Chapter 4

Statistics Canada

Mary Townsend

4.1 Introduction

At Statistics Canada, our business is data. Close to 6,000 employees work at perfecting the processes and outputs involved in 350 ongoing surveys and the national census. Beyond that, Statistics Canada strives to make its data easily understandable to the Canadian people so that they can apply them to effective decision-making. The numeracy of the Canadian public is important to Statistics Canada, not only to ensure the viability of our survey programs, but also from the broader perspective of developing statistically literate citizens who can participate in the global knowledge based economy.

We have a vested interest in creating an appetite for our data and in helping to develop citizens who understand how to use data; statistically literate citizens who recognize that timely and accurate survey response is linked to more relevant data outputs which in turn are needed to support the policies and programs that affect their daily lives. We go beyond data distribution to encourage knowledge transfer so that the media will report numbers in an appropriate context. If citizens develop better data skills and engage in more critical thinking, they will be able to challenge the veracity of the numbers used by various sources in the media. This can only help our programs, our citizens and our nation.

Statistics Canada has adopted a very practical approach to our statistical literacy objective. Every major data release we publish is accompanied by analysis, charts and tables that describe the story behind the numbers. The data are always accompanied by notes on the methodology that was used to collect them. Our releases place the most important and significant statistical findings in the context of long- and short-term trends and of the broader economic or social environment. They explore relationships, causes and effects. In short, they show readers the origins and significance of the most current information.

4.2 A better understanding of data

To provide a more in-depth understanding of data, Statistics Canada offers training workshops which vary in length from 1 to 3 days, through its regional offices in major cities across Canada. This training is not for experts in statistical methods, but for anyone who commissions or conducts surveys, is a data user, or needs to develop his or her ability to assess and interpret survey results. Workshop participants are generally:

- users of Statistics Canada data
- market researchers
- policy analysts and advisors
- social scientists and researchers
- research consultants and managers
- journalists.

Along with a myriad of data, there are excellent statistical support resources for the general public on our website at www.statcan.ca such as *Finding and Using Statistics*, *Statistics: Power from Data, Teacher's Guide to Data Discovery*, *Definitions, data sources and methods.*

Several 'outreach' programs provide human support and expertise aimed at particular user groups, including educators, journalists, or aboriginal communities, The longest standing and most broadly reaching of these is the Education Outreach Program.

4.3 Statistics Canada's Education Outreach Program

The Education Outreach Program, which serves Canada's teachers and students, gives back to the public who respond to our many surveys. It aims to develop statistical literacy and data management skills among Canada's youth by providing free services to the education community:

- Learning resources on the Statistics Canada website
- Workshops and training
- Statistical expertise

This program also strengthens awareness of the benefits of the national statistical system. Students learning about statistics today will become better informed survey respondents and more knowledgeable data users in the future.

Statistics Canada's Education Outreach Program marries digital resources with human support and is based on two pillars:

- An interactive website www.statcan.ca/english/edu which offers free access to curriculum-relevant information, learning tools and resources specifically designed for teachers and students

- A network of education representatives and resource teachers who work providing expertise and support at a grassroots level.

The mandate of the Education Outreach Program is to make Statistics Canada information relevant and understandable to young Canadians. Teachers also need the latest Canadian statistics to keep their courses relevant and up-to-date.

4.4 Reaching out to young students

Young people's formative school years are the best time to provide guidance and tools for their future success. That's why Statistics Canada wants to engage the almost 4 million Canadian students in grades 4 to 12 (ages 8 to 18) through its Education Outreach Program. We reach the students primarily through their teachers, to whom we provide online teaching tools and ongoing support.

New Canadian curricula endorse the application of real life data in the classroom in all subject areas. Students are required to develop problem solving techniques, higher order analytical and critical thinking skills, and the ability to manage massive amounts of information. Statistics and probability have become one of the five key strands in math.

Elementary generalist teachers in particular often exhibit anxiety or indifference about teaching with statistics. These teachers are turning to Statistics Canada's expertise to support their classroom efforts and to help students effectively understand the terms and processes used in data collection, compilation, display and analysis.

4.5 Statistical literacy, an important skill

We have entered into an age of information where the average citizen is confronted with figures on a daily basis and is asked to form judgments based on the story they tell. Data have become ubiquitous. Graphs, charts, rates, percentages, probabilities, averages and forecasts are part of our everyday life. People are becoming accustomed to seeing the results of surveys reported in the daily press, incorporated in messaging by advertisers, mentioned by political and social analysts and used by economic forecasters.

The Canadian educational system recognizes that the skills to understand and use numbers must be part of the learning outcomes for children in virtually every grade while new and rigorous math curriculum in Canadian schools dictates that young Canadians learn how and when to apply data. This will help students develop the skills they need to succeed in the new knowledge based economy: a benefit to both our youth—future citizens and entrepreneurs—and our nation.

Statistics Canada has long acknowledged that it should actively support the development of such skills. Teaching the fundamentals of statistics however, is not the role of a national statistical organization. That is what teachers and professors do. As custodians of the nation's statistical system, we have a role to play. That role is to empower teachers and ensure that data and information are provided in a physically and intellectually accessible form to support the teaching and learning efforts not only in statistics proper but in all subjects. And further, it is in our own interest to provide teaching resources to demonstrate how to analyze statistical information to use in actual problems and projects in the school setting.

Students are the future users of our statistics and the future respondents of our many surveys which rely on the willing co-operation of citizens. By investing in their statistical education, we are planting the seed of our ongoing relevance and viability as the national statistical organization and helping to grow the information-age skills that will help our country thrive. .

4.6 The Education Outreach Program website

Learning resources, a special portal of the Statistics Canada website, provides students, teachers and post secondary users with free Canadian information and statistical tools relevant to the classroom. The education community now accounts for about 40% of the access to the Statistics Canada website, up from 19% in 1997. Close to 20,000 users a day log onto our website looking for information to help with homework or classroom assignments.

The opening page of the *Learning resources* www.statcan.ca/english/edu site has three entries according to audience:

- Teachers, offering teaching tools for elementary and secondary levels
- Students, where help is available for completing schoolwork
- Postsecondary, providing more detailed data for in-depth research.

The Teachers page (http://www.statcan.ca/english/edu/teachers.htm) was originally developed to offer fast, straightforward and free access to a multitude of teaching aids. For example, teachers can find hundreds of exemplary lesson plans that highlight Statistics Canada data or order free class sets of the latest *Canada at a Glance*, a print brochure or link to the *Teacher's Guide to Data Discovery*, a primer on statistics. Through the *News and forums* link, teachers can subscribe to the electronic *Learning resources bulletin*, an informative newsletter delivered to their desktop bi-monthly or they can participate in teachers forums. They can access *Awards and contests*, such as the Statistics Canada Web page contest or the *International Statistical Literacy Competition* and request assistance with Statistics Canada data through the *Regional support* link.

The Students page (http://www.statcan.ca/english/edu/students.htm) links students to practical information for their assignments. Using *Resources by school subject* or *Summary tables,* students can access Canadian data related to virtually every discipline, from Geography to History, Maths and Family Studies. They learn to

interpret the numbers and to analyze and predict trends. Through *Community Profiles*, students also discover valuable facts about their own community and compare it with others. Tutorials in *Statistics: Power from Data!* help students to understand and learn about surveys and how to use statistics. The *Kids Zone* offers fun with challenging quizzes and puzzles. When having trouble finding the information they want, students can e-mail their questions to Statistics Canada experts or listen to an audio podcast entitled *Find data for your project*.

The Postsecondary page (http://www.statcan.ca/english/edu/researchers.htm) provides access to in-depth research resources for professors and students. These include the *Data Liberation Initiative (DLI*), a program that sells affordable access to Statistics Canada databases and microdata to universities and colleges and the *Research Data Centres* for academic research opportunities. The postsecondary page also offers support for faculty and for university students primarily in Faculties of Education. Students can access research stipends, prizes and awards that encourage them to work with Statistics Canada data.

From the opening page of the *Learning resources* site, users can link directly to three major resources that encourage our statistical literacy objectives.

- *E-STAT*, www.estat.statcan.ca the interactive database about Canada's social and economic life is available exclusively to educational institutions by registration. It allows students to discover trends and compare or visualize data by offering dynamic graphing and mapping features.

- *Statistics: Power from Data!*, www.statcan.ca/english/edu/power/toc/contents.htm an online manual on surveys from start to finish, includes 13 chapters on the collection, processing and analysis of statistics and offers examples, lessons and case studies.

- *Census at School*, www.censusatschool.ca the international online survey project for elementary and secondary students lets them collect their own data for use in teaching data concepts and investigation. They can also compare their class data to those of other countries participating in the survey.

A list of '*Quick links'* connects to Statistics Canada's most useful products for the educational community—such as the *Canada Year Book*, *Population pyramids* or *Census of Canada resources*—as well to *Resources by school subject.*

The *Resources by school subject* section www.statcan.ca/english/kits/teach.htm classifies material for classroom use into 17 school subjects, including Mathematics, Environment, Family Studies and Geography. Each school subject page is divided into three tabs: **Lessons,** available by level, **Key resources**, which include animations,

articles, maps, reference material, and **Data**, for statistical tables and databases. Teachers can find a huge array of information here.

The hundreds of curriculum-relevant **Lessons**, which were created by teachers for teachers, use information available on the site. For example, a lesson plan for Business Studies proposes an analysis of the babysitting job-market based on local census data available in the *Community Profiles*. A Social Studies lesson suggests a role-play of Jean Talon's first census, inspired by the actual results collected in 1665. Lessons on graphing and mapping skills use statistical tables found on the site. Mathematics lessons in function modelling provide real-life datasets that approximate different types of functions: life expectancy (linear), births (quadratic) and youth cohorts (sinusoidal) over time.

It's a challenge to keep lessons up-to-date and on target because new editions of key resources are continually being produced by Statistics Canada and new curriculum introduced in schools. Also, as a federal department, we publish everything in both official languages (English and French) at the same time. It's clear why a full time resource manager is required to keep our *Learning resources* web site vital.

4.7 E-STAT, a key learning resource

E-STAT is an interactive tool that offers access to Statistics Canada's entire data warehouse of social and economic data as well as Census data (both recent and historical). Students and teachers can find data on Canada's economy, land, people and government and transform them dynamically into graphs and maps. They learn how to retrieve, sort and organize the information in a meaningful way and to perform calculations or functions.

E-STAT was started in 1987, when Statistics Canada first began providing teacher support for data and technology. A group of plugged-in high school students from Richmond Hill, Ontario, contacted our Chief Statistician to request access to electronic data. In response, we developed *E-STAT*, our first electronic database, in a format called Telichart. *E-STAT* licenses were sold to ministries and school boards as Statistics Canada attempted to recover some of the production costs. Students might have wanted electronic data, but we found that few teachers were technology literate and Telichart proved to be the wrong medium for schools.

In the early 1990's, *E-STAT* was made available on CD-ROM. Because schools in Canada had two computer platforms (MAC and IBM) and two official languages (English and French), Statistics Canada had to produce several versions of the CD-ROM. Point and click technology was not yet a way of life. Teachers had to use DOS function codes to access the massive amounts of data provided on the *E-STAT* CD-ROM. Training manuals often got separated from the CD-ROM. Teachers who were already strapped for time found it overwhelming to learn a new program when they would only be using it

for one or two classes per term. Even so, Statistics Canada continued to sell to a few 'early adopter' schools these CD-ROMs with accompanying training workshops.

Statistics Canada had to provide a considerable amount of technological user support for its *E-STAT* database. Though students were ready to use *E-STAT*, the teachers were not, or they couldn't find the time for the necessary training. And school boards had to find the funds to purchase the CD-ROMs and the training workshops. In this context, librarians became our biggest allies in adopting *E-STAT*, particularly teacher librarians. These information specialists in the schools looked after the purchase of texts and supplementary books and were dedicated to servicing student information needs. We started to build a relationship with librarians, which continues to this day.

Starting in 1994, schools in Canada began getting connected to the Internet, with funding from the federal government. The Internet became the opportunity for Statistics Canada to publish massive amounts of information at an incremental cost, and to reach out extensively, particularly to schools and school librarians. Statistics Canada launched its *Learning Resources* web site in 1997 and transformed *E-STAT* from a CD-ROM to an Internet product in 1999. *E-STAT* then became free on the Internet to educational institutions through a password protected access.

E-STAT is now highly used at the secondary and post secondary levels with over 10,000 Canadian schools registered to use it, including 60 post secondary institutions. This success was achieved through communication with curriculum developers and text book publishers, adoption of Internet point and click technology, and training of pre-service and in-service teachers.

While *E-STAT* started as a way to give students access to electronic information, it has become a very powerful data presentation tool through the development of online graphing applications. These allow a dynamic and visual display of *E-STAT* information that is easily integrated into today's statistics courses. Students can now choose to graph their data in bar charts, stacked bar charts, scatter graphs, box and whisker plots and histograms or can map data using thematic maps.

"My Grade 9 math students use the large bank of current data in E-STAT to develop their skills in interpreting statistics, analysing ways of gathering information, and displaying data."
—Secondary mathematics teacher, Prince Albert Saskatchewan

E-STAT offers teaching support through a bank of lesson plans and tutorials, as well as frequently asked questions and online help. Now accessible directly from home by students, *E-STAT* is being increasingly used for project assignments because of the proliferation of Internet connected computers in Canadian households and because of new curriculum directives in function modelling and data management in secondary Mathematics courses.

4.8 The genesis of Statistics Canada's Education Outreach Program

In the late 1980's, about the same time as *E-STAT* was being developed, Statistics Canada began offering workshops on its resources to professors and teachers-in-training at university Faculties of Education.

Throughout the 1990s, Statistics Canada increasingly recognized the importance of its role in supporting the education community. Free educational services were implemented, such as providing lesson plans and teachers' kits on the agency's website and offering regional workshops for primary and secondary teachers.

In 1997, a special "Learning resources" portal was created on the Statistics Canada website for teacher and students. It was redesigned in September 2000 with separate entry pages for students, teachers and postsecondary institutions and a new more versatile online version of *E-STAT*.

Several factors came together in the mid to late 1990's that paved the way for the establishment of a structured Education Outreach Program at Statistics Canada.

First, there was a growing hunger for information among the general public and an ever expanding use of data for prediction and decision making. Charts and graphs were being increasingly used in the media, in advertising and in polls. Inquiring minds wanted to know more!

Second, Industry Canada our federal partner, through their SchoolNet Program, linked all Canadian schools (16,500) to the Internet and helped provide them with computers. This expanding Internet technology presented an opportunity for a broad and affordable access platform into the schools. Not only could we now distribute large amounts of data online for a small incremental production cost, but we could also incorporate innovative and interactive measures that would permit us to actually share the agency's intelligence. This is something we could not do in the past with print publications alone.

At the same time, new curricula in schools across the nation were introducing Statistics and Probability as one of the five key teaching strands in math. Starting in kindergarten with fundamental data discovery, students now move to sophisticated data applications that require, by Grade 12, a solid understanding of the concepts and processes used in data analysis.

For instance, the Statistics and Probability strand at elementary school level identifies the following outcomes:

- With assistance, kindergarten and Grade 1 students (at about 6 years of age) collect, organize and analyze data based on first-hand information.
- By Grade 4 (at about age 9), students assess and validate the data collection process.

- Starting in Grade 5 (at about age 10), students develop and implement a plan for the collection, display and interpretation of data to answer a question.
- In Grade 8 (at about age 13), students should be able to evaluate and use measures of central tendency and variability.

Who better than Canada's national Statistical Agency to support the pedagogical lead in these outcomes! These concepts are at the core of Statistics Canada's knowledge and expertise.

The timing was right so, in 1996/1997, a group of impassioned senior managers proposed and were granted funding ($450K per year) from the Strategic Initiatives Fund at Statistics Canada to support a 3 year pilot Education Outreach project to work directly with the education community.

These funds were to cover the salaries of 5 regional education representatives, a central coordinator and a web site manager, with a small sum dedicated to non- salary travel and communications.

Because education is a provincial undertaking in Canada, it was important to have regional representatives who provide training, coaching and knowledge at a grassroots level. From the west to the east coast, from north to south, they keep their finger on the education pulse, understand the different curricula and environment in every province and territory and know where Statistics Canada data and expertise fit. They work with regional associations and organizations that support educators such as teachers' federations, ministries of education, curriculum and IT consultants. They get our message out by leveraging resources and by creating and nurturing relationships with teachers that in turn work with their peers, passing on information on behalf of Statistics Canada. They are visible and present in the community at conferences and teacher professional development days.

The Statistics Canada regional education representatives also provide workshops and distribute communication materials to 40,000 in-service teachers every year., as well as to more than 20,000 pre-service teachers at 60 Faculties of Education. Some faculties have a 5-week internship or alternate practicum program, through which our representatives provide statistical experience to student-teachers. After working with Statistics Canada, these interns – about 25 of them each year– will pass on to their future students an intrinsic understanding of data concepts and an inside knowledge of surveys.

Through our regional education representatives, we are able to partner in curriculum development and be included in new textbooks. Over 75 textbooks host Statistics Canada data or direct students to our website. One textbook publisher has posted a subset of Statistics Canada microdata on their website. Students are directed from their textbook to visit the site and use a password to access the microdata—a truly innovative example of blending analogue and digital technologies. Statistics Canada

representatives participated in the Mathematics curriculum working group in Ontario, the province that has 30% of Canada's students and teachers. This ensured that our resources got written into curriculum for teaching function modelling and into the new Grade 12 course on Data Management that requires students to do a major research project using data. .

By establishing its Education Outreach Program, Statistics Canada was able to manage the transfer of data, information and knowledge to millions of Canadian students and teachers, while actively engaging the enormous education market in a cost effective manner.

4.9 Assessing the Education Outreach Program

When the Education Outreach Program was started as a pilot project in 1997, our Chief Statistician cautioned that a market as huge as the education sector could become a bottomless pit in terms of resource drain.

Our Education Outreach Program is directed by a Committee of senior managers who provide vision, support and guidance to our activities. Functionally, the program resides within the operational mandate of the Centre for Education Statistics, which compiles and disseminates information on the Canadian education community. An operational team, composed of regional education representatives and a small head office group, maintains the Learning resources website, develops the products and communication materials and provides frontline training to teachers. This operational team records its activities in a database for measurement purposes and to share best practices from each region. We are continuously looking for cost effective ways to increase our reach and better serve our stakeholders. We leverage what little resources we have with multiplier activities and align our existing resources, such as our own employees. Through the local Classroom Outreach and Expert Speakers programs, our employees share their expertise and knowledge to help schools in their communities.

It is difficult to measure the short- term paybacks of undertaking this education sector liaison. The real return on investment will be in the long term. Some of the activities that we have implemented are global in nature and benefit Canadians as a whole. However, after just two years of program pilot funding, we were able to demonstrate remarkable success and acquire ongoing core funding for the Education Outreach Program. Some of the program measurement criteria include:

- number of students and teachers trained, workshops provided, classes visited
- number of professional development days provided
- number of teacher practicums and internships provided
- number of data downloads(monthly) from E-STAT
- number of access hits (monthly) to the Learning resources website

- number of educational websites linked to the Statistics Canada site
- number and relevance of conferences and exhibits undertaken
- new partnerships implemented
- new courses and textbooks that highlight Statistics Canada data
- new educational products and programs created by Statistics Canada
- number of hours contributed to local schools by Classroom Outreach workers
- number of Statistics Canada publications distributed to educators
- positive media coverage on education activities
- number of new lessons submitted by educators
- requests for copyright or redistribution of data for the education community
- number of telephone calls and Internet requests for information
- numbers of communications materials distributed
- number of electronic bulletin (LISTSERV) subscribers
- relationships undertaken with external organizations that service the education community
- integration and support of Statistics Canada information in education-related and other associations
- letters, opinions, comments and testimonials received

Each year, we provide a measurement report at the annual general meeting of our Education Outreach Steering Committee. At that time, senior managers discuss issues and provide guidance and direction for program activities in the coming year. This helps to keep the program vital. Operational team meetings are held on a bi-weekly basis with regional representatives linking up by telephone.

In addition, regular user surveys are posted to our website. We ask for feedback at workshops. We are currently undertaking a market research study with teachers that have registered to the Census at School project. As well, every new product that is introduced is focus group and Beta tested with teachers and students before release to the public.

"We will not know the results of this work for a generation or two and even then it will be difficult to establish direct causality between early training and better response rates among adults. But the effort is a worthwhile one, if for no other reason than it will make the statistical system less remote, more friendly and more interesting for future Canadians. This type of long-term investment and planning is rare in government. But it's just another example of why Statistics Canada has been rated the world's best by The Economist magazine three years in a row."
David Bond, Vancouver Sun, August 1999

4.10 Getting our message known

The challenge is getting teachers' attention when they are bombarded with information

about available resources from so many sources on the Internet. Because we have little resource to print and mail or advertise to educators, we ensure that we align ourselves with organizations and partners that help us get our message out for us.

The communications for the Education Outreach Program reaches teachers through various electronic and print vehicles and partnerships with educational organizations. Communications are primarily done at the regional level.:

- Our bi-monthly electronic bulletin (LISTSERV), which started with 700 subscribers in 2001 had reached a readership of more than 7,000 in early 2008. Many organisations that receive our e-bulletin redistribute it to their membership, helping it reach a circulation potential estimated at 50,000 bi-monthly.

- Our annual print broadsheets (50,000 copies) are distributed by regional representatives at their workshops, conferences and to student-teachers at Faculties of Education.

- Partnerships with organizations help us get the message out at minimal cost. Examples include: a joint issue of the School Libraries magazine in 2003 on Statistics Canada resources; columns in math teacher magazines in various provinces written by our regional representatives; regular features in an e-newsletter reaching 20,000 schools and subscribers. Another campaign in 2004 piggy-backed on a Statistics Canada survey of technology in the schools, so that teachers in all Canadian schools could order the Canada at a Glance brochure. We sent out 120,000 copies to schools that year.

- Links to our Learning resources site from online directories such as Math Central and from provincial Ministry of Education sites help to increase our web traffic.

4.11 Where is the Education Outreach Program headed?

By all accounts, the Education Outreach Program has surpassed expectations in terms of reach and feedback on initiatives. We have moved from the objective of getting information into the hands of students to ensuring that students know how to use that information. As the Internet proliferates, with increasing access to more choices of electronic information, there is a greater demand for human support services from our regional education representatives. In fact, for the past few years, we have hired a network of part-time statistical resource teachers who visit classes, thanks to additional funds from our Education Outreach Steering Committee. When invited, these Statistics Canada resource teachers bring census information and applied survey and technology skills to students, at a stage in their lives when they are awakening to numbers. At the same time, the resource teachers are helping develop the in-class teachers' knowledge and dispel their fear of data. Statistics become visible and tangible as the resource

teacher explains how important data are in everyday life. As certified teachers, they know how to translate the curriculum into interesting and practical activities. They also have the pedagogical expertise that allows them to directly engage students in learning-by-doing exercises, increasing the likelihood that these students will develop a lifelong understanding of data.

This network of resource teachers currently consists of 10 contracted teachers (mostly newly retired math teachers) who are paid the equivalent of a substitute day's teaching wages (CDN$300) for each full-day workshop. They are trained and managed by Statistics Canada's regional education representatives. There are 2 resource teachers in B.C., 1 in Alberta, 1 in Quebec and 6 in Ontario, the largest populated province.

Working through local school boards, Statistics Canada resource teachers gave workshops to almost 13,000 students in 2006/2007. There is an increasing demand for their services. To date this school year, April 2007/2008, more than 12,000 students have been taught.

We expect this demand for statistical support and expertise to continue and we are investigating partnerships with educational organizations and Ministries of Education that might share the support of this initiative as the Education Outreach Program core funding has not increased over the 10 years since inception.

4.12 Where has Education Outreach been presented?

Statistics Canada's Education Outreach Program or components of it have been presented at many national and international venues. These include:

- Canadian Teacher's Federation Annual General meeting
- Canadian Libraries Association
- Meeting of Government documents librarians at Canadian universities (Data Liberation Initiative)
- International Council on Canadian Studies Annual Meeting
- Over 70 Canadian provincial teacher conferences annually for Math, Social Studies, Family Studies, Geography and Technology
- Canadian Math Educators Association
- CMEC- Council of Ministers of Education in Canada (statistics working group)
- Canadian Federal Government Interdepartmental Working Group on Education
- National Statistics Council, Statistical Society of Canada
- International Methodology Symposium
- Meetings at other international statistical agencies
- IASSIST-International Association for Social Science Information Service and Technology
- ICOTS (2002, 2006)- International Conference on Teaching Statistics

- IASE- International Association for Statistical Education
- ASA- American Statistical Association
- Conference of European Statisticians
- ISI (2007, 2005, 2003)- International Statistics Institute

At the ISI 2007 in Portugal, Statistics Canada's Education Outreach Program and Learning resources website were mentioned in several presentations on statistical literacy. Iddo Gal, an international expert presented his 2006 findings of research on federal statistical web sites and highlighted Statistics Canada's Learning resources site as an example of good practise.

4.13 Winner of a prestigious national award

Because of its vision and efforts to effectively serve a large stakeholder community with a small amount of resources, the Education Outreach Program was awarded first prize in 2003 for knowledge transfer and innovative management by the Institute of Public Administration of Canada (IPAC)—a national organization concerned with the theory and practice of public management. This highly regarded gold award stands as a tribute to the success of program activities.

*The mandate and program objectives of Statistics Canada are: to collect and publish in aggregate formats statistical information on the characteristics and behaviour of Canadian households, businesses, institutions and governments for research, policy development, program administration, decision-making and general informational purposes; to collaborate with other participants in the broader national statistical system in extending the system's scope, usefulness and use; and to provide leadership, professional expertise and coordination in such efforts.(*Description of Statistics Canada's Organization and Information Holdings, July 2006*).*