

92N0022E

c.4

# Census Recensement



REPORT ON THE NOVEMBER 8, 1993  
NATIONAL CENSUS TEST (NCT) RESULTS

C E N S U S

96

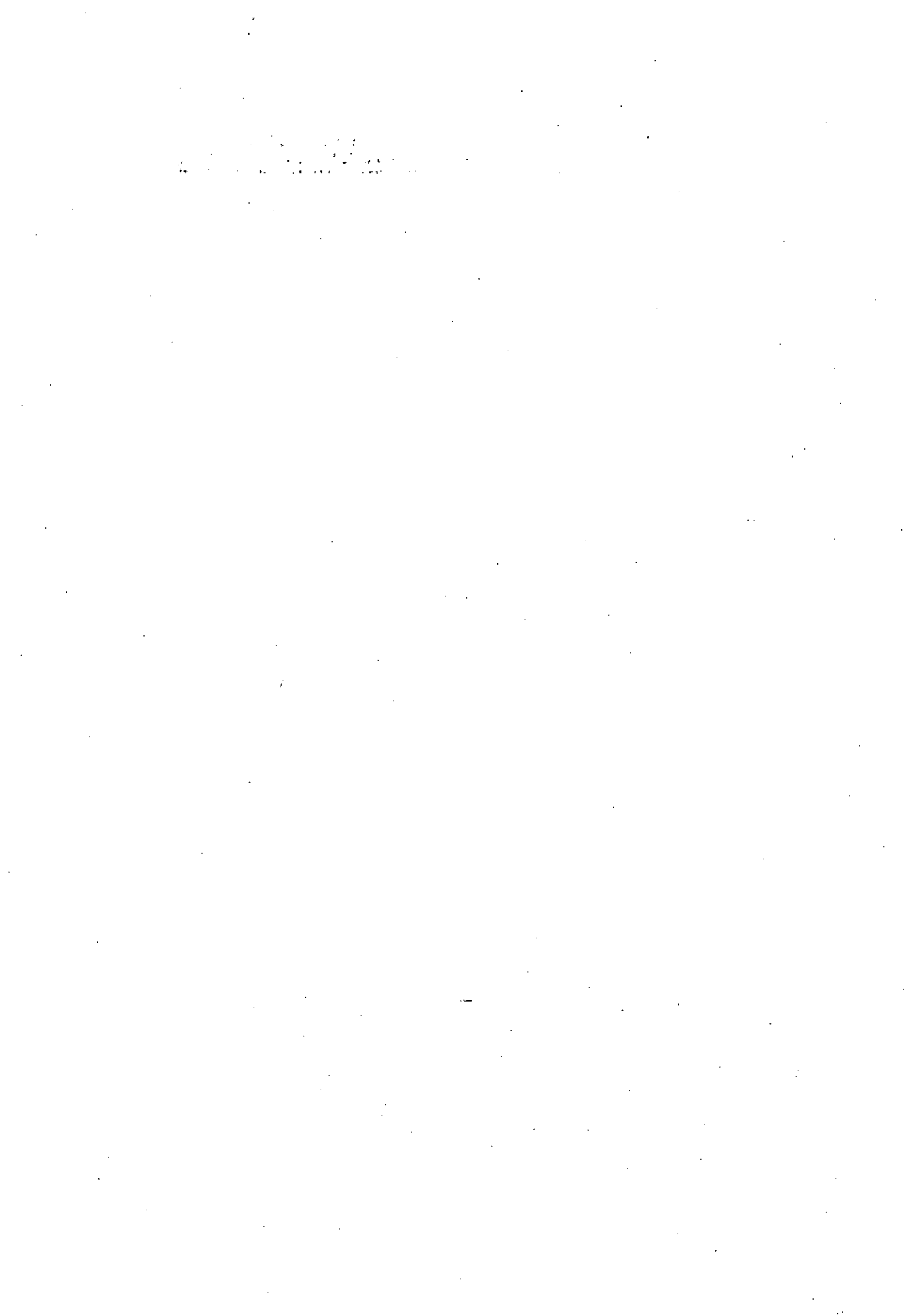
R E C E N S E M E N T

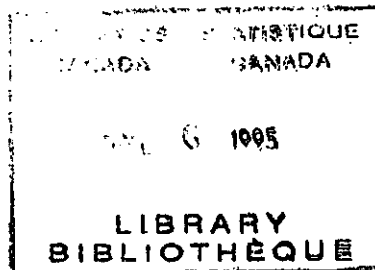


Statistics  
Canada

Statistique  
Canada

Canada





**REPORT ON THE NOVEMBER 8, 1993  
NATIONAL CENSUS TEST (NCT) RESULTS**

**\* Version française disponible sur demande \***

**August 1994**



## TABLE OF CONTENTS

	Page
1. INTRODUCTION .....	1
2. FAMILY AND RELATIONSHIP TO PERSON 1 .....	4
3. LINGUISTIC CHARACTERISTICS .....	6
4. ETHNO-CULTURAL QUESTIONS .....	9
4.1 Ethnic Origin and Visible Minorities .....	9
4.2 Aboriginal Questions .....	13
4.3 Summary .....	14
5. UNPAID WORK .....	15
6. MODE OF TRANSPORTATION .....	22
7. INDUSTRY FILTER QUESTION .....	23
8. CHALLENGES FOR THE 1996 CENSUS .....	24
9. WHERE WE GO FROM HERE .....	25
APPENDIX: NCT QUESTIONNAIRE .....	27



---

## REPORT ON THE NOVEMBER 8, 1993 NATIONAL CENSUS TEST (NCT) RESULTS

### 1. INTRODUCTION

The Canadian census is a complete inventory of the country's population, housing and agriculture. To execute this massive undertaking and incorporate the ever-changing data needs of society into the census, planning must begin well before Census Day. In fact, planning for the 1996 Census began even before the 1991 Census Day.

For the national census to be useful, it must meet two criteria: first, it must reflect our changing society and the specific needs of clients; second, it must allow respondents ease in understanding and answering the questionnaire while maintaining the strictest principles of confidentiality and privacy.

Although the need for time-series data suggests that the questions asked in a national census should remain consistent over time, new data requirements or even changes in society dictate that some revisions be made from one census to another. To do this, prior to each census, Statistics Canada consults users and interested parties across Canada for their views on the type and extent of information that should be available from the census database.

Early in the 1996 Census planning process it was decided that any potential new questions, as well as possible changes to existing questions, had to be field tested. By conducting a field test, Statistics Canada not only assessed the effectiveness of proposed questions by how well they are completed, but judged the degree to which these questions met their data objectives.

The field test also indicated the potential costs involved in including a new question. Moreover, it was important that the questions were tested to ensure they worked effectively; respondents must understand the wording of questions and know how to answer them correctly. Clearly, questions cannot be automatically added to the census without considering the implications of additional costs, data comparability and increased burden on the respondents.

#### Consultation

In preparation for the 1996 Census, Statistics Canada undertook a comprehensive consultation program. The agency contacted close to 1,000 organizations, including all major data users, and received 166 written briefs. Two international conferences were held, one on the collection of data on the measurement of ethnicity and the second on the measurement and valuation of unpaid work.

Statistics Canada also organized more than 60 meetings with major data users, communities and national organizations. Public meetings were held in Toronto, Edmonton, Regina and Winnipeg; a large mail-out campaign was conducted to notify users and the interested public in Quebec; ads were placed in major daily newspapers in British Columbia; and in Atlantic Canada meetings were held with community organizations.

Based on results of the consultation with data users, and on the experience gained from previous censuses and surveys, a questionnaire was developed with a view to testing new or revised questions

---

which might enable the census to better respond to the current and emerging needs of the wide range of census data users.

### **The National Census Test (NCT)**

The success or failure of a question to meet its objectives can be measured in many ways. The NCT questionnaire asked specific questions on the content, wording and layout of the proposed 1996 questionnaire to obtain the reaction and evaluation of respondents. The interviewers who dropped off the questionnaires conducted follow-up interviews with respondents to discuss any of their concerns about the questions and questionnaire. All calls received by the Census Help Line were monitored and evaluated to judge where problems consistently occurred. Subject-matter officers then reviewed the results of each question to identify problems with data quality, levels of response and data consistency.

The NCT involved a sample of approximately 14,700 occupied dwellings that had recently participated in Statistics Canada's monthly Labour Force Survey. A further 3,950 occupied dwellings were included to increase the coverage of visible minorities and Aboriginal populations living in urban areas.

Interviewers asked respondents to complete the questionnaire and mail it back. The end result was an overall response rate of 84%. However, the initial mail-back rates were low (54%) compared to an actual census, which is generally supported by an extensive public communications program. Reduced public awareness caused by the absence of a public communications program may have contributed to a somewhat lower response by recent immigrants. This group traditionally lacks the awareness, understanding and skills in either of the official languages to participate fully in a census without considerable public communications support.

### **Content Changes**

Changes in the content of the census questionnaire are vital to portray the constantly changing social, cultural and economic situation in Canada. Eight new content areas were tested in the NCT, which was conducted on November 8, 1993. These areas were family, language of education, language of work, Aboriginal peoples self-reporting, visible minorities, unpaid work, mode of transportation to work and type of industry.

Although there were other requests for changes or additions, they were not considered for testing because experience (based on previous surveys, tests or other research) showed them to be infeasible, that is, the questions would be too complex or burdensome for a census, the costs would be too high, or the information would be of use to only a limited number of users.

Changes in family structure, precipitated by divorce and remarriage, have led to an increase of a new type of family known as the "blended family". These families involve stepparent and stepchild relationships. Because such families are becoming increasingly common, census planners were asked if questions on the family could be revised to help with the collection of data on such families. A further request was made to include a specific response category for foster children or children under the care of a guardian. Requests were also made for data on same-sex couples.

With regard to language issues, questions on language of schooling and language used at work were tested.



---

Based on data from the 1991 Aboriginal Peoples Survey, a need was identified for a new question to identify of Aboriginal persons, based on the concept of self-identity rather than ancestry.

The 1991 Census question on ethnic origin revealed that more respondents were reporting "Canadian" as their ancestral origin than in previous censuses – a trend which lowered the question's capacity to accurately identify counts of visible minority populations that are used in the administration of employment equity programs. This resulted in the testing of a revised question on ethnicity and a new question to enumerate the visible minority populations.

Since the mid 1970s, Statistics Canada has tested questions on unpaid work for inclusion on the census. During the past several years considerable success has been obtained from measurement and valuation of unpaid household and volunteer activities in Statistics Canada's time-use surveys. However, there continues to be a strong public demand to have such activities measured in the census. Two questions were developed for inclusion in the NCT, following extensive consultation and qualitative testing.

A mode of transportation question was tested for the first time in the NCT, at the request of transportation planners, engineers and academic researchers. It measured the main modes of transportation used to travel to work.

A new industry question, designed to assist in the development of improved 2001 Census industry coding procedures, was also tested.

The following sections outline in more detail the areas that were tested in the NCT, and present a summary of the results of this analysis completed to date.

---

## 2. FAMILY AND RELATIONSHIP TO PERSON 1

### Background

The census question on "Relationship to Person 1" identifies the basic social and economic living arrangements of the Canadian population as defined by the terms "census family" or "economic family". This question shows how household members are related to Person 1 by marriage, kinship or other non-family contractual arrangements. Although both the census and economic family concepts contain many combinations of family groupings, not all types of consensual unions are included in the census.

Early in the 1996 Census consultation process, it was recognized that the "Relationship to Person 1" question would need substantial testing if it were to meet the new demands for information on blended families. It also had to consider new data requirements of any proposed legislative changes that might give legal recognition to same-sex partners. Focus group and questionnaire testing were undertaken to help formulate these questions.

Question 2 of the NCT provided respondents with the opportunity to report relationships such as stepson or daughter and foster children. Respondents wishing to report living in a common-law union or a same-sex relationship could either mark the category "unmarried partner of Person 1" or write the relationship in the space provided on the questionnaire.

### Summary of Results

#### *UNMARRIED PARTNER OF PERSON 1:*

("Unmarried Partner of Person 1" was the wording used to capture potential data on both common-law unions and same-sex relationships.)

The wording "unmarried partner of Person 1" did not confuse the majority of people reporting common-law partnerships involving Person 1 – 90% of responses were conflict-free. But 6% of respondents answered "no" to a subsequent question on common-law status, although they indicated that they were the opposite sex unmarried partner of Person 1. This appears to indicate that when the term "unmarried partner" was used alone or in combination with a common-law question, it was confusing to some respondents.

Furthermore, of those who wrote in "common-law partner", half were Person 2 and they did not use the response box category of "unmarried partner of Person 1" to report their common-law relationship. This implies some respondents did not recognize the term "unmarried partner" as a valid category for reporting their common law relationship.

The use of "unmarried partner" as a means of reporting same-sex unions appears to have caused problems for some respondents. First, the overall incidence of reporting of same-sex partners was very low. Second, there is a total reliance on the question asking "sex" of the respondent to derive estimates of same-sex partners. Obviously, the quality of these estimates will suffer when the response to the sex question is left blank, data captured incorrectly, or misreported by the respondent.

If such errors in the data were ignored, there would be an overestimation of same-sex couples at the expense of married and common-law couples. A better option, from a data quality perspective, is

---

to continue with the 1991 Census question, which permits respondents who wish to report a same-sex living arrangement to do so in the write-in box provided.

***BLENDED FAMILIES:***

(Blended families refer to husband-wife families with at least one stepchild. In other words, one or both of the parents has a child from a previous union.)

Four new self-coded categories for "Relationship to Person 1" were tested to identify blended families. Results showed that, generally, children in blended families appeared to have been reported correctly. However, the introduction of these categories seems to have adversely affected the response patterns of non-blended husband-wife families and lone-parent families.

Respondent error was most pronounced for families in which it appeared that the children were those of both parents but were misreported as being the children of Person 1 only. Misreporting of this nature would inflate the number of blended families at the expense of husband-wife families in which children were of both Person 1 and Person 2.

There were other reporting errors which could not be determined without a manual review of each questionnaire. Reporting error for children in lone-parent families would also increase because of these new self-coded categories. The most common error was the correct reporting of the first child as the "son or daughter of Person 1", but the misreporting of the additional children as "son or daughter of Person 1 and Person 2". Correcting such detectable errors could result in increased processing costs.

Statistics Canada recognizes the requirement for information on the changing nature of the family and the agency is currently collecting data on blended families using other vehicles such as the Survey of Labour and Income Dynamics and the General Social Survey. The results of the NCT testing indicate that the census needs to further develop this area of questioning before additional types of families can be identified.

---

### 3. LINGUISTIC CHARACTERISTICS

#### Background

Linguistic data provided by previous censuses have shed light on important aspects of the evolution of Canadian society. Conclusions drawn from these data have an impact on national unity, on the availability of public services in both official languages, as well as on policies and programs in fields related to education and immigration.

In the 1991 Census, four questions were asked on the linguistic attributes and knowledge of individuals. The purpose of these questions was to obtain information on: (1) mother tongue, that is, the first language learned at home during childhood and still understood at the time of the census; (2) the language most often spoken in the home; (3) the ability to conduct a conversation in English and in French; and (4) the ability to conduct a conversation in one or more languages other than English or French. Furthermore, in accordance with the regulations adopted under the *Official Languages Act*, a variable, "first official language spoken", was derived using the answers given to the first three questions. This derived variable is used to estimate the demand for services in each official language.

Consultation has revealed that, in general, linguistic data users feel that the four questions asked in the language module of the 1991 Census are fully appropriate. They suggest that these questions be repeated, without any modification, in the 1996 Census.

However, some users felt that the question on the language spoken at home placed too much emphasis on language spoken in the private sphere. These users would like to balance this question with two additional questions: one on the language of education, and one on the language of work. They feel this would help to better determine Canada's linguistic situation on the whole and permit analysis of the use of languages in the public sphere.

#### Summary of Results

The National Census Test (NCT) contained three new linguistic questions. The first, which dealt with the knowledge of languages, aimed to somewhat simplify the task of persons who answered the census questionnaire. To accomplish this objective, the question on knowledge of French and English was grouped with the question on the knowledge of non-official languages (Question 9). The two other questions tested were on the language of education (Question 24) and the language of work (Question 41).

#### Combination of Questions on the Knowledge of Languages

The NCT contained a general question on the knowledge of languages. This question was designed to obtain more easily from the respondent the same information provided by the two 1991 Census questions on the knowledge of official languages and the knowledge of non-official languages. The NCT results were evaluated to assess whether this new question provides data comparable with those from the 1991 Census.

The data derived from the new question on knowledge of languages do not seem to be comparable to the data from the 1991 Census. In fact, the rate of English-French bilingualism is clearly lower

---

in the NCT than the rate derived from the 1991 Census, on a national scale (14% vs. 16%), as well as in Quebec (30% vs. 35%), and in Canada less Quebec (9% vs. 10%).

Conversely, there was an increase in unilingualism for English outside Quebec and for French in Quebec. In Quebec, for example, the proportion of persons able to conduct a conversation in French but not in English climbed from 58% in the 1991 Census to 64% in the 1993 NCT. The new question also led to a decrease in the proportion of persons having declared knowledge of at least one non-official language (18% nationally in the 1991 Census, compared to 14% according to the 1993 NCT). It is highly unlikely that all these differences resulted from changes in Canada's linguistic situation between 1991 and 1993.

### **Language of Education**

The purpose of the question on the language of education was to determine the language used in most of the courses taken, either full time or part time. It was asked within the education module answered by persons 15 years of age or over. Thus, the data collected did not give a complete picture since youths under 15 years of age were excluded.

At first glance, the data collected seem coherent and plausible. In Quebec, among persons 15 years of age and over who had recently attended a school, college or university, either full time or part time, 79% declared French and 20% declared English as their language of education. These percentages are somewhat different from the Quebec ministère de l'Éducation's administrative statistics, which are 84% for French and 15% for English. But the two databases are not directly comparable, a factor which may partly explain the differences. The data obtained from the ministère de l'Éducation correspond to students registered in a Quebec educational institution, whereas the statistics from the NCT refer to students residing in Quebec, regardless of the province where they took their courses or whether these courses were taken in a public or private institution. Outside Quebec, some 95% of the students declared English as their language of education and 4% declared French.

The question on language of education was general; it did not allow analysts to distinguish, among the answers received, which answer corresponded to a language learned in a language course and which answer corresponded to the language used as a means of communication in class. Furthermore, since the aim of this question was to determine which language was used in most of the courses taken, the data obtained probably underestimated the importance of languages used less frequently in education programs.

### **Language of Work**

The purpose of the language of work question was to determine which language was used most often in the practice of an occupation. This question was asked within the labour force module. Obviously, this question does not provide a complete and detailed picture of the linguistic situation in the workplace. In fact, several questions would be necessary to determine the use of language in bilingual or multilingual workplaces.

The data obtained from the language of work question were plausible and, furthermore, were similar to statistics drawn from a national survey recently undertaken. In Quebec, 82% of those who are currently, or were recently, employed used French most often in the workplace; 13% used English; and 5% used English and French. These percentages do not differ greatly from the results obtained

from the 1986 General Social Survey regarding the question dealing with language most often spoken in the workplace -- that is, 84% spoke French, 13% spoke English and 2% spoke English and French. In the 1986 General Social Survey, several questions were asked on the language of work, which may explain the lower proportion of multiple responses.

According to the NCT, 96% of persons who were employed outside Quebec spoke English at work, 2% spoke French, 1% spoke English and French, and another 1% spoke a non-official language. These percentages are identical to those calculated from the 1986 General Social Survey.

The wording of the NCT question on the language of work led to an underestimation of minority language use. Indeed, the proportion of people using a certain language at work is higher than the proportion of those who use that language predominantly at work. For example, according to the 1986 General Social Survey, while French was spoken most often at work by 2% of persons employed outside Quebec, it was spoken more or less frequently by 7% of the workers.

---

## 4. ETHNO-CULTURAL QUESTIONS

### 4.1 Ethnic Origin and Visible Minorities

#### Background

The question on ethnic origin has a long history on the Canadian census form. The question was designed to determine the ancestral origins of Canadians. In the 1970s and 1980s one of the main reasons for including it was to provide data in support of various multi-cultural programs.

Just prior to the 1986 Census two federal government reports, **Equality Now** and the **Abella Report** were tabled, signalling the development of the federal employment equity legislation. It was apparent that the passage of that legislation would result in a requirement to provide data on the visible minority population. There was no time to test a suitable question so a modification was made to the existing ethnic origin question. This modification saw the addition of a "Black" response-box category. A visible minority classification was derived by coupling responses from ethnic origin with those from other questions, such as place of birth and mother tongue.

Critics, however, proclaimed that the question asked was a bad compromise because that it clearly measured neither ethnic origin nor visible minorities. Evidence also existed that some visible minority persons reported their ethnicity as English, French, Dutch, German or Canadian. As such, they were excluded from visible minority counts. Therefore, considerable testing of visible minority questions took place before the 1991 Census. Despite favourable results, however, none of these questions was implemented, largely because major users of the data wanted to retain the 1986 version in order to have consistent measures for both census years.

When the 1986 question was repeated on the 1991 Census form, it led to further criticisms that wording was conceptually weak and confusing. Some respondents and critics denounced the classification of "Black" as an ethnic group. Furthermore, a growing number of respondents reported that their ethnic origin was "Canadian" after a pre-census media campaign encouraged them to do so. Clearly, to the extent that visible minority populations reported "Canadian", the agency's ability to derive visible minority estimates was compromised.

In 1992, Statistics Canada and the U.S. Bureau of the Census sponsored an international conference held in Ottawa to discuss the challenges of measuring ethnicity. The proceedings of this meeting noted that, "Ethnicity is a dynamic; it is in constant flux. It will change as a result of new immigration flows, blending and intermarriage, and new identities will be formed. Ethnicity is a fundamental factor in human life; it is a phenomenon inherent in human experience. Thus the inherent malleability of ethnicity is not a sufficient reason for statistical agencies to avoid collecting data on ethnicity. Statistical agencies should rethink ethnicity in order to come to grips with its intrinsic malleability, particularly during periods of rapid social change..."<sup>1</sup>

---

<sup>1</sup> **Challenges of Measuring an Ethnic World: Science, Politics and Reality: Proceedings of the joint Canada-United States Conference on the Measurement of Ethnicity: April 1-3, 1992, U.S. Government Printing Office, Washington, 1993.**

Influenced by the discussions at this meeting, Statistics Canada determined that a rigid approach to the measurement of ethnicity, in which attempts were made to force historical comparability, was probably doomed. With this in mind, a new question on visible minorities and a new question on ethnic origin were tested in conjunction with related questions regarding Aboriginal peoples.

### **Formulation of Questions for the National Census Test**

The testing program began with a series of focus groups across the country in which the participants discussed the merits and faults of various formulations of the questions. Participants noted that there should be opportunities to respond to the questions using their own (rather than bureaucratic) terminology included in the response boxes, and that there should be more "fairness" with respect to the listing of examples on the format of the question (some examples that were not listed should be and others that were, should not be).

Based on the focus group results, questions were developed for quantitative testing in the National Census Test (NCT). One of the greatest challenges was to come up with a block of new questions on place of birth, citizenship, immigration status, ethnic origin, visible minority, Aboriginal self-reporting (identity), First Nation membership and *Indian Act* registration that would be easy to answer, yet would produce reliable data. Space constraints and the cost of data capture were also important points to consider. For these reasons, the ethnic origin question was designed as an open-ended question with three write-in response spaces (Question 16).

The visible minorities question, on the other hand, listed specific categories for respondents to mark. The categories listed reflect those used in Employment Equity programs (Question 18).

### **Response Rates**

Of the two questions, the visible minorities question elicited the better response rate. The non-response rate (after follow-up) for the ethnic origin question was 3.8% compared to 1.1% for the visible minority question. Non-response for other questions ranged from 0.5% for date of birth to over 17% for the income questions. Thus, the response rates for both the tested questions fell within quite acceptable ranges.

### **Respondent Comments**

Respondents to the test were encouraged to offer comments about questions they found difficult or objectionable. Neither the ethnic origin nor the visible minorities question provoked significant commentary. For example, of the responding 12,000 households in the Labour Force Survey sample, approximately one percent found the ethnic origin question difficult or objectionable. While many of the objections were contradictory, there was some commonality in the expression that the question was divisive and irrelevant and that we should all be "Canadians". With regard to the visible minority question, about one-tenth of one percent reported finding the question difficult or objectionable. Again, comments were contradictory but there was some commonality in objecting to the listing of examples which described the groups. That is, why was one group listed and not another?

The debriefing of interviewers yielded comments similar to those provided by respondents.



---

## Multiple Responses

In the 1986 Census, 28% of the population reported multiple ethnic origins. This increased marginally to 29% in the 1991 Census. In the NCT multiple response rose to 36%. This increase was due to the open-ended formulation of the question and the inclusion of "Canadian" as an example. As well, "Canadian" was the most frequently reported response (30% in total with 19% as "Canadian" single response and 11% as "Canadian" and other). Also, complications arose in coding because some people identified themselves with two origins on two lines while some identified themselves as two origins hyphenated on one line. For example, is "French-Canadian" to be interpreted to mean the same as "French" on one line and "Canadian" on another?

## "Canadian" Responses

In the 1993 test about one-half of the reported "Canadian" response was in Quebec and one-quarter was in Ontario. This pattern was also observed in previous testing where Canadian was shown as either a mark-in category or included in the list of groups shown on the questionnaire. The trend was not observed in the 1991 Census, where about two-thirds of the "Canadian" responses were reported in Ontario with three percent in Quebec. In 1991, the group "Canadian" was not shown on the questionnaire.

Other tests have specifically attempted to measure the impact of including "Canadian" as a mark-in response category or as an example. In the 1988 National Census Test, "Canadian" was included as a mark-in box. That question resulted in "Canadian" being close to 38% of all responses. The 1989 National Census Test used an open-ended approach, similar to the that used in 1993. However, the sample was split with "Canadian" shown as an example in one half of questionnaires and not shown in the other half. "Canadian" was reported in 28% of the cases where the example was shown and 8% where it was not shown.

Analysis of these results, together with information from the qualitative focus group studies, shows clearly that respondents have a number of interpretations of ethnic origin, regardless of how the question is worded. It would appear that some interpret the intent of the question to be identification of ancestral family backgrounds, either an Aboriginal heritage or a European, Asian, African or other background. For them, being "Canadian" does not mean that they consider their origin or ancestry as Canadian.

Other respondents may understand that the intent is, or at least should be, to include "Canadian" as a distinct ethnic group. That is, that Canadians have evolved as a distinct ethnic group. In effect, after their families have lived here for a sufficient number of generations they no longer have any links with their ancestors who came from other continents. Furthermore, there is evidence that while some respondents, including immigrants, report their origin as that of their ancestors, they report their children as "Canadian".

Still other respondents are confused by the question. This is evidenced by those who provided comments or called the helpline to ask how many generations back was one to go in determining their ancestral origin.

---

## Visible Minorities

In the 1991 Census, 9.5% of the population was identified as visible minority using a process which derived and estimated the count based primarily upon the ethnic origin question but also using other qualifiers such as place of birth, mother tongue and religion. The 1993 NCT, using a similar algorithm, derived an estimate of 8.3%, while the visible minority question yielded 8.4%. It was expected that there would have been a very slight increase between 1991 and 1993, but analysis suggests that recent immigrants, who would have contributed to that increase, were under represented among those persons who completed the November 1993 questionnaire. The critical point demonstrated here is that the visible minority question yielded estimates comparable to or slightly higher than provided by the ethnic origin approach.

There was evidence that some members of some groups (as identified by the visible minority question) such as Blacks, Latin Americans and Southeast Asians provided inconsistent ethnic origin responses. That is, they reported their ethnic origin as Canadian, English, French or Spanish. Without the visible minority question, they could be lost to the visible minority estimates. On the other hand, there was some reporting of "White" by members of some designated visible minority groups. There was a 90% consistency in reporting among visible minorities between the two questions. However, it diverged considerably by group. For example, for Chinese there was a 99% consistency, but for Latin Americans it fell to 62%. In this later case, Spanish was reported for ethnic origin, and Latin American was indicated as the visible minority response.

Nevertheless, overall there was not a significant erosion of visible minority estimates based on the origin question even though there was an increase in the reporting of "Canadian".

## Aboriginal Origins

In the 1986 Census, 711,720 persons reported having (single or multiple) Aboriginal origins. The reported figure for 1991 was 1,002,675. This increase was far to large to be due to demographic factors and was clearly a function of a perceptual change. While the increase was evident across the country, it was particularly noticeable in Quebec. It has been suggested that the increase was precipitated by the generally high profile for Aboriginal people at that point in time when Aboriginal issues were generally being widely reported in the media. This was seen as another example of a situation where the social and political environment can affect the reporting of the ever volatile ethnic variable.

Since the estimates from the 1993 NCT excluded populations on Indian reserves and population in the Yukon and Northwest Territories, it is necessary to make those same exclusions from earlier estimates to ensure consistency. On that basis, the 1993 NCT estimated fewer persons with Aboriginal origins than the 772,000 counted in 1991. It did, however, estimate more than the 1986 count of 517,000. While the increase from 1986 to 1993 would seem to fall within expected demographic increase, the NCT revealed that some persons who probably had Aboriginal origins reported "Canadian" in the ethnic origin question. This was confirmed by persons who reported that they were North American Indian, Métis or Inuit in a separate Aboriginal self-reporting question or that they were a member of a First Nation, but that their ethnic origin was "Canadian". This happened in spite of four Aboriginal origins (Cree, Micmac, Métis and Inuit) being listed as examples on the questionnaire.

---

## 4.2 Aboriginal Questions

### Background

In past censuses, estimates of the number of Aboriginal people have been derived from the ethnic origin question. That information was supplemented in recent censuses by a further question regarding registration under the *Indian Act*. In the 1991 Census, at the request of First Nation peoples, a new question was added on First Nation or Band membership. Also, on the postcensal Aboriginal Peoples Survey, a new question on Aboriginal identity was added.

### Formulation of Questions for the National Census Test

Based on client demand and the results of the aforementioned focus group research, three Aboriginal questions were included on the 1993 National Census Test. The first directly asked respondents if they were an Aboriginal person, that is North American Indian, Métis or Inuit (Question 17). The second asked whether the person was a member of an Indian Band/First Nation and, if so, which one (Question 19). The third question asked whether the person was a treaty or a registered Indian as defined by the *Indian Act* of Canada (Question 20).

### Response Rates

After follow-up, non-response to the first two questions stood at 1.1%. The question on registration had a slightly higher rate, at 1.3%. In all cases these rates were among the most acceptable on the test.

### Respondent Comments

There were no significant negative comments with respect to the difficulty or the appropriateness of these questions. In the interviewer debriefings, however, the question was raised as to why so many questions seemed specific to Aboriginal people.

### Outcome

The response to the self-reporting/identity question yielded counts that were comparable to the counts from the similar question on the 1991 Aboriginal Peoples Survey. This provided further support to the notion that while people have a clear notion of who they are, they are less sure of how to report their ancestral background.

The tested formulation of the First Nation question asked respondents specifically if they were a member of an Indian Band or First Nation and, if so, to specify the name of that First Nation. Response to that question was consistent with data reported in the 1991 Census.

The registration question also produced results comparable to the 1991 Census.

In conclusion, there was every indication that the Aboriginal questions were well understood by both Aboriginal and non-Aboriginal respondents, that they were not seen as objectionable and that they yielded reasonable and expected results.

### 4.3 Summary

There are significant relationships between the various socio-cultural questions, and the order in which the questions are posed is thought to have an influence on the results. Therefore, both the formulation of the questions and their sequence on the questionnaire were carefully planned on the basis of the focus group work. The analysis of the NCT results indicates that this particular block of questions worked better than any of the formulations and combinations used in previous tests. It appears that this block of questions can deliver reliable data on birthplace, citizenship, immigration, visible minorities, Aboriginal self-reporting/identity, Indian Band/First Nation membership and Indian registration.

Only the results of the ethnic origin question remain problematic. While it is recognized that a growing number of Canadians perceive "Canadian" to be a legitimate ethnic origin, it must also be recognized that the concept of ancestral origin remains unclear. Respondents have asked, "How long does an individual or their family have to reside in Canada before they become ethnic Canadians?" In that regard, we provided a guideline in the 1971 Census when we specified that the origin was to be determined based upon when the ancestors first arrived in North America. That guideline was subsequently dropped because it was offensive to First Nations people. The test would suggest that the objective of the question remains unclear to some respondents, while some others disagree with its intent.

---

## 5. UNPAID WORK

### Background

Since the mid-1970s, Statistics Canada has tested questions on unpaid work for inclusion in the census. These past efforts were unsuccessful since, given the limitations of the tested questions, respondents experienced difficulty estimating their hours of unpaid work, knowing what activities to include and how to separate hours of overlapping activities such as housework and childcare.

To address these problems, further research was conducted in conjunction with planning for the 1996 Census. An interdepartmental committee was formed, made up of representatives from Statistics Canada, the Canadian Advisory Council on the Status of Women, the National Advisory Council on Aging (Health Canada), the Voluntary Action Directorate (Canadian Heritage), Status of Women Canada and the Farm Women's Bureau (Agriculture and Agri-Food Canada). From the beginning, this committee was involved in the questionnaire development process including observing the 11 focus groups who filled out and then discussed the various draft versions of the questionnaire. The interdepartmental committee was also consulted on the evaluation of the 1993 National Census Test (NCT) results.

Draft versions of the potential questions on unpaid work were pre-tested using a combination of one-on-one interviews and focus groups. These focus groups were designed to include respondents with a variety of backgrounds and experience, for example, women and men from urban and rural areas, francophones and anglophones, immigrants, respondents with disabled children and senior citizens.

The results of the focus group testing were used to finalize the questions to be included on the 1993 NCT. In all, five questions were tested. They asked for the number of hours spent in the week prior to the NCT on the following unpaid activities:

- housework/home maintenance;
- childcare;
- providing care or assistance to seniors;
- providing care or assistance to others;
- volunteer work through an organization.

Following is an overview evaluation of the ability of the proposed questions to collect meaningful, reliable data on unpaid work. The evaluation criteria used are:

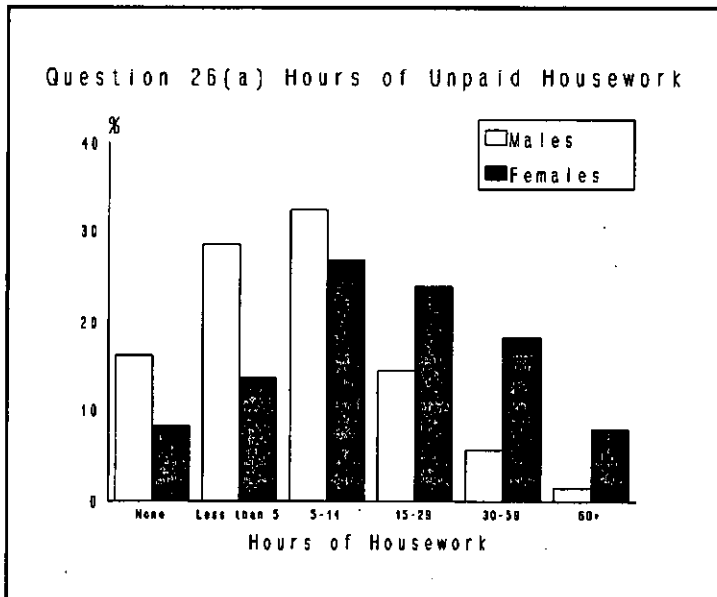
- the adequacy of the hours categories to describe the distribution of unpaid hours;
- the logical consistency of the estimates with respondent characteristics such as age, sex, marital status, labour force status and hours of paid work;
- the compatibility of the results with other sources of data on unpaid work.

An assessment is also made of respondent comprehension and reaction to the new questions.

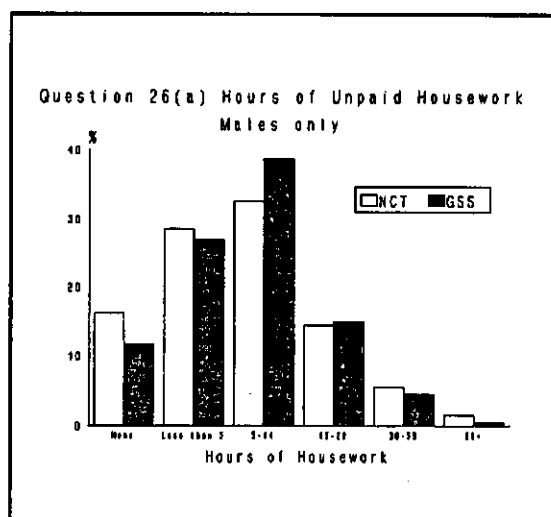
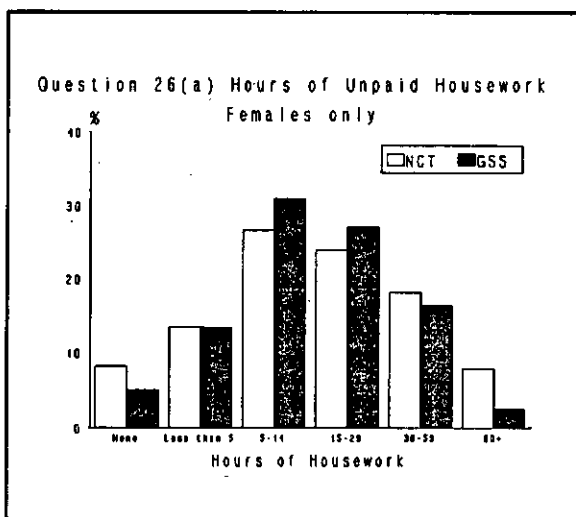
**Summary of Results**

**Question 26(a) Hours of Unpaid Housework/Home Maintenance**

The responses to this question appear to be appropriately distributed through the hours categories. About 12% of respondents reported no hours of housework/home maintenance in the week preceding the NCT, 30% reported 5 to 14 hours, and almost 5% reported 60 hours or more. Women reported far more hours of housework than men: 50% of women did 15 or more hours of housework in the reference week compared with 22% of men. When cross-tabulated by age, marital status and paid labour market activities, the estimates varied as expected. For example, very young respondents and seniors were more likely to report "none" for hours of housework, those who were married spent more time than those who were not, and those who also worked for pay did fewer hours of housework than those who were not in the paid labour force.



The NCT results for Question 26(a) were compared to similar data from the 1992 General Social Survey (GSS) on Time Use. On the whole, the NCT data compared reasonably well with the GSS.

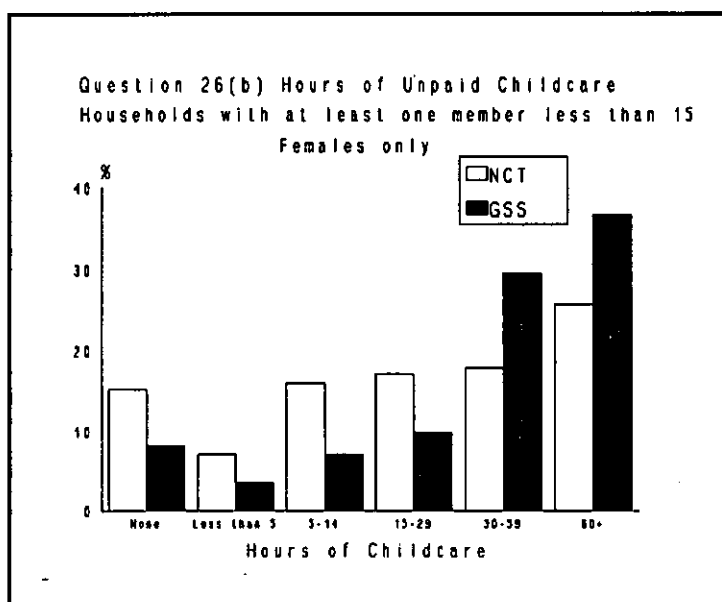
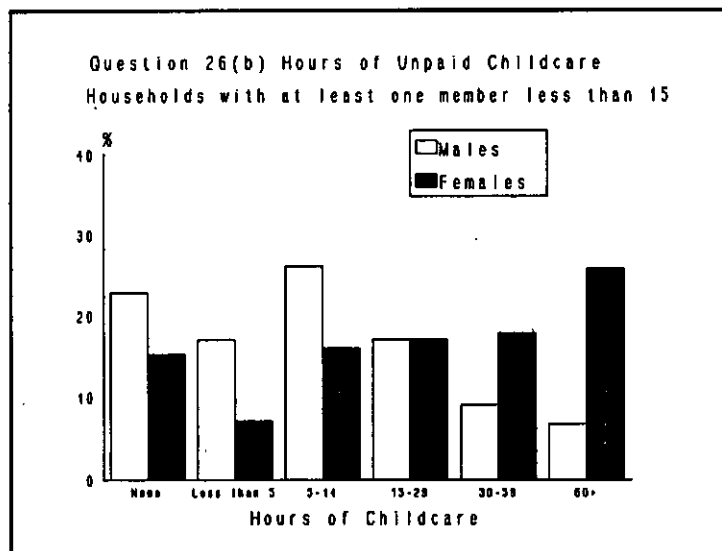


### Question 26(b) Hours of Unpaid Childcare

The number of hours of unpaid childcare reported by respondents generally followed predictable patterns, the most important of these being that they varied considerably by the presence and age of children in the respondent's household. In households where no children under 15 were present, over 80% of respondents reported "none" for hours of childcare. In households with at least one child under 15, the proportion of respondents answering "none" fell to 19% and in households with at least one child under 6, only 11% of respondents reported "none" for hours of childcare. Conversely, the proportion of respondents reporting 60 or more hours of childcare increased as the age of children in the household decreased. For childless households, only 1% of respondents reported doing 60 or more hours per week. This figure rose to 17% for households with at least one child under 15, and to 26% for the subset of households with at least one child under 6.

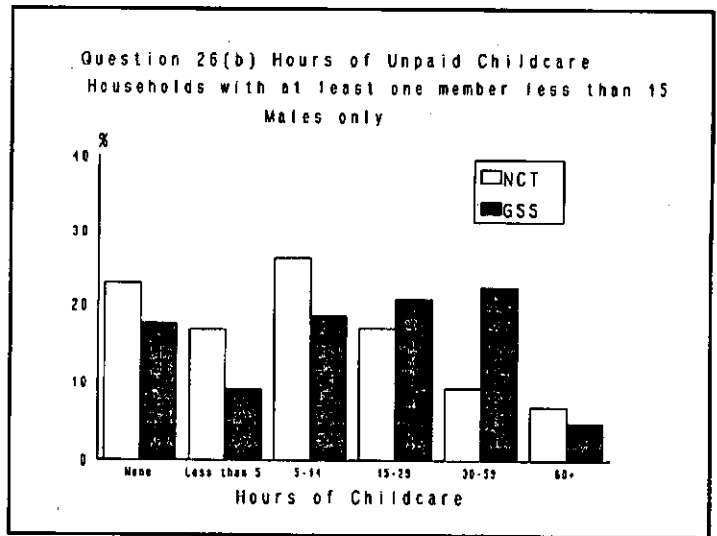
As expected, women reported more hours of unpaid childcare than men; married, separated and divorced respondents reported more hours of childcare than single or widowed respondents. Generally, the hours of childcare decreased as the respondent's (and the children's) age increased. Finally, those who worked full time in the paid labour market did fewer hours of childcare than those who worked part time, were unemployed, or not in the labour force.

Although the NCT results exhibited this internal consistency, when compared to the GSS a few disparities are evident. For example, the NCT estimates of hours of unpaid childcare appear under-reported for the long hours categories of 30 to 59 hours and 60 hours or more. A possible explanation of this apparent under-reporting may be derived from the respondent's written comments. Some respondents wrote that they had difficulty separating their childcare and housework activities. The comments suggest that an instruction should have been added to the question to inform respondents that they should report overlapping hours of housework and childcare in both parts (a) and (b). Interestingly, for women,



there was an over-reporting of 60 hours or more of housework on the NCT compared to the GSS; it may be that respondents chose to report their combined activities in part (a) only.

Another factor which is conceivably at work here is proxy reporting. Proxy reporting occurs when a questionnaire is filled out by one household member on behalf of all other household members. Proxy respondents may not have full knowledge of the amount of unpaid activities performed by other household members. Previous studies have found, for example, that spouses tend to underestimate the time spent on unpaid work by their partners. (See B. Paillé, *A Note Concerning Proxy Reporting Effects on Estimations of Unpaid Work*, GSS internal report, July, 1993.) Proxy reporting is a fact of life in the census. In contrast, the GSS data utilized in this study were all obtained directly from the respondents.

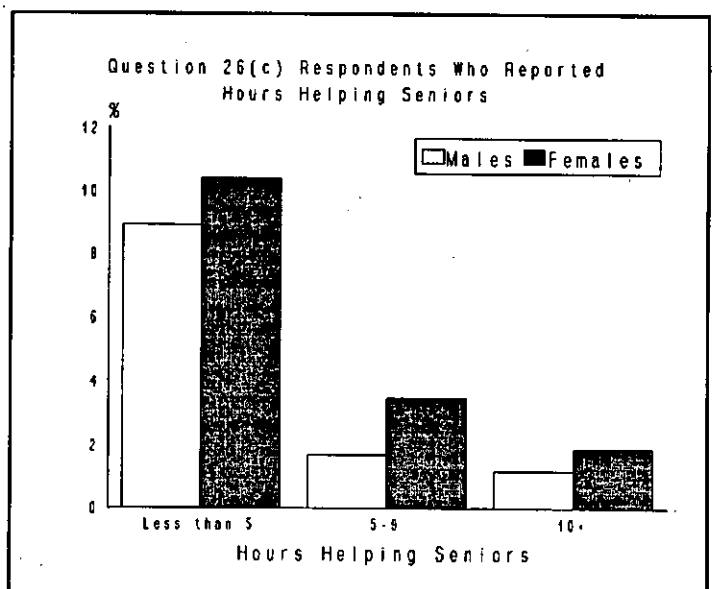


In the light of the previous studies, it may be that proxy reporting contributed to the lower incidence of long hours and the higher incidence of short hours of childcare when compared to the GSS.

Proxy reporting may also have an impact on the data obtained from other questions.

#### Question 26(c) Care or Assistance to Seniors

A high proportion of respondents (85%) answered "none" to Question 26(c); 10% of respondents reported fewer than 5 hours, while just over 4% reported more than 5 hours. Again, women reported more hours than men and married respondents more hours than those not married. Respondents aged 45 to 64 had the lowest proportion (80%) reporting "none" to this question; these respondents are most likely to have elderly relatives who may require help. Finally, those who worked full time at a paid job spent the least amount of hours providing care or assistance to seniors.



The GSS Time Use Survey cannot produce estimates to which the results of Question 26(c) can be compared. The closest data sources are the 1985 and 1990 General Social Surveys. (See, for exam-



ple, the report on Family and Friendship Ties Among Canada's Seniors (Catalogue No. 89-508), based on data from the 1985 GSS, and the November 1991 issue of *Info-Age*, published by the National Advisory Council on Aging, based on data from the 1990 GSS.) While not directly comparable, the NCT results are at least not inconsistent with those from the earlier surveys.

### Question 26(d) Care or Assistance to Others

A high proportion of respondents (86%) also answered "none" to Question 26(d). Only 9% reported fewer than 5 hours while not even 3% reported more than 5 hours. Since there is no other data source to which these new data can be compared, it is not clear how valid the observed low incidence of this kind of work might be.

In addition, the results of this question were relatively "flat" when cross-tabulated by the respondent's sex, age, marital status, or paid labour market activity. This is in contrast with the other questions (particularly 26(a) and 26(b), and to a lesser extent 26(c)) where the incidence of the kind of

unpaid work measured in each of those questions was appreciably higher or lower depending on the respondent's other characteristics. Again, since there is no other data source to which these new data might be compared, it is not clear how this "flatness" in the responses should be interpreted. It may be that providing unpaid care or assistance to persons other than children or seniors does not, in reality, vary much from one person to another. Alternatively, it may be that the intention of question 26(d) was so unclear to the respondents that the results have very limited intrinsic meaning.

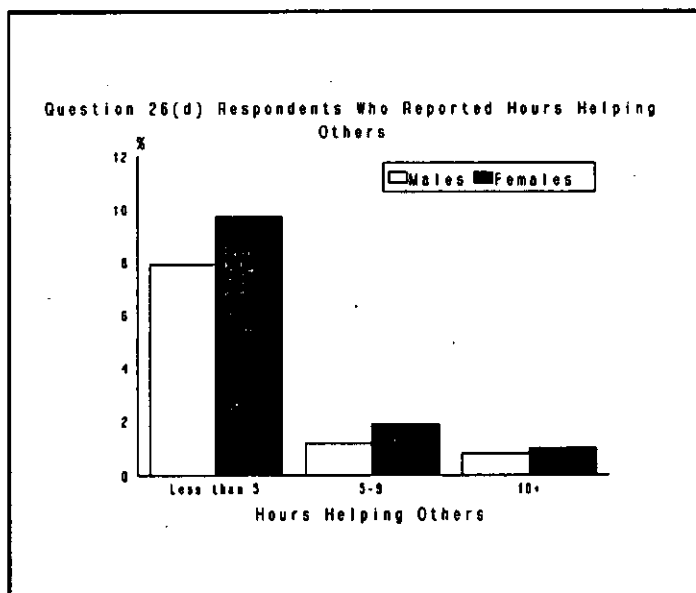
Of the four parts of Question 26, part (d) had the highest non-response.

### Summary

The range and quality of the NCT data cannot be expected to match those from far more complex instruments such as time use surveys. Nevertheless, with the possible exception of the somewhat ambiguous results of 26(d), taken as a group the NCT unpaid work estimates seem to exhibit a plausible coherence.

### Question 27 Volunteer Activities

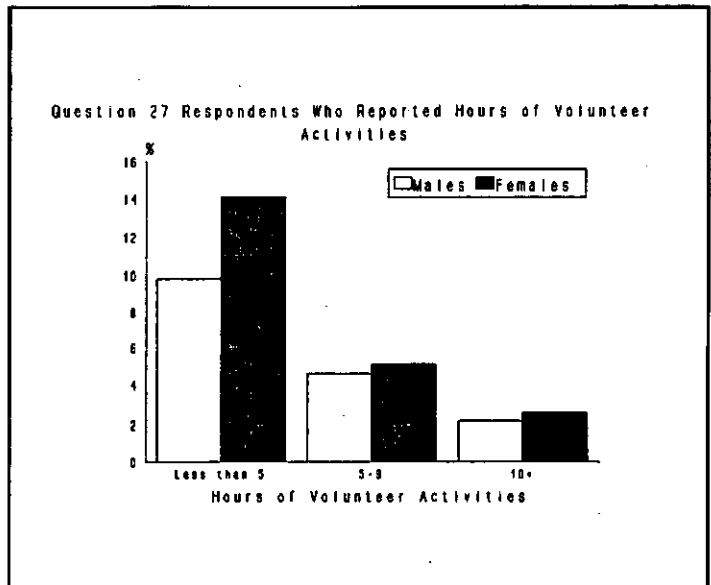
Although not as high as Questions 26(c) or 26(d), the proportion of respondents who reported "none" for hours of volunteer work was some 79%. Another 12% reported fewer than 5 hours of volunteer work in the reference week, while just over 7% reported 5 hours or more. As in the case of other unpaid work activities, women did more volunteer work than men. Some variation by age and marital status was also evident: married and widowed respondents did more volunteer work than



those who were separated, divorced or unmarried; those aged 15 to 24 were much less likely to do volunteer work than respondents in other age categories.

Information from the 1987 Survey of Volunteer Activity suggests that the NCT results for Question 27, although not directly comparable, are not out of line. The volunteer survey found 27% of Canadians did some volunteer work over a one-year period. Given that the NCT question refers to volunteer activities only in the week prior to the survey, and given that not all volunteer work is done every week, the NCT estimate of 20% of respondents reporting volunteer

activities would appear to be compatible with the 1987 Survey of Volunteer Activity.



### Respondent Reaction and Difficulties

Step 10 on the NCT questionnaire asked respondents to provide written comments regarding difficulties or objections they may have had regarding any of the NCT questions. Respondent reaction to the unpaid work questions was assessed using their write-in comments. Very low percentages of respondents indicated that they found the unpaid work questions either difficult or objectionable (fewer than 1 percent in each case). However, out of the 48 questions on the NCT, the unpaid work questions ranked third both in terms of difficulty and respondent objections.

The objections cited by respondents expressed doubt about the information that was being collected - *"One week specifically is ludicrous"*; *"Answers are only guesses - not accurate info for stats"*; and inability to see the relevance of such questions - *"I fail to see how many hours of housework I do relates to the census"*; *"These are personal things and no one else's business but our own"*; *"This type of question is a waste of time"*.

Among the difficulties reported by respondents were: problems of recall - *"Trying to remember what you did in the previous week is difficult unless you know in advance and kept some type of records"*; difficulty in estimating hours - *"It is difficult to estimate the number of hours spent looking after children and doing housework chores since they are done simultaneously"*; and problems with how to report overlapping hours of housework and childcare - *"hard to estimate actual hours also, how do you count hours if you are watching kids and doing housework at the same time? Do you double count the hours?"*

Putting these comments into perspective, it should be noted that the respondents were not asked to identify which questions they approved of. Perhaps more importantly, the vast majority of participants in the focus groups, which were held prior to the NCT, were in favour of including questions on unpaid work in the census.

---

## Summary

Of the five unpaid work questions on the NCT, some yielded demonstrably better data than others. For some of the Questions, such as 26(d), the absence of alternative data through which assessments could be performed, limited the conclusions that could be drawn.

That having been said, while the range and quality of the NCT data cannot be expected to match those from far more complex instruments such as time use surveys, taken as a group the NCT unpaid work estimates seem to exhibit a plausible coherence.

---

## 6. MODE OF TRANSPORTATION

A mode of transportation question was tested for the first time in the NCT, at the request of transportation planners, engineers and academics (Question 43). A similar question is also included on the American, British and Australian censuses and has received strong endorsement from the Federal/Provincial Committee on Transportation Statistics, the Transportation Association of Canada, the TAC Council of Deputy Ministers, and the Council of Ministers Responsible for Transportation and Highway Safety.

At the request of the user community, the NCT question measured a main mode of transportation used to travel to work. It tested well in the NCT, although some respondents, especially carpoolers, commented that a multiple mode question should have been asked to better reflect the reality of commuting to work.

The user community also provided a list of other questions that they would like to see on the census, including trip start and end times, the number of people per vehicle, and the number of vehicles available to the household. Because of limited space on the census questionnaire, the feasibility of using a national travel survey to generate the needed data on transportation to work is being investigated. The ability of such a survey to provide the required level of geographic coverage will also need to be determined.

---

## 7. INDUSTRY FILTER QUESTION

The industry filter question on the National Census Test seeks to determine the general industry category to which the respondent belongs (Question 36). It was designed to be used in conjunction with write-in responses provided to questions on employer's name, especially in situations in which the respondent has not provided sufficient information to ensure an accurate assignment of an industry code.

Results from the 1993 NCT indicate that the industry filter question would be of help in coding manufacturing and wholesale and retail trade responses. It would be useful in 25% of the cases involving wholesale trade, in 11% of the cases relating to manufacturing, and in 8% of the cases pertaining to retail trade. This would affect the coding of about 700,000 responses.

However, the question would be of little use in coding responses involving the three levels of government or other industries. Coding to local government would be improved in 2% of cases, to provincial government in 1% of cases, and to federal government and other industries in a insignificant number of cases.

The conclusion is that, because of the relatively small number of cases that would be improved, this filter question would not significantly improve overall industry coding accuracy.

---

## 8. CHALLENGES FOR THE 1996 CENSUS

Statistics Canada is faced with several challenges for the 1996 Census, not the least of which is balancing the needs for data, maintaining historical comparability and controlling costs. On this later point, many factors contribute to the escalation of costs and Statistics Canada is under considerable pressure to restrain expenditures. Questionnaire space is limited, which restricts the number, length and complexity of questions which can be asked. Respondent burden is also an important factor; the longer the questionnaire the higher the number of respondent errors or omissions and the greater the number of people who do not promptly complete it and mail it back thereby increasing the costs of field follow-up. Beyond a given length, printing costs accelerate, as well as the costs of shipping, handling and postage. Processing costs must also be considered; variables requiring special treatment or manual coding can add significantly to costs.

In order to measure trends over time, many questions must be maintained to facilitate comparisons. But if new questions are required to provide data on contemporary issues, some questions must often be dropped or may no longer be needed because other sources exist for the data (for example, information on home heating fuels). As well, the fact that the census is completed through self-enumeration imposes a number of limitations and constraints on the types of questions that can be asked. Complex questions are often misunderstood and result in ambiguous results; in addition, the public is increasingly resistant to providing information they consider to be personal, intrusive or simply not the government's business.

---

## 9. WHERE WE GO FROM HERE

Under the *Statistics Act*, the federal Cabinet must authorize the questions asked in the census. Based on the results of the consultations with data users concerning their information requirements, on the results of the 1993 National Census Test and other research, and on past experience, Statistics Canada will develop questionnaire options for consideration by Cabinet later this year.

These options will identify the questions which, in the agency's judgement, warrant inclusion in the census based on the identified information requirements and the demonstrated ability of the census to meet these requirements. The recommendations will, of course, take into account issues of cost, respondent burden and the feasibility of meeting the information requirements from other sources.

The census questions are published in the *Canada Gazette*; based on previous experience, it is expected that the 1996 Census questions will be gazetted in the spring of 1995.

**Census Day will be May 14, 1996.**

Should you require more information on the 1996 Census, please contact Dr. Pamela White, Manager, 1996 Census Content Determination Project, Statistics Canada, Ottawa, Ontario K1A 0T6  
Tel.: (613) 951-6994; Fax: (613) 951-9300.





**APPENDIX:  
NCT QUESTIONNAIRE**



Office Use Only

Assignment No.	PSU	Group	Cluster	Rot.	List	Mult
A <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Assignment No.	Prov.	FED No.	EA No.	Hhld No.	Mult	
B <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>						
<input type="text"/>						
No. of pers.		Questionnaire No.	FT	TD	FS	
<input type="text"/>		<input type="text"/>	3	<input type="text"/>	<input type="text"/>	<input type="text"/>

This information is collected under the authority of the *Statistics Act* (R.S.C. 1985, c. S19).

CONFIDENTIAL WHEN COMPLETED



Statistics Canada / Statistique Canada



# National Census Test

To be completed November 8, 1993

### A message from the Chief Statistician of Canada

For more than 300 years, the census has provided important information about life in Canada. Preparations for the 1996 Census are now under way. By participating in this National Census Test, you will be helping Statistics Canada ensure that the census continues to produce reliable data about how our population is changing, how we live and work, and other information essential for planning Canada's future.

The National Census Test is taken under the authority of the *Statistics Act*, which requires everyone to provide the information requested. The same Act guarantees that information you provide in your census test questionnaire will be kept confidential. By answering the census test questions, you will be playing an important part in the development of the next Census of Canada.

Thank you for your cooperation.

Ivan P. Fellegi  
Chief Statistician of Canada



## Begin here by printing your address

No. and street or lot and concession		Apt No.
<input type="text"/>		<input type="text"/>
City, town, village, Indian reserve		Province/territory
<input type="text"/>		<input type="text"/>
Postal code	Area code	Telephone number
<input type="text"/>	<input type="text"/>	<input type="text"/>

Turn the page and continue with STEP 2 →



**List below all persons who usually live here as of November 8, 1993, even if they are temporarily away on business, at school or on vacation.**

Begin the list with an adult as Person 1 followed, if applicable, by that person's spouse or unmarried partner as Person 2.

Continue the list with other persons who usually live here.

**Don't forget to include yourself!**

	Family name	Given name	Initial
Person 1			
Person 2			
Person 3			
Person 4			
Person 5			
Person 6			
Person 7			
Person 8			
Person 9			
Person 10			

If you need more space, use the "Comments" section on page 32.

**Include**

- Everyone who usually lives here, including family members, room-mates, boarders and live-in employees;
- Unmarried sons or daughters who are students, even if they live somewhere else while attending school;
- Children in joint custody situations who live here most of the time (if such children spend equal time elsewhere, include children living here on November 8, 1993);
- Persons from another country who are student or employment authorization holders, refugee claimants or Minister's permit holders, and their families;
- Persons who usually live here but are now in an institution (such as a hospital or a correctional centre), if they have been there less than six months;
- Persons who stayed here on November 8, 1993, who have no usual home elsewhere.

**Do not include**

- Persons who are visiting Canada temporarily or persons who are government representatives of another country, or members of the Armed Forces of another country stationed in Canada, and their families.

*If you need help, please use the Guide or call us toll free at 1-800-565-5595.*

**STEP 3**

Did you leave anyone out of Step 2 because you were not sure the person should be listed?

For example: other relatives living here; a student away at school; a lodger who also has another home; live-in help; or a member of this household who is away in an institution.

- 1  No
- 2  Yes — Print the name of each person left out and the reason.

Name	Reason
Name	Reason
Name	Reason

If you need more space, use the "Comments" section on page 32.

**STEP 4**

If ALL persons in this household are:

- government representatives of another country attached to the embassy, high commission or other diplomatic body of that country in Canada, and their families; or
- members of the Armed Forces of another country who are stationed in Canada, and their families; or
- residents of another country visiting Canada temporarily,

then mark this circle 3

and do not complete this questionnaire. Mail it in the enclosed postage-paid envelope.

**STEP 5**

How many persons who have a usual home somewhere else in Canada are staying here temporarily as of November 8, 1993?

- 4  None — Go to Step 7      OR       ◀ Number of persons

**STEP 6**

If ALL persons in this household are staying here temporarily and have a usual home somewhere else in Canada,

then mark this circle 5

and do not complete this questionnaire. Mail it in the enclosed postage-paid envelope.

**STEP 7**

Does anyone in this household OPERATE an agricultural holding?

Agricultural holdings include: ranches, farms, feedlots, hobby farms, greenhouses, mushroom houses, nurseries, fur farms, horse farms; beekeeping, sod, fruit and maple syrup operations, etc.

- 6  No
- 7  Yes

**STEP 8**

Turn the page and copy the names from Step 2 into the spaces across the top of the page.

Then continue with the questionnaire.

**Note:**  
If there are more than six persons in this household, enter the first six on this questionnaire and continue on a second questionnaire. If you do not have a second questionnaire, note this in the "Comments" section on page 32. A Statistics Canada representative will contact you.

**1. NAME**

Make sure you copy the names in the same order as your list in **Step 2**.

If you need help, please use the Guide or call us toll free at 1-800-565-5595.

**PERSON 1**

Family name

Given name

Initial

**PERSON 2**

Family name

Given name

Initial

**2. RELATIONSHIP TO PERSON 1**

For each person usually living here, describe his/her relationship to Person 1.

Mark one circle only.

If you mark the circle "Other", use the box provided to indicate this person's relationship to Person 1.

Examples of "Other" relationships to Person 1:

- cousin
- grandfather or grandmother
- daughter-in-law or son-in-law
- son's common-law partner (common-law daughter-in-law)
- niece or nephew
- lodger's husband, wife or common-law partner
- lodger's son or daughter
- room-mate's daughter or son
- employee

01  PERSON 102  Husband or wife of Person 103  Unmarried partner of Person 104  Son or daughter of Person 105  Stepson or stepdaughter of Person 107  Grandchild of Person 108  Father or mother of Person 109  Brother or sister of Person 110  Foster or guardianship child11  Lodger or boarder12  Room-mate13  Other — Specify
**3. DATE OF BIRTH**

Print day, month and year.

Example:

If this person was born on the 10th of February 1945, enter

Day	Month	Year
10	02	1945

If exact date is not known, enter best estimate.

Day	Month	Year

Day	Month	Year

**4. SEX**1  Male 2  Female1  Male 2  Female**5. MARITAL STATUS**

Mark one circle only.

3  Legally married (and not separated)4  Separated, but still legally married5  Divorced6  Widowed7  Never married3  Legally married (and not separated)4  Separated, but still legally married5  Divorced6  Widowed7  Never married**6. Is this person living with a common-law partner?**

Common-law refers to two people who live together as husband and wife but who are not legally married to each other.

1  Yes2  No1  Yes2  No

**PERSON 3****PERSON 4****PERSON 5****PERSON 6**

Family name

Family name

Family name

Family name

Given name

Initial

Given name

Initial

Given name

Initial

Given name

Initial

- 1  Son or daughter of both Person 1 and Person 2
- 2  Son or daughter of Person 1 only
- 3  Son or daughter of Person 2 only
- 4  Grandchild of Person 1
- 5  Father or mother of Person 1
- 6  Brother or sister of Person 1
- 7  Foster or guardianship child
- 8  Lodger or boarder
- 9  Room-mate
- 10  Other — Specify

- 04  Son or daughter of both Person 1 and Person 2
- 05  Son or daughter of Person 1 only
- 06  Son or daughter of Person 2 only
- 07  Grandchild of Person 1
- 08  Father or mother of Person 1
- 09  Brother or sister of Person 1
- 10  Foster or guardianship child
- 11  Lodger or boarder
- 12  Room-mate
- 13  Other — Specify

- 04  Son or daughter of both Person 1 and Person 2
- 05  Son or daughter of Person 1 only
- 06  Son or daughter of Person 2 only
- 07  Grandchild of Person 1
- 08  Father or mother of Person 1
- 09  Brother or sister of Person 1
- 10  Foster or guardianship child
- 11  Lodger or boarder
- 12  Room-mate
- 13  Other — Specify

- 04  Son or daughter of both Person 1 and Person 2
- 05  Son or daughter of Person 1 only
- 06  Son or daughter of Person 2 only
- 07  Grandchild of Person 1
- 08  Father or mother of Person 1
- 09  Brother or sister of Person 1
- 10  Foster or guardianship child
- 11  Lodger or boarder
- 12  Room-mate
- 13  Other — Specify

Day Month Year

Day Month Year

Day Month Year

Day Month Year

- 1  Male 2  Female

- 1  Male 2  Female

- 1  Male 2  Female

- 1  Male 2  Female

- 3  Legally married (and not separated)
- 4  Separated, but still legally married
- 5  Divorced
- 6  Widowed
- 7  Never married

- 3  Legally married (and not separated)
- 4  Separated, but still legally married
- 5  Divorced
- 6  Widowed
- 7  Never married

- 3  Legally married (and not separated)
- 4  Separated, but still legally married
- 5  Divorced
- 6  Widowed
- 7  Never married

- 3  Legally married (and not separated)
- 4  Separated, but still legally married
- 5  Divorced
- 6  Widowed
- 7  Never married

- 1  Yes

- 2  No

- 1  Yes

- 2  No

- 1  Yes

- 2  No

- 1  Yes

- 2  No

**PERSON 1**

Family name

Given name

Initial

**PERSON 2**

Family name

Given name

Initial

**ACTIVITY LIMITATIONS**

7. Is this person limited in the kind or amount of activity that he/she can do because of a long-term physical condition, mental condition or health problem:

(a) at home?

(b) at school or at work?

(c) In other activities, for example, in transportation to or from work, or in leisure time activities?

8. Does this person have any long-term disabilities or handicaps?

**LANGUAGE**

9. What language(s) can this person speak well enough to conduct a conversation?

*Mark or specify as many as applicable.*

10. What language does this person speak most often at home?

11. What is the language that this person first learned at home in childhood and still understands?

*If this person no longer understands the first language learned, indicate the second language learned.*

1  Yes, limited2  No, not limited3  Yes, limited4  No, not limited5  Not applicable6  Yes, limited7  No, not limited8  Yes9  No1  English2  French

Other — Specify

3

4  English5  French

Other — Specify

6

7  English8  French

Other — Specify

9

1  Yes, limited2  No, not limited3  Yes, limited4  No, not limited5  Not applicable6  Yes, limited7  No, not limited8  Yes9  No1  English2  French

Other — Specify

3

4  English5  French

Other — Specify

6

7  English8  French

Other — Specify

9



PERSON 1	
Family name	
Given name	Initial

PERSON 2	
Family name	
Given name	Initial

**SOCIO-CULTURAL INFORMATION**

12. Where was this person born?

▪ *Mark or specify one response only, according to present boundaries.*

**Born in Canada**

- 01  Nfld.      07  Man.  
 02  P.E.I.      08  Sask.  
 03  N.S.      09  Alta.  
 04  N.B.      10  B.C.  
 05  Que.      11  Yukon  
 06  Ont.      12  N.W.T.

**Born outside Canada**

Country — Specify

13

**Born in Canada**

- 01  Nfld.      07  Man.  
 02  P.E.I.      08  Sask.  
 03  N.S.      09  Alta.  
 04  N.B.      10  B.C.  
 05  Que.      11  Yukon  
 06  Ont.      12  N.W.T.

**Born outside Canada**

Country — Specify

13

13. Of what country is this person a citizen?

▪ *Mark or specify more than one, if applicable.*

- 1  Canada, by birth  
 2  Canada, by naturalization  
 Other country — Specify

3

- 1  Canada, by birth  
 2  Canada, by naturalization  
 Other country — Specify

3

14. Is this person now, or has this person ever been, a landed immigrant?

*A landed immigrant is a person who has been granted the right to live in Canada permanently by immigration authorities, but who is not a Canadian citizen by birth.*

- 4  No — Go to Question 16  
 5  Yes — Continue with Question 15

- 4  No — Go to Question 16  
 5  Yes — Continue with Question 15

15. In what year did this person first become a landed immigrant?

*If exact year is not known, enter best estimate.*

Year

Year

16. To which ethnic or cultural group(s) did this person's ancestors belong?

*For example, French, English, German, Scottish, Canadian, Italian, Irish, Chinese, Cree, Micmac, Métis, Inuit (Eskimo), Ukrainian, Dutch, East Indian, Polish, Portuguese, Jewish, Haitian, Jamaican, etc.*

*Specify as many ethnic or cultural groups as applicable*


*Specify as many ethnic or cultural groups as applicable*

**PERSON 1**

Family name	
Given name	Initial

**PERSON 2**

Family name	
Given name	Initial

17. Is this person an Aboriginal person, that is,  
 ■ North American Indian, Métis or Inuit (Eskimo)?

If "Yes", mark the circle(s) that best describe(s) this person now.

- 1  No — Continue with the next question
- 2  Yes, North American Indian
- 3  Yes, Métis
- 4  Yes, Inuit (Eskimo)  
 If "Yes" to any of the above, go to Question 19

- 1  No — Continue with the next question
- 2  Yes, North American Indian
- 3  Yes, Métis
- 4  Yes, Inuit (Eskimo)  
 If "Yes" to any of the above, go to Question 19

18. Is this person:

■ Mark or specify more than one, if applicable.

**Note:**  
 This information is collected to support programs which promote equal opportunity for everyone to share in the social, cultural and economic life of Canada.

- 01  White
- 02  Chinese
- 03  South Asian (e.g., East Indian, Pakistani, Punjabi, Sri Lankan)
- 04  Black (e.g., African, Haitian, Jamaican, Somali)
- 05  Arab/West Asian (e.g., Armenian, Egyptian, Iranian, Lebanese, Moroccan)
- 06  Filipino
- 07  South East Asian (e.g., Cambodian, Laotian, Thai, Vietnamese)
- 08  Latin American
- 09  Japanese
- 10  Korean
- 11  Indonesian/Pacific Islander
- Other — Specify
- 12

- 01  White
- 02  Chinese
- 03  South Asian (e.g., East Indian, Pakistani, Punjabi, Sri Lankan)
- 04  Black (e.g., African, Haitian, Jamaican, Somali)
- 05  Arab/West Asian (e.g., Armenian, Egyptian, Iranian, Lebanese, Moroccan)
- 06  Filipino
- 07  South East Asian (e.g., Cambodian, Laotian, Thai, Vietnamese)
- 08  Latin American
- 09  Japanese
- 10  Korean
- 11  Indonesian/Pacific Islander
- Other — Specify
- 12

19. Is this person a member of an Indian Band/First Nation?

- 1  No
- 2  Yes, member of an Indian Band/First Nation  
 Specify Indian Band/First Nation (for example, Musqueam)

- 1  No
- 2  Yes, member of an Indian Band/First Nation  
 Specify Indian Band/First Nation (for example, Musqueam)

20. Is this person a treaty Indian or a registered Indian as defined by the Indian Act of Canada?

- 3  No
- 4  Yes, treaty Indian or registered Indian

- 3  No
- 4  Yes, treaty Indian or registered Indian

PERSON 1	
Family name	
Given name	Initial

PERSON 2	
Family name	
Given name	Initial

**Answer Questions 21 to 46 for each person aged 15 and over.**

**STEP 9**

**MOBILITY**

**21. Where did this person live 1 year ago, that is, on November 8, 1992?**

*Mark one circle only.*

**Note:**  
Some large cities are made up of smaller cities or towns called municipalities. Where applicable, identify the municipality rather than the larger city, for example, Dorval rather than Montréal, Scarborough rather than Toronto, St. Albert rather than Edmonton, Saanich rather than Victoria.

- 1  Lived at the same address as now
- 2  Lived at a different address in the same city, town, village, township, municipality or Indian reserve
- 3  Lived in a different city, town, village, township, municipality or Indian reserve in Canada  
*Print below*

City, town, village, township, municipality or Indian reserve

4

Province or territory

- 5  Lived outside Canada  
*Print name of country*

6

- 1  Lived at the same address as now
- 2  Lived at a different address in the same city, town, village, township, municipality or Indian reserve
- 3  Lived in a different city, town, village, township, municipality or Indian reserve in Canada  
*Print below*

City, town, village, township, municipality or Indian reserve

4

Province or territory

- 5  Lived outside Canada  
*Print name of country*

6

**22. Where did this person live 5 years ago, that is, on November 8, 1988?**

*Mark one circle only.*

**Note:**  
Some large cities are made up of smaller cities or towns called municipalities. Where applicable, identify the municipality rather than the larger city, for example, Dorval rather than Montréal, Scarborough rather than Toronto, St. Albert rather than Edmonton, Saanich rather than Victoria.

- 1  Lived at the same address as now
- 2  Lived at a different address in the same city, town, village, township, municipality or Indian reserve
- 3  Lived in a different city, town, village, township, municipality or Indian reserve in Canada  
*Print below*

City, town, village, township, municipality or Indian reserve

4

Province or territory

- 5  Lived outside Canada  
*Print name of country*

6

- 1  Lived at the same address as now
- 2  Lived at a different address in the same city, town, village, township, municipality or Indian reserve
- 3  Lived in a different city, town, village, township, municipality or Indian reserve in Canada  
*Print below*

City, town, village, township, municipality or Indian reserve

4

Province or territory

- 5  Lived outside Canada  
*Print name of country*

6

PERSON 1	
Family name	
Given name	Initial

PERSON 2	
Family name	
Given name	Initial

EDUCATION	
<p><b>23. In the past two months (since September 1993), was this person attending a school, college or university?</b></p> <p><i>Include attendance at elementary or secondary schools, business or trade schools, community colleges, Institutes of technology, CEGEPs, etc., for courses which can be used as credits towards a certificate, diploma or degree.</i></p> <p><i>Mark one circle only.</i></p>	
<p><b>24. Since September 1993, in which language was this person taught most of the courses taken at school, college or university?</b></p> <p> <input type="checkbox"/> English  <input type="checkbox"/> French            Other — Specify  <input type="text"/> </p>	
<p><b>25. What certificates, diplomas or degrees has this person ever obtained?</b></p> <p><i>Include all qualifications obtained from secondary (high) schools, or trade schools and other postsecondary educational institutions.</i></p> <p><i>Mark as many circles as applicable.</i></p>	

<p>1 <input type="radio"/> No, did not attend in past two months Go to Question 25</p> <p>2 <input type="radio"/> Yes, full time</p> <p>3 <input type="radio"/> Yes, part time, day or evening</p>
<p>4 <input type="radio"/> English</p> <p>5 <input type="radio"/> French</p> <p>Other — Specify  <input type="text"/></p>
<p>01 <input type="radio"/> None Go to Question 26</p> <p>02 <input type="radio"/> Secondary/high school graduation certificate or equivalent</p> <p>03 <input type="radio"/> Trades certificate or diploma</p> <p>04 <input type="radio"/> Other non-university certificate or diploma (obtained at community college, CEGEP, institute of technology, etc.)</p> <p>05 <input type="radio"/> University certificate or diploma below bachelor level</p> <p>06 <input type="radio"/> Bachelor's degree(s) (e.g., B.A., B.Sc., LL.B.)</p> <p>07 <input type="radio"/> University certificate or diploma above bachelor level</p> <p>08 <input type="radio"/> Master's degree(s) (e.g., M.A., M.Sc., M.Ed.)</p> <p>09 <input type="radio"/> Degree in medicine, dentistry, veterinary medicine or optometry (M.D., D.D.S., D.M.D., D.V.M., O.D.)</p> <p>10 <input type="radio"/> Earned doctorate (e.g., Ph.D., D.Sc., D.Ed.)</p>

<p>1 <input type="radio"/> No, did not attend in past two months Go to Question 25</p> <p>2 <input type="radio"/> Yes, full time</p> <p>3 <input type="radio"/> Yes, part time, day or evening</p>
<p>4 <input type="radio"/> English</p> <p>5 <input type="radio"/> French</p> <p>Other — Specify  <input type="text"/></p>
<p>01 <input type="radio"/> None Go to Question 26</p> <p>02 <input type="radio"/> Secondary/high school graduation certificate or equivalent</p> <p>03 <input type="radio"/> Trades certificate or diploma</p> <p>04 <input type="radio"/> Other non-university certificate or diploma (obtained at community college, CEGEP, institute of technology, etc.)</p> <p>05 <input type="radio"/> University certificate or diploma below bachelor level</p> <p>06 <input type="radio"/> Bachelor's degree(s) (e.g., B.A., B.Sc., LL.B.)</p> <p>07 <input type="radio"/> University certificate or diploma above bachelor level</p> <p>08 <input type="radio"/> Master's degree(s) (e.g., M.A., M.Sc., M.Ed.)</p> <p>09 <input type="radio"/> Degree in medicine, dentistry, veterinary medicine or optometry (M.D., D.D.S., D.M.D., D.V.M., O.D.)</p> <p>10 <input type="radio"/> Earned doctorate (e.g., Ph.D., D.Sc., D.Ed.)</p>

PERSON 1	
Family name	
Given name	Initial

PERSON 2	
Family name	
Given name	Initial

**HOUSEHOLD, VOLUNTEER AND LABOUR MARKET ACTIVITIES**

6. Last week (all 7 days), how many hours did this person spend doing the following activities?

(a) Doing **unpaid** housework, yard work or home maintenance for members of this household, or others.

*Some examples include: preparing meals, doing laundry, household planning, shopping and cutting the grass.*

- 01  None
- 02  Less than 5 hours
- 03  5 to 14 hours
- 04  15 to 29 hours
- 05  30 to 59 hours
- 06  60 hours or more

- 01  None
- 02  Less than 5 hours
- 03  5 to 14 hours
- 04  15 to 29 hours
- 05  30 to 59 hours
- 06  60 hours or more

(b) Looking after one or more of this person's own children, or the children of others, **without pay**.

*Some examples include: bathing or playing with young children, driving children to sports activities, helping them with homework, talking with teens about their problems.*

- 07  None
- 08  Less than 5 hours
- 09  5 to 14 hours
- 10  15 to 29 hours
- 11  30 to 59 hours
- 12  60 hours or more

- 07  None
- 08  Less than 5 hours
- 09  5 to 14 hours
- 10  15 to 29 hours
- 11  30 to 59 hours
- 12  60 hours or more

(c) Providing **unpaid** care or assistance to one or more seniors.

*Some examples include: visiting seniors, talking with them on the telephone, helping them with shopping, banking or with taking medication, driving them to appointments or other activities.*

- 1  None
- 2  Less than 5 hours
- 3  5 to 9 hours
- 4  10 hours or more

- 1  None
- 2  Less than 5 hours
- 3  5 to 9 hours
- 4  10 hours or more

(d) Providing **unpaid** care or assistance to persons other than children or seniors.

*Some examples include: helping relatives with their banking, driving friends to appointments, house-sitting for neighbours.*

- 5  None
- 6  Less than 5 hours
- 7  5 to 9 hours
- 8  10 hours or more

- 5  None
- 6  Less than 5 hours
- 7  5 to 9 hours
- 8  10 hours or more

27. Last week (all 7 days), how many hours did this person spend doing **unpaid volunteer** activities for a non-profit organization, a religious organization, a charity or a community group?

*Some examples include: organizing a special event, advocating for a cause, canvassing or fund-raising, coaching or teaching, serving on a committee or on a board of directors.*

- 1  None
- 2  Less than 5 hours
- 3  5 to 9 hours
- 4  10 hours or more

- 1  None
- 2  Less than 5 hours
- 3  5 to 9 hours
- 4  10 hours or more

PERSON 1	
Family name	
Given name	Initial

PERSON 2	
Family name	
Given name	Initial

**28. Last week, how many hours did this person spend working for pay or in self-employment?**

*Include:*

- working directly towards the operation of a family farm or business (e.g., assisting in seeding, doing accounts);
- working in his/her own business, farm or professional practice, alone or in partnership;
- working for wages, salary, tips or commission.

◀ Number of hours (to the nearest hour)  
Go to Question 34

OR

5  None  
Continue with the next question

◀ Number of hours (to the nearest hour)  
Go to Question 34

OR

5  None  
Continue with the next question

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

Mark one circle only.

6  No

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

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

6  No

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

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

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

1  No

2  Yes

1  No

2  Yes

**31. Did this person look for paid work during the past four weeks?**

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

Mark one circle only.

3  No  
Go to Question 33

4  Yes, looked for full-time work

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

3  No  
Go to Question 33

4  Yes, looked for full-time work

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

**32. Could this person have started a job last week had one been available?**

Mark one circle only.

1  Yes, could have started a job

2  No, already had a job

3  No, because of temporary illness or disability

4  No, because of personal or family responsibilities

5  No, going to school

6  No, other reasons

1  Yes, could have started a job

2  No, already had a job

3  No, because of temporary illness or disability

4  No, because of personal or family responsibilities

5  No, going to school

6  No, other reasons

**33. When did this person last work for pay or in self-employment, even for a few days?**

Mark one circle only.

1  In 1993  
Continue with the next question

2  In 1992  
Continue with the next question

3  Before 1992  
Go to Question 46

4  Never  
Go to Question 46

1  In 1993  
Continue with the next question

2  In 1992  
Continue with the next question

3  Before 1992  
Go to Question 46

4  Never  
Go to Question 46

PERSON 1	
Family name	
Given name	Initial

PERSON 2	
Family name	
Given name	Initial

**Note:**  
 Questions 34 to 43 refer to this person's job or business last week. If this person held no job last week, answer for the job of longest duration since January 1, 1992. If this person held more than one job last week, answer for the job at which he/she worked the most hours.

34. For whom did this person work?

Name of firm, government agency, etc.


Name of firm, government agency, etc.


Section, plant, department, branch or division


Section, plant, department, branch or division


35. What kind of business, industry or service was this?

*Give full description. For example, wheat farm, trapping, road maintenance, retail shoe store, secondary school, temporary help agency, municipal police.*

Kind of business, industry or service


Kind of business, industry or service


36. In which general industry category was this?

*Mark one circle only.*

1  Manufacturing

2  Wholesale trade

3  Retail trade

4  Federal government

5  Provincial or territorial government

6  Local or municipal government

7  Other (e.g., Health, Education, Accommodation, Construction, Agriculture, Transportation)

1  Manufacturing

2  Wholesale trade

3  Retail trade

4  Federal government

5  Provincial or territorial government

6  Local or municipal government

7  Other (e.g., Health, Education, Accommodation, Construction, Agriculture, Transportation)

PERSON 1	
Family name	
Given name	Initial

PERSON 2	
Family name	
Given name	Initial

**37. What kind of work was this person doing?**

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

Kind of work


Kind of work


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

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

Most important duties or activities


Most important duties or activities


**39. In this job or business, was this person mainly:**

*Mark one circle only.*

1  working for wages, salary, tips or commission?  
Go to Question 41

2  working without pay for his/her spouse or another relative in a family farm or business?  
Go to Question 41

3  self-employed without paid help (alone or in partnership)?  
Continue with the next question

4  self-employed with paid help (alone or in partnership)?  
Continue with the next question

1  working for wages, salary, tips or commission?  
Go to Question 41

2  working without pay for his/her spouse or another relative in a family farm or business?  
Go to Question 41

3  self-employed without paid help (alone or in partnership)?  
Continue with the next question

4  self-employed with paid help (alone or in partnership)?  
Continue with the next question



PERSON 1	
Family name	
Given name	Initial

PERSON 2	
Family name	
Given name	Initial

40. If self-employed, was this person's farm or business incorporated?

5  No  
6  Yes

5  No  
6  Yes

41. In this job, what language did this person use most often?

7  English  
8  French  
Other — Specify  
9

7  English  
8  French  
Other — Specify  
9

42. At what address did this person usually work?

*Example of complete street address:*  
365 Laurier Ave. West

*If direction (e.g., North, South, East or West) is a part of the street address, please include it.*

*If street address is unknown, print the name of the building or nearest street intersection.*

**Note:**  
Some large cities are made up of smaller cities or towns called municipalities. Where applicable, identify the municipality rather than the larger city, for example, Dorval rather than Montréal, Scarborough rather than Toronto, St. Albert rather than Edmonton, Saanich rather than Victoria.

1  Worked at home (including farms) Go to Question 44  
2  Worked outside Canada Go to Question 44  
3  No fixed workplace address Go to Question 43  
4  Worked at the address specified below:

Please enter complete address (see example)

Street address

Name of city, town, village, Indian reserve, etc.

Province/territory

Postal code

1  Worked at home (including farms) Go to Question 44  
2  Worked outside Canada Go to Question 44  
3  No fixed workplace address Go to Question 43  
4  Worked at the address specified below:

Please enter complete address (see example)

Street address

Name of city, town, village, Indian reserve, etc.

Province/territory

Postal code

PERSON 1	
Family name	
Given name	Initial

PERSON 2	
Family name	
Given name	Initial

43. How did this person usually get to work?

*If this person used more than one method of transportation, mark the one used for most of the travel distance.*

- 1  Car, truck or van — as driver
- 2  Car, truck or van — as passenger
- 3  Public transit (e.g., bus, street car, subway, light rail transit, commuter train, ferry)
- 4  Taxicab
- 5  Motorcycle
- 6  Bicycle
- 7  Walked to work
- 8  Other method — *Specify*

- 1  Car, truck or van — as driver
- 2  Car, truck or van — as passenger
- 3  Public transit (e.g., bus, street car, subway, light rail transit, commuter train, ferry)
- 4  Taxicab
- 5  Motorcycle
- 6  Bicycle
- 7  Walked to work
- 8  Other method — *Specify*

44. In how many weeks did this person work in 1992?

*Include those weeks in which this person:*

- was on vacation or sick leave with pay;
- worked full time or part time;
- worked for wages, salary, tips or commission;
- was self-employed or worked directly towards the operation of a family farm or business.

- 1  None  
Go to Question 46

OR

← Number of weeks

Continue with the next question

- 1  None  
Go to Question 46

OR

← Number of weeks

Continue with the next question

45. During most of those weeks, did this person work full time or part time?

*Mark one circle only.*

- 2  Full time (30 hours or more per week)
- 3  Part time (less than 30 hours per week)

- 2  Full time (30 hours or more per week)
- 3  Part time (less than 30 hours per week)

PERSON 1	
Family name	
Given name	Initial

PERSON 2	
Family name	
Given name	Initial

**INCOME IN 1992**

6. During the year ending December 31, 1992, did this person receive any income or suffer any loss from the sources listed below?

- Answer "Yes" or "No" for all sources.
- If "Yes", also enter the amount; in case of a loss, also mark "Loss".
- Do not include Family Allowances and Child Tax Credits.

(a) Total wages and salaries including commissions, bonuses, tips, etc., before any deductions

Dollars      Cents

1  Yes ▶

2  No

Dollars      Cents

1  Yes ▶

2  No

(b) Net income from unincorporated non-farm business, professional practice, etc., on own account or in partnership (gross receipts minus expenses)

3  Yes ▶

4  Loss

5  No

3  Yes ▶

4  Loss

5  No

(c) Net farm self-employment income from agricultural operations on own account or in partnership (gross receipts minus expenses)

6  Yes ▶

7  Loss

8  No

6  Yes ▶

7  Loss

8  No

(d) Old Age Security Pension and Guaranteed Income Supplement from federal government only (provincial income supplements should be reported in (g))

1  Yes ▶

2  No

1  Yes ▶

2  No

(e) Benefits from Canada or Quebec Pension Plan

3  Yes ▶

4  No

3  Yes ▶

4  No

(f) Benefits from Unemployment Insurance (total benefits before tax deductions)

5  Yes ▶

6  No

5  Yes ▶

6  No

(g) Other income from government sources including provincial income supplements and grants and social assistance, e.g., veterans' pensions, workers' compensation, welfare payments (do not include Family Allowances and Child Tax Credits)

7  Yes ▶

8  No

7  Yes ▶

8  No

(h) Dividends and interest on bonds, deposits and savings certificates, and other investment income, e.g., net rents from real estate, interest from mortgages

1  Yes ▶

2  Loss

3  No

1  Yes ▶

2  Loss

3  No

(i) Retirement pensions, superannuation and annuities

4  Yes ▶

5  No

4  Yes ▶

5  No

(j) Other money income, e.g., alimony, scholarships

6  Yes ▶

7  No

6  Yes ▶

7  No

(k) TOTAL INCOME FROM ALL OF THE ABOVE SOURCES

1  Yes ▶

2  Loss

3  No

1  Yes ▶

2  Loss

3  No

**Answer Questions 47 and 48 about this dwelling.**

*A dwelling is a separate set of living quarters with a private entrance from the outside or from a common hallway or stairway inside the building. This entrance should not be through someone else's living quarters.*

**47. Who pays the rent or mortgage, taxes, electricity, etc., for this dwelling?**

*If more than one person contributes to such payments, mark as many circles as apply.*

- 1  Person 1
- 2  Person 2
- 3  Person 3
- 4  Person 4
- 5  Person 5
- 6  Person 6
- 7  A person who is listed on another questionnaire for this dwelling
- 8  A person who does not live here

**48. Is this dwelling:**

*Mark one circle only.*

- 1  owned by you or a member of this household (even if it is still being paid for)?
- 2  rented (even if no cash rent is paid)?

**49. Who completed this questionnaire?**

*Mark as many circles as applicable.*

- 1  Person 1
- 2  Person 2
- 3  Person 3
- 4  Person 4
- 5  Person 5
- 6  Person 6
- 7  A person who is listed on another questionnaire for this dwelling
- 8  A person who does not live here



**You have now answered all the census questions.**

**STEP 10**

**Would you please answer a few questions regarding this census test questionnaire.**

**A. Did you find any of the steps on pages 2 and 3 difficult to answer?**

- 1  No — Go to Question B
- 2  Yes — Write the step number and give the reason for the difficulty.

Step No.	Reason
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____

**B. Did you find any of the test questions difficult?**

- 3  No — Go to Question C
- 4  Yes — Write the question number and give the reason for the difficulty.

Question No.	Reason
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____

5. Did you use the Guide?

5  No — Go to Question E

6  Yes — For which steps or questions?

Step No.

Question No.

7. Was the Guide helpful?

7  Yes — Go to Question E

8  No — Write the steps or questions for which the Guide was not helpful.

Step No.

Explain

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Question No.

Explain

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

E. Did you use the Census Help Line?

1  No

2  Yes — Was it helpful?

3  Yes

4  No

F. Are there any test questions to which you have objections?

5  No — Go to Step 11

6  Yes — Write the question number and give the reason for your objection.

Question No.

Reason

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



You have now completed your test questionnaire.

Please mail it today using the enclosed postage-paid envelope.

Thank you for your cooperation.

STATISTICS CANADA LIBRARY  
BIBLIOTHEQUE STATISTIQUE CANADA



**1010193404**



