

CENSUS · 1996 · RECENSEMENT

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QUESTIONS

and reasons why questions are asked



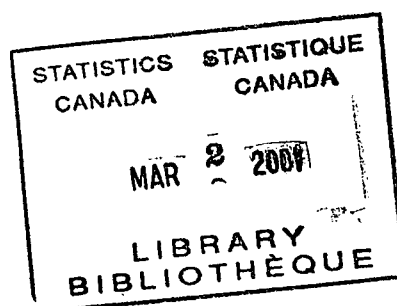
Statistics
Canada

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Canada

1996 CENSUS QUESTIONS

and the reasons why the questions are asked



Statistics
Canada

Statistique
Canada

Canada

Introduction

The next census will be taken on May 14, 1996. For over 300 years, the census has painted a picture of our people and the places in which we live. The information collected on May 14, 1996, will help all of us prepare for the future. The census provides information needed by community groups, businesses and governments to develop plans for education and training, new products and services, housing for seniors, health care services, and many other programs that are important to all of us.

Part 1

The first part of this booklet contains the questions for the 1996 Census of Population long form questionnaire which will be completed by 20% of the population. The short form questionnaire contains questions one to six and question 12. Copies of the long form questionnaire and of the short form questionnaire may be obtained after November 1, 1995, by contacting your local Statistics Canada office.

Part 2

Part 2 contains the reasons why we ask the questions and indicates the important data requirements met by the questions.

If you have any questions about the 1996 Census of Population or the concurrent Census of Agriculture, call or write your nearest Statistics Canada office. Addresses and phone numbers are listed on the following page.

1996 CENSUS COMMUNICATIONS

National Capital Region

Statistics Canada
R.H. Coats Building
Ottawa, Ontario
K1A 0T6
Phone: (613) 951-0444
Fax: (613) 951-0930

Quebec

Statistics Canada
Guy-Favreau Complex
200 René-Lévesque Boulevard West
East Tower, 4th Floor
Montréal, Quebec
H2Z 1X4
Phone: (514) 283-4218
Fax: (514) 283-9350

Prairie

Statistics Canada
Park Square
9th Floor
10001 Bellamy Hill
Edmonton, Alberta
T5J 3B6
Phone: (403) 495-2011
Fax: (403) 495-3026

Ontario

Statistics Canada
Arthur Meighen Building
10th Floor
25 St. Clair Avenue East
Toronto, Ontario
M4T 1M4
Phone: (416) 954-5412
Fax: (416) 954-1996

Atlantic

Statistics Canada
North American Life Centre
1770 Market Street
Halifax, Nova Scotia
B3J 3M3
Phone: (902) 426-0729
Fax: (902) 426-0730

Pacific

Statistics Canada
Sinclair Centre
Suite 340
757 West Hastings Street
Vancouver, British Columbia
V6C 3C9
Phone: (604) 666-1975
Fax: (604) 666-0526

Part 1

1996 CENSUS QUESTIONS

1996 CENSUS QUESTIONS

STEP 1

Begin here by printing your address

No. and street or lot and concession

City, town, village, Indian reserve

Postal code

Apt. No.

Province/territory

Area code

Telephone number

STEP 2

List below all persons who usually live here as of May 14, 1996, even if they are temporarily away on business, at school or on vacation.

Don't forget to include yourself!

- **Begin the list with** an adult followed, if applicable, by that person's spouse or common-law partner and by their children.
- Continue with all other persons who usually live here. Children should be listed immediately after their parent(s).

	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	_____	_____	_____

BE SURE TO INCLUDE

- **everyone who usually lives here**, including newborn babies, room-mates, boarders and live-in employees;
- **sons or daughters who live somewhere else while attending school** but return to live here for part of the year;
- **children in joint custody** who live here most of the time (if they spend equal time with each parent, include them if they are staying here on May 14, 1996);
- **persons from another country who live in Canada and have work, student or Minister's permits, or persons claiming refugee status**, and family members living with them;

-
- persons who usually live here but are now in an **institution** (such as a home for the aged, a hospital or a prison), if they have been there **less than six months**;
 - persons staying here on May 14, 1996, who have **no usual home elsewhere**.

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 has another home;*
- *a person who has moved recently; or*
- *a member of this household who is away in an institution.*

☐

No

☐

Yes → Print the name of each person left out and the reason.

Name

Reason

STEP 4

Are ALL PERSONS in this household:

- government representatives of **another country** and their families; or
- members of the Armed Forces of **another country** and their families; or
- residents of **another country** visiting Canada, for example, on a business trip or on vacation?

☐ No → Continue with Step 5

☐ Yes → Do not complete this questionnaire. Mail it in the enclosed postage-paid envelope.

STEP 5

If **ALL PERSONS** in this household are staying here temporarily **and have a usual home somewhere else in Canada**, enter the total number of persons in this box.

→ Do not complete this questionnaire. Mail it in the enclosed postage-paid envelope.

STEP 6

Does anyone in this household OPERATE an agricultural operation?

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

☐ No

☐ Yes

STEP 7

Question 1

NAME

In the spaces provided, copy the names in the same order as in **Step 2**.

Then answer the following questions for each person.

Family name

Given name	Initial
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Question 2

RELATIONSHIP TO PERSON 1

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

Mark one circle only.

Stepchildren, adopted children and children of a common-law partner should be considered sons and daughters.

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

-
- ☐ Husband or wife of Person 1
 - ☐ Common-law partner of Person 1
 - ☐ Son or daughter of Person 1
 - ☐ Son-in-law or daughter-in-law of Person 1
 - ☐ Grandchild of Person 1
 - ☐ Father or mother of Person 1
 - ☐ Father-in-law or mother-in-law of Person 1
 - ☐ Grandparent of Person 1
 - ☐ Brother or sister of Person 1
 - ☐ Brother-in-law or sister-in-law of Person 1
 - ☐ Lodger or boarder
 - ☐ Room-mate
 - ☐ Other — *Specify*
-

Question 3

DATE OF BIRTH

Enter **day**, **month** and **year**.

Example: If this person was born on the 23rd of February 1954, enter

Day		Month		Year			
2	3	0	2	1	9	5	4

If exact date is not known, enter best estimate.

Day		Month		Year			
				1			

Question 4

SEX

- ☐ Male
- ☐ Female

Question 5

MARITAL STATUS

Mark one circle only.

- ☐ Legally married (and not separated)
- ☐ Separated, but still legally married
- ☐ Divorced
- ☐ Widowed
- ☐ Never married (single)

Question 6

COMMON-LAW STATUS

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.

- ☐ Yes
- ☐ No

Question 7

ACTIVITY LIMITATIONS

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?

☐ No, not limited

☐ Yes, limited

(b) at school or at work?

☐ No, not limited

☐ Yes, limited

☐ Not applicable

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

☐ No, not limited

☐ Yes, limited

Question 8

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

- ☐ No
- ☐ Yes

LANGUAGE

Question 9

Can this person speak English or French well enough to conduct a conversation?

Mark one circle only.

- ☐ English only
- ☐ French only
- ☐ Both English and French
- ☐ Neither English nor French

Question 10

What language(s), **other than English or French**, can this person speak well enough to conduct a conversation?

- ☐ None

OR

Specify other language(s)

Question 11

What language does this person **speak most often** at home?

☐ English

☐ French

Other — *Specify*

Question 12

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.

☐ English

☐ French

Other — *Specify*

SOCIO-CULTURAL INFORMATION

Question 13

Where was this person born?

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

Born in Canada

☐ Nfld. ☐ Que. ☐ Alta.

☐ P.E.I. ☐ Ont. ☐ B.C.

☐ N.S. ☐ Man. ☐ Yukon

☐ N.B. ☐ Sask. ☐ N.W.T.

Born outside Canada

Country — *Specify*

Question 14

Of what country is this person a citizen?

Indicate more than one citizenship, if applicable.

- ☐ Canada, by birth
- ☐ Canada, by naturalization

Other country — *Specify*

Question 15

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.

- ☐ No → **Go to Question 17**
- ☐ Yes

Question 16

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

If exact year is not known, enter best estimate.

Year

1			
---	--	--	--

Question 17

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, Vietnamese, Lebanese, Chilean, Somali, etc.

Specify as many groups as applicable

Question 18

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.

☐ No

☐ Yes, North American Indian

☐ Yes, Métis

☐ Yes, Inuit (Eskimo)

} Go to Question 20

Question 19

Is this person:

Mark or specify more than one, if applicable.

- ☐ White
- ☐ Chinese
- ☐ South Asian (*e.g., East Indian, Pakistani, Punjabi, Sri Lankan*)
- ☐ Black (*e.g., African, Haitian, Jamaican, Somali*)
- ☐ Arab/West Asian (*e.g., Armenian, Egyptian, Iranian, Lebanese, Moroccan*)
- ☐ Filipino
- ☐ South East Asian (*e.g., Cambodian, Indonesian, Laotian, Vietnamese*)
- ☐ Latin-American
- ☐ Japanese
- ☐ Korean

Other — *Specify*

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.*

Question 20

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

- ☐ No
- ☐ Yes, member of an Indian Band/First Nation

Specify Indian Band/First Nation (for example, Musqueam)

Question 21

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

- ☐ No
- ☐ Yes, treaty Indian or registered Indian

Answer Questions 22 to 47 for each person aged 15 and over.

MOBILITY

Question 22

Where did this person live **1 year ago**, that is, on May 14, 1995?

Mark one circle only.

- ☐ Lived at the **same** address as now
- ☐ Lived at a **different** address in the **same** city, town, village, township, municipality or Indian reserve
- ☐ Lived in a **different** city, town, village, township, municipality or Indian reserve **in Canada**

Specify below

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

Province/territory

- ☐ Lived **outside Canada**

Specify name of country

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.*

Question 23

Where did this person live **5 years ago**, that is, on May 14, 1991?

Mark one circle only.

- ☐ Lived at the **same** address as now
- ☐ Lived at a **different** address in the **same** city, town, village, township, municipality or Indian reserve
- ☐ Lived in a **different** city, town, village, township, municipality or Indian reserve **in Canada**

Specify below

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

Province/territory

- ☐ Lived **outside Canada**

Specify name of country

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.*

EDUCATION

Question 24

What is the **highest** grade (or year) of **secondary** (high school) or **elementary** school this person ever attended?

Enter highest number (1 to 13) of grades or years, excluding kindergarten.

Number (1 to 13) of grades or years of secondary and/or elementary school

OR

- ☐ Never attended school or attended kindergarten only

Question 25

How many years of education has this person completed at **university**?

- ☐ None
- ☐ Less than 1 year (of completed courses)
- Number of completed years at university

Question 26

How many years of schooling has this person ever completed at an institution **other than** a university, a secondary (high) school or an elementary school?

Include years of schooling at community colleges, technical institutes, CEGEPs (general and professional), private trade schools or private business colleges, diploma schools of nursing, etc.

- ☐ None
- ☐ Less than 1 year (of completed courses)
- Number of completed years at community colleges, trade schools, CEGEPs, etc.

Question 27

In the **past eight months** (that is, since last September), was this person attending a school, college or university?

Include attendance at elementary or secondary schools, business or trade schools, community colleges, technical institutes, CEGEPs, etc., for courses which can be used as credits towards a certificate, diploma or degree.

Mark one circle only.

- ☐ No, did not attend in past eight months
- ☐ Yes, full time
- ☐ Yes, part time, day or evening

Question 28

What certificates, diplomas or degrees has this person ever obtained?

Include all qualifications obtained from secondary (high) schools or trade schools and other postsecondary educational institutions.

Mark as many circles as applicable.

- ☐ None → **Go to Question 30**
- ☐ Secondary (high) school graduation certificate or equivalent
- ☐ Trades certificate or diploma
- ☐ Other non-university certificate or diploma (obtained at community college, CEGEP, technical institute, etc.)
- ☐ University certificate or diploma **below** bachelor level
- ☐ Bachelor's degree(s) (e.g., B.A., B.Sc., LL.B.)
- ☐ University certificate or diploma **above** bachelor level
- ☐ Master's degree(s) (e.g., M.A., M.Sc., M.Ed.)
- ☐ Degree in medicine, dentistry, veterinary medicine or optometry (M.D., D.D.S., D.M.D., D.V.M., O.D.)
- ☐ Earned doctorate (e.g., Ph.D., D.Sc., D.Ed.)

Question 29

What was the major field of study or training of this person's **highest** degree, certificate or diploma (**excluding** secondary or high school graduation certificates)?

For example, accounting, carpentry, civil engineering, history, legal secretary, welding.

Major field of study or training

OR

- ☐ This person's highest qualification is a secondary (high) school graduation certificate

HOUSEHOLD ACTIVITIES

Note: Last week refers to Sunday, May 5 to Saturday, May 11, 1996.

In Question 30, where activities overlap, report the same hours in more than one part.

Question 30

Last week, 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 grass.

- | | |
|---|--|
| <input type="radio"/> None | <input type="radio"/> 15 to 29 hours |
| <input type="radio"/> Less than 5 hours | <input type="radio"/> 30 to 59 hours |
| <input type="radio"/> 5 to 14 hours | <input type="radio"/> 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 or helping them with homework, and talking with teens about their problems.

- | | |
|---|--|
| <input type="radio"/> None | <input type="radio"/> 15 to 29 hours |
| <input type="radio"/> Less than 5 hours | <input type="radio"/> 30 to 59 hours |
| <input type="radio"/> 5 to 14 hours | <input type="radio"/> 60 hours or more |
-

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

Some examples include: providing personal care to a senior family member, visiting seniors, talking with them on the telephone, and helping them with shopping, banking or with taking medication.

- | | |
|---|--|
| <input type="radio"/> None | <input type="radio"/> 5 to 9 hours |
| <input type="radio"/> Less than 5 hours | <input type="radio"/> 10 hours or more |

LABOUR MARKET ACTIVITIES

Question 31

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 without formal pay arrangements (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.*
- ☐ None → **Continue with the next question**

OR

Number of hours (to the nearest hour) → **Go to Question 37**

Question 32

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

Mark one circle only.

- ☐ No
- ☐ Yes, on temporary lay-off from a job to which this person expects to return
- ☐ Yes, on vacation, ill, on strike or locked out, or absent for other reasons

Question 33

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

- ☐ No
- ☐ Yes

Question 34

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.

- ☐ No → Go to Question 36
- ☐ Yes, looked for full-time work
- ☐ Yes, looked for part-time work (less than 30 hours per week)

Question 35

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

Mark one circle only.

- ☐ Yes, could have started a job
- ☐ No, already had a job
- ☐ No, because of temporary illness or disability
- ☐ No, because of personal or family responsibilities
- ☐ No, going to school
- ☐ No, other reasons

Question 36

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

Mark one circle only.

- | | | |
|-----------------------------------|---|---------------------------------|
| <input type="radio"/> In 1996 | } | Continue with the next question |
| <input type="radio"/> In 1995 | | |
| <input type="radio"/> Before 1995 | } | Go to Question 47 |
| <input type="radio"/> Never | | |

Note: *Questions 37 to 44 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, 1995. If this person held more than one job last week, answer for the job at which he/she worked the most hours.*

Question 37

For whom did this person work?

Name of firm, government agency, etc.

Section, plant, department, branch or division

Question 38

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

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Question 39

What kind of work was this person doing?

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

Kind of work

Question 40

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

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

Most important duties or activities

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Question 41

In this job or business, was this person mainly:

Mark one circle only.

- ☐ working for wages, salary, tips or commission?
Go to Question 43
- ☐ working without pay for his/her spouse or another relative in a family farm or business?
Go to Question 43
- ☐ self-employed without paid help (alone or in partnership)?
- ☐ self-employed with paid help (alone or in partnership)?

Question 42

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

☐ No

☐ Yes

Question 43

At what address did this person usually work?

Example:

	365	Laurier	Ave.	West
Number				
Name				
Type				
Direction				

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

If street address is unknown, specify 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.

- ☐ Worked at home (including farms)
Go to Question 45
- ☐ Worked outside Canada
Go to Question 45
- ☐ No fixed workplace address
Go to Question 44
- ☐ Worked at the address specified below:
Specify complete address

Street address (see example)

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

Province/territory

Postal code

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Question 44

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.

- ☐ Car, truck or van — as driver
- ☐ Car, truck or van — as passenger
- ☐ Public transit (*e.g., bus, street car, subway, light rail transit, commuter train, ferry*)
- ☐ Walked to work
- ☐ Bicycle
- ☐ Motorcycle
- ☐ Taxicab
- ☐ Other method

Question 45

In how many **weeks** did this person work in **1995**?

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;*
 - *worked directly towards the operation of a family farm or business without formal pay arrangements.*
- ☐ None → Go to Question 47

OR

Number of weeks

Question 46

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

Mark one circle only.

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

INCOME IN 1995

Question 47

During the year ending December 31, 1995, did this person receive any income 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 Child Tax Benefit.*
-

PAID EMPLOYMENT:

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

☐

Yes

Dollars

Cents

☐

No

--	--

SELF-EMPLOYMENT:

(b) **Net farm income (gross receipts minus expenses), including grants and subsidies under farm-support programs, Marketing Board payments, gross insurance proceeds**

☐

Yes

☐

No

--	--

☐ Loss

(c) **Net non-farm income from unincorporated business, professional practice, etc. (gross receipts minus expenses)**

☐

Yes

☐

No

--	--

☐ Loss

INCOME FROM GOVERNMENT:

- (d) **Old Age Security Pension, Guaranteed Income Supplement and Spouse's Allowance** *from federal government only (provincial income supplements should be reported in (g))*

- ☐ Yes
☐ No

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-
- (e) **Benefits from Canada or Quebec Pension Plan**

- ☐ Yes
☐ No

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

- ☐ Yes
☐ No

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-
- (g) **Other income from government sources, such as provincial income supplements and grants, refunds of GST, provincial tax credits, workers' compensation, veterans' pensions, welfare payments** *(Do not include Child Tax Benefit.)*

- ☐ Yes
☐ No

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OTHER INCOME:

(h) **Dividends, interest on bonds, deposits and savings certificates, and other investment income, such as net rents from real estate, interest from mortgages**

☐ Yes

☐ No

--	--

☐ Loss

(i) **Retirement pensions, superannuation and annuities, including those from RRSPs and RRIFs**

☐ Yes

☐ No

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(j) **Other money income, such as alimony, child support, scholarships**

☐ Yes

☐ No

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TOTAL INCOME FROM ALL OF THE ABOVE SOURCES

☐ Yes

☐ No

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☐ Loss

STEP 8 Answer Question H1 to H8 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.

Question H1

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.

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

Question H2

Is this dwelling:

Mark one circle only.

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

Question H3

- (a) **How many rooms are there in this dwelling?**

Include kitchen, bedrooms, finished rooms in attic or basement, etc. Do not count bathrooms, halls, vestibules and rooms used solely for business purposes.

Number of rooms

-
- (b) **How many of these rooms are bedrooms?**

Number of bedrooms

Question H4

When was this dwelling originally built?

Mark the period in which the building was completed, not the time of any later remodelling, additions or conversions. If year is not known, give best estimate.

- | | |
|--------------------------------------|---------------------------------|
| <input type="radio"/> 1920 or before | <input type="radio"/> 1981-1985 |
| <input type="radio"/> 1921-1945 | <input type="radio"/> 1986-1990 |
| <input type="radio"/> 1946-1960 | <input type="radio"/> 1991-1995 |
| <input type="radio"/> 1961-1970 | <input type="radio"/> 1996 |
| <input type="radio"/> 1971-1980 | |

Question H5

Is this dwelling in need of any repairs?

Do not include desirable remodelling or additions.

- ☐ No, only **regular maintenance** is needed (painting, furnace cleaning, etc.)
- ☐ Yes, **minor repairs** are needed (missing or loose floor tiles, bricks or shingles, defective steps, railing or siding, etc.)
- ☐ Yes, **major repairs** are needed (defective plumbing or electrical wiring, structural repairs to walls, floors or ceilings, etc.)

Answer Questions **H6** to **H8** for only the dwelling that you **now occupy**, even if you own or rent more than one dwelling. If the exact amount is not known, please give best estimate.

Note: *If you are a farm operator living on the farm you operate, mark here ☐ and go to Step 9.*

Question H6

For this dwelling, what are the YEARLY payments (last 12 months) for:

(a) electricity?

☐ None

☐ Included in rent or other payments

OR

Dollars	Cents

 per year

(b) oil, gas, coal, wood or other fuels?

☐ None

☐ Included in rent or other payments

OR

Dollars	Cents

 per year

(c) water and other municipal services?

☐ None

☐ Included in rent or other payments

OR

Dollars	Cents

 per year

Question H7

For RENTERS only:

What is the **monthly rent** paid for this dwelling?

☐ Rented without payment of cash rent

OR

Dollars	Cents

 per month

Question H8

For OWNERS only, answer parts (a) through (f):

(a) What are the total regular **monthly** mortgage or loan payments for this dwelling?

☐ None

Go to part (c)

OR

Dollars	Cents

 per month

(b) Are the property taxes (municipal and school) included in the amount shown in part (a)?

☐ Yes → **Go to part (d)**

☐ No

(c) What are the estimated **yearly** property taxes (municipal and school) for this dwelling?

☐ None Dollars Cents
OR

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 per year

(d) If you were to sell this dwelling now, for how much would you expect to sell it?

Dollars

(e) Is this dwelling part of a registered condominium?

☐ Yes → **Continue with part (f)**

☐ No → **Go to Step 9**

(f) What are the **monthly** condominium fees?

☐ None Dollars Cents
OR

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 per month

STEP 9 You have now completed your questionnaire. Please mail it today.

Thank you for you co-operation.

Part 2

**REASONS WHY THE QUESTIONS
ARE ASKED**

Reasons why the questions are asked

STEP 1

We ask for your address so we can make sure that every household is counted. We use your telephone number to call you for any information you may have forgotten to put on your form.

STEPS 2 to 5

We ask for this information to ensure that the count of people in Canada is correct. These steps help you to decide who should and should not be included on your questionnaire. They tell us that we have counted everyone that we need to count, once and only once.

STEP 6

This tells us if someone in your household operates a farm. It also makes sure that we count all farms for the Census of Agriculture, once and only once.

BASIC POPULATION INFORMATION

Question 1 asks for the names of each person in the household so that no one is left out or counted twice. Names are not put on the census database.

Questions 2 to 6 ask about the people in each household. From this we can learn about family size, the number of children living with one parent and the number of people who live alone. This information is used for planning certain programs, such as Old Age Security and the Child Tax Benefit. It is also used by towns and cities to plan day care centres, schools and senior citizens' homes.

ACTIVITY LIMITATIONS

Questions 7 and 8 provide information on the number of people in Canada with mental and/or physical disabilities as well as those individuals with chronic health problems that limit activity. The results may be used to help Statistics Canada design surveys to find out more about the barriers persons with disabilities face in their everyday lives.

LANGUAGE

Questions 9 to 12 provide information on the language first learned at home in childhood and on the languages understood and spoken throughout the various regions of the country. The data are used to implement programs that protect the rights of Canadians under the *Canadian Charter of Rights and Freedoms*. This information also helps to determine the need for language training and services in English or French.

SOCIO-CULTURAL INFORMATION

Questions 13 through 21 provide a social and cultural profile of Canada's population.

Question 13 tells us the province or territory in Canada, or the foreign country where people were born. This information tells us about population movements within Canada, and between Canada and other countries.

Question 14 tells us the citizenship status of Canada's population, which helps in electoral planning. When combined with age data, this information can tell us the number of potential voters. This question also provides information used to administer pension exchange programs between Canada and other countries.

Questions 15 and 16 tell us the number of immigrants and non-permanent residents in Canada, and the year people immigrated to Canada. Information from these questions is often used in combination with other census data to compare the socio-economic conditions of immigrants over time, to review immigration and employment policies and programs, as well as to plan education, health, and other services.

Question 17 tells us about the ethnic and cultural diversity of Canada's population. This question provides information required under the *Multiculturalism Act* and the *Canadian Charter of Rights and Freedoms*. Information from this question, when combined with other census data, also tells us about the characteristics of the ethnic or cultural groups living in Canada. This information is used extensively by ethnic or cultural associations, government agencies and researchers for a wide range of activities such as health promotion, communications and marketing.

Questions 18, 20 and 21 provide information about Aboriginal or First Nation peoples, which is used to administer legislation and employment programs under the *Indian Act* of Canada and the *Employment Equity Act*.

Question 19 tells us about the visible minority population in Canada. This information is required for programs under the *Employment Equity Act*, which promotes equal opportunity for everyone.

MOBILITY

Questions 22 and 23 tell us where people living in Canada are moving to and from within Canada, and from outside Canada. This information is used to help estimate the population at the national, provincial and subprovincial levels between censuses. It is also used to identify future needs for housing, education, transportation and social services, and contributes to programs administered under the *Fiscal Arrangements Act*.

EDUCATION

Questions 24 to 29 tell us about the education and training of people living in Canada and their specific job skills. This information is used by governments and employers to evaluate whether there are enough people with adequate education, training and job skills in particular areas of the work force, with a view to developing training programs to meet the changing needs of our work force.

Information on school attendance is needed for planning and financing postsecondary and adult education programs, under the *Canada Student Loans Act*. It is also used to develop incentives and programs that help people remain in school or return to school.

HOUSEHOLD ACTIVITIES

Question 30 will provide information on how much time people 15 years and older spend at household tasks, on caring for children and in providing care and assistance to elderly persons. This information will provide a better understanding of how these unpaid activities contribute to the well-being of Canadians.

LABOUR MARKET ACTIVITIES

Questions 31 to 46 collect information on **paid work** done by people 15 years of age and older. This information is important for both businesses and governments at all levels to plan for education and training programs, to forecast future job opportunities, to plan efficient transportation and commuting systems and to develop measures to support job creation by employers in communities throughout the country.

INCOME

The census is the only source of detailed income statistics for all people in Canada, their families and households. Income tax records neither cover all people nor do they provide some important information on the characteristics of persons with income.

Governments use census income data to develop income support programs and social services, such as Old Age Security Pension, provincial income supplements, social assistance and welfare payments. They also use census income data to ensure that programs which supplement family incomes do so efficiently and to identify specific geographic areas in need of assistance.

Businesses, large and small, use these data to market products, to locate stores near consumers, and to develop new products and services.

NO ONE, including courts or other government departments, can get personal income or other information about you from the census. All your answers are kept confidential. This is the law.

HOUSING

Questions on housing provide information used by private developers and federal, provincial and municipal planners to assess and develop housing communities and projects. This information is used by many programs administered under the *National Housing Act* and the *Canada Mortgage and Housing Corporation Act*. These programs include mortgage loan insurance, first home loan insurance, land management, and housing for Aboriginal persons, victims of family violence and persons with disabilities.

Information on the number of rooms and bedrooms in homes, when combined with information on the number of persons in households and shelter costs, is used to assess the economic situation of families in Canada. In particular, it allows provincial and municipal governments to measure the level of crowding in households, which in turn affects the quality of life of the residents. Programs can then be developed to meet changing housing and shelter needs.

Information on period of construction and need for repairs is used by the housing industry to evaluate the age and physical condition of Canada's housing. Municipal neighbourhood improvement programs can then be put in place where they are needed.
