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NATIONAL CENSUS TEST

Report 9

Qualitative Evaluation of the Design and
Layout of the 1996 Census Questionnaire

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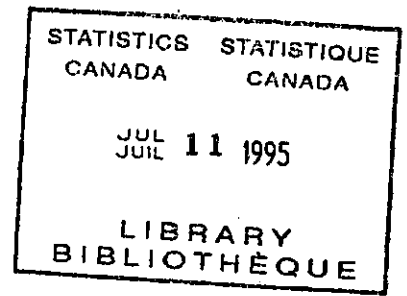
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NATIONAL CENSUS TEST

Report 9

**Qualitative Evaluation of the Design and
Layout of the 1996 Census Questionnaire**

Prepared For:

STATISTICS CANADA

CONTEMPORARY RESEARCH CENTRE

Montréal • Toronto

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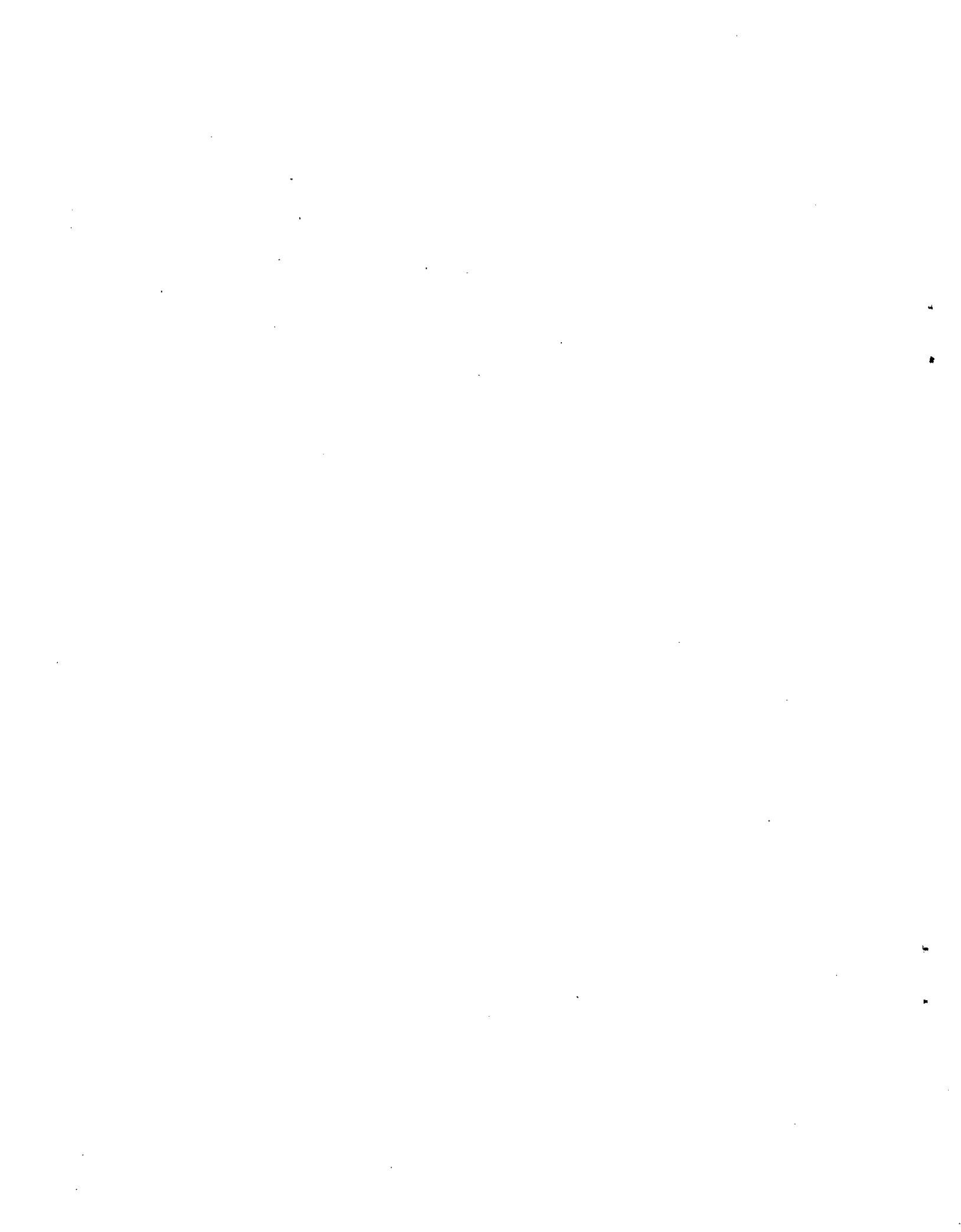


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KEY FINDINGS



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- ✓ RESPONDENTS FIND THE 2A FORM SIMPLE AND EASY TO COMPLETE

This is not always the case for the 2B form, which some describe as "Too Long."

- ✓ BECAUSE OF THE NUMBER OF QUESTIONS IN THE 2B FORM, MOST INDIVIDUALS ENCOUNTER SOME DIFFICULTY IN COMPLETING IT

KEY FINDINGS Cont'd

- ✓ THE DESIGN AND LAYOUT IMPACTS THE RESPONDENT-FRIENDLINESS OF THE FORMS AND THE QUALITY OF THE DATA GATHERED

- ✓ OVERALL, THE CURRENT DESIGN AND LAYOUT OF FORMS 2A AND 2B ARE WELL RECEIVED

- ✓ RESPONDENTS' REACTIONS PROVIDE US WITH INSIGHTS INTO HOW THESE ASPECTS CAN IMPROVE THE FORMS

KEY FINDINGS Cont'd

- ✓ THE RESEARCH POINTS OUT SPECIFIC INSTANCES WHERE THE PLACEMENT OF INSTRUCTIONS, EXAMPLES, AND DEFINITIONS CAN CAUSE CONFUSION AND INFLUENCE DATA QUALITY

These specific instances are listed and recommendations for improving or eliminating these problems are provided in a CRC report and Statistics Canada report #26.

KEY FINDINGS Cont'd

- ✓ **LOOKING AT THE DESIGN AND LAYOUT OF THE FORMS, THERE ARE INCONSISTENCIES IN THE WAY THAT QUESTIONS, EXAMPLES, DEFINITIONS, AND INSTRUCTIONS ARE PRESENTED**

- ✓ **WE RECOMMEND MORE EMPHASIS ON PRESENTATION AND PLACEMENT OF QUESTIONS, EXAMPLES, DEFINITIONS, AND INSTRUCTIONS THROUGHOUT THE QUESTIONNAIRE**

KEY FINDINGS Cont'd

✓ RESPONDENTS LEARN AS THEY COMPLETE THE FORMS.
WE CAN HELP BY BEING CONSISTENT WITH THE
FOLLOWING ASPECTS OF THE QUESTIONNAIRE

1. Placement of questions, examples, definitions, instructions, and respondent categories
2. Use of **Bolding** and Type Fonts
3. Use of Colouring and **Shading**
4. Use of Wording and Terms

KEY FINDINGS Cont'd

✓ RESPONDENTS EMPHASIZE THE IMPORTANCE OF KEEPING THE QUESTIONS, INSTRUCTIONS, EXAMPLES, AND RESPONSE CATEGORIES AS CONCISE AS POSSIBLE. THEY SHOW A CLEAR PREFERENCE FOR THE FOLLOWING.

1. Fewer questions, instructions and examples
2. Question and answer categories that are easily understood
3. Simple question and response categories set-up
4. Concise wording of questions, instructions, definitions, examples, and response categories

KEY FINDINGS Cont'd

- ✓ POSITIVE REACTIONS TO THE NEW LOGO OPTIONS LEAD US TO RECOMMEND THAT A NEW LOGO BE INTRODUCED TO MAKE THE FORM MORE APPEALING TO RESPONDENTS

- ✓ THE LOGO, COLOUR, AND LAYOUT OF THE QUESTIONNAIRE AFFECTS THE RESPONDENTS' LEVEL OF COMFORT WITH THE CENSUS FORMS

RESPONDENT BEHAVIOR

- ✓ SOME RESPONDENTS DO NOT READ WELL AND THOSE WHO DO, ONLY READ WHAT THEY THINK NECESSARY

- ✓ RESPONDENTS READ THE QUESTION AND PROCEED DIRECTLY TO THE RESPONSE CATEGORIES; RARELY READING THE EXAMPLES, DEFINITIONS, OR INSTRUCTIONS

- ✓ ONLY WHEN RESPONDENTS HAVE DIFFICULTY ANSWERING, DO THEY GO TO THE EXAMPLES FOR CLARIFICATION

- ✓ MOST RESPONDENTS WORK THROUGH THE QUESTIONNAIRE FROM LEFT TO RIGHT, ANSWERING EACH QUESTION FOR ALL HOUSEHOLD MEMBERS

- ✓ "SKIP INSTRUCTIONS" ARE OFTEN MISSED. SOME RESPONDENTS DO NOT FILL IN THE RESPONSE BOXES.

- ✓ BOLDING, COLOUR AND SHADING ASSISTS RESPONDENTS, DIRECTING THEM THROUGH THE QUESTIONNAIRE

EXECUTIVE SUMMARY



EXECUTIVE SUMMARY

The following observations and recommendations are based on the qualitative research conducted by Contemporary Research Centre and the summaries provided by the Statistics Canada personnel who ^{conducted} ~~conducted~~ the one-on-one interviews (Bambrick, Belanger, Joyce, Morin and Prasil).

- Respondents find the 2A form simple and easy to complete. This is not always the case for the 2B form which some describe as being too long. Because of the number of questions in the 2B form, it is likely that most individuals will encounter some difficulty in completing it. It is obvious from our interviews that both forms could be more respondent-friendly.
- The following respondent behaviour was observed and must be kept in mind when designing the forms:
 - Many respondents do not read very well, and even those who do, only read what they think is necessary.
 - Respondents read the question and proceed directly to the response categories, rarely reading the examples, definitions and instructions.
 - Respondents often miss "*Skip Instructions*" and do not always fill in response boxes.
 - Respondents are assisted by **bolding**, **colour** and **shading**, which directs them through the questionnaire.
 - When difficulties are encountered in providing answers, respondents will then go to the examples, for clarification.
- The design and layout does have an impact on the respondent-friendliness of the form and the quality of the data being gathered. Overall, the current design and layout of the 2A and 2B forms is well received. Our research does, however, provide us with insights into how these aspects could be improved to make the form even better.

- The research points out specific instances where the placement of instructions, examples and definitions can cause respondent confusion and influence the quality of the data. These specific instances are listed and recommendations for improving or eliminating these problems are provided later in this document (pages 27 - 42). (See also Statistics Canada Report # 26 by Bambrick, Belanger, Joyce, Morin and Prasil).
- In specifically looking at the design and layout of the forms, it becomes very obvious that there is a great deal of inconsistency in the way that questions, examples, definitions and instructions are presented. We recommend that more emphasis be placed on their presentation and placement throughout the questionnaire.
- Respondents learn as they complete the form. Therefore, we can help respondents by being consistent with the following aspects of the questionnaire.
 - Placement of questions, examples, definitions, instructions and respondent categories.
 - Use of **bolding** and type fonts.
 - Use of **colouring** and **shading**.
 - Use of **wording** and **terms**.
- Respondents emphasize the importance of keeping the questions, instructions, examples and response categories as concise and to the point as possible. They show a clear preference for the following:
 - Fewer questions, instructions and examples.
 - Questions and answers that are easily understood.
 - Keep the set-up of questions and response categories simple.
 - Simple wording of questions, instructions, examples and response categories.
 - Use fewer words in questions, instructions and examples.
- Reactions to the logo options leads us to recommend that a new logo be introduced to make the form more attractive and appealing for those who will be filling it in. The majority of respondents agree that the colour, logo and layout of the questionnaire affects their level of comfort in responding to the Census forms.

INTRODUCTION AND BACKGROUND

INTRODUCTION AND BACKGROUND

Contemporary Research Centre was commissioned by Statistics Canada to conduct qualitative testing of the impact that the design and layout of the preliminary versions of the 1996 Census questionnaires would have on respondent behaviour and data quality.

The Canadian Census, conducted every five years, collects information that is used for public and private analysis, as well as decision-making in many areas concerning the people of Canada.

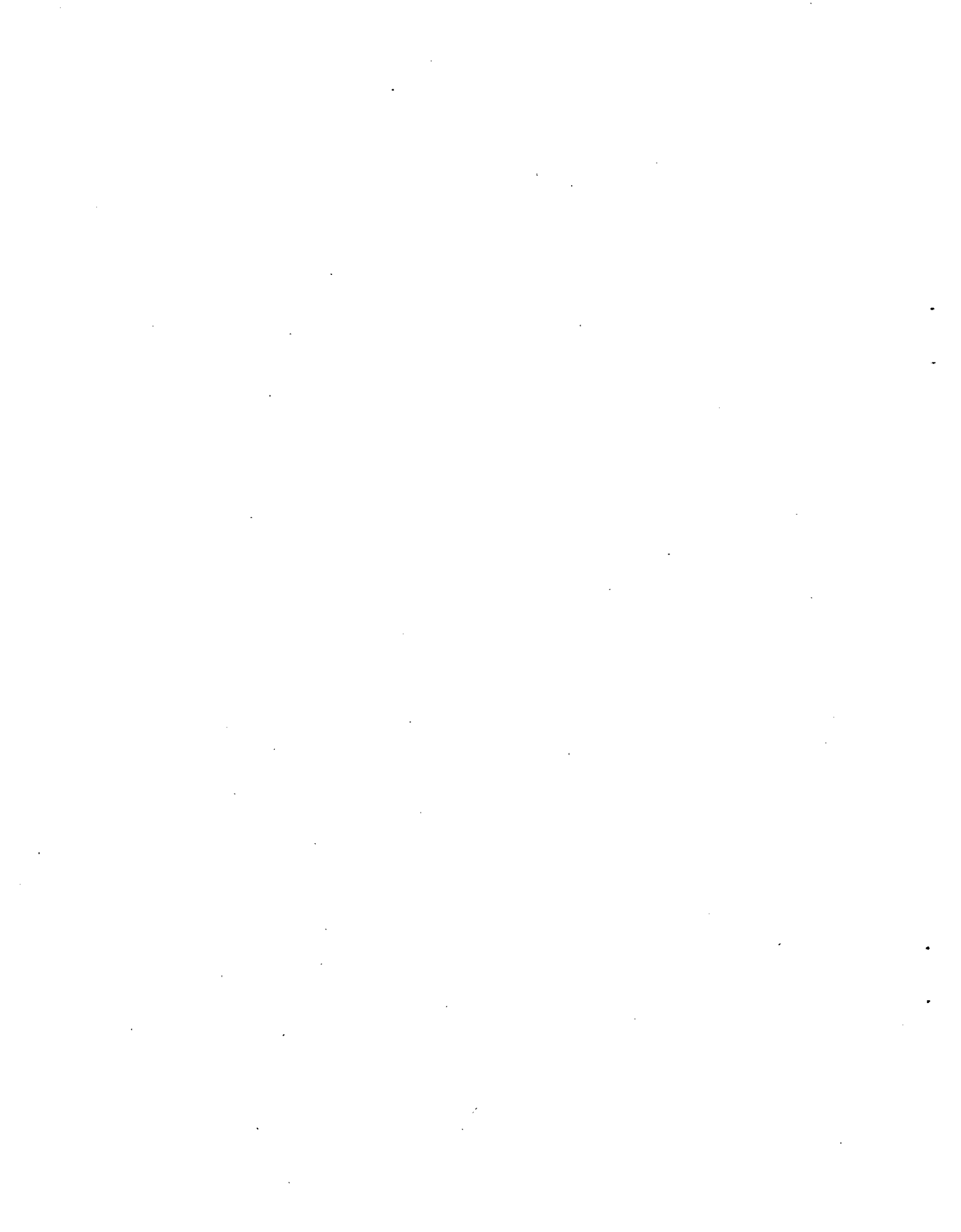
There are two versions of the Census questionnaire. A short questionnaire is distributed to 80% of Canadian households, while a longer questionnaire is distributed to the remaining households. The short form (called the *2A questionnaire*) collects basic information such as age, sex, marital status, and family composition. The long (*2B*) questionnaire collects basic data, together with additional information on housing, ethnicity, education, labour force activity and income, both questionnaires are respondent-completed. The *2A* questionnaire is in a bilingual format, while *2B* has separate English and French versions.

Over the past year, Statistics Canada has undertaken an extensive series of public consultations and research projects aimed at developing a questionnaire for the 1996 Census to reflect new priorities and the changing nature of Canadian society. Most focused on issues related to the content components of the questionnaire.

Based on the results of these consultations and research, a preliminary version of the 1996 Census questionnaire was tested during the *National Census Test (NCT)* that took place during early November 1993 that involved a representative sample of 21,000 households. In addition, Statistics Canada developed a preliminary version of the 1996 Census *2A* questionnaire.

While previous research focused on content issues, this study examines the respondent-friendliness of the Census questionnaires (i.e. non-content issues). The study investigates the impact that the design and layout of the NCT and 2A questionnaires have on respondent behaviour and data quality. Cognitive aspects of responding, such as respondents' understanding and ease of completing the questionnaires are thoroughly explored.

SPECIFIC OBJECTIVES



SPECIFIC OBJECTIVES

The main purpose of the research project was *to investigate respondent reactions to the National Census Test questionnaire and the 2A questionnaire*. The study's focus was on non-content aspects ... specifically examining the impact that the design and layout has on respondent behaviour and quality of data. The research findings and recommendations ensure that the 1996 Census questionnaires are respondent-friendly, with instructions and question formats that can be easily understood and accurately completed.

Cognitive research techniques were used to probe, explore and describe the following:

- How people complete the NCT and 2A questionnaires (respondent behaviour).
- Problems or confusion encountered by respondents when completing the forms.
- The extent to which respondents read and understand instructions and questions.
- How respondent behaviour affects the accuracy of the information collected.

The research addressed all aspects of the design and layout of the NCT and 2A questionnaires, from the respondents' point of view, as follows.

- The graphic design of the questionnaires, including:
 - Layout of the forms
 - Colour and shading
 - Size of the print font
 - Bold-face print
 - Size of respondent entry fields
 - Use of office coding marks
 - Placement of instructions and examples.

- Response burden and length of the forms.
- Reaction to proposed cover page (*see Options presented in Appendix B*).
- For the NCT questionnaire, we tested the revised version of Question 28 and determine what changes can be made to facilitate respondents' following the proper skip instructions (*Appendix E*).
- After reading the "Message from the Chief Statistician of Canada", how do respondents react to the statement about mandatory response and the assurance of confidentiality?
- What are respondents' opinions about the usefulness of the Census?
- For the NCT questionnaire: Do respondents read and understand the Guide that accompanied the form?
- Do respondents read the instructions on the forms? Do they understand them?
- Do they read whom to "include" and "exclude" on page 2?
- Does the step-by-step approach make it easier to complete the form?
- For the NCT questionnaire: Do respondents notice the headings for major sections (*e.g.*, Socio-cultural Information and Mobility)?
- On the French version of the NCT questionnaire and on the French half of the 2A questionnaire, how do respondents react to the note at the top of page 2 in reference to questions 2 and 5? This note is: POUR ALLÉGER LE CONTENU DU QUESTIONNAIRE, LE MASCULIN EST EMPLOYÉ COMME GENRE NEUTRE POUR DÉSIGNER À LA FOIS LES HOMMES ET LES FEMMES.

- For the NCT questionnaire: Do respondents read and understand the instructions, definitions, notes and examples in (or before) questions 2, 3, 6, 11, 14, 15, 16, 18, 21, 22, 23, 25, 26, 27, 28, 31, 34, 35, 37, 38, 42, 43, 44, 47, and 48?
- For the 2A questionnaire: Do respondents read and understand the instructions, definitions, notes and examples such as given in questions 2, 3, and 6?
- Does an instruction assist respondents, or complicate the form?
- For the NCT questionnaire: Do respondents follow the skip instructions correctly?
- Are there any words or concepts that respondents misunderstand or misinterpret?
- Gather respondent suggestions to improve the design and layout of the questionnaires.

METHODOLOGY

METHODOLOGY

Following a meeting with Statistics Canada, Contemporary Research's staff reviewed the documentation provided by the project team to obtain a full understanding of the subject matter, definitions and concepts related to the NCT and 2A forms.

Two groups and 80 in-depth interviews were conducted with Anglophones and Francophones to elicit the reactions of Canadians to the proposed questionnaires. Consultations with respondents were conducted by Contemporary Research Centre and Statistics Canada during 2 focus groups, 20 one-on-one interviews in observation facilities and 60 in-home interviews. In-home interviews were conducted by Statistics Canada representatives.

Qualitative Testing

Qualitative research, executed through in-depth personal interviews and focus groups, enabled us to understand how respondents provide answers to specific Census questions. We know that respondents must go through the following process when answering self-administered questionnaires:

- Understand the question.
- Retrieve the required information from memory.
- Determine the correct answer.
- Determine how to convey the selected answer.

Obviously, errors can occur at each step of the process and it is only through reviewing the questions with respondents that problems or difficulties are uncovered. Furthermore, discussing these problems lead to the recommendations presented in this report.

The following tables summarize the location, language and number of focus groups and in-depth interviews conducted.

Focus Groups

| City | Language | Date | Time | Focus Groups |
|----------|----------|--------------|------------------|--------------|
| Montreal | French | January 25th | 6:00 - 8:00 p.m. | 1 |
| Toronto | English | February 1st | 6:00 - 8:00 p.m. | 1 |

One-On-One Interviews

| | Montreal | | Toronto | | Ottawa |
|-----------|----------|------------|---------|------------|------------|
| | CRC | Stats.Can. | CRC | Stats.Can. | Stats.Can. |
| 2A Quest. | 5 | 7 | 5 | 8 | 15 |
| 2B Quest. | 5 | 8 | 5 | 7 | 15 |

CRC-conducted interviews and focus groups were held in formal facilities with one-way mirrors permitting members of the Statistics Canada project team to view the proceedings. All sessions were audio-taped and copies have been provided to the client for their reference.

Respondents were recruited via telephone by CRC's permanent field staff (qualification was determined by answers to the CRC recruiting questionnaire (*Appendix D*)). This enabled us to make sure the composition of focus groups and interviews represented a mix of respondents in terms of the following quotas:

- Sex (50% men, 50% women)
- Age (30% 20-34 years; 30% 35-49 years and 30% 50-65 years)
- Education (lower levels and those without university degrees)
- Employment Status (70% employed, 30% unemployed)
- Ethnicity (some landed immigrants and new Canadians)
- Diversity of relationship (some households with room-mates or boarders)

Examples of household characteristics represented include:

- Persons with dependants living away from home (e.g. attending university)
- Persons living alone (young and retired)
- Persons with dependent children at home
- Two or more room-mates (unrelated)
- Employed and unemployed persons
- Persons not in the labour force

Note:

It was not intended that participants be a representative sampling of the Canadian population, but rather they be the kind of respondents who are more likely to have difficulty in completing the Census form.

Focus Groups and In-Depth Interviews

Contemporary Research Centre, with input from the Statistics Canada Project Team, developed a moderator's guide that was used for all groups and one-on-one interviews (*see Appendix A*).

Following a brief introduction of the purpose of the research and its sponsor, respondents were asked to treat the interview as the actual Census and complete the questionnaire for their household. After which, each question was discussed in detail to obtain respondents' reactions to all questions answered during the self-administered interview. The new "Front Page" options were presented and discussed, thereby allowing respondents to compare the various options being considered.

All respondents were invited to mark-up their questionnaires and asked to identify areas of concern. In addition, they were welcome to comment and make recommendations during the discussion. Statistics Canada has received copies of all self-administered questionnaires for further reference.

In-Depth Interview Procedures

In-depth interviews are conceptually similar to focus groups, however, only one respondent is interviewed at a time, for approximately one and a half hours. In-depth one-on-one interviews permit examination of respondents' cognitive processes when answering specific questions. Retrospective think-aloud interviews were conducted as follows:

- Respondents answer the 2A or 2B Census form.
- Moderator observes the process and obtains information about respondents' reactions to the questionnaire.
- The moderator probes to find out how the design and layout of the questionnaire affects the friendliness of the form.
- The moderator probes to see if respondents understand the questions and instructions, as well as how and why they choose specific responses.
- The moderator probes to see if respondents encounter any difficulty or confusion in completing the questionnaire and tries to understand why difficulties are encountered.

The combination of focus groups and in-depth interviews provide us with a unique opportunity for data collection. While focus groups permit interaction between respondents with a wide variety of opinions, in-depth interviews allow time to delve into specific issues and listen to each individual's perspective on them.

**DETAILED SUMMARY OF FINDINGS:
LAYOUT AND DESIGN OF THE FORM**

DETAILED SUMMARY OF FINDINGS: LAYOUT AND DESIGN OF THE FORM

Respondents' comfort with the self-administered questionnaire depends greatly on their reading and writing skills. Although the majority find the current design and layout of the Census questionnaires very good, a number of recommendations were made to improve both the 2A and 2B forms.

Completing the Questionnaire

It is simple to observe the process respondents go through in answering the questionnaires during the one-on-one interviews. Most complete the form as quickly as possible, moving from one step or question to the next, reading as little as possible. In other words, they stop reading as soon as they feel they understand the question. Words in bold letters are more likely to be noticed and read. Once respondents feel they understand a question, they immediately go to the response categories to answer it.

When difficulties are encountered with understanding a question or finding an appropriate response category then, and usually only then, will respondents go to the instructions, definitions and examples for assistance.

Some examples, definitions and instructions are more likely to be read because of their positioning in relation to the question. For example, by placing an instruction between the question and response category, we force respondents to read it (as evident in Steps 3 and 7). Although this procedure can be helpful, we know from our research that it greatly increase the amount of reading necessary and in most instances it may not be required. Unless we want everyone to read a definition, example or instruction, it should not be placed between the question and response categories.

Once into the questionnaire (Steps 8 and 9) respondents have no difficulty understanding that they are to answer each question for all household members and place a response in each individual's column. Most read a question and answer for each household member working through the questionnaire from left to right, which makes the questionnaire easier and faster to complete. When completing the questionnaire across the page, unfortunately skip patterns may become difficult to follow.

We should note here that missing skips cause respondents the most frustration and difficulty in completing the Census questionnaire. Because of the difficulties observed, it is obvious that we require a link between a response category and a skip instruction. **Bolding** the skip instructions helps, but there are still a large number of respondents for whom these instructions do not stand out enough.

Confidentiality of Census Questionnaire

The majority believes and agrees that information provided for the Census is kept confidential. They are confident that Statistics Canada does not link their names and addresses to any of the data they provide to other government departments.

There is almost unanimous agreement that the Census is important in that the information gathered serves a useful and practical purpose.

Use of Examples, Definitions and Instructions

The consistent presentation of examples, definitions and instructions and their positioning throughout the questionnaire is very important. The use of **bolding** helps respondents focus on a note, definition or example and determine if they need it. We believe it is important to stipulate specific procedures for the use of examples, definitions and instructions and then consistently apply them throughout the questionnaire.

Steps and Section Headings

Using steps and question numbers help respondents to proceed along the questionnaire and to follow skip instructions, leading us to wonder if they should be further incorporated into the forms. For example:

- Additional instructions to emphasize that Step 9 is not to be answered for persons aged 15 and over.
- Q.46 might also be made Step 10 to facilitate the skip instructions at Q.33 and Q.44 (i.e. Go to Step 10).

The use of headings helps to describe sets of questions, however, some of them i.e. "Socio-Cultural Information", "Mobility" and "Household, Volunteer and Labour Market Activities" do not help, because respondents do not know what they mean.

Logo Options

Four alternative front page logo options (*see Appendix B*) were presented to all respondents, showing:

- Option # 1 Two People Together
- Option # 2 Group of Cartoon Characters
- Option # 3 Three Stylized People in the Middle of a Flag
- Option # 4 Stylized Maple Leaf

The presentation of each logo was rotated and individuals asked to give us their reactions. Generally, respondents feel a move from the current standard government-type front page towards the new options is an improvement as it makes the questionnaire look less formal, complicated, etc. The new options are described as: friendlier, more appealing and less governmental. Reactions to each logo varied greatly from one individual to another and from English to French-speaking respondents. The following summarizes respondents' reactions to each of the options presented.

Option 1

This logo is more likely to be associated with an activity because of the animated people presented, many say it looks more like a "Participation-type logo". Those who prefer this option, especially like the fact that the word "Census" is predominant, making it obvious that this is the Census form.

Option 2

There is a great deal of discussion about what this logo represents. People see many different things, with little consistency in their description of what it means or says to them. All agree that this logo makes the form look less serious and it may be more appealing to young people because of the cartoon-type characters. Francophones are also more likely to prefer this option. Many of our English-speaking respondents find this particular option completely inappropriate for the Census. *"It takes away from the serious nature of the Census"*.

Option 3

Only a few individuals do not understand this logo, with the majority seeing three individuals and stylized Maple Leaf inside the Canadian Flag. For those who identify the people and the flag, they see it as appropriate for the Census form.

Option 4

The majority of respondents selected the Maple Leaf logo as their first choice for a new front cover for the 1996 Census forms, stating that this logo says "Canada" or "Canadian" to them. They, therefore, feel it is the most appropriate one for the Canadian Census forms. This is especially true of English-speaking Canadians and recent immigrants. Almost everyone can identify the stylized Maple Leaf.

However, it is important to note that among some Montreal French respondents this particular logo is described as inappropriate as it puts too much emphasis on the Maple Leaf and the Canadian Flag. The feeling among these respondents is that it is obviously the Canadian Census and we don't need to emphasize "Canada" in such a strong way.

Count Yourself In

This statement is very well-received by both English and French respondents. People understand it is emphasizing the importance of completing the form and including themselves in the Census. This statement is preferred when it is bolded and easy to read.

Colour

The blue, turquoise, dusty rose and brown colours are all described as appropriate for this type of document. Respondents prefer the turquoise and pink, rather than the brown and blue colours because they are more modern looking. A small number of respondents specifically do not like brown for the 2A form, saying it looks old-fashioned and bureaucratic.

The use of colour and shading greatly facilitates respondents' ability to keep track of where they are when answering the questionnaire, by leaving areas where the respondent is to enter answers (white spaces), it is obvious to everyone where their answer goes.

The Census Package

Respondents do not react negatively to the Census Package, however, the recommendation is made to mark the plastic bag to show it contains Census materials. The overall appearance of the questionnaire and envelope is described as what people expect the Census materials to look like. None of our respondents expect to have difficulty returning the completed questionnaire via the postage-paid envelope.

Guide and Census Help Line

Although few respondents used the guide during our interviews, they state that if they do encounter difficulties they will first check the guide for assistance and then if still unable to answer, call the toll-free number. Those who say they would not use a 1-800 number describe their past frustration with trying to reach a government agency using a toll-free number as these lines are always busy. When prompted to check the guide for answers to their queries, respondents are often frustrated when the guide is no help. Comments made are that the guide only provides information already found in the questionnaire.

**SUMMARY OF DIFFICULTIES ENCOUNTERED
AND RECOMMENDATIONS**



SUMMARY OF DIFFICULTIES ENCOUNTERED AND RECOMMENDATIONS

The following summarizes our findings from the focus groups and in-depth interviews conducted by CRC and Statistics Canada for both the 2A and 1996 National Census Test Questionnaires. Specific difficulties were encountered and respondents offer suggestions on how the forms can be improved and simplified. The following will, therefore, summarize for each question the difficulties encountered, plus respondents' recommendations for improvements.

Front Cover Page

Respondents' initial reaction to the front cover is that it is exactly what they expect for this type of government form. The dark band containing the Canadian Flag is well-recognized and described as typical of government forms.

Very few respondents encounter any difficulty in locating the appropriate language on the 2A form. The fact that the French and English versions are printed on opposite sides of the form is not a concern. The type face used for "Office Use Only" and grey shading of boxes (see Front Page Options in Appendix B) is what respondents expect and, therefore, does not cause any difficulties.

Statistics Act

Few respondents see the note stating that the Census is collected under the AUTHORITY OF THE STATISTICS ACT. The location and size of type are the main reasons given for not noticing the text. This is also true of the statement specifying "Confidential When Completed". The placement and bolder type used on the cover page options (see Appendix B) is seen as an improvement by the majority of respondents.

Chief Statisticians' Message

Although most do not read the message, those who do describe it as an appropriate description of why the Census is collected. The assurance of confidentiality and the Chief Statistician of Canada's signature reassures people that the information gathered will, in fact, remain confidential.

Step One

Most respondents scan the cover page, notice the bolded "*Begin Here*" and start filling in their address.

Step Two

The note above Step 2 in the French questionnaires is not noticed by the majority of respondents. When pointed out, read and discussed, respondents are indifferent because they expect the use of the masculine to facilitate the questionnaire wording.

A surprisingly high number of people encounter difficulties in listing household members, these can be grouped into two categories. Some forget to include themselves or members of the household, for example, young children. The other difficulty is with the order in which members of the household are listed. For example, if a respondent lists the other members of the household first and then himself, the relationship to Person One will become confusing and more difficult to answer. Based on our interviews, it is obvious that the question and instructions for Step 2 needs to be simplified and made clearer. An error in listing here causes a great deal of difficulty for the individual completing the form and can also greatly affect the quality of the data collected. The following suggestions are made as ways to improve Step 2.

- Simplify the question by removing "Even if they are ^{temporarily} typically away on business, at school or on vacation". This is an instruction that can be added under the "Include" heading.

- Those individuals who forgot to include themselves suggest that we need to move the "Don't forget to include yourself" instruction right under the question so that it is read by everyone. A woman who forgot to include her young baby, suggested the addition of "and any small children who live here".

When the instruction is pointed out to those who forgot to include themselves, they are shocked at not having noticed it, leading us to conclude that if the instruction is made more obvious, then this type of error will be eliminated.

- The instruction for Step 2 attempts to help individuals to list the members of their household in a specific order, starting with the adults, followed by children, etc. Unfortunately, the instruction is unclear and causes confusion. In fact, the instruction doesn't help in determining who to list as Person One, except for knowing that this person is one of the adults in the household. If this instruction can be simplified, (i.e. *Begin the list with the adults, followed by the children in the household*), we believe there would be fewer omissions, less confusion when listing members of the household and thereby reducing problems at Question 2.

The instruction at the bottom of page 2 is not noticed because it is too far down the page and not bold enough to catch people's attention. This is an important instruction that should be obvious so all notice it. The Census Help Line numbers are best included at this point instead of referring respondents to "go to page 6".

Step Three

Most people do not have any problems at Step 3 and do not need to read the example. The few respondents who encounter difficulty do so because the example comes right after the question. This in effect forces people to read it and wonder whether they need to list relatives or lodgers, even though they had already been included at Step 2.

Step Four

Most do not encounter any difficulty in understanding or answering Step 4. It could be made easier for respondents if the amount of text to be read is reduced.

Step Five

Although this question doesn't cause problems for the majority, it is sometimes difficult for those who have people living with them temporarily to determine whether or not to include those persons. For example, one of our respondent's daughter and son-in-law are living with him temporarily. As the young couple is planning to move to their own home, the father didn't think of his home as their permanent residence and, therefore, included them. A possible solution to these very few confusing instances might be a note referring respondents to the guide for definitions of "usual home" and "temporarily".

Step Seven

Step 7 is also very easy for all to understand, leading us to wonder if the definition of "Agricultural holding" is needed. Once again the placement of the definition requires additional reading which for some may cause confusion. For example, very few of the French respondents know what "exploitation apicole" means which confuses an otherwise straight forward question.

Step Eight

The instructions here are very clear and straight forward. Most do not read the note, but the bolding of "more than six persons" does catch the attention of most people and lets them know whether they need to read this note.

Steps Two through Eight

Although most respondents do not encounter any difficulties answering these questions, some mention the amount of text they have to read. The recommendation is made that certain steps can be simplified by putting the response categories immediately after the question. This will enable those who don't encounter any problems, to provide an answer and continue on to the next step. The thinking here is that if you have difficulties then you can go to the additional examples, definitions or instructions for clarification.

Listing Household Members (Q.1, 2A & NCT)

Most respondents do not have difficulty transferring the list of household members from Step 2 to the top of pages 4 and 5. However, it is at this point that some discover they have incorrectly completed Step 2. They may then go back to either add a forgotten member or re-order the listing.

Relationship to Person One (Q.2,2A & NCT)

If the respondent is listed as Person One, he/she does not know if they must check the circle beside Person 1. Having a pre-"X" circle for Person One may help, but does not completely solve the confusion respondents experience at this point in the questionnaire.

If the respondent has not listed himself as Person One, he/she feels they must describe Person One's relationship to others in the household. The first reaction of those who encounter difficulties here is to go to the example provided, which unfortunately doesn't help them to understand how they are to provide a response. Some additional instructions may be required to help respondents. For example, an instruction placed directly below the pre-X'd circle could say "Continue with Q.3 for Person One".

Respondents feel that they need to provide an answer here and checking off the circle beside Person One just isn't enough to describe Person One's relationship to others in the household. Providing a box for the respondent to describe Person One's relationship to others in the household may be another solution, i.e.:

Specify: **Person One's Relationship
to other household members**

| |
|--|
| |
|--|

Except for the preceding, respondents do not encounter difficulty in listing relationships for other household members. The following are some additional suggestions regarding Q.2.

- Shorten the examples for the "Other" response category.
- The circle next to the word "other" is unnecessary.
- The use of the term "partenaire en union libre" would add consistency with Q.6, rather than using "partenaire non marié/e".

Date of Birth (Q.3, 2A & NCT)

Most respondents do not have any problems with these two questions, which means we can probably eliminate the words "*Date of Birth*" appearing in each column of the 2A form.

Marital Status (Q.5, 2A & NCT)

Apart from those individuals who do not give answers for their young children, respondents do not encounter any difficulty with this question. We should, however, state that most respondents do check off "*never married*" for their children. Those who left it blank had very young children and felt it was obvious that they were too young for this question to be pertinent.

Common Law (Q.6, 2A & NCT)

The question and the terms "common law" or "union libre" are clear and well-understood which makes the question easy for most to answer.

The only difficulty encountered is for same sex partners. One respondent checked off "No" because of the definition provided for common law. This defines "husband and wife" which does not pertain to same sex partners. This respondent felt that he should answer "Yes" to this question and offered the following change to the definition:

"Common-Law refers to two people who live together as a couple,
but who are not legally married".

Language - Q.7 of 2A Form

The question itself is well-understood and respondents have no difficulty providing an accurate answer. Quebec respondents, however, feel it would be more appropriate on the French version of the questionnaire to list French in front of English for the last two answer categories, i.e. Francais et Anglais, ni Francais ni Anglais.

Activity Limitations (NCT Q.7)

Respondents do not have a problem answering the "Activity Limitations" questions, but they find this repetitiveness frustrating and an unnecessary burden when there is no one in the household who is limited by physical, mental or health problems. Consideration should be given to the order in which Q.7 and 8 are placed, as well as the possibility of having respondents skip over questions if an individual does not suffer from any disabilities.

The following are additional difficulties encountered by respondents in answering this question.

- The words "*Long term*" causes some to wonder exactly what is meant by this phrase.

- The French translation for "not applicable" (*sans objet*) is not a familiar phrase and needs to be replaced with something more current and obvious.
- Some respondents incorrectly answer Q.7B, they only consider the Yes/No possibilities and do not see the "Not Applicable" Category. Many who don't go to school or work mark "No" at this question.

Long Term Disability (NCT Q.8)

Q. 8 is very clear, easy to understand and no one had difficulty answering it. Its placement, however, is questioned by some. They wonder if Q.8 shouldn't come before Q.7 to make it obvious that Q.7 is asking about limitations due to physical, mental or health problems.

Language (NCT Q.9)

Some respondents are not sure how to define "*speak well enough to conduct a conversation*", but it doesn't cause most people difficulty.

Parents do have difficulty answering for children who are too young to talk. What parents do is check off the language the child will likely use once they start speaking.

Citizenship (NCT Q.13)

Except for a few who are not clear what the term "naturalization" means, no difficulties are encountered in answering this question.

Landed Immigrant (NCT Q.14 & 15)

These questions do not pose any difficulty, however, a small adjustment to the layout of the answer category is suggested. We need to line up "Continue with" and "Question 15" (see below):

- | | | | |
|-----------------------|-----|---|------------------------------|
| <input type="radio"/> | No | → | Go to Question 16 |
| <input type="radio"/> | Yes | → | Continue with Question 15 |

Ancestors (NCT Q.16)

This question is confusing for many respondents because they aren't exactly sure how many generations should be considered. Most read the example for clarification, but it only gives a long list of answers. Some couldn't find their ancestry listed and aren't sure if they can be included.

Most do not use the guide when they encounter difficulties. When prompted to use it, their question was not answered.

The suggestion is, therefore, made that a precise question and clear example is required if respondents are to provide the information required by the Census.

Aboriginal, First Nations (NCT Q.17, 19, 20)

Respondents do not encounter problems with these questions. They do, however, find it frustrating that they have to answer three questions that are not applicable to them. Some suggest grouping all of the Aboriginal questions together and allowing non-Aboriginal persons to skip over them.

Visible Minority (NCT Q.18)

The majority have no problem answering this question. There are, however, mixed feelings expressed by some respondents because they wonder why the response categories are based on the colour of one's skin "It's nobody's business what colour my skin is". The suggestion was made that we change the categories from "White and Black" to "Caucasian and African" with appropriate examples.

Most respondents do not see the note. When asked to read it, the majority feel it is appropriate in that it provides some reasons for the visible minority question.

Step 9 (NCT)

The instruction stipulating that Q.21 to Q.46 are for persons aged 15 and over is not seen, leading many to answer these questions for their young children, which causes a great deal of frustration. Respondents comment that this instruction must be inside the coloured area of the questionnaire and must be repeated after Q.21 to make sure it is not overlooked.

Additional consideration is required to determine the following:

- The optimal placement of this important instruction, so that all respondents notice it.
- The possibility of adding reminder instructions on following pages.
- The use of colour, bolding, etc. to make this instruction obvious.

Mobility (NCT Q.21 & 22)

Although clear and easy to understand, some respondents encounter difficulty in providing a response to these questions. Respondents who checked the "lived in a different city, town, village, township, municipality or Indian reserve in Canada" or "lived outside Canada", don't always fill in all the information requested. We need to make it more obvious that by checking the circle they will have to provide additional information in the boxes. The following suggestions are made as possible improvements:

- **Bold the following:**
 - **Print below**
 - **Print name of country**

The following is an example of the type of change required to ensure it is obvious to respondents that by checking the circle they then need to fill in the appropriate boxes.

| | |
|---|--|
| ○ | Lived in a different city, town, village, township, municipality or Indian reserve in Canada. Print below City, town, village, township municipality or Indian reserve |
| → | _____ |
| | Province or territory |
| → | _____ |
| ○ | Lived outside Canada Print name of country |
| → | _____ |

- The note at Q.21 and Q.22 is also improved if we bold the following:

"Identify the municipality, rather than the large city"

Education (NCT Q.25)

Respondents who have difficulty with this question are either unable to find a description for the education they obtained or know which category it falls into. The suggestion is therefore made that an "Other - Specify" box be provided, to eliminate the possibility of not providing this required information.

The "Go to Q.26" instruction below the "none" response is not required because all respondents naturally flip to the next page.

Unpaid Work/Volunteer Activities (NCT Q.26 & 27)

Most have no problem understanding the question and providing an estimate of the hours that they and other members of the household spend doing each of the activities listed. The examples here are especially helpful in assisting respondents to estimate their answers for these questions.

Due to the number of questions and the fact that most read the examples provided, a number of respondents find the "unpaid work" and "Volunteer activities" questions to be very time-consuming, especially if there are a number of persons in the household. Comments were made that the questions and examples are too lengthy and should be shortened, if possible.

Hours Worked Last Week (NCT Q. 28)

A large number of respondents have difficulties at Q.28. Listed below are the types of problems encountered and some possible solutions.

- At this point in the questionnaire respondents have just finished answering questions about unpaid and volunteer work and it isn't obvious that Q.28 is now asking about paid work. This could be resolved by simply bolding the words "For Pay" and "Self-Employment".
- Many do not see the "Go to Q.34" instruction and find themselves quite frustrated when they answer Q.29 through Q.33 which are not applicable to them. In other words, anyone who enters a number in the response box must know they are to go to Q.34. The removal of "to the nearest hour" may help to make the instruction stand out.

- Further investigation is required to determine how colour, bolding and placement of the "Go to" instruction can be changed to make it more obvious. For example:

← Number of hours
(to the nearest hour)

Go to Question 34

OR

None

Continue with the next question

- The "include" instruction sometimes confuses people because it is quite wordy and long. We can simplify this instruction by **bolding** the key words.

Unfortunately, the alternate version of Q.28 tested did not make it easier for respondents to correctly answer this question and follow the skip when required. We should, however, mention that Q.28B does, for those who are retired or permanently unable to work, remove the frustration of having to answer Q.29 through Q.32. Respondents also recommend simplifying the phrasing of Q.28B by eliminating the word "*permanently*". We believe that if Q.28B came before Q. 28A that it would greatly simplify this section of the questionnaire for the retired and those unable to work.

Q.28 Alternate Option

| LABOUR MARKET ACTIVITIES | | |
|---|---|---|
| <p>28. (a) Last week, how many hours did this person spend working for pay or in self-employment?</p> <p>Include:</p> <ul style="list-style-type: none"> • working directly towards the operation of a family farm or business (e.g., assisting in seeding, doing accounts); • working in his/her own business, farm or professional practice, alone or in partnership; • working for wages, salary, tips or commission. | <p>6 <input type="radio"/> None (zero)</p> <p>OR</p> <p><input type="text"/> ← Number of hours (to the nearest hour)</p> <p>Go to Question 34</p> | <p>6 <input type="radio"/> None (zero)</p> <p>OR</p> <p><input type="text"/> ← Number of hours (to the nearest hour)</p> <p>Go to Question 34</p> |
| | <p>(b) Last week, was this person permanently unable to work for pay or permanently retired?</p> | <p>6 <input type="radio"/> Yes — Go to Question 33</p> <p>7 <input type="radio"/> No</p> |

Last Work (NCT Q.33)

Once again, we need to somehow link the skip instructions to the choice of answers to prevent respondents from going to Q.34 when they should be skipping to Q.46. Although this doesn't occur often, when it does, it leads to a great deal of frustration for those who attempt to answer questions Q.33 to 45 when in fact they have not worked in the last year.

Workplace (NCT Q.34)

In both English and French questionnaires the second set of boxes for "section, plant, department, branch or division" is unclear. We may, therefore, need an instruction or example to describe what type of information we are asking for. This note should be placed beside this set of boxes to assist respondents who need clarification.

Work Address (NCT Q.42)

Few difficulties are encountered at this question. They are limited to respondents not noticing or following the appropriate skip instructions and not filling in the response boxes if they had checked the "*work at the address specified below*". Once again, it is obvious here that all difficulties could be eliminated if we somehow link the checking of a circle with its appropriate skip instruction or response box.

Weeks Worked (NCT Q.44)

Because this question is very straight forward, most respondents do not take time to read the "*Include*" instructions and may not include vacations or sick leave. We, therefore, need to highlight the word "include" or bring it closer to the question so that it is read by all respondents.

Income (NCT Q.46)

The majority find Q.46 very difficult to understand because it has many parts. The first part which asks for a "Yes" or "No" for all sources is not well-understood, because the word "sources" is not a term that most people are familiar with.

The second part of this question also uses words that many respondents are not familiar with. In general, when reading (A) through (J), respondents read the bold type, a few answer "yes" or "no" and when there is an amount to be entered, the cents are unlikely to be included. The following lists comments which may help make Q.46 friendlier.

- Simply ask respondents to list income or losses for the year using the terms used by Revenue Canada on T4s and income tax returns. Many of our respondents state they would go to these documents to determine their income or losses for the year.
- Most feel that they would have difficulty answering this question for themselves and may not be able to answer it at all for other members of the household. If that is the case, other members should be encouraged to assist in providing the information.

We should note here that respondents do expect to be asked for this type of information and say they would provide as much and as accurate information as possible. However, they encounter a great deal of difficulty with the list of sources (A) through (J). Anything that will simplify this question will greatly improve respondents' ability to provide accurate information.

The following recommendations were made as ways of simplifying the income question.

- Simplify the wording of the question.
- Word each of "A" to "J" as questions, rather than parts of Q.46.
- A clearer explanation or example of when a loss should be indicated would be helpful.
- Provide a scale for total income from all sources.

- For parts "A" through "J", separate the "including" portions and examples so that respondents are not required to read all of the text unless they encounter difficulties.
- Item "K" does not require a "Yes/No" response.
- Some feel that item "K" should be omitted (adding "A" through "J") to reduce respondents' burden.

Dwelling (Step 9 - 2A & Q.47,48 - NCT)

Although these questions are very straight forward, we do experience confusion and inappropriate responses from some respondents. The following describes the types of problems encountered.

- The majority do not require a definition for "dwelling". It confuses some people and does not clarify what it is we want respondents to consider when they are answering the questions. If placed off to the side, this definition might be less confusing and those who require assistance can go to the definition for clarification.
- Q. H1 and Q.47 list too many items (rent, mortgage, taxes, electricity) which causes the question to be unclear. For example, one renter checked "*a person who does not live here*" because the landlord pays the mortgage and taxes. Yet another ticked off "Person One" for himself as *the person who pays rent and a person who does not live here* because the landlord pays for the taxes and electricity. From the preceding, it is obvious that depending upon how individuals read and understand the question, the responses will vary accordingly.
- Q. H2 and Q.48 are very simple and straight forward. Unfortunately, the response categories have items in brackets which confuse people about whether or not they have given the correct answer. For example, "even if cash rent is paid" confuses many respondents.

**APPENDIX A:
MODERATOR'S GUIDE**



FOCUS GROUP AND 2A QUESTIONNAIRE MODERATOR'S GUIDE

INTRODUCTION

- Brief introduction of moderator and CRC.
- Purpose of project - Sponsored by Statistics Canada

Respondents will help Statistics Canada in the development of the questionnaire for the 1996 Census that will reflect the changing nature of Canadian society.

- Introduction to focus group room and mirror, taping, confidentiality issues and observers from Statistics Canada.

MOCK-UP INTERVIEWS COMPLETED BY RESPONDENTS

- Participant introduction
 - Age, occupation, residential, household composition.

RESPONDENTS' REACTION TO QUESTIONNAIRE

- Each question will be discussed to obtain respondents' reactions to all questions answered during the self-administered interview.

DISCUSSION FOR EACH SUBJECT AREA

- Provide respondents with highlighters to mark areas of concern and write in comments on their questionnaires.
- Moderator will focus on non-content aspects of the questionnaires - specifically examining any impact that the design and layout have on respondent behaviour and quality of data.
- Cognitive research techniques will be used to probe, explore and understand the following:
 - Respondent friendliness of form? Are the instructions and questions easily understood and accurately completed?
 - Determine how people complete the questionnaires [respondent behaviour].
 - What problems or confusion are encountered by respondents while completing the form?
 - To what extent do respondent read and understand the instructions, examples and questions?

- How does respondent behaviour affect the accuracy of the information collected?
- The following graphic design and layout characteristics will be monitored and emphasized throughout our interviews:
 - Layout of the forms
 - Colour and shaping
 - Size of the print font
 - Bold face print
 - Size of the respondent entry field
 - Use of office coding marks
 - Placement of instructions and examples

COVER PAGE

- Respondents' reaction to the cover page
- What parts of the cover page are read and what are the respondents' reactions to:
 - Confidentiality statement
 - Message from chief statistician
 - How believable are the statements?
 - Office use only section
 - Step One

STEPS 2 - 8

- Do respondents read whom to include and exclude on page 2? Are there any errors made in the listing of household members? If any, why?
- Does the step-by-step approach make it easier to complete the form?
- Are the examples, definitions, instructions read and understood? Are there too many or too few?
- Are the skips followed?
- Discuss the design and layout characteristics of Steps 2 - 8 and get respondents' reactions. If difficulties are encountered, how can they be eliminated?
- For those who encounter difficulties, did respondents go to the Guide and how helpful is it?

French Version

- How do respondents react to the usage of masculine in the note at the top of page 2?

DEMOGRAPHICS

- Do respondents notice the heading for major sections? Do they understand what these headings mean?
- Are respondents comfortable in answering for other members of their household? Is the questionnaire easy to work with? Do respondents encounter difficulties in listing the household members and answering questions for each?

- Are the entry fields easy to find and check off?
- Are the names from Step 2 correctly entered in the spaces across the top of the page?
- Is it obvious to respondents that questions run down the column for each person in the household?
Are questions answered across the page or down the page?
- Are instructions, examples and questions read and understood?
- Are response categories completely read before providing an answer?
- Do respondents check a circle before specifying "Other", or do they simply write in an answer?
- Do respondents encounter difficulties in providing responses to any of the questions?

STEPS 9 - 10

- Do respondents encounter any difficulties in understanding these questions or mailing their questionnaires back to Statistics Canada?
- How many would have used the Help Line and Comment Sections?

CONCERNS ABOUT CONFIDENTIALITY

- Determine respondents' opinions about the usefulness of the census. "How important is it that each household complete their census questionnaire? Why - why not?". "Did you truthfully answer all the questions or did you adjust your answers because you didn't want to provide certain information"?
- Respondents' reactions to the length of the forms.

COVER PAGE OPTIONS

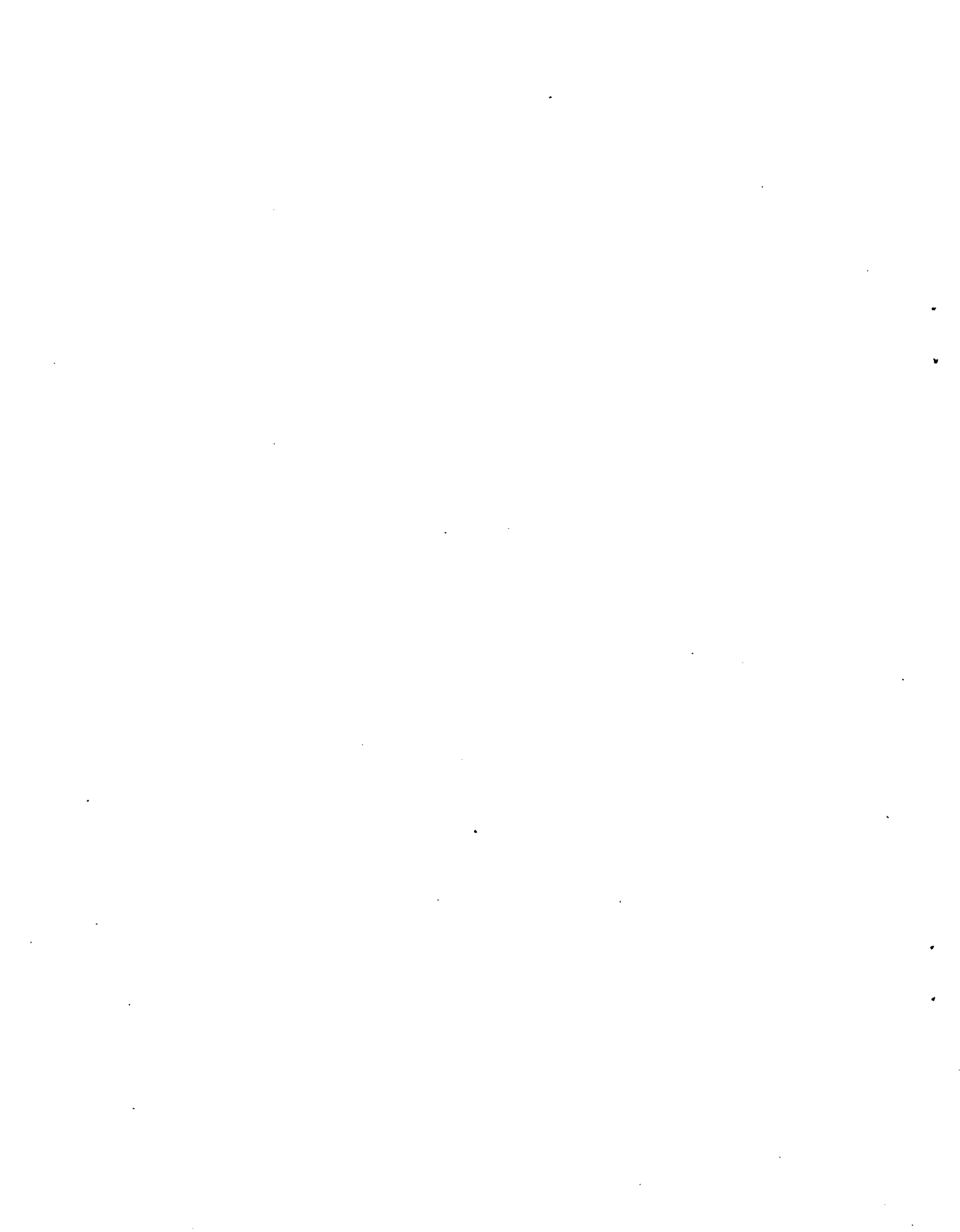
- Present various cover options to respondents and get their preferences and reactions to each.

WIND-UP

- Respondents' suggestions for improvements to the design and layout of the questionnaire?
- Ask for additional comments
- Collect mock-up questionnaires
- Thank respondents on behalf of Statistics Canada for their attendance and reiterate the importance of their participation in helping with the preparation of the 1996 Census Questionnaire.



APPENDIX B:
COVER PAGE OPTIONS - ENGLISH & FRENCH



OFFICE USE ONLY


2A

| | | | | | | | | |
|----------|-----------|----------------|-----------------------------|----------------------------|----------------------------|----------------------------|--------------------------|--------------------------|
| Prov. | FED No. | EA No. | VN | TD | DC | Ref. | Form 3 | 1. |
| | | | | <input type="checkbox"/> | 3 <input type="checkbox"/> | 6 <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Hhld No. | Form type | No. of persons | Questionnaire No. | UD | FR | DR | Coll. | 2. |
| | 1 | | <input type="checkbox"/> | <input type="checkbox"/> | 4 <input type="checkbox"/> | 7 <input type="checkbox"/> | <input type="checkbox"/> | |
| | | | <input type="checkbox"/> | M | TR | Other/Miss. | | |
| | | | of <input type="checkbox"/> | 2 <input type="checkbox"/> | 6 <input type="checkbox"/> | 8 <input type="checkbox"/> | | |



This information is collected under the authority of the *Statistics Act* (R.S.C. 1985, c. S19) and must be provided by law.

CONFIDENTIAL WHEN COMPLETED



CENSUS

MAY 14 · COUNT YOURSELF IN!


A message from the Chief Statistician of Canada

The information collected by the 1996 Census is essential to planning Canada's future as we prepare for the twenty-first century. Your answers will be kept strictly confidential — but when combined with the replies of all other Canadians, they will provide the information necessary for a better understanding of our country and our different communities. The results of the census are used in making informed decisions at a national, provincial and local level. Your help is vital in this national endeavour. Please complete your census form by following the steps and mail it back on May 14.

Thank you for your cooperation.



Ivan P. Fellegi
Chief Statistician of Canada



Begin here by printing your address

STEP 1

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 →

OFFICE USE ONLY

2A

| | | | | | | | | |
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| Prov. | FED No. | EA No. | VN | TD | DC | Ref. | Form 3 | 1. |
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| Hhld No. | Form type | No. of persons | Questionnaire No. | UD | FR | DR | Coll. | 2. |
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| | | | <input type="checkbox"/> | M | TR | Other/Miss. | | |
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Census - May 14 1996

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Chief Statistician of Canada

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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 →

OFFICE USE ONLY

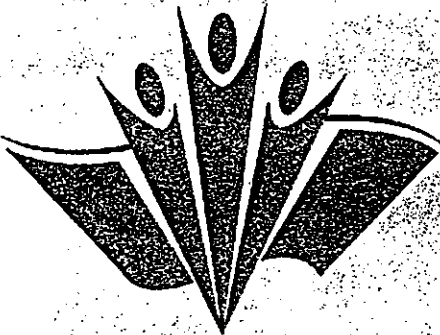
2A

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CENSUS ♦ MAY 14, 1996
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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 →

OFFICE USE ONLY

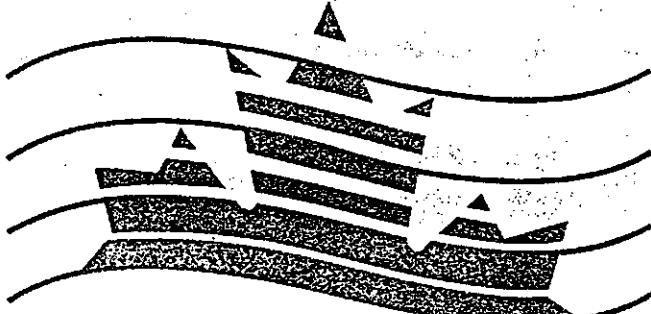
2A

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CONFIDENTIAL WHEN COMPLETED



Census - May 14 1996

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Ivan P. Fellegi
 Ivan P. Fellegi
 Chief Statistician of Canada

Begin here by printing your address

STEP 1

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** →

RÉSERVÉ AU BUREAU

2A

| | | | | | | | | |
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| Prov. | CÉF n° | SD n° | NV | TL | LC | Ref. | Formule 3 | 1. |
| | | | | <input type="checkbox"/> | 3 <input type="checkbox"/> | 6 <input type="checkbox"/> | <input type="checkbox"/> | |
| Ménage n° | Type de formule | Nombre de personnes | Questionnaire n° | LI | RE | RD | Coil. | 2. |
| | 2 | | <input type="checkbox"/> | 1 <input type="checkbox"/> | 4 <input type="checkbox"/> | 7 <input type="checkbox"/> | <input type="checkbox"/> | |
| | | | de | M | RT | Autre/MO | | |
| | | | | 2 <input type="checkbox"/> | 5 <input type="checkbox"/> | 8 <input type="checkbox"/> | | |



Ces renseignements sont recueillis en vertu de la Loi sur la statistique (L.R.C. 1985, chap. S19). La loi vous oblige à les fournir.

CONFIDENTIEL UNE FOIS REMPLI

RECENSEMENT



14 MAI · SOYEZ DU NOMBRE !


Un message du statisticien en chef du Canada

Les renseignements recueillis dans le cadre du recensement de 1996 nous sont indispensables pour planifier l'avenir du Canada à l'aube du XXI^e siècle. Vos réponses resteront strictement confidentielles. Elles seront combinées à celles de tous les Canadiens et les données ainsi obtenues permettront de mieux comprendre notre pays et nos différentes collectivités. Les données du recensement servent à prendre des décisions fondées sur la connaissance des faits et ce, à l'échelle nationale, provinciale et locale. Nous avons absolument besoin de vous pour mener à terme cette entreprise nationale. Veuillez remplir votre questionnaire du recensement en suivant les étapes et le retourner par la poste le 14 mai.

Nous vous remercions de votre collaboration.



Ivan P. Fellegi
Statisticien en chef du Canada



Commencez ici en inscrivant votre adresse en lettres moulées

N° et rue ou lot et concession N° d'app.

Ville, village, réserve indienne Province/territoire

Code postal Ind. rég. N° de téléphone

_____ _____-_____

Tournez la page et passez à l'ÉTAPE 2 →

RÉSERVÉ AU BUREAU

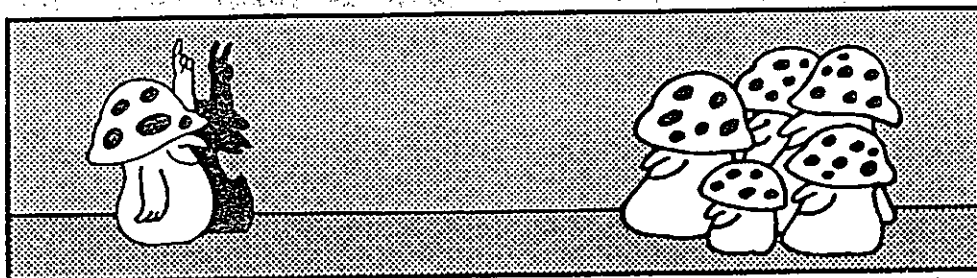
2A

| | | | | | | | | |
|-----------|----------------------|---------------------|------------------------|---------------------------------|----------------------------------|--|---------------------------------------|----|
| Prov. | CÉF n° | SD n° | NV | TL <input type="checkbox"/> | LC 3 <input type="checkbox"/> | Ref. 6 <input type="checkbox"/> | Formule 3 <input type="checkbox"/> | 1. |
| Ménage n° | Type de formule 2 | Nombre de personnes | Questionnaire n° de | U 1 <input type="checkbox"/> | RÉ 4 <input type="checkbox"/> | RD 7 <input type="checkbox"/> | Coll. <input type="checkbox"/> | 2. |
| | | | | M 2 <input type="checkbox"/> | RT 5 <input type="checkbox"/> | Autre / MO 8 <input type="checkbox"/> | | |



Ces renseignements sont recueillis en vertu de la Loi sur la statistique (L.R.C. 1985, chap. S19). La loi vous oblige à les fournir.

CONFIDENTIEL UNE FOIS REMPLI



Recensement - 14 mai 1996

Soyez du nombre !

Un message du statisticien en chef du Canada

Les renseignements recueillis dans le cadre du recensement de 1996 nous sont indispensables pour planifier l'avenir du Canada à l'aube du XXI^e siècle. Vos réponses resteront strictement confidentielles. Elles seront combinées à celles de tous les Canadiens et les données ainsi obtenues permettront de mieux comprendre notre pays et nos différentes collectivités. Les données du recensement servent à prendre des décisions fondées sur la connaissance des faits et ce, à l'échelle nationale, provinciale et locale. Nous avons absolument besoin de vous pour mener à terme cette entreprise nationale. Veuillez remplir votre questionnaire du recensement en suivant les étapes et le retourner par la poste le 14 mai.

Nous vous remercions de votre collaboration.

Ivan P. Fellegi
Statisticien en chef du Canada



ÉTAPE 1

Commencez ici en inscrivant votre adresse en lettres moulées

N° et rue ou lot et concession

N° d'app.

Ville, village, réserve indienne

Province/territoire

Code postal

Ind. rég.

N° de téléphone

Tournez la page et passez à l'ÉTAPE 2 →



RÉSERVÉ AU BUREAU

2A

| | | | | | | | | |
|-----------|-----------------|---------------------|------------------|--------------------------|---------------------------------------|----------------------------|--------------------------|----|
| Prov. | CÉF n° | SD n° | NV | TL | LC | Ref. | Formule 3 | 1. |
| | | | | <input type="checkbox"/> | 3 <input type="checkbox"/> | 6 <input type="checkbox"/> | <input type="checkbox"/> | |
| Ménage n° | Type de formule | Nombre de personnes | Questionnaire n° | LI | RÉ | RD | Coll. | 2. |
| | 2 | | | <input type="checkbox"/> | 4 <input checked="" type="checkbox"/> | 7 <input type="checkbox"/> | <input type="checkbox"/> | |
| | | | | M | RT | Autre/MO | | |
| | | | | <input type="checkbox"/> | 5 <input checked="" type="checkbox"/> | 8 <input type="checkbox"/> | | |



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RECENSEMENT ♦ 14 MAI 1996

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Ivan P. Fellegi
Statisticien en chef du Canada



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Ville, village, réserve indienne Province/territoire

Code postal Ind. rég. N° de téléphone

_____ _____ - _____

Tournez la page et passez à l'ÉTAPE 2 →

RÉSERVÉ AU BUREAU

2A

| | | | | | | | | |
|-----------|----------------------|---------------------|------------------------|----------------------------------|---|--|---------------------------------------|----|
| Prov. | CÉF n° | SD n° | NV | TL <input type="checkbox"/> | LC 3 <input type="checkbox"/> | Ref. 6 <input type="checkbox"/> | Formule 3 <input type="checkbox"/> | 1. |
| Ménage n° | Type de formule 2 | Nombre de personnes | Questionnaire n° de | LI 1 <input type="checkbox"/> | RÉ 4 <input checked="" type="checkbox"/> | RD 7 <input type="checkbox"/> | Coll. <input type="checkbox"/> | 2. |
| | | | | M 2 <input type="checkbox"/> | RT 5 <input checked="" type="checkbox"/> | Autre/MO 8 <input type="checkbox"/> | | |



Ces renseignements sont recueillis en vertu de la Loi sur la statistique (L.R.C. 1985, chap. S19). La loi vous oblige à les fournir.

CONFIDENTIEL UNE FOIS REMPLI



Recensement - 14 mai 1996

Soyez du nombre !

Un message du statisticien en chef du Canada

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Nous vous remercions de votre collaboration.

Ivan P. Fellegi
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Commencez ici en inscrivant votre adresse en lettres moulées

ÉTAPE 1

N° et rue ou lot et concession N° d'app.

Ville, village, réserve indienne Province/territoire

Code postal Ind. rég. N° de téléphone

Tournez la page et passez à l'ÉTAPE 2 →

APPENDIX C:
INTERVIEWING SCHEDULE



INTERVIEWING SCHEDULE

Focus Groups

A total of two focus groups and 80 in-depth (one-on-one) interviews took place. The focus groups examined the 2A Questionnaire only.

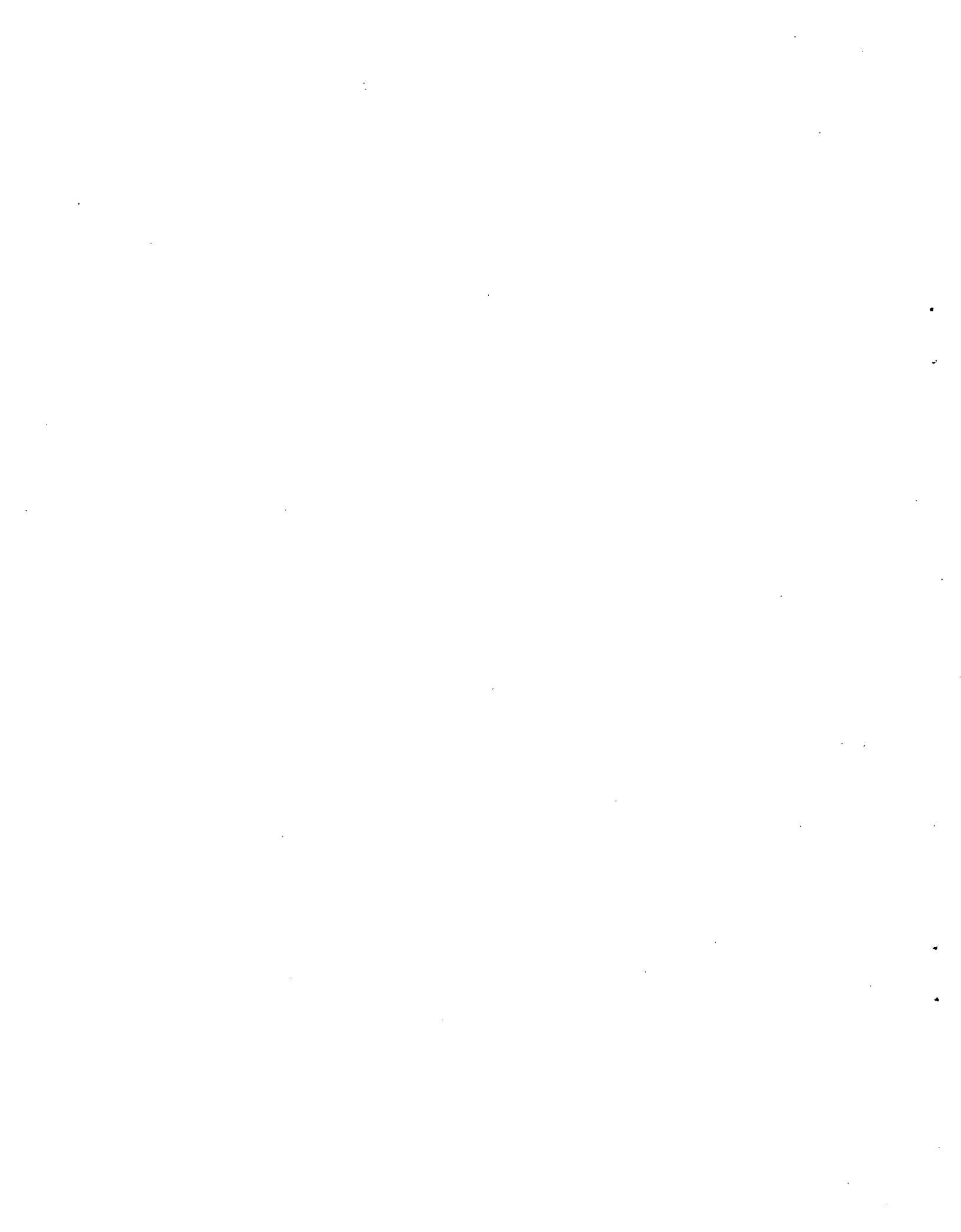
| City | Language | Focus Group | Date | Time |
|----------|----------|-------------|--------------|-----------|
| Toronto | English | 1 | February 1st | 6:00 p.m. |
| Montreal | French | 1 | January 25th | 6:00 p.m. |

In-Depth Interviews

CRC conducted ten one-on-one in-depth interviews which evaluated the NCT questionnaire and ten one-on-one interviews evaluating the 2A form. CRC provided locations for these interviews. CRC also recruited an additional seventy respondents for interviews conducted by Statistics Canada personnel.

| | Montreal | | Toronto | | Ottawa |
|-----------|----------|------------|---------|------------|------------|
| | CRC | Stats.Can. | CRC | Stats.Can. | Stats.Can. |
| 2A Quest. | 5 | 9 | 5 | 9 | 17 |
| 2B Quest. | 5 | 9 | 5 | 9 | 17 |

| <u>Montreal</u> | <u>Date</u> | <u>Time</u> | <u>Form Tested</u> |
|------------------------------|----------------------------|----------------------------|--------------------|
| Facility In-depth interviews | January 24th | 9:00 am - 10:00 pm | 2B |
| | January 25th | 9:00 am - 5:00 pm | 2A |
| | January 26th | 9:00 am - 5:00 pm | 2A & 2B |
| Home In-depth Interviews | Week of January 24th, 1994 | | 2A & 2B |
| <u>Toronto</u> | | | |
| Facility In-depth interviews | January 31st | 9:00 am - 10:00 pm | 2B |
| | February 1st | 9:00 am - 5:00 pm | 2A |
| | February 2nd | 9:00 am - 5:00 pm | 2A or 2B |
| Home In-depth Interviews | Week of January 31st, 1994 | | 2A & 2B |
| <u>Ottawa</u> | | | |
| Home In-depth Interviews: | English | Week of February 7th, 1994 | 2A & 2B |
| | French | Week of January 31st, 1994 | 2A & 2B |



APPENDIX D:
RECRUITING QUESTIONNAIRES

**RECRUITING QUESTIONNAIRE
1996 CENSUS OF CANADA**

| MONTREAL - JANUARY 24/25 | TORONTO - JANUARY 31 / FEBRUARY 1 |
|--|--|
| CRC 1250 Guy Street, Suite 802 Montreal, Quebec Tel.: (514) 932-7511 | THOMPSON LIGHTSTONE 1027 Yonge Street, Suite 100 Toronto, Ontario Tel.: (416) 922-1140 |

Respondent Name: _____

Street Address: _____

City: _____ Focus Group Respondent

Province: _____ In-depth at Facility

Postal Code: _____

Telephone: Home: _____

Work: _____ Presence Confirmed

Good morning/afternoon, my name is _____. I'm an interviewer from Contemporary Research. We're interviewing people in your area on behalf of Statistics Canada and I would like to ask a few questions to the individual in your household who is most likely to answer the next census questionnaire for your household.

A. Is it likely that you would answer the next census questionnaire for your household?

- 1 Yes -----> CONTINUE
- 2 No -----> THANK AND ASK TO SPEAK TO APPROPRIATE INDIVIDUAL IN HOUSEHOLD

| | |
|------------------------|-------|
| CALL-BACK, IF REQUIRED | |
| NAME: | _____ |
| TIME: | _____ |

1. (RECORD SEX - BY OBSERVATION)

- 1 Male] -----> CHECK YOUR QUOTAS
- 2 Female] -----> CHECK YOUR QUOTAS

2. To which of the following age groups do you belong? Are you... (READ LIST)

- 1 Under 20 -----> THANK AND TERMINATE
- 2 20 to 34] -----> CHECK YOUR QUOTAS
- 3 35 to 49] -----> CHECK YOUR QUOTAS
- 4 50 to 65] -----> CHECK YOUR QUOTAS
- 5 Over 65 -----> THANK AND TERMINATE

3. What is the last level of schooling which you yourself attended and completed?
(DO NOT READ LIST)

- 1 No formal schooling
- 2 Public/grade school
- 3 High School
- 4 College/CEGEP/Some University
- 5 University/Post-graduate -----> THANK AND TERMINATE

4A. Are you presently working?

- 1 Yes -----> GO TO QUESTION 4C
- 2 No -----> Q.4B. Which of the following best describes your current situation? Are you ... [READ LIST].

CHECK YOUR
QUOTAS
←
SKIP TO Q.5

- 1 Retired or pensioned
- 2 Temporarily laid off or out of work (looking for paid work)
- 3 Doing unpaid work (housework, providing care for children or seniors, etc.).
- 4 Other (Specify): _____

4C. Which of the following best describes your current work situation? Are you... (READ LIST)

- 1 Self-employed and working at home
- 2 Working at home, for pay, for an employer
- 3 Reporting to headquarters/ A depot before starting work which is at different places each day, or
- 4 Go to a usual place of work every day
- 5 OTHER (SPECIFY): _____

5. How many people, including yourself, live in your household? How many are adults and how many are children of 16 years of age or less?

- 1 Adults (Specify): _____
 - 2 Children (Specify): _____
 - TOTAL _____
-] → CHECK
QUOTAS

6. What is your Residency status?

- 1 Permanent resident
- 2 Non-permanent resident -----> SPECIFY TYPE BELOW
 - 3 Student visa
 - 4 Employment visa
 - 5 Refugee status claimant

7. Are you now, or have you ever been, a landed immigrant?

1 Yes

2 No

8. Are you a Canadian citizen?

1 Yes

2 No

9. To which ethnic group do your ancestors belong?

(SPECIFY): _____

10. Do you have any children whom are currently studying outside the city?

1 Yes

2 No

11. Do you, or does anyone in your household, work in advertising or marketing research?

1 Yes -----> **THANK AND TERMINATE**

2 No

12. Have you participated in a focus group discussion or in-depth interview for a marketing research firm in the last six months?

1 Yes -----> **THANK AND TERMINATE**

2 No -----> **VERIFY RESPONDENT
ELIGIBILITY AND INVITE**

13. We are inviting individuals such as yourself to participate in an interview sponsored by Statistics Canada, regarding the 1996 Census and we would like you to participate.

The interview will take approximately two hours of your time and you should find it interesting and enjoyable. You will receive \$40.00 for your participation at the conclusion of the interview which will take place at our offices, (SPECIFY ADDRESS, DATE AND TIME). Would you be available to assist us with this important project?

1 Yes -----> **CONFIRM ADDRESS, REPEAT DATE, TIME
AND DIRECTIONS TO FACILITY**

2 No -----> **CHECK ELIGIBILITY AND AVAILABILITY FOR
IN-DEPTH INTERVIEWS**

We will call you back before the interview to confirm your participation.

**REMINND RESPONDENTS TO BRING EYEGLASSES IF THEY NEED THEM FOR READING
AND TRANSFER ALL RELEVANT INFORMATION TO COVER.**

**RECRUITING QUESTIONNAIRE
1996 CENSUS OF CANADA**

| | |
|------------------------------------|-----------------------------------|
| MONTREAL: WEEK OF JANUARY 24, 1994 | TORONTO: WEEK OF JANUARY 31, 1994 |
|------------------------------------|-----------------------------------|

Respondent Name: _____

Street Address: _____

City: _____ In-depth at respondent's home

Province: _____ Preferred Day and Time

Postal Code: _____ Day: M T W T F S S

Telephone: Home: _____ Time: Morn. Aft. Even.
1 2 3

Work: _____

Good morning/afternoon, my name is _____. I'm an interviewer from Contemporary Research. We're interviewing people in your area on behalf of Statistics Canada and I would like to ask a few questions to the individual in your household who is most likely to answer the next census questionnaire for your household.

A. Is it likely that you would answer the next census questionnaire for your household?

1 Yes -----> CONTINUE

2 No -----> THANK AND ASK TO SPEAK TO APPROPRIATE
INDIVIDUAL IN HOUSEHOLD

| | |
|-------------------------------|-------|
| CALL-BACK, IF REQUIRED | |
| NAME: | _____ |
| TIME: | _____ |

1. (RECORD SEX - BY OBSERVATION)

1 Male _____> CHECK YOUR QUOTAS
2 Female _____

2. To which of the following age groups do you belong? Are you... [READ LIST]

1 Under 20 -----> THANK AND TERMINATE
2 20 to 34
3 35 to 49 -----> CHECK YOUR QUOTAS
4 50 to 65
5 Over 65 -----> THANK AND TERMINATE

3. What is the last level of schooling which you yourself attended and completed?
(DO NOT READ LIST)

- 1 No formal schooling
- 2 Public/grade school
- 3 High School
- 4 College/CEGEP/Some University
- 5 University/Post-graduate -----> THANK AND TERMINATE

4A. Are you presently working?

- 1 Yes -----> GO TO QUESTION 4C
- 2 No -----> Q.4B. Which of the following best describes your current situation? Are you ... [READ LIST].

CHECK YOUR

QUOTAS

SKIP TO Q.5

- 1 Retired or pensioned
- 2 Temporarily laid off or out of work (looking for paid work)
- 3 Doing unpaid work (housework, providing care for children or seniors, etc.)
- 4 Other (Specify): _____

4C. Which of the following best describes your current work situation? Are you... (READ LIST)

- 1 Self-employed and working at home
- 2 Working at home, for pay, for an employer
- 3 Reporting to headquarters/ A depot before starting work which is at different places each day, or
- 4 Go to a usual place of work every day
- 5 OTHER (SPECIFY): _____

5. How many people, including yourself, live in your household? How many are adults and how many are children of 16 years of age or less?

- 1 Adults (Specify): _____
 - 2 Children (Specify): _____
 - TOTAL _____
- } CHECK
} QUOTAS

6. What is your Residency status?

- 1 Permanent resident
- 2 Non-permanent resident -----> SPECIFY TYPE BELOW
- 3 Student visa
- 4 Employment visa
- 5 Refugee status claimant

7. Are you now, or have you ever been, a landed immigrant?

1 Yes

2 No

8. Are you a Canadian citizen?

1 Yes

2 No

9. To which ethnic group do your ancestors belong?

(SPECIFY): _____

10. Do you have any children whom are currently studying outside the city?

1 Yes

2 No

11. Do you, or does anyone in your household, work in advertising or marketing research?

1 Yes -----> THANK AND TERMINATE

2 No

12. Have you participated in a focus group discussion or in-depth interview for a marketing research firm in the last six months?

1 Yes -----> THANK AND TERMINATE

2 No -----> VERIFY RESPONDENT
ELIGIBILITY AND INVITE

13. We are inviting individuals such as yourself to participate in an interview sponsored by Statistics Canada, regarding the 1996 Census and we would like you to participate.

The interview will take approximately two hours of your time and you should find it interesting and enjoyable. You will receive \$25.00 for your participation at the conclusion of the interview which will take place at your home at a date and time convenient to you. Would you be available to assist us with this important project?

1 Yes -----> CONFIRM RESPONDENT'S ADDRESS AND GET AN IDEA OF
WHAT TIME OF DAY WILL BE BEST FOR INTERVIEW

2 No -----> THANK AND TERMINATE

Someone from our office will call you to confirm the date and time.

REMINDEE RESPONDENTS TO HAVE EYEGLASSES IF THEY NEED THEM FOR READING
AND TRANSFER ALL RELEVANT INFORMATION TO COVER.

APPENDIX E:
NCT Q.28 OPTION - ENGLISH & FRENCH

1. NAME

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

PERSON 1

Family name _____

Given name _____ Initial _____

PERSON 2

Family name _____

Given name _____ Initial _____

LABOUR MARKET ACTIVITIES

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

Include:

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

(b) Last week, was this person permanently unable to work for pay or permanently retired?

6 None (zero)

OR

← Number of hours (to the nearest hour)

Go to Question 34

6 Yes — Go to Question 33

7 No

6 None (zero)

OR

← Number of hours (to the nearest hour)

Go to Question 34

6 Yes — Go to Question 33

7 No

ACTIVITÉS SUR LE MARCHÉ DU TRAVAIL

28. (a) La semaine dernière, combien d'heures cette personne a-t-elle passées à un travail contre rémunération ou à un travail autonome?

Considérez comme travail :

- le travail se rapportant directement à l'exploitation d'une ferme ou d'une entreprise familiale (p. ex., aider à ensemercer, à tenir les comptes);
- le travail à son propre compte dans une entreprise ou une ferme ou dans l'exercice d'une profession, seule ou en association;
- le travail contre rémunération (salaire, traitement, pourboires, commissions).

(b) La semaine dernière, cette personne se trouvait-elle dans l'impossibilité permanente de travailler contre rémunération ou était-elle à la retraite définitive?

6 Aucune (zéro)

OU

← Nombre d'heures (à l'heure près)

Passez à la question 34

6 Oui — Passez à la question 33

7 Non

6 Aucune (zéro)

OU

← Nombre d'heures (à l'heure près)

Passez à la question 34

6 Oui — Passez à la question 33

7 Non

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