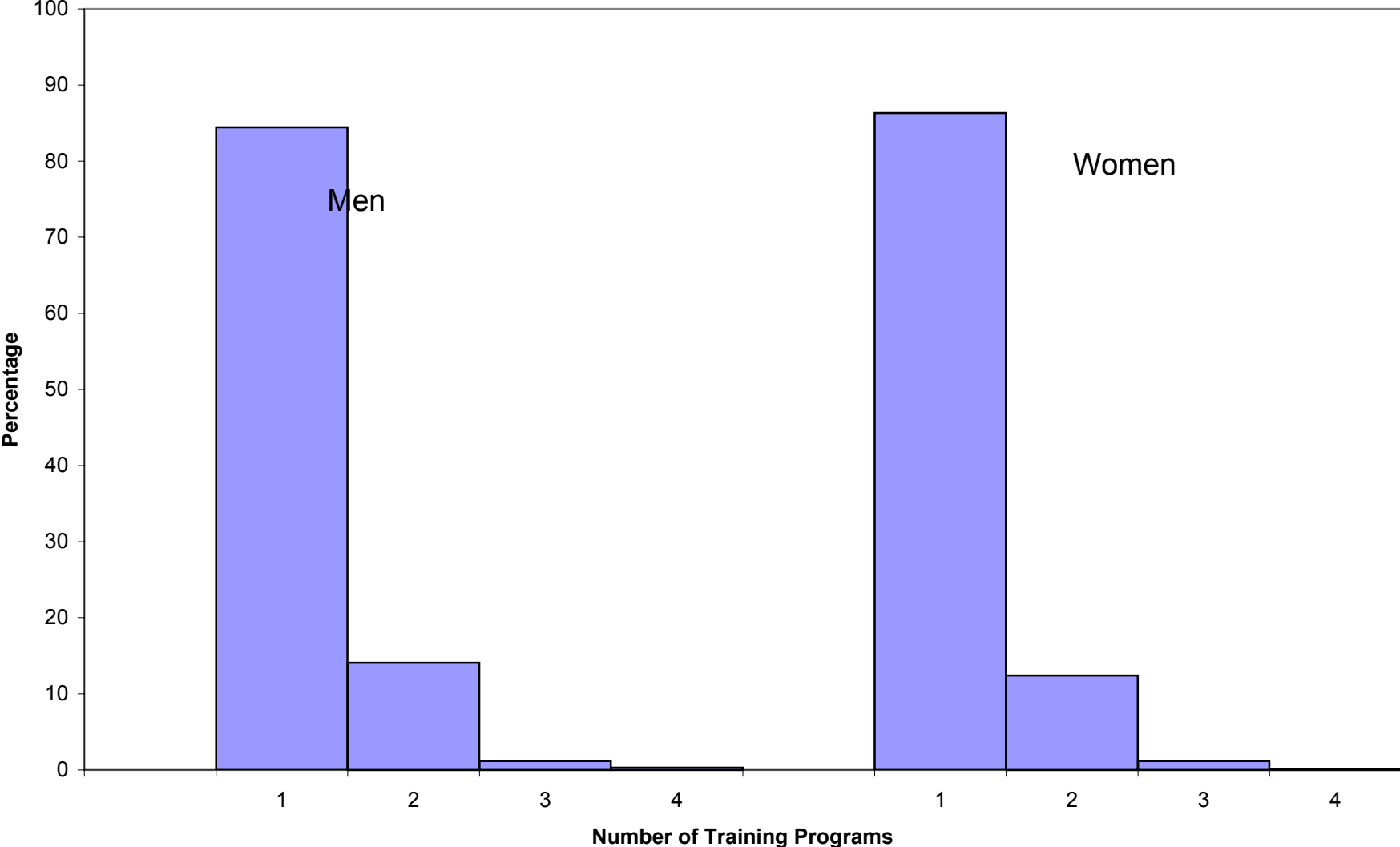


Figure 8B: Number of Training Courses by Sex

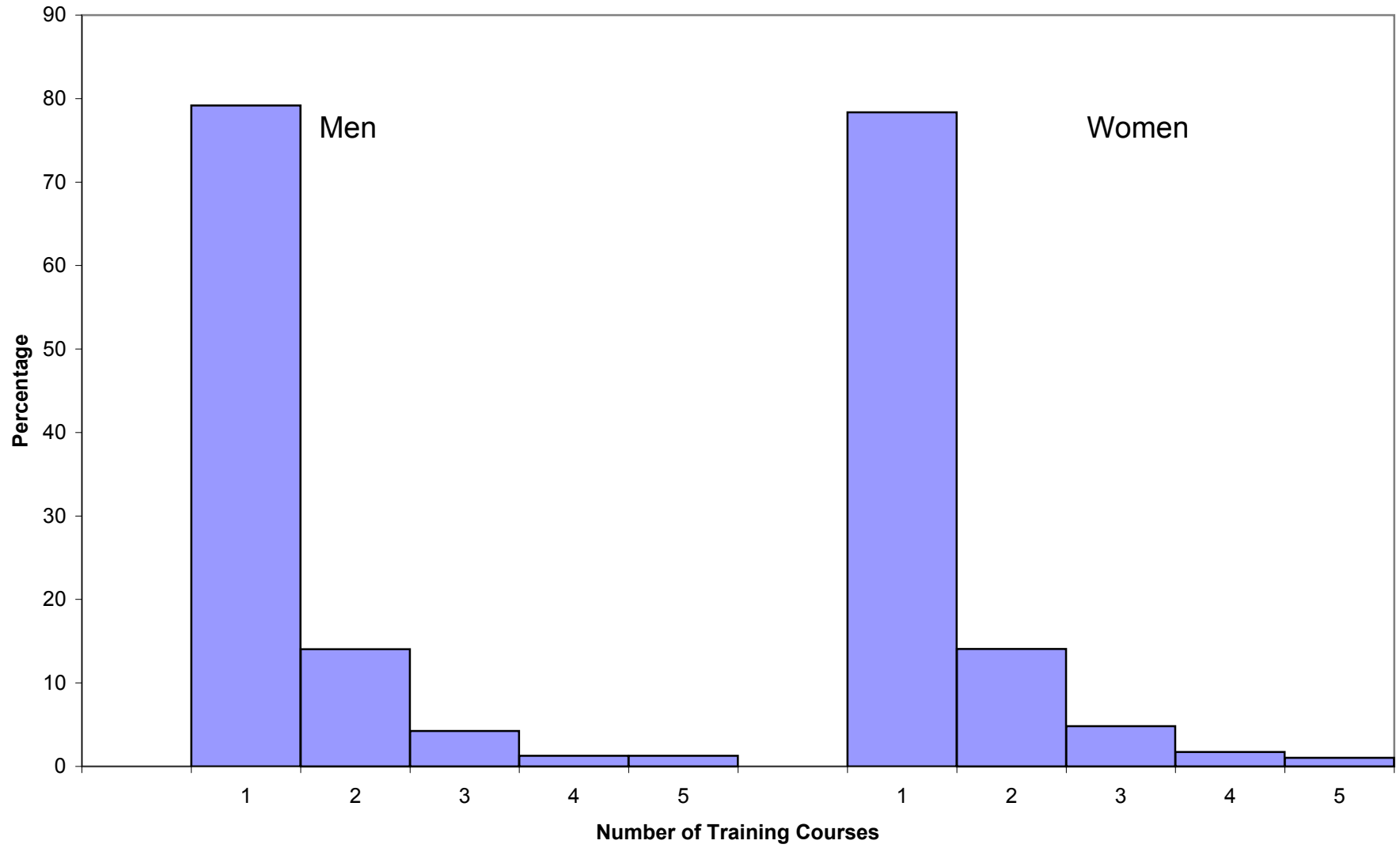


Figure 9A: Histogram of Training Program Hours by Sex

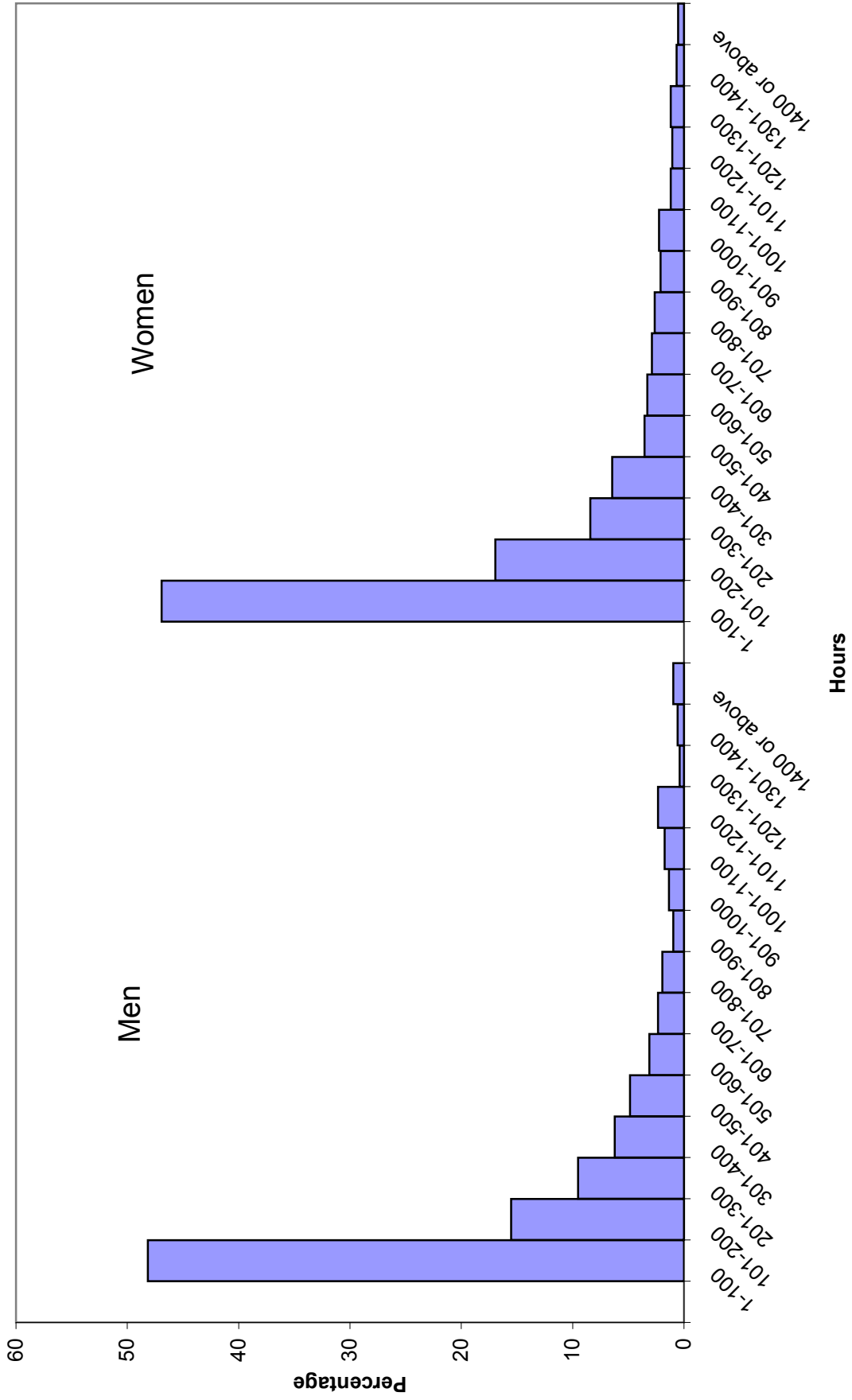


Figure 9B: Histogram of Training Course Hours by Sex

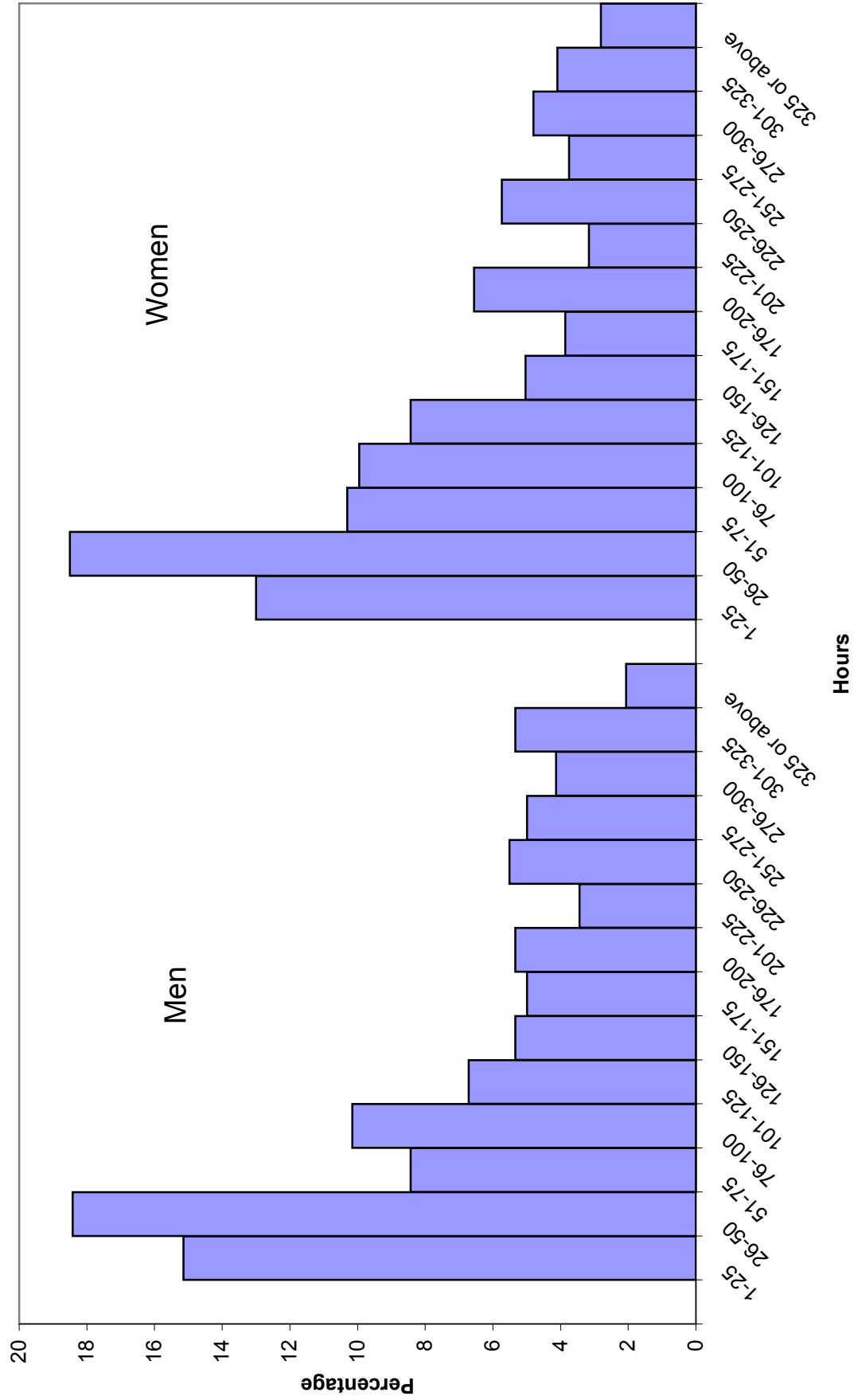


Figure 10A: Mean Training Program Hours by Province (Men)

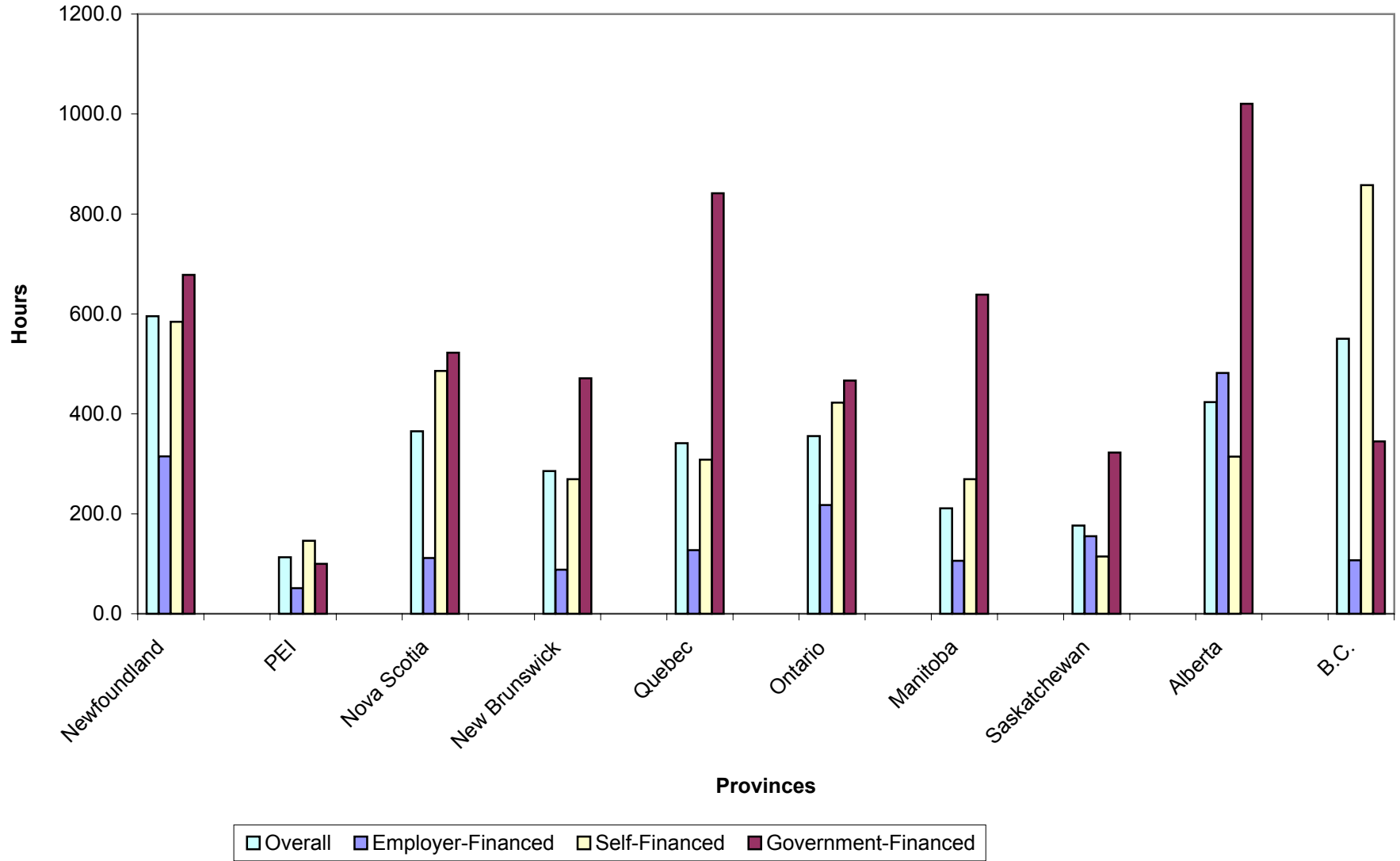


Figure 10B: Mean Training Program Hours by Province (Women)

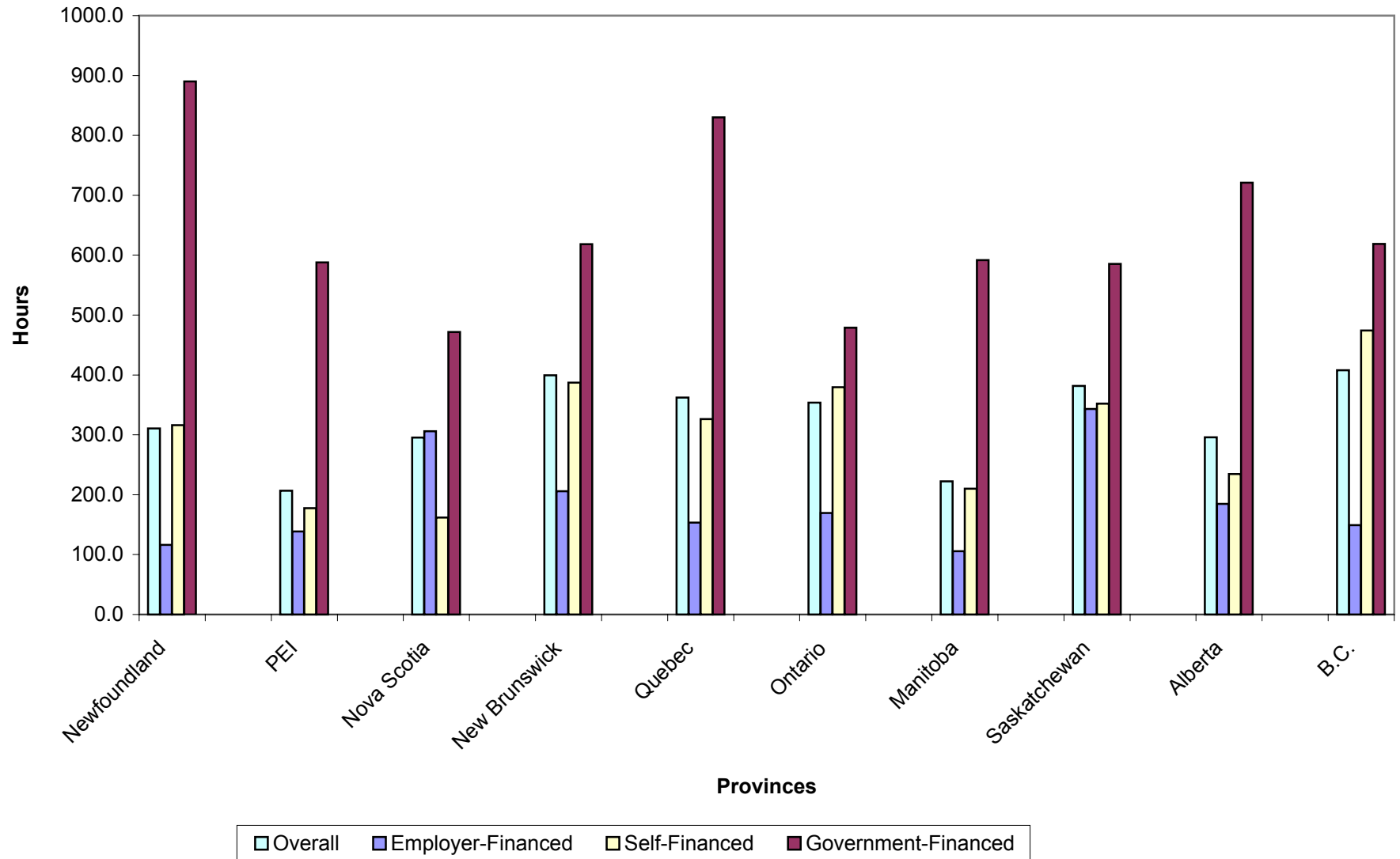


Figure 11A: Mean Training Course Hours by Province (Men)

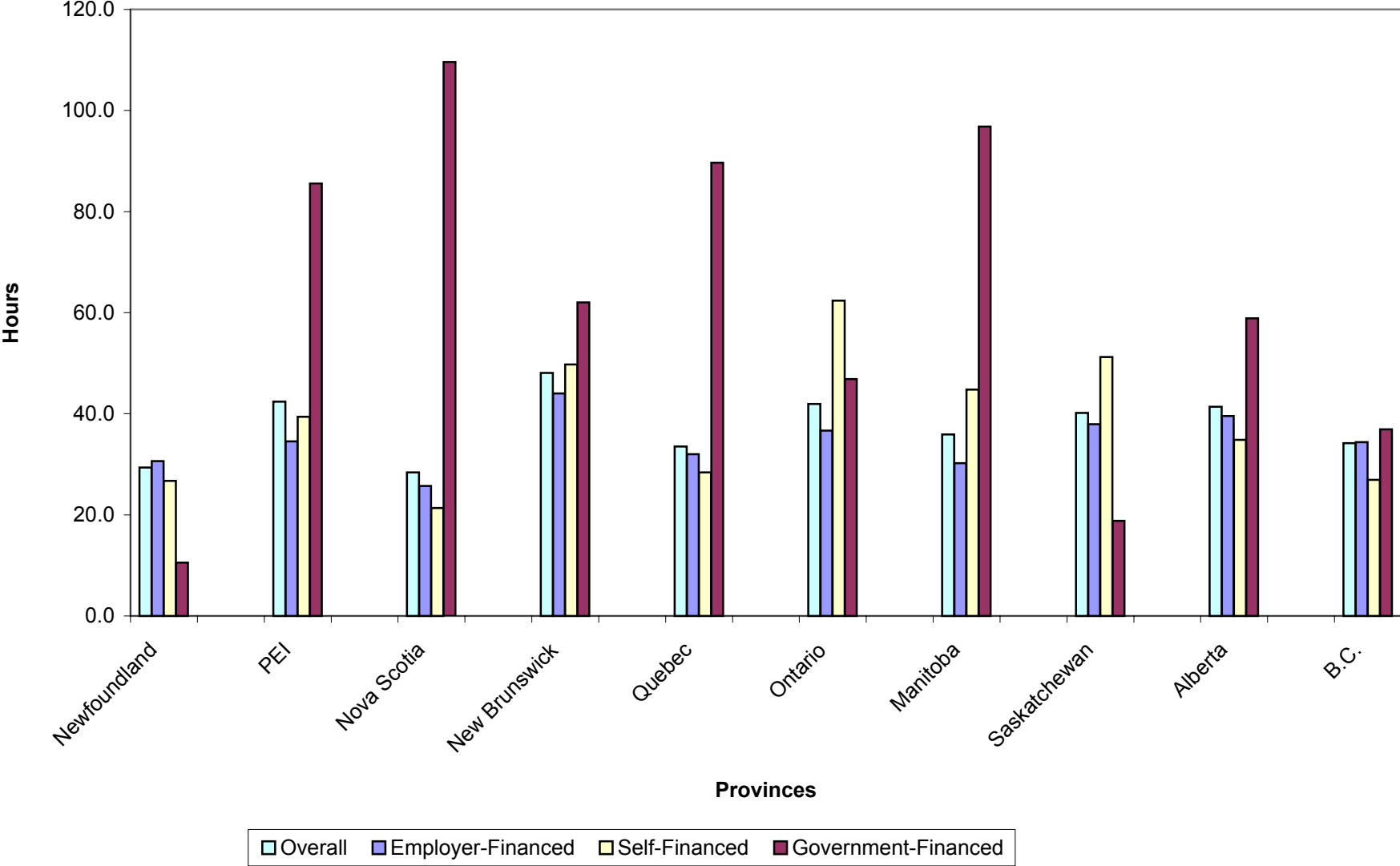


Figure 11B: Mean Training Course Hours by Province (Women)

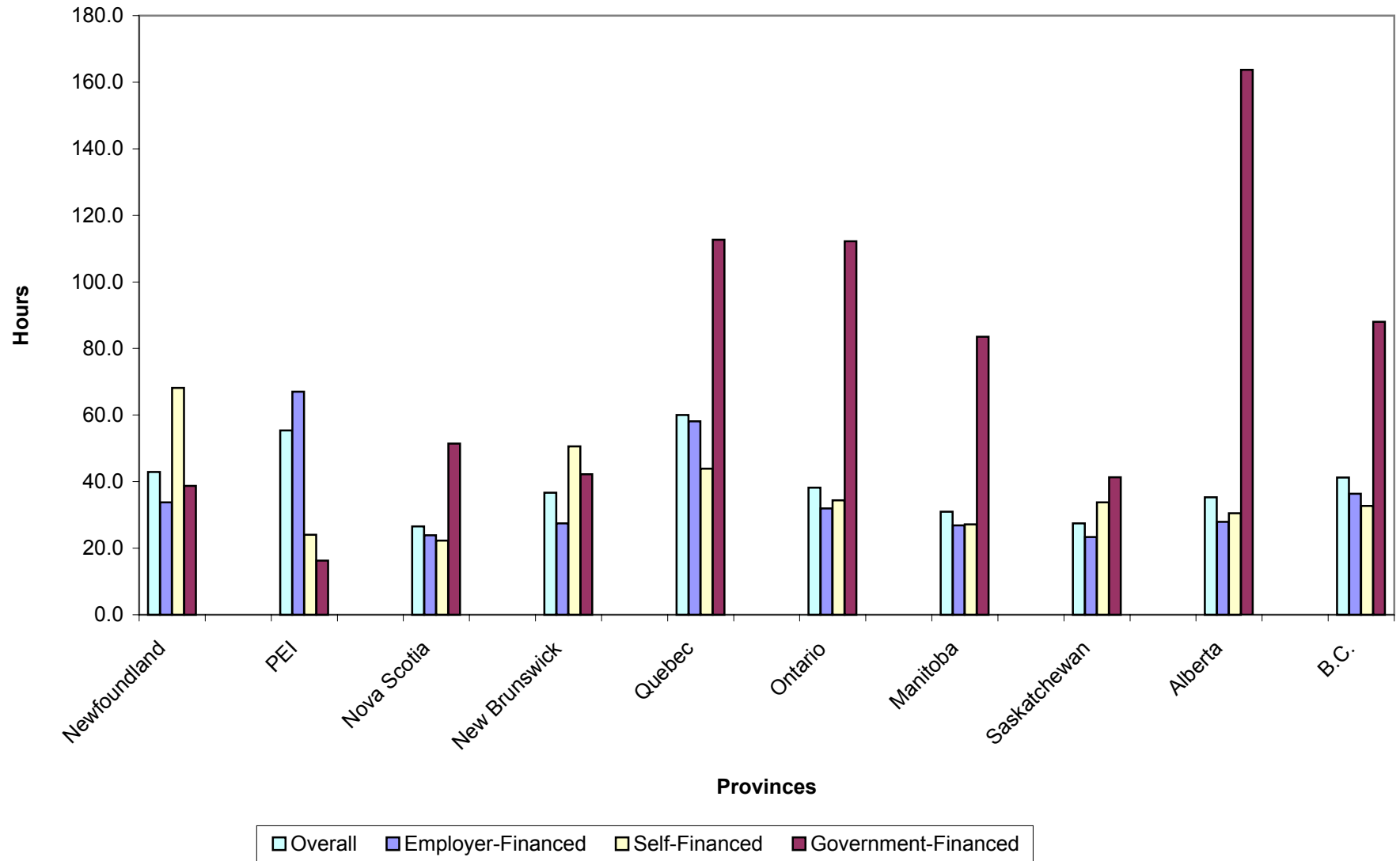


Figure 12A: Mean Training Program Hours by Age (Men)

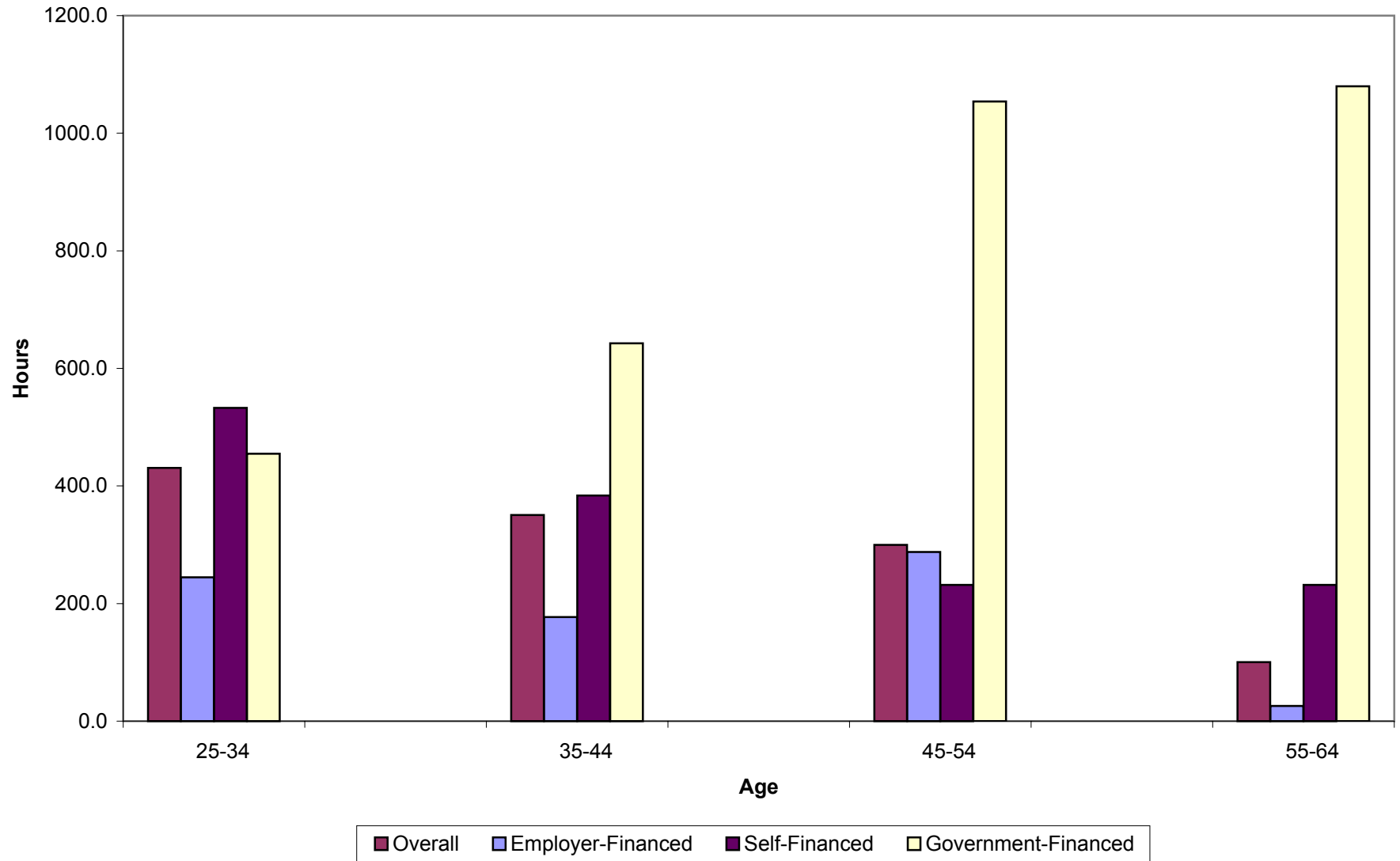


Figure 12B: Mean Training Program Hours by Age (Women)

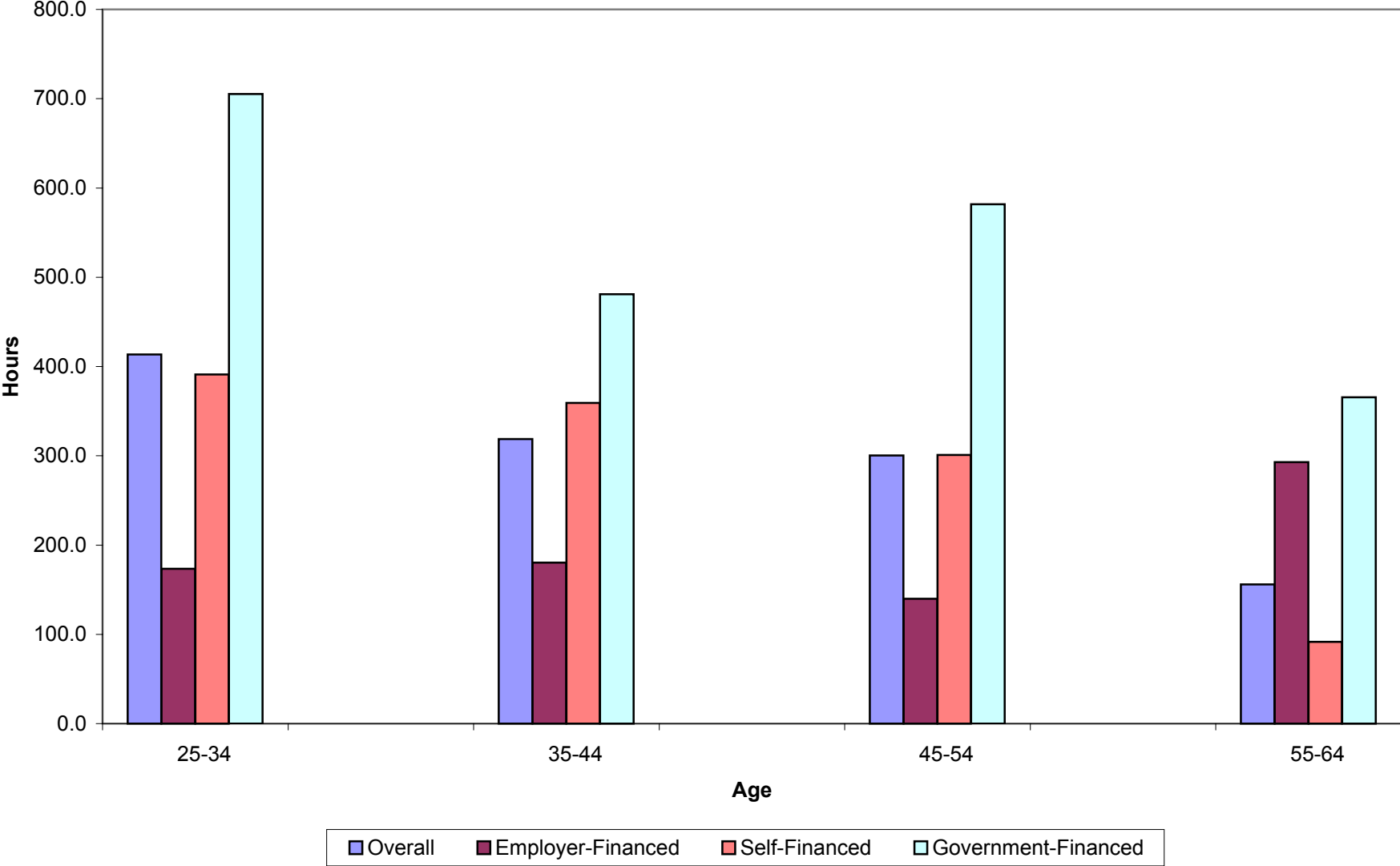


Figure 13A: Mean Training Course Hours by Age (Men)

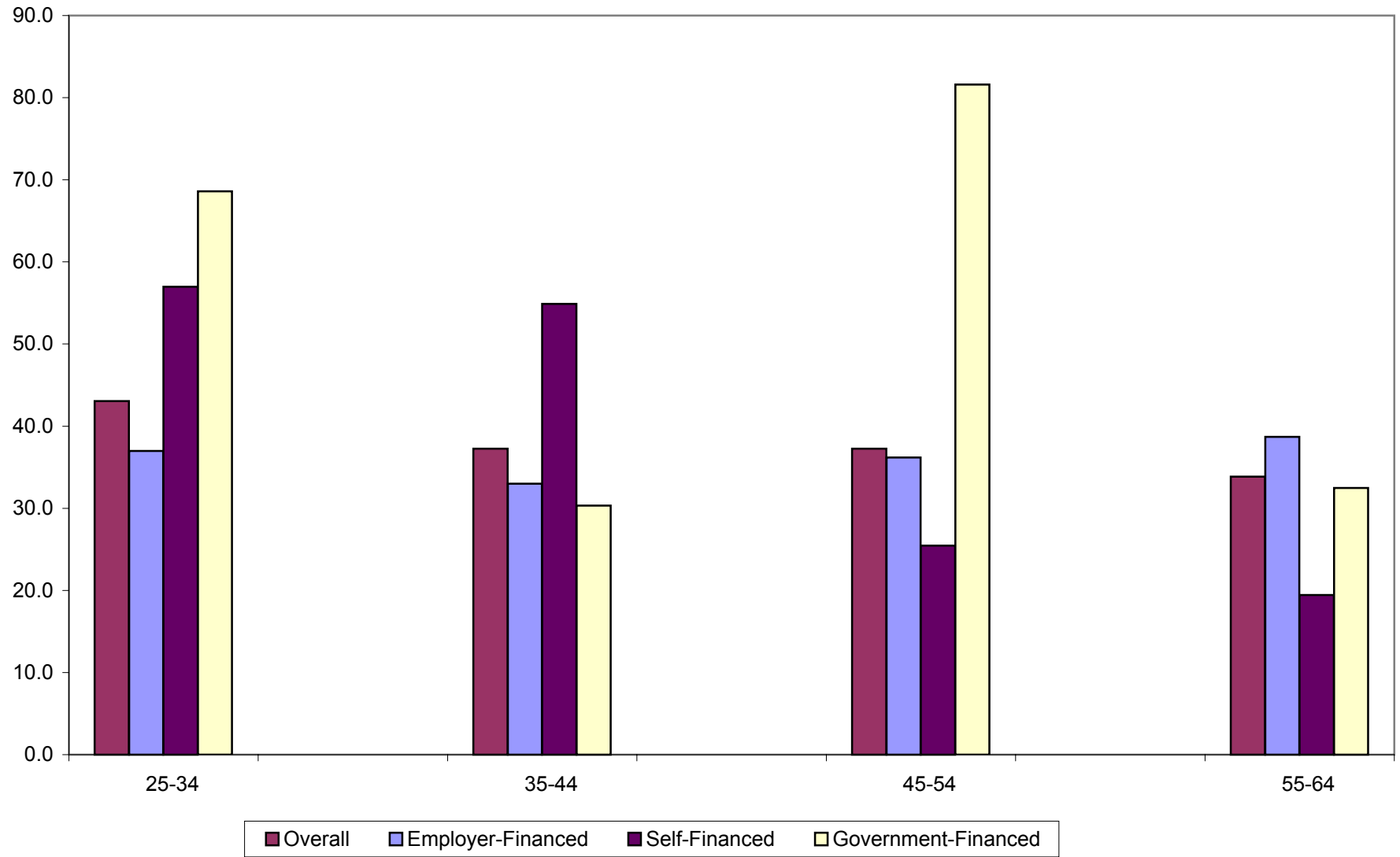


Figure 13B: Mean Training Course Hours by Age (Women)

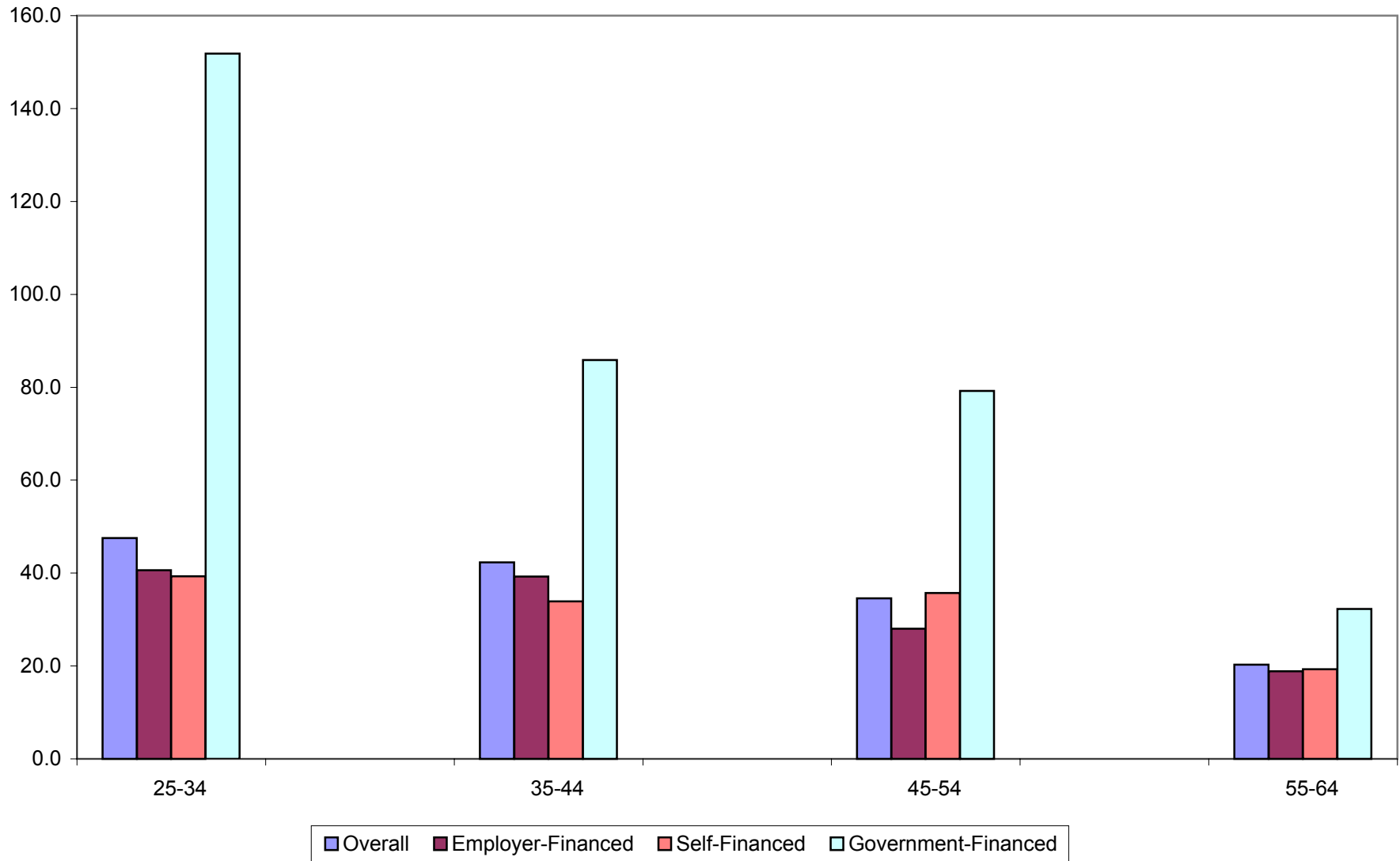


Figure 14A: Mean Training Program Hours by Education Level (Men)

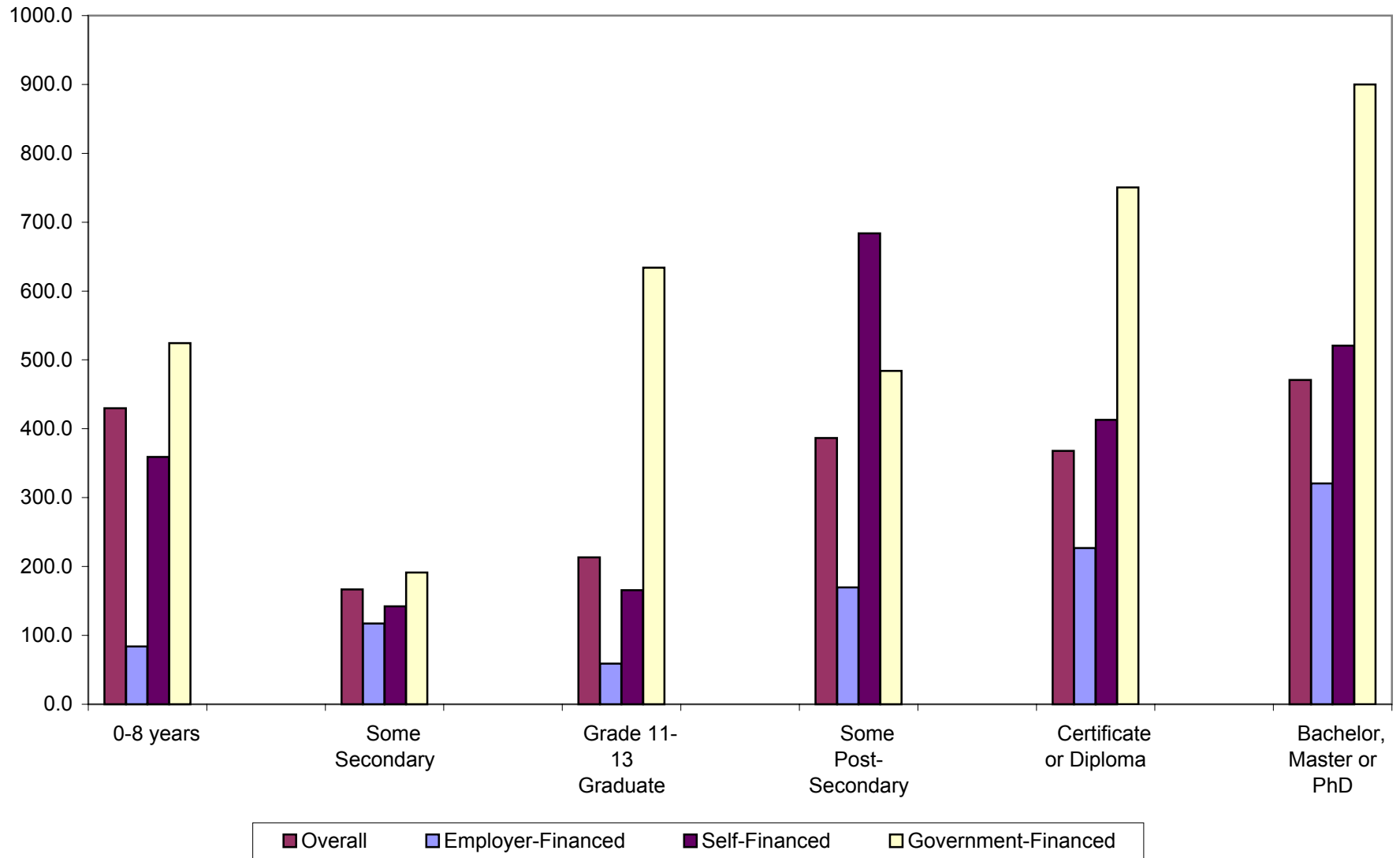


Figure 14B: Mean Training Program Hours by Education Level (Women)

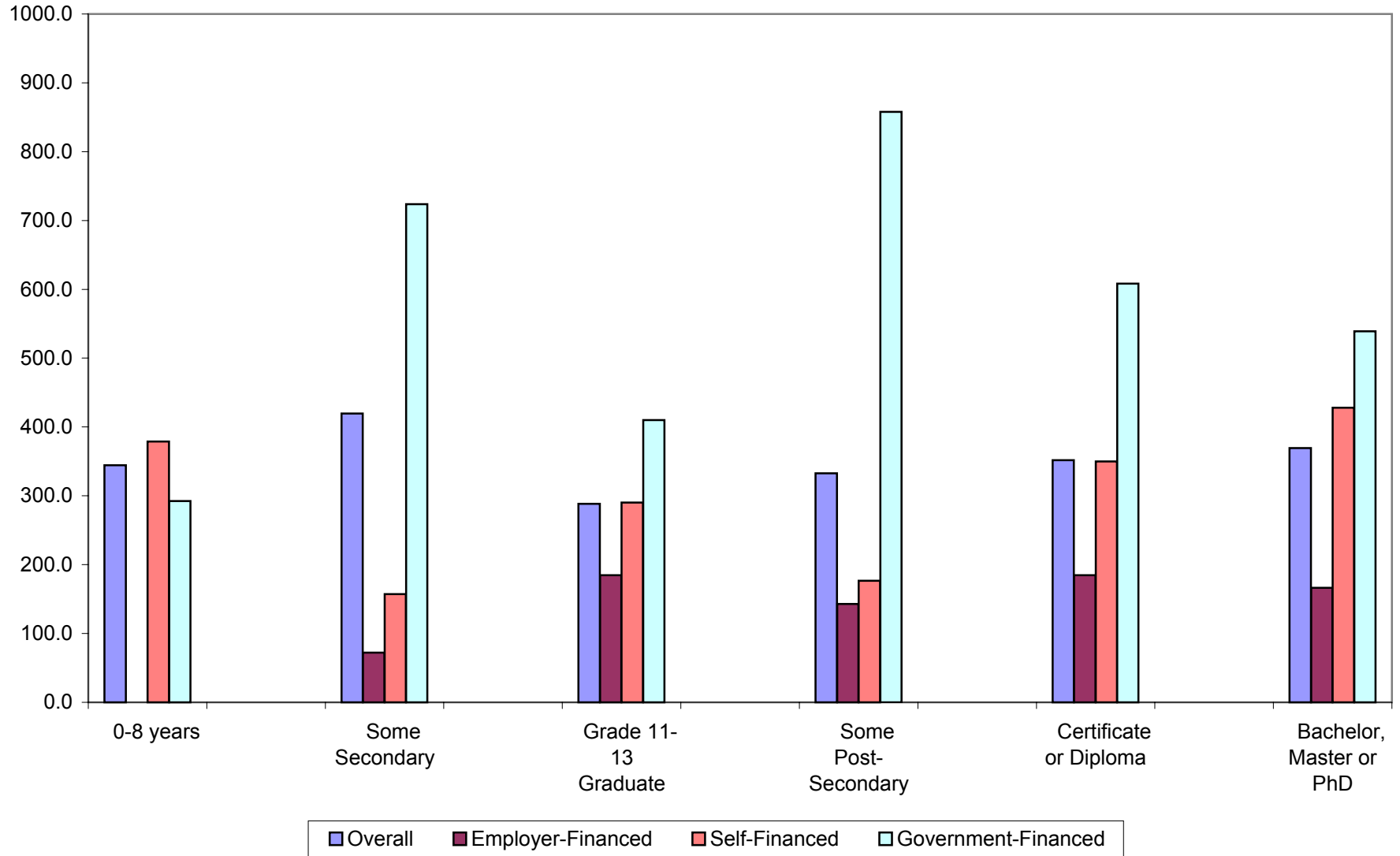


Figure 15A: Mean Training Course Hours by Education Level (Men)

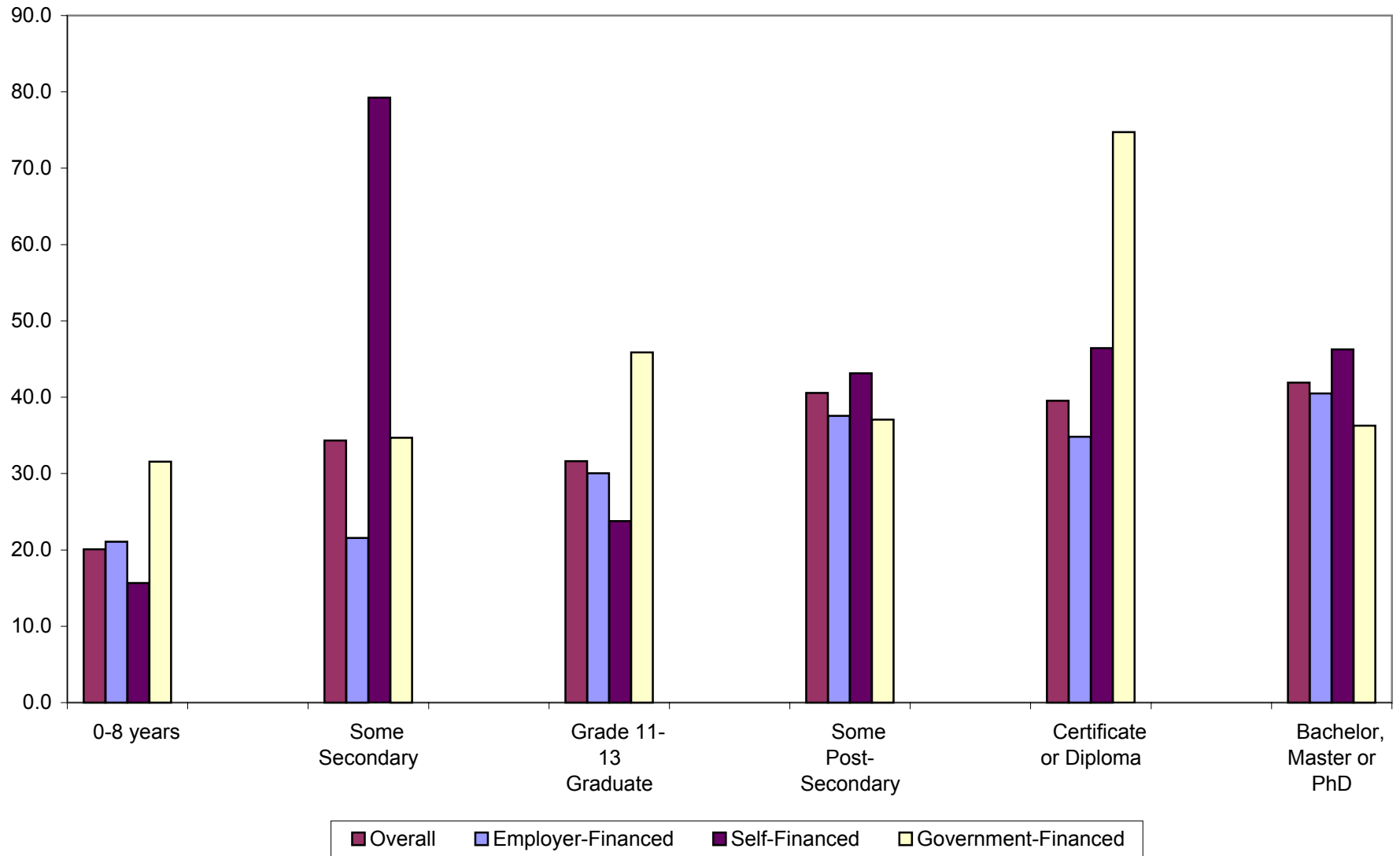


Figure 15B: Mean Training Course Hours by Education Level (Women)

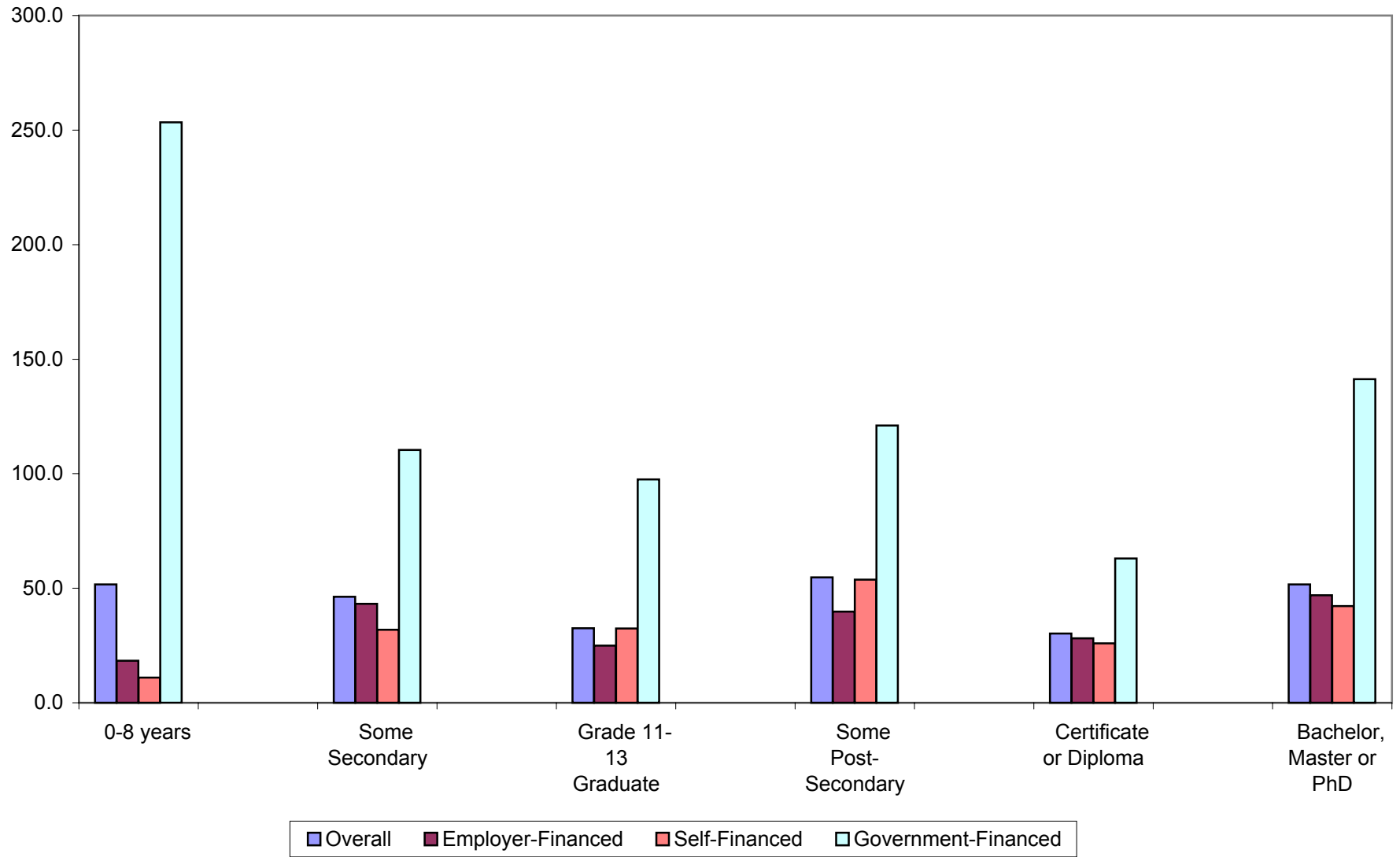


Figure 16A: Mean Training Program Hours by Firm Size (Men)

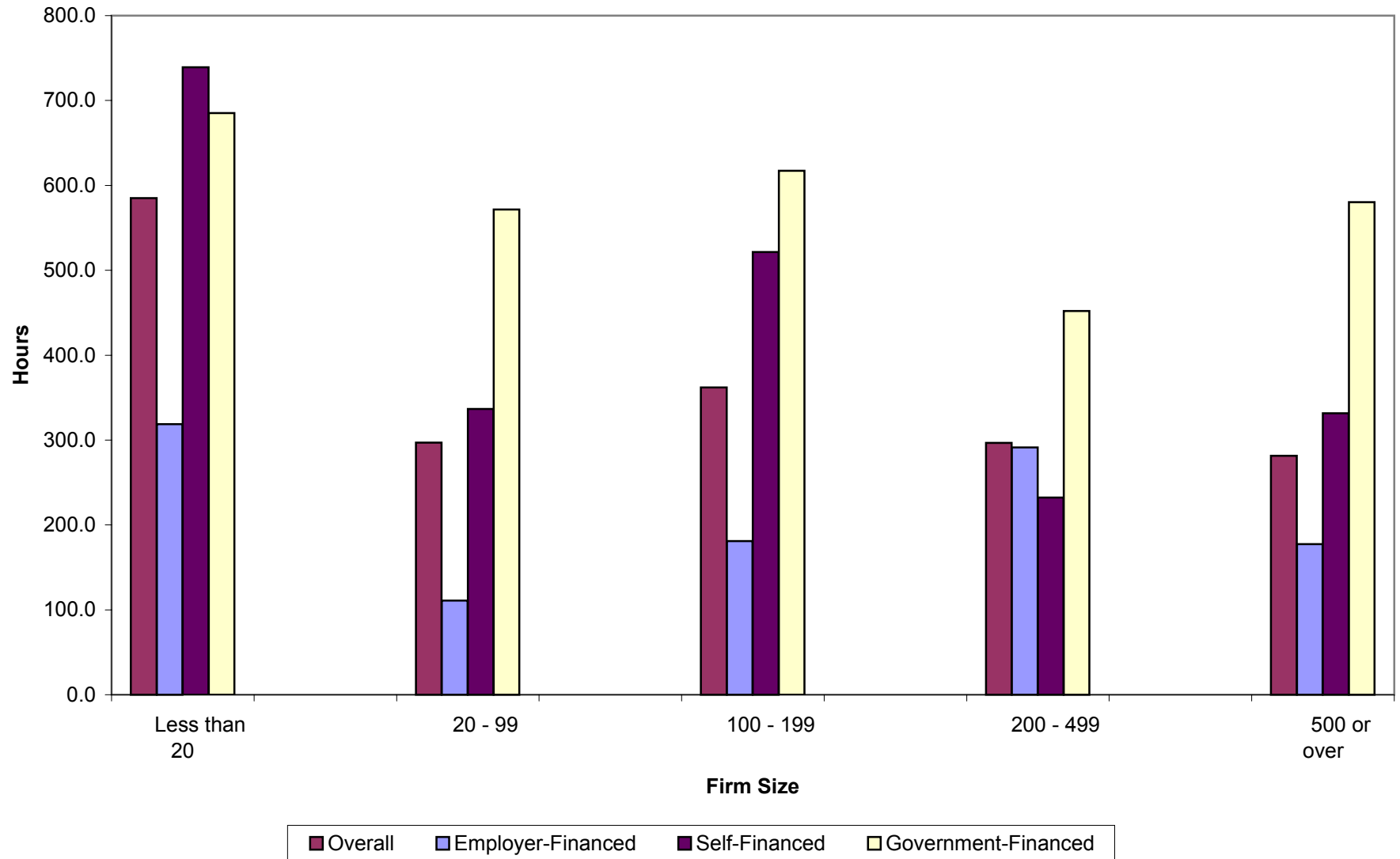


Figure 16B: Mean Training Program Hours by Firm Size (Women)

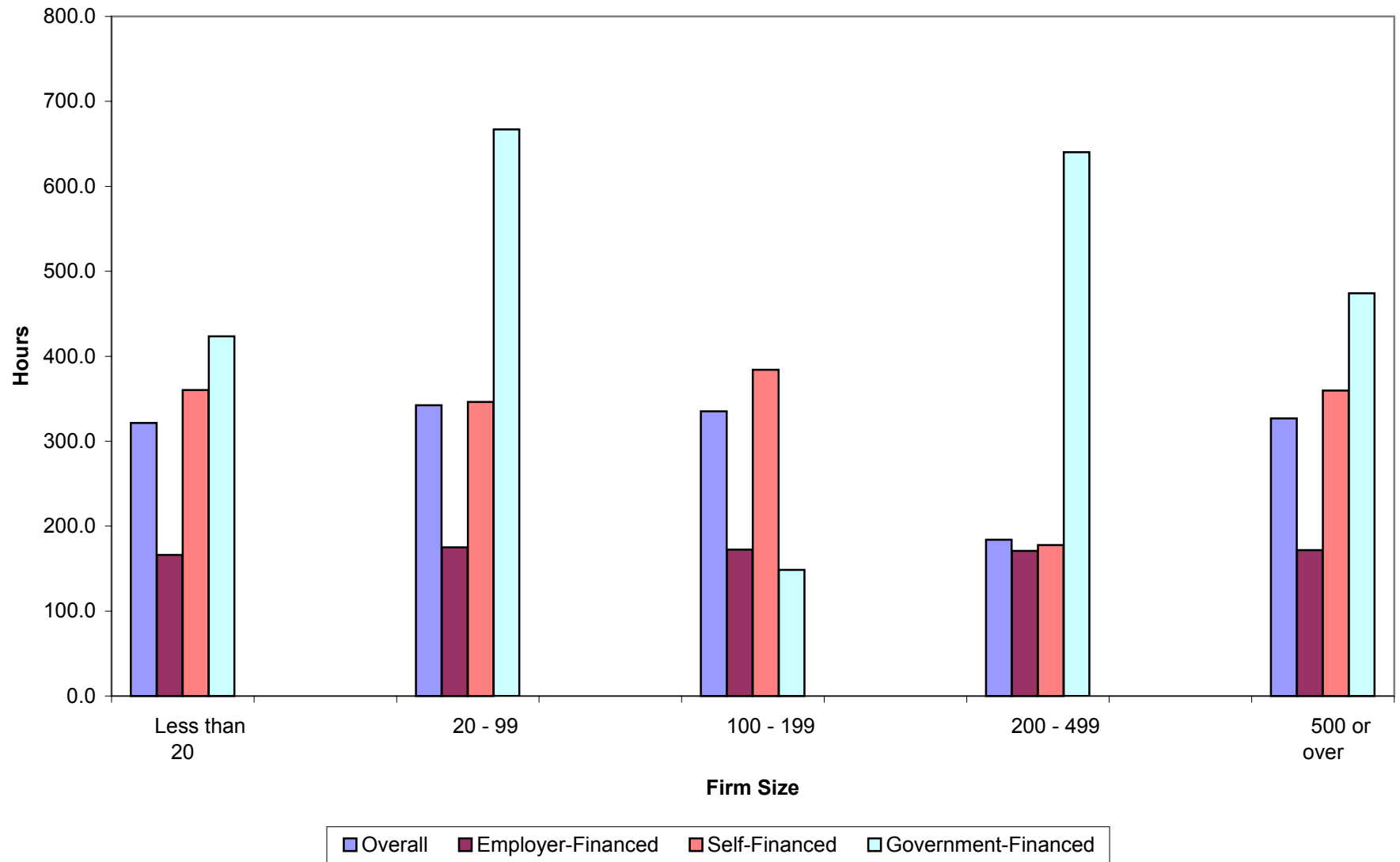


Figure 17A: Mean Training Course Hours by Firm Size (Men)

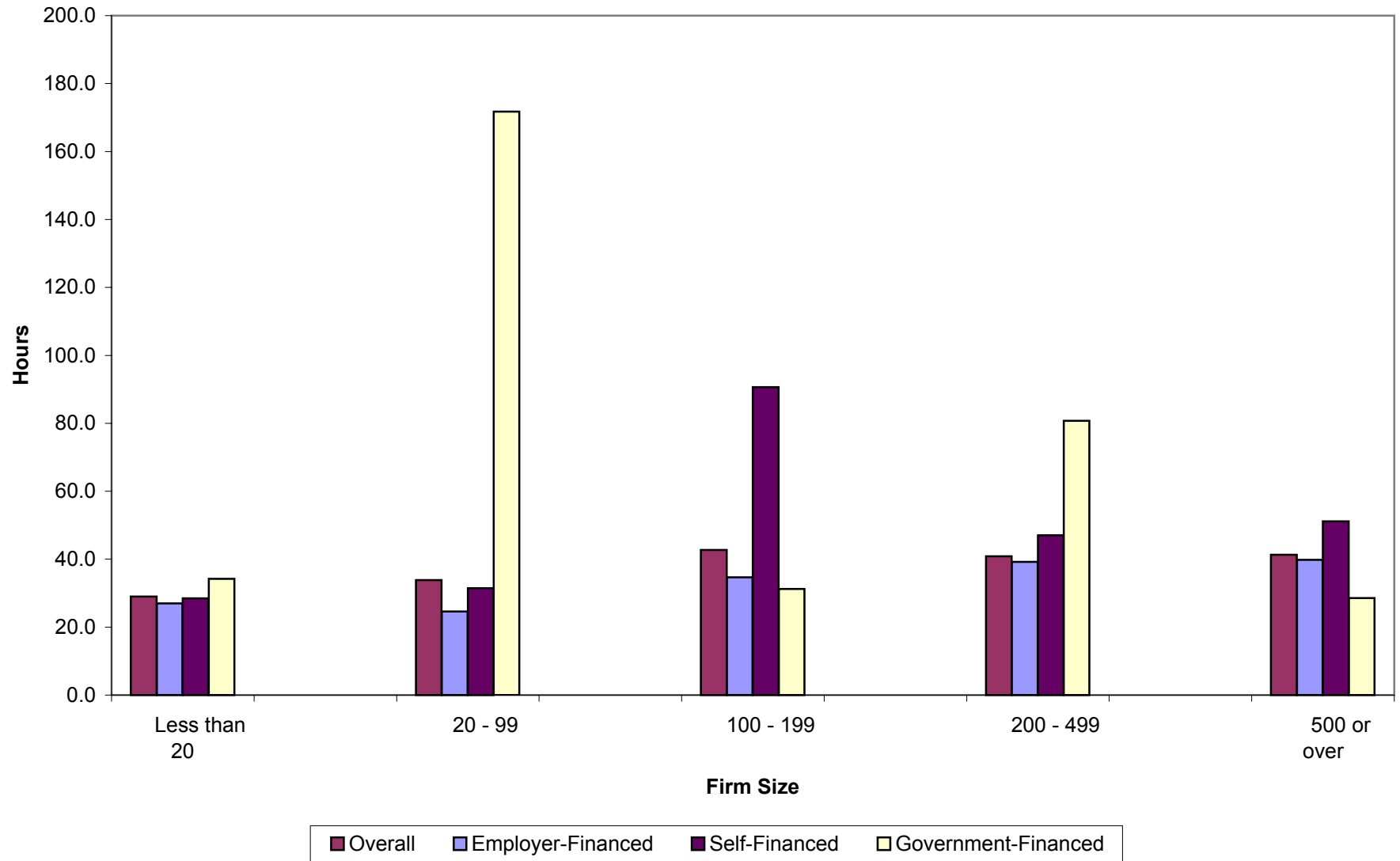


Figure 17B: Mean Training Course Hours by Firm Size (Women)

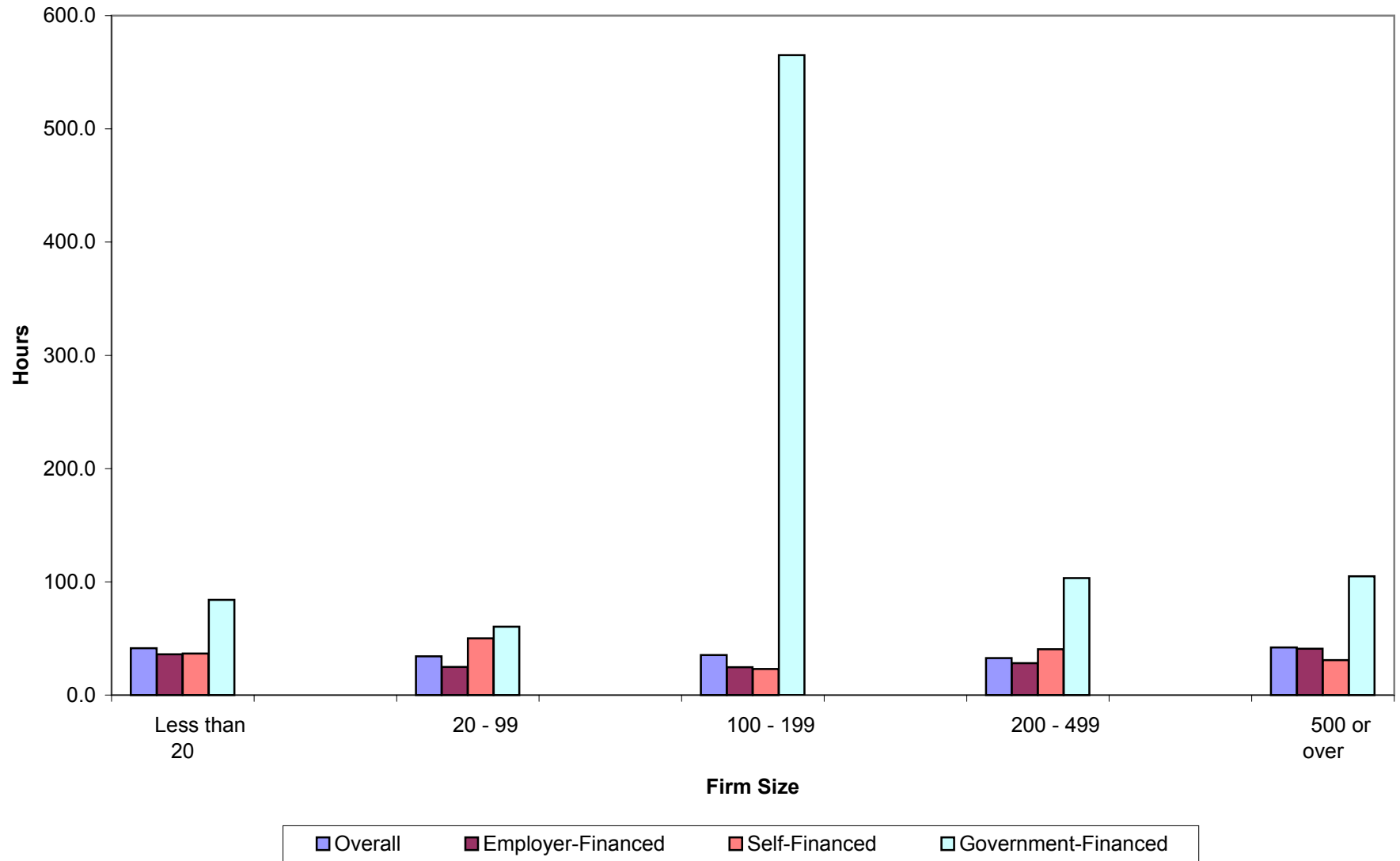


Table 1
Effect of Sample Restrictions on Available Sample Size

	Male	Female
Total number of observations	14875	18535
Full Time Students In 1998	855	1107
Not Full Time Students:		
Age: 17-24	856	1052
Age: 65 and over	2416	3958
Analysis Sample	10748	12418

Table 2
Summary Statistics for Variables Used in the Sample

<i>Dummy Variables (Percentage points)</i>	<u>Men</u>		<u>Women</u>	
	<u>Mean</u>	<u>S.E.</u>	<u>Mean</u>	<u>S.E.</u>
Province				
Newfoundland	1.91	0.10	1.89	0.09
PEI	0.44	0.03	0.44	0.02
Nova Scotia	2.99	0.13	3.13	0.13
New Brunswick	2.51	0.11	2.53	0.10
Quebec	24.91	0.62	24.92	0.58
Ontario	38.12	0.72	38.29	0.68
Manitoba	3.51	0.15	3.47	0.14
Saskatchewan	2.96	0.13	2.97	0.12
Alberta	9.49	0.36	9.20	0.33
B.C.	13.16	0.46	13.16	0.43
Regions				
Census Metro Area	66.01	0.58	64.96	0.56
Toronto/Vancouver/Montreal	35.05	0.77	35.54	0.72
Urban Centre	7.25	0.27	7.98	0.29
Rural Area	16.07	0.40	15.96	0.38
Age Group				
25-34	27.55	0.64	27.22	0.59
35-44	31.52	0.63	31.50	0.60
45-54	24.92	0.60	24.87	0.58
55-64	16.01	0.50	16.41	0.49
Level of Education				
Some Secondary	13.82	0.48	13.00	0.40
Grade 11-13 Graduate	18.79	0.56	21.75	0.56
Some Post-Secondary	7.38	0.36	8.19	0.35
Certificate or Diploma	32.49	0.63	32.75	0.61
Bachelor, Master or PhD	20.11	0.58	17.10	0.51
Presence of Spouse	72.09	0.64	71.68	0.57
Spouse's Level of Education				
Some Secondary	9.25	0.39	9.70	0.36
Grade 11-13 Graduate	16.73	0.52	13.45	0.46
Some Post-Secondary	6.05	0.33	4.76	0.27
Certificate or Diploma	23.93	0.58	24.17	0.56
Bachelor, Master or PhD	39.84	0.69	42.18	0.65
Number of Children (age below 18)				
1 Child	17.83	0.53	19.37	0.53
2 or More Children	31.87	0.66	34.95	0.63

Table 2 (continued)

Summary Statistics of Variables used in the sample

<i>Dummy Variables (Percentage points)</i>	<u>Men</u>		<u>Women</u>	
	<u>Mean</u>	<u>S.E.</u>	<u>Mean</u>	<u>S.E.</u>
Number of Preschool Children (age 0 - 5)				
1 Preschool Child	11.86	0.43	13.24	0.43
2 or More Preschool Children	6.00	0.32	6.22	0.31
Country of Birth				
Foreign Born	19.68	0.65	20.55	0.64
Job Characteristics				
Employed in 97	87.11	0.47	73.50	0.57
Employed in 98	80.01	0.55	67.32	0.60
Employed Full Time in 97	72.85	0.61	45.66	0.66
Job Started Within Last Year	11.74	0.44	11.34	0.43
Professional	28.30	0.63	30.41	0.61
Blue Collar	38.43	0.67	8.35	0.42
Union Member	26.35	0.60	21.63	0.54
Firm Size: Less than 20	29.43	0.62	23.59	0.54
20 - 99	13.00	0.49	9.93	0.39
100 - 199	5.59	0.32	4.41	0.28
200 - 499	6.21	0.34	5.91	0.32
500 or over	31.18	0.65	27.71	0.60
 <i>Continuous variables</i>				
Age (Years)	42.40	0.15	42.50	0.14
Job Tenure (Months)	118.69	1.69	100.13	1.57

Statistics shown are weighted using the weights provided by Statistics Canada to account for stratified sampling and non-response. "Professional" includes professional, administrative and managerial occupations.

Table 3A

Training Program Incidence in Percentage Points

	<u>Men</u>	<u>Overall</u> <u>Women</u>	<u>All</u>
Overall	6.83	7.91	7.37
Provinces			
Newfoundland	6.31	6.08	6.20
PEI	2.61	6.47	4.54
Nova Scotia	7.09	4.76	5.90
New Brunswick	7.76	5.93	6.84
Quebec	5.61	8.04	6.82
Ontario	7.32	7.93	7.63
Manitoba	8.01	8.28	8.15
Saskatchewan	5.25	7.28	6.27
Alberta	8.65	9.05	8.85
B.C.	6.43	8.27	7.35
<i>Test of equality: p-value</i>	0.00	0.02	0.00
Regions			
Census Metro Area	7.16	8.52	7.83
Urban Centre	7.62	6.77	7.17
Toronto/Montreal/Vancouver	6.56	8.49	7.53
Rural Area	5.49	6.33	5.91
<i>Test of equality: p-value</i>	0.03	0.04	0.00
Age			
25-34	11.99	13.15	12.57
35-44	7.20	8.31	7.75
45-54	4.35	5.60	4.97
55-64	1.09	1.94	1.52
<i>Test of equality: p-value</i>	0.00	0.00	0.00
Education Level			
0-8 years	1.47	2.64	2.05
Some Secondary	4.05	3.71	3.89
Grade 11-13 Graduate	4.37	4.07	4.21
Some Post-Secondary	9.36	9.14	9.24
Certificate or Diploma	7.97	10.19	9.08
Bachelor, Master or PhD	10.24	13.23	11.62
<i>Test of equality: p-value</i>	0.00	0.00	0.00
Family Characteristics			
Spouse not present	8.70	10.88	9.80
Spouse present	6.11	6.73	6.42
Spouse's education			
0-8 years	1.15	2.80	2.10
Some Secondary	3.73	5.12	4.44
Grade 11-13 Graduate	4.82	6.18	5.43
Some Post-Secondary	5.41	8.72	6.87
Certificate or Diploma	7.04	7.28	7.16
Bachelor, Master or PhD	9.08	10.06	9.58
<i>Test of equality: p-value</i>	0.00	0.00	0.00

Table 3A (continued)

Training Program Incidence in Percentage Points

	<u>Men</u>	<u>Overall</u> <u>Women</u>	<u>All</u>
<i>Number of Children (age < 18)</i>			
No Children	7.23	7.97	7.59
1 Child	6.60	8.22	7.45
2 or More Children	6.32	7.65	7.01
<i>Test of equality: p-value</i>	0.51	0.83	0.59
<i>Number of Preschool Children</i>			
No Preschool Children	6.51	7.66	7.08
1 Preschool Child	8.57	9.73	9.18
2 or More Preschool Children	7.74	7.20	7.47
<i>Test of equality: p-value</i>	0.12	0.16	0.02
Country of Birth			
Foreign Born	5.83	7.74	6.80
Job Characteristics			
<i>Employment in 1997</i>			
Not Employed in 97	4.82	4.80	4.81
Employed in 97	7.14	7.14	8.01
<i>Employment in 1998</i>			
Not Employed in 98	5.66	5.81	5.75
Employed in 98	7.12	8.92	7.95
<i>Working hours</i>			
Not Employed Full Time in 97	6.93	7.08	7.03
Employed Full Time in 97	6.79	8.89	7.60
<i>Job Tenure</i>			
Job Tenure > 12 months	6.06	6.91	6.48
Job Started Within Last Year	12.64	15.70	14.14
<i>Job Nature</i>			
Not Professional	6.24	6.16	6.20
Professional	8.34	11.90	10.18
<i>Industry</i>			
White Collar	7.50	8.04	7.83
Blue Collar	5.75	6.42	5.87
<i>Union Status</i>			
Not Union Member	7.07	7.42	7.25
Union Member	6.15	9.67	7.73
<i>Firm Size</i>			
Less than 20	5.36	7.84	6.46
20 - 99	6.83	9.04	7.79
100 - 199	7.62	9.17	8.31
200 - 499	10.51	8.62	9.59
500 or over	8.08	10.03	9.00
<i>Test of equality: p-value</i>	0.02	0.41	0.01

Notes: Statistics shown are weighted using the weights provided by Statistics Canada to account for stratified sampling and non-response. "Professional" includes professional, administrative and managerial occupations.

Table 3B

Training Program Incidence in Percentage Points by Type of Financing

	<u>Employer-Financed</u>			<u>Self-Financed</u>			<u>Government-Financed</u>		
	<u>Men</u>	<u>Women</u>	<u>All</u>	<u>Men</u>	<u>Women</u>	<u>All</u>	<u>Men</u>	<u>Women</u>	<u>All</u>
Overall	3.08	2.07	2.58	2.87	4.61	3.74	0.84	1.21	1.03
Provinces									
Newfoundland	2.33	1.54	1.93	2.29	4.12	3.20	2.28	0.49	1.39
PEI	0.60	2.65	1.62	1.44	2.74	2.09	0.57	0.80	0.69
Nova Scotia	2.46	1.60	2.02	3.74	2.04	2.87	0.89	1.12	1.00
New Brunswick	3.23	2.00	2.61	3.10	2.58	2.84	1.88	1.14	1.51
Quebec	1.81	1.37	1.59	3.02	5.36	4.19	0.77	1.22	0.99
Ontario	3.72	2.32	3.02	2.63	4.34	3.49	0.77	1.38	1.08
Manitoba	4.32	2.56	3.45	3.39	4.63	4.01	0.71	1.01	0.86
Saskatchewan	3.47	2.57	3.02	1.02	3.64	2.33	0.63	0.96	0.80
Alberta	4.84	2.44	3.66	3.32	5.30	4.29	0.64	1.17	0.90
B.C.	2.27	2.33	2.30	3.12	4.83	3.97	0.99	1.01	1.00
<i>Test of equality: p-value</i>	0.00	0.21	0.00	0.01	0.00	0.01	0.58	0.68	0.80
Regions									
Census Metro Area	2.91	2.09	2.51	3.25	5.20	4.22	0.89	1.22	1.05
Urban Centre	3.59	2.24	2.89	3.25	2.98	3.11	0.88	1.50	1.20
Toronto/Montreal/Vancouver	2.41	1.65	2.03	3.17	5.37	4.28	0.76	1.46	1.11
Rural Area	3.29	1.95	2.62	1.62	3.27	2.44	0.69	1.04	0.87
<i>Test of equality: p-value</i>	0.29	0.18	0.06	0.00	0.00	0.00	0.55	0.44	0.77
Age									
25-34	4.57	2.62	3.60	5.63	7.65	6.64	1.57	2.76	2.16
35-44	3.65	2.73	3.19	2.57	4.61	3.59	0.98	0.95	0.97
45-54	2.22	1.76	1.99	1.83	3.47	2.65	0.38	0.51	0.44
55-64	0.75	0.35	0.55	0.32	1.28	0.80	0.02	0.23	0.13
<i>Test of equality: p-value</i>	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Level									
0-8 years	0.39	0.00	0.20	0.63	1.89	1.25	0.46	0.71	0.58
Some Secondary	1.31	0.46	0.90	1.55	1.43	1.49	1.19	1.71	1.44
Grade 11-13 Graduate	2.65	1.27	1.91	1.38	2.05	1.74	0.50	0.81	0.67
Some Post-Secondary	4.72	3.30	3.97	3.18	4.28	3.76	1.51	1.92	1.73
Certificate or Diploma	3.81	2.67	3.23	3.15	6.00	4.58	1.05	1.44	1.25
Bachelor, Master or PhD	3.93	3.44	3.71	5.43	8.91	7.03	0.46	0.79	0.61
<i>Test of equality: p-value</i>	0.00	0.00	0.00	0.00	0.00	0.00	0.09	0.14	0.01
Family Characteristics									
Spouse not present	2.55	2.51	2.53	4.34	6.05	5.20	1.61	2.18	1.90
Spouse present	3.29	1.90	2.59	2.30	4.04	3.17	0.54	0.83	0.69
Spouse's education									
0-8 years	0.71	0.46	0.57	0.85	0.92	0.89	0.16	1.36	0.85
Some Secondary	1.65	1.29	1.46	1.37	2.68	2.04	0.71	1.03	0.88
Grade 11-13 Graduate	2.95	1.92	2.50	1.47	3.72	2.47	0.43	0.61	0.51
Some Post-Secondary	2.34	4.58	3.33	2.44	3.82	3.04	0.64	0.29	0.49
Certificate or Diploma	4.11	1.90	3.00	2.19	4.28	3.24	0.74	1.17	0.96
Bachelor, Master or PhD	3.22	2.33	2.76	4.49	6.11	5.33	1.20	1.56	1.38
<i>Test of equality: p-value</i>	0.00	0.00	0.00	0.00	0.00	0.00	0.12	0.08	0.04

Table 3B (continued)

Training Program Incidence in Percentage Points by Type of Financing

	<u>Employer-Financed</u>			<u>Self-Financed</u>			<u>Government-Financed</u>		
	<u>Men</u>	<u>Women</u>	<u>All</u>	<u>Men</u>	<u>Women</u>	<u>All</u>	<u>Men</u>	<u>Women</u>	<u>All</u>
<i>Number of Children (age < 18)</i>									
No Children	2.69	2.12	2.42	3.40	4.73	4.03	0.99	1.08	1.04
1 Child	2.81	2.19	2.49	2.86	4.60	3.77	0.95	1.45	1.21
2 or More Children	3.85	1.94	2.85	2.03	4.45	3.30	0.53	1.25	0.91
<i>Test of equality: p-value</i>	0.11	0.84	0.42	0.03	0.91	0.20	0.11	0.64	0.47
<i>Number of Preschool Children</i>									
No Preschool Children	2.84	2.09	2.47	2.76	4.56	3.65	0.85	1.01	0.93
1 Preschool Child	4.09	2.34	3.16	3.45	5.32	4.44	0.94	1.96	1.48
2 or More Preschool Children	4.43	1.21	2.79	3.17	3.75	3.47	0.42	2.24	1.34
<i>Test of equality: p-value</i>	0.08	0.09	0.31	0.62	0.43	0.34	0.18	0.07	0.14
Country of Birth									
Foreign Born	2.17	1.22	1.69	3.20	4.94	4.09	0.28	1.58	0.95
Job Characteristics									
<i>Employment in 1997</i>									
Not Employed in 97	N/A	N/A	N/A	2.48	3.03	2.85	1.84	1.80	1.81
Employed in 97	3.54	2.82	3.21	2.93	5.19	3.96	0.69	1.01	0.83
<i>Employment in 1998</i>									
Not Employed in 98	1.08	0.22	0.55	2.71	3.46	3.18	1.86	2.15	2.04
Employed in 98	3.58	2.97	3.30	2.91	5.17	3.94	0.58	0.76	0.66
<i>Working hours</i>									
Not Employed Full Time in 97	6.93	7.08	7.03	3.75	4.65	4.35	1.67	1.55	1.59
Employed Full Time in 97	3.77	3.46	3.65	2.54	4.56	3.32	0.53	0.82	0.64
<i>Job Tenure</i>									
Job Tenure > 12 months	3.13	2.10	2.61	2.26	3.83	3.05	0.67	0.96	0.81
Job Started Within Last Year	2.76	1.81	2.29	7.45	10.67	9.03	2.12	3.21	2.65
<i>Job Nature</i>									
Not Professional	2.59	1.03	1.82	2.60	3.68	3.13	1.01	1.49	1.25
Professional	4.33	4.44	4.38	3.55	6.72	5.19	0.40	0.59	0.50
<i>Industry</i>									
White Collar	3.07	2.15	2.52	3.51	4.74	4.24	0.82	1.14	1.01
Blue Collar	3.11	1.21	2.77	1.84	3.18	2.08	0.87	2.00	1.07
<i>Union Status</i>									
Not Union Member	3.02	1.82	2.40	3.02	4.27	3.66	1.01	1.30	1.16
Union Member	3.25	2.96	3.12	2.46	5.82	3.97	0.36	0.89	0.60
<i>Firm Size</i>									
Less than 20	2.39	2.37	2.38	2.26	4.74	3.36	0.86	0.75	0.81
20 - 99	2.52	2.36	2.45	3.51	5.53	4.39	0.80	1.10	0.93
100 - 199	4.36	2.62	3.59	1.72	6.40	3.78	1.48	0.09	0.87
200 - 499	6.94	3.06	5.05	3.25	4.83	4.02	0.32	0.47	0.39
500 or over	4.08	3.23	3.68	3.51	5.45	4.42	0.44	1.33	0.86
<i>Test of equality: p-value</i>	0.01	0.67	0.01	0.06	0.75	0.25	0.14	0.00	0.06

Notes: Statistics shown are weighted using the weights provided by Statistics Canada to account for stratified sampling and non-response. "Professional" includes professional, administrative and managerial occupations.

Table 4A

Training Course Incidence in Percentage Points

		<u>Overall</u>	
	<u>Men</u>	<u>Women</u>	<u>All</u>
Overall	21.90	22.93	22.42
Provinces			
Newfoundland	15.20	14.87	15.04
PEI	18.87	21.96	20.42
Nova Scotia	27.36	25.56	26.44
New Brunswick	17.63	19.84	18.74
Quebec	13.18	12.24	12.71
Ontario	25.43	26.74	26.09
Manitoba	23.54	25.32	24.42
Saskatchewan	25.85	27.93	26.90
Alberta	25.29	27.80	26.52
B.C.	25.05	28.12	26.58
<i>Test of equality: p-value</i>	0.00	0.00	0.00
Regions			
Census Metro Area	22.34	23.52	22.93
Urban Centre	26.50	26.33	26.41
Toronto/Montreal/Vancouver	19.72	21.87	20.80
Rural Area	19.09	20.43	19.76
<i>Test of equality: p-value</i>	0.00	0.00	0.00
Age			
25-34	22.31	25.43	23.86
35-44	24.13	26.14	25.13
45-54	25.04	24.26	24.65
55-64	11.91	10.63	11.26
<i>Test of equality: p-value</i>	0.00	0.00	0.00
Education Level			
0-8 years	7.37	2.84	5.14
Some Secondary	8.68	7.47	8.09
Grade 11-13 Graduate	16.43	17.31	16.90
Some Post-Secondary	24.38	23.70	24.02
Certificate or Diploma	24.93	27.66	26.30
Bachelor, Master or PhD	35.65	40.89	38.05
<i>Test of equality: p-value</i>	0.00	0.00	0.00
Family Characteristics			
Spouse not present	17.11	22.88	20.01
Spouse present	23.75	22.96	23.36
Spouse's education			
0-8 years	6.45	6.93	6.73
Some Secondary	12.43	14.90	13.70
Grade 11-13 Graduate	22.25	20.56	21.50
Some Post-Secondary	29.34	22.15	26.17
Certificate or Diploma	24.06	24.59	24.32
Bachelor, Master or PhD	23.16	26.86	25.06
<i>Test of equality: p-value</i>	0.00	0.00	0.00

Table 4A (continued)

Training Course Incidence in Percentage Points

	<u>Men</u>	<u>Overall Women</u>	<u>All</u>
<i>Number of Children (age < 18)</i>			
No Children	18.42	21.75	20.01
1 Child	22.41	23.11	22.78
2 or More Children	27.10	24.38	25.68
<i>Test of equality: p-value</i>	0.00	0.11	0.00
<i>Number of Preschool Children</i>			
No Preschool Children	21.27	22.88	22.06
1 Preschool Child	24.59	24.55	24.57
2 or More Preschool Children	25.24	20.25	22.70
<i>Test of equality: p-value</i>	0.06	0.22	0.11
Country of Birth			
Foreign Born	21.79	18.51	20.11
Job Characteristics			
<i>Employment in 1997</i>			
Not Employed in 97	4.33	6.47	5.77
Employed in 97	24.53	28.91	26.54
<i>Employment in 1998</i>			
Not Employed in 98	7.64	8.08	7.92
Employed in 98	25.46	30.14	27.60
<i>Working hours</i>			
Not Employed Full Time in 97	9.76	14.26	12.76
Employed Full Time in 97	26.42	33.26	29.06
<i>Job Tenure</i>			
Job Tenure > 12 months	22.49	22.95	22.72
Job Started Within Last Year	17.48	22.83	20.11
<i>Job Nature</i>			
Not Professional	16.27	14.76	15.52
Professional	36.17	41.64	39.01
<i>Industry</i>			
White Collar	24.61	23.89	24.18
Blue Collar	17.56	12.44	16.65
<i>Union Status</i>			
Not Union Member	20.06	19.11	19.57
Union Member	27.04	36.80	31.44
<i>Firm Size</i>			
Less than 20	14.97	17.28	16.00
20 - 99	18.77	26.71	22.21
100 - 199	26.30	31.54	28.61
200 - 499	26.42	36.28	31.22
500 or over	35.51	38.31	36.83
<i>Test of equality: p-value</i>	0.00	0.00	0.00

Notes: Statistics shown are weighted using the weights provided by Statistics Canada to account for stratified sampling and non-response. "Professional" includes professional, administrative and managerial occupations.

Table 4B

Training Course Incidence in Percentage Points by Type of Financing

	<u>Employer-Financed</u>			<u>Self-Financed</u>			<u>Government-Financed</u>		
	<u>Men</u>	<u>Women</u>	<u>All</u>	<u>Men</u>	<u>Women</u>	<u>All</u>	<u>Men</u>	<u>Women</u>	<u>All</u>
Overall	17.07	15.52	16.30	3.79	6.78	5.28	1.31	1.28	1.30
Provinces									
Newfoundland	12.02	8.58	10.31	2.51	4.69	3.59	0.71	0.26	0.49
PEI	11.58	14.59	13.09	4.27	6.98	5.62	2.86	0.83	1.85
Nova Scotia	22.70	18.09	20.34	3.99	6.23	5.14	0.89	1.99	1.45
New Brunswick	13.71	12.96	13.34	2.70	5.98	4.35	1.72	1.65	1.68
Quebec	10.45	9.55	10.00	2.12	2.08	2.10	0.37	0.71	0.54
Ontario	19.72	17.83	18.77	4.11	8.68	6.40	1.90	1.21	1.55
Manitoba	18.34	15.24	16.80	4.26	9.36	6.80	0.87	1.23	1.05
Saskatchewan	22.08	19.58	20.83	3.17	7.26	5.22	0.70	1.49	1.10
Alberta	20.69	19.96	20.33	4.37	7.45	5.89	1.06	1.23	1.14
B.C.	18.15	17.05	17.60	5.95	9.43	7.69	1.87	2.50	2.18
<i>Test of equality: p-value</i>	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Regions									
Census Metro Area	17.33	16.27	16.80	3.88	6.80	5.33	1.29	1.18	1.23
Urban Centre	20.43	16.35	18.30	5.17	8.70	7.02	1.48	2.12	1.81
Toronto/Montreal/Vancouver	14.52	15.51	15.02	3.68	5.92	4.80	1.43	1.02	1.23
Rural Area	14.95	13.71	14.33	3.17	5.82	4.49	1.51	1.48	1.50
<i>Test of equality: p-value</i>	0.00	0.00	0.00	0.09	0.02	0.00	0.83	0.21	0.39
Age									
25-34	16.71	16.48	16.59	4.70	8.31	6.49	1.22	1.35	1.28
35-44	19.79	18.20	19.00	3.47	6.68	5.08	1.51	1.76	1.63
45-54	19.73	17.45	18.59	3.76	6.51	5.13	1.45	1.24	1.34
55-64	8.22	5.85	7.02	2.90	4.82	3.87	0.86	0.33	0.59
<i>Test of equality: p-value</i>	0.00	0.00	0.00	0.14	0.01	0.00	0.39	0.00	0.00
Education Level									
0-8 years	3.07	1.80	2.44	2.29	0.63	1.47	1.86	0.41	1.15
Some Secondary	5.91	4.24	5.10	1.55	2.53	2.02	1.07	0.69	0.89
Grade 11-13 Graduate	12.76	11.40	12.03	2.58	4.83	3.79	1.46	1.27	1.36
Some Post-Secondary	20.72	15.70	18.08	3.93	6.42	5.24	1.12	2.17	1.67
Certificate or Diploma	20.23	18.48	19.35	3.65	8.44	6.05	1.34	1.41	1.38
Bachelor, Master or PhD	27.50	29.37	28.36	7.19	12.06	9.43	1.13	1.45	1.28
<i>Test of equality: p-value</i>	0.00	0.00	0.00	0.00	0.00	0.00	0.97	0.03	0.70
Family Characteristics									
Spouse not present	11.52	15.34	13.44	4.06	6.95	5.51	1.59	1.63	1.61
Spouse present	19.22	15.59	17.41	3.69	6.71	5.19	1.20	1.15	1.17
Spouse's education									
0-8 years	3.19	4.75	4.09	2.43	2.60	2.53	0.83	0.12	0.42
Some Secondary	9.27	9.91	9.60	1.94	3.68	2.83	1.19	1.08	1.13
Grade 11-13 Graduate	18.41	13.79	16.35	2.63	6.36	4.29	1.45	0.90	1.20
Some Post-Secondary	23.29	15.26	19.76	4.40	5.56	4.91	2.13	1.60	1.90
Certificate or Diploma	19.93	16.73	18.32	3.57	7.00	5.29	0.96	1.28	1.12
Bachelor, Master or PhD	17.13	18.17	17.66	4.89	8.20	6.59	1.41	1.58	1.50
<i>Test of equality: p-value</i>	0.00	0.00	0.00	0.00	0.00	0.00	0.73	0.00	0.14

Table 4B (continued)

Training Course Incidence in Percentage Points by Type of Financing

	<u>Employer-Financed</u>			<u>Self-Financed</u>			<u>Government-Financed</u>		
	<u>Men</u>	<u>Women</u>	<u>All</u>	<u>Men</u>	<u>Women</u>	<u>All</u>	<u>Men</u>	<u>Women</u>	<u>All</u>
<i>Number of Children (age < 18)</i>									
No Children	12.96	14.61	13.75	4.27	6.96	5.55	1.45	1.03	1.25
1 Child	18.53	16.71	17.59	2.96	6.14	4.61	0.99	0.95	0.97
2 or More Children	22.74	16.05	19.24	3.51	6.89	5.27	1.27	1.81	1.55
<i>Test of equality: p-value</i>	0.00	0.18	0.00	0.12	0.65	0.27	0.66	0.06	0.19
<i>Number of Preschool Children</i>									
No Preschool Children	16.28	15.59	15.94	3.90	6.70	5.29	1.34	1.27	1.30
1 Preschool Child	20.14	16.69	18.32	3.66	7.11	5.48	1.29	1.36	1.32
2 or More Preschool Children	21.87	12.13	16.91	2.52	7.07	4.84	0.96	1.27	1.12
<i>Test of equality: p-value</i>	0.00	0.07	0.08	0.17	0.89	0.77	0.74	0.98	0.88
Country of Birth									
Foreign Born	15.16	11.03	13.05	4.67	6.18	5.44	2.04	1.59	1.81
Job Characteristics									
<i>Employment in 1997</i>									
Not Employed in 97	N/A	0.11	0.07	1.89	4.50	3.64	1.94	1.87	1.90
Employed in 97	19.62	21.11	20.30	4.08	7.61	5.69	1.22	1.07	1.15
<i>Employment in 1998</i>									
Not Employed in 98	2.68	1.57	1.99	2.76	4.75	3.99	2.26	1.83	1.99
Employed in 98	20.67	22.29	21.41	4.05	7.76	5.75	1.07	1.02	1.05
<i>Working hours</i>									
Not Employed Full Time in 97	4.03	6.60	5.74	3.71	6.19	5.36	1.82	1.67	1.72
Employed Full Time in 97	21.93	26.14	23.55	3.82	7.48	5.23	1.12	0.82	1.00
<i>Job Tenure</i>									
Job Tenure > 12 months	17.98	15.98	16.98	3.49	6.50	5.00	1.30	1.11	1.21
Job Started Within Last Year	10.23	11.96	11.08	6.04	8.97	7.48	1.35	2.62	1.97
<i>Job Nature</i>									
Not Professional	11.99	8.45	10.25	3.02	5.21	4.10	1.49	1.36	1.43
Professional	29.95	31.69	30.85	5.75	10.36	8.14	0.85	1.10	0.98
<i>Industry</i>									
White Collar	19.11	16.32	17.44	4.44	6.91	5.92	1.44	1.35	1.39
Blue Collar	13.80	6.72	12.54	2.76	5.32	3.21	1.09	0.52	0.99
<i>Union Status</i>									
Not Union Member	15.10	12.23	13.62	3.94	6.04	5.02	1.44	1.34	1.39
Union Member	22.58	27.44	24.77	3.38	9.45	6.12	0.94	1.07	1.00
<i>Firm Size</i>									
Less than 20	9.79	9.16	9.51	4.18	7.43	5.62	1.41	1.22	1.33
20 - 99	15.03	20.52	17.41	3.68	6.50	4.90	0.82	1.25	1.00
100 - 199	20.54	24.13	22.12	3.60	6.05	4.68	1.50	0.61	1.11
200 - 499	22.68	30.37	26.43	2.79	6.76	4.72	0.63	0.50	0.57
500 or over	30.32	29.56	29.96	4.48	8.69	6.47	1.11	1.04	1.08
<i>Test of equality: p-value</i>	0.00	0.00	0.00	0.41	0.36	0.13	0.40	0.13	0.11

Notes: Statistics shown are weighted using the weights provided by Statistics Canada to account for stratified sampling and non-response. "Professional" includes professional, administrative and managerial occupations.

Table 5A

Average Number of Training Program Spells

	<u>Overall</u>		
	<u>Men</u>	<u>Women</u>	<u>All</u>
Overall	1.15	1.15	1.15
Provinces			
Newfoundland	1.24	1.07	1.16
PEI	1.22	1.17	1.18
Nova Scotia	1.19	1.10	1.15
New Brunswick	1.24	1.18	1.22
Quebec	1.07	1.06	1.06
Ontario	1.12	1.17	1.15
Manitoba	1.27	1.25	1.26
Saskatchewan	1.15	1.18	1.17
Alberta	1.26	1.10	1.18
B.C.	1.17	1.24	1.21
<i>Test of equality: p-value</i>	0.04	0.04	0.00
Regions			
Census Metro Area	1.13	1.13	1.13
Urban Centre	1.21	1.21	1.21
Toronto/Montreal/Vancouver	1.07	1.11	1.09
Rural Area	1.18	1.12	1.15
<i>Test of equality: p-value</i>	0.00	0.52	0.01
Age			
25-34	1.15	1.15	1.15
35-44	1.16	1.12	1.14
45-54	1.16	1.21	1.19
55-64	1.00	1.06	1.04
<i>Test of equality: p-value</i>	0.00	0.18	0.01
Education Level			
0-8 years	1.27	1.05	1.13
Some Secondary	1.18	1.07	1.13
Grade 11-13 Graduate	1.29	1.22	1.25
Some Post-Secondary	1.11	1.23	1.17
Certificate or Diploma	1.18	1.17	1.17
Bachelor, Master or PhD	1.05	1.08	1.07
<i>Test of equality: p-value</i>	0.00	0.02	0.00
Family Characteristics			
Spouse not present	1.17	1.13	1.15
Spouse present	1.14	1.16	1.15
Spouse's education			
0-8 years	1.49	1.04	1.14
Some Secondary	1.18	1.12	1.15
Grade 11-13 Graduate	1.21	1.30	1.26
Some Post-Secondary	1.07	1.10	1.08
Certificate or Diploma	1.15	1.15	1.15
Bachelor, Master or PhD	1.13	1.12	1.13
<i>Test of equality: p-value</i>	0.01	0.02	0.02

Table 5A (continued)

Average Number of Training Program Spells

	<u>Men</u>	<u>Women</u>	<u>All</u>
<i>Number of Children (age < 18)</i>			
No Children	1.14	1.14	1.14
1 Child	1.19	1.11	1.14
2 or More Children	1.14	1.18	1.16
<i>Test of equality: p-value</i>	0.64	0.32	0.70
<i>Number of Preschool Children</i>			
No Preschool Children	1.15	1.14	1.14
1 Preschool Child	1.17	1.19	1.18
2 or More Preschool Children	1.10	1.09	1.09
<i>Test of equality: p-value</i>	0.44	0.24	0.11
Country of Birth			
Foreign Born	1.09	1.11	1.11
Job Characteristics			
<i>Employment in 1997</i>			
Not Employed in 97	1.09	1.16	1.14
Employed in 97	1.15	1.14	1.15
<i>Employment in 1998</i>			
Not Employed in 98	1.20	1.18	1.19
Employed in 98	1.14	1.13	1.14
<i>Working hours</i>			
Not Employed Full Time in 97	1.15	1.16	1.16
Employed Full Time in 97	1.15	1.13	1.14
<i>Job Tenure</i>			
Job Tenure > 12 Months	1.15	1.16	1.15
Job Started Within Last Year	1.14	1.10	1.12
<i>Job Nature</i>			
Not Professional	1.16	1.15	1.16
Professional	1.12	1.13	1.13
<i>Industry</i>			
White Collar	1.14	1.15	1.14
Blue Collar	1.17	1.14	1.16
<i>Union Status</i>			
Not Union Member	1.15	1.13	1.14
Union Member	1.14	1.18	1.16
<i>Firm Size</i>			
Less than 20	1.15	1.14	1.14
20 - 99	1.11	1.18	1.15
100 - 199	1.11	1.19	1.15
200 - 499	1.19	1.12	1.16
500 or over	1.16	1.14	1.15
<i>Test of equality: p-value</i>	0.64	0.90	1.00

Notes: Statistics shown are weighted using the weights provided by Statistics Canada to account for stratified sampling and non-response. "Professional" includes professional, administrative and managerial occupations.

Table 5B

Average Number of Training Program Spells by Type of Finance

	<u>Employer-Financed</u>			<u>Self-Financed</u>			<u>Government-Financed</u>		
	<u>Men</u>	<u>Women</u>	<u>All</u>	<u>Men</u>	<u>Women</u>	<u>All</u>	<u>Men</u>	<u>Women</u>	<u>All</u>
Overall	1.11	1.09	1.10	1.08	1.13	1.11	1.07	1.03	1.05
Provinces									
Newfoundland	1.00	1.00	1.00	1.00	1.06	1.04	1.09	1.00	1.08
PEI	1.00	1.10	1.08	1.00	1.20	1.13	1.00	1.16	1.09
Nova Scotia	1.07	1.00	1.04	1.23	1.10	1.18	1.00	1.09	1.05
New Brunswick	1.02	1.19	1.08	1.23	1.10	1.17	1.00	1.23	1.09
Quebec	1.07	1.00	1.04	1.05	1.08	1.07	1.05	1.00	1.02
Ontario	1.05	1.05	1.05	1.05	1.15	1.11	1.09	1.02	1.05
Manitoba	1.24	1.08	1.18	1.12	1.28	1.21	1.00	1.00	1.00
Saskatchewan	1.07	1.31	1.17	1.47	1.09	1.18	1.00	1.06	1.03
Alberta	1.23	1.11	1.19	1.16	1.06	1.10	1.08	1.07	1.07
B.C.	1.25	1.26	1.25	1.05	1.25	1.17	1.08	1.07	1.07
<i>Test of equality: p-value</i>	0.00	0.00	0.00	0.00	0.37	0.33	0.00	0.00	0.00
Regions									
Census Metro Area	1.15	1.10	1.13	1.06	1.11	1.09	1.06	1.02	1.04
Urban Centre	1.00	1.12	1.05	1.18	1.29	1.24	1.00	1.04	1.03
Toronto/Montreal/Vancouver	1.09	1.10	1.09	1.03	1.11	1.08	1.04	1.00	1.01
Rural Area	1.04	1.07	1.05	1.14	1.12	1.13	1.06	1.08	1.07
<i>Test of equality: p-value</i>	0.00	0.85	0.09	0.11	0.61	0.25	0.00	0.00	0.08
Age									
25-34	1.16	1.11	1.14	1.08	1.14	1.12	1.03	1.05	1.04
35-44	1.08	1.07	1.07	1.09	1.12	1.11	1.11	1.02	1.07
45-54	1.08	1.12	1.10	1.07	1.17	1.13	1.08	1.00	1.04
55-64	1.00	1.00	1.00	1.00	1.07	1.05	1.00	1.00	1.00
<i>Test of equality: p-value</i>	0.00	0.00	0.00	0.00	0.70	0.69	0.00	0.00	0.00
Education Level									
0-8 years	1.00	N/A	1.00	1.10	1.00	1.03	1.00	1.00	1.00
Some Secondary	1.10	1.10	1.10	1.05	1.08	1.06	1.00	1.07	1.04
Grade 11-13 Graduate	1.17	1.05	1.13	1.26	1.29	1.28	1.00	1.03	1.02
Some Post-Secondary	1.04	1.17	1.10	1.06	1.10	1.08	1.04	1.07	1.06
Certificate or Diploma	1.16	1.06	1.12	1.05	1.19	1.14	1.11	1.02	1.06
Bachelor, Master or PhD	1.02	1.11	1.06	1.07	1.05	1.06	1.14	1.00	1.06
<i>Test of equality: p-value</i>	0.00	0.62	0.00	0.77	0.00	0.02	0.00	0.00	0.02
Family Characteristics									
Spouse not present	1.18	1.09	1.13	1.10	1.11	1.11	1.06	1.04	1.05
Spouse present	1.09	1.09	1.09	1.06	1.15	1.12	1.08	1.03	1.05
Spouse's education									
0-8 years	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.03	1.02
Some Secondary	1.00	1.09	1.04	1.10	1.11	1.11	1.00	1.08	1.05
Grade 11-13 Graduate	1.19	1.01	1.13	1.02	1.41	1.28	1.19	1.04	1.11
Some Post-Secondary	1.05	1.10	1.08	1.07	1.09	1.08	1.00	1.00	1.00
Certificate or Diploma	1.07	1.11	1.08	1.15	1.11	1.13	1.09	1.01	1.04
Bachelor, Master or PhD	1.13	1.10	1.12	1.07	1.10	1.09	1.06	1.04	1.05
<i>Test of equality: p-value</i>	0.00	0.03	0.00	0.03	0.00	0.00	0.00	0.00	0.00

Table 5B (continued)

Average Number of Training Program Spells by Type of Finance

	<u>Employer-Financed</u>			<u>Self-Financed</u>			<u>Government-Financed</u>		
	<u>Men</u>	<u>Women</u>	<u>All</u>	<u>Men</u>	<u>Women</u>	<u>All</u>	<u>Men</u>	<u>Women</u>	<u>All</u>
<i>Number of Children (age < 18)</i>									
No Children	1.14	1.13	1.13	1.10	1.14	1.12	1.04	1.00	1.02
1 Child	1.19	1.00	1.11	1.08	1.13	1.11	1.15	1.08	1.11
2 or More Children	1.04	1.09	1.06	1.04	1.14	1.11	1.05	1.04	1.04
<i>Test of equality: p-value</i>	0.04	0.00	0.08	0.19	0.99	0.95	0.55	0.03	0.14
<i>Number of Preschool Children</i>									
No Preschool Children	1.11	1.10	1.11	1.08	1.13	1.11	1.06	1.03	1.04
1 Preschool Child	1.13	1.03	1.09	1.09	1.18	1.15	1.14	1.04	1.07
2 or More Preschool Children	1.03	1.18	1.06	1.02	1.06	1.04	1.00	1.03	1.03
<i>Test of equality: p-value</i>	0.06	0.05	0.65	0.14	0.22	0.05	0.00	0.93	0.54
Country of Birth									
Foreign Born	1.10	1.18	1.13	1.03	1.11	1.08	1.18	1.00	1.03
Job Characteristics									
<i>Employment in 1997</i>									
Not Employed in 97	N/A	N/A	N/A	1.01	1.19	1.14	1.08	1.06	1.07
Employed in 97	1.11	1.09	1.10	1.09	1.12	1.11	1.06	1.01	1.04
<i>Employment in 1998</i>									
Not Employed in 98	1.19	1.04	1.15	1.10	1.24	1.20	1.07	1.04	1.05
Employed in 98	1.10	1.09	1.10	1.08	1.10	1.09	1.06	1.03	1.04
<i>Working hours</i>									
Not Employed Full Time in 97	1.14	1.07	1.10	1.10	1.17	1.15	1.08	1.05	1.06
Employed Full Time in 97	1.10	1.10	1.10	1.07	1.09	1.08	1.05	1.01	1.03
<i>Job Tenure</i>									
Job Tenure > 12 Months	1.09	1.08	1.09	1.08	1.15	1.12	1.06	1.03	1.05
Job Started Within Last Year	1.28	1.14	1.23	1.08	1.09	1.09	1.07	1.04	1.05
<i>Job Nature</i>									
Not Professional	1.10	1.10	1.10	1.10	1.15	1.13	1.07	1.04	1.05
Professional	1.12	1.09	1.10	1.03	1.12	1.09	1.04	1.01	1.02
<i>Industry</i>									
White Collar	1.13	1.09	1.11	1.05	1.14	1.11	1.05	1.03	1.04
Blue Collar	1.07	1.02	1.07	1.18	1.08	1.15	1.09	1.03	1.07
<i>Union Status</i>									
Not Union Member	1.11	1.08	1.10	1.09	1.12	1.11	1.08	1.04	1.05
Union Member	1.09	1.11	1.10	1.06	1.17	1.13	1.00	1.01	1.01
<i>Firm Size</i>									
Less than 20	1.13	1.09	1.11	1.07	1.08	1.08	1.01	1.01	1.01
20 - 99	1.14	1.11	1.13	1.05	1.21	1.14	1.20	1.02	1.11
100 - 199	1.12	1.03	1.09	1.12	1.22	1.19	1.00	1.00	1.00
200 - 499	1.02	1.13	1.05	1.15	1.08	1.11	1.39	1.14	1.24
500 or over	1.12	1.07	1.10	1.07	1.12	1.10	1.00	1.01	1.01
<i>Test of equality: p-value</i>	0.10	0.55	0.58	0.70	0.45	0.88	0.00	0.00	0.00

Notes: Statistics shown are weighted using the weights provided by Statistics Canada to account for stratified sampling and non-response. "Professional" includes professional, administrative and managerial occupations.

Table 6A

Average Number of Training Course Spells

	<u>Men</u>	<u>Overall</u> <u>Women</u>	<u>All</u>
Overall	1.28	1.33	1.30
Provinces			
Newfoundland	1.20	1.27	1.24
PEI	1.27	1.35	1.31
Nova Scotia	1.37	1.35	1.36
New Brunswick	1.29	1.37	1.33
Quebec	1.12	1.17	1.14
Ontario	1.30	1.37	1.34
Manitoba	1.36	1.33	1.35
Saskatchewan	1.43	1.23	1.33
Alberta	1.26	1.32	1.29
B.C.	1.34	1.35	1.34
<i>Test of equality: p-value</i>	0.00	0.00	0.00
Regions			
Census Metro Area	1.26	1.33	1.30
Urban Centre	1.31	1.32	1.32
Toronto/Montreal/Vancouver	1.24	1.32	1.28
Rural Area	1.34	1.29	1.32
<i>Test of equality: p-value</i>	0.22	0.72	0.75
Age			
25-34	1.30	1.32	1.31
35-44	1.28	1.33	1.30
45-54	1.28	1.35	1.32
55-64	1.25	1.25	1.25
<i>Test of equality: p-value</i>	0.88	0.52	0.53
Education Level			
0-8 years	1.04	1.08	1.05
Some Secondary	1.23	1.17	1.20
Grade 11-13 Graduate	1.29	1.26	1.27
Some Post-Secondary	1.33	1.29	1.31
Certificate or Diploma	1.30	1.34	1.32
Bachelor, Master or PhD	1.27	1.39	1.33
<i>Test of equality: p-value</i>	0.00	0.00	0.00
Family Characteristics			
Spouse not present	1.24	1.35	1.30
Spouse present	1.30	1.32	1.31
Spouse's education			
0-8 years	1.04	1.16	1.11
Some Secondary	1.26	1.38	1.33
Grade 11-13 Graduate	1.30	1.40	1.34
Some Post-Secondary	1.42	1.38	1.41
Certificate or Diploma	1.27	1.24	1.26
Bachelor, Master or PhD	1.27	1.35	1.31
<i>Test of equality: p-value</i>	0.00	0.04	0.00

Table 6A (continued)

Average Number of Training Course Spells

	<u>Men</u>	<u>Overall Women</u>	<u>All</u>
<i>Number of Children (age < 18)</i>			
No Children	1.24	1.36	1.31
1 Child	1.25	1.28	1.27
2 or More Children	1.34	1.31	1.32
<i>Test of equality: p-value</i>	0.08	0.26	0.31
<i>Number of Preschool Children</i>			
No Preschool Children	1.28	1.33	1.30
1 Preschool Child	1.30	1.33	1.32
2 or More Preschool Children	1.29	1.30	1.30
<i>Test of equality: p-value</i>	0.89	0.95	0.93
Country of Birth			
Foreign Born	1.21	1.30	1.25
Job Characteristics			
<i>Employment in 1997</i>			
Not Employed in 97	1.02	1.17	1.13
Employed in 97	1.29	1.34	1.31
<i>Employment in 1998</i>			
Not Employed in 98	1.17	1.21	1.20
Employed in 98	1.29	1.34	1.32
<i>Working hours</i>			
Not Employed Full Time in 97	1.14	1.25	1.22
Employed Full Time in 97	1.30	1.37	1.33
<i>Job Tenure</i>			
Job Tenure > 12 Months	1.29	1.32	1.30
Job Started Within Last Year	1.23	1.39	1.32
<i>Job Nature</i>			
Not Professional	1.28	1.27	1.27
Professional	1.29	1.37	1.33
<i>Industry</i>			
White Collar	1.28	1.33	1.31
Blue Collar	1.28	1.31	1.28
<i>Union Status</i>			
Not Union Member	1.26	1.30	1.28
Union Member	1.33	1.38	1.36
<i>Firm Size</i>			
Less than 20	1.24	1.25	1.24
20 - 99	1.14	1.37	1.26
100 - 199	1.24	1.22	1.23
200 - 499	1.22	1.31	1.27
500 or over	1.35	1.38	1.36
<i>Test of equality: p-value</i>	0.00	0.10	0.01

Notes: Statistics shown are weighted using the weights provided by Statistics Canada to account for stratified sampling and non-response. "Professional" includes professional, administrative and managerial occupations.

Table 6B

Average Number of Training Course Spells by Type of Finance

	<u>Employer-Financed</u>			<u>Self-Financed</u>			<u>Government-Financed</u>		
	<u>Men</u>	<u>Women</u>	<u>All</u>	<u>Men</u>	<u>Women</u>	<u>All</u>	<u>Men</u>	<u>Women</u>	<u>All</u>
Overall	1.28	1.32	1.30	1.09	1.16	1.14	1.04	1.19	1.12
Provinces									
Newfoundland	1.22	1.36	1.28	1.00	1.06	1.04	1.00	1.00	1.00
PEI	1.33	1.31	1.32	1.16	1.29	1.24	1.06	1.00	1.04
Nova Scotia	1.37	1.39	1.38	1.12	1.07	1.09	1.32	1.22	1.25
New Brunswick	1.30	1.36	1.33	1.13	1.25	1.21	1.13	1.33	1.22
Quebec	1.11	1.16	1.13	1.00	1.08	1.04	1.00	1.00	1.00
Ontario	1.30	1.36	1.33	1.10	1.17	1.15	1.01	1.36	1.15
Manitoba	1.39	1.37	1.38	1.00	1.14	1.09	1.00	1.00	1.00
Saskatchewan	1.44	1.24	1.35	1.09	1.09	1.09	1.30	1.00	1.10
Alberta	1.24	1.31	1.28	1.01	1.19	1.12	1.07	1.06	1.07
B.C.	1.33	1.35	1.34	1.19	1.17	1.18	1.07	1.14	1.11
<i>Test of equality: p-value</i>	0.00	0.00	0.00	0.00	0.16	0.07	0.00	0.00	0.00
Regions									
Census Metro Area	1.26	1.33	1.29	1.06	1.16	1.12	1.02	1.05	1.03
Urban Centre	1.28	1.30	1.29	1.27	1.23	1.25	1.01	1.09	1.05
Toronto/Montreal/Vancouver	1.26	1.32	1.29	1.07	1.14	1.11	1.00	1.05	1.02
Rural Area	1.34	1.25	1.30	1.16	1.08	1.11	1.05	1.81	1.42
<i>Test of equality: p-value</i>	0.19	0.91	0.69	0.33	0.39	0.36	0.00	0.61	0.42
Age									
25-34	1.30	1.31	1.31	1.09	1.23	1.18	1.07	1.13	1.10
35-44	1.26	1.33	1.29	1.05	1.13	1.10	1.05	1.32	1.19
45-54	1.29	1.33	1.31	1.13	1.14	1.14	1.00	1.08	1.04
55-64	1.27	1.28	1.27	1.10	1.06	1.08	1.05	1.00	1.03
<i>Test of equality: p-value</i>	0.82	0.92	0.93	0.58	0.05	0.19	0.00	0.00	0.35
Education Level									
0-8 years	1.05	1.13	1.08	1.00	1.00	1.00	1.03	1.00	1.02
Some Secondary	1.29	1.19	1.25	1.04	1.08	1.06	1.00	1.05	1.02
Grade 11-13 Graduate	1.26	1.27	1.27	1.26	1.06	1.13	1.00	1.55	1.28
Some Post-Secondary	1.29	1.31	1.30	1.15	1.11	1.13	1.00	1.11	1.07
Certificate or Diploma	1.30	1.32	1.31	1.10	1.22	1.18	1.08	1.12	1.10
Bachelor, Master or PhD	1.27	1.36	1.32	1.03	1.16	1.11	1.07	1.06	1.07
<i>Test of equality: p-value</i>	0.00	0.11	0.00	0.00	0.00	0.00	0.00	0.08	0.33
Family Characteristics									
Spouse not present	1.24	1.31	1.28	1.11	1.23	1.19	1.04	1.13	1.09
Spouse present	1.29	1.32	1.30	1.08	1.13	1.11	1.04	1.22	1.13
Spouse's education									
0-8 years	1.07	1.13	1.11	1.00	1.00	1.00	1.00	1.00	1.00
Some Secondary	1.30	1.32	1.31	1.04	1.21	1.15	1.03	2.46	1.73
Grade 11-13 Graduate	1.31	1.42	1.35	1.02	1.10	1.07	1.00	1.17	1.06
Some Post-Secondary	1.35	1.47	1.39	1.25	1.10	1.17	1.13	1.00	1.08
Certificate or Diploma	1.26	1.26	1.26	1.08	1.13	1.11	1.05	1.02	1.03
Bachelor, Master or PhD	1.27	1.32	1.30	1.10	1.20	1.16	1.04	1.10	1.07
<i>Test of equality: p-value</i>	0.01	0.06	0.00	0.07	0.00	0.00	0.00	0.00	0.11

Table 6B (continued)

Average Number of Training Course Spells by Type of Finance

	<u>Employer-Financed</u>			<u>Self-Financed</u>			<u>Government-Financed</u>		
	<u>Men</u>	<u>Women</u>	<u>All</u>	<u>Men</u>	<u>Women</u>	<u>All</u>	<u>Men</u>	<u>Women</u>	<u>All</u>
<i>Number of Children (age < 18)</i>									
No Children	1.25	1.35	1.30	1.09	1.19	1.15	1.03	1.08	1.05
1 Child	1.26	1.30	1.28	1.06	1.05	1.05	1.05	1.04	1.04
2 or More Children	1.31	1.30	1.31	1.11	1.18	1.16	1.06	1.32	1.22
<i>Test of equality: p-value</i>	0.35	0.54	0.79	0.64	0.00	0.00	0.83	0.35	0.48
<i>Number of Preschool Children</i>									
No Preschool Children	1.27	1.32	1.29	1.10	1.16	1.13	1.05	1.22	1.13
1 Preschool Child	1.32	1.34	1.33	1.04	1.16	1.12	1.03	1.02	1.02
2 or More Preschool Children	1.27	1.31	1.29	1.05	1.21	1.17	1.00	1.23	1.13
<i>Test of equality: p-value</i>	0.76	0.95	0.78	0.42	0.84	0.82	0.00	0.27	0.27
Country of Birth									
Foreign Born	1.23	1.34	1.28	1.00	1.21	1.12	1.06	1.02	1.04
Job Characteristics									
<i>Employment in 1997</i>									
Not Employed in 97	N/A	1.00	1.00	1.01	1.09	1.08	1.02	1.35	1.24
Employed in 97	1.28	1.32	1.30	1.10	1.18	1.14	1.05	1.09	1.06
<i>Employment in 1998</i>									
Not Employed in 98	1.25	1.21	1.23	1.11	1.12	1.12	1.04	1.31	1.19
Employed in 98	1.28	1.32	1.30	1.09	1.17	1.14	1.04	1.09	1.06
<i>Working hours</i>									
Not Employed Full Time in 97	1.17	1.23	1.22	1.10	1.14	1.13	1.02	1.26	1.17
Employed Full Time in 97	1.29	1.35	1.31	1.09	1.18	1.14	1.05	1.04	1.05
<i>Job Tenure</i>									
Job Tenure > 12 Months	1.28	1.32	1.30	1.10	1.13	1.12	1.05	1.21	1.12
Job Started Within Last Year	1.23	1.35	1.29	1.04	1.35	1.22	1.00	1.14	1.09
<i>Job Nature</i>									
Not Professional	1.28	1.27	1.28	1.08	1.16	1.13	1.04	1.21	1.12
Professional	1.28	1.35	1.32	1.10	1.16	1.14	1.04	1.13	1.09
<i>Industry</i>									
White Collar	1.27	1.32	1.30	1.10	1.14	1.13	1.02	1.20	1.12
Blue Collar	1.30	1.19	1.29	1.07	1.41	1.17	1.09	1.00	1.08
<i>Union Status</i>									
Not Union Member	1.26	1.30	1.28	1.09	1.15	1.13	1.02	1.23	1.13
Union Member	1.32	1.36	1.34	1.08	1.20	1.16	1.12	1.01	1.07
<i>Firm Size</i>									
Less than 20	1.22	1.23	1.23	1.16	1.14	1.15	1.02	1.21	1.10
20 - 99	1.11	1.30	1.21	1.02	1.15	1.09	1.08	1.00	1.04
100 - 199	1.27	1.26	1.26	1.10	1.08	1.08	1.00	1.00	1.00
200 - 499	1.22	1.28	1.25	1.00	1.18	1.13	1.00	1.00	1.00
500 or over	1.34	1.36	1.35	1.08	1.21	1.16	1.09	1.04	1.07
<i>Test of equality: p-value</i>	0.00	0.24	0.01	0.00	0.55	0.50	0.00	0.00	0.00

Notes: Statistics shown are weighted using the weights provided by Statistics Canada to account for stratified sampling and non-response. "Professional" includes professional, administrative and managerial occupations.

Table 7A
Average Hours in Training Programs

	<u>Men</u>	<u>Overall</u> <u>Women</u>	<u>All</u>
Overall	377.1 (532.4)	351.6 (478.6)	363.0 (501.0)
Provinces			
Newfoundland	595.6 (820.6)	310.5 (535.8)	448.2 (658.3)
PEI	112.9 (72.7)	206.9 (325.3)	183.8 (290.5)
Nova Scotia	365.0 (634.3)	295.4 (545.0)	336.9 (588.1)
New Brunswick	285.6 (441.2)	399.6 (676.9)	334.7 (573.7)
Quebec	341.1 (583.9)	362.2 (454.4)	353.9 (508.5)
Ontario	355.6 (548.9)	353.6 (483.4)	354.5 (513.0)
Manitoba	211.2 (384.8)	222.3 (405.1)	217.0 (395.3)
Saskatchewan	176.7 (265.5)	381.5 (563.3)	302.8 (491.8)
Alberta	423.7 (544.8)	295.9 (457.2)	351.9 (490.8)
B.C.	550.2 (490.2)	407.8 (398.6)	471.4 (432.1)
<i>Test of equality: p-value</i>	0.00	0.20	0.01
Regions			
Census Metro Area	424.9 (621.3)	355.7 (449.3)	386.7 (528.3)
Urban Centre	309.7 (412.0)	451.5 (606.9)	379.1 (535.7)
Toronto/Montreal/Vancouver	363.3 (430.1)	438.8 (477.6)	405.9 (461.8)
Rural Area	249.3 (406.3)	293.5 (478.8)	274.7 (451.8)
<i>Test of equality: p-value</i>	0.00	0.00	0.02
Age			
25-34	430.9 (565.2)	413.6 (510.9)	421.9 (533.2)
35-44	350.6 (461.5)	318.8 (485.1)	332.4 (475.1)
45-54	299.6 (624.4)	300.3 (382.8)	300.0 (493.0)
55-64	100.2 (274.5)	155.9 (236.1)	135.8 (248.7)
<i>Test of equality: p-value</i>	0.00	0.00	0.00

Table 7A (continued)
Average Hours in Training Programs

	<u>Men</u>	<u>Overall</u> <u>Women</u>	<u>All</u>
<i>Education Level</i>			
0-8 years	429.9 (640.7)	344.3 (297.3)	375.3 (550.6)
Some Secondary	166.9 (240.8)	419.6 (567.0)	290.4 (471.6)
Grade 11-13 Graduate	213.2 (303.9)	288.5 (396.1)	260.2 (363.0)
Some Post-Secondary	386.7 (585.9)	332.8 (433.8)	359.0 (495.3)
Certificate or Diploma	367.9 (500.4)	352.0 (481.5)	358.8 (488.7)
Bachelor, Master or PhD	470.8 (651.2)	369.4 (494.4)	417.9 (566.6)
<i>Test of equality: p-value</i>	0.00	0.83	0.17
Family Characteristics			
Spouse not present	535.1 (689.1)	321.7 (469.5)	412.7 (561.0)
Spouse present	288.5 (401.9)	370.8 (486.5)	332.9 (451.7)
<i>Spouse's education</i>			
0-8 years	474.6 (585.5)	318.3 (488.5)	359.9 (496.7)
Some Secondary	402.3 (433.6)	522.3 (513.9)	476.6 (486.2)
Grade 11-13 Graduate	245.6 (385.6)	331.5 (341.4)	291.1 (361.5)
Some Post-Secondary	245.4 (382.9)	316.0 (370.1)	279.2 (373.6)
Certificate or Diploma	291.8 (418.4)	319.1 (495.6)	306.4 (462.5)
Bachelor, Master or PhD	453.6 (619.5)	353.1 (491.9)	397.2 (544.4)
<i>Test of equality: p-value</i>	0.88	0.44	0.38
<i>Number of Children (age < 18)</i>			
No Children	464.9 (614.4)	346.6 (490.0)	403.8 (551.5)
1 Child	283.6 (414.8)	348.8 (489.4)	323.2 (463.0)
2 or More Children	264.2 (406.8)	361.1 (459.5)	320.1 (442.2)
<i>Test of equality: p-value</i>	0.03	0.96	0.16

Table 7A (continued)
Average Hours in Training Programs

	<u>Men</u>	<u>Overall Women</u>	<u>All</u>
<i>Number of Preschool Children</i>			
No Preschool Children	409.4 (564.8)	354.3 (497.8)	378.8 (525.7)
1 Preschool Child	237.3 (404.5)	349.6 (441.8)	300.7 (426.4)
2 or More Preschool Children	297.5 (415.6)	316.5 (302.9)	306.9 (353.6)
<i>Test of equality: p-value</i>	0.02	0.80	0.17
Country of Birth			
Foreign Born	415.3 (460.1)	368.4 (334.0)	387.6 (391.4)
Job Characteristics			
<i>Employment in 1997</i>			
Not Employed in 97	482.7 (842.2)	531.7 (629.0)	516.1 (688.0)
Employed in 97	365.6 (492.7)	314.7 (437.1)	338.5 (461.7)
<i>Employment in 1998</i>			
Not Employed in 98	523.2 (602.7)	448.5 (546.4)	474.4 (563.6)
Employed in 98	349.4 (515.7)	320.3 (449.5)	334.1 (479.0)
<i>Working hours</i>			
Not Employed Full Time in 97	610.6 (706.3)	415.5 (539.7)	477.5 (590.3)
Employed Full Time in 97	285.4 (442.6)	290.0 (399.6)	287.5 (421.4)
<i>Job Tenure</i>			
Job Tenure > 12 Months	286.7 (425.3)	283.4 (412.2)	284.9 (417.4)
Job Started Within Last Year	668.0 (719.2)	571.7 (636.0)	614.9 (674.0)
<i>Job Nature</i>			
Not Professional	407.3 (532.4)	416.1 (521.9)	411.8 (527.0)
Professional	321.2 (533.7)	275.3 (412.2)	292.9 (458.9)

Table 7A (continued)
Average Hours in Training Programs

	<u>Men</u>	<u>Overall Women</u>	<u>All</u>
<i>Industry</i>			
White Collar	425.5 (592.3)	353.9 (475.5)	380.3 (515.2)
Blue Collar	276.4 (408.7)	318.0 (523.3)	284.6 (435.1)
<i>Union Status</i>			
Not Union Member	409.9 (554.0)	366.2 (498.6)	386.3 (521.9)
Union Member	261.8 (455.3)	309.1 (417.5)	289.6 (432.1)
<i>Firm Size</i>			
Less than 20	585.0 (580.0)	321.4 (419.4)	440.4 (491.0)
20 - 99	297.0 (395.7)	342.4 (441.6)	319.9 (420.9)
100 - 199	362.0 (474.5)	335.3 (303.4)	348.0 (394.5)
200 - 499	296.6 (464.3)	184.1 (323.7)	240.7 (379.1)
500 or over	281.4 (487.7)	326.8 (492.2)	305.6 (489.6)
<i>Test of equality: p-value</i>	0.26	0.00	0.30

Notes: Means are weighted using the weights provided by Statistics Canada to account for stratified sampling and non-response. Unweighted standard deviations appear in parentheses. "Professional" includes professional, administrative and managerial occupations.

Table 7B

Average Hours in Training Programs by Type of Financing

	<u>Employer-Financed</u>			<u>Self-Financed</u>			<u>Government-Financed</u>		
	<u>Men</u>	<u>Women</u>	<u>All</u>	<u>Men</u>	<u>Women</u>	<u>All</u>	<u>Men</u>	<u>Women</u>	<u>All</u>
Overall	218.4 (352.4)	171.6 (284.1)	198.8 (322.0)	438.8 (510.1)	349.7 (467.3)	383.9 (483.3)	589.5 (671.2)	617.1 (590.0)	605.4 (622.9)
Provinces									
Newfoundland	315.1 (426.5)	116.2 (110.0)	242.5 (328.1)	584.1 (555.0)	316.0 (584.8)	414.1 (566.2)	678.1 (579.9)	890.1 (463.1)	720.9 (535.0)
PEI	51.4 (22.0)	138.5 (158.1)	118.7 (138.1)	146.2 (73.1)	177.6 (178.7)	168.1 (156.5)	100.0 (.)	587.9 (558.9)	386.0 (549.3)
Nova Scotia	111.8 (257.7)	306.1 (361.6)	193.5 (307.5)	486.0 (788.7)	161.9 (444.3)	377.2 (661.0)	522.6 (502.0)	471.5 (728.8)	494.5 (633.6)
New Brunswick	88.3 (133.7)	205.8 (272.8)	129.5 (201.3)	269.6 (370.6)	387.1 (857.0)	323.1 (667.0)	471.4 (360.6)	618.4 (577.2)	527.0 (478.3)
Quebec	127.1 (243.2)	153.5 (245.4)	139.8 (243.3)	308.3 (367.8)	326.1 (460.0)	319.8 (432.1)	841.6 (911.0)	830.0 (565.5)	834.8 (753.9)
Ontario	217.8 (445.3)	169.4 (225.4)	198.3 (368.3)	422.5 (526.7)	379.5 (466.2)	396.3 (494.4)	466.6 (753.3)	478.7 (649.1)	474.2 (682.2)
Manitoba	105.8 (96.7)	105.9 (193.1)	105.8 (144.1)	269.2 (312.8)	209.9 (375.8)	232.4 (356.6)	638.6 (635.0)	591.8 (738.4)	612.2 (675.0)
Saskatchewan	155.2 (249.0)	343.2 (589.2)	234.1 (462.0)	114.5 (119.4)	351.9 (598.7)	313.9 (561.2)	322.7 (366.3)	585.5 (382.5)	473.7 (377.1)
Alberta	482.0 (572.0)	184.6 (192.9)	380.0 (462.5)	314.6 (481.9)	234.4 (332.3)	262.8 (384.6)	1020.3 (547.2)	720.9 (664.9)	828.5 (623.4)
B.C.	107.1 (94.1)	149.3 (188.4)	128.2 (155.9)	857.8 (685.7)	474.4 (404.9)	633.3 (498.5)	344.6 (318.4)	618.7 (482.1)	481.4 (432.2)
<i>Test of equality: p-value</i>	0.00	0.66	0.17	0.00	0.03	0.02	N/A	0.48	0.28
Regions									
Census Metro Area	283.3 (472.8)	165.0 (183.9)	230.9 (365.7)	478.7 (590.6)	348.1 (427.6)	399.5 (496.0)	588.5 (782.3)	661.8 (653.3)	629.5 (707.9)
Urban Centre	176.4 (265.2)	240.7 (339.2)	199.3 (303.2)	384.6 (402.2)	521.3 (667.5)	453.3 (571.0)	421.1 (533.3)	552.7 (568.0)	498.5 (556.4)
Toronto/Montreal/Vancouver	139.1 (267.8)	201.5 (175.9)	166.7 (222.0)	478.8 (514.9)	443.1 (513.4)	456.9 (512.0)	363.6 (302.4)	663.8 (501.0)	556.7 (456.5)
Rural Area	103.4 (129.0)	195.8 (313.8)	135.4 (227.5)	325.8 (395.4)	255.4 (450.6)	275.6 (435.1)	565.8 (555.9)	534.3 (560.3)	546.6 (555.6)
<i>Test of equality: p-value</i>	0.01	0.33	0.03	0.06	0.00	0.12	0.13	0.72	0.43
Age									
25-34	244.7 (446.1)	173.3 (214.7)	217.4 (370.0)	532.9 (522.8)	391.2 (539.7)	452.9 (534.3)	454.7 (632.5)	705.3 (531.1)	604.8 (567.8)
35-44	177.1 (228.0)	180.4 (327.1)	178.6 (283.3)	383.9 (450.2)	359.2 (431.6)	367.9 (438.1)	642.7 (584.4)	480.8 (743.7)	560.6 (667.4)
45-54	287.8 (368.6)	139.7 (258.3)	219.4 (315.7)	231.8 (616.8)	300.9 (314.7)	276.8 (441.3)	1054.0 (1087.7)	581.7 (458.8)	777.1 (737.5)
55-64	25.9 (24.9)	292.8 (453.9)	90.6 (253.5)	231.6 (173.1)	91.6 (107.6)	113.0 (126.3)	1080.0 (N/A)	365.7 (248.0)	427.9 (432.7)
<i>Test of equality: p-value</i>	0.00	0.77	0.40	0.04	0.00	0.00	N/A	0.19	0.44

Table 7B (continued)

Average Hours in Training Programs by Type of Financing

	<u>Employer-Financed</u>			<u>Self-Financed</u>			<u>Government-Financed</u>		
	<u>Men</u>	<u>Women</u>	<u>All</u>	<u>Men</u>	<u>Women</u>	<u>All</u>	<u>Men</u>	<u>Women</u>	<u>All</u>
<i>Education Level</i>									
0-8 years	83.9 (128.1)	0.0 (.0)	83.9 (128.1)	359.1 (579.0)	378.8 (350.9)	373.8 (491.2)	524.2 (807.3)	292.3 (331.1)	435.5 (641.0)
Some Secondary	117.4 (268.4)	72.3 (82.5)	108.3 (231.4)	142.4 (173.3)	157.4 (445.9)	149.4 (370.5)	191.4 (251.6)	723.9 (659.3)	471.5 (575.3)
Grade 11-13 Graduate	59.0 (70.5)	184.7 (220.2)	120.7 (164.4)	165.5 (173.1)	290.1 (341.4)	249.0 (295.3)	633.8 (506.8)	410.2 (541.8)	488.9 (519.6)
Some Post-Secondary	169.7 (191.6)	143.0 (222.0)	158.2 (207.0)	683.9 (773.8)	176.5 (256.2)	379.2 (483.8)	484.0 (627.9)	858.0 (679.1)	703.4 (648.3)
Certificate or Diploma	226.7 (306.0)	184.8 (344.8)	210.0 (324.5)	412.9 (436.1)	350.0 (471.9)	371.3 (461.5)	750.5 (564.4)	608.2 (538.6)	668.3 (546.6)
Bachelor, Master or PhD	320.6 (536.1)	166.5 (237.5)	251.1 (418.8)	520.9 (584.7)	428.1 (539.7)	468.2 (557.5)	900.0 (1244.5)	538.9 (660.9)	686.0 (989.2)
<i>Test of equality: p-value</i>	0.00	0.03	0.08	0.00	0.00	0.00	0.00	0.08	0.49
Family Characteristics									
Spouse not present	368.7 (487.9)	160.1 (309.8)	256.1 (400.5)	580.4 (642.7)	294.9 (385.4)	413.8 (491.4)	584.7 (781.2)	567.5 (621.9)	574.8 (683.4)
Spouse present	175.6 (274.7)	178.1 (266.4)	176.6 (271.0)	335.6 (393.6)	381.6 (518.9)	364.9 (478.2)	595.0 (526.5)	674.3 (540.0)	640.6 (532.7)
<i>Spouse's education</i>									
0-8 years	63.7 (2.8)	36.9 (45.3)	48.0 (37.4)	523.4 (619.0)	276.6 (146.2)	394.1 (449.3)	195.0 N/A	524.1 (574.6)	478.3 (559.3)
Some Secondary	395.8 (578.0)	207.3 (315.4)	330.8 (474.3)	147.4 (177.0)	415.7 (290.1)	335.5 (253.6)	533.7 (196.7)	1026.8 (662.4)	829.6 (628.8)
Grade 11-13 Graduate	181.8 (222.3)	195.4 (159.7)	187.0 (199.9)	132.8 (349.0)	384.3 (358.4)	303.6 (355.4)	957.1 (608.9)	469.7 (441.6)	780.8 (546.3)
Some Post-Secondary	52.3 (92.6)	88.3 (62.0)	69.3 (78.5)	377.7 (462.3)	530.5 (461.1)	454.2 (454.1)	520.5 (486.2)	136.9 (55.2)	387.4 (401.6)
Certificate or Diploma	112.5 (147.8)	141.0 (245.2)	122.2 (194.4)	476.8 (427.4)	288.9 (561.7)	352.3 (523.1)	533.7 (558.8)	627.1 (453.4)	590.9 (509.5)
Bachelor, Master or PhD	320.2 (440.5)	191.9 (327.4)	258.9 (385.8)	489.7 (574.8)	351.0 (462.7)	407.7 (506.3)	569.2 (754.9)	573.6 (617.2)	571.8 (670.8)
<i>Test of equality: p-value</i>	0.00	0.00	0.00	0.01	0.38	0.90	0.00	0.00	0.32
<i>Number of Children (age < 18)</i>									
No Children	270.3 (451.5)	164.2 (243.3)	223.6 (371.8)	561.6 (572.2)	385.2 (512.8)	463.1 (539.7)	580.1 (761.9)	496.8 (581.3)	538.9 (683.2)
1 Child	166.5 (200.8)	213.6 (386.8)	190.7 (310.4)	216.1 (329.5)	267.6 (343.1)	248.9 (337.4)	656.3 (643.0)	821.8 (688.7)	758.1 (669.5)
2 or More Children	179.9 (229.3)	151.9 (267.6)	170.4 (247.1)	547.8 (435.7)	625.7 (461.4)	601.8 (453.7)	304.0 (450.7)	349.4 (517.1)	335.8 (497.7)
<i>Test of equality: p-value</i>	0.48	0.56	0.61	0.01	0.30	0.01	0.87	0.13	0.25

Table 7B (continued)

Average Hours in Training Programs by Type of Financing

	<u>Employer-Financed</u>			<u>Self-Financed</u>			<u>Government-Financed</u>		
	<u>Men</u>	<u>Women</u>	<u>All</u>	<u>Men</u>	<u>Women</u>	<u>All</u>	<u>Men</u>	<u>Women</u>	<u>All</u>
<i>Number of Preschool Children</i>									
No Preschool Children	232.4	169.2	204.8	482.6	373.6	415.1	599.5	578.3	588.2
	(388.9)	(296.7)	(345.7)	(527.0)	(493.1)	(505.8)	(716.6)	(643.3)	(675.2)
1 Preschool Child	125.4	176.7	146.5	263.9	255.6	258.7	550.1	828.1	740.9
	(171.0)	(162.0)	(167.1)	(433.3)	(402.2)	(412.0)	(481.2)	(515.7)	(501.5)
2 or More Preschool Children	270.6	213.4	259.7	297.0	247.4	270.9	461.7	507.7	499.1
	(283.7)	(311.0)	(288.5)	(498.2)	(186.7)	(341.1)	(399.7)	(310.5)	(332.2)
<i>Test of equality: p-value</i>	0.12	0.89	0.31	0.12	0.07	0.02	0.84	0.19	0.27
Country of Birth									
Foreign Born	138.6	87.8	120.3	581.1	391.4	465.3	297.7	476.7	453.1
	(259.6)	(118.8)	(207.5)	(530.4)	(355.8)	(442.9)	(143.1)	(371.1)	(326.3)
Job Characteristics									
<i>Employment in 1997</i>									
Not Employed in 97	N/A	N/A	N/A	432.9	373.3	390.1	487.0	804.8	697.6
				(749.2)	(534.7)	(591.5)	(928.6)	(648.9)	(734.0)
Employed in 97	218.4	171.6	198.8	439.6	344.6	382.8	628.1	493.9	557.0
	(352.4)	(284.1)	(322.0)	(479.1)	(453.8)	(463.9)	(581.6)	(544.5)	(561.4)
<i>Employment in 1998</i>									
Not Employed in 98	204.3	350.7	254.7	578.6	337.1	415.3	480.4	649.3	588.5
	(205.3)	(360.3)	(270.1)	(613.3)	(498.0)	(530.7)	(621.1)	(583.8)	(593.8)
Employed in 98	219.2	164.3	196.0	407.0	353.7	375.1	674.9	573.3	623.5
	(361.2)	(280.3)	(325.2)	(486.4)	(456.3)	(468.6)	(701.8)	(601.7)	(649.5)
<i>Working hours</i>									
Not Employed Full Time in 97	171.8	211.7	197.6	720.5	358.7	461.9	549.0	678.8	631.8
	(269.4)	(343.7)	(318.8)	(660.8)	(472.7)	(530.1)	(744.6)	(637.1)	(670.8)
Employed Full Time in 97	223.0	159.8	199.0	288.9	339.0	315.5	637.2	469.9	559.4
	(361.6)	(262.9)	(322.6)	(404.0)	(458.6)	(436.6)	(600.2)	(407.2)	(527.4)
<i>Job Tenure</i>									
Job Tenure > 12 Months	176.3	174.8	175.6	341.6	258.3	289.1	457.4	594.9	536.8
	(256.5)	(280.6)	(267.9)	(438.6)	(361.9)	(387.4)	(622.3)	(598.1)	(606.5)
Job Started Within Last Year	592.0	143.0	405.0	658.0	603.0	626.1	880.2	667.5	758.9
	(825.7)	(317.4)	(621.2)	(593.3)	(666.0)	(635.8)	(722.1)	(574.8)	(647.2)
<i>Job Nature</i>									
Not Professional	201.8	174.1	193.9	499.7	379.0	429.5	563.7	636.3	605.2
	(288.6)	(315.0)	(298.1)	(524.4)	(487.2)	(501.8)	(644.6)	(583.8)	(608.3)
Professional	243.3	170.3	203.5	330.0	313.0	318.7	756.7	506.1	606.7
	(427.4)	(264.3)	(343.7)	(486.2)	(442.3)	(456.7)	(786.3)	(626.8)	(702.2)

Table 7B (continued)

Average Hours in Training Programs by Type of Financing

	<u>Employer-Financed</u>			<u>Self-Financed</u>			<u>Government-Financed</u>		
	<u>Men</u>	<u>Women</u>	<u>All</u>	<u>Men</u>	<u>Women</u>	<u>All</u>	<u>Men</u>	<u>Women</u>	<u>All</u>
<i>Industry</i>									
White Collar	216.7	168.1	190.6	493.7	352.1	399.6	583.6	648.7	626.8
	(371.3)	(247.4)	(304.1)	(553.4)	(463.4)	(491.7)	(768.5)	(610.6)	(660.2)
Blue Collar	220.9	229.5	221.7	261.7	310.7	275.5	598.4	391.3	537.6
	(325.8)	(613.1)	(369.8)	(399.4)	(542.0)	(434.1)	(518.6)	(356.0)	(479.6)
<i>Union Status</i>									
Not Union Member	231.8	166.4	205.0	476.1	368.0	411.0	603.7	607.3	605.7
	(382.7)	(221.9)	(320.5)	(531.4)	(502.4)	(513.6)	(685.0)	(571.7)	(617.8)
Union Member	182.2	184.0	183.0	308.0	299.1	302.1	462.1	664.2	603.6
	(277.6)	(366.6)	(325.7)	(438.9)	(364.0)	(389.0)	(586.5)	(744.3)	(672.1)
<i>Firm Size</i>									
Less than 20	318.7	165.9	248.4	739.2	360.2	502.4	685.3	423.5	591.1
	(557.4)	(216.9)	(408.5)	(591.5)	(481.3)	(523.5)	(455.8)	(413.4)	(436.1)
20 - 99	110.9	175.1	140.8	336.7	346.0	341.6	571.5	666.9	620.8
	(164.6)	(297.2)	(234.3)	(357.8)	(360.4)	(358.0)	(633.8)	(685.3)	(650.3)
100 - 199	181.0	172.3	178.0	521.4	384.2	413.4	617.3	148.4	602.6
	(207.2)	(143.9)	(177.8)	(540.0)	(350.4)	(420.5)	(567.6)	(151.3)	(545.3)
200 - 499	291.2	170.8	253.7	232.4	177.7	199.0	451.9	640.2	595.6
	(448.0)	(241.9)	(371.2)	(438.6)	(154.4)	(266.2)	(113.8)	(574.6)	(539.4)
500 or over	177.4	171.7	175.0	331.6	359.5	347.5	580.3	474.0	504.6
	(270.5)	(336.2)	(300.8)	(447.2)	(527.8)	(497.2)	(797.3)	(604.9)	(681.0)
<i>Test of equality: p-value</i>	0.21	1.00	0.51	0.25	0.01	0.02	0.38	0.01	0.95

Notes: Means are weighted using the weights provided by Statistics Canada to account for stratified sampling and non-response. Unweighted standard deviations appear in parentheses. "Professional" includes professional, administrative and managerial occupations.

Table 8A
Average Hours in Training Courses

	<u>Men</u>	<u>Overall</u> <u>Women</u>	<u>All</u>
Overall	38.6 (91.1)	40.2 (107.6)	39.4 (100.4)
Provinces			
Newfoundland	29.4 (31.5)	42.9 (146.7)	36.0 (106.0)
PEI	42.4 (90.7)	55.4 (181.1)	49.1 (149.4)
Nova Scotia	28.4 (35.6)	26.5 (35.5)	27.5 (35.5)
New Brunswick	48.1 (172.0)	36.7 (104.9)	42.0 (137.3)
Quebec	33.5 (51.0)	60.1 (126.1)	46.2 (96.0)
Ontario	42.0 (109.7)	38.2 (120.8)	40.0 (115.6)
Manitoba	35.9 (50.8)	31.0 (128.9)	33.4 (101.5)
Saskatchewan	40.2 (65.6)	27.5 (86.0)	33.4 (78.1)
Alberta	41.4 (124.2)	35.3 (63.0)	38.3 (95.1)
B.C.	34.2 (44.6)	41.2 (83.3)	37.9 (69.5)
<i>Test of equality: p-value</i>	0.13	0.02	0.00
Regions			
Census Metro Area	39.1 (98.3)	42.1 (100.4)	40.6 (99.4)
Urban Centre	43.5 (116.3)	40.2 (134.9)	41.7 (126.7)
Toronto/Montreal/Vancouver	36.9 (88.0)	46.4 (122.7)	42.0 (108.9)
Rural Area	29.8 (40.5)	32.5 (76.0)	31.2 (62.5)
<i>Test of equality: p-value</i>	0.58	0.44	0.30
Age			
25-34	43.1 (103.1)	47.5 (124.8)	45.4 (115.4)
35-44	37.2 (103.5)	42.3 (100.1)	39.9 (101.6)
45-54	37.3 (66.3)	34.6 (109.6)	35.9 (92.0)
55-64	33.8 (40.1)	20.3 (50.3)	27.3 (45.7)
<i>Test of equality: p-value</i>	0.62	0.00	0.00

Table 8A (continued)
Average Hours in Training Courses

	<u>Men</u>	<u>Overall</u> <u>Women</u>	<u>All</u>
<i>Education Level</i>			
0-8 years	20.1 (63.6)	51.6 (62.6)	29.8 (62.8)
Some Secondary	34.3 (141.5)	46.2 (163.1)	39.7 (151.5)
Grade 11-13 Graduate	31.6 (57.5)	32.6 (49.6)	32.1 (53.3)
Some Post-Secondary	40.6 (47.7)	54.7 (177.4)	47.9 (137.7)
Certificate or Diploma	39.5 (90.0)	30.2 (98.7)	34.6 (94.9)
Bachelor, Master or PhD	41.9 (100.6)	51.6 (103.7)	46.8 (102.3)
<i>Test of equality: p-value</i>	0.01	0.00	0.01
Family Characteristics			
Spouse not present	45.3 (105.2)	47.2 (117.3)	46.4 (112.6)
Spouse present	36.8 (85.3)	37.4 (102.0)	37.1 (94.3)
<i>Spouse's education</i>			
0-8 years	14.1 (31.4)	135.2 (233.7)	88.3 (200.8)
Some Secondary	36.1 (161.7)	29.5 (49.2)	32.5 (111.6)
Grade 11-13 Graduate	35.6 (51.0)	33.7 (112.1)	34.8 (84.4)
Some Post-Secondary	48.6 (77.3)	41.4 (80.4)	45.9 (78.7)
Certificate or Diploma	38.4 (102.0)	35.2 (117.2)	36.7 (110.1)
Bachelor, Master or PhD	39.0 (85.3)	42.2 (100.2)	40.8 (94.2)
<i>Test of equality: p-value</i>	0.00	0.66	0.57
<i>Number of Children (age < 18)</i>			
No Children	40.0 (94.2)	45.8 (111.9)	43.0 (104.0)
1 Child	38.9 (99.9)	38.2 (92.3)	38.5 (95.6)
2 or More Children	37.0 (82.2)	34.6 (109.7)	35.8 (98.2)
<i>Test of equality: p-value</i>	0.77	0.17	0.15

Table 8A (continued)
Average Hours in Training Courses

	<u>Men</u>	<u>Overall</u> <u>Women</u>	<u>All</u>
<i>Number of Preschool Children</i>			
No Preschool Children	39.5 (90.8)	41.5 (111.7)	40.5 (102.7)
1 Preschool Child	34.5 (107.2)	36.3 (102.3)	35.4 (104.5)
2 or More Preschool Children	36.6 (51.1)	30.9 (37.4)	34.0 (45.1)
<i>Test of equality: p-value</i>	0.58	0.12	0.15
Country of Birth			
Foreign Born	49.4 (153.1)	50.0 (121.6)	49.7 (137.7)
Job Characteristics			
<i>Employment in 1997</i>			
Not Employed in 97	75.0 (264.9)	48.1 (83.3)	53.8 (137.1)
Employed in 97	37.8 (83.6)	39.5 (109.4)	38.7 (98.1)
<i>Employment in 1998</i>			
Not Employed in 98	42.3 (97.5)	47.4 (97.9)	45.6 (97.7)
Employed in 98	38.3 (90.5)	39.2 (108.9)	38.8 (100.7)
<i>Working hours</i>			
Not Employed Full Time in 97	37.3 (131.8)	36.0 (86.9)	36.3 (99.1)
Employed Full Time in 97	38.8 (83.8)	42.2 (117.1)	40.3 (100.8)
<i>Job Tenure</i>			
Job Tenure > 12 Months	36.7 (84.8)	36.6 (101.3)	36.6 (94.0)
Job Started Within Last Year	57.8 (136.3)	68.1 (145.1)	63.6 (141.5)
<i>Job Nature</i>			
Not Professional	36.3 (98.7)	40.3 (114.6)	38.1 (106.7)
Professional	41.2 (80.6)	40.1 (101.7)	40.6 (93.8)

Table 8A (continued)
Average Hours in Training Courses

	<u>Men</u>	<u>Overall Women</u>	<u>All</u>
<i>Industry</i>			
White Collar	42.0 (98.0)	40.8 (108.6)	41.3 (104.9)
Blue Collar	31.0 (76.6)	27.7 (87.0)	30.6 (78.1)
<i>Union Status</i>			
Not Union Member	37.7 (85.1)	41.5 (103.4)	39.6 (95.3)
Union Member	40.5 (101.0)	37.7 (114.2)	39.0 (108.5)
<i>Firm Size</i>			
Less than 20	29.0 (64.7)	41.3 (124.9)	34.8 (100.3)
20 - 99	33.8 (84.5)	34.3 (61.0)	34.1 (72.5)
100 - 199	42.7 (85.1)	35.3 (81.3)	39.1 (83.3)
200 - 499	40.9 (47.1)	32.6 (67.8)	36.2 (59.7)
500 or over	41.3 (95.5)	42.0 (117.8)	41.7 (107.7)
<i>Test of equality: p-value</i>	0.01	0.54	0.40

Notes: Means are weighted using the weights provided by Statistics Canada to account for stratified sampling and non-response. Unweighted standard deviations appear in parentheses. "Professional" includes professional, administrative and managerial occupations.

Table 8B

Average Hours in Training Courses by Type of Financing

	<u>Employer-Financed</u>			<u>Self-Financed</u>			<u>Government-Financed</u>		
	<u>Men</u>	<u>Women</u>	<u>All</u>	<u>Men</u>	<u>Women</u>	<u>All</u>	<u>Men</u>	<u>Women</u>	<u>All</u>
Overall	35.4 (74.4)	35.2 (85.3)	35.3 (80.1)	44.0 (138.5)	34.5 (112.1)	37.9 (121.2)	52.2 (123.1)	100.9 (184.4)	77.2 (161.0)
Provinces									
Newfoundland	30.6 (31.5)	33.8 (62.8)	31.9 (47.5)	26.7 (35.8)	68.1 (261.5)	54.7 (210.6)	10.6 (13.7)	38.7 (84.1)	18.0 (49.9)
PEI	34.5 (105.5)	67.0 (212.1)	52.4 (179.6)	39.4 (33.9)	24.0 (23.1)	30.8 (27.5)	85.5 (101.5)	16.3 (2.9)	67.8 (88.2)
Nova Scotia	25.7 (28.3)	23.9 (27.4)	24.9 (27.8)	21.4 (22.0)	22.3 (27.3)	22.0 (25.7)	109.6 (80.5)	51.4 (79.4)	68.8 (81.1)
New Brunswick	44.0 (185.1)	27.5 (41.7)	35.9 (131.0)	49.8 (133.6)	50.6 (178.6)	50.3 (166.6)	62.0 (52.3)	42.3 (45.9)	52.3 (48.3)
Quebec	32.0 (50.3)	58.1 (126.4)	44.2 (94.9)	28.4 (35.8)	43.9 (103.8)	35.9 (81.6)	89.7 (87.8)	112.6 (152.6)	104.6 (131.3)
Ontario	36.7 (49.6)	31.9 (93.3)	34.4 (74.0)	62.4 (232.3)	34.4 (59.6)	43.2 (138.7)	46.9 (193.5)	112.2 (338.8)	74.0 (270.4)
Manitoba	30.2 (40.3)	26.9 (61.0)	28.7 (51.5)	44.8 (70.8)	27.2 (200.2)	32.9 (172.0)	96.8 (101.3)	83.5 (83.6)	89.0 (87.7)
Saskatchewan	37.9 (63.7)	23.4 (31.0)	30.9 (49.2)	51.2 (79.1)	33.8 (156.3)	39.1 (139.0)	18.8 (14.4)	41.3 (77.5)	35.8 (67.6)
Alberta	39.6 (134.1)	27.9 (42.9)	34.0 (97.9)	34.9 (40.7)	30.5 (67.4)	32.1 (60.5)	58.9 (74.8)	163.7 (173.1)	112.3 (133.0)
B.C.	34.4 (42.2)	36.4 (72.3)	35.4 (59.9)	26.9 (48.1)	32.7 (74.3)	30.4 (66.3)	36.9 (46.1)	88.0 (124.8)	67.5 (108.0)
<i>Test of equality: p-value</i>	0.34	0.18	0.03	0.26	0.42	0.09	0.00	0.00	0.02
Regions									
Census Metro Area	35.4 (75.1)	38.1 (91.8)	36.7 (84.0)	48.4 (178.7)	33.5 (65.3)	39.0 (114.6)	49.9 (71.1)	114.3 (232.5)	82.7 (182.5)
Urban Centre	44.5 (127.2)	33.2 (118.2)	39.1 (122.6)	37.3 (75.4)	34.2 (129.5)	35.3 (113.0)	27.6 (37.6)	97.8 (210.1)	70.3 (171.0)
Toronto/Montreal/Vancouver	35.2 (49.7)	44.3 (117.9)	39.9 (94.1)	32.2 (150.8)	32.1 (68.2)	32.1 (107.2)	54.6 (97.5)	129.0 (250.7)	90.4 (203.4)
Rural Area	29.8 (36.6)	24.9 (58.8)	27.5 (49.2)	24.6 (24.6)	40.2 (100.6)	34.9 (85.9)	31.0 (73.3)	57.0 (83.0)	43.5 (77.5)
<i>Test of equality: p-value</i>	0.64	0.24	0.13	0.24	0.97	0.39	0.32	0.63	0.91
Age									
25-34	37.0 (91.0)	40.6 (77.9)	38.7 (84.6)	57.0 (151.9)	39.3 (152.5)	45.8 (152.3)	68.6 (76.0)	151.8 (247.2)	111.5 (197.4)
35-44	33.0 (82.7)	39.3 (89.5)	36.0 (86.3)	54.9 (187.4)	33.9 (119.8)	41.0 (143.9)	30.3 (56.0)	85.9 (100.1)	60.0 (83.2)
45-54	36.2 (41.5)	28.0 (91.1)	32.4 (70.3)	25.4 (40.2)	35.7 (57.8)	32.0 (53.2)	81.6 (261.8)	79.2 (198.6)	80.3 (221.1)
55-64	38.7 (45.0)	18.9 (59.9)	30.2 (52.6)	19.4 (18.3)	19.3 (25.4)	19.4 (23.1)	32.5 (35.5)	32.3 (74.6)	32.4 (52.6)
<i>Test of equality: p-value</i>	0.74	0.00	0.34	0.01	0.00	0.00	0.22	0.04	0.01

Table 8B (continued)

Average Hours in Training Courses by Type of Financing

	<u>Employer-Financed</u>			<u>Self-Financed</u>			<u>Government-Financed</u>		
	<u>Men</u>	<u>Women</u>	<u>All</u>	<u>Men</u>	<u>Women</u>	<u>All</u>	<u>Men</u>	<u>Women</u>	<u>All</u>
<i>Education Level</i>									
0-8 years	21.1 (78.2)	18.4 (20.0)	20.1 (64.1)	15.7 (13.5)	11.0 (5.6)	15.0 (11.4)	31.5 (59.0)	253.4 (194.5)	143.8 (105.1)
Some Secondary	21.6 (28.2)	43.2 (201.1)	30.4 (127.9)	79.2 (328.3)	31.9 (54.7)	51.1 (210.9)	34.7 (77.5)	110.4 (132.1)	63.4 (113.5)
Grade 11-13 Graduate	30.0 (45.9)	25.0 (36.9)	27.5 (41.7)	23.8 (93.2)	32.5 (43.6)	29.8 (60.6)	45.9 (66.6)	97.6 (115.8)	71.7 (97.5)
Some Post-Secondary	37.6 (41.0)	39.8 (93.5)	38.6 (72.9)	43.2 (35.2)	53.7 (233.5)	50.2 (196.6)	37.1 (102.2)	121.0 (147.8)	94.5 (133.0)
Certificate or Diploma	34.8 (79.9)	28.1 (74.9)	31.6 (77.4)	46.4 (83.2)	25.9 (121.4)	32.1 (112.4)	74.7 (183.4)	63.0 (157.9)	68.7 (168.4)
Bachelor, Master or PhD	40.5 (90.3)	47.0 (86.9)	43.6 (88.5)	46.3 (144.6)	42.2 (70.0)	43.9 (105.7)	36.3 (39.9)	141.2 (288.9)	89.8 (218.1)
<i>Test of equality: p-value</i>	0.00	0.05	0.00	0.05	0.00	0.02	0.80	0.01	0.89
Family Characteristics									
Spouse not present	40.6 (95.9)	34.1 (85.6)	36.9 (89.9)	46.9 (133.9)	53.2 (127.5)	50.9 (129.4)	61.4 (66.7)	104.3 (155.3)	86.3 (128.5)
Spouse present	34.2 (65.7)	35.6 (85.1)	34.8 (75.4)	42.7 (141.0)	26.9 (103.0)	32.5 (116.6)	48.6 (147.2)	99.0 (204.4)	72.9 (180.2)
<i>Spouse's education</i>									
0-8 years	20.4 (12.7)	168.4 (240.8)	118.8 (197.8)	4.8 (2.1)	52.4 (227.9)	36.1 (219.5)	10.8 (83.1)	45.0 (43.4)	16.5 (59.8)
Some Secondary	30.5 (56.0)	24.8 (44.3)	27.5 (50.2)	66.4 (414.9)	30.3 (53.8)	43.0 (218.5)	25.6 (60.6)	75.4 (67.5)	49.1 (62.8)
Grade 11-13 Graduate	35.0 (49.8)	34.5 (49.4)	34.8 (49.6)	33.9 (38.6)	21.0 (190.9)	25.3 (157.3)	29.4 (79.3)	83.1 (80.6)	47.2 (79.2)
Some Post-Secondary	48.8 (74.7)	35.0 (69.7)	44.3 (72.7)	33.2 (69.3)	16.9 (14.8)	24.6 (44.6)	50.2 (89.5)	169.5 (226.8)	94.6 (156.3)
Certificate or Diploma	31.9 (85.8)	30.2 (103.4)	31.1 (94.4)	62.3 (134.4)	25.8 (60.9)	37.9 (91.1)	95.8 (239.3)	131.3 (325.2)	116.4 (287.9)
Bachelor, Master or PhD	36.2 (77.0)	34.6 (74.9)	35.3 (75.8)	39.2 (109.3)	43.2 (108.5)	41.8 (108.6)	53.3 (61.5)	86.4 (136.5)	72.8 (114.8)
<i>Test of equality: p-value</i>	0.13	0.36	0.22	0.00	0.06	0.47	0.04	0.32	0.04
<i>Number of Children (age < 18)</i>									
No Children	35.9 (78.2)	41.5 (97.4)	38.7 (88.4)	41.7 (109.9)	37.6 (88.9)	39.3 (97.2)	55.9 (153.3)	108.0 (189.0)	78.3 (171.4)
1 Child	40.6 (107.4)	30.6 (58.2)	35.7 (84.6)	45.7 (116.3)	33.7 (61.6)	37.4 (82.0)	28.8 (71.3)	157.9 (284.3)	94.6 (230.8)
2 or More Children	32.7 (46.3)	30.4 (81.5)	31.7 (65.8)	56.7 (199.1)	78.5 (150.3)	69.9 (163.5)	47.5 (74.7)	30.5 (112.5)	35.9 (100.3)
<i>Test of equality: p-value</i>	0.38	0.31	0.19	0.93	0.55	0.89	0.24	0.45	0.80

Table 8B (continued)

Average Hours in Training Courses by Type of Financing

	<u>Employer-Financed</u>			<u>Self-Financed</u>			<u>Government-Financed</u>		
	<u>Men</u>	<u>Women</u>	<u>All</u>	<u>Men</u>	<u>Women</u>	<u>All</u>	<u>Men</u>	<u>Women</u>	<u>All</u>
<i>Number of Preschool Children</i>									
No Preschool Children	36.5 (81.2)	35.9 (89.5)	36.2 (85.6)	40.9 (104.9)	36.2 (122.0)	37.9 (116.6)	53.3 (130.8)	105.2 (164.9)	79.6 (150.9)
1 Preschool Child	31.7 (38.5)	34.8 (71.7)	33.2 (57.4)	66.9 (294.2)	22.8 (64.3)	37.8 (168.4)	22.0 (19.1)	98.7 (279.8)	63.3 (227.0)
2 or More Preschool Children	31.6 (42.0)	25.9 (25.2)	29.5 (36.4)	42.3 (43.9)	34.9 (36.4)	36.7 (38.2)	113.3 (106.1)	47.6 (84.5)	76.5 (96.1)
<i>Test of equality: p-value</i>	0.38	0.15	0.18	0.71	0.07	0.99	0.01	0.25	0.90
Country of Birth									
Foreign Born	39.9 (49.4)	36.6 (34.4)	38.5 (43.0)	57.0 (282.0)	34.3 (77.2)	43.8 (184.6)	104.0 (261.6)	185.1 (340.7)	145.5 (306.3)
Job Characteristics									
<i>Employment in 1997</i>									
Not Employed in 97	N/A	14.6 (39.6)	14.6 (39.6)	75.7 (374.9)	30.9 (69.6)	38.2 (149.6)	74.2 (89.6)	88.4 (107.0)	84.1 (101.4)
Employed in 97	35.4 (74.4)	35.2 (85.3)	35.3 (80.1)	41.9 (107.4)	35.2 (119.9)	37.8 (115.6)	47.3 (129.9)	108.9 (211.2)	74.4 (177.4)
<i>Employment in 1998</i>									
Not Employed in 98	24.9 (32.9)	28.1 (33.9)	26.4 (33.2)	42.3 (150.1)	33.8 (101.9)	35.9 (114.1)	67.3 (80.1)	96.1 (108.9)	85.6 (98.9)
Employed in 98	35.8 (75.8)	35.5 (86.5)	35.6 (81.4)	44.2 (136.3)	34.7 (115.6)	38.3 (123.2)	46.3 (141.0)	105.0 (228.9)	72.3 (192.5)
<i>Working hours</i>									
Not Employed Full Time in 97	24.4 (28.6)	23.4 (30.7)	23.6 (30.2)	40.5 (218.7)	34.0 (102.1)	35.5 (130.9)	61.5 (84.1)	84.3 (136.4)	77.5 (122.3)
Employed Full Time in 97	36.2 (77.0)	38.8 (95.7)	37.3 (86.0)	45.2 (100.3)	34.8 (122.3)	39.5 (113.3)	47.9 (142.6)	140.3 (255.7)	76.9 (198.6)
<i>Job Tenure</i>									
Job Tenure > 12 Months	35.7 (75.6)	34.7 (86.7)	35.2 (81.3)	35.1 (126.3)	28.8 (107.5)	31.0 (113.6)	37.0 (61.2)	79.0 (132.4)	57.3 (105.2)
Job Started Within Last Year	31.8 (59.0)	40.8 (70.3)	36.5 (65.4)	81.1 (179.0)	66.0 (134.1)	72.3 (152.0)	150.8 (299.9)	172.5 (282.2)	164.9 (284.4)
<i>Job Nature</i>									
Not Professional	32.8 (90.8)	34.2 (90.1)	33.3 (90.5)	41.9 (141.1)	31.2 (112.2)	35.2 (122.3)	49.9 (70.1)	96.3 (148.5)	72.9 (120.1)
Professional	38.1 (48.9)	35.8 (82.3)	36.9 (70.3)	46.7 (135.0)	38.1 (112.1)	41.0 (119.6)	60.9 (218.8)	113.9 (248.1)	91.5 (236.1)

Table 8B (continued)

Average Hours in Training Courses by Type of Financing

	<u>Employer-Financed</u>			<u>Self-Financed</u>			<u>Government-Financed</u>		
	<u>Men</u>	<u>Women</u>	<u>All</u>	<u>Men</u>	<u>Women</u>	<u>All</u>	<u>Men</u>	<u>Women</u>	<u>All</u>
<i>Industry</i>									
White Collar	37.8	35.2	36.4	46.2	35.8	39.0	60.6	102.8	86.4
	(69.4)	(84.4)	(78.7)	(158.0)	(114.8)	(127.2)	(152.3)	(188.2)	(177.3)
Blue Collar	30.1	35.8	30.6	38.0	14.8	30.9	36.7	48.1	37.8
	(82.9)	(103.5)	(85.3)	(79.2)	(36.6)	(70.7)	(61.6)	(91.2)	(66.0)
<i>Union Status</i>									
Not Union Member	32.9	34.6	33.7	43.3	34.2	37.7	56.1	116.8	87.8
	(41.9)	(81.8)	(64.3)	(150.9)	(95.2)	(116.8)	(138.3)	(200.4)	(177.6)
Union Member	40.1	36.2	38.2	46.2	34.9	38.1	37.2	28.7	33.1
	(107.2)	(89.5)	(98.1)	(91.2)	(145.5)	(132.2)	(51.7)	(69.2)	(60.6)
<i>Firm Size</i>									
Less than 20	27.0	36.1	30.8	28.4	36.6	33.2	34.2	84.1	57.0
	(41.9)	(49.6)	(45.7)	(95.4)	(172.2)	(146.4)	(69.8)	(177.3)	(135.6)
20 - 99	24.6	24.9	24.8	31.4	50.2	42.1	171.7	60.4	111.9
	(29.8)	(50.0)	(41.6)	(56.4)	(61.5)	(59.6)	(337.4)	(145.0)	(260.3)
100 - 199	34.7	24.7	29.9	90.7	23.1	51.9	31.2	565.1	160.8
	(63.9)	(26.5)	(49.8)	(165.6)	(25.9)	(102.7)	(21.6)	(464.7)	(250.3)
200 - 499	39.2	28.1	33.1	47.0	40.4	42.2	80.7	103.4	89.7
	(44.4)	(38.4)	(41.1)	(40.7)	(124.2)	(108.2)	(113.1)	(87.3)	(92.7)
500 or over	39.8	41.0	40.3	51.2	30.8	38.2	28.6	104.9	62.9
	(93.2)	(110.3)	(102.0)	(128.1)	(42.1)	(82.1)	(34.9)	(252.3)	(191.7)
<i>Test of equality: p-value</i>	0.00	0.07	0.00	0.24	0.37	0.74	0.32	0.45	0.66

Notes: Means are weighted using the weights provided by Statistics Canada to account for stratified sampling and non-response. Unweighted standard deviations appear in parentheses. "Professional" includes professional, administrative and managerial occupations.

Table 9A
Probit Model of Training Program Participation
Benchmark Covariate Set
Marginal Effects on Participation Probabilities (x100)

	Overall	
	Men	Women
Newfoundland	-1.36 (1.02)	-1.23 (1.16)
PEI	-3.66 (0.80)***	-0.64 (1.36)
Nova Scotia	-0.31 (1.08)	-2.71 (0.85)***
New Brunswick	0.49 (1.17)	-0.98 (1.05)
Quebec	-1.27 (0.81)	0.59 (1.01)
Manitoba	0.57 (1.09)	0.30 (1.06)
Saskatchewan	-1.69 (0.85)**	-0.45 (1.00)
Alberta	0.34 (0.95)	0.87 (1.07)
B.C.	-0.91 (0.98)	0.12 (0.97)
Census Metro Area	0.05 (0.79)	0.27 (0.83)
Toronto/Montreal/Vancouver	-0.89 (0.85)	-0.46 (0.87)
Urban Centres	0.59 (1.16)	-0.72 (1.00)
Rural or Remote Area	-0.18 (0.89)	-0.15 (0.96)
Age	-0.43 (0.28)	0.05 (0.28)
Age Squared	0.00 (0.00)	-0.01 (0.00)
Grade 11-13 Graduate	0.03 (1.20)	0.44 (1.40)
Some Post-Secondary	4.04 (1.19)***	4.23 (1.18)***
Certificate or Diploma	-0.45 (1.17)	1.09 (1.03)

Table 9A (continued)
Probit Model of Training Program Participation
Benchmark Covariate Set
Marginal Effects on Participation Probabilities (x100)

	Overall	
	Men	Women
Bachelor, Master or PhD	1.05 (0.91)	1.48 (0.97)
Spouse Present	0.66 (1.08)	-3.42 (1.52)**
Spouse - Grade 11-13 Graduate	0.59 (1.16)	-0.14 (1.46)
Spouse - Some Post-secondary	-0.57 (1.49)	1.25 (1.52)
Spouse - Certificate or Diploma	1.60 (1.24)	-1.34 (1.51)
Spouse - Bachelor, Master or PhD	0.84 (1.02)	-0.58 (1.09)
1 Child (age < 18)	-1.45 (1.92)	0.17 (1.46)
2 or More Children (age < 18)	1.32 (3.37)	-1.74 (1.51)
1 Child (age < 18) (if spouse present)	2.41 (2.28)	-0.36 (1.88)
2 or More Children (age < 18) (if spouse present)	-1.71 (2.96)	2.01 (2.10)
1 Preschool Child	-1.91 (2.78)	1.70 (1.87)
2 or More Preschool Children	-0.71 (1.22)	-1.82 (1.18)
Preschool Children (if spouse present)	1.02 (3.87)	-2.90 (1.42)**
Foreign Born	-0.60 (0.87)	0.13 (1.05)
Observations	10748.00	12418.00
Log-Likelihood	-2453.751	-3157.116
P-value for test of provincial equality	0.07	0.17

Notes: Estimated robust standard errors appear in parentheses. The “*” denotes statistical significance at the ten percent level, “**” at the five percent level, and “***” at the one percent level. The estimates are weighted using the weights provided by Statistics Canada to account for stratified sampling and non-response. The omitted province is Ontario. A dummy variable for missing place of birth was included in the model, but its estimated coefficient is not shown here. The test for provincial equality is a test of the joint null that the population coefficients on all the included provincial dummy variables equal zero.

Table 9B
Probit Model of Training Program Participation by Type of Financing
Benchmark Covariate Set

Marginal Effects on Participation Probabilities (x100)

	<u>Employer-Financed</u>		<u>Self-Financed</u>		<u>Government-Financed</u>	
	<u>Men</u>	<u>Women</u>	<u>Men</u>	<u>Women</u>	<u>Men</u>	<u>Women</u>
Newfoundland	-1.28 (0.46)***	-0.54 (0.39)	-0.01 (0.75)	0.40 (1.06)	0.66 (0.51)	-0.44 (0.18)**
PEI	-2.06 (0.25)***	0.09 (0.58)	-0.70 (0.68)	-0.47 (1.04)	-0.08 (0.39)	-0.36 (0.22)*
Nova Scotia	-1.05 (0.47)**	-0.61 (0.29)**	1.20 (0.94)	-1.80 (0.61)***	0.02 (0.25)	-0.07 (0.30)
New Brunswick	-0.67 (0.51)	-0.29 (0.36)	1.06 (0.96)	-0.78 (0.80)	0.78 (0.53)	-0.02 (0.32)
Quebec	-1.49 (0.40)***	-0.63 (0.29)**	0.52 (0.57)	1.27 (0.86)	-0.05 (0.21)	-0.01 (0.24)
Manitoba	0.31 (0.66)	-0.10 (0.37)	0.76 (0.76)	0.50 (0.86)	-0.10 (0.18)	-0.05 (0.29)
Saskatchewan	-0.49 (0.53)	-0.17 (0.33)	-1.11 (0.43)**	-0.30 (0.80)	-0.14 (0.16)	-0.12 (0.24)
Alberta	0.27 (0.58)	-0.19 (0.35)	0.47 (0.65)	0.91 (0.85)	-0.18 (0.18)	0.03 (0.28)
B.C.	-1.09 (0.48)**	0.05 (0.37)	0.31 (0.71)	0.43 (0.76)	0.16 (0.29)	-0.25 (0.21)
Census Metro Area	-0.76 (0.54)	0.19 (0.31)	0.47 (0.46)	0.17 (0.63)	0.24 (0.14)*	-0.18 (0.24)
Toronto/Montreal/Vancouver	-0.29 (0.55)	-0.65 (0.32)**	-0.40 (0.46)	-0.10 (0.65)	-0.18 (0.20)	0.22 (0.26)
Urban Centres	-0.20 (0.66)	-0.03 (0.36)	0.78 (0.79)	-1.13 (0.64)*	0.09 (0.22)	0.25 (0.43)
Rural or Remote Area	0.09 (0.56)	0.06 (0.39)	-0.28 (0.53)	-0.37 (0.70)	-0.02 (0.16)	-0.01 (0.26)
Age	-0.04 (0.15)	0.37 (0.12)***	-0.23 (0.16)	-0.18 (0.21)	0.03 (0.06)	-0.05 (0.07)
Age Squared	0.00 (0.00)	-0.01 (0.00)***	0.00 (0.00)	0.00 (0.00)	0.00 (0.00)	0.00 (0.00)
Grade 11-13 Graduate	1.29 (0.47)***	1.10 (0.31)***	-0.47 (0.76)	0.45 (1.22)	-0.47 (0.50)	-0.54 (0.43)
Some Post-Secondary	1.43 (0.75)*	1.18 (0.41)***	1.43 (0.71)**	2.15 (0.93)**	0.43 (0.23)*	0.50 (0.37)
Certificate or Diploma	-0.52 (0.75)	-0.18 (0.35)	0.39 (0.68)	1.20 (0.78)	-0.12 (0.21)	-0.13 (0.30)

Table 9B (continued)
Probit Model of Training Program Participation by Type of Financing
Benchmark Covariate Set
Marginal Effects on Participation Probabilities (x100)

	<u>Employer-Financed</u>		<u>Self-Financed</u>		<u>Government-Financed</u>	
	<u>Men</u>	<u>Women</u>	<u>Men</u>	<u>Women</u>	<u>Men</u>	<u>Women</u>
Bachelor, Master or PhD	0.15 (0.49)	0.42 (0.39)	0.92 (0.63)	1.33 (0.75)*	-0.26 (0.12)**	-0.39 (0.18)**
Spouse Present	1.37 (0.58)**	-1.18 (0.68)*	-0.04 (0.61)	-0.48 (0.96)	-1.06 (0.59)*	-1.81 (1.01)*
Spouse - Grade 11-13 Graduate	0.59 (0.56)	0.18 (0.44)	-0.35 (0.89)	0.61 (1.06)	-0.20 (0.40)	-0.94 (0.69)
Spouse - Some Post-secondary	-1.03 (1.11)	0.85 (0.44)*	0.48 (0.79)	-0.47 (1.31)	0.08 (0.22)	-0.47 (0.62)
Spouse - Certificate or Diploma	1.45 (0.81)*	-1.45 (0.69)**	-0.41 (0.77)	0.23 (1.06)	0.09 (0.21)	0.80 (0.40)**
Spouse - Bachelor, Master or PhD	0.02 (0.60)	-0.25 (0.39)	1.03 (0.62)*	0.22 (0.79)	-0.28 (0.19)	-0.66 (0.37)*
1 Child (age < 18)	0.13 (1.24)	-0.52 (0.55)	-2.77 (1.52)*	0.50 (1.21)	0.11 (0.39)	0.17 (0.25)
2 or More Children (age < 18)	1.78 (2.60)	-0.63 (0.49)	-0.80 (0.51)	-0.07 (1.28)	0.27 (0.57)	-0.51 (0.30)*
1 Child (age < 18) (if spouse present)	-0.34 (1.42)	0.44 (0.68)	3.61 (1.87)*	-0.65 (1.49)	0.31 (0.48)	-0.14 (0.53)
2 or More Children (age < 18) (if spouse present)	-0.97 (1.86)	0.48 (0.76)		0.36 (1.56)	-0.45 (0.35)	0.77 (0.66)
1 Preschool Child	-1.37 (1.47)	-1.04 (0.42)**	3.30 (3.93)	0.20 (1.30)	-0.14 (0.15)	0.73 (0.61)
2 or More Preschool Children	-0.30 (0.68)	-0.72 (0.31)**	0.23 (0.92)	-1.25 (0.80)	-0.12 (0.19)	0.23 (0.49)
Preschool Children (if spouse present)	1.36 (2.93)	2.07 (1.50)	-1.91 (1.02)*	-1.48 (1.08)		-0.49 (0.28)*
Foreign Born	-0.77 (0.49)	-0.69 (0.28)**	0.53 (0.58)	0.36 (0.81)	-0.32 (0.13)**	0.39 (0.35)
Observations	10720.00	12395.00	10709.00	12381.00	10703.00	12377.00
Log-Likelihood	-1376.281	-1147.147	-1258.464	-2127.292	-463.6618	-723.4861
P-value for test of provincial equality	0.00	0.46	0.19	0.08	0.10	0.76

Notes: Estimated robust standard errors appear in parentheses. The “*” denotes statistical significance at the ten percent level, “**” at the five percent level, and “***” at the one percent level. The estimates are weighted using the weights provided by Statistics Canada to account for stratified sampling and non-response. The omitted province is Ontario. A dummy variable for missing place of birth was included in the model, but its estimated coefficient is not shown here. The test for provincial equality is a test of the joint null that the population coefficients on all the included provincial dummy variables equal zero.

Table 10A
Probit Model of Training Course Participation
Benchmark Covariate Set
Marginal Effects on Participation Probabilities (x100)

	<u>Overall</u>	
	<u>Men</u>	<u>Women</u>
Newfoundland	-9.80 (1.67)***	-9.02 (1.69)***
PEI	-5.85 (2.34)**	-4.99 (2.03)**
Nova Scotia	0.66 (2.04)	-2.27 (1.70)
New Brunswick	-7.62 (1.58)***	-5.67 (1.59)***
Quebec	-11.06 (1.38)***	-13.79 (1.22)***
Manitoba	-1.99 (1.83)	-0.56 (1.77)
Saskatchewan	-0.36 (1.93)	0.52 (1.76)
Alberta	-2.90 (1.63)*	0.18 (1.67)
B.C.	-0.57 (1.75)	0.63 (1.67)
Census Metro Area	0.63 (1.51)	-0.19 (1.47)
Toronto/Montreal/Vancouver	-4.15 (1.56)***	0.20 (1.55)
Urban Centres	2.35 (2.03)	1.97 (1.99)
Rural or Remote Area	0.33 (1.70)	-0.35 (1.60)
Age	1.84 (0.50)***	2.55 (0.48)***
Age Squared	-0.02 (0.01)***	-0.03 (0.01)***
Some Secondary	-5.06 (4.44)	4.80 (3.62)
Grade 11-13 Graduate	8.27 (1.72)***	10.95 (1.65)***
Some Post-Secondary	6.74 (2.23)***	5.53 (2.02)***
Certificate or Diploma	1.77 (2.11)	3.64 (1.93)*

Table 10A (continued)
Probit Model of Training Course Participation
Benchmark Covariate Set
Marginal Effects on Participation Probabilities (x100)

	Overall	
	Men	Women
Bachelor, Master or PhD	8.42 (1.78) ^{***}	9.87 (1.86) ^{***}
Spouse Present	9.55 (1.83) ^{***}	3.50 (2.00) [*]
Spouse - Some Secondary	2.00 (4.82)	3.61 (2.89)
Spouse - Grade 11-13 Graduate	5.42 (2.07) ^{***}	2.01 (2.15)
Spouse - Some Post-secondary	4.31 (2.40) [*]	-1.46 (2.92)
Spouse - Certificate or Diploma	-4.70 (2.49) [*]	2.09 (2.60)
Spouse - Bachelor, Master or PhD	4.48 (1.98) ^{**}	2.99 (1.87)
1 Child (age < 18)	-1.03 (4.08)	0.77 (2.64)
2 or More Children (age < 18)	11.79 (6.75) [*]	-0.70 (3.07)
1 Child (age < 18) (if spouse present)	1.93 (4.53)	-2.60 (3.16)
2 or More Children (age < 18) (if spouse present)	-8.84 (5.60)	0.83 (3.56)
1 Preschool Child	-9.96 (7.52)	-8.22 (2.75) ^{***}
2 or More Preschool Children	-2.03 (2.49)	-5.53 (2.11) ^{***}
Preschool Children (if spouse present)	8.92 (11.42)	9.08 (4.24) ^{**}
Foreign Born	-2.28 (1.64)	-8.13 (1.42) ^{***}
Observations	10,748	12,418
Log-Likelihood	-5146.991	-5932.839
P-value for test of provincial equality	0.00	0.00

Notes: Estimated robust standard errors appear in parentheses. The “*” denotes statistical significance at the ten percent level, “***” at the five percent level, and “****” at the one percent level. The estimates are weighted using the weights provided by Statistics Canada to account for stratified sampling and non-response. The omitted province is Ontario. A dummy variable for missing place of birth was included in the model, but its estimated coefficient is not shown here. The test for provincial equality is a test of the joint null that the population coefficients on all the included provincial dummy variables equal zero.

Table 10B
Probit Model of Training Course Participation
Benchmark Covariate Set

Marginal Effects on Participation Probabilities (x100)

	<u>Employer-Financed</u>		<u>Self-Financed</u>		<u>Government-Financed</u>	
	<u>Men</u>	<u>Women</u>	<u>Men</u>	<u>Women</u>	<u>Men</u>	<u>Women</u>
Newfoundland	-7.28 (1.39)***	-6.53 (1.26)***	-1.38 (0.70)**	-2.44 (0.88)***	-0.66 (0.31)**	-0.73 (0.20)***
PEI	-6.80 (1.72)***	-2.62 (1.73)	0.06 (1.15)	-1.67 (0.93)*	0.32 (0.71)	-0.39 (0.38)
Nova Scotia	1.25 (1.78)	-0.22 (1.47)	-0.14 (0.85)	-2.08 (0.68)***	-0.56 (0.27)**	0.45 (0.50)
New Brunswick	-5.99 (1.28)***	-3.49 (1.31)***	-1.24 (0.62)**	-1.82 (0.74)**	-0.19 (0.40)	0.22 (0.43)
Quebec	-8.22 (1.15)***	-7.75 (1.01)***	-1.50 (0.58)***	-5.45 (0.58)***	-1.19 (0.29)***	-0.32 (0.29)
Manitoba	-1.78 (1.53)	-1.47 (1.32)	0.35 (0.89)	0.38 (0.96)	-0.57 (0.28)**	-0.08 (0.35)
Saskatchewan	0.79 (1.71)	1.47 (1.49)	-0.62 (0.72)	-1.24 (0.72)*	-0.69 (0.24)***	0.07 (0.38)
Alberta	-1.86 (1.38)	1.72 (1.45)	0.02 (0.78)	-1.26 (0.68)*	-0.50 (0.27)*	-0.16 (0.32)
B.C.	-1.45 (1.45)	-0.99 (1.29)	1.60 (0.85)*	0.55 (0.89)	-0.14 (0.36)	0.88 (0.50)*
Census Metro Area	0.37 (1.28)	0.25 (1.20)	0.18 (0.68)	-0.30 (0.82)	-0.03 (0.37)	0.25 (0.27)
Toronto/Montreal/Vancouver	-3.75 (1.32)***	1.65 (1.29)	-0.84 (0.63)	-1.08 (0.76)	0.02 (0.40)	-0.47 (0.30)
Urban Centres	1.01 (1.72)	0.77 (1.64)	0.80 (0.91)	0.57 (1.10)	0.23 (0.53)	0.72 (0.49)
Rural or Remote Area	-0.02 (1.45)	0.16 (1.33)	0.22 (0.75)	-0.50 (0.85)	0.49 (0.57)	0.51 (0.45)
Age	2.04 (0.43)***	2.55 (0.39)***	-0.25 (0.21)	0.01 (0.25)	0.15 (0.12)	0.13 (0.10)
Age Squared	-0.03 (0.01)***	-0.03 (0.01)***	0.00 (0.00)	0.00 (0.00)	0.00 (0.00)	0.00 (0.00)
Some Secondary	0.75 (3.02)	2.16 (3.39)	-1.93 (1.97)	3.23 (1.09)***	-0.95 (1.37)	0.02 (0.72)
Grade 11-13 Graduate	7.57 (1.39)***	8.38 (1.27)***	1.06 (0.75)	2.38 (0.89)***	0.15 (0.44)	0.38 (0.33)
Some Post-Secondary	6.38 (1.88)***	3.80 (1.67)**	1.08 (0.93)	1.14 (1.01)	-0.30 (0.87)	0.50 (0.36)
Certificate or Diploma	0.33 (1.80)	2.32 (1.56)	0.07 (0.87)	1.75 (1.01)*	0.40 (0.72)	-0.46 (0.34)

Table 10B (continued)
Probit Model of Training Course Participation
Benchmark Covariate Set

Marginal Effects on Participation Probabilities (x100)

	<u>Employer-Financed</u>		<u>Self-Financed</u>		<u>Government-Financed</u>	
	<u>Men</u>	<u>Women</u>	<u>Men</u>	<u>Women</u>	<u>Men</u>	<u>Women</u>
Bachelor, Master or PhD	5.69 (1.54)***	7.80 (1.54)***	2.47 (0.82)***	1.80 (1.03)*	-0.22 (0.33)	-0.03 (0.24)
Presence of Spouse	8.04 (1.51)***	2.58 (1.56)*	1.46 (0.72)**	0.45 (1.06)	-0.22 (0.60)	-0.49 (0.46)
Spouse - Some Secondary	3.40 (3.16)	2.37 (2.51)	-1.50 (2.82)	-1.17 (1.73)	0.45 (0.65)	0.78 (0.21)***
Spouse - Grade 11-13 Graduate	5.01 (1.62)***	1.06 (1.83)	0.18 (1.03)	1.73 (0.93)*	0.15 (0.54)	-0.34 (0.58)
Spouse - Some Post-secondary	2.43 (2.09)	-0.78 (2.45)	1.09 (0.92)	-1.91 (1.41)	0.40 (0.50)	0.48 (0.42)
Spouse - Certificate or Diploma	-2.77 (2.14)	1.13 (2.18)	-0.54 (0.99)	1.37 (1.03)	-0.97 (0.64)	-0.20 (0.51)
Spouse - Bachelor, Master or PhD	2.99 (1.68)*	1.36 (1.50)	1.00 (0.80)	1.33 (0.96)	0.08 (0.51)	0.09 (0.35)
1 Child (age < 18)	2.15 (3.43)	0.80 (1.97)	-2.85 (1.86)	-2.49 (1.74)	-0.90 (0.87)	0.42 (0.47)
2 or More Children (age < 18)	4.13 (5.54)	-0.63 (2.45)	6.15 (4.45)	1.68 (1.90)	2.93 (2.14)	-0.24 (0.46)
1 Child (age < 18) (if spouse present)	-0.21 (3.79)	-1.66 (2.43)	1.72 (2.02)	2.29 (1.97)	0.30 (1.00)	-0.87 (0.62)
2 or More Children (age < 18) (if spouse present)	-2.68 (5.12)	-1.01 (2.77)	-3.58 (2.07)*	-1.63 (1.77)	-1.47 (0.80)*	1.75 (1.10)
1 Preschool Child	-5.53 (6.88)	-5.26 (2.24)**	-2.46 (2.15)	-1.97 (1.44)	-0.24 (1.10)	-0.42 (0.37)
2 or More Preschool Children	-0.57 (2.21)	-4.02 (1.69)**	-1.43 (0.74)*	-0.80 (1.09)	-0.27 (0.49)	-0.38 (0.34)
Preschool Children (if spouse present)	4.02 (9.53)	5.97 (3.66)	3.48 (5.66)	2.56 (2.41)	0.55 (1.77)	0.56 (0.76)
Foreign Born	-3.75 (1.32)***	-6.98 (1.04)***	0.64 (0.72)	-1.48 (0.80)*	0.63 (0.49)	0.48 (0.40)
Observations	10,742	12,407	10,694	12,399	10,733	12,360
Log-Likelihood	-4425.513	-4814.62	-1642.089	-2841.861	-711.1346	-800.7732
P-value for test of provincial equality	0.00	0.00	0.02	0.00	0.01	0.03

Notes: Estimated robust standard errors appear in parentheses. The “*” denotes statistical significance at the ten percent level, “**” at the five percent level, and “***” at the one percent level. The estimates are weighted using the weights provided by Statistics Canada to account for stratified sampling and non-response. The omitted province is Ontario. A dummy variable for missing place of birth was included in the model, but its estimated coefficient is not shown here. The test for provincial equality is a test of the joint null that the population coefficients on all the included provincial dummy variables equal zero.

Table 11A
Probit Model of Training Program Participation
Full Covariate Set
Marginal Effects on Participation Probabilities (x100)

	<u>Overall</u>	
	<u>Men</u>	<u>Women</u>
Newfoundland	-1.65 (0.94)*	-1.32 (1.15)
PEI	-3.60 (0.76)***	-0.46 (1.38)
Nova Scotia	-0.38 (1.03)	-2.48 (0.85)***
New Brunswick	0.25 (1.11)	-0.88 (1.04)
Quebec	-1.26 (0.80)	0.73 (1.01)
Manitoba	0.77 (1.10)	0.53 (1.07)
Saskatchewan	-1.62 (0.85)*	-0.18 (1.02)
Alberta	0.32 (0.94)	0.67 (1.04)
B.C.	-0.82 (0.95)	0.24 (0.96)
Census Metro Area	-0.23 (0.78)	0.28 (0.81)
Toronto/Montreal/Vancouver	-0.76 (0.83)	-0.38 (0.85)
Urban Centres	0.39 (1.12)	-0.88 (0.95)
Rural or Remote Area	-0.08 (0.89)	-0.18 (0.93)
Age	-0.22 (0.28)	0.16 (0.28)
Age Squared	0.00 (0.00)	-0.01 (0.00)
Grade 11-13 Graduate	-0.02 (1.15)	0.19 (1.36)
Some Post-Secondary	3.85 (1.17)***	4.19 (1.14)***
Certificate or Diploma	-0.37 (1.12)	0.62 (1.01)
Bachelor, Master or PhD	0.74 (0.99)	0.47 (0.92)

Table 11A (continued)
Probit Model of Training Program Participation
Full Covariate Set
Marginal Effects on Participation Probabilities (x100)

	<u>Overall</u>	
	<u>Men</u>	<u>Women</u>
Spouse Present	1.01 (1.02)	-3.45 (1.52)**
Spouse - Grade 11-13 Graduate	0.59 (1.12)	-0.05 (1.40)
Spouse - Some Post-secondary	-0.56 (1.45)	1.18 (1.49)
Spouse - Certificate or Diploma	1.57 (1.22)	-1.43 (1.48)
Spouse - Bachelor, Master or PhD	0.89 (1.01)	-0.61 (1.06)
1 Child (age < 18)	-1.27 (1.80)	0.14 (1.45)
2 or More Children (age < 18)	1.13 (3.25)	-1.81 (1.47)
1 Child (age < 18) (if spouse present)	2.20 (2.16)	-0.38 (1.83)
2 or More Children (age < 18) (if spouse present)	-1.48 (2.92)	2.03 (2.06)
1 Preschool Child	-2.10 (2.81)	1.93 (1.86)
2 or More Preschool Children	-0.35 (1.26)	-1.80 (1.13)
Preschool Children (if spouse present)	1.24 (4.12)	-2.82 (1.38)**
Foreign Born	-0.68 (0.86)	0.18 (1.04)
Employed in 97	0.24 (1.50)	1.39 (1.42)
Full-time Working in 97	-2.55 (1.16)**	-1.09 (0.82)
Employed in 98	-0.02 (1.44)	-2.06 (1.90)
Job Started within Last Year	2.67 (1.30)**	4.15 (1.59)***
Job Tenure	-0.01 (0.01)	-0.01 (0.01)

Table 11A (continued)
Probit Model of Training Program Participation
Full Covariate Set
Marginal Effects on Participation Probabilities (x100)

	<u>Overall</u>	
	Men	Women
Job Tenure Squared	0.00 (0.00)	0.00 (0.00)
Professional/arial	-0.68 (0.93)	2.89 (0.96)***
Blue Collar	-1.12 (0.78)	0.32 (1.50)
Union member in 97	-1.06 (0.66)	0.62 (0.92)
Firm Size: 20-99	0.98 (0.90)	-0.14 (1.09)
Firm Size: 100 - 199	1.26 (1.36)	0.30 (1.97)
Firm Size: 200 - 499	2.27 (1.69)	-0.43 (1.96)
Firm Size: 500 or over	-1.77 (1.04)*	1.38 (1.21)
Observations	10,735	12,396
Log-Likelihood	-2413.538	-3109.878
P-value for test of provincial equality	0.06	0.23

Notes: Estimated robust standard errors appear in parentheses. The “*” denotes statistical significance at the ten percent level, “***” at the five percent level, and “****” at the one percent level. The estimates are weighted using the weights provided by Statistics Canada to account for stratified sampling and non-response. The omitted province is Ontario. “Professional” includes professional, administrative and managerial occupations. Dummy variables for missing place of birth, missing occupation, missing union status, and missing firm size were included in the model, but their estimated coefficients are not shown here. The test for provincial equality is a test of the joint null that the population coefficients on all the included provincial dummy variables equal zero.

Table 11B
Probit Model of Training Program Participation by Type of Financing
Full Covariate Set

Marginal Effects on Participation Probabilities (x100)

	<u>Employer-Financed</u>		<u>Self-Financed</u>		<u>Government-Financed</u>	
	<u>Men</u>	<u>Women</u>	<u>Men</u>	<u>Women</u>	<u>Men</u>	<u>Women</u>
Newfoundland	-1.32 (0.63)**	-0.36 (0.77)	-0.35 (0.55)	0.22 (1.01)	0.17 (0.24)	-0.28 (0.08)***
PEI	-2.41 (0.32)***	0.27 (0.89)	-0.74 (0.55)	-0.24 (1.08)	-0.10 (0.17)	-0.20 (0.11)*
Nova Scotia	-1.11 (0.58)*	-0.74 (0.49)	1.00 (0.84)	-1.68 (0.58)***	-0.04 (0.13)	-0.06 (0.15)
New Brunswick	-0.61 (0.66)	-0.06 (0.63)	0.70 (0.82)	-0.73 (0.77)	0.35 (0.30)	-0.07 (0.14)
Quebec	-1.56 (0.48)***	-0.65 (0.44)	0.31 (0.51)	1.12 (0.81)	-0.06 (0.12)	-0.02 (0.13)
Manitoba	0.24 (0.76)	0.00 (0.58)	0.95 (0.76)	0.55 (0.84)	-0.02 (0.12)	0.05 (0.20)
Saskatchewan	-0.68 (0.63)	-0.17 (0.50)	-1.02 (0.39)***	-0.19 (0.79)	-0.08 (0.10)	0.01 (0.17)
Alberta	0.42 (0.70)	-0.22 (0.52)	0.42 (0.60)	0.67 (0.81)	-0.11 (0.10)	0.02 (0.16)
B.C.	-1.01 (0.61)*	0.40 (0.60)	0.14 (0.58)	0.21 (0.70)	0.06 (0.17)	-0.12 (0.11)
Census Metro Area	-0.98 (0.64)	0.05 (0.47)	0.28 (0.43)	0.28 (0.61)	0.14 (0.09)	-0.09 (0.14)
Toronto/Montreal/Vancouver	-0.48 (0.61)	-1.01 (0.46)**	-0.24 (0.41)	-0.06 (0.62)	-0.08 (0.13)	0.13 (0.14)
Urban Centres	-0.43 (0.75)	-0.18 (0.51)	0.69 (0.72)	-1.16 (0.59)*	0.05 (0.14)	0.11 (0.24)
Rural or Remote Area	0.27 (0.69)	0.11 (0.57)	-0.20 (0.49)	-0.45 (0.66)	-0.03 (0.10)	0.00 (0.15)
Age	-0.14 (0.20)	0.42 (0.18)**	-0.08 (0.15)	-0.05 (0.20)	0.04 (0.04)	0.01 (0.04)
Age Squared	0.00 (0.00)	-0.01 (0.00)**	0.00 (0.00)	0.00 (0.00)	0.00 (0.00)**	0.00 (0.00)
Grade 11-13 Graduate	1.15 (0.60)*	1.11 (0.51)**	-0.35 (0.70)	0.45 (1.11)	-0.12 (0.20)	-0.25 (0.22)
Some Post-Secondary	1.68 (0.84)**	1.55 (0.55)***	1.21 (0.65)*	2.06 (0.87)**	0.26 (0.14)*	0.36 (0.19)*
Certificate or Diploma	-0.70 (0.86)	-0.72 (0.56)	0.46 (0.59)	1.02 (0.74)	-0.05 (0.13)	-0.04 (0.16)
Bachelor, Master or PhD	-0.11 (0.60)	0.02 (0.50)	0.59 (0.62)	0.84 (0.70)	-0.12 (0.08)	-0.15 (0.10)

Table 11B (continued)
Probit Model of Training Program Participation by Type of Financing
Full Covariate Set

Marginal Effects on Participation Probabilities (x100)

	<u>Employer-Financed</u>		<u>Self-Financed</u>		<u>Government-Financed</u>	
	<u>Men</u>	<u>Women</u>	<u>Men</u>	<u>Women</u>	<u>Men</u>	<u>Women</u>
Spouse Present	1.22 (0.70)*	-1.75 (0.98)*	0.28 (0.53)	-0.41 (0.92)	-0.46 (0.33)	-0.98 (0.60)
Spouse - Grade 11-13 Graduate	0.61 (0.68)	0.20 (0.65)	-0.29 (0.80)	0.71 (0.96)	-0.03 (0.19)	-0.43 (0.36)
Spouse - Some Post-secondary	-1.35 (1.30)	1.20 (0.63)*	0.42 (0.72)	-0.43 (1.25)	0.06 (0.14)	-0.35 (0.39)
Spouse - Certificate or Diploma	1.78 (0.92)*	-1.91 (0.95)**	-0.34 (0.70)	0.03 (1.02)	0.04 (0.13)	0.45 (0.22)**
Spouse - Bachelor, Master or PhD	-0.13 (0.69)	-0.38 (0.58)	1.07 (0.58)*	0.28 (0.75)	-0.15 (0.12)	-0.35 (0.20)*
1 Child (age < 18)	-0.30 (1.45)	-0.55 (0.81)	-2.23 (1.32)*	0.43 (1.18)	0.09 (0.24)	0.08 (0.14)
2 or More Children (age < 18)	2.33 (2.97)	-0.92 (0.74)	-0.70 (0.48)	-0.21 (1.22)	0.17 (0.36)	-0.33 (0.17)*
1 Child (age < 18) (if spouse present)	-0.07 (1.64)	0.43 (0.98)	3.10 (1.66)*	-0.73 (1.42)	0.21 (0.31)	-0.03 (0.27)
2 or More Children (age < 18) (if spouse present)	-1.44 (2.12)	0.90 (1.14)		0.27 (1.49)	-0.26 (0.22)	0.45 (0.39)
1 Preschool Child	-1.42 (1.83)	-1.28 (0.70)*	2.47 (3.43)	0.13 (1.21)	-0.09 (0.08)	0.38 (0.36)
2 or More Preschool Children	-0.32 (0.81)	-0.89 (0.53)*	0.52 (0.95)	-1.24 (0.74)*	-0.07 (0.12)	0.07 (0.24)
Preschool Children (if spouse present)	1.41 (3.25)	2.67 (2.11)	-1.61 (0.99)	-1.20 (1.06)		-0.26 (0.15)*
Foreign Born	-0.79 (0.60)	-0.88 (0.42)**	0.32 (0.51)	0.37 (0.79)	-0.24 (0.07)***	0.05 (0.15)
Employed in 97			0.16 (0.73)	0.76 (1.07)	-0.23 (0.25)	-0.07 (0.17)
Full-time Working in 97	0.81 (0.62)	0.74 (0.36)**	-1.83 (0.76)**	-1.70 (0.60)***	-0.12 (0.15)	0.07 (0.15)
Employed in 98	-0.10 (1.03)	1.42 (0.38)***	0.06 (0.80)	-1.00 (1.43)	-0.33 (0.36)	-1.65 (0.77)**
Job Started within Last Year	-1.13 (0.61)	1.18 (0.37)***	2.33 (0.96)**	3.52 (1.37)**	0.54 (0.37)***	1.77 (0.89)**
Job Tenure	-0.00 (0.01)	-0.01 (0.01)	-0.00 (0.01)	0.00 (0.01)	-0.00 (0.00)	-0.00 (0.00)

Table 11B (continued)
Probit Model of Training Program Participation by Type of Financing
Full Covariate Set

Marginal Effects on Participation Probabilities (x100)

	<u>Employer-Financed</u>		<u>Self-Financed</u>		<u>Government-Financed</u>	
	Men	Women	Men	Women	Men	Women
Job Tenure Squared	0.00 (0.00)	0.00 (0.00)	0.00 (0.00)	-0.00 (0.00)	0.00 (0.00)**	0.00 (0.00)
Professional/arial	0.31 (0.67)	1.57 (0.45)***	-0.63 (0.48)	0.85 (0.68)	-0.07 (0.10)	-0.04 (0.11)
Blue Collar	-0.18 (0.59)	-0.18 (0.67)	-0.85 (0.41)**	-0.31 (0.99)	0.09 (0.10)	0.20 (0.27)
Union member in 97	-0.55 (0.45)	-0.33 (0.38)	-0.41 (0.39)	1.07 (0.70)	-0.13 (0.07)**	0.12 (0.23)
Firm Size: 20-99	-0.05 (0.71)	-0.50 (0.69)	0.83 (0.46)*	-0.03 (0.77)	-0.01 (0.11)	0.16 (0.18)
Firm Size: 100 - 199	1.89 (1.01)*	0.04 (1.03)	-1.18 (0.62)*	0.70 (1.42)	0.21 (0.18)	-0.87 (0.32)***
Firm Size: 200 - 499	1.28 (1.19)	0.46 (1.02)	1.82 (1.01)*	-1.24 (1.27)	-0.28 (0.16)*	1.11 (0.62)*
Firm Size: 500 or over	-1.71 (0.71)**	0.15 (0.62)	-0.09 (0.62)	0.64 (0.84)	0.10 (0.18)	0.56 (0.34)
Observations	9,152	8,864	10,696	12,337	10,673	12,355
Log-Likelihood	-1302.911	-1044.56	-1209.324	-2080.081	-421.874	-649.0096
P-value for test of provincial equality	0.00	0.73	0.14	0.17	0.47	0.48

Notes: Estimated robust standard errors appear in parentheses. The “*” denotes statistical significance at the ten percent level, “***” at the five percent level, and “****” at the one percent level. The estimates are weighted using the weights provided by Statistics Canada to account for stratified sampling and non-response. The omitted province is Ontario. “Professional” includes professional, administrative and managerial occupations. Dummy variables for missing place of birth, missing occupation, missing union status, and missing firm size were included in the model, but their estimated coefficients are not shown here. The test for provincial equality is a test of the joint null that the population coefficients on all the included provincial dummy variables equal zero.

Table 12A
Probit Model of Training Course Participation
Full Covariate Set
Marginal Effects on Participation Probabilities (x100)

	Overall	
	Men	Women
Newfoundland	-7.11 (1.79)***	-7.06 (1.77)***
PEI	-2.68 (2.64)	-4.78 (1.93)**
Nova Scotia	3.46 (2.16)	-1.13 (1.68)
New Brunswick	-6.32 (1.58)***	-4.36 (1.63)***
Quebec	-9.89 (1.34)***	-12.87 (1.19)***
Manitoba	-2.88 (1.70)*	0.50 (1.79)
Saskatchewan	0.46 (1.93)	0.72 (1.77)
Alberta	-1.89 (1.63)	1.25 (1.69)
B.C.	2.10 (1.79)	3.13 (1.74)*
Census Metro Area	-1.39 (1.52)	-1.84 (1.48)
Toronto/Montreal/Vancouver	-3.99 (1.50)***	0.00 (1.51)
Urban Centres	1.46 (1.97)	0.96 (1.87)
Rural or Remote Area	1.97 (1.75)	1.53 (1.66)
Age	0.64 (0.51)	0.74 (0.49)
Age Squared	-0.01 (0.01)*	-0.01 (0.01)*
Some Secondary	-6.56 (4.00)	2.21 (3.82)
Grade 11-13 Graduate	5.94 (1.76)***	7.05 (1.80)***
Some Post-Secondary	5.85 (2.18)***	4.36 (1.98)**
Certificate or Diploma	1.38 (2.06)	1.60 (1.91)
Bachelor, Master or PhD	4.01 (1.74)**	5.40 (1.77)***

Table 12A (continued)
Probit Model of Training Course Participation
Full Covariate Set
Marginal Effects on Participation Probabilities (x100)

	Overall	
	Men	Women
Spouse Present	5.96 (1.88)***	3.48 (1.92)*
Spouse - Some Secondary	-0.27 (5.10)	3.27 (2.60)
Spouse - Grade 11-13 Graduate	5.18 (1.95)***	0.56 (2.18)
Spouse - Some Post-secondary	3.57 (2.34)	-1.57 (2.79)
Spouse - Certificate or Diploma	-4.80 (2.42)**	2.70 (2.45)
Spouse - Bachelor, Master or PhD	2.97 (1.90)	3.57 (1.83)*
1 Child (age < 18)	-4.58 (4.19)	2.01 (2.60)
2 or More Children (age < 18)	14.03 (7.07)**	0.77 (2.96)
1 Child (age < 18) (if spouse present)	4.16 (4.61)	-3.58 (3.11)
2 or More Children (age < 18) (if spouse present)	-10.53 (5.39)*	1.81 (3.45)
1 Preschool Child	-8.68 (7.31)	-5.43 (2.76)**
2 or More Preschool Children	-1.40 (2.42)	-4.91 (2.09)**
Preschool Children (if spouse present)	9.24 (11.28)	7.01 (3.97)*
Foreign Born	-0.96 (1.62)	-5.65 (1.43)***
Employed in 97	5.68 (2.53)**	1.64 (2.22)
Full-time Working in 97	3.93 (1.89)**	4.35 (1.29)***
Employed in 98	2.96 (2.55)	3.35 (2.23)
Job Started within Last Year	-5.00 (1.69)***	-2.06 (2.01)

Table 12A (continued)
Probit Model of Training Course Participation
Full Covariate Set
Marginal Effects on Participation Probabilities (x100)

	Overall	
	Men	Women
Job Tenure	0.02 (0.02)	0.04 (0.02)
Job Tenure Squared	-0.00 (0.00)	-0.00 (0.00)
Professional/arial	6.08 (1.71)***	7.85 (1.42)***
Blue Collar	-1.98 (1.47)	-5.33 (2.18)**
Union member in 97	-2.54 (1.31)*	0.72 (1.53)
Firm Size: 20-99	5.46 (1.79)***	6.20 (1.87)***
Firm Size: 100 - 199	7.14 (2.58)***	1.93 (2.76)
Firm Size: 200 - 499	-1.85 (2.78)	4.38 (3.10)
Firm Size: 500 or over	5.71 (2.29)**	-0.08 (2.16)
Observations	10,735	12,396
Log-Likelihood	-4814.528	-5470.239
P-value for test of provincial equality	0.00	0.00

Notes: Estimated robust standard errors appear in parentheses. The “*” denotes statistical significance at the ten percent level, “**” at the five percent level, and “***” at the one percent level. The estimates are weighted using the weights provided by Statistics Canada to account for stratified sampling and non-response. The omitted province is Ontario. “Professional” includes professional, administrative and managerial occupations. Dummy variables for missing place of birth, missing occupation, missing union status, and missing firm size were included in the model, but their estimated coefficients are not shown here. The test for provincial equality is a test of the joint null that the population coefficients on all the included provincial dummy variables equal zero.

Table 12B
Probit Model of Training Course Participation by Type of Financing
Full Covariate Set

Marginal Effects on Participation Probabilities (x100)

	<u>Employer-Financed</u>		<u>Self-Financed</u>		<u>Government-Financed</u>	
	<u>Men</u>	<u>Women</u>	<u>Men</u>	<u>Women</u>	<u>Men</u>	<u>Women</u>
Newfoundland	-5.04 (1.97)**	-2.70 (0.89)***	-1.39 (0.66)**	-2.50 (0.84)***	-0.63 (0.22)***	-0.62 (0.13)***
PEI	-4.83 (2.44)**	-1.71 (0.96)*	-0.02 (1.11)	-1.59 (0.93)*	0.24 (0.59)	-0.29 (0.31)
Nova Scotia	5.49 (2.42)**	0.78 (1.02)	-0.12 (0.82)	-1.98 (0.67)***	-0.49 (0.22)**	0.29 (0.40)
New Brunswick	-5.56 (1.54)***	-1.30 (0.87)	-1.23 (0.59)**	-1.78 (0.72)**	-0.16 (0.32)	0.08 (0.33)
Quebec	-8.11 (1.31)***	-3.90 (0.68)***	-1.45 (0.57)**	-5.53 (0.56)***	-1.07 (0.24)***	-0.30 (0.23)
Manitoba	-3.23 (1.61)**	-0.35 (0.85)	0.37 (0.85)	0.46 (0.96)	-0.45 (0.25)*	-0.04 (0.30)
Saskatchewan	1.58 (2.00)	1.23 (1.00)	-0.57 (0.69)	-1.45 (0.69)**	-0.56 (0.21)***	0.07 (0.31)
Alberta	-0.89 (1.64)	1.96 (1.02)*	-0.10 (0.73)	-1.39 (0.66)**	-0.42 (0.22)*	-0.18 (0.25)
B.C.	1.59 (1.79)	0.96 (0.89)	1.47 (0.81)*	0.52 (0.86)	-0.13 (0.31)	0.62 (0.40)
Census Metro Area	-1.58 (1.49)	-0.92 (0.80)	0.10 (0.65)	-0.19 (0.80)	-0.08 (0.33)	0.24 (0.22)
Toronto/Montreal/Vancouver	-4.12 (1.48)***	0.66 (0.77)	-0.83 (0.59)	-0.95 (0.74)	-0.07 (0.35)	-0.40 (0.24)
Urban Centres	0.30 (1.87)	-0.03 (0.97)	0.79 (0.89)	0.51 (1.07)	0.18 (0.46)	0.59 (0.41)
Rural or Remote Area	2.48 (1.80)	1.65 (1.00)	0.31 (0.75)	-0.56 (0.82)	0.33 (0.45)	0.34 (0.35)
Age	0.91 (0.53)*	0.42 (0.27)	-0.18 (0.19)	-0.11 (0.25)	0.17 (0.10)*	0.18 (0.08)**
Age Squared	-0.01 (0.01)*	-0.01 (0.00)	0.00 (0.00)	0.00 (0.00)	0.00 (0.00)**	0.00 (0.00)**
Some Secondary	-2.10 (3.99)	-2.05 (3.08)	-1.87 (1.88)	3.18 (1.06)***	-0.16 (0.57)	0.05 (0.55)
Grade 11-13 Graduate	6.21 (1.71)***	2.90 (0.92)***	0.91 (0.73)	2.34 (0.86)***	0.22 (0.36)	0.43 (0.23)*
Some Post-Secondary	6.84 (2.12)***	1.58 (1.04)	0.83 (0.87)	1.08 (0.99)	-0.21 (0.73)	0.45 (0.29)
Certificate or Diploma	-0.39 (2.07)	0.53 (0.97)	0.20 (0.83)	1.37 (0.97)	0.34 (0.62)	-0.35 (0.27)
Bachelor, Master or PhD	2.23 (1.64)	2.84 (0.97)***	1.86 (0.83)**	1.11 (0.96)	0.01 (0.37)	0.03 (0.22)

Table 12B (continued)
Probit Model of Training Course Participation by Type of Financing
Full Covariate Set

Marginal Effects on Participation Probabilities (x100)

	<u>Employer-Financed</u>		<u>Self-Financed</u>		<u>Government-Financed</u>	
	<u>Men</u>	<u>Women</u>	<u>Men</u>	<u>Women</u>	<u>Men</u>	<u>Women</u>
Spouse Present	5.14 (1.80)***	1.52 (0.93)*	1.41 (0.71)**	0.53 (0.99)	0.05 (0.45)	-0.34 (0.37)
Spouse - Some Secondary	2.47 (3.87)	1.21 (1.46)	-1.95 (2.98)	-0.95 (1.64)	0.28 (0.57)	0.63 (0.15)***
Spouse - Grade 11-13 Graduate	5.33 (1.85)***	-0.42 (1.23)	0.24 (0.98)	1.62 (0.93)*	0.12 (0.45)	-0.26 (0.47)
Spouse - Some Post-secondary	2.50 (2.37)	-0.20 (1.46)	0.95 (0.88)	-1.94 (1.39)	0.29 (0.45)	0.39 (0.34)
Spouse - Certificate or Diploma	-3.61 (2.42)	0.96 (1.30)	-0.58 (0.94)	1.33 (1.01)	-0.79 (0.55)	-0.23 (0.43)
Spouse - Bachelor, Master or PhD	1.80 (1.82)	1.13 (0.93)	0.98 (0.77)	1.37 (0.95)	0.09 (0.42)	0.09 (0.28)
1 Child (age < 18)	-1.80 (4.08)	1.28 (1.24)	-2.65 (1.74)	-2.29 (1.68)	-0.60 (0.73)	0.31 (0.38)
2 or More Children (age < 18)	7.05 (6.59)	0.72 (1.60)	6.24 (4.47)	1.32 (1.81)	2.79 (2.01)	-0.28 (0.36)
1 Child (age < 18) (if spouse present)	2.92 (4.41)	-1.56 (1.51)	1.61 (1.89)	1.94 (1.90)	0.11 (0.83)	-0.71 (0.52)
2 or More Children (age < 18) (if spouse present)	-5.71 (5.74)	-0.18 (1.74)	-3.49 (2.02)*	-1.29 (1.74)	-1.32 (0.69)*	1.49 (0.95)
1 Preschool Child	-4.26 (8.23)	-1.27 (1.54)	-2.84 (1.96)	-1.88 (1.40)	-0.24 (0.93)	-0.41 (0.28)
2 or More Preschool Children	0.21 (2.50)	-1.92 (1.04)*	-1.34 (0.71)*	-0.88 (1.04)	-0.29 (0.41)	-0.38 (0.23)
Preschool Children (if spouse present)	3.82 (10.35)	1.84 (2.19)	4.73 (6.76)	2.56 (2.35)	0.36 (1.43)	0.59 (0.69)
Foreign Born	-3.06 (1.54)**	-3.11 (0.67)***	0.56 (0.70)	-1.36 (0.72)*	0.36 (0.38)	0.30 (0.30)
Employed in 97		9.03 (0.90)***	2.06 (0.61)***	0.39 (1.04)	-0.04 (0.41)	-0.22 (0.40)
Full-time Working in 97	6.37 (1.57)***	3.38 (0.71)***	-1.68 (0.93)*	-1.04 (0.64)	0.54 (0.40)	-0.23 (0.21)
Employed in 98	5.18 (2.21)**	3.91 (1.11)***	1.25 (0.83)	-0.65 (1.23)	-1.69 (1.09)	-0.70 (0.62)
Job Started within Last Year	-7.79 (1.42)***	-2.86 (0.71)***	0.04 (0.82)	2.30 (1.52)*	0.31 (0.51)	1.46 (0.78)***

Table 12B (continued)
Probit Model of Training Course Participation by Type of Financing
Full Covariate Set

Marginal Effects on Participation Probabilities (x100)

	<u>Employer-Financed</u>		<u>Self-Financed</u>		<u>Government-Financed</u>	
	Men	Women	Men	Women	Men	Women
Job Tenure	0.02 (0.02)	0.02 (0.01)*	-0.01 (0.01)	0.01 (0.01)	0.00 (0.00)	-0.00 (0.00)
Job Tenure Squared	-0.00 (0.00)	-0.00 (0.00)	0.00 (0.00)	-0.00 (0.00)	-0.00 (0.00)	0.00 (0.00)
Professional/arial	5.67 (1.62)***	3.22 (0.78)***	0.26 (0.67)	1.87 (0.79)**	-0.52 (0.31)*	0.03 (0.24)
Blue Collar	-1.80 (1.43)	-3.31 (0.70)***	-0.62 (0.57)	1.27 (1.86)	-0.35 (0.33)	-0.36 (0.22)*
Union member in 97	-2.60 (1.26)**	-0.70 (0.62)	-0.40 (0.54)	1.78 (0.99)*	-0.11 (0.38)	0.19 (0.33)
Firm Size: 20-99	7.41 (1.63)***	5.40 (1.06)***	-0.03 (0.76)	-1.67 (0.98)*	-0.39 (0.41)	-0.01 (0.33)
Firm Size: 100 - 199	5.59 (2.42)**	0.83 (1.32)	-0.20 (1.02)	-1.21 (1.34)	0.60 (0.56)	-0.40 (0.51)
Firm Size: 200 - 499	-0.53 (2.68)	2.76 (1.59)*	-0.51 (1.12)	0.95 (1.65)	-0.72 (0.51)	-0.12 (0.50)
Firm Size: 500 or over	4.70 (2.13)**	-0.99 (0.94)	1.33 (1.05)	1.02 (1.28)	0.64 (0.65)	0.54 (0.45)
Observations	9,172	12,385	10,690	12,377	10,705	12,343
Log-Likelihood	-3881.516	-4022.128	-1619.701	-2810.508	-675.4741	-763.3153
P-value for test of provincial equality	0.00	0.00	0.02	0.00	0.01	0.03

Notes: Estimated robust standard errors appear in parentheses. The “*” denotes statistical significance at the ten percent level, “**” at the five percent level, and “***” at the one percent level. The estimates are weighted using the weights provided by Statistics Canada to account for stratified sampling and non-response. The omitted province is Ontario. “Professional” includes professional, administrative and managerial occupations. Dummy variables for missing place of birth, missing occupation, missing union status, and missing firm size were included in the model, but their estimated coefficients are not shown here. The test for provincial equality is a test of the joint null that the population coefficients on all the included provincial dummy variables equal zero.

Table 13: Adult Education and Training Policies by Province

	Support to Providers		Support to Employers		Financial Support to Individuals	
	Financial	Non-financial	Financial	Non-financial	Directly	Indirectly
Newfoundland	Provides annual grant-in-aid to support all programs in public institutions. There are no special incentives to support adult education or training.	Nil	Nil	Nil	Provides student loans. Covers the cost of childcare and transportation for social assistance recipients who pursue post-secondary education programs.	Nil
PEI	Funds Literacy/ABE programs.	Sets standards for curriculum and teaching in ABE and literacy programs and evaluates these programs.	Provides “Workplace Education PEI Literacy Initiative” funds to businesses to hire teachers and purchase instructional resources.	Provides needs analysis, assessments, advice and coordination.	Funds skill development for persons eligible for Employment Insurance. Provides Millennium scholarships and community service bursaries.	Provides free literacy and ABE programs.

Table 13: Adult Education and Training Policies by Province (continued)

	Support to Providers		Support to Employers		Support to Individuals	
	Financial	Non-financial	Financial	Non-financial	Directly	Indirectly
Nova Scotia	Funds apprenticeship delivery agencies. Provides grants to community colleges.	Nil	Provides wage subsidies to the disabled. Contributes to training costs of persons on social assistance.	Provides technology to assist disabled persons taking training. Certifies apprenticeships. Provides training tailored to specific employers through public community colleges.	Provides tuition and covers training-related expenditures for the disabled. Provides student loans. Provides bursaries for minority language students. Provides childcare and transportation allowances for social assistance recipients.	Subsidizes apprenticeship programs and community college tuition.
New Brunswick	Funds approved programs in public universities. Provides an outcome-based annual allocation to community colleges.	Nil	Funds workforce training initiatives, such as training to work in call centres.	Nil	Government provides financial assistance for training for persons not completing high school. Public community colleges also provide scholarships and bursaries.	Nil

Table 13: Adult Education and Training Policies by Province (continued)

	Support to Providers		Support to Employers		Support to Individuals	
	Financial	Non-financial	Financial	Non-financial	Directly	Indirectly
Quebec	Funds general education, vocational training, popular education and literacy training.	Nil	Provides some benefits through the income tax system.	Employers with annual payrolls over \$250,000 are required to invest 1% of payroll on training or pay a tax equal to the difference between their expenditures and that amount.	Education expenses are tax deductible at the college level. Social assistance recipients get higher benefits if they train. Provides loans and bursaries to adults in full time vocational education at the secondary, college or university levels.	Provides free secondary education, vocational training and general education.
Ontario	Funds literacy and basic skills services in colleges, school boards and agencies. Funds planning and coordination and the in-school part of apprenticeship training.	Provides curriculum, advice, and support to training providers and monitors workplace and in-school training.	Covers some initial training costs for new hires. Funds the in-school component of apprenticeship training. Provides tax incentives to hire co-op students.	Works with employers to provide training through public colleges and universities. Sets training standard. Helps employers to access workers trained abroad.	Covers transport and childcare costs for basic skills and literacy students. Loans tools to apprentices. Provides student loans, scholarships and bursaries for post-secondary, college and university training.	Provides free literacy education and free ESL/FSL. Provides subsidized distance education from Independent Learning Centre.

Table 13: Adult Education and Training Policies by Province (continued)

	Support to Providers		Support to Employers		Support to Individuals	
	Financial	Non-financial	Financial	Non-financial	Directly	Indirectly
Manitoba	Provides funding to adult learning centres on a per-student basis.	Nil	Shares the costs incurred by employers providing training to existing employees and new workers.	Provides focused human resource planning.	No information	No information
Saskatchewan	Funds post-secondary institutions other than universities.	Through strategic and business planning sets targets and goals for adult education and training for post-secondary institutions other than universities.	Provides financial and training support to new employees to enable them acquire skills required for their jobs.	Provides unspecified training support.	Provides student loans. Provides a training allowance for low-income adults in basic education and training benefits to the unemployed. Provides tax credits to students who stay in Saskatchewan after graduation.	Provides adult education and training through regional colleges and distance learning.
Alberta	Provides operations and capital funding to all public post-secondary institutions.	Nil	Provides some financial incentives through collaborative arrangements between educational institutions and employers.	Nil	Provides scholarships, grants, bursaries, loans, and loan remission to students pursuing education and training after high school.	Nil

Table 13: Adult Education and Training Policies by Province (continued)

	Support to Providers		Support to Employers		Support to Individuals	
	Financial	Non-financial	Financial	Non-financial	Directly	Indirectly
British Columbia	Funds apprenticeships, entry-level trades training, and skills upgrading. Funds training for individuals who did not finish high school. Funds programs designed for adults seeking employment or seeking retraining to upgrade or maintain employment. Fund programs for income assistance recipients.	Gives information to providers about changes in policies. Funds campus childcare centres. Provides accreditation, planning and liaison services.	Provides subsidies to cover the costs of hiring displaced forest workers and disabled workers. Provides support for skills upgrading training. Provides subsidies of up to \$1000 for placements of Income Assistance recipients.	Public post-secondary institutions develop customized curricula for people with disabilities in order to meet employer training requirements.	Covers direct educational costs for students enrolled in programs such as academic upgrading, pre-vocational, English language training and adult special education. Provides an extra year of student loans for single parents and bursaries to aboriginal students. Provides funds to assist displaced forest workers in returning to work. Provides training allowance for income assistance recipients.	Free basic education and secondary programs. Provides tuition or purchases places in employment and training programs.

Source: Council of Ministers of Education Canada and Human Resources Development Canada (2002)

Notes: ABE = Adult Basic Education, ESL = English as a Second Language and FSL = French as a Second Language.

Table 14A
Censored Regression Model of Time in Training Programs
Dependent Variable: Natural Log of Total Time in Training Programs
Benchmark Covariate Set

	Overall	
	Men	Women
Newfoundland	-2.244 (1.884)	-1.545 (1.869)
PEI	-8.504 (2.984)***	-0.667 (2.020)
Nova Scotia	-0.545 (1.641)	-4.329 (1.722)**
New Brunswick	0.417 (1.589)	-1.443 (1.592)
Quebec	-2.157 (1.310)*	0.939 (1.331)
Manitoba	0.652 (1.478)	0.332 (1.397)
Saskatchewan	-3.009 (1.655)*	-0.507 (1.436)
Alberta	0.560 (1.360)	1.389 (1.349)
B.C.	-1.408 (1.619)	0.233 (1.297)
Census Metro Area	0.186 (1.157)	0.446 (1.134)
Toronto/Montreal/Vancouver	-1.421 (1.326)	-0.643 (1.200)
Urban Centres	0.951 (1.601)	-0.997 (1.471)
Rural	-0.299 (1.337)	-0.225 (1.329)
Age	-0.541 (0.386)	0.098 (0.383)
Age Squared	0.000 (0.005)	-0.007 (0.005)
Grade 11-13 Graduate	0.095 (1.719)	0.305 (2.015)
Some Post-Secondary	6.549 (1.952)***	6.382 (1.833)***
Certificate or Diploma	-0.809 (1.730)	1.118 (1.378)

Table 14A (continued)
Censored Regression Model of Time in Training Programs
Dependent Variable: Natural Log of Total Time in Training Programs
Benchmark Covariate Set

	Overall	
	Men	Women
Bachelor, Master or PhD	1.624 (1.215)	1.980 (1.171)*
Spouse Present	1.055 (1.638)	-3.931 (1.739)**
Spouse - Grade 11-13 Graduate	0.675 (1.803)	-0.065 (1.960)
Spouse - Some Post-secondary	-0.725 (2.122)	1.861 (2.246)
Spouse - Certificate or Diploma	2.627 (1.991)	-2.049 (1.982)
Spouse - Bachelor, Master or PhD	1.067 (1.450)	-0.504 (1.486)
1 Child (age < 18)	-2.099 (2.812)	0.507 (2.028)
2 or More Children (age < 18)	1.741 (4.626)	-2.641 (2.126)
1 Child (age < 18) (if spouse present)	3.408 (3.250)	-0.931 (2.581)
2 or More Children (age < 18) (if spouse present)	-2.682 (4.833)	2.862 (2.532)
1 Preschool Child	-3.280 (4.973)	1.665 (2.116)
2 or More Preschool Children	-0.993 (2.013)	-2.682 (2.048)
Preschool Children (if spouse present)	1.771 (5.128)	-3.895 (2.429)
Foreign Born	-0.927 (1.357)	-0.007 (1.424)
Constant	-9.509 (8.562)	-18.840 (7.845)**
Observations	10,748	12,418
Log-Likelihood	-2692263	-3072891
P-value for test of provincial equality	0.07	0.19

Notes: Estimated robust standard errors appear in parentheses. The “*” denotes statistical significance at the ten percent level, “**” at the five percent level, and “***” at the one percent level. The estimates are weighted using the weights provided by Statistics Canada to account for stratified sampling and non-response. The omitted province is Ontario. A dummy variable for missing place of birth was included in the model, but its estimated coefficient is not shown here. The test for provincial equality is a test of the joint null that the population coefficients on all the included provincial dummy variables equal zero.

Table 14B
Censored Regression Model of Time in Training Programs by Type of Financing
Dependent Variable: Natural Log of Total Time in Training Programs
Benchmark Covariate Set

	<u>Employer-Financed</u>		<u>Self-Financed</u>		<u>Government-Financed</u>	
	<u>Men</u>	<u>Women</u>	<u>Men</u>	<u>Women</u>	<u>Men</u>	<u>Women</u>
Newfoundland	-6.056 (2.973)**	-3.872 (4.122)	0.298 (3.219)	0.971 (2.520)	6.769 (3.679)*	-7.188 (4.303)*
PEI	-16.262 (4.496)***	0.729 (3.642)	-3.625 (4.153)	-0.993 (3.096)	-1.556 (7.699)	-5.453 (4.491)
Nova Scotia	-4.657 (2.547)*	-4.758 (3.237)	4.081 (2.640)	-6.090 (2.683)**	0.175 (3.903)	-0.862 (3.578)
New Brunswick	-2.799 (2.306)	-1.820 (2.899)	3.509 (2.793)	-2.402 (2.477)	7.470 (3.482)**	-0.337 (3.473)
Quebec	-6.032 (1.856)***	-4.784 (2.389)**	1.721 (2.030)	3.287 (1.937)*	-0.718 (3.390)	-0.087 (2.623)
Manitoba	0.825 (2.029)	-0.953 (2.555)	2.678 (2.463)	1.292 (2.041)	-1.577 (3.697)	-0.565 (3.310)
Saskatchewan	-1.828 (2.204)	-0.947 (2.458)	-6.732 (3.495)*	-0.796 (2.236)	-2.635 (3.537)	-1.490 (3.083)
Alberta	0.916 (1.863)	-0.855 (2.620)	1.979 (2.313)	2.257 (1.900)	-3.453 (4.489)	0.405 (2.988)
B.C.	-4.458 (2.344)*	0.341 (2.460)	1.268 (2.737)	1.129 (1.833)	2.628 (3.741)	-2.869 (2.875)
Census Metro Area	-2.164 (1.652)	1.661 (2.101)	1.914 (2.037)	0.549 (1.678)	4.351 (2.478)*	-2.102 (2.470)
Toronto/Montreal/Vancouver	-1.025 (1.986)	-4.335 (2.418)*	-1.733 (2.041)	-0.408 (1.668)	-3.435 (3.713)	2.081 (2.458)
Urban Centres	-0.308 (2.446)	0.167 (2.437)	2.831 (2.589)	-3.205 (2.172)	1.331 (3.009)	1.921 (3.634)
Rural	0.383 (1.856)	0.521 (2.447)	-1.414 (2.453)	-0.964 (1.954)	-0.216 (2.736)	-0.206 (2.917)
Age	-0.040 (0.521)	2.531 (0.775)***	-0.893 (0.637)	-0.444 (0.543)	0.516 (1.017)	-0.490 (0.785)
Age Squared	-0.005 (0.006)	-0.034 (0.009)***	0.004 (0.007)	-0.001 (0.007)	-0.014 (0.012)	-0.002 (0.010)
Grade 11-13 Graduate	4.948 (2.165)**	9.473 (3.604)***	-1.783 (2.787)	0.835 (3.454)	-5.657 (4.408)	-4.823 (3.387)
Some Post-Secondary	5.664 (2.941)*	8.721 (3.068)***	6.215 (3.156)**	5.991 (2.737)**	7.559 (4.005)*	5.707 (4.249)
Certificate or Diploma	-2.036 (2.602)	-1.453 (2.317)	1.737 (2.804)	2.901 (1.994)	-2.040 (3.339)	-1.616 (3.156)

Table 14B (continued)
Censored Regression Model of Time in Training Programs by Type of Financing
Dependent Variable: Natural Log of Total Time in Training Programs
Benchmark Covariate Set

	<u>Employer-Financed</u>		<u>Self-Financed</u>		<u>Government-Financed</u>	
	<u>Men</u>	<u>Women</u>	<u>Men</u>	<u>Women</u>	<u>Men</u>	<u>Women</u>
Bachelor, Master or PhD	0.638 (1.613)	2.739 (2.232)	3.487 (2.025)*	3.121 (1.598)*	-5.003 (2.616)*	-5.019 (2.794)*
Spouse Present	5.197 (2.448)**	-6.650 (3.381)**	0.151 (2.530)	-1.012 (2.340)	-11.320 (4.467)**	-12.928 (5.605)**
Spouse - Grade 11-13 Graduate	2.123 (2.280)	1.490 (3.278)	-1.598 (3.295)	1.638 (3.027)	-2.665 (4.800)	-7.510 (4.017)*
Spouse - Some Post-secondary	-3.097 (3.330)	6.504 (3.873)*	2.145 (3.594)	-1.016 (3.203)	1.041 (3.832)	-4.523 (5.118)
Spouse - Certificate or Diploma	5.461 (3.223)*	-8.631 (3.565)**	-1.380 (3.048)	0.412 (2.785)	1.460 (3.464)	10.101 (4.952)**
Spouse - Bachelor, Master or PhD	-0.210 (2.027)	-1.698 (2.665)	4.009 (2.338)*	0.864 (2.000)	-4.793 (3.525)	-7.368 (4.296)*
1 Child (age < 18)	0.695 (4.363)	-2.735 (3.524)	-11.367 (5.629)**	1.450 (3.259)	1.836 (6.240)	1.678 (2.714)
2 or More Children (age < 18)	4.774 (7.134)	-4.698 (3.744)	-3.626 (2.492)	-0.461 (3.361)	4.147 (7.489)	-5.659 (3.516)
1 Child (age < 18) (if spouse present)	-1.510 (4.972)	2.274 (4.472)	13.723 (6.069)**	-2.222 (3.955)	4.875 (7.217)	-1.174 (5.638)
2 or More Children (age < 18) (if spouse present)	-3.064 (7.381)	3.121 (4.527)		1.488 (3.903)	-9.044 (7.906)	6.295 (4.581)
1 Preschool Child	-6.118 (7.193)	-9.137 (4.784)*	9.717 (8.371)	0.048 (3.167)	-2.680 (2.949)	5.957 (3.802)
2 or More Preschool Children	-1.182 (2.618)	-6.656 (3.850)*	1.083 (3.575)	-3.756 (2.868)	-2.110 (4.045)	2.359 (4.221)
Preschool Children (if spouse present)	4.738 (7.396)	9.986 (5.429)*	-11.283 (8.702)	-3.661 (3.582)		-6.622 (4.589)
Foreign Born	-3.143 (2.086)	-5.653 (2.581)**	2.244 (2.118)	0.751 (2.026)	-6.550 (3.046)**	3.548 (2.708)
Constant	-35.643 (11.681)***	-95.246 (17.788)***	-16.362 (13.711)	-23.681 (10.860)**	-35.393 (24.539)	-8.116 (15.796)
Observations	10,720	12,395	10,709	12,381	10,703	12,377
Log-Likelihood	-1375904	-978472.9	-1357702	-2001564	-505648.7	-670944.6
P-value for test of provincial equality	0.00	0.59	0.20	0.09	0.13	0.77

Notes: Estimated robust standard errors appear in parentheses. The “*” denotes statistical significance at the ten percent level, “**” at the five percent level, and “***” at the one percent level. The estimates are weighted using the weights provided by Statistics Canada to account for stratified sampling and non-response. The omitted province is Ontario. A dummy variable for missing place of birth was included in the model, but its estimated coefficient is not shown here. The test for provincial equality is a test of the joint null that the population coefficients on all the included provincial dummy variables equal zero.

Table 15A
Censored Regression Model of Time in Training Courses
Dependent Variable: Natural Log of Total Time in Training Courses
Benchmark Covariate Set

	Overall	
	Men	Women
Newfoundland	-2.105 (0.451)***	-1.852 (0.414)***
PEI	-1.129 (0.514)**	-0.874 (0.407)**
Nova Scotia	0.029 (0.331)	-0.404 (0.295)
New Brunswick	-1.467 (0.369)***	-0.967 (0.324)***
Quebec	-2.129 (0.300)***	-2.531 (0.274)***
Manitoba	-0.360 (0.334)	-0.172 (0.296)
Saskatchewan	-0.018 (0.336)	0.004 (0.279)
Alberta	-0.527 (0.302)*	0.048 (0.277)
B.C.	-0.087 (0.305)	0.104 (0.271)
Census Metro Area	0.063 (0.266)	-0.029 (0.245)
Toronto/Montreal/Vancouver	-0.781 (0.289)***	0.023 (0.256)
Urban Centres	0.303 (0.333)	0.222 (0.306)
Rural	-0.034 (0.295)	-0.069 (0.274)
Age	0.330 (0.090)***	0.443 (0.084)***
Age Squared	-0.004 (0.001)***	-0.006 (0.001)***
Some Secondary	-0.771 (0.707)	1.100 (0.782)
Grade 11-13 Graduate	1.709 (0.373)***	2.144 (0.395)***
Some Post-Secondary	1.306 (0.414)***	1.083 (0.361)***
Certificate or Diploma	0.280 (0.371)	0.436 (0.325)

Table 15A (continued)
Censored Regression Model of Time in Training Courses
Dependent Variable: Natural Log of Total Time in Training Courses
Benchmark Covariate Set

	Overall	
	Men	Women
Bachelor, Master or PhD	1.333 (0.266)***	1.607 (0.256)***
Spouse Present	1.752 (0.370)***	0.538 (0.348)
Spouse - Some Secondary	0.472 (0.924)	0.533 (0.588)
Spouse - Grade 11-13 Graduate	1.070 (0.425)**	0.377 (0.386)
Spouse - Some Post-secondary	0.838 (0.436)*	-0.255 (0.485)
Spouse - Certificate or Diploma	-0.871 (0.407)**	0.361 (0.447)
Spouse - Bachelor, Master or PhD	0.703 (0.319)**	0.469 (0.299)
1 Child (age < 18)	-0.121 (0.737)	0.075 (0.467)
2 or More Children (age < 18)	1.830 (1.037)*	-0.148 (0.530)
1 Child (age < 18) (if spouse present)	0.286 (0.810)	-0.405 (0.558)
2 or More Children (age < 18) (if spouse present)	-1.557 (1.082)	0.139 (0.599)
1 Preschool Child	-2.293 (1.719)	-1.508 (0.574)***
2 or More Preschool Children	-0.314 (0.444)	-0.954 (0.424)**
Preschool Children (if spouse present)	1.661 (1.740)	1.306 (0.624)**
Foreign Born	-0.312 (0.299)	-1.296 (0.291)***
Constant	-14.342 (2.095)***	-16.682 (1.920)***
Observations	10,748	12,418
Log-Likelihood	-7329819	-7411606
P-value for test of provincial equality	0.00	0.00

Notes: Estimated robust standard errors appear in parentheses. The “*” denotes statistical significance at the ten percent level, “**” at the five percent level, and “***” at the one percent level. The estimates are weighted using the weights provided by Statistics Canada to account for stratified sampling and non-response. The omitted province is Ontario. A dummy variable for missing place of birth was included in the model, but its estimated coefficient is not shown here. The test for provincial equality is a test of the joint null that the population coefficients on all the included provincial dummy variables equal zero.

Table 15B
Censored Regression Model of Time in Training Courses by Type of Financing
Dependent Variable: Natural Log of Total Time in Training Courses
Benchmark Covariate Set

	<u>Employer-Financed</u>		<u>Self-Financed</u>		<u>Government-Financed</u>	
	<u>Men</u>	<u>Women</u>	<u>Men</u>	<u>Women</u>	<u>Men</u>	<u>Women</u>
Newfoundland	-2.088 (0.521)***	-2.152 (0.519)***	-1.960 (1.208)	-1.949 (0.951)**	-3.850 (2.644)	-6.302 (3.036)**
PEI	-2.019 (0.630)***	-0.635 (0.517)	0.043 (1.275)	-1.338 (0.824)	1.337 (2.208)	-2.267 (2.844)
Nova Scotia	0.177 (0.371)	-0.057 (0.366)	-0.301 (0.974)	-1.714 (0.636)***	-2.584 (1.779)	1.843 (1.735)
New Brunswick	-1.624 (0.415)***	-0.936 (0.404)**	-1.760 (0.987)*	-1.352 (0.667)**	-0.522 (1.745)	1.031 (1.728)
Quebec	-2.116 (0.334)***	-2.133 (0.329)***	-1.869 (0.829)**	-4.540 (0.607)***	-5.846 (1.551)***	-1.536 (1.588)
Manitoba	-0.449 (0.375)	-0.457 (0.355)	0.342 (0.922)	0.180 (0.597)	-2.696 (1.859)	-0.341 (1.782)
Saskatchewan	0.220 (0.377)	0.290 (0.340)	-0.769 (0.947)	-0.944 (0.582)	-3.953 (1.894)**	0.285 (1.692)
Alberta	-0.464 (0.337)	0.419 (0.334)	-0.064 (0.855)	-0.921 (0.536)*	-2.232 (1.470)	-0.599 (1.767)
B.C.	-0.336 (0.351)	-0.263 (0.341)	1.553 (0.723)**	0.342 (0.544)	-0.563 (1.467)	3.305 (1.523)**
Census Metro Area	0.048 (0.296)	0.051 (0.305)	0.191 (0.774)	-0.182 (0.530)	-0.236 (1.398)	1.246 (1.339)
Toronto/Montreal/Vancouver	-0.885 (0.329)***	0.428 (0.310)	-1.121 (0.769)	-0.785 (0.533)	0.146 (1.494)	-2.303 (1.685)
Urban Centres	0.195 (0.380)	0.128 (0.399)	0.702 (0.858)	0.267 (0.650)	0.627 (1.716)	2.626 (1.445)*
Rural	-0.057 (0.332)	-0.014 (0.334)	0.184 (0.809)	-0.259 (0.605)	1.483 (1.609)	1.993 (1.547)
Age	0.475 (0.104)***	0.672 (0.103)***	-0.268 (0.222)	-0.002 (0.171)	0.553 (0.445)	0.638 (0.471)
Age Squared	-0.006 (0.001)***	-0.008 (0.001)***	0.002 (0.003)	-0.000 (0.002)	-0.007 (0.005)	-0.009 (0.006)
Some Secondary	0.233 (0.742)	0.757 (1.015)	-1.807 (1.563)	3.043 (1.351)**	-2.742 (3.173)	-0.107 (3.711)
Grade 11-13 Graduate	2.144 (0.420)***	2.579 (0.488)***	1.207 (0.991)	1.826 (0.794)**	0.711 (1.794)	1.785 (2.012)
Some Post-Secondary	1.584 (0.462)***	1.058 (0.450)**	1.329 (1.098)	0.832 (0.691)	-1.217 (3.104)	2.417 (1.775)
Certificate or Diploma	0.069 (0.411)	0.539 (0.401)	0.104 (0.988)	0.981 (0.642)	1.519 (2.772)	-2.252 (1.579)

Table 15B (continued)
Censored Regression Model of Time in Training Courses by Type of Financing
Dependent Variable: Natural Log of Total Time in Training Courses
Benchmark Covariate Set

	<u>Employer-Financed</u>		<u>Self-Financed</u>		<u>Government-Financed</u>	
	<u>Men</u>	<u>Women</u>	<u>Men</u>	<u>Women</u>	<u>Men</u>	<u>Women</u>
Bachelor, Master or PhD	1.233 (0.304)***	1.783 (0.301)***	2.229 (0.645)***	1.279 (0.578)**	-0.984 (1.438)	-0.120 (1.175)
Spouse Present	1.978 (0.419)***	0.686 (0.419)	1.869 (0.960)*	0.202 (0.723)	-0.810 (2.079)	-2.027 (1.782)
Spouse - Some Secondary	0.893 (0.926)	0.534 (0.775)	-1.398 (2.324)	-0.805 (0.983)	2.303 (3.849)	6.459 (2.973)**
Spouse - Grade 11-13 Graduate	1.317 (0.468)***	0.329 (0.491)	0.315 (1.180)	1.236 (0.746)*	0.607 (2.250)	-1.414 (2.276)
Spouse - Some Post-secondary	0.627 (0.498)	-0.245 (0.615)	1.276 (1.139)	-1.218 (0.807)	1.844 (2.224)	2.634 (2.442)
Spouse - Certificate or Diploma	-0.713 (0.464)	0.257 (0.565)	-0.536 (1.055)	1.058 (0.723)	-3.376 (1.911)*	-0.954 (2.290)
Spouse - Bachelor, Master or PhD	0.628 (0.361)*	0.377 (0.366)	1.093 (0.839)	0.782 (0.602)	0.341 (1.906)	0.349 (1.659)
1 Child (age < 18)	0.585 (0.818)	0.031 (0.491)	-3.245 (1.931)*	-1.409 (1.184)	-3.411 (3.062)	2.194 (2.286)
2 or More Children (age < 18)	0.848 (1.193)	-0.126 (0.606)	5.382 (2.980)*	0.840 (1.251)	7.601 (3.788)**	-1.189 (2.362)
1 Child (age < 18) (if spouse present)	-0.118 (0.900)	-0.301 (0.614)	2.022 (2.107)	1.281 (1.331)	1.178 (3.642)	-4.396 (2.985)
2 or More Children (age < 18) (if spouse present)	-0.585 (1.240)	-0.313 (0.699)	-4.901 (3.118)	-0.924 (1.369)	-6.946 (4.136)*	6.328 (2.951)**
1 Preschool Child	-1.775 (1.942)	-1.347 (0.709)*	-3.702 (3.926)	-1.567 (1.193)	-1.176 (4.807)	-2.417 (2.284)
2 or More Preschool Children	-0.141 (0.502)	-1.118 (0.546)**	-1.800 (1.224)	-0.480 (0.795)	-0.904 (2.358)	-2.307 (2.297)
Preschool Children (if spouse present)	1.182 (1.965)	1.198 (0.777)	3.134 (3.986)	1.543 (1.285)	1.886 (5.088)	2.319 (2.626)
Foreign Born	-0.839 (0.345)**	-1.906 (0.354)***	0.740 (0.713)	-0.958 (0.608)	2.263 (1.487)	2.255 (1.532)
Constant	-20.833 (2.356)***	-23.528 (2.387)***	-9.416 (5.418)*	-15.408 (3.864)***	-32.078 (8.900)***	-46.557 (9.911)***
Observations	10,742	12,407	10,735	12,399	10,733	12,395
Log-Likelihood	-6120321	-5588497	-1806095	-2866335	-732511.5	-731811.3
P-value for test of provincial equality	0.00	0.00	0.01	0.00	0.00	0.03

Notes: Estimated robust standard errors appear in parentheses. The “*” denotes statistical significance at the ten percent level, “**” at the five percent level, and “***” at the one percent level. The estimates are weighted using the weights provided by Statistics Canada to account for stratified sampling and non-response. The omitted province is Ontario. A dummy variable for missing place of birth was included in the model, but its estimated coefficient is not shown here. The test for provincial equality is a test of the joint null that the population coefficients on all the included provincial dummy variables equal zero.

Table 16A
Censored Regression Model of Time in Training Programs
Dependent Variable: Natural Log of Total Time in Training Programs
Full Covariate Set

	<u>Overall</u>	
	<u>Men</u>	<u>Women</u>
Newfoundland	-2.845 (1.870)	-1.651 (1.909)
PEI	-8.506 (2.942)***	-0.396 (2.033)
Nova Scotia	-0.672 (1.602)	-3.928 (1.698)**
New Brunswick	0.104 (1.569)	-1.316 (1.586)
Quebec	-2.167 (1.293)*	1.132 (1.328)
Manitoba	0.920 (1.462)	0.627 (1.380)
Saskatchewan	-2.923 (1.652)*	-0.128 (1.421)
Alberta	0.544 (1.350)	1.180 (1.349)
B.C.	-1.272 (1.564)	0.391 (1.280)
Census Metro Area	-0.245 (1.136)	0.448 (1.124)
Toronto/Montreal/Vancouver	-1.268 (1.284)	-0.561 (1.179)
Urban Centres	0.684 (1.597)	-1.231 (1.448)
Rural or Remote Area	-0.163 (1.323)	-0.272 (1.314)
Age	-0.236 (0.395)	0.225 (0.380)
Age Squared	-0.003 (0.005)	-0.008 (0.005)*
Grade 11-13 Graduate	-0.017 (1.657)	0.003 (1.933)
Some Post-Secondary	6.245 (1.934)***	6.362 (1.764)***
Certificate or Diploma	-0.699 (1.684)	0.457 (1.369)
Bachelor, Master or PhD	1.072 (1.336)	0.667 (1.212)

Table 16A (continued)
Censored Regression Model of Time in Training Programs
Dependent Variable: Natural Log of Total Time in Training Programs
Full Covariate Set

	<u>Overall</u>	
	<u>Men</u>	<u>Women</u>
Spouse Present	1.607 (1.596)	-3.991 (1.732)**
Spouse - Grade 11-13 Graduate	0.678 (1.759)	0.024 (1.906)
Spouse - Some Post-secondary	-0.724 (2.075)	1.771 (2.221)
Spouse - Certificate or Diploma	2.587 (1.963)	-2.207 (1.938)
Spouse - Bachelor, Master or PhD	1.111 (1.434)	-0.519 (1.450)
1 Child (age < 18)	-1.844 (2.644)	0.509 (2.032)
2 or More Children (age < 18)	1.526 (4.513)	-2.778 (2.095)
1 Child (age < 18) (if spouse present)	3.140 (3.093)	-1.022 (2.528)
2 or More Children (age < 18) (if spouse present)	-2.357 (4.719)	2.940 (2.495)
1 Preschool Child	-3.749 (5.240)	1.921 (2.081)
2 or More Preschool Children	-0.416 (1.991)	-2.749 (1.989)
Preschool Children (if spouse present)	2.162 (5.376)	-3.779 (2.376)
Foreign Born	-1.052 (1.356)	0.110 (1.410)
Employed in 97	0.375 (2.230)	1.613 (2.199)
Full-time Working in 97	-3.611 (1.485)**	-1.502 (1.121)
Employed in 98	0.326 (2.081)	-2.621 (2.443)
Job Started within Last Year	3.331 (1.475)**	4.475 (1.527)***

Table 16A (continued)
Censored Regression Model of Time in Training Programs
Dependent Variable: Natural Log of Total Time in Training Programs
Full Covariate Set

	<u>Overall</u>	
	<u>Men</u>	<u>Women</u>
Job Tenure	-0.013 (0.016)	-0.006 (0.019)
Job Tenure Squared	0.000 (0.000)	-0.000 (0.000)
Professional	-0.873 (1.406)	3.854 (1.095)***
Blue Collar	-1.869 (1.198)	0.607 (1.939)
Union member in 97	-1.604 (1.049)	0.911 (1.200)
Firm Size: 20-99	1.211 (1.353)	-0.014 (1.490)
Firm Size: 100 - 199	2.235 (1.981)	0.388 (2.637)
Firm Size: 200 - 499	3.080 (2.315)	-0.589 (2.683)
Firm Size: 500 or over	-2.891 (1.739)*	1.685 (1.515)
Constant	-13.868 (8.859)	-22.034 (7.847)***
Observations	10,735	12,396
Log-Likelihood	-2661595	-3044722
P-value for test of provincial equality	0.06	0.26

Notes: Estimated robust standard errors appear in parentheses. The “*” denotes statistical significance at the ten percent level, “***” at the five percent level, and “****” at the one percent level. The estimates are weighted using the weights provided by Statistics Canada to account for stratified sampling and non-response. The omitted province is Ontario. “Professional” includes professional, administrative and managerial occupations. Dummy variables for missing place of birth, missing occupation, missing union status, and missing firm size were included in the model, but their estimated coefficients are not shown here. The test for provincial equality is a test of the joint null that the population coefficients on all the included provincial dummy variables equal zero.

Table 16B
Censored Regression Model of Time in Training Programs by Type of Financing
Dependent Variable: Natural Log of Total Time in Training Programs
Full Covariate Set

	<u>Employer-Financed</u>		<u>Self-Financed</u>		<u>Government-Financed</u>	
	<u>Men</u>	<u>Women</u>	<u>Men</u>	<u>Women</u>	<u>Men</u>	<u>Women</u>
Newfoundland	-4.955 (3.043)	-1.014 (4.213)	-1.516 (3.049)	0.619 (2.561)	3.543 (3.584)	-9.693 (4.210)**
PEI	-15.102 (4.508)***	1.274 (3.599)	-4.271 (4.045)	-0.376 (3.137)	-3.280 (7.332)	-5.340 (4.421)
Nova Scotia	-4.015 (2.493)	-3.497 (3.209)	3.604 (2.512)	-5.798 (2.600)**	-1.071 (3.762)	-1.229 (3.369)
New Brunswick	-2.100 (2.317)	0.080 (2.911)	2.529 (2.728)	-2.311 (2.434)	5.642 (3.292)*	-1.537 (3.277)
Quebec	-5.200 (1.796)***	-3.217 (2.316)	0.946 (2.004)	3.009 (1.882)	-1.369 (3.208)	-0.256 (2.451)
Manitoba	0.498 (2.012)	-0.195 (2.526)	3.379 (2.388)	1.457 (2.002)	-0.176 (3.432)	0.936 (3.251)
Saskatchewan	-2.169 (2.239)	-0.478 (2.418)	-6.811 (3.505)*	-0.498 (2.199)	-2.130 (3.632)	0.261 (3.015)
Alberta	1.187 (1.850)	-0.525 (2.536)	1.909 (2.279)	1.831 (1.903)	-3.441 (3.886)	0.594 (2.909)
B.C.	-3.335 (2.275)	1.682 (2.427)	0.624 (2.457)	0.599 (1.773)	1.788 (3.465)	-2.247 (2.822)
Census Metro Area	-2.374 (1.631)	0.548 (2.042)	1.180 (1.982)	0.856 (1.670)	3.862 (2.480)	-1.899 (2.424)
Toronto/Montreal/Vancouver	-1.467 (1.871)	-4.533 (2.322)*	-1.151 (1.905)	-0.303 (1.618)	-2.586 (3.453)	1.928 (2.373)
Urban Centres	-0.910 (2.478)	-0.487 (2.397)	2.659 (2.497)	-3.404 (2.135)	1.289 (2.935)	1.334 (3.498)
Rural or Remote Area	0.901 (1.844)	0.577 (2.405)	-1.154 (2.373)	-1.222 (1.924)	-0.829 (2.765)	-0.097 (2.773)
Age	-0.306 (0.566)	1.906 (0.802)**	-0.277 (0.643)	-0.155 (0.530)	1.195 (0.900)	0.244 (0.721)
Age Squared	-0.001 (0.007)	-0.025 (0.010)**	-0.003 (0.008)	-0.003 (0.006)	-0.022 (0.011)**	-0.010 (0.009)
Grade 11-13 Graduate	3.458 (2.187)	6.041 (3.624)*	-1.426 (2.740)	0.899 (3.220)	-2.440 (3.731)	-3.938 (2.819)
Some Post-Secondary	5.626 (2.841)**	8.262 (3.018)***	5.476 (3.083)*	5.891 (2.633)**	7.036 (3.723)*	7.166 (3.525)**
Certificate or Diploma	-2.262 (2.507)	-3.474 (2.356)	2.195 (2.606)	2.442 (1.958)	-1.362 (3.218)	-0.879 (2.860)
Bachelor, Master or PhD	-0.351 (1.747)	0.224 (2.246)	2.431 (2.260)	2.043 (1.629)	-3.546 (2.662)	-3.116 (2.556)

Table 16B (continued)

Censored Regression Model of Time in Training Programs by Type of Financing

Dependent Variable: Natural Log of Total Time in Training Programs

Full Covariate Set

	<u>Employer-Financed</u>		<u>Self-Financed</u>		<u>Government-Financed</u>	
	<u>Men</u>	<u>Women</u>	<u>Men</u>	<u>Women</u>	<u>Men</u>	<u>Women</u>
Spouse Present	3.671 (2.349)	-6.611 (3.296)**	1.607 (2.494)	-0.854 (2.305)	-8.327 (4.309)*	-11.591 (5.076)**
Spouse - Grade 11-13 Graduate	1.803 (2.272)	1.133 (3.145)	-1.440 (3.170)	2.009 (2.890)	-0.611 (4.221)	-6.090 (3.621)*
Spouse - Some Post-secondary	-3.483 (3.200)	6.190 (3.775)	2.015 (3.458)	-0.961 (3.127)	1.366 (3.932)	-5.453 (4.878)
Spouse - Certificate or Diploma	5.653 (3.121)*	-7.827 (3.440)**	-1.212 (2.934)	-0.132 (2.707)	0.925 (3.492)	9.949 (4.668)**
Spouse - Bachelor, Master or PhD	-0.714 (1.984)	-1.757 (2.631)	4.400 (2.268)*	1.057 (1.953)	-3.840 (3.359)	-6.610 (4.076)
1 Child (age < 18)	-0.582 (4.262)	-1.614 (3.552)	-9.807 (5.247)*	1.322 (3.243)	2.231 (5.887)	1.372 (2.602)
2 or More Children (age < 18)	5.306 (6.859)	-4.688 (3.793)	-3.394 (2.484)	-0.800 (3.321)	4.103 (7.093)	-6.489 (3.391)*
1 Child (age < 18) (if spouse present)	-0.520 (4.829)	1.202 (4.444)	12.561 (5.662)**	-2.546 (3.833)	5.013 (6.909)	-0.182 (4.817)
2 or More Children (age < 18) (if spouse present)	-3.891 (7.088)	3.970 (4.530)		1.318 (3.845)	-8.455 (7.529)	6.127 (4.348)
1 Preschool Child	-5.333 (6.972)	-7.246 (4.884)	7.897 (8.290)	-0.196 (3.038)	-2.773 (2.672)	5.271 (3.645)
2 or More Preschool Children	-1.086 (2.555)	-5.236 (3.805)	2.249 (3.482)	-3.947 (2.777)	-2.004 (4.018)	1.369 (3.748)
Preschool Children (if spouse present)	4.445 (7.199)	9.111 (5.526)*	-9.683 (8.609)	-2.784 (3.445)		-6.060 (4.319)
Foreign Born	-2.724 (2.063)	-4.805 (2.466)*	1.538 (2.054)	0.822 (2.009)	-8.641 (2.842)**	0.771 (2.462)
Employed in 97	60.045 (4.787)***	72.143 (6.820)***	1.018 (3.317)	1.855 (3.243)	-4.304 (3.425)	-1.540 (2.827)
Full-time Working in 97	2.623 (2.107)	3.506 (1.805)*	-6.876 (2.418)***	-4.539 (1.560)***	-2.706 (2.918)	1.349 (2.640)
Employed in 98	-0.101 (2.888)	9.038 (3.402)***	0.480 (3.466)	-2.549 (3.594)	-5.672 (4.478)	-16.689 (4.251)***
Job Started within Last Year	-3.915 (2.417)	-6.645 (2.597)**	7.287 (2.389)***	6.729 (2.155)***	7.804 (3.178)**	13.868 (3.570)***

Table 16B (continued)

Censored Regression Model of Time in Training Programs by Type of Financing

Dependent Variable: Natural Log of Total Time in Training Programs

Full Covariate Set

	<u>Employer-Financed</u>		<u>Self-Financed</u>		<u>Government-Financed</u>	
	<u>Men</u>	<u>Women</u>	<u>Men</u>	<u>Women</u>	<u>Men</u>	<u>Women</u>
Job Tenure	-0.008 (0.020)	-0.032 (0.029)	-0.016 (0.030)	0.008 (0.028)	-0.058 (0.037)	-0.041 (0.051)
Job Tenure Squared	0.000 (0.000)	0.000 (0.000)	0.000 (0.000)	-0.000 (0.000)	0.000 (0.000)**	0.000 (0.000)
Professional	1.017 (1.853)	6.709 (1.831)***	-3.015 (2.364)	2.372 (1.596)	-1.776 (2.716)	-0.749 (2.089)
Blue Collar	-0.808 (1.732)	-0.711 (3.149)	-4.115 (1.938)**	-0.593 (2.815)	1.972 (2.297)	3.156 (3.266)
Union member in 97	-1.652 (1.400)	-1.632 (1.852)	-1.792 (1.806)	2.887 (1.639)*	-3.772 (2.212)*	2.047 (3.354)
Firm Size: 20-99	-0.310 (2.022)	-1.822 (2.961)	3.402 (2.138)	-0.048 (1.989)	-0.149 (2.663)	2.934 (3.138)
Firm Size: 100 - 199	5.885 (2.938)**	-0.231 (4.624)	-5.283 (2.877)*	1.934 (3.505)	4.912 (3.746)	-17.518 (4.450)***
Firm Size: 200 - 499	3.457 (3.212)	2.133 (4.355)	6.966 (3.397)**	-3.386 (3.606)	-7.962 (4.689)*	13.592 (4.741)***
Firm Size: 500 or over	-5.399 (2.307)**	0.805 (2.662)	-0.356 (2.780)	1.372 (2.104)	2.350 (3.915)	7.508 (3.303)**
Constant	-90.111 (14.205)***	-159.857 (20.563)***	-25.217 (13.359)*	-28.945 (10.671)***	-41.965 (22.843)*	-17.620 (15.185)
Observations	10,707	12,373	10,696	12,359	10,690	12,355
Log-Likelihood	-1338778	-929367.9	-1321287	-1973643	-475121	-623137.9
P-value for test of provincial equality	0.01	0.81	0.17	0.16	0.50	0.51

Notes: Estimated robust standard errors appear in parentheses. The “*” denotes statistical significance at the ten percent level, “***” at the five percent level, and “****” at the one percent level. The estimates are weighted using the weights provided by Statistics Canada to account for stratified sampling and non-response. The omitted province is Ontario. “Professional” includes professional, administrative and managerial occupations. Dummy variables for missing place of birth, missing occupation, missing union status, and missing firm size were included in the model, but their estimated coefficients are not shown here. The test for provincial equality is a test of the joint null that the population coefficients on all the included provincial dummy variables equal zero.

Table 17A
Censored Regression Model of Time in Training Courses
Dependent Variable: Natural Log of Total Time in Training Courses
Full Covariate Set

	Overall	
	Men	Women
Newfoundland	-1.450 (0.427)***	-1.424 (0.399)***
PEI	-0.463 (0.521)	-0.842 (0.382)**
Nova Scotia	0.485 (0.318)	-0.238 (0.274)
New Brunswick	-1.169 (0.356)***	-0.702 (0.314)**
Quebec	-1.858 (0.293)***	-2.286 (0.265)***
Manitoba	-0.511 (0.320)	0.018 (0.288)
Saskatchewan	0.148 (0.327)	0.059 (0.274)
Alberta	-0.344 (0.289)	0.217 (0.267)
B.C.	0.388 (0.291)	0.512 (0.264)*
Census Metro Area	-0.317 (0.260)	-0.299 (0.237)
Toronto/Montreal/Vancouver	-0.742 (0.274)***	-0.018 (0.245)
Urban Centres	0.144 (0.324)	0.039 (0.286)
Rural or Remote Area	0.232 (0.287)	0.245 (0.267)
Age	0.118 (0.089)	0.148 (0.086)*
Age Squared	-0.002 (0.001)*	-0.002 (0.001)**
Some Secondary	-1.003 (0.608)*	0.603 (0.757)
Grade 11-13 Graduate	1.229 (0.362)***	1.303 (0.392)***
Some Post-Secondary	1.099 (0.401)***	0.865 (0.348)**
Certificate or Diploma	0.230 (0.357)	0.087 (0.318)
Bachelor, Master or PhD	0.648 (0.270)**	0.943 (0.248)***

Table 17A (continued)
Censored Regression Model of Time in Training Courses
Dependent Variable: Natural Log of Total Time in Training Courses
Full Covariate Set

	Overall	
	Men	Women
Spouse Present	1.043 (0.360)***	0.534 (0.330)
Spouse - Some Secondary	0.071 (0.901)	0.487 (0.525)
Spouse - Grade 11-13 Graduate	1.011 (0.400)**	0.132 (0.374)
Spouse - Some Post-secondary	0.700 (0.416)*	-0.267 (0.451)
Spouse - Certificate or Diploma	-0.869 (0.384)**	0.443 (0.417)
Spouse - Bachelor, Master or PhD	0.440 (0.304)	0.562 (0.282)**
1 Child (age < 18)	-0.764 (0.736)	0.227 (0.454)
2 or More Children (age < 18)	2.189 (1.028)**	0.070 (0.490)
1 Child (age < 18) (if spouse present)	0.690 (0.799)	-0.524 (0.539)
2 or More Children (age < 18) (if spouse present)	-1.945 (1.066)*	0.313 (0.557)
1 Preschool Child	-1.994 (1.630)	-0.918 (0.533)*
2 or More Preschool Children	-0.207 (0.419)	-0.791 (0.409)*
Preschool Children (if spouse present)	1.668 (1.650)	0.929 (0.577)
Foreign Born	-0.077 (0.284)	-0.801 (0.277)***
Employed in 97	1.153 (0.556)**	0.408 (0.412)
Full-time Working in 97	0.812 (0.360)**	0.766 (0.212)***
Employed in 98	0.503 (0.485)	0.518 (0.401)
Job Started within Last Year	-0.896 (0.345)***	-0.236 (0.361)

Table 17A (continued)
Censored Regression Model of Time in Training Courses
Dependent Variable: Natural Log of Total Time in Training Courses
Full Covariate Set

	Overall	
	Men	Women
Job Tenure	0.003 (0.003)	0.005 (0.003)
Job Tenure Squared	-0.000 (0.000)	-0.000 (0.000)
Professional/arial	0.939 (0.269)***	1.166 (0.217)***
Blue Collar	-0.424 (0.261)	-1.154 (0.441)***
Union member in 97	-0.466 (0.232)**	0.057 (0.235)
Firm Size: 20-99	0.969 (0.322)***	0.982 (0.311)***
Firm Size: 100 - 199	1.322 (0.430)***	0.363 (0.439)
Firm Size: 200 - 499	-0.329 (0.483)	0.677 (0.470)
Firm Size: 500 or over	0.949 (0.362)***	-0.010 (0.342)
Constant	-11.689 (2.104)***	-11.979 (1.893)***
Observations	10,735	12,396
Log-Likelihood	-7070743	-7125144
P-value for test of provincial equality	0.00	0.00

Notes: Estimated robust standard errors appear in parentheses. The “*” denotes statistical significance at the ten percent level, “**” at the five percent level, and “***” at the one percent level. The estimates are weighted using the weights provided by Statistics Canada to account for stratified sampling and non-response. The omitted province is Ontario. “Professional” includes professional, administrative and managerial occupations. Dummy variables for missing place of birth, missing occupation, missing union status, and missing firm size were included in the model, but their estimated coefficients are not shown here. The test for provincial equality is a test of the joint null that the population coefficients on all the included provincial dummy variables equal zero.

Table 17B
Censored Regression Model of Time in Training Courses by Type of Financing
Dependent Variable: Natural Log of Total Time in Training Courses
Full Covariate Set

	<u>Employer-Financed</u>		<u>Self-Financed</u>		<u>Government-Financed</u>	
	<u>Men</u>	<u>Women</u>	<u>Men</u>	<u>Women</u>	<u>Men</u>	<u>Women</u>
Newfoundland	-1.086 (0.493)**	-1.378 (0.514)***	-2.047 (1.211)*	-2.069 (0.954)**	-4.586 (2.463)*	-7.385 (3.032)**
PEI	-1.130 (0.623)*	-0.677 (0.473)	-0.023 (1.295)	-1.287 (0.830)	1.189 (2.112)	-1.991 (2.751)
Nova Scotia	0.881 (0.372)**	0.240 (0.344)	-0.278 (0.955)	-1.645 (0.635)***	-2.598 (1.671)	1.478 (1.696)
New Brunswick	-1.229 (0.394)***	-0.510 (0.389)	-1.805 (0.978)*	-1.336 (0.665)**	-0.511 (1.622)	0.511 (1.713)
Quebec	-1.721 (0.317)***	-1.611 (0.308)***	-1.848 (0.839)**	-4.705 (0.607)***	-6.124 (1.550)***	-1.725 (1.530)
Manitoba	-0.685 (0.352)*	-0.197 (0.338)	0.377 (0.893)	0.246 (0.598)	-2.324 (1.817)	-0.179 (1.761)
Saskatchewan	0.350 (0.367)	0.377 (0.322)	-0.711 (0.928)	-1.116 (0.588)*	-3.535 (1.815)*	0.328 (1.660)
Alberta	-0.213 (0.320)	0.707 (0.314)**	-0.189 (0.848)	-1.054 (0.534)**	-2.077 (1.432)	-0.948 (1.730)
B.C.	0.331 (0.333)	0.359 (0.313)	1.476 (0.703)**	0.338 (0.535)	-0.582 (1.471)	2.839 (1.494)*
Census Metro Area	-0.368 (0.283)	-0.386 (0.298)	0.090 (0.757)	-0.108 (0.523)	-0.477 (1.400)	1.428 (1.321)
Toronto/Montreal/Vancouver	-0.832 (0.310)***	0.247 (0.285)	-1.124 (0.736)	-0.706 (0.523)	-0.205 (1.527)	-2.385 (1.575)
Urban Centres	0.014 (0.356)	-0.113 (0.370)	0.705 (0.854)	0.237 (0.645)	0.529 (1.701)	2.568 (1.440)*
Rural or Remote Area	0.420 (0.322)	0.525 (0.326)	0.301 (0.819)	-0.294 (0.599)	1.119 (1.542)	1.548 (1.505)
Age	0.179 (0.105)*	0.195 (0.106)*	-0.187 (0.216)	-0.068 (0.175)	0.721 (0.424)*	1.053 (0.456)**
Age Squared	-0.002 (0.001)*	-0.002 (0.001)*	0.002 (0.002)	0.000 (0.002)	-0.009 (0.005)**	-0.014 (0.005)**
Some Secondary	-0.363 (0.746)	-0.571 (1.021)	-1.811 (1.511)	3.047 (1.352)**	-0.592 (2.161)	0.057 (3.565)
Grade 11-13 Graduate	1.499 (0.419)***	1.284 (0.486)***	1.039 (0.975)	1.821 (0.776)**	1.155 (1.793)	2.735 (1.935)
Some Post-Secondary	1.429 (0.449)***	0.693 (0.421)*	1.068 (1.034)	0.789 (0.684)	-1.007 (2.979)	2.673 (1.720)
Certificate or Diploma	-0.078 (0.398)	0.146 (0.378)	0.265 (0.960)	0.736 (0.633)	1.475 (2.703)	-2.083 (1.490)
Bachelor, Master or PhD	0.449 (0.299)	1.045 (0.282)***	1.773 (0.710)**	0.889 (0.572)	-0.056 (1.568)	0.173 (1.236)

Table 17B (continued)
Censored Regression Model of Time in Training Courses by Type of Financing
Dependent Variable: Natural Log of Total Time in Training Courses
Full Covariate Set

	<u>Employer-Financed</u>		<u>Self-Financed</u>		<u>Government-Financed</u>	
	<u>Men</u>	<u>Women</u>	<u>Men</u>	<u>Women</u>	<u>Men</u>	<u>Women</u>
Spouse Present	0.980 (0.395)**	0.641 (0.388)*	1.873 (0.974)*	0.262 (0.688)	0.245 (1.965)	-1.687 (1.748)
Spouse - Some Secondary	0.548 (0.906)	0.375 (0.706)	-1.782 (2.307)	-0.673 (0.971)	1.639 (3.266)	6.630 (2.897)**
Spouse - Grade 11-13 Graduate	1.177 (0.452)***	-0.087 (0.460)	0.390 (1.171)	1.160 (0.747)	0.520 (2.095)	-1.275 (2.173)
Spouse - Some Post-secondary	0.544 (0.472)	-0.149 (0.563)	1.148 (1.116)	-1.264 (0.800)	1.551 (2.240)	2.598 (2.355)
Spouse - Certificate or Diploma	-0.765 (0.434)*	0.345 (0.522)	-0.609 (1.019)	1.054 (0.716)	-3.193 (1.891)*	-1.350 (2.188)
Spouse - Bachelor, Master or PhD	0.295 (0.332)	0.477 (0.341)	1.111 (0.832)	0.807 (0.596)	0.448 (1.797)	0.435 (1.547)
1 Child (age < 18)	-0.322 (0.810)	0.268 (0.467)	-3.146 (1.836)*	-1.307 (1.157)	-2.594 (2.999)	1.952 (2.228)
2 or More Children (age < 18)	1.269 (1.161)	0.319 (0.560)	5.549 (2.985)*	0.617 (1.219)	7.926 (3.759)**	-1.702 (2.309)
1 Child (age < 18) (if spouse present)	0.556 (0.879)	-0.458 (0.579)	1.984 (2.018)	1.085 (1.299)	0.509 (3.501)	-4.321 (2.950)
2 or More Children (age < 18) (if spouse present)	-1.139 (1.202)	-0.133 (0.645)	-4.960 (3.127)	-0.688 (1.335)	-7.200 (4.059)*	6.328 (2.898)**
1 Preschool Child	-1.199 (1.802)	-0.319 (0.670)	-4.663 (4.192)	-1.505 (1.165)	-1.444 (4.738)	-2.997 (2.293)
2 or More Preschool Children	0.020 (0.464)	-0.786 (0.523)	-1.696 (1.196)	-0.538 (0.784)	-1.191 (2.425)	-3.037 (2.214)
Preschool Children (if spouse present)	0.985 (1.824)	0.393 (0.726)	4.046 (4.264)	1.552 (1.259)	1.580 (4.946)	2.798 (2.590)
Foreign Born	-0.555 (0.326)*	-1.257 (0.331)***	0.671 (0.713)	-0.877 (0.549)	1.620 (1.401)	1.775 (1.435)
Employed in 97	18.388 (0.492)***	5.513 (1.063)***	3.056 (1.210)**	0.330 (0.721)	-0.316 (1.748)	-1.196 (2.023)
Full-time Working in 97	1.505 (0.396)***	1.357 (0.241)***	-1.696 (0.858)**	-0.684 (0.451)	2.718 (2.264)	-1.343 (1.203)
Employed in 98	1.198 (0.552)**	1.714 (0.507)***	1.575 (1.159)	-0.477 (0.784)	-5.060 (2.349)**	-3.620 (2.664)
Job Started within Last Year	-1.811 (0.392)***	-1.384 (0.397)***	0.430 (0.850)	1.528 (0.788)*	1.407 (1.777)	5.330 (1.924)***

Table 17B (continued)

Censored Regression Model of Time in Training Courses by Type of Financing

Dependent Variable: Natural Log of Total Time in Training Courses

Full Covariate Set

	<u>Employer-Financed</u>		<u>Self-Financed</u>		<u>Government-Financed</u>	
	<u>Men</u>	<u>Women</u>	<u>Men</u>	<u>Women</u>	<u>Men</u>	<u>Women</u>
Job Tenure	0.004 (0.003)	0.006 (0.004)	-0.014 (0.009)*	0.006 (0.008)	0.010 (0.020)	-0.018 (0.023)
Job Tenure Squared	-0.000 (0.000)	-0.000 (0.000)	0.000 (0.000)	-0.000 (0.000)	-0.000 (0.000)	0.000 (0.000)
Professional/arial	1.043 (0.291)***	1.129 (0.241)***	0.190 (0.731)	1.185 (0.481)**	-2.495 (1.552)	0.295 (1.330)
Blue Collar	-0.405 (0.284)	-1.788 (0.429)***	-0.780 (0.692)	0.639 (0.985)	-1.576 (1.455)	-2.695 (1.979)
Union member in 97	-0.539 (0.254)**	-0.314 (0.247)	-0.501 (0.646)	1.088 (0.547)**	-0.432 (1.681)	1.025 (1.664)
Firm Size: 20-99	1.533 (0.353)***	2.005 (0.343)***	-0.032 (0.854)	-1.068 (0.666)	-1.549 (1.660)	-0.020 (1.903)
Firm Size: 100 - 199	1.221 (0.471)***	0.421 (0.491)	-0.166 (1.147)	-0.914 (0.932)	2.316 (2.203)	-2.208 (3.255)
Firm Size: 200 - 499	-0.121 (0.521)	0.965 (0.532)*	-0.483 (1.337)	0.639 (1.028)	-3.356 (2.512)	-0.908 (3.096)
Firm Size: 500 or over	0.913 (0.385)**	-0.368 (0.381)	1.348 (1.074)	0.673 (0.788)	2.432 (2.149)	2.619 (1.939)
Constant	-34.479 (2.374)***	-20.477 (2.523)***	-12.757 (5.354)**	-14.020 (3.873)***	-33.604 (8.742)***	-51.130 (9.825)***
Observations	10,729	12,385	10,722	12,377	10,720	12,373
Log-Likelihood	-5747308	-5057513	-1790277	-2846701	-706365.5	-706855
P-value for test of provincial equality	0.00	0.00	0.01	0.00	0.00	0.02

Notes: Estimated robust standard errors appear in parentheses. The “*” denotes statistical significance at the ten percent level, “**” at the five percent level, and “***” at the one percent level. The estimates are weighted using the weights provided by Statistics Canada to account for stratified sampling and non-response. The omitted province is Ontario. “Professional” includes professional, administrative and managerial occupations. Dummy variables for missing place of birth, missing occupation, missing union status, and missing firm size were included in the model, but their estimated coefficients are not shown here. The test for provincial equality is a test of the joint null that the population coefficients on all the included provincial dummy variables equal zero.

Table 18A
Hurdle Model of Time in Training Programs
Dependent Variable: Natural Log of Total Time in Training Programs
Benchmark Covariate Set

	Overall	
	Men	Women
Newfoundland	0.077 (0.549)	0.312 (0.369)
PEI	-0.949 (0.489)*	-0.066 (0.433)
Nova Scotia	-0.040 (0.367)	-0.185 (0.415)
New Brunswick	-0.348 (0.366)	-0.184 (0.336)
Quebec	-0.090 (0.289)	-0.003 (0.199)
Manitoba	-0.586 (0.351)*	-0.476 (0.295)
Saskatchewan	-0.549 (0.370)	0.301 (0.271)
Alberta	0.058 (0.358)	0.313 (0.253)
B.C.	0.273 (0.440)	0.101 (0.249)
Census Metro Area	0.720 (0.273)***	-0.073 (0.227)
Toronto/Montreal/Vancouver	-0.569 (0.286)**	0.672 (0.193)***
Urban Centres	0.526 (0.338)	0.328 (0.307)
Rural	0.025 (0.311)	-0.276 (0.280)
Age	0.168 (0.095)*	-0.037 (0.080)
Age Squared	-0.002 (0.001)**	0.000 (0.001)
Grade 11-13 Graduate	-0.092 (0.364)	-0.695 (0.389)*
Some Post-Secondary	0.957 (0.373)**	0.650 (0.286)**
Certificate or Diploma	-0.286 (0.326)	-0.356 (0.230)

Table 18A (continued)
Hurdle Model of Time in Training Programs
Dependent Variable: Natural Log of Total Time in Training Programs
Benchmark Covariate Set

	Overall	
	Men	Women
Bachelor, Master or PhD	0.121 (0.339)	0.027 (0.180)
Spouse Present	-0.023 (0.382)	0.796 (0.275)***
Spouse - Grade 11-13 Graduate	-0.816 (0.467)*	-0.231 (0.346)
Spouse - Some Post-secondary	0.173 (0.440)	-0.005 (0.490)
Spouse - Certificate or Diploma	0.348 (0.380)	-0.238 (0.439)
Spouse - Bachelor, Master or PhD	-0.150 (0.345)	0.502 (0.239)**
1 Child (age < 18)	0.101 (0.389)	0.545 (0.426)
2 or More Children (age < 18)	-0.108 (0.848)	-0.448 (0.417)
1 Child (age < 18) (if spouse present)	0.136 (0.514)	-0.602 (0.495)
2 or More Children (age < 18) (if spouse present)	-0.416 (0.904)	0.473 (0.473)
1 Preschool Child	0.304 (0.581)	-0.445 (0.425)
2 or More Preschool Children	0.498 (0.481)	0.294 (0.331)
Preschool Children (if spouse present)	-0.541 (0.597)	0.034 (0.471)
Foreign Born	0.217 (0.322)	-0.132 (0.190)
Missing information of POB	7.384 (0.577)***	2.212 (0.579)***
Constant	2.409 (1.866)	6.685 (0.040)***
Sigma	1.311 (0.056)***	1.119 (1.593)***
Observations	540	790
P-value for test of provincial equality	0.33	0.47

Notes: Estimated robust standard errors appear in parentheses. The “*” denotes statistical significance at the ten percent level, “***” at the five percent level, and “****” at the one percent level. The estimates are weighted using the weights provided by Statistics Canada to account for stratified sampling and non-response. The omitted province is Ontario. A dummy variable for missing place of birth was included in the model, but its estimated coefficient is not shown here. The test for provincial equality is a test of the joint null that the population coefficients on all the included provincial dummy variables equal zero.

Table 18B
Hurdle Model of Time in Training Programs by Type of Financing
Dependent Variable: Natural Log of Total Time in Training Programs
Benchmark Covariate Set

	<u>Employer-Financed</u>		<u>Self-Financed</u>		<u>Government-Financed</u>	
	<u>Men</u>	<u>Women</u>	<u>Men</u>	<u>Women</u>	<u>Men</u>	<u>Women</u>
Newfoundland	-0.366 (0.663)	1.664 (0.704)**	1.126 (0.933)	-0.126 (0.403)	0.598 (0.691)	0.260 (0.892)
PEI	-1.525 (0.526)***	0.501 (0.593)	-0.014 (0.692)	0.172 (0.684)	0.302 (0.572)	0.717 (0.669)
Nova Scotia	-0.732 (0.540)	1.067 (0.875)	0.794 (0.492)	-0.605 (0.470)	-0.305 (0.420)	-1.182 (0.682)*
New Brunswick	-1.133 (0.478)**	0.387 (0.512)	0.088 (0.640)	-0.673 (0.397)*	0.352 (0.447)	0.236 (0.575)
Quebec	-0.316 (0.306)	-0.222 (0.448)	-0.212 (0.472)	0.085 (0.250)	0.448 (0.443)	0.114 (0.367)
Manitoba	-0.631 (0.379)*	-0.440 (0.416)	-0.011 (0.562)	-0.323 (0.353)	0.673 (0.547)	-0.052 (0.734)
Saskatchewan	-0.154 (0.439)	0.798 (0.566)	-1.104 (0.628)*	0.123 (0.339)	0.074 (0.669)	0.048 (0.434)
Alberta	0.274 (0.424)	1.292 (0.437)***	0.690 (0.494)	0.145 (0.304)	0.968 (0.561)*	0.030 (0.459)
B.C.	0.163 (0.448)	-0.276 (0.403)	0.806 (0.745)	0.394 (0.312)	-0.312 (0.641)	0.081 (0.413)
Census Metro Area	1.049 (0.344)***	0.202 (0.352)	0.719 (0.405)*	-0.179 (0.264)	-0.698 (0.325)**	-0.169 (0.368)
Toronto/Montreal/Vancouver	-0.695 (0.363)*	1.274 (0.388)***	-0.500 (0.467)	0.326 (0.247)	-0.244 (0.488)	-0.007 (0.332)
Urban Centres	0.789 (0.437)*	0.349 (0.461)	0.635 (0.513)	0.321 (0.365)	-1.025 (0.409)**	-0.288 (0.450)
Rural	0.106 (0.341)	-0.035 (0.434)	0.291 (0.559)	-0.377 (0.326)	-1.060 (0.400)***	-0.502 (0.476)
Age	0.306 (0.105)***	0.004 (0.157)	-0.106 (0.159)	-0.032 (0.094)	0.095 (0.199)	-0.146 (0.128)
Age Squared	-0.004 (0.001)***	-0.000 (0.002)	0.001 (0.002)	-0.000 (0.001)	-0.001 (0.003)	0.002 (0.002)
Grade 11-13 Graduate	-0.920 (0.468)**	0.816 (0.693)	0.270 (0.649)	-0.494 (0.576)	0.967 (0.486)**	0.186 (0.338)
Some Post-Secondary	1.695 (0.390)***	0.483 (0.455)	0.303 (0.626)	0.007 (0.375)	-0.173 (0.541)	0.500 (0.401)
Certificate or Diploma	-0.388 (0.336)	-0.307 (0.388)	0.130 (0.475)	0.312 (0.285)	0.110 (0.418)	-0.662 (0.456)

Table 18B (continued)
Hurdle Model of Time in Training Programs by Type of Financing
Dependent Variable: Natural Log of Total Time in Training Programs
Benchmark Covariate Set

	<u>Employer-Financed</u>		<u>Self-Financed</u>		<u>Government-Financed</u>	
	<u>Men</u>	<u>Women</u>	<u>Men</u>	<u>Women</u>	<u>Men</u>	<u>Women</u>
Bachelor, Master or PhD	0.538 (0.362)	0.183 (0.362)	0.246 (0.450)	-0.041 (0.213)	0.551 (0.496)	0.221 (0.544)
Spouse Present	-0.045 (0.450)	0.820 (0.397)**	0.595 (0.469)	0.690 (0.355)*	-0.064 (0.517)	-0.307 (1.134)
Spouse - Grade 11-13 Graduate	-0.102 (0.560)	0.009 (0.515)	-1.777 (0.833)**	-0.312 (0.389)	1.068 (0.713)	-1.281 (0.515)**
Spouse - Some Post-secondary	-0.796 (0.516)	0.095 (0.650)	1.416 (0.732)*	0.308 (0.616)	-1.539 (0.672)**	0.139 (0.660)
Spouse - Certificate or Diploma	0.751 (0.513)	-0.413 (0.589)	0.247 (0.641)	-0.704 (0.578)	-0.049 (0.543)	1.047 (0.441)**
Spouse - Bachelor, Master or PhD	0.120 (0.374)	0.230 (0.435)	-0.411 (0.474)	0.723 (0.286)**	-0.166 (0.604)	-0.348 (1.231)
1 Child (age < 18)	0.250 (0.724)	2.234 (0.533)***	-0.473 (0.665)	0.067 (0.518)	0.218 (0.615)	0.105 (0.533)
2 or More Children (age < 18)	-2.165 (0.721)***	-0.931 (0.758)	0.719 (0.457)	0.075 (0.483)	0.123 (0.957)	-0.318 (0.517)
1 Child (age < 18) (if spouse present)	-0.066 (0.769)	-2.028 (0.702)***	-0.587 (0.936)	-0.043 (0.616)	-0.677 (0.753)	0.522 (0.687)
2 or More Children (age < 18) (if spouse present)	1.637 (0.832)**	0.375 (0.877)		0.065 (0.560)	-0.046 (1.037)	-0.250 (0.697)
1 Preschool Child	-0.045 (0.978)	-0.502 (0.997)	1.288 (0.829)	-1.036 (0.496)**	-0.034 (0.530)	0.279 (0.507)
2 or More Preschool Children	0.553 (0.544)	0.487 (0.774)	0.349 (0.714)	0.463 (0.340)	-0.441 (0.695)	-0.240 (0.341)
Preschool Children (if spouse present)	0.045 (1.045)	0.106 (1.065)	-0.895 (0.912)	0.427 (0.559)		0.776 (0.593)
Foreign Born	-0.955 (0.395)**	-0.560 (0.375)	1.285 (0.423)***	-0.012 (0.243)	-0.666 (0.563)	-0.139 (0.323)
Missing information of POB			8.079 (0.987)***	5.327 (0.527)***		0.870 (0.895)
Constant	1.032 (2.114)	2.945 (3.163)	6.889 (0.073)***	1.001 (1.884)***	0.881 (3.742)	9.380 (2.896)***
Sigma	-1.555 (0.063)***	1.032 (0.062)***	1.230 (2.986)**	6.927 (0.050)***	4.782 (0.119)***	0.881 (0.081)***
Observations	260	227	230	454	96	140
P-value for test of provincial equality	0.05	0.01	0.08	0.44	0.38	0.74

Notes: Estimated robust standard errors appear in parentheses. The “*” denotes statistical significance at the ten percent level, “**” at the five percent level, and “***” at the one percent level. The estimates are weighted using the weights provided by Statistics Canada to account for stratified sampling and non-response. The omitted province is Ontario. A dummy variable for missing place of birth was included in the model, but its estimated coefficient is not shown here. The test for provincial equality is a test of the joint null that the population coefficients on all the included provincial dummy variables equal zero.

Table 19A
Hurdle Model of Time in Training Courses
Dependent Variable: Natural Log of Total Time in Training Courses
Benchmark Covariate Set

	Overall	
	Men	Women
Newfoundland	-0.108 (0.167)	-0.123 (0.182)
PEI	-0.072 (0.210)	0.085 (0.190)
Nova Scotia	-0.158 (0.116)	-0.053 (0.115)
New Brunswick	0.097 (0.144)	0.099 (0.127)
Quebec	0.034 (0.109)	0.395 (0.120)***
Manitoba	-0.061 (0.123)	-0.242 (0.118)**
Saskatchewan	0.088 (0.111)	-0.189 (0.103)*
Alberta	-0.051 (0.109)	-0.021 (0.105)
B.C.	-0.020 (0.109)	0.053 (0.102)
Census Metro Area	-0.124 (0.094)	0.008 (0.099)
Toronto/Montreal/Vancouver	-0.091 (0.105)	-0.091 (0.095)
Urban Centres	-0.154 (0.137)	-0.191 (0.134)
Rural	-0.266 (0.110)**	-0.117 (0.119)
Age	0.026 (0.037)	0.060 (0.037)
Age Squared	-0.000 (0.000)	-0.001 (0.000)**
Some Secondary	0.130 (0.259)	0.110 (0.526)
Grade 11-13 Graduate	0.202 (0.162)	-0.110 (0.194)
Some Post-Secondary	0.253 (0.149)*	0.284 (0.150)*
Certificate or Diploma	-0.097 (0.136)	-0.299 (0.136)**

Table 19A (continued)
Hurdle Model of Time in Training Programs
Dependent Variable: Natural Log of Total Time in Training Programs
Benchmark Covariate Set

	Overall	
	Men	Women
Bachelor, Master or PhD	0.019 (0.091)	0.338 (0.091)***
Spouse Present	-0.003 (0.131)	-0.040 (0.130)
Spouse - Some Secondary	0.361 (0.319)	-0.465 (0.339)
Spouse - Grade 11-13 Graduate	0.086 (0.147)	0.023 (0.153)
Spouse - Some Post-secondary	0.252 (0.166)	0.006 (0.173)
Spouse - Certificate or Diploma	-0.190 (0.149)	-0.040 (0.155)
Spouse - Bachelor, Master or PhD	-0.023 (0.100)	0.047 (0.099)
1 Child (age < 18)	0.154 (0.193)	-0.213 (0.227)
2 or More Children (age < 18)	-0.214 (0.275)	0.075 (0.268)
1 Child (age < 18) (if spouse present)	-0.097 (0.228)	0.203 (0.253)
2 or More Children (age < 18) (if spouse present)	0.187 (0.296)	-0.170 (0.283)
1 Preschool Child	-0.680 (0.711)	0.177 (0.266)
2 or More Preschool Children	0.095 (0.168)	0.096 (0.160)
Preschool Children (if spouse present)	0.468 (0.720)	-0.382 (0.278)
Foreign Born	0.185 (0.106)*	0.319 (0.125)**
Constant	1.766 (0.849)**	1.165 (0.025)***
Sigma	1.129 (0.024)***	2.390 (0.906)***
Observations	2165	2575
P-value for test of provincial equality	0.81	0.00

Notes: Estimated robust standard errors appear in parentheses. The “*” denotes statistical significance at the ten percent level, “***” at the five percent level, and “****” at the one percent level. The estimates are weighted using the weights provided by Statistics Canada to account for stratified sampling and non-response. The omitted province is Ontario. A dummy variable for missing place of birth was included in the model, but its estimated coefficient is not shown here. The test for provincial equality is a test of the joint null that the population coefficients on all the included provincial dummy variables equal zero.

Table 19B
Hurdle Model of Time in Training Courses by Type of Financing
Dependent Variable: Natural Log of Total Time in Training Courses
Benchmark Covariate Set

	<u>Employer-Financed</u>		<u>Self-Financed</u>		<u>Government-Financed</u>	
	<u>Men</u>	<u>Women</u>	<u>Men</u>	<u>Women</u>	<u>Men</u>	<u>Women</u>
Newfoundland	-0.066 (0.174)	-0.187 (0.236)	-0.193 (0.523)	0.500 (0.242)**	-1.140 (0.757)	-1.367 (1.922)
PEI	-0.307 (0.232)	0.160 (0.224)	0.084 (0.546)	-0.026 (0.339)	1.624 (0.979)*	0.924 (0.879)
Nova Scotia	-0.215 (0.125)*	-0.043 (0.123)	-0.500 (0.350)	-0.290 (0.235)	1.770 (0.667)***	0.541 (0.537)
New Brunswick	-0.038 (0.148)	0.115 (0.130)	-0.435 (0.484)	0.206 (0.259)	1.661 (0.535)***	0.553 (0.577)
Quebec	0.013 (0.106)	0.342 (0.126)***	0.087 (0.310)	0.648 (0.272)**	0.544 (0.553)	0.240 (0.614)
Manitoba	-0.134 (0.123)	-0.233 (0.127)*	-0.121 (0.352)	-0.243 (0.212)	1.199 (0.807)	0.642 (0.711)
Saskatchewan	0.076 (0.115)	-0.183 (0.107)*	-0.215 (0.420)	-0.111 (0.213)	0.691 (0.748)	0.131 (0.650)
Alberta	-0.098 (0.113)	-0.015 (0.109)	-0.467 (0.357)	-0.189 (0.203)	1.155 (0.517)**	-0.175 (0.675)
B.C.	-0.030 (0.115)	-0.055 (0.114)	0.110 (0.280)	0.016 (0.174)	-0.377 (0.312)	0.790 (0.455)*
Census Metro Area	-0.105 (0.094)	-0.071 (0.105)	0.087 (0.318)	0.043 (0.183)	-0.863 (0.542)	0.009 (0.576)
Toronto/Montreal/Vancouver	0.036 (0.105)	0.016 (0.101)	-0.876 (0.325)***	-0.374 (0.177)**	0.579 (0.419)	0.682 (0.527)
Urban Centres	-0.016 (0.146)	-0.184 (0.142)	-0.407 (0.369)	-0.456 (0.264)*	-1.376 (0.591)**	-0.044 (0.629)
Rural	-0.158 (0.110)	-0.231 (0.111)**	-0.315 (0.335)	-0.069 (0.235)	-1.806 (0.486)***	-0.140 (0.646)
Age	-0.021 (0.037)	0.092 (0.039)**	0.077 (0.090)	-0.003 (0.073)	-0.142 (0.138)	-0.120 (0.123)
Age Squared	0.000 (0.000)	-0.001 (0.000)***	-0.001 (0.001)	-0.000 (0.001)	0.002 (0.002)	0.001 (0.001)
Some Secondary	0.122 (0.256)	0.287 (0.378)	-0.156 (0.498)	0.787 (0.591)	1.125 (0.877)	-2.370 (1.185)**
Grade 11-13 Graduate	0.422 (0.175)**	0.036 (0.238)	-0.811 (0.450)*	-0.075 (0.334)	-0.332 (0.623)	-1.464 (0.517)***
Some Post-Secondary	0.175 (0.148)	0.118 (0.161)	0.974 (0.429)**	0.603 (0.279)**	-0.135 (0.532)	0.259 (0.544)
Certificate or Diploma	-0.041 (0.139)	-0.023 (0.152)	-0.252 (0.374)	-0.693 (0.239)***	0.240 (0.535)	-0.373 (0.539)

Table 19B (continued)
Hurdle Model of Time in Training Programs by Type of Financing
Dependent Variable: Natural Log of Total Time in Training Programs
Benchmark Covariate Set

	Employer-Financed		Self-Financed		Government-Financed	
	Men	Women	Men	Women	Men	Women
Bachelor, Master or PhD	0.103 (0.092)	0.211 (0.091)**	-0.225 (0.264)	0.628 (0.188)***	-0.472 (0.349)	0.211 (0.476)
Spouse Present	-0.092 (0.134)	0.017 (0.131)	0.257 (0.327)	-0.140 (0.261)	-0.032 (0.519)	0.169 (0.578)
Spouse - Some Secondary	-0.210 (0.305)	-0.533 (0.416)	0.865 (0.613)	-0.373 (0.475)	2.416 (0.806)***	2.277 (1.640)
Spouse - Grade 11-13 Graduate	0.025 (0.150)	0.140 (0.154)	0.809 (0.445)*	-0.205 (0.310)	-0.554 (0.609)	-0.528 (0.908)
Spouse - Some Post-secondary	0.221 (0.178)	-0.069 (0.204)	0.131 (0.478)	-0.127 (0.248)	0.811 (0.620)	1.220 (0.770)
Spouse - Certificate or Diploma	-0.236 (0.160)	-0.160 (0.185)	-0.027 (0.453)	0.379 (0.212)*	-0.099 (0.596)	-1.234 (0.707)*
Spouse - Bachelor, Master or PhD	-0.023 (0.102)	0.094 (0.111)	-0.036 (0.308)	-0.049 (0.187)	-0.055 (0.496)	-0.385 (0.652)
1 Child (age < 18)	0.227 (0.202)	-0.527 (0.184)***	-0.361 (0.373)	0.921 (0.623)	0.570 (0.578)	0.189 (0.571)
2 or More Children (age < 18)	-0.288 (0.308)	0.187 (0.256)	0.686 (0.708)	-0.823 (0.649)	-1.131 (0.811)	0.434 (0.598)
1 Child (age < 18) (if spouse present)	-0.146 (0.238)	0.511 (0.222)**	0.762 (0.492)	-1.086 (0.663)	-0.467 (0.846)	-0.177 (1.094)
2 or More Children (age < 18) (if spouse present)	0.307 (0.328)	-0.320 (0.281)	-1.216 (0.755)	0.971 (0.676)	1.328 (1.001)	-0.457 (1.048)
1 Preschool Child	-0.927 (0.759)	0.441 (0.302)	-2.561 (0.813)***	-0.209 (0.473)	-0.776 (1.204)	0.135 (0.701)
2 or More Preschool Children	-0.043 (0.174)	-0.010 (0.187)	0.602 (0.555)	0.395 (0.258)	0.898 (0.733)	-0.213 (0.715)
Preschool Children (if spouse present)	0.804 (0.770)	-0.614 (0.317)*	1.864 (0.895)**	-0.024 (0.484)	0.325 (1.195)	-1.070 (0.917)
Foreign Born	0.100 (0.108)	0.295 (0.131)**	0.460 (0.312)	0.227 (0.225)	0.923 (0.380)**	0.907 (0.418)**
Constant	1.044 (0.025)***	1.468 (0.028)***	0.605 (0.071)***	1.161 (1.730)	1.016 (0.082)***	8.017 (0.098)***
Sigma	3.052 (0.813)***	1.064 (0.820)*	1.298 (1.890)	2.691 (0.045)***	3.119 (3.283)	1.336 (2.998)***
Observations	1730	1761	352	751	123	158
P-value for test of provincial equality	0.62	0.01	0.80	0.03	0.00	0.69

Notes: Estimated robust standard errors appear in parentheses. The “*” denotes statistical significance at the ten percent level, “**” at the five percent level, and “***” at the one percent level. The estimates are weighted using the weights provided by Statistics Canada to account for stratified sampling and non-response. The omitted province is Ontario. A dummy variable for missing place of birth was included in the model, but its estimated coefficient is not shown here. The test for provincial equality is a test of the joint null that the population coefficients on all the included provincial dummy variables equal zero.

Table 20A
Hurdle Model of Time in Training Programs
Dependent Variable: Natural Log of Total Time in Training Programs
Full Covariate Set

	Overall	
	Men	Women
Newfoundland	-0.195 (0.503)	0.397 (0.385)
PEI	-0.668 (0.483)	0.247 (0.416)
Nova Scotia	-0.338 (0.376)	-0.186 (0.417)
New Brunswick	-0.475 (0.321)	-0.197 (0.328)
Quebec	-0.297 (0.269)	0.015 (0.185)
Manitoba	-0.625 (0.337)*	-0.366 (0.297)
Saskatchewan	-0.759 (0.355)**	0.428 (0.243)*
Alberta	0.019 (0.344)	0.394 (0.252)
B.C.	0.009 (0.317)	0.101 (0.223)
Census Metro Area	0.563 (0.256)**	-0.110 (0.212)
Toronto/Montreal/Vancouver	-0.630 (0.250)**	0.592 (0.184)***
Urban Centres	0.383 (0.327)	0.250 (0.274)
Rural or Remote Area	-0.078 (0.296)	-0.361 (0.259)
Age	0.190 (0.086)**	-0.003 (0.076)
Age Squared	-0.003 (0.001)**	-0.000 (0.001)
Grade 11-13 Graduate	0.012 (0.356)	-0.216 (0.353)
Some Post-Secondary	0.649 (0.326)**	0.489 (0.279)*
Certificate or Diploma	-0.092 (0.283)	-0.299 (0.218)
Bachelor, Master or PhD	-0.237 (0.319)	0.047 (0.174)

Table 20A (continued)
Hurdle Model of Time in Training Programs
Dependent Variable: Natural Log of Total Time in Training Programs
Full Covariate Set

	Overall	
	Men	Women
Spouse Present	0.321 (0.335)	0.736 (0.269)***
Spouse - Grade 11-13 Graduate	-0.646 (0.424)	-0.188 (0.307)
Spouse - Some Post-secondary	-0.112 (0.420)	-0.041 (0.468)
Spouse - Certificate or Diploma	0.483 (0.373)	-0.278 (0.432)
Spouse - Bachelor, Master or PhD	-0.210 (0.309)	0.494 (0.242)**
1 Child (age < 18)	-0.056 (0.507)	0.508 (0.373)
2 or More Children (age < 18)	0.474 (0.754)	-0.558 (0.369)
1 Child (age < 18) (if spouse present)	-0.013 (0.571)	-0.619 (0.428)
2 or More Children (age < 18) (if spouse present)	-0.874 (0.798)	0.491 (0.417)
1 Preschool Child	-0.598 (0.696)	-0.562 (0.374)
2 or More Preschool Children	0.554 (0.475)	0.225 (0.330)
Preschool Children (if spouse present)	0.586 (0.725)	0.272 (0.416)
Foreign Born	0.139 (0.290)	-0.275 (0.178)
Employed in 97	0.779 (0.392)**	-0.819 (0.273)***
Full-time Working in 97	-0.485 (0.393)	-0.232 (0.166)
Employed in 98	-0.269 (0.463)	-0.470 (0.283)*
Job Started within Last Year	0.652 (0.365)*	0.853 (0.241)***
Job Tenure	-0.003 (0.005)	0.007 (0.004)*

Table 20A (continued)
Hurdle Model of Time in Training Programs
Dependent Variable: Natural Log of Total Time in Training Programs
Full Covariate Set

	Overall	
	Men	Women
Job Tenure Squared	0.000 (0.000)	-0.000 (0.000)**
Professional	0.052 (0.347)	-0.113 (0.174)
Blue Collar	-0.723 (0.280)***	0.065 (0.293)
Union member in 97	-0.124 (0.213)	0.259 (0.169)
Firm Size: 20-99	-0.797 (0.283)***	0.219 (0.248)
Firm Size: 100 - 199	0.419 (0.429)	0.352 (0.295)
Firm Size: 200 - 499	-0.153 (0.544)	-0.696 (0.348)**
Firm Size: 500 or over	0.060 (0.406)	0.353 (0.286)
Constant	2.522 (1.673)	6.335 (1.535)***
Sigma	1.189 (0.051)***	1.049 (0.038)***
Observations	540	790
P-value for test of provincial equality	0.42	0.28

Notes: Estimated robust standard errors appear in parentheses. The “*” denotes statistical significance at the ten percent level, “**” at the five percent level, and “***” at the one percent level. The estimates are weighted using the weights provided by Statistics Canada to account for stratified sampling and non-response. The omitted province is Ontario. “Professional” includes professional, administrative and managerial occupations. Dummy variables for missing place of birth, missing occupation, missing union status, and missing firm size were included in the model, but their estimated coefficients are not shown here. The test for provincial equality is a test of the joint null that the population coefficients on all the included provincial dummy variables equal zero.

Table 20B
Hurdle Model of Time in Training Programs by Type of Financing
Dependent Variable: Natural Log of Total Time in Training Programs
Full Covariate Set

	<u>Employer-Financed</u>		<u>Self-Financed</u>		<u>Government-Financed</u>	
	<u>Men</u>	<u>Women</u>	<u>Men</u>	<u>Women</u>	<u>Men</u>	<u>Women</u>
Newfoundland	0.107 (0.720)	1.473 (0.619)**	0.084 (0.917)	-0.008 (0.438)	1.736 (0.778)**	0.157 (0.717)
PEI	-1.235 (0.671)*	0.765 (0.570)	0.169 (0.672)	0.383 (0.710)	-1.107 (0.711)	1.366 (0.590)**
Nova Scotia	-0.732 (0.508)	1.392 (0.876)	0.242 (0.483)	-0.711 (0.466)	-0.221 (0.545)	-1.378 (0.692)**
New Brunswick	-1.118 (0.543)**	0.609 (0.593)	-0.153 (0.566)	-0.730 (0.398)*	-0.385 (0.453)	-0.064 (0.638)
Quebec	-0.325 (0.336)	-0.040 (0.413)	-0.757 (0.408)*	0.062 (0.245)	0.752 (0.402)*	0.075 (0.416)
Manitoba	-0.591 (0.359)*	-0.188 (0.456)	-0.120 (0.516)	-0.102 (0.371)	0.447 (0.657)	0.154 (0.550)
Saskatchewan	-0.409 (0.449)	0.985 (0.600)	-1.565 (0.697)**	0.390 (0.298)	0.630 (0.910)	0.313 (0.463)
Alberta	0.277 (0.425)	1.385 (0.422)***	0.345 (0.460)	0.175 (0.298)	0.491 (0.479)	-0.035 (0.403)
B.C.	0.237 (0.415)	-0.056 (0.394)	-0.286 (0.496)	0.255 (0.290)	-0.654 (0.460)	0.630 (0.415)
Census Metro Area	0.942 (0.343)***	0.227 (0.373)	0.642 (0.380)*	-0.159 (0.262)	-0.343 (0.351)	-0.473 (0.357)
Toronto/Montreal/Vancouver	-0.717 (0.360)**	1.136 (0.365)***	-0.437 (0.382)	0.328 (0.234)	-0.821 (0.369)**	-0.406 (0.292)
Urban Centres	0.931 (0.469)**	0.175 (0.488)	0.539 (0.483)	0.298 (0.340)	-0.344 (0.425)	-0.777 (0.439)*
Rural or Remote Area	0.242 (0.349)	-0.232 (0.441)	0.215 (0.470)	-0.469 (0.307)	-0.651 (0.408)	-0.953 (0.448)**
Age	0.317 (0.119)***	0.045 (0.137)	-0.028 (0.142)	-0.051 (0.096)	-0.068 (0.170)	0.017 (0.132)
Age Squared	-0.004 (0.001)**	-0.001 (0.002)	-0.000 (0.002)	0.000 (0.001)	0.001 (0.002)	-0.000 (0.002)
Grade 11-13 Graduate	-0.885 (0.482)*	1.073 (0.786)	-0.086 (0.521)	-0.166 (0.520)	1.034 (0.472)**	0.233 (0.307)
Some Post-Secondary	1.639 (0.381)***	0.380 (0.495)	0.079 (0.540)	-0.073 (0.349)	-1.411 (0.475)***	0.302 (0.503)
Certificate or Diploma	-0.448 (0.326)	-0.196 (0.386)	0.393 (0.440)	0.216 (0.267)	0.396 (0.358)	-0.138 (0.468)
Bachelor, Master or PhD	0.361 (0.354)	0.226 (0.328)	-0.124 (0.344)	-0.118 (0.214)	0.319 (0.416)	0.562 (0.427)

Table 20B (continued)
Hurdle Model of Time in Training Programs by Type of Financing
Dependent Variable: Natural Log of Total Time in Training Programs
Full Covariate Set

	<u>Employer-Financed</u>		<u>Self-Financed</u>		<u>Government-Financed</u>	
	<u>Men</u>	<u>Women</u>	<u>Men</u>	<u>Women</u>	<u>Men</u>	<u>Women</u>
Spouse Present	-0.306 (0.408)	0.826 (0.396)**	1.082 (0.425)**	0.737 (0.358)**	0.984 (0.835)	-0.911 (0.697)
Spouse - Grade 11-13 Graduate	-0.260 (0.535)	0.034 (0.579)	-1.765 (0.692)**	-0.190 (0.357)	0.813 (0.705)	-1.002 (0.465)**
Spouse - Some Post-secondary	-0.998 (0.550)*	-0.029 (0.651)	1.256 (0.642)*	0.323 (0.618)	-1.659 (0.609)***	-0.754 (0.678)
Spouse - Certificate or Diploma	0.953 (0.540)*	-0.591 (0.564)	0.214 (0.581)	-0.784 (0.579)	-0.474 (0.621)	1.414 (0.450)***
Spouse - Bachelor, Master or PhD	-0.025 (0.330)	0.425 (0.437)	-0.064 (0.375)	0.717 (0.281)**	0.601 (1.048)	-0.134 (0.717)
1 Child (age < 18)	0.277 (0.923)	2.176 (0.615)***	-3.877 (1.501)***	0.077 (0.460)	-0.314 (0.754)	0.135 (0.469)
2 or More Children (age < 18)	-1.673 (0.973)*	-0.812 (0.897)	0.890 (0.401)**	0.128 (0.446)	0.055 (1.011)	-0.995 (0.458)**
1 Child (age < 18) (if spouse present)	-0.166 (0.957)	-2.086 (0.773)***	2.484 (1.503)*	-0.124 (0.544)	-0.379 (0.876)	1.144 (0.671)*
2 or More Children (age < 18) (if spouse present)	1.341 (1.037)	0.185 (0.980)		-0.016 (0.498)	-0.687 (1.086)	0.157 (0.624)
1 Preschool Child	-0.275 (1.415)	-0.353 (0.964)	3.314 (1.566)**	-1.129 (0.448)**	-0.285 (0.485)	0.184 (0.432)
2 or More Preschool Children	0.322 (0.513)	0.699 (0.827)	-0.270 (0.579)	0.202 (0.382)	0.087 (0.702)	0.800 (0.470)*
Preschool Children (if spouse present)	0.486 (1.457)	0.100 (1.040)	-2.473 (1.520)	0.692 (0.523)		0.418 (0.498)
Foreign Born	-1.125 (0.408)***	-0.339 (0.336)	1.076 (0.356)***	-0.052 (0.230)	-0.761 (0.578)	-0.161 (0.257)
Employed in 97			1.309 (0.433)***	-0.597 (0.319)*	-0.266 (0.578)	-1.032 (0.366)***
Full-time Working in 97	1.043 (0.641)	-0.103 (0.278)	-0.952 (0.418)**	-0.229 (0.221)	0.191 (0.409)	0.111 (0.383)
Employed in 98	-0.465 (0.749)	0.068 (0.678)	0.759 (0.658)	-0.459 (0.321)	0.974 (0.757)	-0.787 (0.760)
Job Started within Last Year	0.124 (0.509)	-0.678 (0.526)	-0.229 (0.596)	0.862 (0.278)***	-0.312023 (0.542)	0.729 (0.696)
Job Tenure	-0.005 (0.005)	0.001 (0.006)	-0.014 (0.009)	0.009 (0.004)**	-0.006 (-0.312)	-0.005 (0.015)

Table 20B (continued)
Hurdle Model of Time in Training Programs by Type of Financing
Dependent Variable: Natural Log of Total Time in Training Programs
Full Covariate Set

	<u>Employer-Financed</u>		<u>Self-Financed</u>		<u>Government-Financed</u>	
	<u>Men</u>	<u>Women</u>	<u>Men</u>	<u>Women</u>	<u>Men</u>	<u>Women</u>
Job Tenure Squared	0.000 (0.000)	-0.000 (0.000)	0.000 (0.000)**	-0.000 (0.000)**	-0.000 (0.000)	-0.000 (0.000)
Professional	-0.074 (0.320)	-0.060 (0.279)	-0.397 (0.430)	-0.037 (0.210)	0.575 (0.510)	-0.034 (0.399)
Blue Collar	-0.530 (0.281)*	0.040 (0.579)	-0.867 (0.408)**	-0.040 (0.415)	0.036 (0.397)	0.267 (0.393)
Union member in 97	-0.118 (0.256)	-0.230 (0.310)	0.039 (0.311)	0.523 (0.230)**	-0.391 (0.393)	1.563 (0.391)***
Firm Size: 20-99	-0.324 (0.383)	0.568 (0.476)	-1.281 (0.385)***	0.170 (0.310)	0.253 (0.411)	-0.241 (0.518)
Firm Size: 100 - 199	0.672 (0.593)	-0.267 (0.574)	0.345 (0.597)	0.579 (0.334)*	1.087 (0.452)**	-1.129 (0.691)
Firm Size: 200 - 499	-0.134 (0.639)	-0.589 (0.578)	-0.680 (0.764)	-0.817 (0.369)**	-2.883 (0.957)***	2.733 (0.839)***
Firm Size: 500 or over	0.126 (0.374)	0.699 (0.480)	0.615 (0.507)	0.217 (0.315)	1.474 (0.876)*	-1.508 (0.566)***
Constant	0.990 (0.060)***	1.000 (0.059)***	6.346 (0.071)***	0.951 (0.050)***	7.424 (0.088)***	7.105 (2.507)***
Sigma	-1.539 (2.455)	1.761 (2.820)	1.028 (2.717)**	7.303 (1.953)***	0.677 (3.179)**	0.721 (0.061)***
Observations	260	227	230	454	96	140
P-value for test of provincial equality	0.15	0.01	0.23	0.32	0.14	0.10

Notes: Estimated robust standard errors appear in parentheses. The “*” denotes statistical significance at the ten percent level, “**” at the five percent level, and “***” at the one percent level. The estimates are weighted using the weights provided by Statistics Canada to account for stratified sampling and non-response. The omitted province is Ontario. “Professional” includes professional, administrative and managerial occupations. Dummy variables for missing place of birth, missing occupation, missing union status, and missing firm size were included in the model, but their estimated coefficients are not shown here. The test for provincial equality is a test of the joint null that the population coefficients on all the included provincial dummy variables equal zero.

Table 21A
Hurdle Model of Time in Training Courses
Dependent Variable: Natural Log of Total Time in Training Courses
Full Covariate Set

	Overall	
	Men	Women
Newfoundland	-0.110 (0.174)	-0.104 (0.182)
PEI	-0.007 (0.218)	0.123 (0.186)
Nova Scotia	-0.106 (0.113)	-0.066 (0.115)
New Brunswick	0.125 (0.146)	0.073 (0.125)
Quebec	0.075 (0.108)	0.439 (0.118)***
Manitoba	-0.053 (0.122)	-0.218 (0.116)*
Saskatchewan	0.124 (0.114)	-0.167 (0.104)
Alberta	-0.048 (0.109)	0.001 (0.107)
B.C.	0.031 (0.107)	0.083 (0.102)
Census Metro Area	-0.177 (0.093)*	0.003 (0.099)
Toronto/Montreal/Vancouver	-0.085 (0.103)	-0.089 (0.095)
Urban Centres	-0.180 (0.134)	-0.188 (0.131)
Rural or Remote Area	-0.225 (0.109)**	-0.078 (0.117)
Age	0.029 (0.037)	0.082 (0.037)**
Age Squared	-0.000 (0.000)	-0.001 (0.000)***
Some Secondary	0.131 (0.244)	-0.064 (0.482)
Grade 11-13 Graduate	0.193 (0.158)	-0.124 (0.189)
Some Post-Secondary	0.172 (0.149)	0.294 (0.145)**
Certificate or Diploma	-0.064 (0.136)	-0.292 (0.133)**
Bachelor, Master or PhD	-0.019 (0.094)	0.332 (0.094)***

Table 21A (continued)
Hurdle Model of Time in Training Courses
Dependent Variable: Natural Log of Total Time in Training Courses
Full Covariate Set

	Overall	
	Men	Women
Spouse Present	-0.040 (0.131)	-0.064 (0.128)
Spouse - Some Secondary	0.359 (0.308)	-0.441 (0.342)
Spouse - Grade 11-13 Graduate	0.086 (0.149)	0.000 (0.153)
Spouse - Some Post-secondary	0.234 (0.162)	-0.017 (0.167)
Spouse - Certificate or Diploma	-0.183 (0.144)	-0.014 (0.147)
Spouse - Bachelor, Master or PhD	-0.041 (0.099)	0.016 (0.099)
1 Child (age < 18)	0.116 (0.185)	-0.257 (0.219)
2 or More Children (age < 18)	-0.122 (0.271)	0.164 (0.250)
1 Child (age < 18) (if spouse present)	-0.086 (0.219)	0.266 (0.245)
2 or More Children (age < 18) (if spouse present)	0.124 (0.292)	-0.254 (0.267)
1 Preschool Child	-0.673 (0.653)	0.192 (0.259)
2 or More Preschool Children	0.096 (0.168)	0.100 (0.159)
Preschool Children (if spouse present)	0.480 (0.664)	-0.417 (0.270)
Foreign Born	0.161 (0.103)	0.290 (0.118)**
Employed in 97	-0.381 (0.386)	-0.145 (0.222)
Full-time Working in 97	0.327 (0.149)**	0.204 (0.087)**
Employed in 98	-0.131 (0.225)	-0.298 (0.194)
Job Started within Last Year	0.177 (0.147)	0.311 (0.170)*

Table 21A (continued)
Hurdle Model of Time in Training Courses
Dependent Variable: Natural Log of Total Time in Training Courses
Full Covariate Set

	Overall	
	Men	Women
Job Tenure	-0.001 (0.001)	-0.001 (0.001)
Job Tenure Squared	0.000 (0.000)	0.000 (0.000)
Professional/arial	-0.053 (0.095)	-0.006 (0.088)
Blue Collar	-0.204 (0.094)**	-0.476 (0.225)**
Union member in 97	-0.089 (0.076)	-0.112 (0.081)
Firm Size: 20-99	-0.004 (0.129)	-0.158 (0.128)
Firm Size: 100 - 199	0.316 (0.171)*	0.143 (0.173)
Firm Size: 200 - 499	-0.052 (0.177)	-0.002 (0.174)
Firm Size: 500 or over	0.113 (0.129)	0.074 (0.121)
Constant	1.976 (0.889)**	2.431 (0.898)***
Sigma	1.110 (0.023)***	1.150 (0.024)***
Observations	2,165	2,575
P-value for test of provincial equality	0.79	0.00

Notes: Estimated robust standard errors appear in parentheses. The “*” denotes statistical significance at the ten percent level, “**” at the five percent level, and “***” at the one percent level. The estimates are weighted using the weights provided by Statistics Canada to account for stratified sampling and non-response. The omitted province is Ontario. “Professional” includes professional, administrative and managerial occupations. Dummy variables for missing place of birth, missing occupation, missing union status, and missing firm size were included in the model, but their estimated coefficients are not shown here. The test for provincial equality is a test of the joint null that the population coefficients on all the included provincial dummy variables equal zero.

Table 21B
Hurdle Model of Time in Training Courses by Type of Financing
Dependent Variable: Natural Log of Total Time in Training Courses
Full Covariate Set

	<u>Employer-Financed</u>		<u>Self-Financed</u>		<u>Government-Financed</u>	
	<u>Men</u>	<u>Women</u>	<u>Men</u>	<u>Women</u>	<u>Men</u>	<u>Women</u>
Newfoundland	-0.017 (0.183)	-0.188 (0.234)	-0.211 (0.579)	0.440 (0.246)*	-1.701 (0.765)**	-1.822 (1.827)
PEI	-0.253 (0.249)	0.151 (0.218)	-0.007 (0.589)	0.026 (0.335)	0.524 (0.909)	0.929 (0.930)
Nova Scotia	-0.110 (0.119)	-0.051 (0.122)	-0.591 (0.361)	-0.285 (0.217)	1.461 (0.665)**	0.288 (0.540)
New Brunswick	-0.023 (0.149)	0.089 (0.130)	-0.564 (0.531)	0.169 (0.249)	1.094 (0.569)*	0.169 (0.518)
Quebec	0.073 (0.104)	0.377 (0.125)***	0.062 (0.328)	0.664 (0.250)***	0.602 (0.453)	0.592 (0.583)
Manitoba	-0.127 (0.123)	-0.211 (0.125)*	-0.161 (0.367)	-0.208 (0.219)	0.939 (0.935)	0.441 (0.741)
Saskatchewan	0.128 (0.119)	-0.157 (0.106)	-0.272 (0.414)	-0.136 (0.206)	0.691 (0.762)	-0.175 (0.617)
Alberta	-0.087 (0.111)	0.033 (0.107)	-0.544 (0.373)	-0.185 (0.206)	0.953 (0.581)	-0.309 (0.743)
B.C.	0.022 (0.112)	0.000 (0.114)	0.060 (0.273)	-0.012 (0.169)	-0.382 (0.306)	0.482 (0.474)
Census Metro Area	-0.162 (0.093)*	-0.105 (0.106)	0.142 (0.336)	0.140 (0.180)	-0.713 (0.495)	0.359 (0.496)
Toronto/Montreal/Vancouver	0.035 (0.103)	0.004 (0.104)	-0.868 (0.323)***	-0.308 (0.180)*	0.904 (0.367)**	0.249 (0.490)
Urban Centres	-0.054 (0.141)	-0.195 (0.143)	-0.393 (0.373)	-0.348 (0.233)	-1.152 (0.570)**	-0.082 (0.638)
Rural or Remote Area	-0.104 (0.108)	-0.202 (0.112)*	-0.185 (0.335)	0.043 (0.223)	-0.971 (0.492)**	-0.458 (0.524)
Age	-0.017 (0.035)	0.090 (0.039)**	0.094 (0.097)	0.070 (0.065)	-0.239 (0.121)**	0.064 (0.101)
Age Squared	0.000 (0.000)	-0.001 (0.000)***	-0.001 (0.001)	-0.001 (0.001)	0.003 (0.001)**	-0.001 (0.001)
Some Secondary	0.104 (0.250)	0.097 (0.387)	-0.291 (0.513)	1.021 (0.477)**	1.109 (0.823)	-2.421 (1.236)*
Grade 11-13 Graduate	0.338 (0.163)**	0.041 (0.235)	-0.705 (0.460)	-0.061 (0.310)	-0.220 (0.646)	-1.010 (0.528)*
Some Post-Secondary	0.135 (0.149)	0.117 (0.156)	0.744 (0.428)*	0.623 (0.272)**	-0.065 (0.611)	0.097 (0.436)
Certificate or Diploma	-0.037 (0.138)	-0.022 (0.149)	-0.178 (0.337)	-0.661 (0.234)***	0.011 (0.489)	0.067 (0.469)
Bachelor, Master or PhD	0.053 (0.095)	0.217 (0.095)**	-0.157 (0.274)	0.611 (0.187)***	-0.873 (0.338)***	0.190 (0.539)

Table 21B (continued)
Hurdle Model of Time in Training Courses by Type of Financing
Dependent Variable: Natural Log of Total Time in Training Courses
Full Covariate Set

	<u>Employer-Financed</u>		<u>Self-Financed</u>		<u>Government-Financed</u>	
	<u>Men</u>	<u>Women</u>	<u>Men</u>	<u>Women</u>	<u>Men</u>	<u>Women</u>
Spouse Present	-0.148 (0.131)	0.043 (0.132)	0.211 (0.329)	-0.150 (0.236)	-0.558 (0.668)	0.764 (0.510)
Spouse - Some Secondary	-0.128 (0.314)	-0.525 (0.413)	0.822 (0.694)	-0.275 (0.479)	1.271 (1.124)	2.297 (1.493)
Spouse - Grade 11-13 Graduate	0.005 (0.150)	0.111 (0.158)	0.846 (0.461)*	-0.312 (0.316)	-0.442 (0.703)	-0.402 (0.782)
Spouse - Some Post-secondary	0.174 (0.172)	-0.080 (0.199)	0.141 (0.470)	-0.187 (0.250)	0.745 (0.597)	1.158 (1.010)
Spouse - Certificate or Diploma	-0.203 (0.155)	-0.126 (0.180)	-0.017 (0.441)	0.424 (0.217)*	0.001 (0.613)	-1.398 (0.682)**
Spouse - Bachelor, Master or PhD	-0.064 (0.099)	0.091 (0.110)	0.044 (0.305)	-0.101 (0.183)	-0.649 (0.575)	0.262 (0.674)
1 Child (age < 18)	0.154 (0.195)	-0.536 (0.185)***	-0.234 (0.378)	0.711 (0.528)	0.807 (0.676)	0.237 (0.587)
2 or More Children (age < 18)	-0.219 (0.311)	0.266 (0.229)	0.590 (0.584)	-0.708 (0.579)	-1.200 (0.947)	0.482 (0.640)
1 Child (age < 18) (if spouse present)	-0.074 (0.228)	0.508 (0.218)**	0.517 (0.492)	-0.896 (0.567)	-0.557 (0.927)	-0.508 (1.069)
2 or More Children (age < 18) (if spouse present)	0.230 (0.329)	-0.352 (0.254)	-1.082 (0.652)*	0.818 (0.609)	1.366 (1.084)	-0.153 (1.099)
1 Preschool Child	-0.816 (0.703)	0.461 (0.297)	-3.233 (0.747)***	-0.137 (0.461)	-1.308 (1.373)	-0.050 (0.755)
2 or More Preschool Children	-0.044 (0.173)	-0.030 (0.185)	0.864 (0.546)	0.515 (0.251)**	1.048 (0.642)	-0.752 (0.734)
Preschool Children (if spouse present)	0.712 (0.714)	-0.632 (0.312)**	2.444 (0.844)***	-0.109 (0.470)	1.195 (1.396)	-0.601 (0.890)
Foreign Born	0.082 (0.103)	0.278 (0.128)**	0.386 (0.329)	0.238 (0.195)	1.135 (0.352)***	0.421 (0.453)
Employed in 97		0.862 (0.594)	-0.252 (0.628)	0.138 (0.292)	0.545 (0.620)	-0.009 (0.536)
Full-time Working in 97	0.310 (0.148)**	0.260 (0.088)***	0.144 (0.322)	0.027 (0.192)	-0.216 (0.364)	0.012 (0.526)
Employed in 98	0.086 (0.232)	-0.202 (0.253)	-0.068 (0.604)	-0.147 (0.289)	-0.824 (0.729)	-1.226 (1.081)
Job Started within Last Year	-0.015 (0.132)	0.006 (0.177)	0.384 (0.370)	0.574 (0.269)**	0.803 (0.562)	1.142 (0.907)

Table 21B (continued)
Hurdle Model of Time in Training Courses by Type of Financing
Dependent Variable: Natural Log of Total Time in Training Courses
Full Covariate Set

	<u>Employer-Financed</u>		<u>Self-Financed</u>		<u>Government-Financed</u>	
	<u>Men</u>	<u>Women</u>	<u>Men</u>	<u>Women</u>	<u>Men</u>	<u>Women</u>
Job Tenure	-0.001 (0.001)	-0.001 (0.001)	-0.000 (0.004)	-0.001 (0.003)	-0.001 (0.005)	-0.005 (0.012)
Job Tenure Squared	0.000 (0.000)	0.000 (0.000)	0.000 (0.000)	0.000 (0.000)	0.000 (0.000)	0.000 (0.000)
Professional/arial	0.003 (0.093)	-0.008 (0.091)	-0.423 (0.281)	-0.008 (0.180)	1.180 (0.370)***	-0.022 (0.463)
Blue Collar	-0.187 (0.094)**	-0.120 (0.163)	-0.167 (0.272)	-0.738 (0.376)**	-0.232 (0.349)	-0.989 (0.727)
Union member in 97	-0.084 (0.076)	-0.058 (0.080)	-0.158 (0.268)	-0.031 (0.163)	0.387 (0.355)	-0.318 (0.497)
Firm Size: 20-99	-0.052 (0.135)	-0.210 (0.135)	-0.046 (0.314)	-0.016 (0.230)	0.115 (0.506)	-0.026 (0.762)
Firm Size: 100 - 199	0.354 (0.166)**	0.224 (0.160)	0.165 (0.580)	-0.251 (0.419)	0.166 (0.561)	2.039 (0.910)**
Firm Size: 200 - 499	-0.034 (0.177)	-0.042 (0.181)	0.610 (0.685)	0.001 (0.425)	-0.119 (0.727)	-2.020 (0.858)**
Firm Size: 500 or over	0.145 (0.135)	0.102 (0.134)	-0.576 (0.518)	0.219 (0.243)	0.006 (0.751)	0.301 (0.541)
Constant	2.637 (0.023)***	1.052 (0.027)***	0.740 (2.002)	0.854 (0.041)***	6.369 (3.160)**	1.219 (2.587)
Sigma	1.021 (0.801)***	0.875 (1.048)	1.265 (0.070)***	1.130 (1.529)	0.886 (0.075)***	3.579 (0.101)***
Observations	1,730	1,761	352	751	123	158
P-value for test of provincial equality	0.69	0.01	0.71	0.04	0.00	0.60

Notes: Estimated robust standard errors appear in parentheses. The “*” denotes statistical significance at the ten percent level, “**” at the five percent level, and “***” at the one percent level. The estimates are weighted using the weights provided by Statistics Canada to account for stratified sampling and non-response. The omitted province is Ontario. “Professional” includes professional, administrative and managerial occupations. Dummy variables for missing place of birth, missing occupation, missing union status, and missing firm size were included in the model, but their estimated coefficients are not shown here. The test for provincial equality is a test of the joint null that the population coefficients on all the included provincial dummy variables equal zero.