

# Census Recensement



Report No. 2

1996 Census Consultation Report

C E N S U S

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R E C E N S E M E N T

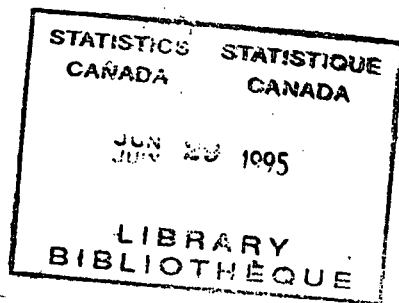


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## **1996 CENSUS CONSULTATION REPORT**

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

**March 1994**



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## Executive Summary

While the content of the census of population has remained relatively constant since 1971, Statistics Canada continues to make modifications to census questions in order to remain responsive to information needs in the late 20th century and ensure that the questions are relevant to the demands of data users. Specifically, questions on topics such as activity limitations, common-law unions, knowledge of languages other than English or French, and major field of study have been added to the census content. The process of content change has achieved its greatest success when new data requirements have been recommended and developed through consultations with clients and respondents.

The 1996 Census consultation effort — occurring as it did in a period of economic restraint and policy re-evaluation — operated in the context of continuing challenges. In summary, these challenges for the 1996 Census include the following:

1. *Satisfaction of information requirements:* Despite the increasing demands for new and more detailed information, the census is not always the most appropriate data collection vehicle. Some information — despite its social value — can be better collected through other types of surveys.
2. *Cost containment:* Shrinking resources demand that the costs per household for the 1996 Census be maintained at 1991 levels. This imposes a severe restriction on any proposed changes. It also demands that Statistics Canada staff continue to seek cost efficiencies through technological development.
3. *Coverage must be improved — or at least maintained:* One of the most pervasive social changes which has occurred over the past decade is the growth in public apathy — bordering on hostility — to either demands for personal information or cooperation with governments. This changed attitude puts response rates — and ultimately coverage — at risk.
4. *Simplification of the questionnaire and guide:* In a national population where 13 percent speak neither official language and 24 percent have severely limited literacy skills, failure to simplify complex concepts jeopardizes the accuracy of the responses.
5. *Response burden cannot be increased:* Apathy, hostility and literacy problems demand that the census impose as little effort as possible on its respondents if it is to remain dependent on their goodwill for accurate and thorough results.
6. *Data releases must balance quality with timeliness:* While it is unrealistic for users to expect accurate data to be available the day following the census, it is equally unrealistic to release relevant data three years later. The issue of timeliness regarding the level of geography of the data released also needs to be addressed.
7. *Improvement of dissemination strategies:* The challenge for us is to service and develop "leading-edge technology" dissemination products and also to continue to publish information in historical formats and print products.
8. *Respond to privacy concerns:* That the law guarantees the confidentiality of census information is not questioned; respondents increasingly view the information which is sought as intrusive and feel they should not be obligated to provide it.

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Consultations were conducted — within these confines — in a variety of ways, which included written submissions (167) and forums such as meetings (72), international conferences (2) and focus groups (46). In all, over 990 organizations were contacted. Although this effort resulted in the testing of eight new content areas and content modifications to five subjects, the consultation process underlined a lack of consensus on many of the important data issues as well as a resistance among data users to compromise their demands to meet the economic restrictions which increasingly govern data collection in the late 1990s.

This reluctance of users to modify demands, given the challenges facing census data collection, mirrors the U.S. experience; however, the American response does not hold promise for census-taking. The U.S. Bureau of the Census, faced with many of the same challenges facing Canada — including a hostile and apathetic public whose non-compliance has affected response rates — is now criticized for non-delivery of data, lack of accurate small area data, and high undercoverage rates. A proposal to limit future American censuses to a constitutional minimum is an option that would satisfy data users even less.

This report highlights the results of the consultations and testing process for the 1996 Census. Statistics Canada has worked hard to satisfy the demands of its clients within the context of the challenges currently facing census-taking. The success of our efforts will be determined by how well the 1996 Census can meet the information needs that will take Canada into the 21st century.



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## Introduction

Census planning begins well before Census Day. For the census of Canada to be useful, it must reflect our changing society and the specific needs of clients while still maintaining the strictest principles of confidentiality and minimizing the burden on respondents. In order to do this, prior to each census, Statistics Canada solicits the opinions and comments of data users and interested parties across Canada for their views on the type and extent of information that should be available from the census database. This is done by inviting people to prepare written briefs or to attend meetings or focus groups which examine specific census issues. These comments, as well as the results of the 1991 Census and various legislative requirements, influence testing and have an impact on the final submission (see Figure on page 4).

In preparation for the 1996 Census, Statistics Canada contacted all major data users in an extensive consultation effort. Major conferences were held to solicit views on two of the more contentious issues affecting census data: the collection of data on ethnicity and the measurement and valuation of unpaid work. The results of these meetings were used to determine census content. However, a document entitled the *1996 Census Consultation Guide* was the primary vehicle used to solicit user contributions; it focused attention on significant data trends and changing themes. As only limited content change was expected for the 1996 Census, cross-country town hall meetings were not conducted. However, at the specific request of regional offices, public meetings were held in Toronto, Winnipeg, Regina and Edmonton. Statistics Canada received more than 1,500 comments from more than 990 organizations (see Table 1). Most comments were submitted in writing. Around 15 percent of the comments were made as the result of meetings.

Ethnic and visible minority groups were the most frequent type of organization making comments on census content, as comments were received from over 282 such organizations. Following these, various levels of governments were the next most frequent contributors, with 276 representatives of federal, provincial, territorial or municipal governments (including agencies, boards or commissions) participating or making submissions. Other participating groups included representatives of private industry, researchers, educators, social service agencies, special interest groups and the general public.

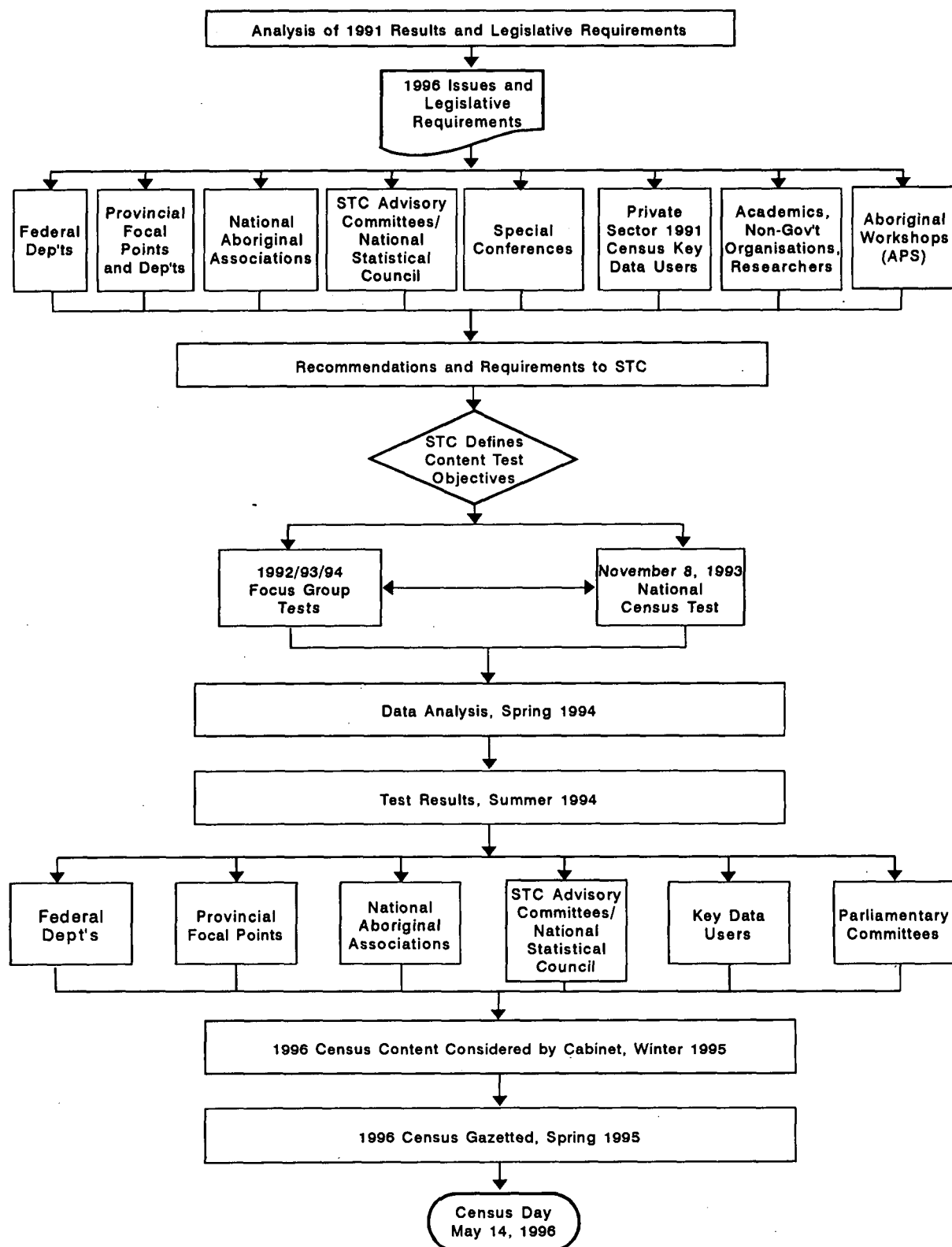
Overall, the consultations showed that data users were very satisfied with census of population information available from Statistics Canada. Moreover, these data were critical to their program and planning requirements. Furthermore, users strongly supported the 1996 Census of Population.

Yet, there were submissions which addressed issues and concepts that were beyond the scope of a census: they either represented a response burden, a potential threat to privacy or confidentiality, a substantive cost or a logistic problem in collection. Some requests for content were judged to be more appropriate for data collection by survey. Others indicated gaps in Statistics Canada's overall statistical system that warrant further consideration in a larger context than this consultation.

Nevertheless, each comment or submission was given serious consideration on its own merits. In this report on the consultation process, a summary of comments has been prepared for each subject concerning census content. Each section also includes recommendations for further testing, comments on other sources of similar data, and explanations of likely outcomes for further development. This document has been written as a companion piece to the original *1996 Census Consultation Guide*.

On behalf of Statistics Canada, the members of the 1996 Census Content Determination Project would like to thank all of those who contributed to the development of the 1996 Census content. It is hoped that this document will adequately reflect the spirit and intent of the many views expressed during the consultation process. It is also expected that this document will be forward-looking and prove valuable in the development of the 2001 Census.

# Figure: 1996 Census Content Planning Path



**Table 1. Consultation Participants: Number of Organizations and Comments**

Type of Organization	Number of Organizations	Number of Comments(*)
Aboriginal Groups	14	19
Education - (General, Researchers & School Boards)	82	115
Federal Advisory & Commissions	26	91
Federal Agencies & Corporations	15	49
Federal Government, Departments	34	292
Labour Unions	3	0
Language Rights Groups	11	12
Libraries	37	13
Media Organizations	21	0
Multicultural Groups	282	123
Municipal Governments	64	309
Private Citizens	40	54
Private Industry	103	41
Provincial Agencies	24	28
Provincial Government	63	239
Regional Government	50	68
Religious Organizations	21	16
Social Service Organizations	48	1
Special Interest Groups	33	37
Women's Organizations	25	21
<b>TOTAL</b>	<b>996</b>	<b>1,528</b>

(\*)Number of Comments: Incidence of topics, subjects or issues raised at meetings or in written submissions.



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## Background

For the 1996 consultation process, Statistics Canada primarily invited written submissions, although meetings were held with some of the major data users and public interest groups. Because of the complexity of many census issues, the Agency compiled the necessary source material in a *1996 Census Consultation Guide* which was widely distributed to solicit comments. Due to the limited change mandate of the 1996 Census, it was felt that requesting written submissions prepared in response to the Guide would be a more effective and economical process than holding numerous public meetings, as had been done for the 1991 Census.

For each of the broad subject-matter areas covered by the census, the *1996 Census Consultation Guide* reviewed the questions — what we ask and the reasons why — and looked at variables that previously had been dropped. In order to stimulate thought and provoke discussion, the Guide summarized some of the areas of discussion surrounding the collection of certain types of data — including the implications for time, cost and public acceptability.

Often, valid suggestions are made for the inclusion of certain questions that have yet to appear on any census questionnaire. A question cannot be automatically added to the census without several considerations being taken into account:

**Limited content change for 1996:** Changes were introduced to the census in 1991 with the expectation that the census of 1996 would build on these advances.

**Historical continuity vs. relevant content:** In order to track trends over time, we need to maintain historical continuity, while at the same time provide current data on newly emerging issues.

**Response resistance:** If a census questionnaire grows longer and more complex, or if questions appear to be intrusive, personal or offensive, people will hesitate or refuse to participate.

**Technical and cost limitations:** Many factors contribute to escalating collection costs, and Statistics Canada is conscious of the need to restrain expenditures. Questionnaire space is limited, which restricts the number and length of questions that can ultimately be asked. Beyond a given questionnaire length, printing costs accelerate, not to mention the costs of shipping, handling and postage. There are also cost implications to introducing a change in the processing of questions. Variables requiring special treatment or manual coding can add significantly to the cost.

**Census vs. survey:** One of the advantages of collecting information through the census is that the resulting data become available for very small geographic areas. However, not all questions are appropriate for a census because of the additional respondent burden or because geographic areas covered or population segments need not be so precise. A census is not an appropriate vehicle for the collection of attitudinal data, whereas a survey lends itself to this purpose. Moreover, in a survey, a greater number of questions can be asked about a topic, thus permitting a more in-depth analysis or understanding of a particular population, topic or region. The fact that census questionnaires are completed through self-enumeration also imposes limitations and constraints on the types of questions which can be asked.

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**Approval by Cabinet:** The federal Cabinet must approve all questions as appropriate for a census under the *Statistics Act*. Before a question can be approved, Statistics Canada must have shown:

- a need for data was identified;
- the conceptual development and database were defined;
- a question was developed and tested.

Statistics Canada reviews these steps in a submission prepared for Cabinet. Cabinet evaluates each question addition with respect to its urgency, the relative importance of the addition, the costs, the benefits, and the "benefactors" — that is, how and why the information will be used.

The census questions are made public 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.

## A. Geographic Characteristics

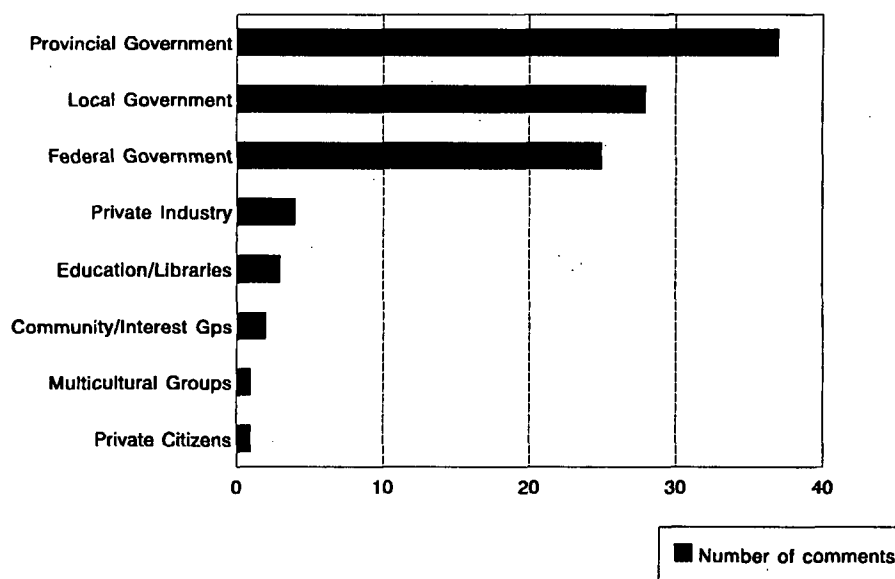
### Background

The accessibility of information available through the census depends largely upon the geographic units in which it is collected and disseminated. Users need specific types of data for widely differing geographic units. Census data can be disseminated for standard and non-standard areas. There are two types of standard geographic areas. Legislative/administrative areas include, for example, federal electoral districts, census subdivisions and postal code geography. Statistical areas include, for example, census tracts and census metropolitan areas. The census geographic area structure is also flexible. Street network files allow for the definition of non-standard geographic areas via geocoding. As well, users can create non-standard geographic areas by aggregating standard areas, often enumeration areas, or by aggregating postal codes.

### Summary of Submissions

The majority of the 101 comments received concerning census geography was from government (see Graph A). Those received from non-government users accounted for only 10 percent of submissions.

**Graph A: Number of Comments by Type of Organization**  
Census Topic: Geography



Total Number of Comments = 101

In general, the comments indicate satisfaction with the current geography area concepts and their method of implementation. Many users, although not opposing changes to these geographic concepts or their method of implementation, cautioned against change unless absolutely necessary since it confounds longitudinal analysis. Consequently, there was little support expressed for modifying existing concepts to conform more closely to international practices.

The most frequently expressed concern by census data users focused on the enumeration area (EA). Users want a minimum of boundary changes to this unit from census to census and for EAs to follow more closely physical or landform boundaries such as roads, rivers, and railway lines. Some contributors called for the outright replacement of the EA as the basic unit by postal codes, blocks or a neighbourhood area.

The greatest number of comments calling for new content concerned capturing the postal code from the short questionnaire (form 2A) in addition to the long questionnaire (form 2B) and to respect as standard areas provincially legislated geographic entities below the municipal level.

The greatest sources of dissatisfaction were the lateness of products and services, and boundary changes.

### Findings from the Points for Discussion

- (a) *Suitability of existing material:* Although the existing set of areas meets the needs of users, there were suggestions to abandon certain areas as well as to create new area concepts. Provincial census tracts (PCTs), in particular, were identified as an area which should no longer be supported. Consequently, PCTs have been deleted for the 1996 Census. The utility of primary census metropolitan areas (PCMAS) and primary census agglomerations (PCAs) was also questioned.

In the area of new geographic concepts, the following suggestions were made: creation of a geography which has a north-south focus for disseminating data, a measure/index of remoteness by geographic area (census subdivision level), the replacement of the enumeration area (EA) by a more geographically stable area, like a block or neighbourhood-like area, and the need to recognize selected non-municipal, sub-CSD, provincially legislated areas.

For the 1996 Census, work is progressing on the last item. In previous censuses, many of these areas were treated under a special areas program — where EAs respected special area limits as provided to Statistics Canada by provincial/territorial authorities. Judging by the comments received, many interested users are unaware of this practice. Corrective action is being taken to incorporate the special areas program into the standard geography area model for the 1996 Census. The other suggestions are being evaluated for Census 2001, since more consultation is required.

- (b) *Improvements to existing standard geographic areas:* Comments received show a consensus supporting the capture of postal codes for the short questionnaire (form 2A) as well as from the long questionnaire (form 2B). In 1986 and 1991, only long form (2B) postal codes were captured. Extensive work is currently underway to determine the best way to address the need for data by postal code geography for the 1996 Census.



Many of the comments calling for improvements to existing geographic areas were directed at the enumeration area. Spatial stability, intuitive boundaries (boundaries which follow visible or physical features), data homogeneity (i.e. dwelling types) were all characteristics which users thought should be part of the EA definition. Many comments concerning EAs were critical of the changes to enumeration areas from census to census. User comments were closely linked to those suggesting that the EA be replaced by the block or neighbourhood concept. For 1996, no change is planned but considerable work is in progress for 2001.

Another reoccurring theme was to alter the census metropolitan area/census agglomeration (CMA/CA) and census tract (CT) programs to address local needs instead of the current practice of following a national set of procedures. This cannot be resolved before 1996 and will require further consultation in preparation for Census 2001.

In the interest of maintaining data comparability over time, there were requests to retain census agglomerations (CAs) even when they fall below the established population threshold of 10,000. This would avoid the yo-yo effect of being counted in one census, deleted the next and then reinstated five years later when the threshold is reached again. Some suggestions called for buffer criteria to be established before a CA was deleted; this option is currently being examined.

Other CMA/CA comments included using EAs rather than census subdivisions (CSDs) as the building block, terminating the practice of retaining CSDs in CMAs/CAs when they no longer meet the commuting levels, reducing the CMA threshold from 100,000 to 50,000 (the current CT program threshold), and removal of the reverse commuting criteria. It is unlikely that these suggestions will be incorporated for 1996, but they will be considered for Census 2001, after additional consultation with the user community.

In relation to census tracts (CTs), it was suggested that the population average be lowered from its current level of 4,000, adjusting CT limits to respect CSD limits, and to stress homogeneity instead of temporal permanency. None of these suggestions will be incorporated for 1996, but will be considered for 2001, after additional consultation.

A number of recommendations were made for CSDs and were primarily provincially or territorially specific:

- the recognition of Regional District Electoral Areas (RDEAs) in British Columbia
- modification of unorganized census subdivisions (CSDs) in Ontario
- anticipation of data needs for the establishment of Nunavut
- removal of Aboriginal settlements from the CSD structure

Follow-up on all of these is underway or is planned, with plans to make changes for 1996 wherever feasible.

One suggestion which cannot be implemented for 1996 is the proposal to change the geography reference day from January 1 to Census Day. Sufficient lead time is required to prepare appropriate collection tools, such as individual enumeration maps, in time for Census Day.

- (c) *Geographic areas which change over time:* Users strongly opposed any changes to geographic boundaries unless they were absolutely essential.

- (d) *Harmony with international definitions:* Any comments received on this topic indicated that while it would be a nice feature to have, this topic should not be pursued at the expense of national consistency and standards.
- (e) *Postal codes:* There was overwhelming support for making postal code information available for the entire population. Please refer to section (b) above.

### **Recommendations for Further Testing**

Priorities for development and testing with the intent of the 1996 Census implementation are as follows:

- Formally incorporate the special areas program, which addresses the needs for selected non-municipal provincially-legislated areas, into the standard geography area model.
- Address the need for 1996 Census data by postal code geography.
- Address province/territory concerns related to the CSD/CD concepts.
- Continue consultation on the current criteria for CMA/CA delineation. To assist this process, preliminary 1996 CMA delineation was made available in the fall of 1993.

### **Comments**

Many of the valuable suggestions received during the consultation process require more time to develop than is available before the 1996 Census. These suggestions include changes to the use of EAs as the basic unit of measurement, lowering the average population size for census tracts, and developing delineations which address local rather than national needs. Considerable work on the development and testing of these issues is already underway for Census 2001 and consultations with data users will be ongoing.

## B. Demographic Characteristics

### Background

The study of the characteristics of the country's population — its size, growth, density, distribution and vital statistics — is essential to our understanding of Canadian society.

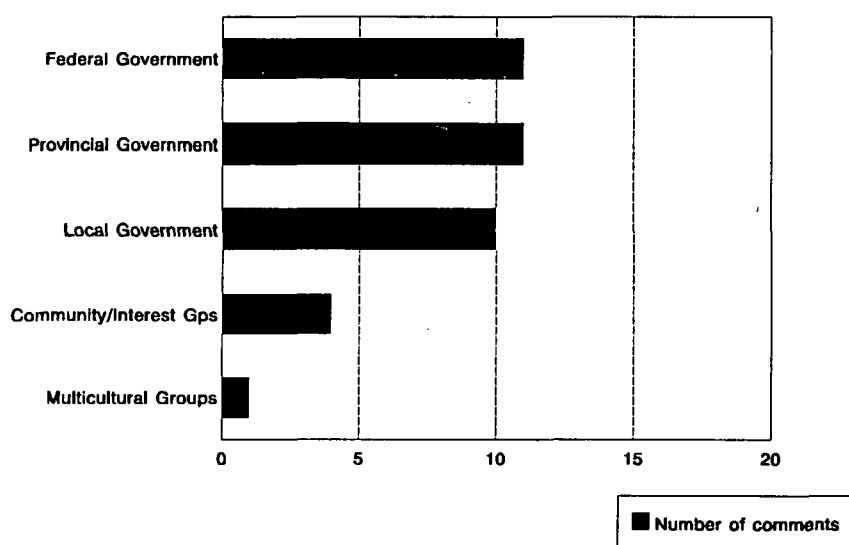
### Summary of Submissions

In total, 37 specific comments were received on the basic demographic concepts (see Graph B.1) and another 31 focused on the topics of fertility and nuptiality (see Graph B.2). This clearly is an underestimation of use of these fundamental and basic questions.

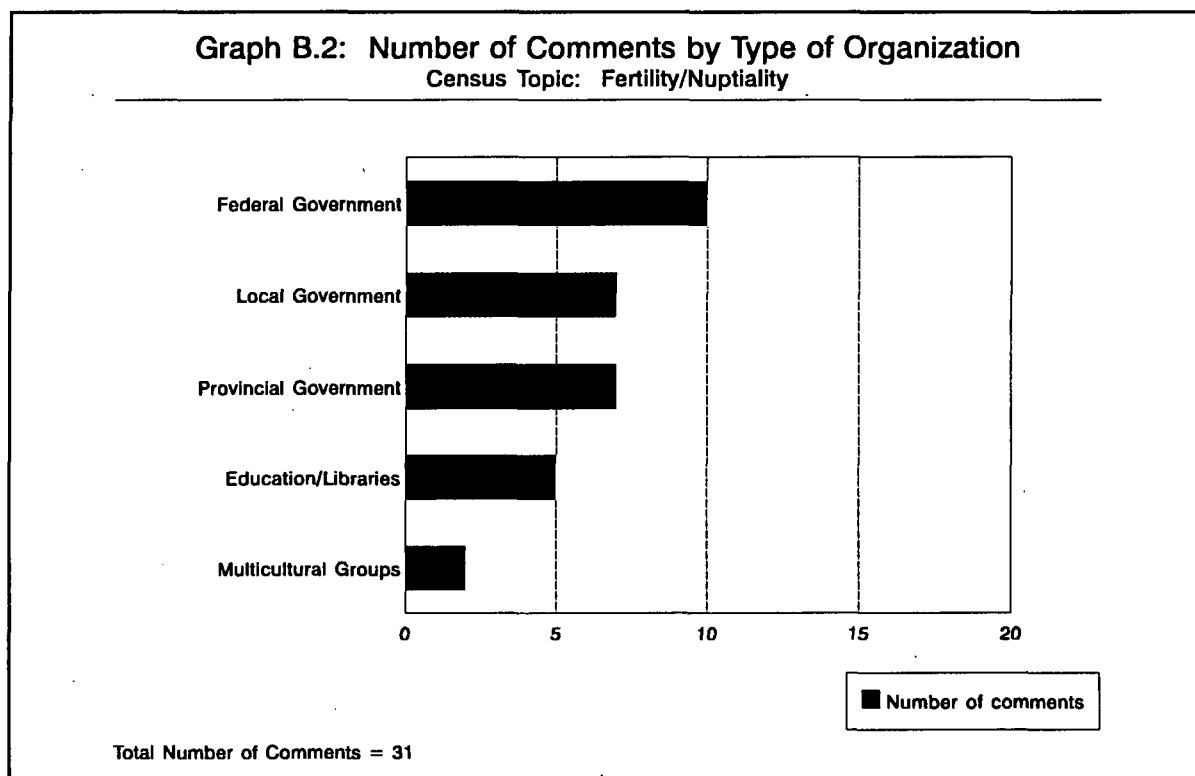
The most frequently raised issue among respondents concerned a perceived duplication of questions if both age and date of birth were asked. This was viewed as an unnecessary burden for respondents, as well as a potentially inaccurate measure, since age is relative to the date of the census; this concern was mentioned in 15 comments. All agreed that date of birth was the preferred method for collecting age data.

There appeared to be a consensus that information on common-law unions was useful; however, it was suggested that the information could be derived from data on relationship to Person 1 rather than from the responses to a specific question. This was done in previous censuses. Community service organizations sought information on the duration and age at formation of common-law unions in order to monitor potential demands on their services.

**Graph B.1: Number of Comments by Type of Organization**  
Census Topic: Demography (Basic)



Total Number of Comments = 37



Among provincial government agencies, interest was expressed in obtaining more detailed information on marriage — breakdowns, remarriage, number of years married — in order to better predict demand for social services. However, the census is not the only method of obtaining such information: a family history survey might be a more appropriate collection vehicle.

#### Findings from the Points for Discussion

- (a) *Continuing impact of the Big Generation:* Information on the Baby Boom Generation, while cited in several submissions as vital for following important socio-economic trends, was seen as more appropriately collected through smaller surveys. However, one issue of particular relevance to this age group was identified as useful for inclusion in the census — the tracking of pension plans, RRSP activities and retirement planning. Please refer to the section on **Income** for more details.
- (b) *Implications of a declining work force:* There were no concerns expressed on this issue.
- (c) *Measuring fertility and birth rates:* Fertility has not traditionally been measured in quinquennial censuses but it is an important issue affecting specific populations within the country. Of the 31 comments received on this topic, the majority recommended including a question on fertility in the 1996 Census. It was viewed as an essential benchmark question: one government contributor best expressed the majority view, indicating "... that with an aging population, fertility and birth rates must be given more emphasis." Fertility measurement was seen as essential for projecting long-term population growth. Among all

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levels of government, fertility measurement was cited as a major concern in projecting demand for services. However, questions concerning fertility are viewed by many respondents as an invasion of privacy. The perceived benefit of obtaining fertility data on the mid-decade census must be weighed against the potential for antagonizing respondents, and subsequently affecting response rates, and availability from other sources, such as vital statistics.

### **Recommendations for Further Testing**

Questions 3 to 6 of the National Census Test (Appendix 1) show that minor changes were made to the date of birth, sex, marital status and common-law questions. Of greatest importance was the addition of a definition to the common-law question to further reinforce the census concept of this living arrangement. These changes should affect neither the uses nor the comparability of the data but may reduce levels of non-response and low-quality response to what are considered essential demographic census questions.

### **Comments**

The users' request for a mid-decade fertility question must be carefully examined. While other data sources exist (vital statistics maintained at the provincial government level, for example) the census is the only source of fertility data showing characteristics of the population.

Statistics Canada will need to consult further and carefully consider the entire 1996 Census long questionnaire (form 2B) before a decision can be taken regarding the inclusion of a 1996 Census question on fertility. A request was also made for male fertility data; this information is available from Cycle 5 of the General Social Survey (GSS). Cycle 10 (GSS 1994) is likely to repeat the question on fertility asked in the GSS of 1986.



## C. Family Characteristics

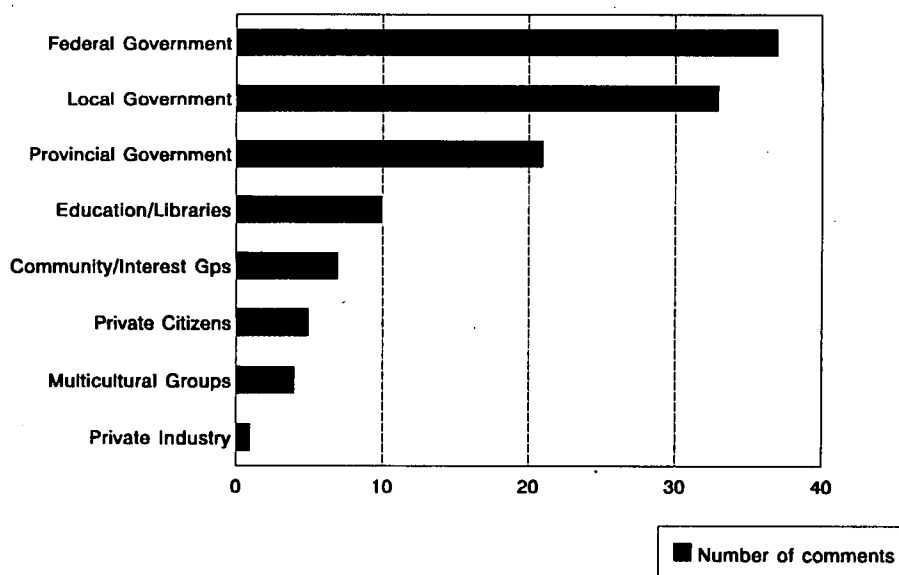
### Background

The question on "relationship to Person 1" identifies the basic social and economic living arrangements of the population as defined by the terms "census family" or "economic family". The question is used to study how household members are related to one another by marriage, by kinship or by non-family contractual arrangements. While both the census and economic family concepts contain many combinations of family groupings, not all types of consensual union are included in the census.

### Summary of Submissions

Family characteristics generated more comments than any other single issue after ethnicity. Of over 1,500 comments, 118 concerned such topics as the measurement of the prevalence of gay and lesbian couples, societal changes to family/household structure, and defining relationships within a family unit. These issues were of primary concern to governments at every level; 91 comments were made by government representatives, with more than a third (33) originating at the local level (see Graph C). Family issues deal with emotionally sensitive topics. As a result, Statistics Canada organized focus groups — conducted in Montréal, Ottawa and Toronto — which gave participants an opportunity to discuss the implications of the proposed census questions and to test various question formats.

**Graph C: Number of Comments by Type of Organization**  
Census Topic: Family



Total Number of Comments = 118

One of the difficulties in reaching consensus on family characteristics issues is that submissions are sometimes coloured by strongly held personal viewpoints. As a non-partisan data collection vehicle, the census must ensure that all questions asked meet important data considerations, be best collected by a general population survey, maintain privacy considerations and not impose an undue response burden. One of the strengths of the census is that it collects data from every household; however, in dealing with sensitive issues, this quality can also be a limitation because the census has to be responsive to the sensitivities of the majority of respondents. Gathering information on same-sex couples, for example, is considered by many people to be controversial, even though there might be a strong, legitimate reason to collect such data. If a substantial number of respondents refused to respond to such questions, or boycotted the census as the result of negative feeling, it would jeopardize overall census results. As well, there is a difficulty in finding commonly accepted and understood terms (such as "gay and lesbian", "same-sex couple") that would not create controversy, but trying to remedy this often leads to using terminology which, while acceptable to single interest groups (i.e. "same-sex partner"), may not be readily understood or accepted. If terms are misunderstood by respondents, incorrect information may be reported.

The census must reflect the legal definitions of marriage, separation, divorce, and common-law union as they exist now. Despite recent Supreme Court decisions relative to the *Canadian Human Rights Act*, legal marriage is not permitted between persons of the same sex.

Another issue that was raised during consultation was the inadequacy of response options for parents who had joint custody arrangements or who were living in blended families. Many expressed the need to be able to clearly define the relationship between Person 1 and the children from a previous relationship of Person 1's partner. The issue of appropriate terminology was also raised by parents of adopted children who do not differentiate between their biological and adopted offspring. In this latter instance, many were offended by any census instruction that would treat these family relationships separately, and questioned the need or use for the subsequent data collected.

### Findings from the Points for Discussion

- (a) *Distinguishing types of parent-child relationships:* The census does not yet differentiate between adopted children, stepchildren, children of one partner from a previous marriage, or children living in two households under the terms of a joint custody arrangement, and both written comments and focus group participants indicated that this was an issue of considerable concern. A majority of comments identified a need to compile information on children who do not reside with both parents, in order to better understand the pressures on the family unit in the aftermath of divorce and remarriage. It is also important to identify people who are parents, but not residing with their children; the presence of adult children living in a household; and multi-generational households.
- (b) *Analysis of common-law unions:* Interest was expressed in continuing to collect information on common-law unions, particularly in relation to the age at formation and duration of this lifestyle choice. (Please refer to Chapter B, Demographic Characteristics, for more information.)
- (c) *Information on marriage breakdown and remarriage:* Prior to the 1991 Census, a question was tested on reason for marriage breakdown, but it was unable to produce adequate data.



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There still appears to be a need for information on the reasons for marriage breakdown, the rate of divorce and remarriage, but written comments indicate that the census is not unanimously considered to be the best vehicle for collecting this information. (Please refer to Chapter B, Demographic Characteristics, for more information.)

- (d) *Non-traditional family relationships*: Among the written submissions, 35 comments were made regarding the collection of data on gays/lesbians. Many comments emphasized that data should be examining living arrangements, not sexual orientation or preference. Obtaining same-sex relationship information through the census was viewed by many to be intrusive. This subject was seen by respondents both within and outside the gay/lesbian community as more appropriately collected through a family history survey. Within the gay/lesbian community, confidentiality concerns were seen to be the greatest impediment to full participation in the census by their members. There were doubts expressed that gays/lesbians would fully contribute to any survey which also asked them for personal identifiers such as name and address. Comments from all sectors recognized that inclusion of a question on same-sex relationships would generate a negative reaction from the public.

### **Recommendations for Further Testing**

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 demands for information on blended families, or meet the data requirements of any proposed legislative changes which might give legal recognition to same-sex partners. Focus group and questionnaire testing have been undertaken. Question 2 of the National Census Test (Appendix 1) provides respondents with the opportunity to report relationships such as "stepson or stepdaughter" and "foster or guardianship child". Census respondents wishing to report a common-law, gay or lesbian relationship on the test questionnaire will have the options of either marking "unmarried partner of Person 1" or of specifying the relationship in the write-in space provided.

### **Comments**

A question change — such as the one concerning the question on relationship to Person 1 listed on the National Census Test — is major. More testing may be required before Statistics Canada can significantly alter this basic question.

A repeat of the Family History Survey may constitute the most appropriate source of detailed information on changes to the family, including data on reasons for marriage breakdown, duration of common-law relationships, joint custody relationships and same-sex relationships.



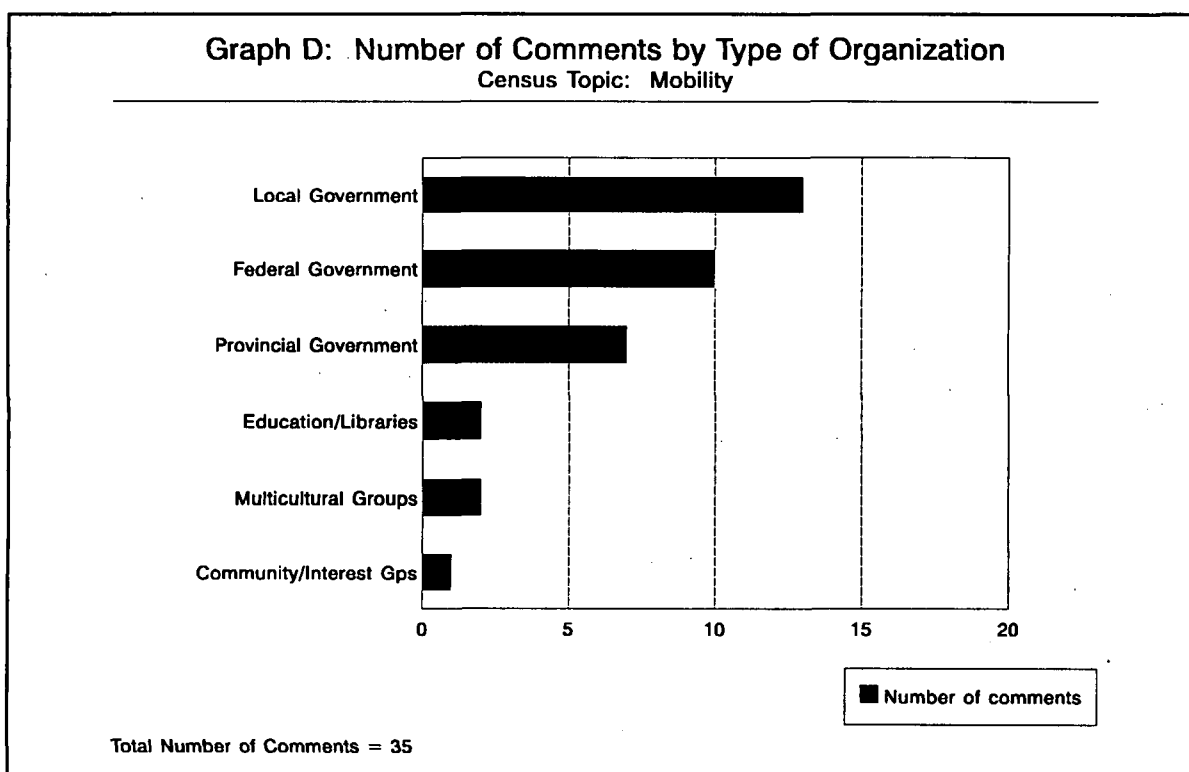
## D. Mobility Characteristics

### Background

The mobility of the population is a demographic issue that the census tracks in one-year (starting in 1991) and five-year trends. The information can be essential for areas either losing or gaining large numbers of people.

### Summary of Submissions

Of the 35 comments made concerning mobility, almost all agreed that there was a need to track population movements over both one- and five-year periods (see Graph D). Several comments indicated there would be value in knowing the reason for relocation — particularly if a move was precipitated by changing workforce needs. Municipalities indicated a need for information that would show how shifting population affected services at the neighbourhood level. Thus it was preferred to have this information available at the smallest possible geographic level, for example the census subdivision (CSD) level.



### **Findings from the Points for Discussion**

*Shifting location of the Canadian population creates changing demands for services:* Interest was expressed in tracking the mobility of recent immigrants between cities, the movement of population in and out of minority language areas, and between rural and urban areas. This type of research is currently possible.

### **Recommendations for Further Testing**

Census staff identified changes in question layout aimed at improving the coding of respondents' answers. Focus group testing addressed these concerns as well as user requests for mobility information to be collected at the sub-provincial levels (for both one- and five-year intervals). Questions 21 and 22 of the National Census Test (Appendix 1) would produce sub-provincial level information for both intervals.

### **Comments**

Respondent burden, respondent error and data costs may affect Statistics Canada's ability to ask a question in 1996 which would successfully provide one-year mobility sub-provincial data.

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## **E. Ethno-cultural Characteristics and Aboriginal Status**

### **Background**

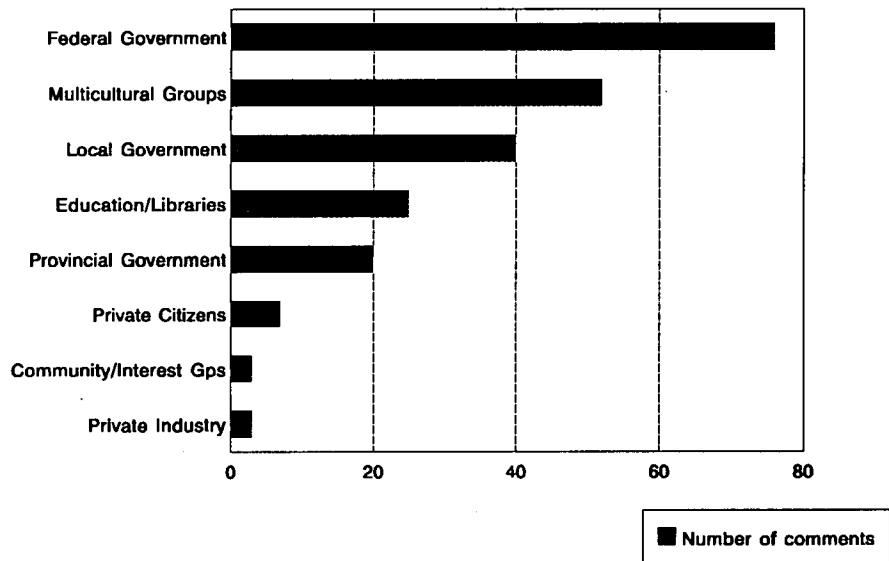
The idea of ethnicity is complicated: when the census asks about ethnic origin, it measures neither national pride nor patriotism, but changing cultural influences that contribute to our Canadian identity, our collective heritage. One of the major objectives of the ethnic origin question is to provide data needed for employment equity and multiculturalism programs. As a result of divergent support for these programs across Canada, the collection of data on ethnic origin met with some controversy in previous censuses. Some data uses may, for instance, show a need for more retirement homes, and can be used to justify closing a neighbourhood school. Similarly with data on ethnic groups: some uses may be controversial, some unpopular, but ethnic data have wide-ranging benefits.

### **Summary of Submissions**

The 1996 Census consultation on the questions concerning ethnicity, Aboriginal status and religion had several specific characteristics. More people commented on these subjects than on any other area of concern: over 350 comments were received. This level of interest represents more than three times the total of comments on the next most frequent topic, family data (see Graph E.1). There were 226 specific comments concerning ethnic origin, immigration, race and visible minorities (see Graph E.2), and 67 comments were made specifically about Aboriginal data (see Graph E.4). As well, the affiliations of those commenting on these topics were diverse. With most topics, comments tended to be submitted from a small number of like-minded organizations; with ethnicity issues, comments were received from departments and agencies at every level of government, and from libraries, private citizens, researchers and educators, consultants, representatives of private and service industries, and religious organizations. In total, only 10 contributors expressed unreserved satisfaction with the 1991 ethnic origin question and wanted to retain it. Comparability of data from previous censuses was given as the main reason for retention.

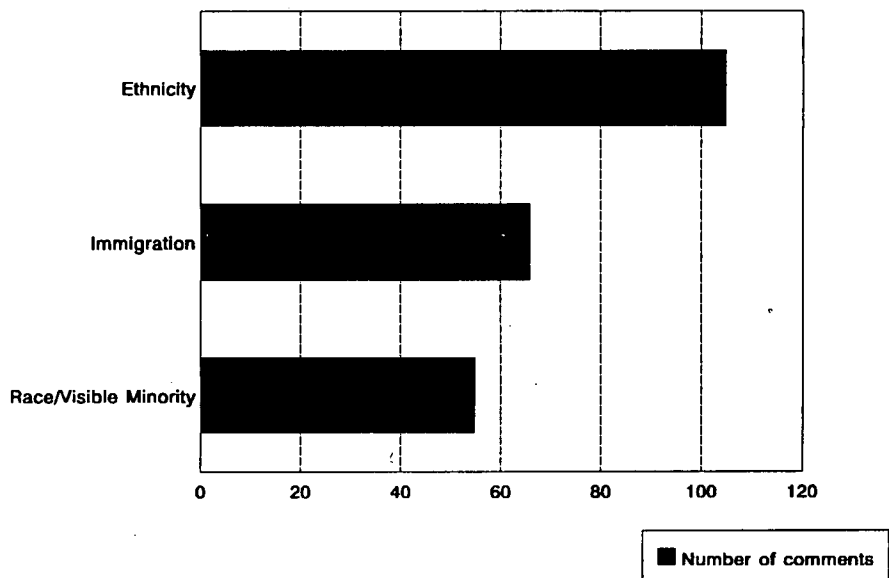
As well, an international conference was held in Ottawa in April 1992. Participants discussed the complexity of the topic, which involves overlapping concepts of ethnic ancestry, identity, race, and nationality. It was recommended that the question on birthplace of parents be included in national censuses. This question was asked in national census tests undertaken prior to the 1991 Census.

**Graph E.1: Number of Comments by Type of Organization**  
Census Topic: Ethno-cultural Variables



Total Number of Comments = 226

**Graph E.2: Number of Ethno-cultural Comments by Topic**

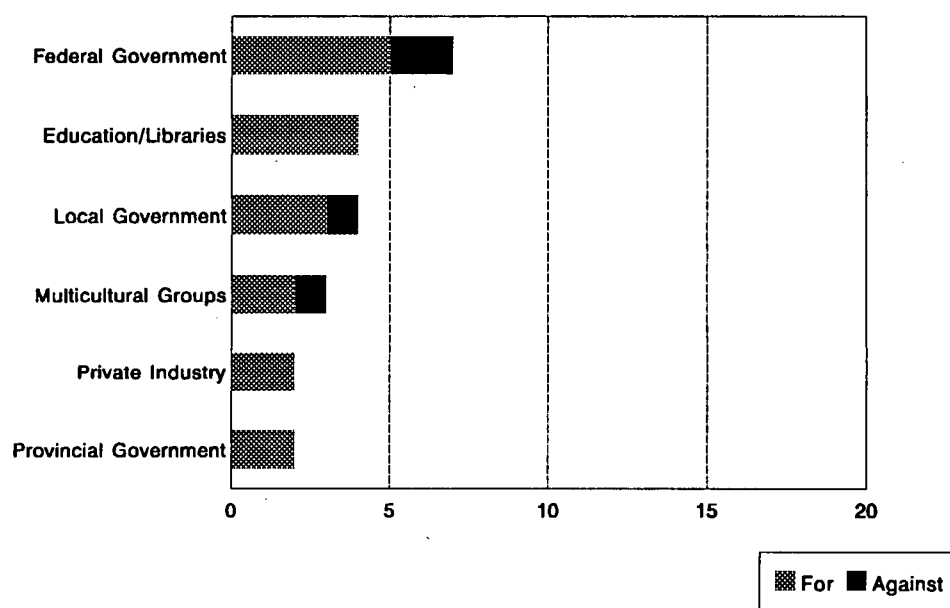


Total Number of Comments = 226

## Findings from the Points for Discussion

- (a) *The collection of data on visible minorities:* There is a legislative requirement for data on the racial characteristics of the population. Existing employment equity legislation must be able to identify the size and characteristics of the visible minority population — defined in the legislation as comprising persons who are non-Caucasian in race or non-white in colour. Minority groups themselves want better information on their members, as do local governments and social service agencies, which need to be responsive to the particular needs of the visible minority groups. The expressed majority view was that if visible minority data have a legitimate application, it is unacceptable to try and collect them by deriving racial characteristics from place of birth or ethnicity questions. There was some feeling that if a race question was added, it was important enough to be included on the 2A questionnaire.

**Graph E.3: Number of Comments by Type of Organization**  
 Census Topic: For and Against a Separate Visible Minority Question



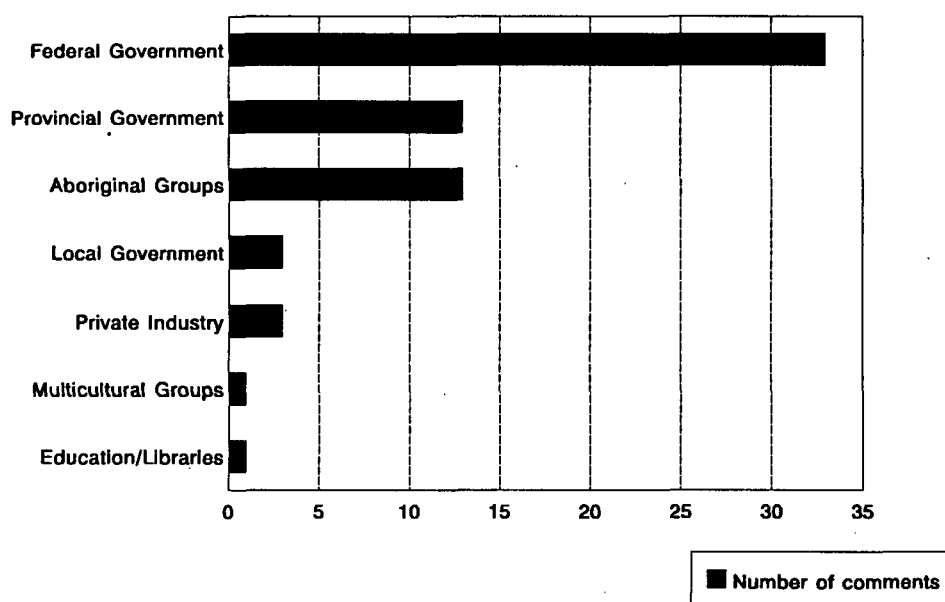
Total Number of Comments = 22

Contributors also made additional demands for the use of racial data. They sought information on mixed-race children and on the relationship between racial problems and the length of residence in Canada. Many contributors recognized the sensitive nature of this topic and acknowledged that there may be a backlash against it; significantly, however, 85 percent of comments supported the inclusion of a race question (see Graph E.3). A number of comments cited problems in identifying and using currently politically correct terminology while at the same time successfully ensuring that the integrity of the resulting data is not compromised through misunderstanding.

- (b) *Inclusion of "Canadian" as a response option:* Answering "Canadian" to the ethnic ancestry question is viewed by many as a measure or gesture of patriotism and in 1991, many demanded its inclusion as an acceptable response option. A number of participants suggested that a separate question on ethnic identification be added to the census; this would let respondents acknowledge their Canadian identity without jeopardizing the vital data collected on ethnic ancestry. A number of data users stated strongly that the inclusion of the "Canadian" response was not valid, as it compromised the quality of ethnic data in general.
- (c) *Providing mark-in options vs. write-in space:* Although providing mark-in options for the most commonly occurring ethnic groups in Canada is a cost-effective and efficient method for compiling these data, ethnic groups whose numbers are not large enough to warrant a mark-in argue that this system skews the resulting data. Few users commented on question format. Only two comments requested increased use of write-in categories, although some others did ask that the number of ethnic groups listed be increased.
- (d) *Collection of data on the Aboriginal population:* Statistics Canada has undertaken considerable focus group testing to evaluate the inclusion of Aboriginal data within the context of the ethnic question. In 1991, for the first time, a separate question asked status or registered Indians to report their Band or First Nation. It was suggested that the scope of this question be expanded to include the Métis and non-status Indian populations, and that more effort be made to identify Aboriginal populations living off-reserve. Comments indicated that mark-in options would be more effective at identifying tribal/band affiliation. Some support was expressed for a post-censal Aboriginal Peoples Survey, although there was an equivalent view that Aboriginal people did not support the collection of data on their community and that current methods of data collection were ineffective. There continue to be problems with the data, resulting from misunderstanding of terminology; several people felt respondents did not understand the wording of the census questions and that data on persons originating from the Indian subcontinent were still being included in Aboriginal results. There was some demand to include Aboriginal as another ethnic group, and to differentiate between Aboriginal origin and identity. Only one comment expressed satisfaction with the question in its current form.



**Graph E.4: Number of Comments by Type of Organization**  
 Census Topic: Aboriginal Peoples



Total Number of Comments = 67

- (e) *Extending questions on the non-permanent population:* In 1991, non-permanent residents of Canada were included in the census for the first time. Tracking the size of this population is vital, since their presence in a community can affect the demand for social services. Consultation with data users indicated an overwhelming need for more and better information on this target group. It was felt to be of enough importance to include a question on non-permanent residents on the short questionnaire (form 2A), and to expand the question to ask how long an individual planned to stay in Canada.

A question on landed immigrant status was asked for the first time in 1991 — but data users felt that the concept was not uniformly understood by respondents, and consequently the data were compromised. Instead, it was suggested that the census ask the year that citizenship was obtained, as compared to the year of immigration or the name of the most recent country of residence before coming to Canada and the duration of residence there. This was thought to be a more accurate measure of cultural influences.

- (f) *Relevance — or divisiveness — of ethnic data:* Ethnic origin data were first collected in the 1756 Census of Atlantic Canada and have been included in every census since Confederation — except in 1891, when only information on French Canadian origins was collected. Only three commentators felt that to ask a question about ethnic ancestry was irrelevant or divisive and that it should be dropped, although many more admitted that the concept of ethnic ancestry was complex and therefore subject to a significant level of misinterpretation. Those who suggested adding an ethnic identity question saw the data as irrelevant — more of an exercise in public relations to placate those who wanted to make a

patriotic stand; one suggested that such a question be added and the results ignored. It was thought to be more important to ensure data remained comparable between censuses. Only two comments indicated that current data needs could be met through other data surveys if the 1996 Census did not include a question concerning ethnic ancestry.

- (g) *Other issues:* There was a demand for more accurate definition of ethnic neighbourhoods, of the geographic concentration of single and multiple response ethnic respondents, and of the use of official languages by new immigrants, as well as for a provision to record data on Canadian citizens born outside Canada.

There was a strong demand on the part of some users to reinstate the question on the birthplace of parents — last asked in 1971 — so as to provide a more reliable indicator of ancestry; several people asked that the question be expanded to ask for the birthplace of several generations of relatives.

## Religion

### Background

The data that are collected on religion are used to trace ever-changing trends in Canadian lifestyles. When religion data are combined with data on age, planners can assess the need for separate religious schools within some provinces. As well, federal and provincial human rights organizations use this information to protect Canadians from discrimination based on their religious beliefs.

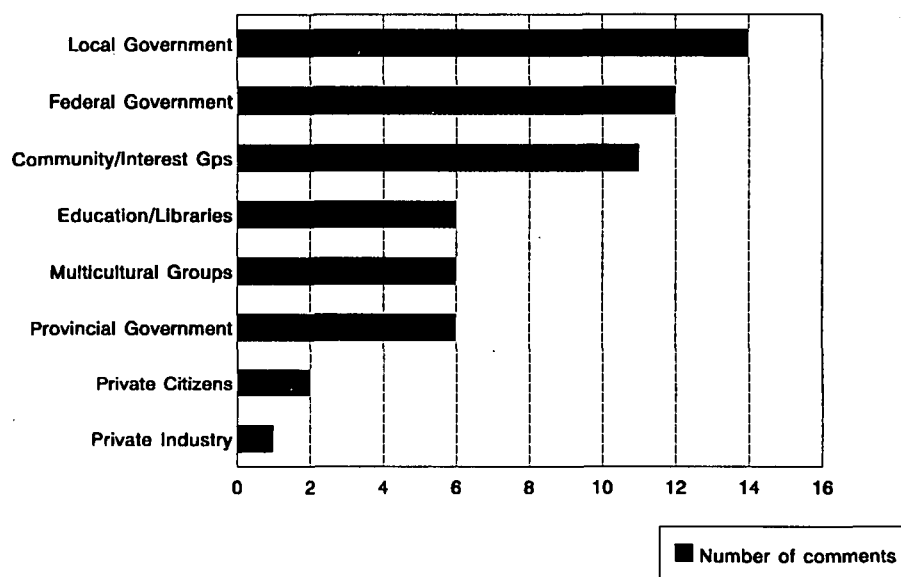
### Summary of Submissions

In the comments taken as a whole, there was a strong level of support for not only changing the frequency of the religion question from 10 to five years, but also to increase the detail of information sought (see Graph E.5); two thirds of comments favoured adding religion to the mid-decade census. Contributors shared the general opinion that if in fact participation in traditional organized religions was declining and other more obscure religions were emerging as important, it was necessary to monitor these trends more closely. However, adding a religion question to the mid-decade census would require the deletion of some other question in order to maintain costs and response burden; its inclusion would require careful evaluation.

### Findings from the Points for Discussion

- (a) *The only check box provided is for "No religion":* Agreement was expressed for making the religion question exclusively a respondent write-in question and for providing the category "No religion" as an option in order to encourage people with no identifiable religious affiliation to respond to the question instead of leaving it blank.
- (b) *The relevancy of a religion question in today's society:* Given one trend in Canadian society away from organized religion, a question on the pattern of a family's religious practices over a generation might be a relevant topic of enquiry. Current levels of participation were suggested also as being more useful to data users.

**Graph E.5: Number of Comments by Type of Organization**  
Census Topic: Religion



Total Number of Comments = 58

### Recommendations for Further Testing

The 1996 Census team undertook considerable testing in the areas of ethnic ancestry, Aboriginal identity, and race. Building on extensive consultations and focus group testing done prior to the 1991 Census, the 1996 National Census Test includes five new questions on these topics.

Specifically, Question 16 on ethnic ancestry includes the category of "Canadian" in the list of ethnic and cultural groups. As well, 15 mark-in options and two write-in spaces have been replaced with three write-in spaces.

Three Aboriginal questions are included in the National Census Test. Question 17 asks Aboriginal respondents to identify the group or groups which best describe them now. As well, all respondents are requested in Question 19 to specify the Band or First Nation to which they belong. In Question 20, respondents are asked to report if they are registered or treaty Indians.

A new question (Question 18) identifies various employment equity population groups. This question updates the testing done in 1991, when respondents were asked to describe the group which best described their race or colour.

No testing was undertaken in the National Census Test for the question areas of birthplace of parents as well as ethnic/cultural identity, as considerable work had been done prior to the 1991 Census in both these subject areas.

## Comments

The measurement and identification of various ethnic, cultural, racial and Aboriginal groups is viewed by many as controversial. There is no consensus on the approach that Statistics Canada should use to collect such data. As well, terminology is constantly changing, so that terms which may be appropriate and non-controversial at the time of testing can develop politically incorrect connotations by Census Day. There is often no agreement among users regarding the terms which should be used to describe cultural/ethnic characteristics, nor on the definition of concepts such as ancestry, identity, and race, especially as these relate to visible minorities.

It is expected that this area will continue to be controversial. However, as long as multicultural and employment equity legislation requires accurate small area information on the cultural, economic and social characteristics of the country's ethnic, racial and linguistic minorities, the census will continue to include such questions.

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## F. Disability Characteristics

### Background

The questions concerning disability are used to screen potential participants in a much more detailed post-censal survey.

### Summary of Submissions

Because detailed information on disability is collected through the post-censal survey method, comments on this subject concentrated on the collection method. Of 52 comments received on post-censal survey issues, 18 concerned issues specifically about disability. The census questions on disability are used as screen questions only and no actual results are published from these questions. There is an expressed demand for disseminating the census results in order to provide a level of small area data not currently available through the post-censal survey; however, the quality of these data, compared with the post-censal results, was not questioned.

There was a consensus that information on persons with disabilities was essential if legislative obligations were to be fulfilled. All submissions were made by government departments or agencies and were therefore concerned with the application of disability data to services under their jurisdiction. Specifically, municipalities saw a need for more information on persons with disabilities in order to provide better transit and accommodation services. There was also a need for data at the sub-provincial levels, although it was generally recognized that sample sizes sufficient to provide estimates at these levels significantly increase the cost of the post-censal survey and resulting survey information.

Several submissions indicated a greater need to collect information on disabilities of a mental or emotional nature. It was also suggested that the current category of mental/cognitive disabilities be expanded to include the classifications "developmentally handicapped", "learning disabled" and "possessing mental health problems".

### Findings from the Points for Discussion

- (a) *Adequacy of post-censal survey method:* Only one submission indicated that disability questions should be included as an expanded component of the census.
- (b) *Privacy concerns related to disability:* There were no concerns expressed concerning privacy or the personal nature of information about disability.

### Recommendations for Further Testing

The NCT includes a somewhat reformatted question. Refer to Appendix 1, Questions 7 and 8.

**Comments**

Separate consultations on the 1996 post-censal survey program will be undertaken in 1994. At that time, users will be asked to address specific content areas of the Health and Activities Limitation Survey (HALS). For more information on the post-censal survey consultation, please contact:

Adele Furrie

Post-Censal Surveys Program

9<sup>th</sup> Floor, Jean Talon Building

Statistics Canada

Ottawa, Ontario

K1A 0T6

Telephone (613) 951-4531

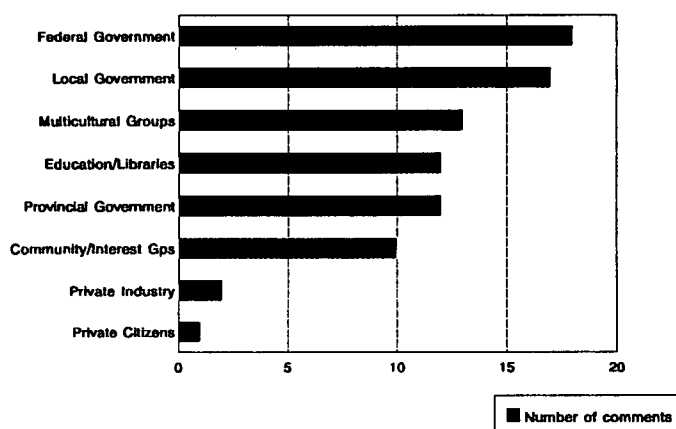
FAX (613) 951-2906

## G. Language Characteristics

### Background

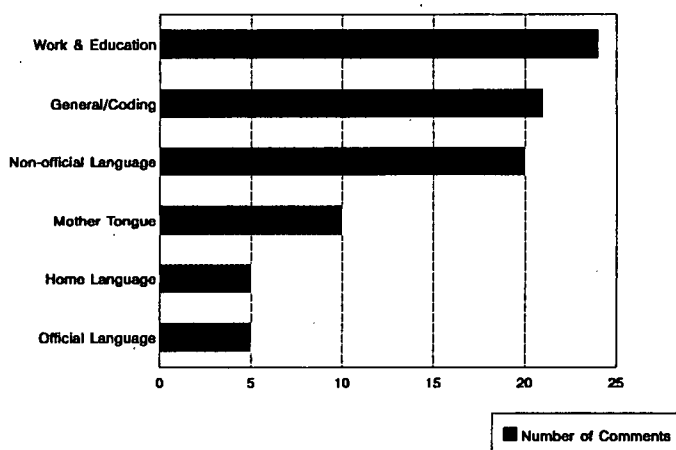
Language issues are of special concern to Canadians because of the effect they have on such diverse elements as constitutional reform, government and public sector services, educational programs and immigration policies. The strength of the French language in Canada reflects the demographic situation for francophones both in Quebec and the rest of Canada. The survival of many Aboriginal languages is considered to be doubtful. A diverse number of organizations commented on the language questions asked on Canada's census. In total, 85 comments were received (see Graphs G.1 and G.2).

**Graph G.1: Number of Comments by Type of Organization**  
Census Topic: Language



Total Number of Comments = 85

**Graph G.2: Number of Language Comments by Language Question**

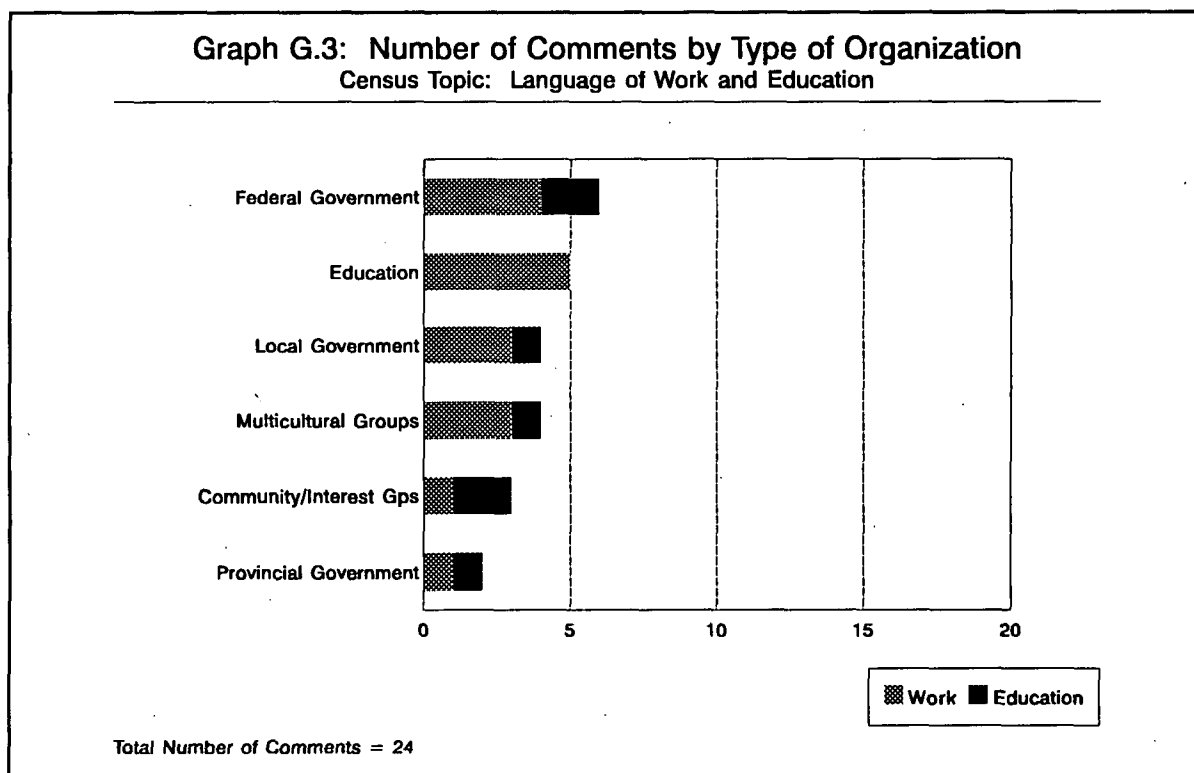


Total Number of Comments = 85

## Summary of Submissions

It is a reflection of the ongoing consultation which occurs between language subject-matter analysts and their user clients that the number of comments concerning language was comparatively small compared with those on the ethnicity and family topics. Overall, there was satisfaction with the order and number of questions asked in 1991.

The single most frequently cited need for additional information concerned language used at work (see Graph G.3). This was seen as an important measure of the success of official language programs, as well as an indication of the need for second language training for new immigrants in order to aid their economic productivity. Several comments indicated a need for additional information on the language of schooling in order to supplement available data on immersion programs. A health care supplier indicated that it would be useful to be able to identify specific cultural groups which share a common language — for example, Haitians, Vietnamese or Jews with French mother tongue. Literacy problems were identified as language issues which should be — but are currently not — addressed by the census. Another issue concerned the measurement of home languages when more than one language was spoken in the home, specifically that the 1991 Census question tended to give preference to a single-response answer.



## Findings from the Points for Discussion

- (a) *Language transfer:* There was some interest in obtaining additional information on languages other than French or English — namely on their rate of retention and how prevalent they are in a particular area — primarily for the provision of adequate services to immigrant communities.



- 
- (b) *Evolution of bilingualism:* Many comments addressed the need to maintain data comparability — not only between census periods, but between the long and the short questionnaires.
  - (c) *Survival of Aboriginal languages:* While the focus of language question development has traditionally involved largely the examination of the two official languages, comments indicated a demand for similar analysis of Aboriginal languages, such as language transfer and knowledge.
  - (d) *Measuring the adaptation of new immigrants through language data:* Language data were identified as an important source for assessing the adaptation of new immigrants to life in Canada, hence the demand for data on language spoken at work, if these could help identify "language work place ghettos".

### **Recommendations for Further Testing**

Question 24 of the **National Census Test** (Appendix 1) asks about language of schooling and Question 41 concerns language used at work. Question 9 is also new in that it combines knowledge of official and non-official languages into one question.

### **Comments**

There was no consensus on which language question should be asked on the 2A questionnaire; the consultation report was distributed before users could adequately use and judge the existing data. A strong need was identified for information on additional dimensions of language use. The National Census Test was a first attempt to measure the complexities of this subject. It should be noted that demand for additional language questions was not nationally based, nor is it apparent that the data are required at the small area level. It may be most appropriate to collect additional data on language use at work and school through the General Social Survey, rather than the census. Certainly, Cycle 11 will provide information on language used at work. More important, it should provide greater in-depth information on the parameters of languages used at work — for example, languages used between co-workers, clients and employers, and the differences in written and spoken communications. The topic of which language question should be on the short questionnaire (form 2A) document has been in the past a subject of discussion for the parliamentary committee on official languages. It is expected that this topic will again receive attention.



## H. Schooling Characteristics

### Background

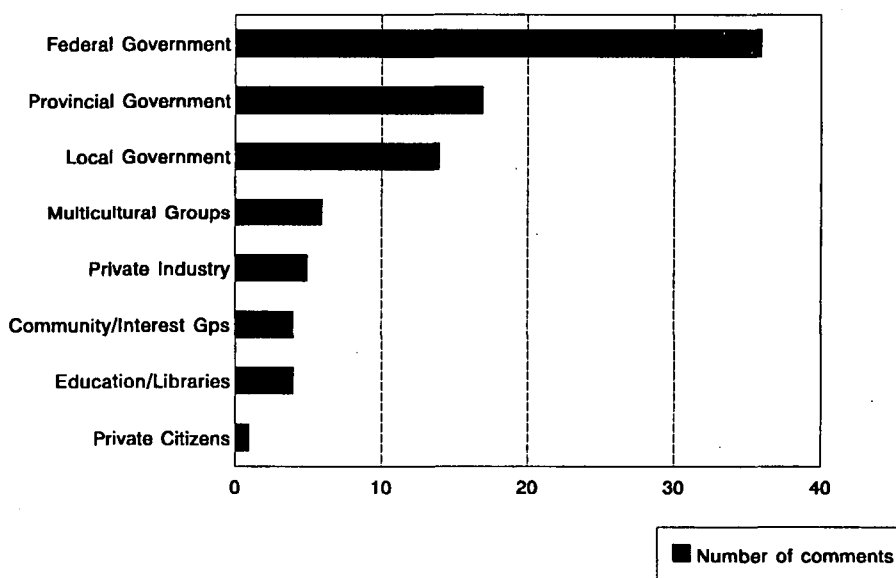
The census questions on schooling help us to better understand the educational qualifications of Canadians, to identify potential gaps in our labour force, and to plan school and training programs.

### Summary of Submissions

There was a lack of consensus regarding requests for modifications to the census questions on schooling. Overall, a relatively high number of comments were made (87), with the majority of these (67) originating with various levels of government (see Graph H.1). The two areas which generated the greatest interest were the issue of tracking the cycle of lifelong learning through continuing education initiatives, and the related issue of workplace retraining. As well, there was a demand for more detailed data concerning the educational qualifications of women and immigrants. The lack of data on home schooling was identified as an information gap which could be alleviated by the census. Two respondents identified a need for small area analysis of literacy issues, which can only be addressed if such questions were asked through the census. Workforce experience was identified as a type of education which was not addressed through other Statistics Canada data collection vehicles and for which there was an identified need.

**Graph H.1: Number of Comments by Type of Organization**

Census Topic: Schooling

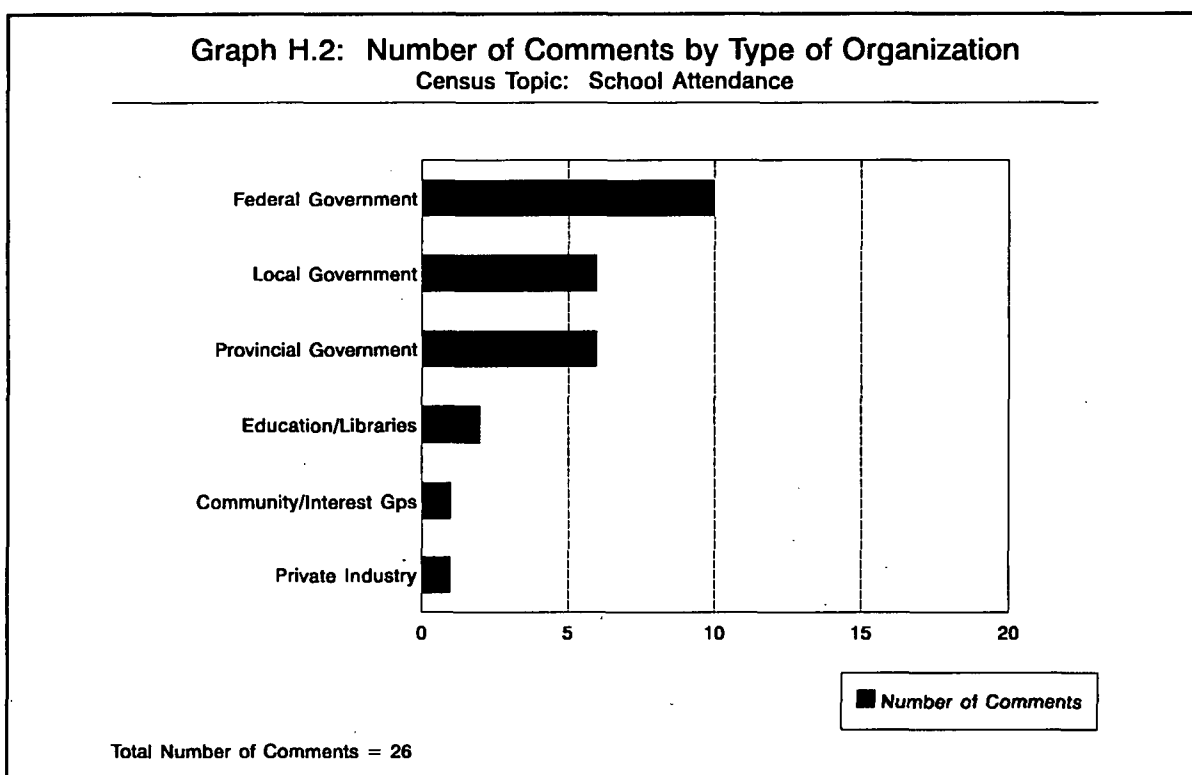


Total Number of Comments = 87

Among new Canadians as well as agencies supporting the integration of immigrants, there was a request for the census to collect information on the country in which the educational degree or certification was obtained.

### Findings from the Points for Discussion

- (a) *School attendance question not on 1986 questionnaire:* A question on school attendance was asked on the 1991 Census questionnaire, but not on the 1986 questionnaire. There was demand for increasing its frequency: in comparison with the number of satisfied participants, seven times as many felt that 10-year intervals were not adequate.



- (b) *Level of schooling as compared to labour force participation:* One comment identified the value of having information which could compare an individual's level of education to the actual job being performed. This would be particularly useful for examining the labour force activity of selected target groups — such as women, immigrants or members of Generation X (those who were born in the 10 years following the end of the Baby Boom).
- (c) *Taking into account variations in provincial and territorial education standards:* The comments from provincial and territorial authorities unanimously indicated that the census was not the best vehicle to measure how educational standards vary across the country. They recommended that if such information was judged to be essential, it would be better collected in a smaller survey. However, many respondents did identify a need to know where people received their education — both within and outside Canada.

- 
- (d) *Information on continuing education:* The lack of information on adult education programs and continuing education classes was the most frequently identified information gap in census results. It was thought to be essential to differentiate between self-improvement courses and courses taken for interest alone. These comments were usually made with reference to the school attendance variable.
  - (e) *Information on retraining in the work place:* There was a significant demand for better and more detailed information on retraining and skill upgrading in the Canadian work place, including apprenticeship programs and workforce adjustment initiatives. Again, these comments were made with reference to the school attendance variable.

### Recommendations for Further Testing

The education questions are complex. To change them for the 1996 Census requires considerable testing — more than can be accommodated within its mandate of limited change. The 1996 National Census Test (NCT) includes the school attendance question and the degrees question. The remainder of the education questions were excluded from the NCT questionnaire to permit the inclusion of new topics, including language of schooling and unpaid work, and questions which ask respondents their opinions of the questionnaire and of the usefulness of the *NCT Guide*.

Schooling is a content area which Statistics Canada acknowledges requires considerable testing for the 2001 Census. In the mid-1990s, users will continue to have current information on the education qualifications of recent graduates from surveys such as the 1993 Graduate Survey. The monthly Labour Force Survey supplies similar data, as does the General Social Survey, Cycles 4 (1989) and 9 (1994). In addition, current plans call for repeating the Survey of Literacy Skills in the mid-1990s.

### Comments

For 1996, it is expected that the education questions used in 1991 will be repeated. However, given the strong demand for school attendance data, it is likely this question will be added to the five-year census, instead of its use being limited to decennial censuses only. It would appear from the consultation results that Statistics Canada needs to reassess this block of questions for the 2001 Census. To undertake such revisions in content will require further consultation, as well as qualitative and quantitative testing. Until major changes can be made to the census questions, other surveys sources should permit Statistics Canada to measure changes to this topic during the 1990s.



## I. Labour Force and Place of Work Characteristics

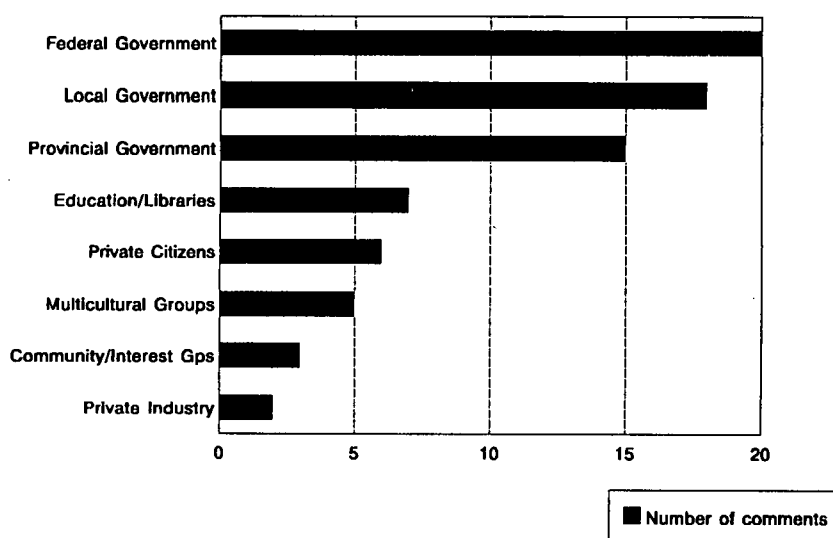
### Background

Questions are asked on labour force participation in order to track trends in Canada's work place and to trace the need for the development of social, educational and economic programs using small area data. Information on the composition and characteristics of Canada's paid labour force is one of the most widely requested blocks of census data. These data are used by both the public and private sectors for such diverse purposes as the assessment of educational programs, human resources, and affirmative action programs. Additional information on the number of weeks worked is important in explaining trends in seasonal and part-time work.

### Summary of Submissions

It is a measure of the complexity of labour force and occupational data that 76 comments were received on labour market topics (see Graph I.1). Another 79 were made on the topic of unpaid work (see Graph I.2). Unlike some other topics, where many comments echoed similar sentiments, here contributors identified a wide range of divergent concerns. The one topic that was identified by a large number of commentators concerned measuring the incidence of multiple paid jobs. This was seen as an important source of data for measuring such things as the impact of the recession, the link between educational qualifications and eventual paid employment, and cultural differences among workers. Measuring the frequency of multiple job-holding was cited as particularly important in rural areas (as a more accurate indication of off-farm employment) and in geographic areas where seasonal employment is the norm.

**Graph I.1: Number of Comments by Type of Organization**  
Census Topic: Labour Force



Total Number of Comments = 76

It was suggested by a number of contributors that the census differentiate between principal lifetime occupation and current occupation. This was not only seen as vital for tracking occupational health trends, but as an opportunity for homemakers and the retired to measure the nature of their labour force participation more accurately.

Other variables identified as important additions to occupation and labour force activity concerned the duration of current job and job history, including a synopsis of accumulated career paid work experience, and recurrent movement between jobs. New trends in labour force activity were identified — including the emergence of home-based businesses and telecommuting — and there was a subsequent demand for information to monitor the impact of these trends, for example, on transit usage, employer costs, energy consumption, and the environment.

Users of labour force data demanded new information on paid employment compensation and benefits. Among the topics raised were the prevalence of government-sponsored jobs, the level of employer-sponsored training, the number of minimum wage earners, the effect of work-related injuries on occupation and the existence of benefits programs which support families (such as parental leave or family care provisions).

Some contributors identified other information they needed to know from the questions on labour force activity — the impact of an aging workforce and cultural differences — but did not suggest specific modifications to address these. There was a request to link occupational characteristics with place of work data rather than residential data.

### Findings from the Points for Discussion

- (a) *Implementation of a post-censal time use survey:* Several comments suggested that due to the highly complex nature of this topic, a post-censal survey on time use might be a more appropriate data collection vehicle for obtaining information on unpaid work. (Please refer to the next section.)
- (b) *Supervisory experience should be described:* This was not identified in the written comments as a topic for further testing.
- (c) *Need to define part-time work:* This was not identified in the written comments as a topic for further testing.
- (d) *Data collected on trade union membership:* Data collected on trade union membership was identified by the industrial and public sectors as being useful for shedding more light on Canada's working population, in particular when linked to variables such as income, number of weeks worked, and industry and occupation classifications.

### Recommendations for Further Testing

Apart from a few minor changes to question examples and the clarification of the definition of paid activities, the labour market questions were not changed in the National Census Test. One new question, on type of industry, was included. This question should assist in the development of



automated coding of the industry question for the 2001 Census. The NCT will provide a test database for this work.

## Comments

The 1991 Census occupation data were classified according to two occupational classifications — the 1980 Standard Occupational Classification and the 1991 Standard Occupational Classification (formerly called the National Occupational Classification or NOC). Consultation and research is being conducted to determine which classification should be used in the 1996 Census.

It would appear from the consultation results that Statistics Canada needs to reassess the block of labour force questions for the 2001 Census. In particular, the user interest in multiple job holders was high. Information obtained from the Labour Force Survey suggests that this sector, which now affects about five percent of all workers, is a growing component of the labour force.

To undertake such revisions in content will require further consultation, as well as qualitative and quantitative testing. Until major change can be made to the census questions, surveys such as the Labour Force Survey and the new Survey of Labour Force and Income Dynamics should permit Statistics Canada to measure these changes to the national labour force during the 1990s.

## Measurement of Unpaid Work by the Census

### Background

The 1991 Census questionnaire, like the questionnaires which preceded it, contained questions on paid work, but did not measure unpaid work. The desirability of collecting data on unpaid work in its various forms has long been recognized by Statistics Canada. However, including questions on unpaid work has, to date, proven to be operationally unfeasible. Testing of unpaid work questions undertaken prior to the 1981 and 1991 Censuses showed that respondents have difficulty calculating the number of hours that they spend doing unpaid work at home and doing volunteer work. In addition, extreme variability from one respondent to another in their interpretation of what constituted housework, child care or volunteer work resulted in unreliable data.

However, data on the various forms of unpaid work have been collected successfully through extremely detailed inquiries called *time-use surveys*. Statistics Canada continues to seek some compromise between the very simple (and unsuccessful) questions used in past census tests, and the depth and detail of a time-use questionnaire.

The 1996 consultation process examined whether or not questions on unpaid work should be included on the census questionnaire. Their presence would significantly increase response burden without necessarily providing quality data and would require the elimination of a number of other questions to maintain response burden at historical levels.

Generally, the consultation process revealed considerable confusion regarding the census' role in the measurement and valuation of unpaid work. As noted, other sources, such as time-use surveys, are already providing estimates of the volume of unpaid work, and models have been created in the National Accounts and Environment Division to generate estimates of the corresponding dollar

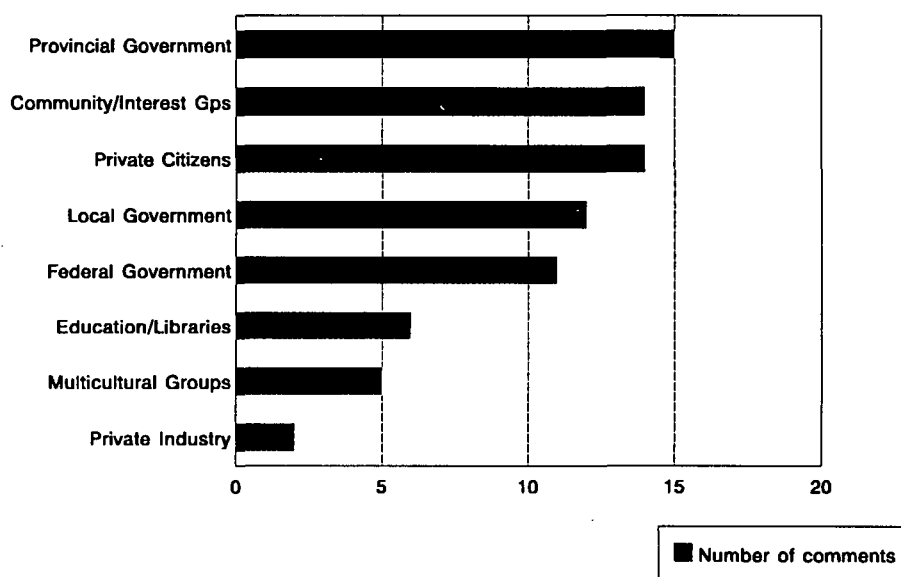
values. This work will continue regardless of the presence of unpaid work questions on the 1996 Census questionnaire.

### **Summary of Submissions**

This issue was the focus of considerable emotional debate — not only during the 1991 Census but throughout the submissions and discussions during the consultation process. A variety of organizations commented on this subject (see Graph I.2). Contributors were divided between those who felt unpaid work should be defined as a separate category of labour force activity and those who felt that the issue was too complex for inclusion in the census. Of the 79 comments on household and volunteer activities, 60 indicated that Statistics Canada should measure unpaid work activity. However, more than 20 of these comments suggested that the census would not be the best data collection vehicle, for a variety of reasons. An additional 17 comments, a majority from the health care sector, requested that data on volunteer activity be collected.

Proponents for inclusion indicated that recognizing unpaid work promotes the status of those who choose to stay at home to look after young children, seniors or other family members. It was felt that monetary compensation should not be the criterion used to define economic productivity. On the other side of the debate, although many recognized the value of such data and could identify a use for them, they felt that household and volunteer activities were difficult to measure through inclusion of a few questions on a general census of population and were more appropriately measured through sample surveys. Few could identify why such information would benefit from any analysis based on the geographically small areas available through the census, and therefore there was no motivation to include these data. Advocates for inclusion were in agreement that trying to collect such data would be a difficult task; some suggested a series of seven questions would be a minimum necessary for even rudimentary data, and there was considerable disagreement on the appropriate terminology to use.

**Graph I.2: Number of Comments by Type of Organization**  
 Census Topic: Household and Volunteer Activities



Total Number of Comments = 79

How to measure household and volunteer activities posed a problem for all contributors — some felt that these should be measured in hours, others by number of dependents, management of home responsibilities, and level or nature of care provided to dependent children and adults (with differentiations made for persons with disabilities, alcohol abuse problems or age). There was no consensus.

A slim majority of comments identified the need to differentiate housework from volunteer work, in order to measure activities performed by homemakers or retirees for no remuneration which ordinarily would be included as paid labour force activity (e.g., hospital work, teacher's aides).

One comment suggested that full-time attendance at school be classified as unpaid work — but the contributor did not suggest an age cut-off between adults and children or indicate a potential application for such data.

### Recommendations for Further Testing

Testing conducted prior to the 1981 and 1991 Censuses did not produce a question capable of generating quality information on household and volunteer activities. The National Census Test of 1993 represents a further attempt to develop census questions that would produce reliable data on this topic.

Questions 26 and 27 of the National Census Test ask respondents aged 15 and over to report the hours spent in the week previous to the test date on the care and assistance they gave to household

members and non-household members respectively, on housework activities (within prescribed definitions) and on volunteer work performed for an organization (such as a church or charity). These questions were included on the NCT questionnaire in response to the requests made by users during the consultation and incorporates the experience gained in previous rounds of testing, the time-use approach of the General Social Survey, the discussions at the International Conference on the Measurement and Valuation of Unpaid Work and 11 focus group sessions on various question formats. All of this questionnaire development work was done through an interdepartmental committee with representatives from the Advisory Committee on the Status of Women, Status of Women Canada, and others.

## **Comments**

The National Census Test questions on unpaid work add considerably to the response burden of the long questionnaire (form 2B) respondent. After subject-matter analysis of the results, the Agency will be in a good position to evaluate the usefulness of the census approach compared with the measurement of household and volunteer activities through surveys.

Statistics Canada will need to weigh the requirements for these data against such factors as increased response burden, availability of data through other sources (such as the General Social Survey), and the accuracy of estimates produced from census results. It may also be useful to consider a post-censal survey or large sample survey occurring in the mid-decade as means to obtain information on unpaid household and volunteer activities of the Canadian population.

## **Place of Work**

### **Background**

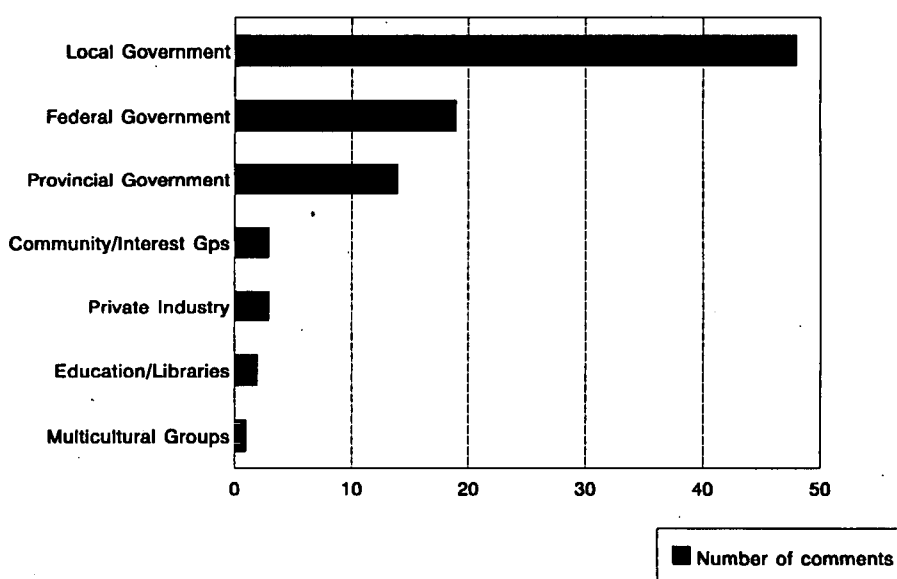
The census collects data on a person's place of work in order to gain information on commuter patterns and to define the boundaries of census metropolitan areas. These data are then used to help local and provincial governments determine the transportation systems which need to be added or improved. Traffic patterns can also be examined on an individual municipality basis so that traffic lights and other signals can be modified to ease traffic congestion. The data collected on place of work are also used to help plan the location of other public services, such as schools, hospitals, day-care centres and recreational facilities. Being aware of the areas through which a large number of people pass through daily, and locating public services in these areas, allows the greatest number of people to be served with the least amount of inconvenience.

### **Summary of Submissions**

A workshop held in conjunction with the Transportation Association of Canada and the Canadian Institute of Planners in March 1993 recommended the provision of place of work data at much lower levels of geography as well as making the collection of data on mode of transportation a priority; these options are being tested. The place of work questions asked on the census were among the five most frequently cited topics. Some 90 comments were received (see Graph I.3). Two concerns dominated the discussion of information needs for place of work data: the addition of a mode of

transportation question and the need for data at the lowest possible geographic level. Most comments echoed the view of the Edmonton Planning and Development Department, which said: "... (because) place of work data are critical for ongoing transportation and land use planning applications, data must be coded to smaller areas to realize their full value." Time was a crucial element to be applied to place of work data — both time and duration of trip to work. Such a question was seen as necessary to address traffic congestion problems and identify peak use periods for public transportation systems, including roads. Measuring the prevalence of automobile ownership was identified as a key information need in order to distinguish the use of private transportation from public transit trips. Automobile ownership was also seen as an important determinant of urban travel demand.

**Graph I.3: Number of Comments by Type of Organization**  
Census Topic: Place of Work



Total Number of Comments = 90

### Findings from the Points for Discussion

- (a) *The amount of detail required from the respondent:* Most users did not specifically identify question detail as a major concern. However, in 1991, many respondents did have problems identifying the correct address of their place of employment. Although it was recognized that the cost of filling in missing information, such as postal codes, increased the cost of processing the data, most comments indicated that the value of this information to municipal planning was great enough to warrant the effort. Comments did indicate that this information should be automatically coded — despite its high cost — and be made accessible at lower levels of geography.
- (b) *The cost involved in coding the collected data:* Again, it was felt that despite the expense, the place of work data should be coded to the smallest possible geographic area to be truly

effective. Many users, largely municipalities, suggested automated coding procedures would make place of work data available for small, user-defined areas at a reasonable cost.

- (c) *Mode of transportation to work:* The largest number of comments on place of work data demanded that more information be made available on the mode of transportation used to travel to and from work. Urban planners, public transit companies and municipalities across Canada indicated that adding mode of transportation to the existing data on place of work would add immeasurably to the utility of this information. The example of the questions asked in the U.S. census was frequently used as a rationale for expanding the transportation content of the Canadian census.

### **Recommendations for Further Testing**

Following considerable consultation with transportation and urban planning data users, as well as focus group testing, the place of work question was revised and a new question — Mode of Transportation to Work — was included in the National Census Test. The modification to the place of work question included a diagram which should assist the respondent in providing work address information (Question 42).

The mode of transportation question included on the NCT questionnaire (Question 43) requests that respondents report the mode most often used during the reference week. A known problem with this question is the use of multiple modes — estimated in some surveys to be as high as 25 percent of the total response.

### **Comments**

The ability of Statistics Canada to provide place of work information for geographic locations below the municipality level (blocks or street network areas, for example) depends on the development of cost-effective automated coding systems. The choice which Statistics Canada must make concerns trade-offs between development of the automated coding system and new question development in the areas of mode of transportation or time required to travel to work. Given the need to hold the line on respondent burden, the likelihood that additional questions can be included in 1996 is marginal. It will be important for the Agency to develop survey instruments that will best fill the requirement for transportation data. Many municipalities currently undertake origin-destination surveys; certainly, existing census data augment these data sources, especially at the sub-municipal level. Thus a survey may be the most effective way to provide information on mode of transportation used by employed respondents as well as by students.

## J. Income Characteristics

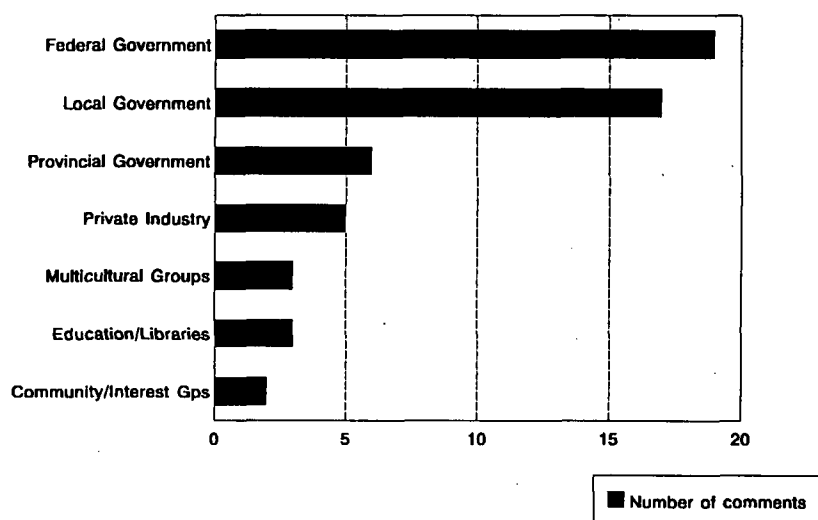
### Background

Data concerning income are among the most widely requested data produced by the census. Information on income provides an important indicator of the well-being of Canadians and is used by government bodies to develop income support programs, welfare provisions and social services. As well, it is used by businesses, community organizations, and labour and management groups. No other source of income information can be cross-classified by more social, demographic and economic characteristics. However, questions on income generate many queries from respondents who consider them to be somewhat personal, intrusive or difficult to answer.

### Summary of Submissions

In total, 55 comments on the census income question were received (see Graph J). Many of the organizations which submitted comments on the income questions acknowledged that changes to these questions would require a degree of sensitivity in implementing. Although users with an interest in the income-related data held strong positions on their utility and application, they also cited potential public resistance to asking for additional information. Many recommended the use of administrative data such as tax files and social assistance and income supplement records to reduce respondent burden. There was a suggestion that asking for Social Insurance Numbers (SINs) could significantly increase the accuracy of income data and potentially reduce the burden to respondents, but everyone who recognized the value of SIN identification conceded that respondents would probably object to being required to provide such personal information.

Graph J: Number of Comments by Type of Organization  
Census Topic: Income



Total Number of Comments = 55

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### Findings from the Points for Discussion

- (a) *Response burden and duplication of requests for information:* Although almost all submissions reflected a consciousness of the potential negative impact of increasing response burden and of requesting information that appeared to be duplicated from other sources, none suggested reducing the level of detail of the income data currently collected.
- (b) *After-tax income:* A majority of comments indicated that the impact of government programs on income redistribution, poverty and inequality could be better analyzed, with better information on the effect of taxation on family income. To this end, a majority of contributors suggested asking about after-tax income — even if it meant asking the respondent to make additional calculations.
- (c) *Weeks of unemployment in the reference year:* A few contributors agreed that such information would be useful; a greater number requested that questions be asked specifically to gather data on income obtained from social assistance, income supplements, and unemployment insurance.
- (d) *Addition of further income questions:* A demand was noted for the addition of questions on sources of retirement income and the classification of household by major source of income. Several comments indicated that in published materials, the income distribution levels were not shown in sufficient detail.

### Recommendations for Further Testing

The income question is complex. As indicated by the comments received, information from the census is widely requested by users. As a result, any alterations to the census question would need to satisfy the needs of both the user and respondent communities. Apart from a minor design modification, no changes were made to the income questions in the National Census Test.

However, given the increasing level of respondent concerns regarding privacy, Statistics Canada must address issues such as privacy and the apparent duplication of data in other sources, such as income tax records. Testing the system of Centralized Edit for the 1996 Census should enable the Agency to address the privacy and confidentiality concerns of respondents, especially in the case of where the respondent knows the local enumerator. There have been instances where respondents have requested permission to mail back their questionnaire to a Statistics Canada regional office so that the local enumerator would not see their income information. All census enumerators as hired under the *Statistics Act* are liable to a penalty of a fine or imprisonment for failing to keep confidential all information reported by respondents. However, some respondents feel that their personal privacy is at risk, in particular with respect to the reporting of personal income.

As well, it will be necessary to re-evaluate the data demands, such as for after-tax income and a simplified income question for the 2001 Census. It will be a challenge to balance the needs of a diverse user community with the reluctance of respondents to complete a complex series of questions on a matter so seemingly personal as income.



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**Comments**

It is expected that the 1996 Census question will repeat the 1991 version, with only a format modification. A Centralized Edit pilot project — to be tested in 1996 in preparation for the 2001 Census — should address respondent concerns regarding local enumerators.



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## K. Household and Dwelling Characteristics

### Households

#### Background

In addition to information on the population, the census also collects information on the country's household composition. As in previous consultations, users were satisfied with the level of detail and extent of these questions.

#### Summary of Submissions

A relatively small number of comments were made concerning the information on households which is currently available. Two issues were identified as requiring additional attention: a better measurement of the relationship between household wealth and housing, and the cultural variations of household formation. One contributor identified three primary objectives for data on households and dwellings, namely, the measurement of the affordability, suitability and adequacy of housing in terms of the needs of the resident household. Information gaps, it was suggested, could be identified by comparing existing questions against how well they measured these three areas.

#### Findings from the Points for Discussion

- (a) *Household expense questions:* There was support for a change in the reporting of persons responsible for household payments to include information on outstanding mortgage balance. This was seen as an accurate measure of household wealth. As well, there was a demand for the census to collect information on households which received subsidies or some type of public assistance. The contributors seeking this information did not address the potential privacy implications of requesting such financial details. There was a demand for better measurement of housing affordability — perhaps by linking household expenses to total household income.
- (b) *Data on household maintainer:* With the disappearance of the concept of head of household, no alternative method of establishing a hierarchy within a household unit has emerged whereby it would be possible to measure how responsibilities for expenses are allocated. Subsequently, the concept of household maintainer has become important in determining economic relationships between families and related individuals who are dependent or supportive. These data are increasingly significant in an aging population. Elderly seniors who are not maintainers frequently live with offspring (generally daughters) who are responsible for their support. With fewer daughters able to provide in-home care to elderly parents (due to labour force participation), more elderly (women) are living alone. This social trend has implications on a broad range of goods and services, which would be difficult to measure should the question on household maintainer be eliminated for 1996, as proposed.

## **Recommendations for Further Testing**

The National Census Test (NCT) features a revised household maintainer question. This question asks respondents to indicate which person (or persons) contribute towards making the rent or mortgage payments. For large households, where the household maintainer may appear on a second or third census form, this question will provide limited information.

## **Comments**

Budget constraints for 1996 Census data collection demand that the household maintainer question be self-reported and not manually coded as in the past. In the event of a self-coded question proving to be unsatisfactory, budget constraints will need to be examined. As well, data requirements for the household maintainer question will need to be re-evaluated should neither the NCT question nor the 1991 approach fulfil data needs.

## **Dwellings**

### **Background**

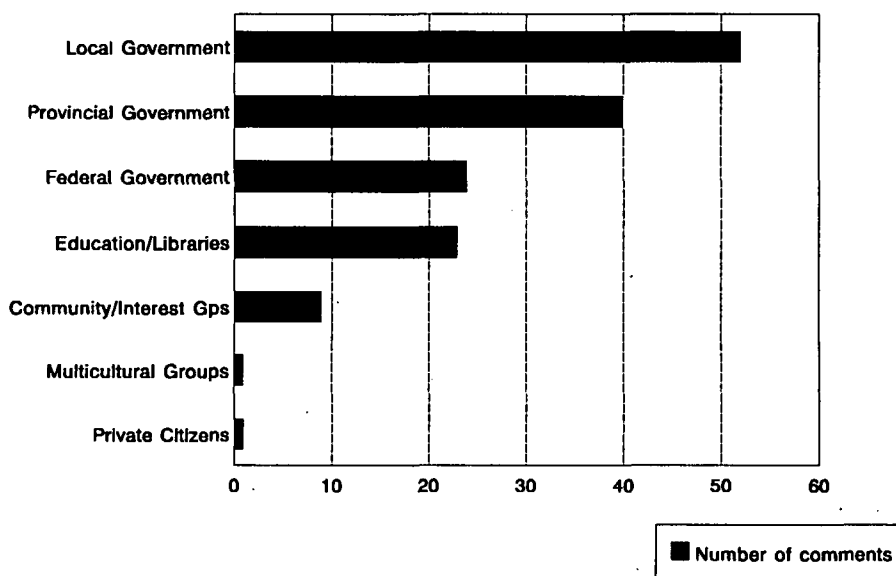
In addition to information on the population, the census also collects information on the country's housing stock.

### **Summary of Submissions**

Of the 150 comments related to dwellings questions, over two thirds came from governments (see Graph K.1).

There was little consensus among those commenting on dwelling information. For each new request for data, there seemed to be an equivalent view that the same information was unnecessary or could be collected through some other survey vehicle. There were, for example, a number of demands for information on primary and secondary fuel type, but an almost equal number of comments indicating that such information was already accurately collected through smaller sample surveys. Even among those seeking census data on fuel type, there was no consensus on the appropriate interval between questions — namely, whether five or ten years was adequate. Less than half of all comments demanded significant additions to the 1996 Census on this topic.

**Graph K.1: Number of Comments by Type of Organization**  
 Census Topic: Dwellings



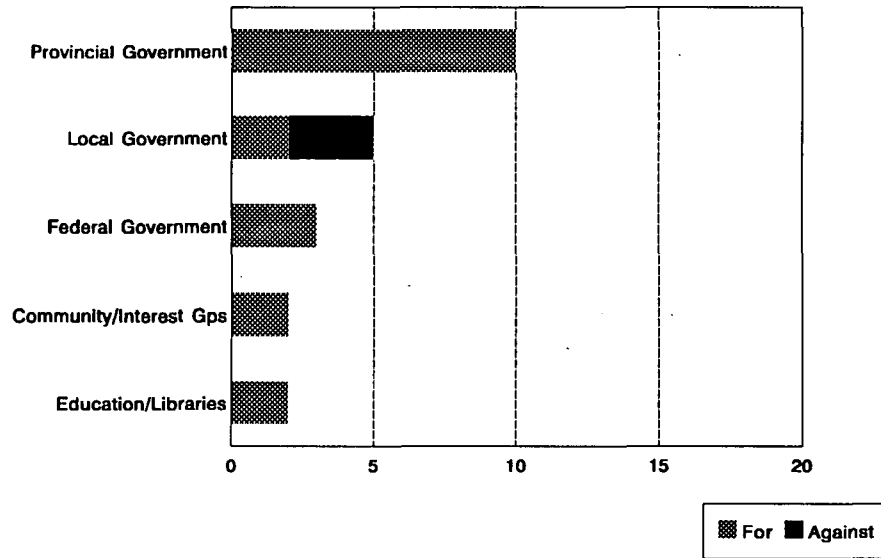
Total Number of Comments = 150

### Findings from the Points for Discussion

- (a) *Household expense question:* This series of consultations did not identify a need to change the current question. The census questionnaire now asks which persons in the household are responsible for household payments but does not measure aspects such as unequal sharing of costs (see previous section). However, the Agency has identified the need to change the way in which the information is collected on the questionnaire.
- (b) *Changing lifestyles require different housing options:* Information on special housing needs was cited most often as a potential addition to the census questions on dwellings. There was a strong demand for more detailed data on granny flats and self-contained suites — whether used as housing for dependent family members or as revenue-generating rental units. A need was also expressed for information on secondary residences, whether they were the housing choices of seniors who divide their time between a permanent home in Canada and a winter residence (or mobile home) in a warmer climate, summer cottages, or housing required for temporary job relocation.
- (c) *Increased detail on condominiums as a housing option:* Information on condominium fees, first collected in 1991, was not specifically addressed as an issue, but several government agencies mentioned a need for better differentiation of condominium structural type. There were also general comments on the need to indicate structural differences, for example between apartment, townhouse, single family homes and duplexes. There was a concern that the information collected be comparable with previous census results.

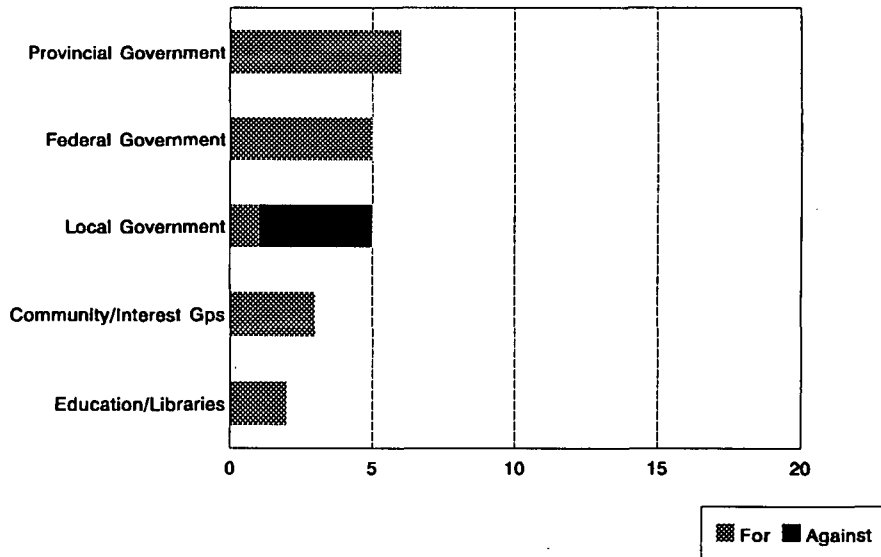
- 
- (d) *Heating and cooling equipment:* Contributors were almost equally divided between those who wanted specific heating fuel questions and those who felt that such information was inappropriate for inclusion in the census. However, several requests were made for information on air-conditioning equipment or heat pumps.
  - (e) *Number of rooms and condition of the dwelling:* According to the comments received (see Graph K.2), asking respondents about the number of specific rooms (bedrooms or bathrooms) is still seen as an accurate measure of the adequacy and suitability of the housing stock to meet the needs of the population, despite the perception that asking about such details is considered intrusive by many respondents. Contributors could not agree on the best method for collecting data on the condition of the housing stock. Some suggested asking about changes made to the dwelling — including structural renovations — but feared that without careful wording of the question, the census could be collecting information on redecorating which would be of little or no value. Some felt that reinstating the question on number of rooms would also be an indication of the condition of the housing stock (see Graph K.3).
  - (f) *Identifying special housing needs:* The demand for additional census questions which could identify the existence of housing either already modified or required for special needs groups, such as seniors and disabled respondents was cited twice as often as any other topic. This was of particular concern to governments at the provincial and municipal levels which have the responsibility for providing housing services for seniors and special needs groups.
  - (g) *Information on renovations:* As already noted above, there was concern that information on renovations would be difficult to differentiate from responses on redecoration, and the uses for the resulting data would be marginal. There was a demand for information on renovations as well as construction undertaken within the confines of the underground economy. It is important to note on this latter request that it is unlikely that the census would be successful in collecting data on what is essentially an illegal activity.

**Graph K.2: Number of Comments by Type of Organization**  
 Census Topic: For and Against a Question on Number of Rooms and Bedrooms



Total Number of Comments = 22

**Graph K.3: Number of Comments by Type of Organization**  
 Census Topic: For and Against a Condition of Dwelling



Total Number of Comments = 21

### **Recommendations for Further Testing**

The National Census Test does not include new questions on housing. To accommodate the need to obtain information on respondents' use of the NCT Guide and of the Census Help Line, and on the reaction to the questionnaire, all of the housing questions were dropped from the test questionnaire.

Statistics Canada collects considerable housing information in its Household Income, Facilities and Equipment Survey, monthly Labour Force Survey, Building Permits Survey, Shelter Cost Survey, General Social Survey and others. Perhaps better use could be made of these existing surveys, so that information on fuel type could be collected. This represents a challenge because users often require this information for small geographic areas, which is not easily obtained through surveys. Appropriate applications of sampling methodology to augment or extend these surveys to include areas in the Yukon, Northwest Territories and rural areas of Atlantic Canada could be developed to meet these needs.

### **Comments**

The exclusion of the housing questions from the National Census Test does not imply that Statistics Canada has decided to eliminate this important block of questions from the 1996 Census. The 1996 Census will repeat the questions asked in 1991. Regarding the inclusion of questions dealing with housing in need of repairs and number of bedrooms, demand was high. This will be taken into consideration when 1996 Census content is determined.



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## L. Editing and Imputing Data to Resolve Error and Non-response

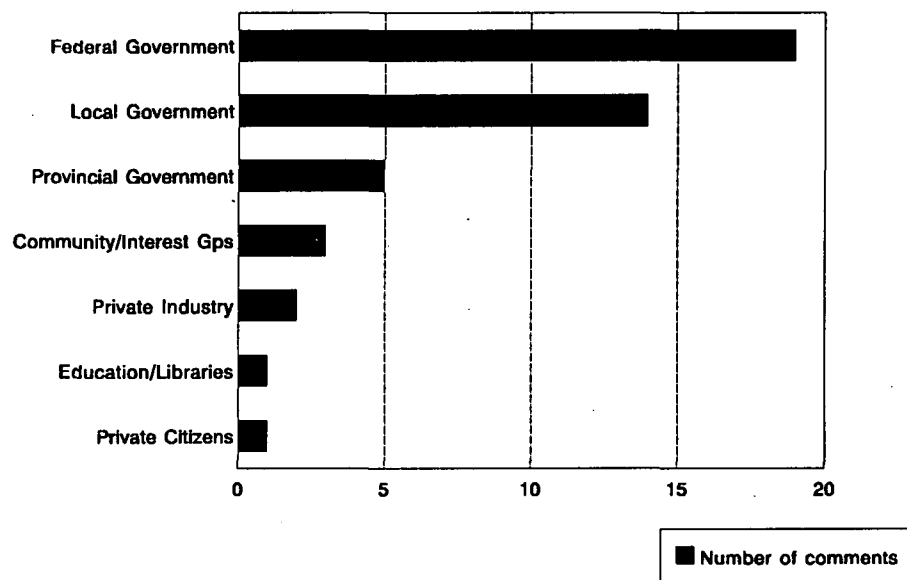
### Background

For the 1996 Census, Statistics Canada would like to achieve a more timely release of census information while maintaining or lowering collection, processing and dissemination costs. This section will discuss various issues raised during the consultation process which addressed these concerns.

### Summary of Submissions

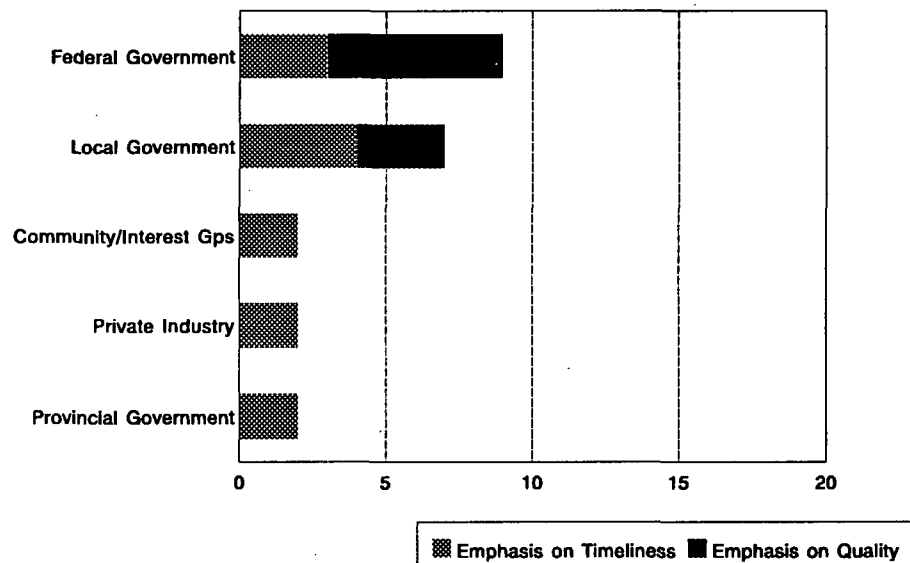
- (a) *Editing and timeliness:* Among contributors — mainly federal and municipal governments (see Graph L.1) — there was considerable debate over the benefits of imputing data and the resulting delays. Contributors were unable to reconcile their demands for quality with the strongly expressed desire for more timely releases (see Graph L.2). It was acknowledged that eliminating or reducing edit and imputation would increase timeliness, but the ramifications relative to data quality were judged to be unacceptable. Some felt that imputing data created errors and illogical connections, while others believed that discontinuing the practice would cause data comparability problems. Several contributors felt that "not stated" should be a valid response category for every question. Most who commented on this issue felt that timeliness factors outweighed any possible increase that could be achieved in accuracy; others felt that simply ignoring answers that were "not stated" would not affect the accuracy and would improve data delivery. The overall concern was that while quality could not be compromised for the sake of timeliness, Statistics Canada still needed to publish census small area data in a more timely fashion.
- (b) *Response categories/sources of information:* Others argued for allowing respondents more power over their response options by permitting more write-in answers, despite the acknowledged increase in costs. This raised the issue of personal identifiers. Several contributors asked Statistics Canada to look for options for replacing names and phone numbers, arguing that respondents would be more willing to provide personal information if they could not be identified. Several areas of perceived data duplication were identified, with the request that the Agency look for sources of alternative information, such as administrative and survey data.
- (c) *Collection:* Comments received from multicultural groups and private citizens concerned a range of topics (see Graph L.3), including the experience gained from Help Centres organized for recent immigrants to complete their questionnaire. The problem of using local enumerators was usually raised in relation to confidentiality concerns.

**Graph L.1: Number of Comments by Type of Organization**  
Census Topic: Timeliness and Data Quality



Total Number of Comments = 45

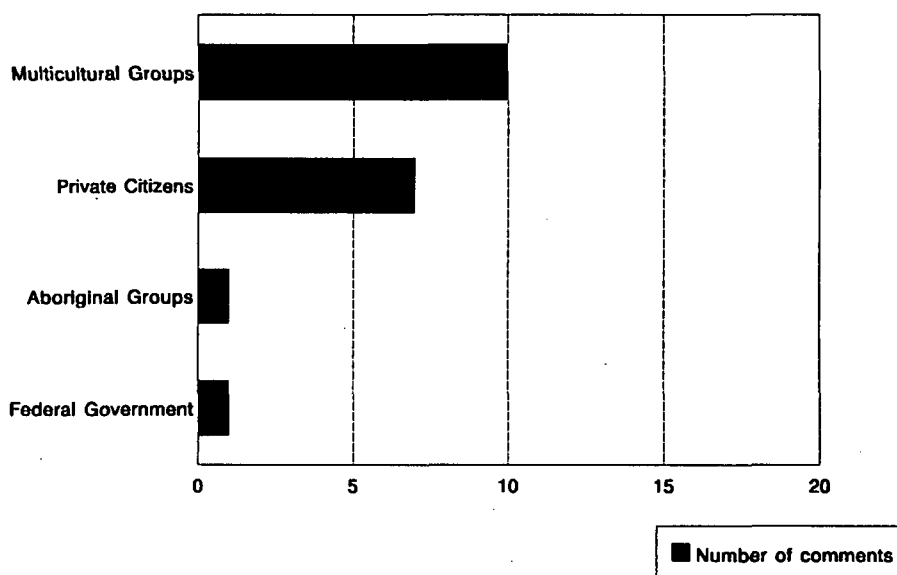
**Graph L.2: Number of Comments by Type of Organization**  
Census Topic: Timeliness versus Data Quality



Total Number of Comments = 22

**Graph L.3: Number of Comments by Type of Organization**

Census Topic: Collection



Total Number of Comments = 19

### Recommendations for Further Testing

Statistics Canada is extremely proud of its reputation for producing the best statistics in the world (The Economist, 1991-1993). Safeguarding data quality and ensuring the confidentiality of information provided by respondents are the priorities which contribute to our success. Moving the yardstick on timely release of data, including census information, is a major challenge. Moreover, it must be accomplished without diminishing our respect for the principle that published data be of the highest quality.

For the 1996 Census, the Agency will be developing new data processing approaches as well as making improvements to the existing system. It is expected that emerging technology in the areas of data capture, processing and dissemination will enable Statistics Canada to advance data release schedules for both the 1996 and 2001 Censuses, while still maintaining high standards of quality.

### Comments

This is an ongoing technical, scheduling and human resource challenge. It is expected that, for the 2001 Census, Optical Character Recognition (OCR), automated coding, widespread use of electronic products, and a fully operational GIS will ensure the rapid dissemination of accurate, reliable and high-quality census data.



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## M. New Topics

### Background

This section will discuss various issues raised during the consultation process which addressed topics not explicitly presented in the *1996 Census Consultation Guide*.

### Summary of Submissions

- (a) *Veterans Affairs*: The Department of Veterans Affairs sought information which could better identify people with past and recent military service. By including a one-time-only question on the census, they expected they would be able to better address the needs of this segment of the population.
- (b) *Emergency preparedness*: National emergency preparedness authorities would benefit from knowing the concentrations of people in geographic areas throughout the day, and their access to emergency supplies.
- (c) *Referendum questions*: There was the suggestion that the census could be used to pose general opinion questions of national importance.
- (d) *Home computers*: A request was submitted for using the census to gather data on the home computer ownership of Canadians. This might be more appropriately collected in a Household Facilities and Equipment Survey.
- (e) *Smoking*: A request called for using the census to gather data on the health and welfare issues affecting a majority of Canadians.
- (f) *Ecological issues*: It was requested that the census be used to gather data on "green" issues affecting a majority of Canadians.
- (g) *Day care*: A request was made to use the census to collect information on day care use and location.
- (h) *Male fertility*: There was a request to expand the definition of fertility to include men.
- (i) *Pet ownership*: The Ontario Veterinary Association asked that the census obtain data on number of domestic animals, their vaccination history and the use of veterinary services.

### Recommendations for Further Testing

- (a) *Veterans Affairs*: The 1971 Census asked all male respondents aged 35 and over to report their military service. Over the ensuing 20 years, several special surveys have updated the information base pertaining to veterans' service in special assignments (such as peacekeeping) and collected information on the widows and dependents of veterans.

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Given the demographic profile of the population — in particular, the high proportion of world war veterans living in institutional care facilities — the long questionnaire (form 2B) is not an appropriate measurement tool to collect detailed information on this group. Thus, the recommendation is that the 1996 Census not be used to collect such information; administrative records and special surveys are viewed as more appropriate collection vehicles.

- (b) *Emergency preparedness*: The information requested by the relevant federal department is already available through a diverse set of surveys and current census questions. For example, the census counts the population at their usual place of residence; by using place of work data, it would be possible to show areas of population concentration during normal working hours. The Survey of Consumer Finances could be adapted to include a greater range of questions on access to emergency supplies.
- (c) *Referendum questions*: One of the major purposes of the census is to collect baseline demographic information about Canadians. It does not ask about respondent views, opinions or knowledge about particular topics or subjects. To do so would violate the spirit and intent of the *Statistics Act*, which confers the legislative authority to conduct a census.
- (d) *Home computers, smoking, ecological issues, day care and pet ownership*: Many topics raised as points of interest have already been included in the special and regular survey program of Statistics Canada. For example, the Survey of Consumer Finances has collected information on ownership of pets, electronic equipment and home computers. Special surveys have been conducted on the smoking and drinking habits of Canadians, day care access, and specific aspects of transportation use. In the area of ecological issues, the National Accounts and Environment Division of Statistics Canada is currently investigating data measurement issues.

### Comments

Suggestions for new topics point to areas of social, cultural and economic change, and it is imperative that Statistics Canada be responsive to new data requests concerning these topics when seeking to close existing data gaps.

It is important to remember that the census has a special purpose: it provides data for small areas and for rare populations. Surveys, on the other hand, can be used to obtain national and regional estimates on a variety of topics not normally covered in a census. On average, a survey is a less costly measurement tool and provides data on a more timely basis.

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## Conclusion

The National Census Test — referred to throughout this report — was the next step in preparing for the 1996 Census and is the logical outgrowth of this consultation process. Approximately 21,000 households received questionnaires which they were asked to fill in on November 8, 1993, and mail back to Statistics Canada. Part of the sample population for the National Census Test was selected from the Labour Force Survey. In addition, supplementary samples of special populations were included to ensure full representation of the Canadian population. These samples included visible minority, Aboriginal and Métis populations located in major cities across Canada.

By conducting an actual field test, Statistics Canada not only gauges the effectiveness of the proposed 1996 questions by how well they are completed, but judges the degree to which these questions meet their data objectives, and develops an idea of the costs involved in carrying out the 1996 Census. Statistics Canada will know the success or failure of a question in many ways. The test questionnaire asked specific questions on the content, wording and layout of the questionnaire to obtain an evaluation from respondents. Interviewers who drop off the questionnaires and do follow-up interviews with households will provide feedback on the concerns of respondents, and the Census Help Line will also provide valuable information on the kind of assistance respondents needed when filling in their questionnaires. Subject-matter experts will review the results of each question to identify any inconsistencies.

Table 2 shows the questions which were added or changed on the National Census Test as a result of the consultation process and evaluation of 1991 Census results.

**Table 2. Comparison of the 1991 Census and 1993 National Census Test Questions**

<b>National Census Test (NCT) Questions</b>	<b>Comments</b>
Coverage	Change in location of roster. Change in temporary residence question.
Relationship to Person 1 (Q. 2)	Blended families enumerated. "Common-law partner" changed to "unmarried partner".
Sex (Q. 4)	Mark-in circles arranged horizontally.
Marital Status (Q. 5)	Title changed (to "Marital Status"). Entry "Separated, but still legally married" re-worded.
Common-law Status (Q. 6)	Definition included on questionnaire.
Activity Limitations (Q. 7)	Repositioned on questionnaire.
Long-term Disabilities (Q. 8)	Repositioned on questionnaire.
Knowledge of Languages (Q. 9)	Knowledge of official and non-official languages put in one question.
Language Spoken at Home (Q. 10)	No change
First Language Learned at Home (Q. 11)	No change
Place of Birth (Q. 12)	Mark-in circles for countries other than Canada removed.
Citizenship (Q. 13)	Citizenship other than Canadian is now a write-in entry.
Landed Immigrant Status (Q. 14)	Definition added to question.
Year of Immigration (Q. 15)	No change
Ancestry (Q. 16)	Write-in response "Canadian" included in list of examples. "Haitian", "Jamaican" replace "Black". "East Indian" added. "Cree", "Micmac" replace "North American Indian". "Portuguese" added.
Aboriginal Peoples (Q. 17)	New



**Table 2. Comparison of the 1991 Census and 1993 National Census Test Questions — Continued**

<b>National Census Test (NCT) Questions</b>	<b>Comments</b>
Population Group (Q. 18)	New
Indian Band/First Nation Membership (Q. 19)	Minor change for 1991 — made into separate question.
Registered Indian (Q. 20)	Made into separate question.
Place of Residence One Year Ago (Q. 21)	Made same as residence five years ago. CSD level of data captured.
Place of Residence Five Years Ago (Q. 22)	Minor change in format
School Attendance (Q. 23)	Date change only
Language of Education (Q. 24)	New
Degrees, Certificates or Diplomas (Q. 25)	No change
Household Activities (Q. 26)	New
Volunteer Activities (Q. 27)	New
Labour Market Activities (Q. 28)	Minor wording changes
Absence from Job (Q. 29)	No change
New Job Arrangements (Q. 30)	No change
Recent Job Search (Q. 31)	No change
Availability for Work (Q. 32)	Minor wording changes
Last Date of Work (Q. 33)	Minor wording changes
Name of Employer (Q. 34)	No change
Kind of Business (Q. 35)	No change
Industry Category (Q. 36)	New
Kind of Work (Q. 37)	No change
Most Important Duties (Q. 38)	No change
Class of Worker (Q. 39)	Minor wording changes
Incorporation Status (Q. 40)	No change
Language of Work (Q. 41)	New

**Table 2. Comparison of the 1991 Census and 1993 National Census Test Questions — Concluded**

National Census Test (NCT) Questions	Comments
Place of Work (Q. 42)	Diagram added. "No fixed workplace address" added. Instruction reworded.
Transportation to Work (Q. 43)	New
Weeks Worked in 1992 (Q. 44)	No change
Full-time or Part-time Work (Q. 45)	No change
Income in 1992 (Q. 46)	Minor format changes
Who Pays (Q. 47)	Self-coded
Owned or Rented (Q. 48)	No change
Who Completed This Questionnaire (Q. 49)	Added for later analysis of NCT results.
Step 10	New

Some questions — as shown in Table 3 — were not included on the test because they did not pose a problem in 1991 and will be included on the next census questionnaire. As this report has shown, not every data requirement could be accommodated. Comments and suggestions were evaluated in a broad perspective, taking into consideration the issues of the respondent burden, the extent of the data demand, and the balance between collecting data by a census or through a survey. If data gaps were identified, however, efforts were initiated to address them — if not in the context of the census, then through another survey vehicle.

**Table 3. Questions Deleted from the National Census Test**

1991 Census question not asked in the National Census Test	Comments
Religion	Asked only in decennial censuses.
Fertility	Asked only in decennial censuses.
Schooling: Highest Grade of Elementary or Secondary	No change for 1996 — needed space for other questions.
Schooling: Years Completed at University	No change for 1996 — needed space for other questions.
Schooling: Years of Other Non-university Education	No change for 1996 — needed space for other questions.
Schooling: Major Field of Study	No change for 1996 — needed space for other questions.
Rooms [number of] Bedrooms [number of]	Asked only in decennial censuses — needed space for other questions.
Period of Construction [of dwelling]	No change for 1996 — except updating of the periods. Needed space for other questions.
Condition of Dwelling	Asked only in decennial censuses — needed space for other questions.
Annual Payments	No change for 1996 — needed space for other questions.
Rent, Monthly Cash	No change for 1996 — needed space for other questions.
Owner's Major Payments	No change for 1996 — needed space for other questions.

After the field work for the **National Census Test** has been completed, questionnaires will undergo data capture and data quality evaluation. Intercensal estimates will not be produced from this test. The purpose of the **National Census Test** is to measure data quality and to evaluate new census questions.

The **National Census Test** does not mark the end of the consultation process. There will be additional meetings with users during 1994 to discuss the content of proposed post-censal surveys; any comments already received on this topic have been forwarded to the manager of that project for consideration. As well, Statistics Canada will be obtaining users' requirements for the products and services to be generated from the 1996 Census, including geographic outputs and product formats.

Under the terms of the *Statistics Act*, the federal Cabinet must approve all questions for the census. The Cabinet evaluates each question based on its need, importance, costs and benefits. Once approved, the

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questions are recorded and published in the Canada Gazette. We expect the 1996 Census questions to be gazetted in the spring of 1995.

Anyone who wishes to be kept abreast of the development of the 1996 Census content can contact their nearest regional office of Statistics Canada, the address and phone number of which can be found in a list at the end of this report. From time to time, the Statistics Canada Census Communications newsletter Focus on the Future will feature updates on the 1996 Census.

Finally, Statistics Canada would like to take this opportunity to thank all of those people who took the time and made the effort to contribute their views on the 1996 Census in the course of the consultation process.

## **APPENDIX 1**



## 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"/> of <input type="text"/>	<input type="text"/>	<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  
CanadaStatistique  
Canada

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



STEP 1

## Begin here by printing your address

No. and street or lot and concession

Apt No.



City, town, village, Indian reserve

Province/territory



Postal code

Area code

Telephone number






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.*





**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.



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.**



**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



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.**



**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



**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

**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 1**

02 ☐ Husband or wife of Person 1

03 ☐ Unmarried partner of Person 1

04 ☐ Son or daughter of Person 1

05 ☐ Stepson or stepdaughter of Person 1

07 ☐ Grandchild of Person 1

08 ☐ Father or mother of Person 1

09 ☐ Brother or sister of Person 1

10 ☐ Foster or guardianship

11 ☐ Lodger or boarder

12 ☐ Room-mate

13 ☐ 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 ☐ Female

1 ☐ Male 2 ☐ Female

**5. MARITAL STATUS**

Mark one circle only.

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

**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 ☐ Yes

2 ☐ No

1 ☐ Yes

2 ☐ 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

<p><input type="radio"/> Son or daughter of both Person 1 and Person 2</p> <p><input type="radio"/> Son or daughter of Person 1 only</p> <p><input type="radio"/> Son or daughter of Person 2 only</p> <p><input type="radio"/> Grandchild of Person 1</p> <p><input type="radio"/> Father or mother of Person 1</p> <p><input type="radio"/> Brother or sister of Person 1</p> <p><input type="radio"/> Foster or guardianship child</p> <p><input type="radio"/> Lodger or boarder</p> <p><input type="radio"/> Room-mate</p> <p><input type="radio"/> Other — Specify</p>	<p><input type="radio"/> 04 Son or daughter of both Person 1 and Person 2</p> <p><input type="radio"/> 05 Son or daughter of Person 1 only</p> <p><input type="radio"/> 06 Son or daughter of Person 2 only</p> <p><input type="radio"/> 07 Grandchild of Person 1</p> <p><input type="radio"/> 08 Father or mother of Person 1</p> <p><input type="radio"/> 09 Brother or sister of Person 1</p> <p><input type="radio"/> 10 Foster or guardianship child</p> <p><input type="radio"/> 11 Lodger or boarder</p> <p><input type="radio"/> 12 Room-mate</p> <p><input type="radio"/> 13 Other — Specify</p>	<p><input type="radio"/> 04 Son or daughter of both Person 1 and Person 2</p> <p><input type="radio"/> 05 Son or daughter of Person 1 only</p> <p><input type="radio"/> 06 Son or daughter of Person 2 only</p> <p><input type="radio"/> 07 Grandchild of Person 1</p> <p><input type="radio"/> 08 Father or mother of Person 1</p> <p><input type="radio"/> 09 Brother or sister of Person 1</p> <p><input type="radio"/> 10 Foster or guardianship child</p> <p><input type="radio"/> 11 Lodger or boarder</p> <p><input type="radio"/> 12 Room-mate</p> <p><input type="radio"/> 13 Other — Specify</p>	<p><input type="radio"/> 04 Son or daughter of both Person 1 and Person 2</p> <p><input type="radio"/> 05 Son or daughter of Person 1 only</p> <p><input type="radio"/> 06 Son or daughter of Person 2 only</p> <p><input type="radio"/> 07 Grandchild of Person 1</p> <p><input type="radio"/> 08 Father or mother of Person 1</p> <p><input type="radio"/> 09 Brother or sister of Person 1</p> <p><input type="radio"/> 10 Foster or guardianship child</p> <p><input type="radio"/> 11 Lodger or boarder</p> <p><input type="radio"/> 12 Room-mate</p> <p><input type="radio"/> 13 Other — Specify</p>
<p>Day Month Year</p> <p><input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/></p>	<p>Day Month Year</p> <p><input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/></p>	<p>Day Month Year</p> <p><input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/></p>	<p>Day Month Year</p> <p><input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/></p>
<p><input type="radio"/> Male <input type="radio"/> 2 Female</p>	<p><input type="radio"/> 1 Male <input type="radio"/> 2 Female</p>	<p><input type="radio"/> 1 Male <input type="radio"/> 2 Female</p>	<p><input type="radio"/> 1 Male <input type="radio"/> 2 Female</p>
<p><input type="radio"/> Legally married (and not separated)</p> <p><input type="radio"/> Separated, but still legally married</p> <p><input type="radio"/> Divorced</p> <p><input type="radio"/> Widowed</p> <p><input type="radio"/> Never married</p>	<p><input type="radio"/> 3 Legally married (and not separated)</p> <p><input type="radio"/> 4 Separated, but still legally married</p> <p><input type="radio"/> 5 Divorced</p> <p><input type="radio"/> 6 Widowed</p> <p><input type="radio"/> 7 Never married</p>	<p><input type="radio"/> 3 Legally married (and not separated)</p> <p><input type="radio"/> 4 Separated, but still legally married</p> <p><input type="radio"/> 5 Divorced</p> <p><input type="radio"/> 6 Widowed</p> <p><input type="radio"/> 7 Never married</p>	<p><input type="radio"/> 3 Legally married (and not separated)</p> <p><input type="radio"/> 4 Separated, but still legally married</p> <p><input type="radio"/> 5 Divorced</p> <p><input type="radio"/> 6 Widowed</p> <p><input type="radio"/> 7 Never married</p>
<p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p>	<p><input type="radio"/> 1 Yes</p> <p><input type="radio"/> 2 No</p>	<p><input type="radio"/> 1 Yes</p> <p><input type="radio"/> 2 No</p>	<p><input type="radio"/> 1 Yes</p> <p><input type="radio"/> 2 No</p>

PERSON 1		PERSON 2	
Family name		Family name	
Given name	Initial	Given name	

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?		1 <input type="radio"/> Yes, limited 2 <input type="radio"/> No, not limited	1 <input type="radio"/> Yes, limited 2 <input type="radio"/> No, not limited
(b) at school or at work?		3 <input type="radio"/> Yes, limited 4 <input type="radio"/> No, not limited 5 <input type="radio"/> Not applicable	3 <input type="radio"/> Yes, limited 4 <input type="radio"/> No, not limited 5 <input type="radio"/> Not applicable
(c) in other activities, for example, in transportation to or from work, or in leisure time activities?		6 <input type="radio"/> Yes, limited 7 <input type="radio"/> No, not limited	6 <input type="radio"/> Yes, limited 7 <input type="radio"/> No, not limited
8. Does this person have any <b>long-term</b> disabilities or handicaps?		8 <input type="radio"/> Yes 9 <input type="radio"/> No	8 <input type="radio"/> Yes 9 <input type="radio"/> No
LANGUAGE			
9. What language(s) can this person speak well enough to conduct a conversation? <i>Mark or specify as many as applicable.</i>		1 <input type="radio"/> English 2 <input type="radio"/> French Other — Specify 3 <input type="text"/> <input type="text"/> <input type="text"/>	1 <input type="radio"/> English 2 <input type="radio"/> French Other — Specify 3 <input type="text"/> <input type="text"/> <input type="text"/>
10. What language does this person speak <b>most often</b> at home?		4 <input type="radio"/> English 5 <input type="radio"/> French Other — Specify 6 <input type="text"/>	4 <input type="radio"/> English 5 <input type="radio"/> French Other — Specify 6 <input type="text"/>
11. What is the language that this person <b>first learned</b> at home in <b>childhood</b> and <b>still understands</b> ? <i>If this person no longer understands the first language learned, indicate the second language learned.</i>		7 <input type="radio"/> English 8 <input type="radio"/> French Other — Specify 9 <input type="text"/>	7 <input type="radio"/> English 8 <input type="radio"/> French Other — Specify 9 <input type="text"/>

PERSON 1		PERSON 2	
Family name		Family name	
Given name	Initial	Given name	Initial

SOCIO-CULTURAL INFORMATION	
<p>Where was this person born?</p> <p><i>Mark or specify one response only, according to present boundaries.</i></p>	
<p>Of what country is this person a citizen?</p> <p><i>Mark or specify more than one, if applicable.</i></p>	
<p>Is this person now, or has this person ever been, a <b>landed immigrant</b>?</p> <p><i>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.</i></p>	
<p>In what year did this person first become a landed immigrant?</p> <p><i>If exact year is not known, enter best estimate.</i></p>	
<p>To which ethnic or cultural group(s) did this person's <b>ancestors</b> belong?</p> <p><i>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.</i></p>	

<p><b>Born in Canada</b></p> <p>01 <input type="radio"/> Nfld.      07 <input type="radio"/> Man.</p> <p>02 <input type="radio"/> P.E.I.      08 <input type="radio"/> Sask.</p> <p>03 <input type="radio"/> N.S.      09 <input type="radio"/> Alta.</p> <p>04 <input type="radio"/> N.B.      10 <input type="radio"/> B.C.</p> <p>05 <input type="radio"/> Que.      11 <input type="radio"/> Yukon</p> <p>06 <input type="radio"/> Ont.      12 <input type="radio"/> N.W.T.</p> <p><b>Born outside Canada</b></p> <p>Country — <i>Specify</i></p> <p>13 <input type="text"/></p>	<p><b>Born in Canada</b></p> <p>01 <input type="radio"/> Nfld.      07 <input type="radio"/> Man.</p> <p>02 <input type="radio"/> P.E.I.      08 <input type="radio"/> Sask.</p> <p>03 <input type="radio"/> N.S.      09 <input type="radio"/> Alta.</p> <p>04 <input type="radio"/> N.B.      10 <input type="radio"/> B.C.</p> <p>05 <input type="radio"/> Que.      11 <input type="radio"/> Yukon</p> <p>06 <input type="radio"/> Ont.      12 <input type="radio"/> N.W.T.</p> <p><b>Born outside Canada</b></p> <p>Country — <i>Specify</i></p> <p>13 <input type="text"/></p>
<p>1 <input type="radio"/> Canada, by birth</p> <p>2 <input type="radio"/> Canada, by naturalization</p> <p>Other country — <i>Specify</i></p> <p>3 <input type="text"/></p>	<p>1 <input type="radio"/> Canada, by birth</p> <p>2 <input type="radio"/> Canada, by naturalization</p> <p>Other country — <i>Specify</i></p> <p>3 <input type="text"/></p>
<p>4 <input type="radio"/> No — Go to Question 16</p> <p>5 <input type="radio"/> Yes — Continue with Question 15</p>	<p>4 <input type="radio"/> No — Go to Question 16</p> <p>5 <input type="radio"/> Yes — Continue with Question 15</p>
<p>Year</p> <p><input type="text"/><input type="text"/><input type="text"/><input type="text"/><input type="text"/></p>	<p>Year</p> <p><input type="text"/><input type="text"/><input type="text"/><input type="text"/><input type="text"/></p>
<p><i>Specify as many ethnic or cultural groups as applicable</i></p> <p><input type="text"/></p> <p><input type="text"/></p> <p><input type="text"/></p>	<p><i>Specify as many ethnic or cultural groups as applicable</i></p> <p><input type="text"/></p> <p><input type="text"/></p> <p><input type="text"/></p>

PERSON 1	
Family name	
Given name	Initial

PERSON 2	
Family name	
Given name	

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		PERSON 2	
Family name		Family name	
Given name	Initial	Given name	Initial



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

### MOBILITY

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

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		PERSON 2	
Family name		Family name	
Given name	Initial	Given name	

EDUCATION
<p><b>23.</b> In the <b>past two months</b> (since September 1993), was this person attending a school, college or university?</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.</b> Since <b>September 1993</b>, in which language was</p> <ul style="list-style-type: none"> <li>this person taught <b>most</b> of the courses taken at school, college or university?</li> </ul>
<p><b>25.</b> What certificates, diplomas or degrees has this</p> <ul style="list-style-type: none"> <li>person ever obtained?</li> </ul> <p><i>Include all qualifications obtained from <b>secondary (high) schools</b>, or <b>trade schools</b> and <b>other postsecondary educational institutions</b>.</i></p> <p><i>Mark as many circles as applicable.</i></p>

1 ☐ No, did not attend in past two months  
**Go to Question 25**

2 ☐ Yes, full time

3 ☐ Yes, part time, day or evening

4 ☐ English

5 ☐ French

Other — *Specify*

6

01 ☐ None  
**Go to Question 26**

02 ☐ Secondary/high school graduation certificate or equivalent

03 ☐ Trades certificate or diploma

04 ☐ Other non-university certificate or diploma (obtained at community college, CEGEP, institute of technology, etc.)

05 ☐ University certificate or diploma **below** bachelor level

06 ☐ Bachelor's degree(s) (e.g., B.A., B.Sc., LL.B.)

07 ☐ University certificate or diploma **above** bachelor level

08 ☐ Master's degree(s) (e.g., M.A., M.Sc., M.Ed.)

09 ☐ Degree in medicine, dentistry, veterinary medicine or optometry (M.D., D.D.S., D.M.D., D.V.M., O.D.)

10 ☐ Earned doctorate (e.g., Ph.D., D.Sc., D.Ed.)

1 ☐ No, did not attend in two months  
**Go to Question 25**

2 ☐ Yes, full time

3 ☐ Yes, part time, day or evening

4 ☐ English

5 ☐ French

Other — *Specify*

6

01 ☐ None  
**Go to Question 26**

02 ☐ Secondary/high school graduation certificate or equivalent

03 ☐ Trades certificate or diploma

04 ☐ Other non-university certificate or diploma (obtained at community college, CEGEP, institute of technology, etc.)

05 ☐ University certificate or diploma **below** bachelor level

06 ☐ Bachelor's degree(s) (e.g., B.A., B.Sc., LL.B.)

07 ☐ University certificate or diploma **above** bachelor level

08 ☐ Master's degree(s) (e.g., M.A., M.Sc., M.Ed.)

09 ☐ Degree in medicine, dentistry, veterinary medicine or optometry (M.D., D.D.S., D.M.D., D.V.M., O.D.)

10 ☐ Earned doctorate (e.g., Ph.D., D.Sc., D.Ed.)



PERSON 1		PERSON 2	
Family name		Family name	
Given name	Initial	Given name	Initial



## HOUSEHOLD, VOLUNTEER AND LABOUR MARKET ACTIVITIES

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

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		PERSON 2	
Family name		Family name	
Given name	Initial	Given name	

<p><b>28.</b> Last week, how many hours did this person spend working for pay or in self-employment?</p> <p><i>Include:</i></p> <ul style="list-style-type: none"> <li>• working directly towards the operation of a family farm or business (e.g., assisting in seeding, doing accounts);</li> <li>• working in his/her own business, farm or professional practice, alone or in partnership;</li> <li>• working for wages, salary, tips or commission.</li> </ul>	<div style="border: 1px solid black; width: 50px; height: 20px; display: inline-block;"></div> ◀ Number of hours (to the nearest hour)
---	--

PERSON 1		PERSON 2	
Family name		Family name	
Given name	Initial	Given name	Initial

te:  
 estions 34 to 43 refer to this person's job or business last  
 ek. If this person held no job last week, answer for the job  
 ongest duration since January 1, 1992. If this person held  
 re than one job last week, answer for the job at which  
 'she worked the most hours.

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


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


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		PERSON 2	
Family name		Family name	
Given name	Initial	Given name	

**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 with 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		PERSON 2	
Family name		Family name	
Given name	Initial	Given name	Initial

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

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

At what address did this person usually work?

*Example of complete street address:*

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, 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.

5 ☐ No  
6 ☐ Yes

7 ☐ English  
8 ☐ French  
Other — Specify  
9

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

5 ☐ No  
6 ☐ Yes

7 ☐ English  
8 ☐ French  
Other — Specify  
9

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		PERSON 2	
Family name		Family name	
Given name	Initial	Given name	

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		PERSON 2	
Family name		Family name	
Given name	Initial	Given name	Initial

## INCOME IN 1992

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

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

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

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

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

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

(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)

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

(i) **Retirement pensions, superannuation and annuities**

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

(k) **TOTAL INCOME FROM ALL OF THE ABOVE SOURCES**

PERSON 1		PERSON 2	
<p>1 <input type="radio"/> Yes <input type="radio"/> No</p> <p>2 <input type="radio"/> Yes <input type="radio"/> No</p> <p>3 <input type="radio"/> Yes <input type="radio"/> No</p> <p>4 <input type="radio"/> Yes <input type="radio"/> No</p> <p>5 <input type="radio"/> Yes <input type="radio"/> No</p> <p>6 <input type="radio"/> Yes <input type="radio"/> No</p> <p>7 <input type="radio"/> Yes <input type="radio"/> No</p> <p>8 <input type="radio"/> Yes <input type="radio"/> No</p>		<p>1 <input type="radio"/> Yes <input type="radio"/> No</p> <p>2 <input type="radio"/> Yes <input type="radio"/> No</p> <p>3 <input type="radio"/> Yes <input type="radio"/> No</p> <p>4 <input type="radio"/> Yes <input type="radio"/> No</p> <p>5 <input type="radio"/> Yes <input type="radio"/> No</p> <p>6 <input type="radio"/> Yes <input type="radio"/> No</p> <p>7 <input type="radio"/> Yes <input type="radio"/> No</p> <p>8 <input type="radio"/> Yes <input type="radio"/> No</p>	

## 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.

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="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"/>	<input type="text"/>

- 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="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"/>	<input type="text"/>



Did you use the Guide?

5 ☐ No — Go to Question E

☐ Yes — For which **steps** or **questions**?

Step No.

Question No.

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.



## **APPENDIX 2**



## **1996 CENSUS CONTENT DETERMINATION PROJECT / RAPPORT SUR LES CONSULTATIONS DU RECENSEMENT DE 1996**

### **Consultation Meetings and Qualitative Research / Réunions de consultation et recherche qualitative du recensement**

#### **Consultation Meetings / Réunions de consultation**

1. 13.05.92 Ottawa - Native Council of Canada, Aboriginal Peoples Survey Workshop
2. 08.06.92 Ottawa - Voice of Women/NWT National Action Committee on the Status of Women - Unpaid Work
3. 02.11.92 Edmonton - Alberta Bureau of Statistics
4. 03.11.92 Edmonton - Population Research Laboratory, University of Alberta
5. 03.11.92 Edmonton - Municipality of Edmonton
6. 04.11.92 Regina - Saskatchewan Bureau of Statistics
7. 05.11.92 Winnipeg - Manitoba Bureau of Statistics
8. 06.11.92 Winnipeg - Researchers and Private Sector Users
9. 26.11.92 Ottawa - Federal Departments and Agencies
10. 01.12.92 Ottawa - Royal Commission on Aboriginal Peoples
11. 07.12.92 Halifax - Nova Scotia Public Service/Employment Equity Officers
12. 07.12.92 East Preston - Nova Scotia Associations of Ethnic and Cultural Groups (East Preston Development Centre)
13. 08.12.92 Halifax - Association of Nigerians in Nova Scotia
14. 08.12.92 Halifax - Department of Economic Development
15. 09.12.92 Halifax - Black Social Workers of Nova Scotia
16. 09.12.92 Halifax - Fédération des parents acadiens de la Nouvelle-Écosse
17. 09.12.92 Wolfville - Nova Scotia Associations of Ethnic and Cultural Groups (Valley Special Employment)
18. 10.12.92 Halifax - Nova Scotia Department of Labour
19. 10.12.92 Halifax - Nova Scotia Department of Housing

20. 11.12.92 St. John's - Newfoundland Statistics Agency
21. 11.12.92 St. John's - Newfoundland and Labrador Employment and Immigration Commission
22. 16.12.92 Ottawa - Assembly of First Nations
23. 06.01.93 Ottawa - National Association of Friendship Centres
24. 25.01.93 Halifax - Fédération acadienne de la Nouvelle-Écosse
25. 25.01.93 Halifax - Black United Front
26. 25.01.93 Halifax - Reverend Darryl Gray
27. 25.01.93 Halifax - Nova Scotia Department of Municipalities and the City of Halifax
28. 26.01.93 Fredericton - New Brunswick Provincial Government
29. 26.01.93 Fredericton - Municipalities
30. 26.01.93 Fredericton - Fredericton Multicultural Association
31. 27.01.93 Fredericton - Private Sector
32. 27.01.93 Fredericton - Kingsclear First Nation
33. 28.01.93 Moncton - New Brunswick Francophone Community Groups, Researchers, Private Sector
34. 28.01.93 Moncton - English Private Sector
35. 28.01.93 Summerside - Prince Edward Island Francophone Community Groups
36. 29.01.93 Charlottetown - Prince Edward Island Provincial Government
37. 29.01.93 Charlottetown - Community Associations
38. 01.02.93 Ottawa - Métis National Council
39. 01.02.93 Ottawa - Inuit Tapirisat of Canada
40. 11.02.93 Toronto - Private Sector Data Users
41. 12.02.93 Toronto - Ontario Regional Municipalities
42. 17.02.93 Ottawa - Fédération des communautés francophones et acadiennes du Canada
43. 18.02.93 Ottawa - Department of Finance
44. 24.02.93 Québec - Bureau de la statistique du Québec

45.	02.03.93	Toronto - Private Sector Academics
46.	03.03.93	Toronto - Recent Immigrant Groups
47.	03.03.93	Toronto - Ethnic Community Groups
48.	03.03.93	Toronto - Community Groups
49.	04.03.93	Toronto - Private Sector Data Users
50.	04.03.93	Toronto - Transportation Association of Canada/Statistics Canada - Workshop on Place of Work
51.	06.03.93	Moncton - Société nationale de l'Acadie
52.	11.03.93	Ottawa - Vanier Institute of the Family
53.	17.03.93	Vancouver - Private Sector Data Users
54.	18.03.93	Vancouver - Vancouver Municipalities and Place of Work Data Users
55.	19.03.93	Vancouver - Community Groups
56.	19.03.93	Vancouver - Multicultural Groups
57.	23.03.93	Whitehorse - Yukon Government Data Users
58.	23.03.93	Whitehorse - Private Sector and Government Users
59.	24.03.93	Whitehorse - Council of Yukon Indians
60.	24.03.93	Vancouver - City of Vancouver
61.	05.04.93	Montréal - Groupes ethno-culturels français
62.	05.04.93	Montréal - English Ethno-cultural Groups
63.	05.04.93	Montréal - Private Sector Data Users
64.	06.04.93	Montréal - Municipalities/Place of Work Data Users
65.	16.04.93	Victoria - British Columbia Provincial Government
66.	21.04.93	Toronto - Visible Minority Groups
67.	11.05.93	Edmonton - Métis National Council
68.	17.05.93	Aylmer, Quebec - Canada Mortgage Housing Corporation Working Group on Housing Data

**Town Hall Meetings / Assemblées générales de la mairie**

1. 15.04.93 Edmonton - University of Alberta
2. 22.04.93 Toronto - Metro Hall, 55 John Street
3. 31.05.93 Winnipeg - Winnipeg Public Library
4. 01.06.93 Regina - Travelodge, 4177 Albert Street

**Statistics Canada Advisory Committees/Working Groups / Comités consultatifs et groupes de travail de Statistique Canada**

Advisory Committee on Demographic Statistics and Studies / Comité consultatif sur la statistique démographique

Advisory Committee on Health Statistics / Comité consultatif de la statistique de la santé

Advisory Committee on Labour Statistics / Comité consultatif de la statistique du travail

Advisory Committee on Social Conditions / Comité consultatif sur la condition sociale

Federal/Provincial Working Group on Aboriginal Statistics / Groupe de travail fédéral/provincial sur la statistique autochtone

Interdepartmental Working Group on Employment Equity Data / Groupe de travail interministériel sur les données d'équité en matière d'emploi

Interdepartmental Working Group on Unpaid Work / Groupe de travail interministériel sur le travail non rémunéré

National Statistical Council / Conseil national de la statistique



**1996 Census Qualitative Research / Recherche qualitative du recensement de 1996**

**Topic / Sujet :**

Unpaid Work / Travail non rémunéré  
11 focus groups / groupes de discussion  
13 in-depth interviews / interviews en profondeur

**Topic / Sujet :**

Relationship to Person 1 / Lien avec la Personne 1  
6 focus groups / groupes de discussion  
15 in-depth interviews / interviews en profondeur

**Topic / Sujet :**

Coverage, Place of Work and Mobility / Couverture, lieu de travail et mobilité  
6 focus groups / groupes de discussion  
12 in-depth interviews / interviews en profondeur

**Topic / Sujet :**

Race, Ethnicity and Aboriginal / Race, ethnicité et autochtone  
21 focus groups / groupes de discussion  
15 in-depth interviews / interviews en profondeur

**Topic / Sujet :**

Questionnaire design and layout: 2A and NCT questionnaires / Conception graphique et mise en page: 2A et questionnaires du TRN  
2 focus groups / groupes de discussion  
80 in-depth interviews / interviews en profondeur  
- 40 2A  
- 40 NCT / TRN



## **APPENDIX 3**



## **1996 CENSUS CONTENT DETERMINATION PROJECT / RAPPORT SUR LES CONSULTATIONS DU RECENSEMENT DE 1996**

### **Written Submissions / Mémoires**

#### **Federal Government / Gouvernement fédéral**

Agriculture and Agri-Food Canada / Agriculture et Agro-alimentaire Canada  
Canada Mortgage and Housing Corporation / Société canadienne d'hypothèques et de logement  
Canadian Advisory Council on the Status of Women / Conseil consultatif canadien sur la situation de la femme  
Citizenship and Immigration / Citoyenneté et Immigration  
Industry Canada / Industrie Canada  
Elections Canada / Élections Canada  
Emergency Preparedness Canada / Protection civile Canada  
Finance Canada / Finances Canada  
Health Canada / Santé Canada  
Human Resources Development / Développement des ressources humaines  
Indian Affairs and Northern Development / Affaires indiennes et du Nord canadien  
Justice Canada / Justice Canada  
National Revenue Canada / Revenu national Canada  
Royal Commission on Aboriginal Peoples / Commission royale sur les peuples autochtones  
Heritage Canada / Patrimoine canadien  
Social Sciences and Humanities Research Council of Canada / Conseil de recherches en sciences humaines du Canada  
Solicitor General Canada / Solliciteur général Canada  
Status of Women Canada / Condition féminine Canada  
Treasury Board of Canada / Conseil du trésor du Canada  
Veterans Affairs Canada / Anciens combattants Canada

#### **Advisory Committees and Interdepartmental Working Groups / Comités consultatifs et Groupes de travail interministériels**

Advisory Committee on Demographic Statistics and Studies / Comité consultatif sur la statistique et les études démographiques  
Advisory Committee on Health Statistics / Comité consultatif sur la statistique de la santé  
Advisory Committee on Social Conditions / Comité consultatif sur la condition sociale

**Provincial Governments / Gouvernements provinciaux**

**Newfoundland / Terre-Neuve**

Intergovernmental Affairs Secretariat  
Newfoundland and Labrador Hydro  
Newfoundland and Labrador Housing Corporation  
Women's Policy Office

**Prince Edward Island / Île-du-Prince-Édouard**

Department of Finance  
Department of Health and Social Services

**Nova Scotia / Nouvelle-Écosse**

Department of Housing and Consumer Affairs  
Department of Economic Development  
Department of Labour  
Department of Community Services

**New Brunswick / Nouveau-Brunswick**

Advisory Council on the Status of Women  
Department of Advanced Education and Labour  
Department of Municipalities, Culture and Housing  
Department of Planning and Evaluation  
Geographic Information Corporation  
New Brunswick Statistics Agency

**Quebec / Québec**

Bureau de la statistique du Québec  
Ministère des Communautés culturelles et de l'Immigration  
Ministère des Transports  
Ministère de la Main-d'oeuvre et de la Sécurité du Revenu  
Hôpital général de Montréal - Département de santé communautaire  
Hydro Québec  
Société d'habitation du Québec

**Ontario**

Ministry of Health  
Ministry of Housing  
Ministry of Treasury and Economics  
Grey Bruce Regional Health Centre  
Laurentian Hospital  
North York Branson Hospital  
Providence Manor  
Riverdale Hospital  
Royal Ottawa Hospital  
Royal Victoria Hospital of Barrie  
St. Joseph's Health Centre  
St. Mary's of the Lake Hospital  
Toronto Grace Hospital

**Manitoba**

Manitoba Bureau of Statistics  
Manitoba Housing

**Saskatchewan**

Saskatchewan Bureau of Statistics  
Saskatchewan Municipal Government

**Alberta**

Alberta Municipal Affairs

**British Columbia / Colombie-Britannique**

British Columbia Housing Management Commission  
Ministry of Finance and Corporate Relations  
Ministry of Municipal Affairs, Recreation and Housing

**Regional and Municipal Governments / Gouvernements régionaux et municipaux**

Battle River Regional Planning Commission  
City of Burlington  
City of Calgary Corporate Resources Department  
City of Edmonton Planning and Development  
City of Halifax Planning Department  
City of Regina Urban Planning Department  
City of Scarborough Corporate Services Department  
City of Toronto Department of Public Health  
City of Toronto Planning and Development Department  
City of Richmond, British Columbia  
City of Vancouver Planning Department  
Corporation of Delta, British Columbia  
County of Oxford Department of Planning and Development  
Greater Vancouver Regional District  
Metro Toronto Community Services Department  
Municipality of Metropolitan Toronto  
OC Transpo  
Regional Municipality of Ottawa-Carleton  
Société de transports de la Rive-Sud de Montréal (STRSM)  
Ville de Laval  
Ville de Montréal - Service des affaires institutionnelles  
Ville de Montréal - Service de l'habitation et du développement urbain

**Private Industry / Industrie privée**

Four Directions Consulting Group  
Johnstone Training and Consultation  
Netmedia Enterprises

**Education / Éducation**

Florida State University  
Université d'Ottawa  
Université Laval  
University of Manitoba  
Université de Montréal  
Université du Québec  
University of Saskatchewan  
University of Alberta  
University of Toronto  
University of Western Ontario  
York University



**Ethnocultural, Visible Minorities, Labour, Special Interest, Social Service and Religious Organizations / Groupes ethniques, minorités visibles, travailleurs, groupes d'intérêts spéciaux, organisations de services sociaux et organisations religieuses**

British Columbia Humanist Association  
Canadian Alliance for Home Managers  
Canadian Arab Federation  
Canadian Council of Churches  
Canadian Ethnocultural Council  
Canadian Federation of Independent Businesses  
Canadian Institute of Planners  
Canadian Public Works Association  
Canadian Urban Transit Association  
Centre Jeunesse Chaudière-Appalaches  
Church of Jesus-Christ of the Latter-Day Saints  
Conseil de la jeunesse provinciale de la Nouvelle-Écosse  
Deutschkanadischer Kongress  
Fédération de l'habitation coopérative du Canada  
Fédération des coopératives d'habitation de l'Île de Montréal  
Greek Orthodox Diocese of Toronto  
Humanist Association of Canada  
Institute of Transportation Engineers  
International Institute for Applied Systems Analysis - IIASA  
Jeunesse acadienne  
Mothers are Women  
Ontario Council of Agencies Serving Immigrants, OCASI  
The December 9 Coalition  
Transportation Association of Canada, TAC  
Ukrainian Orthodox Church of Canada  
Urban and Regional Information Systems Association URISA  
Who Owns Women's Work

**Private citizens / Particuliers**

Ms. Maria K. Abbott  
Ms. Claudia A. Bain  
Ms. Jessica Clarke  
Ms. Lori A. Fontaine  
Mr. Bruce Gillon  
Ms. Marilyn Holden  
Ms. Maureen Irwin  
Mr. Robert W. Kraft  
D. Lane  
H. Martin  
Ms. Katrin Nagelschmitz  
Ms. Betty Neustaeter  
Mr. Stephen C. Ottridge  
H. A. Pearson

Ms. Diana Pilkington  
Ms. Michelle Poirier  
Ms. Lorraine Rae  
Ms. Marion Reith  
Ms. Florence Roberts  
Ms. Linda Siegel  
Ms. Tanya Kern  
Mr. Samuel Wagar  
Mr. Anthony Walsh  
Ms. Sandy Webster-Stolte

## Regional Reference Centres

Statistics Canada's regional reference centres provide a full range of census products and services. Each reference centre is equipped with a library and a sales counter where users can consult or purchase publications, microcomputer diskettes, microfiche, maps and more.

The staff of the regional reference centres provides consultative and research services in addition to providing after-sales service and support, including seminars and workshops on the use of Statistics Canada information.

Each centre has facilities to retrieve information from Statistics Canada's computerized data retrieval systems CANSIM and E-STAT. Telephone inquiry service is also available with toll-free numbers for regional users outside local calling areas. Call, write, fax or visit the nearest regional reference centre for more information.

### Atlantic Region

Serving the provinces of Newfoundland and Labrador, Nova Scotia, Prince Edward Island and New Brunswick.

Advisory Services  
Statistics Canada  
Banking Building, 3rd Floor  
Rosbie Road  
St. John's, Newfoundland  
A1B 3P2

Toll-free service: 1-800-565-7192  
Fax number: (709) 772-6433

Advisory Services  
Statistics Canada  
North American Life Centre  
770 Market Street  
Halifax, Nova Scotia  
B3J 3M3

Toll-free service: 1-800-565-7192  
Local calls: (902) 426-5331  
Fax number: (902) 426-9538

### Quebec Region

Advisory Services  
Statistics Canada  
100 René Lévesque Blvd. W.  
Guy Favreau Complex  
Suite 412, East Tower  
Montreal, Quebec  
H2Z 1X4

Toll-free service: 1-800-361-2831  
Local calls: (514) 283-5725  
Fax number: (514) 283-9350

### National Capital Region

Statistical Reference Centre (NCR)  
Statistics Canada  
R.H. Coats Building Lobby  
Holland Avenue  
Ottawa, Ontario  
K1A 0T6

If outside the local calling area, please dial the toll-free number for your region.

Local calls: (613) 951-8116  
Fax number: (613) 951-0581

### Ontario Region

Advisory Services  
Statistics Canada  
Arthur Meighen Building, 10th Floor  
25 St. Clair Avenue East  
Toronto, Ontario  
M4T 1M4

Toll-free service: 1-800-263-1136  
Local calls: (416) 973-6586  
Fax number: (416) 973-7475

### Pacific Region

Serving the province of British Columbia and the Yukon Territory.

Advisory Services  
Statistics Canada  
Sinclair Centre, Suite 300  
757 West Hastings Street  
Vancouver, British Columbia  
V6C 3C9

Toll-free service: 1-800-663-1551  
Local calls: (604) 666-3691  
Fax number: (604) 666-4863

### Prairie Region

Serving the provinces of Manitoba, Saskatchewan, Alberta and the Northwest Territories.

Advisory Services  
Statistics Canada  
MacDonald Building, Suite 300  
344 Edmonton Street  
Winnipeg, Manitoba  
R3B 3L9

Toll-free service: 1-800-563-7828  
Local calls: (204) 983-4020  
Fax number: (204) 983-7543

Advisory Services  
Statistics Canada  
Avond Tower, 9th Floor  
2002 Victoria Avenue  
Regina, Saskatchewan  
S4P 0R7

Toll-free service: 1-800-563-7828  
Local calls: (306) 780-5405  
Fax number: (306) 780-5403

Advisory Services  
Statistics Canada  
First Street Plaza, Room 401  
138 - 4th Avenue South-East  
Calgary, Alberta  
T2G 4Z6

Toll-free service: 1-800-563-7828  
Local calls: (403) 292-6717  
Fax number: (403) 292-4958

Advisory Services  
Statistics Canada  
Park Square, 8th Floor  
10001 Bellamy Hill  
Edmonton, Alberta  
T5J 3B6

Toll-free service: 1-800-563-7828  
Local calls: (403) 495-3027  
Fax number: (403) 495-5318

Telecommunications Device for the Hearing Impaired: 1-800-363-7629

Toll Free Order Only Line (Canada and United States): 1-800-267-6677







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