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User's Guide

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***User's Guide
to
1991 Aboriginal Data***

(Revised October, 1993)



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* Indicates sections of this document that have been revised as of October, 1993.

1991 ABORIGINAL DATA

1. Description and Objectives

The **User's Guide - 1991 Aboriginal Data** is a comprehensive guide to two sources of statistical information about Aboriginal peoples in Canada: the 1991 Census and the 1991 Aboriginal Peoples Survey (APS).

The **User's Guide** is designed to inform the data user about the different types of information available from these two sources, and to direct the user to the statistical source that best suits his or her information needs.

As in previous censuses, the **1991 Census** provides information on all Canadians, including Aboriginal persons. The census enables comparisons to be made between the Aboriginal and non-Aboriginal populations for a wide range of socio-economic characteristics, such as marital status, language, level of schooling, and income.

The **APS**, the first post-censal survey of Aboriginal persons in Canada, provides a profile of their lifestyles and living conditions, including such information as housing conditions, health, employment history, schooling, mobility, and the use of Aboriginal language(s).

The information about Aboriginal peoples collected through the 1991 Census and the 1991 APS will assist Aboriginal organizations and communities, research groups, and provincial, territorial and federal governments in understanding the needs of Aboriginal persons in Canada.

2. The Relationship Between the 1991 Census and the APS

For the 1991 Census, one of two census questionnaires, either a long or a short version, was distributed to all households across Canada. The long questionnaire (either Form 2B or 2D) included a question about the respondent's ethnic origin (question 15), and another question which asked the respondent to indicate if he or she is registered under the *Indian Act* of Canada (question 16). The long questionnaire was distributed to approximately 20 per cent of households in Canada, and to all households located on Indian reserves and settlements.

As a post-censal survey, the APS used information gathered from the responses to these two census questions to locate households that included Aboriginal persons. Individuals chosen to participate in the APS were selected based on the APS criterion of whether or not the individual identified with his or her Aboriginal origin(s), and/or if the individual was registered under the *Indian Act*. Because of this linkage between the census and the APS, individuals selected to participate in the APS must have responded initially to the census questionnaire.

3. The Census and the APS: How Do They Differ?

The Aboriginal populations defined through the 1991 Census and the APS are different. It is important for the user to understand this difference before using the data.

3.1 The Census Population with Aboriginal Origin(s)

The following is a reproduction of question 15 from the census long questionnaire (Form 2D*), which was used to determine Canada's population with Aboriginal origins:

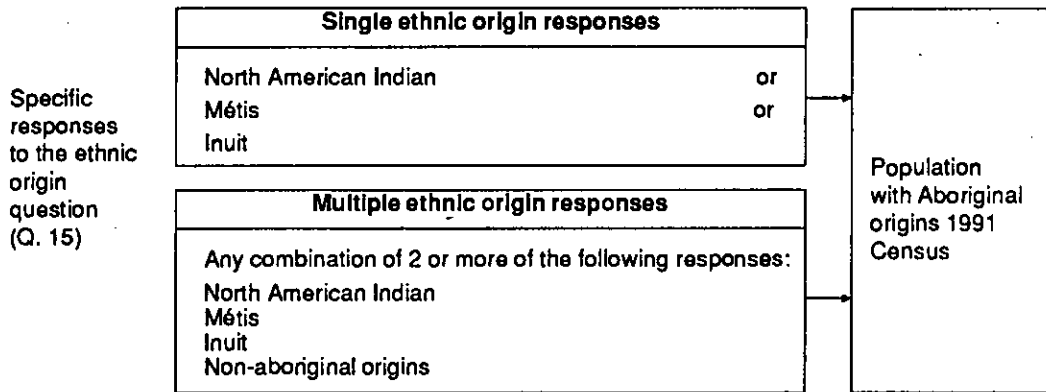
<p>15. To which cultural group(s) did this person's ancestors ■ belong, for example, North American Indian, Métis, Inuit, English, French?</p> <p><i>More than one answer is acceptable.</i></p> <div data-bbox="384 685 1011 977" style="border: 1px solid black; padding: 5px;"><p>Note: <i>While most people of Canada view themselves as Canadian, information about their ancestral origins has been collected since the 1901 Census to reflect the changing composition of the Canadian population and is needed to ensure that everyone, regardless of his/her ethnic or cultural background, has equal opportunity to share fully in the economic, social, cultural and political life of Canada. Therefore, this question refers to the origins of this person's ancestors.</i></p></div>	<ul style="list-style-type: none"><input type="radio"/> North American Indian<input type="radio"/> Métis<input type="radio"/> Inuit<input type="radio"/> English<input type="radio"/> French<input type="radio"/> Irish<input type="radio"/> Scottish<input type="radio"/> German<input type="radio"/> Dutch (Netherlands) <p>Other ethnic or cultural group(s) — Specify</p> <div data-bbox="1052 969 1381 1017" style="border: 1px solid black; height: 23px; width: 100%;"></div> <div data-bbox="1052 1027 1381 1075" style="border: 1px solid black; height: 23px; width: 100%;"></div>
---	--

The Aboriginal population defined through the 1991 Census includes those persons who reported at least one Aboriginal origin (i.e., North American Indian, Métis, or Inuit ancestry) for question 15 of the census long questionnaire. **The census Aboriginal population is defined as that portion of the Canadian population who reported themselves as having Aboriginal origins.**

Prior to the 1981 Census, only the respondent's paternal ancestry was reported. If multiple ethnic origins were provided, only one origin was captured, resulting in one ethnic origin per respondent. In 1981 this restriction was removed, allowing for multiple ethnic origins. One write-in space was provided on the 1981 questionnaire in addition to the mark-in boxes.

* Form 2D, which was used for canvasser enumeration, was the questionnaire used on reserves and in northern communities. Form 2B, which was used for self-enumeration purposes, was distributed to the remaining households in Canada.

The diagram below illustrates the derivation of the census population with Aboriginal origins:



The 1991 population with Aboriginal origin was derived from the responses to the ethnic origin question (question 15), where respondents were asked to indicate either a single Aboriginal origin (i.e., North American Indian, Métis, or Inuit); multiple ethnic origins, that is, Aboriginal origin in combination with at least one other non-Aboriginal ethnic origin (i.e., English, Irish, German, etc.); or multiple Aboriginal origins, such as Métis and North American Indian.

3.2 Canada's Registered Indian Population

The 1991 Census marks the first year in which a separate question was asked on whether or not the respondent is a registered Indian as defined by the *Indian Act*. A separate question was asked because Indian registration is not a matter of ethnic origin, but one of legal consideration reflecting specific terms and conditions contained in the *Indian Act*. The inclusion of question 16 in the 1991 Census enables data users to isolate Canada's registered Indian population. The following is a reproduction of question 16 from the census long questionnaire (Form 2D/2B):

Form 2D:

16. (a) Is this person a registered Indian as defined by the Indian Act of Canada?	<input type="radio"/> No <input type="radio"/> Yes, registered Indian
(b) Is this person a member of an Indian Band?	<input type="radio"/> Yes — Which one? <i>Specify Indian Band or First Nation</i> <input style="width: 100%;" type="text"/> <input type="radio"/> No

Form 2B:

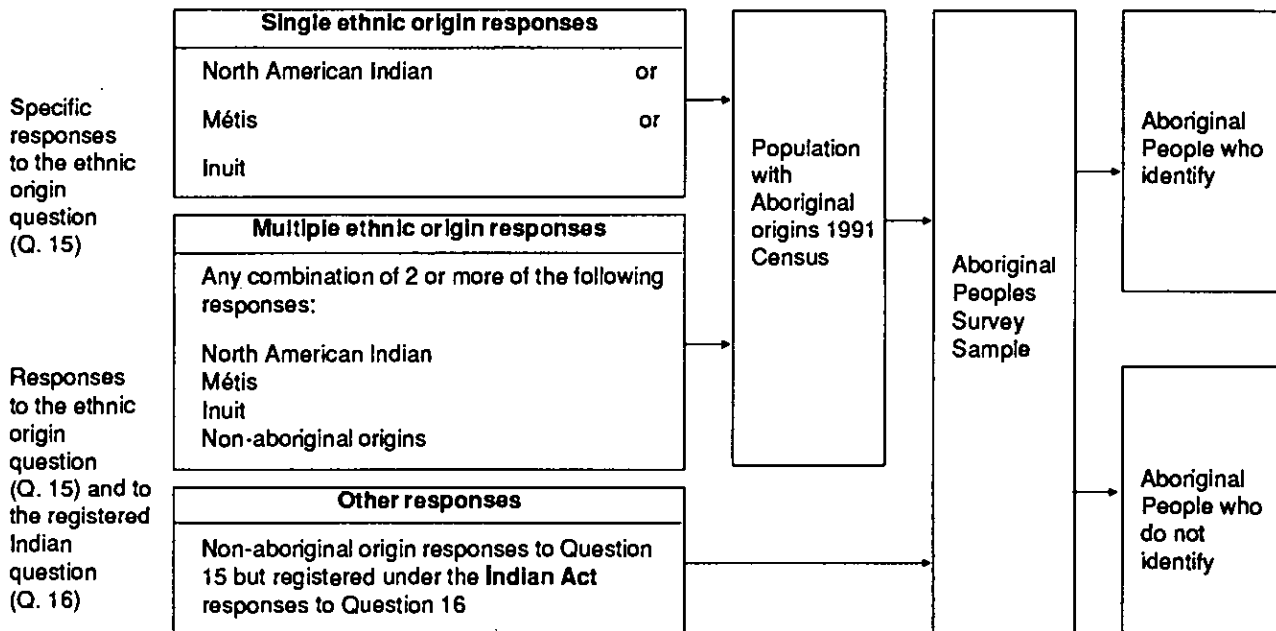
16. Is this person a registered Indian as defined by the Indian Act of Canada?	<input type="radio"/> No <input type="radio"/> Yes, registered Indian <i>Specify Indian Band or First Nation (for example, Musqueam)</i> <input style="width: 100%;" type="text"/>
See Guide.	

3.3 The APS Population with Aboriginal Identity

The APS sample population is derived from the census population with Aboriginal origins, and from those who reported being registered under the *Indian Act*. It includes those respondents who reported on their APS questionnaire that they **Identify** with at least one Aboriginal group (i.e., North American Indian, Métis, Inuit, or other Aboriginal group such as Cree or Inuvialuit), **and/or** reported being registered under the *Indian Act*. The APS population, then, is that portion of Canada's population who identifies with their Aboriginal origins, and/or are registered under the *Indian Act*.

The main difference between the census and APS definitions is that the census measures Aboriginal origins, while the APS measures those with Aboriginal origins who also **Identify** with their Aboriginal origins, and/or are registered under the *Indian Act*. For example, a person may report in the census that he or she has Métis origin from an ancestor, such as a grandmother, but on the APS indicates that he or she does not identify with the Métis nation. In this instance, this person would be counted as part of the census population with Aboriginal origin, but would not be included as part of the APS population.

The diagram below illustrates the composition of the APS sample as derived from the census population with Aboriginal origin (question 15), and from the registered Indian population (question 16):



3.4 Census-APS Link

Since the APS population sample was drawn from the 1991 Census, selected socio-demographic information gathered from the census can be used to supplement the APS database. Consequently, selected variables in the census, such as marital status and place of birth, can be cross-referenced with APS information items to provide a more comprehensive profile of the APS respondents.

3.5 Comparisons Between the Aboriginal and non-Aboriginal Populations

Comparisons between the Aboriginal and non-Aboriginal populations can be made using only those variables included in the census, because the questionnaire containing those variables was answered by both population groups. Consequently, the Aboriginal population used for cross-reference purposes will always be the census population with Aboriginal origins. See Appendix C for a list of the major Census variables that have been brought over to the APS database.

The following is an example to illustrate how the census and the APS can be used to meet the user's specific data needs:

If the data user wishes to make comparisons between the average incomes of Inuit women and non-Aboriginal women, the data user would consult the census as a source of information. The data available would include the income and sex for the census Aboriginal origin population, and the income and sex for the non-Aboriginal population.

However, if information is required on the number of Inuit women engaged in traditional activities (e.g., selling jewellery and crafts), the individual would obtain data from the APS. The data available would include sex and occupation information from the APS population.

THE 1991 CENSUS

1. The Development of the 1991 Census

1.1 Content Consultation

Throughout 1987, extensive content consultations were held with major data users in the public and private sectors, as well as with Aboriginal groups, business and labour organizations, academics, community and social services workers, private citizens, and federal, provincial, territorial and municipal governments. Over 1,100 people participated in the process, and more than 150 written briefs were submitted. The consultation process demonstrated the importance of the census as the best source of information on major social and economic issues. For further information regarding the development of the 1991 Census and what type of information it provides, consult the **1991 Census Handbook** (Cat. No. 92-305E).

The development of the 1991 Census also involved an extensive testing program. Focus groups and modular tests were conducted to assist in the conceptual development and wording of the questions, as well as to measure peoples' reaction to the questions and questionnaire. Two National Census Tests were held in order to measure the ability and willingness of Canadians to respond to the questions proposed for the census. Questions that proved to be unsatisfactory were eliminated or revised. As a result, the questionnaire was significantly different from the form used for the 1981 and 1986 Censuses.

1.2 Questionnaire Changes Since the 1986 Census

The census questionnaire was completely redesigned for the 1991 Census. In the process, seven questions were asked for the first time in 1991:

- Indian registration and Indian Band/First Nation membership;
- identification of farm operators;
- mobility--place of residence one year ago;
- common-law status;
- knowledge of other languages;
- landed immigrant status;
- condominium fees.

In addition, five questions were reinstated from the 1981 or previous censuses:

- fertility;
- religion;
- school attendance;
- condition of dwelling;
- number of bedrooms.

1.3 Data Collection

For the 1991 Census, information was collected from more than 10 million dwellings both in Canada and abroad. People were counted at their usual place of residence, regardless of where they happened to be on Census Day.

Two collection methods were used for the 1991 Census: self-enumeration (Form 2B) and canvasser enumeration (Form 2D). In self-enumeration areas, a questionnaire was dropped off at each household before Census Day and, upon completion, was mailed back in pre-addressed envelopes. In 1991, canvasser enumeration was used to enumerate each household in northern areas and on Indian reserves and settlements where irregular mail service makes mail-back impractical. In addition, most northern areas were enumerated for the census during March 1991 because often people in these communities move to various hunting and fishing areas in the spring.

The census questions were translated into 31 non-official languages (including some Aboriginal languages) for people who do not understand either of Canada's official languages.

After the questionnaires were completed and returned to Statistics Canada, the data were edited and tabulated for the production of publications and machine-readable information.

1.4 Consultation on User Needs

Over the course of about two years, over 3,000 organizations from all sectors were approached to solicit their comments for the proposed product and service line for the 1991 Census.

The primary objective of this undertaking was to consult with current and potential census data users in order to evaluate the proposed 1991 product and service line. Client feedback obtained in this way was used to assist census personnel in determining product features, content, prices, etc.

2. Data Quality

Data produced from the census are statistical estimates. The accuracy of a statistical estimate is a measure of how much the estimate differs from the correct or "true" figure. Departures are known as errors. Errors can arise from many sources, but can be grouped into a few broad categories: coverage errors, non-response errors, response errors, processing errors, and sampling errors.

Coverage errors can occur when there is a difference between the actual population and the population sampled. The census attempts to count every Canadian at their usual place of residence, regardless of where they happened to be on Census Day. However, errors can occur in some of the following instances: the householder fails to list all usual residents of the dwelling; a census representative fails to drop off a questionnaire at an occupied dwelling because it appears to be vacant; a family maintaining two residences could be missed at both (or double-counted) because of confusion about where they should be counted, etc. Each of these instances involves a coverage error.

Any statistical survey is affected by a certain percentage of **non-response** among the selected sample. Non-response is said to be total when, for any reason, a selected person could not be interviewed for the survey. Non-response is partial when only part of the questionnaire was completed.

A response error occurs when the respondent misunderstands a question, and the interviewer records an incorrect answer. Several procedures were taken to minimize this type of error, including interviewer training, respondent follow-up, and extensive response edits.

Processing errors may occur at various stages including: coding, data capture, and imputation. Quality control measures are applied to every stage of the data processing in order to minimize this type of error.

Sampling errors apply only to the supplementary questions on the census long form, which were asked of a one-fifth sample of households, and which arise from the fact that the results for these questions, when weighted to represent the whole population, inevitably differ somewhat from the results which would have been obtained if these questions had been asked of all households.

3. Census Geography

Statistics Canada produces data for standard geographic areas. These include, among others, the provinces and territories, Indian reserves and settlements, Inuit communities, census subdivisions, subprovincial regions, census metropolitan areas, electoral districts, etc. For a list of the standard geographic areas and their definitions, please consult the **1991 Census Dictionary (92-301E)**.

In addition to the standard geographic areas, census data can be produced for user-defined areas (for the purpose of custom tabulations), as well as for aggregate standard geographic areas.

Provisions for releasing information at a community level, and/or for custom tabulations, are as follows:

- the confidentiality of respondents is maintained;
- at the reserve and settlement level, the reserve and settlement population must be a minimum of 40 persons.



THE 1991 ABORIGINAL PEOPLES SURVEY

1. What is a Post-Censal Survey?

A post-censal survey has three major characteristics: it uses current census data to identify a sample population; census staff and field infrastructure are used to select the sample and collect the data; and census data are used to augment the data collected in the post-censal survey questionnaire. A post-censal survey is also timely, as enumeration takes place shortly after the census has been completed.

These characteristics translate into several advantages, including an efficient means of collecting information on a segment of the Canadian population that is geographically dispersed, a reduction in respondent burden, and it is cost-effective.

2. The Development of the APS

2.1 Content Consultation

The development of the APS began in 1988 when Statistics Canada approached Canada's national Aboriginal organizations to ask for their participation in the survey, and to help define what information should be collected in the APS. The response from the organizations was positive, and throughout 1990 extensive workshop consultations were held jointly with Statistics Canada and about 500 representatives from national and provincial Aboriginal organizations and government departments across the country.

Representatives from the Assembly of First Nations, the Native Council of Canada, the Inuit Tapirisat of Canada, as well as representatives from the federal, provincial and territorial governments, and numerous research and service organizations actively participated in the content development of the APS. From these consultations, a list of topics was prepared which provided the content structure for the APS. These topics appear in the APS questionnaire under the following headings: Identity, Language and Tradition, Disability, Health, Lifestyle and Social Issues, Mobility, Schooling, Work and Related Activities, Expenditures and Income, and Housing.

2.2 Creation of the APS Questionnaire

With the aid of survey specialists, the content topics identified in the consultations were translated into a questionnaire. A draft of the questionnaire was then distributed to those who had participated in the consultation and discussion phase, and they were encouraged to provide feedback on the questionnaire. Comments were received from about 250 individuals and organizations. After several revisions, the questionnaire was field tested in April 1991. Waboden, a predominantly Métis community in Manitoba; Hopedale, an Inuit community in Labrador; and the Kamloops Indian Reserve in British Columbia each participated in the field test. In addition, focus groups with Aboriginal persons living in urban areas were held in Vancouver, Sault Ste. Marie, and Quebec City to discuss the viability and applicability of the questionnaire in an urban setting.

Feedback from the field tests and focus groups, including comments from the interviewing staff, were incorporated into the final draft of the questionnaire. By the summer of 1991 the final questionnaire was sent to print, and the survey interviews were conducted in the fall of 1991. For operational reasons, communities in Northern Quebec were covered in January 1992.

2.3 Data Collection

For both the census and the APS, Inuit, Métis and Indian persons participated in various levels of the data collection phase. Approximately 2,200 Aboriginal persons were employed in a wide range of positions, including local interviewers through to supervisory and management levels.

2.4 Consultation on User Needs

After the data had been collected, follow-up consultations relating to data output were conducted in the spring of 1992. At these workshops, feedback was sought on how the information gathered through the APS and the 1991 Census might be organized, packaged and disseminated to potential data users.

3. METHODOLOGY

3.1 The Sample

The target population for the APS is comprised of all persons living in Canada at the time of the 1991 Census who reported Aboriginal origins, and/or reported being registered under the **Indian Act** of Canada. For operational reasons, residents of institutions such as hospitals or penitentiaries, and residents of other collective dwellings such as hotels or lodging and rooming houses, were excluded from the survey.

Selecting the sample of respondents was an integral part of the field operations for the 1991 Census. For each of the areas chosen for the survey, a list was compiled of persons who had indicated Aboriginal origins and/or reported being registered under the **Indian Act** on their 1991 Census long questionnaire. A sample was selected from the list that allowed estimates to be made of the characteristics of Aboriginal persons living on Indian reserves and settlements, in other Aboriginal communities, and in other areas in Canada.

3.2 Two Sampling Plans

The overall needs of the data user was one of the primary considerations taken into account in the development of a sampling strategy for the APS. During the APS content consultation process, it became apparent that community-level data were required by Aboriginal peoples, as well as by federal and provincial government agencies.

To facilitate the coverage of a population that is distributed over a large geographic area, each province was divided into two parts or "domains" and a representative sample was selected in each domain. Refer to Appendix D for the number of respondents to the APS for both domains.

Domain 1 included communities that had a high concentration of Aboriginal persons. These communities included Indian reserves and settlements, Inuit and Métis communities, as well as some towns and villages with a large Aboriginal population. A representative sample was selected from each community. Both Yukon and Northwest Territories, in their entirety, are included in Domain 1 only.

Domain 2, which included the remainder of the province, was divided into different parts depending on the province: major census metropolitan areas (CMA); an aggregate of all other CMAs for the province; an aggregate of all other urban areas in the province; and an aggregate of all rural areas in the province. In each part of the second domain, a representative sample was selected. Please refer to the **APS Geography** section of this guide for a list of the geographic areas for which the APS sample was designed. Users who are interested in a more detailed description of the sampling methodology for the APS should consult the technical report of sample design, which is available through the Post-Censal Surveys Program.

3.3 Data Collection

Participation in the APS was voluntary. Data for the survey were collected from October 1991 to January 1992 through personal interviews with selected persons. For adults, interviews were conducted, for the most part, with the designated respondent. About 17% of adult interviews were conducted through another household member if the selected adult was absent during the data collection period. For the most part, information on children under 15 years of age was obtained from a parent or guardian; however, some children 12 years of age or older could respond for themselves.

The response rate for Domain 1 was 79%, and 78% for Domain 2. The refusal rate for the APS was low; however contact was not made with 15% of each selected sample. The following table provides additional information on response rates:

CATEGORY	DOMAIN 1	DOMAIN 2
Interviews Completed	79%	78%
Refusal	7%	6%
Absent	14%	16%

3.4 Data Processing and Estimation

Data were captured at regional offices of Statistics Canada and then transmitted to the central office of Statistics Canada for processing, and the questionnaires were sent to Ottawa. **The names and addresses of individual respondents were not entered into the APS database.**

All records in the APS database were then put through a series of checks to verify the validity and consistency of the answers obtained. Missing, incomplete or inconsistent data were considered to be "unknown" or, in some cases, the missing data were imputed from other information in the questionnaire.

In a survey such as the APS, each respondent in the sample is representative of a sub-group of the population studied. Each record in the database is therefore given an initial weight corresponding to the number of persons it represents. The initial weight is adjusted to compensate for non-responses and for discrepancies between the characteristics of the sample and those of the target population. The results of the survey are then multiplied by the numeric weight to obtain an estimate of what the response would be for the entire population. The results of the APS were weighted to be representative of the census Aboriginal population, excluding those reserves and communities that were incompletely enumerated. Refer to Appendix A for a list of the Indian reserves and settlements that were incompletely enumerated in the 1991 Census.

3.5 Data Quality

All statistics obtained from the APS database are estimates based on a probability survey carried out with a sample of Canada's Aboriginal population. Consequently, these statistics can be subject to two different types of errors: sampling errors and non-sampling errors.

Sampling errors can be defined as errors caused by the analysis of a sample rather than a census of the entire population carried out under the same conditions. In the context of a survey such as the APS, we can estimate this error using the survey data. The measure of error used is called the coefficient of variation (CV) of the estimate, which is the standard error of the estimate divided by the estimate itself.

For the purpose of the survey, when the coefficient of variation (CV) of an estimate is higher than 33.3%, this is considered too unreliable to be published and the symbol "--" is printed in the corresponding cell of the data table.¹ This symbol is also used to indicate that publication of the data in that cell would violate confidentiality rules. When the CV of the estimate is between 16.7% and 33.3%, the corresponding estimate is accompanied by the symbol "*" in the table. These estimates should be used with caution to support a conclusion. All estimates where the CV is lower than 16.7% can be used unconditionally.

All other types of errors (i.e. coverage, response, processing and non-processing errors) are categorized as **non-sampling errors**. It is generally difficult to identify and evaluate the effect of some of these errors.

Coverage errors occur when there are differences between the target population and the population sampled. In the case of the APS, integration of the survey with the structure of the 1991 Census greatly reduced this type of error. However, because the APS sample is selected from those who participated in the census, the APS information is unavailable for those communities that were incompletely enumerated in the census. According to the 1991 Census data, 78 Indian reserves and settlements were incompletely enumerated in the census, and 181 Indian reserves and settlements were incompletely enumerated in the APS even though they had participated in the census. These reserves and settlements are identified in Appendix B1, and Appendix B2 lists another 14 Aboriginal communities that were incompletely enumerated for the APS. Other persons not covered by the APS include Aboriginal people living in collective dwellings, institutions, military camps, and overseas.

¹ Users should note that for all APS data publications released prior to July 1993, the symbol ".." was used to indicate that the CV of the estimate was higher than 33.3%.

A response error occurs when the respondent misunderstands a question and the interviewer records an incorrect answer. Several procedures were taken to minimize this type of error, including interviewer training, respondent follow-up, and extensive response edits.

Processing errors may occur at various stages including coding, data capture, and imputation. Quality control measures are applied to every stage of the data processing in order to minimize this type of error.

Any statistical survey is affected by a certain percentage of non-response among the selected sample. Non-response is said to be total when, for any reason, a selected person could not be interviewed for the survey. Non-response is partial when only part of the questionnaire is completed. Non-response errors depend on the type and degree of differences that may exist between the characteristics of the sample of respondents and those of the sample of non-respondents. In principle, the greater the differences, the greater are the effects on the accuracy of the estimates.

The rates of response of the APS (79% for Domain 1 and 78% for Domain 2) were acceptable. Although these rates may vary significantly from one settlement or reserve to another, or from one area to another, various measures were taken to lessen the bias caused by the number of non-responses. For example, in Domain 1 a correction for non-response was made by community, age group, and sex. In the data tables, non-responses to specific questions are identified under the heading "unspecified."

4. APS Geography

The following is a chart showing the geographic areas for which data from the APS can be retrieved. It may also be possible to obtain estimates for other user-defined geographic areas subject to certain restrictions such as rules of data reliability and confidentiality.

	AREA	NFLD ¹	PEI	NS	NB	QUE	ONT	MAN	SASK	ALTA	BC	NWT ²	YT ²
Domain 1	1 Indian Reserves and Settlements ³	X	X	X	X	X	X	X	X	X	X	X	X
	2 Selected Aboriginal Communities ³	X				X	X	X	X	X	X	X	X
	3 Selected Census Metropolitan Areas (CMAs)			X		X	X	X	X	X	X		
Domain 2	4 Aggregate of Other CMAs					X	X						
	5 All Other Urban Areas Combined			X	X	X	X	X	X	X	X		
	6 All Other Rural Areas Combined			X	X	X	X	X	X	X	X		
Other break-down	7 On-reserve Totals ⁴	X	X	X	X	X	X	X	X	X	X	X	X
	8 Off-reserve Totals ⁴	X	X	X	X	X	X	X	X	X	X	X	X

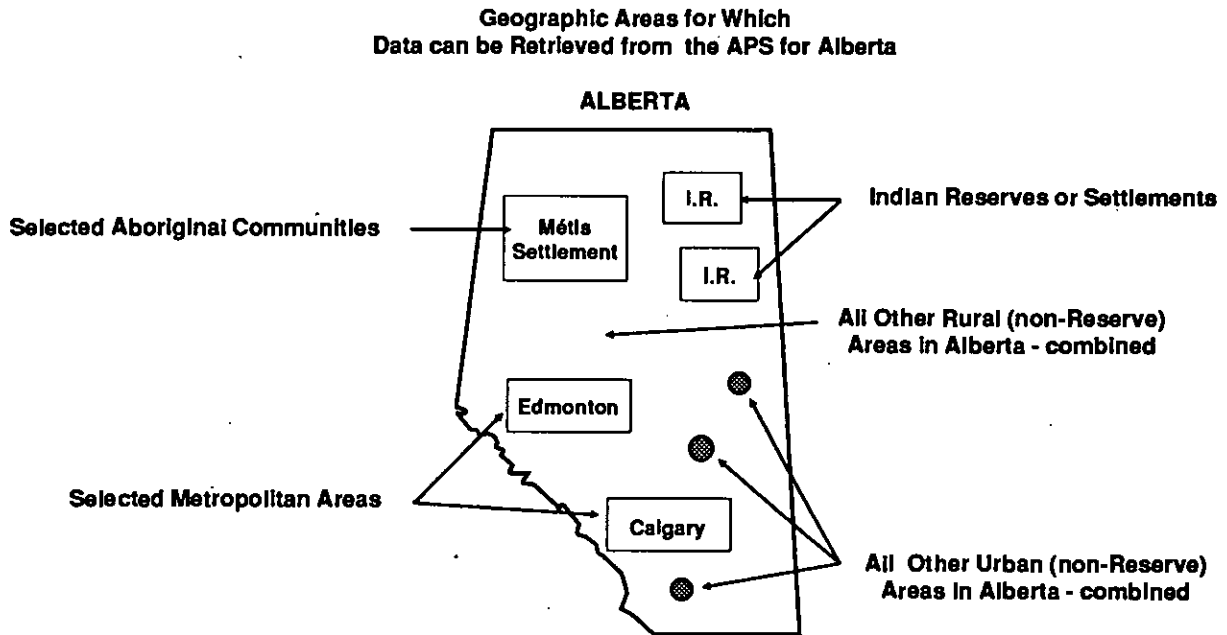
1 For Newfoundland, data can be provided for Labrador as well as for the island portion of the province.

2 Yukon and Northwest Territories are included in Domain 1 only. Data for other rural areas combined and other urban areas combined can be considered special requests.

3 Data are available for individual Indian reserves and settlements, and selected Aboriginal communities (i.e., Métis settlements and Inuit communities) with a minimum APS population of 40 persons.

4 For the purpose of APS publications and custom tabulations, Area 1 constitutes the on-reserve population, and Areas 2-6 constitute the off-reserve population.

Taking the province of Alberta as an example, the following diagram illustrates the geographic areas for which data are available from the APS at the provincial level:



There were 78 incompletely enumerated Indian reserves and settlements during the 1991 Census. These reserves and settlements are identified in Appendix A.

Because the APS sample was selected from the 1991 Census, these 78 reserves and settlements are also not included in the APS. An additional 181 Indian reserves and settlements representing 20,000 individuals were incompletely enumerated in the APS because enumeration was not permitted or was interrupted before all questionnaires could be completed. These additional reserves and settlements are identified in Appendix B1. Appendix B2 lists another 14 Aboriginal communities that were incompletely enumerated for the APS.

5. The APS Questionnaires

5.1 Content

The content of the APS questionnaires was designed through extensive consultation with national Aboriginal organizations and communities, research groups, as well as provincial, territorial and federal governments.

The content of Form 06 (for Adults, ages 15 years and over) is a representation of data needs as expressed during the APS content consultation phase. Form 07 (for Children, under 15 years of age) is similar in format to the Adult questionnaire, but is reduced in scope to reflect Aboriginal concerns as they relate to children. Appendix F is a reproduction of the APS Form 06 and Form 07.

5.2 Rationale - Adult Questionnaire

The following section summarizes the rationale behind the questions on Form 06, the Adult questionnaire.

Section A - Identity

The questions in this section are used to determine if the respondent identifies with an Aboriginal group, including North American Indian, Inuit, and Métis. The respondent is also asked to indicate any Aboriginal ancestry, and if he or she is registered, or has applied to register, under Bill C-31 of the *Indian Act*.

Section B - Language and Tradition

The purpose of this section is to measure the extent of fluency of Aboriginal language(s) among respondents, and the barriers encountered in learning or using an Aboriginal language. This section also measures the availability of print media, radio, and television in an Aboriginal language and the extent of the respondent's participation in traditional activities.

Section C - Disability

The questions in this section are used to determine if respondents are limited in performing certain activities due to a condition or health problem which lasted or is expected to last six months or longer. The respondents are asked to indicate whether they have problems performing these activities even when using specialized aids such as glasses, hearing aids, braces, etc. Other questions are asked about limitations due to long-term emotional, psychological, nervous, and mental health conditions or problems. Refer to the Post-Censal Surveys Program's 1991 Health and Activity Limitation Survey (HALS) for information on persons with disabilities in Canada.

Section D - Health, Lifestyle and Social Issues

The purpose of this section is to obtain information on the respondent's general health, recreational and physical activities, smoking and drinking habits, and personal safety. Questions are also asked regarding the respondent's opinion about the health and social issues facing Aboriginal People in their community.

Section E - Mobility

The questions in this section are used to determine the respondent's mobility patterns within the 12 month period prior to enumeration, where a change of residence has lasted at least one month. Respondents are also asked their reasons for moving within or outside of the Aboriginal community, their likes and dislikes regarding their community, and the time spent on the land.

Section F - Schooling

The questions in this section address the respondent's access to institutional education, the availability of Aboriginal educators in the classroom, and the extent to which Aboriginal language and history are represented in the school curriculum. Other questions deal with the respondent's likes and dislikes regarding schooling, as well as any training undertaken by the respondent.

Section G - Work and Related Activities

This section is designed to gather information on the respondent's employment history, as well as barriers to employment. Employment experience also includes those duties or traditional activities (such as trapping, hunting, or making arts and crafts) undertaken by the respondent to support himself or herself. Other questions deal with business ownership or operation.

Section H - Expenditures and Sources of Income

The questions in this section are asked to determine the expenditure patterns of the respondent, as well as the extent to which purchases are made both within and outside of the community or neighbourhood.

Section I - Housing

This section is designed to gather information on the respondent's housing conditions, the availability of safety and security devices within the home, whether respondents are on a waiting list for housing, as well as the location of where the housing is sought.

5.3 Rationale - Children's Questionnaire

This section summarizes the rationale behind the questions on Form 07, the Children's questionnaire.

Section A - Identity

The questions in this section are used to determine if the respondent identifies with an Aboriginal group, including North American Indian, Inuit, and Métis. The respondent is also asked to indicate any Aboriginal ancestry, and if he or she is registered, or has applied to register, under Bill C-31 of the *Indian Act*.

Section B - Language and Tradition

The purpose of this section is to measure the extent of fluency of Aboriginal language(s) among respondents. This section also measures the extent of the respondent's participation in traditional activities, and the availability of print media, radio and television in an Aboriginal language.

Section C - Health and Disability

This section asks questions about the respondents health and ability to do certain activities, even when using a specialized or technical aid. Respondents are also asked about problems which have lasted or which he/she thinks will last six months or more.

Section D - Mobility

Questions in this section pertain to the respondent's mobility patterns in the 12 months prior to enumeration, where a change of residence has lasted at least one month. Respondents are also asked their reasons for moving within or outside of the Aboriginal community, and how much time they spend on the land.

Section E - Schooling

This section provides insights into the respondent's education history, including the location of educational facilities, the availability of Aboriginal educators in the classroom, and the extent to which Aboriginal language and history are represented in the school curriculum.

Section F - Housing

This section is designed to gather information on the respondent's housing conditions, the availability of safety and security devices within the home, as well as whether respondents are on a waiting list for housing, and the location where the housing is sought.

**PRODUCTS AND PUBLICATIONS FROM THE
1991 CENSUS AND THE 1991 APS**

1. Joint Products and Publications

Age and Sex - This publication will show, in tabular form, the distribution of age and sex variables for the population with Aboriginal origin(s) and the population with Aboriginal identity for Canada, the provinces and territories, and selected census metropolitan areas. This publication will include a breakdown of age and sex for the Inuit, Métis, and North American Indian populations living on and off reserves. (Cat. No. 94-327)

The User's Guide - 1991 Aboriginal Data is available at no charge and provides background information about the Aboriginal component of the 1991 Census and the post-censal Aboriginal Peoples Survey. It includes copies of the survey questionnaires, and instructs the reader on how to order custom tabulations. This non-catalogued publication may be ordered directly through:

- The Post-Censal Surveys Program
Statistics Canada
9-C8 Jean Talon Building
Tunney's Pasture
Ottawa, Ontario
K1A 0T6

Phone (613) 951-4414
TDD (613) 951-4180
FAX (613) 951-2906

- Advisory Services in Statistics Canada Regional Reference Centres (listed on the back of the cover of this guide)

2. 1991 Census Publications

Canada's Aboriginal Population In Census Subdivisions - A catalogued and bilingual publication (\$25.00) that shows the population count of each Aboriginal group by registration and Band membership status, and as a percentage of the total population in each census subdivision with a population of at least 40 Aboriginal persons. Proposed release date: fourth quarter of 1993. (Cat. No. 94-326)

A Profile of Canada's Aboriginal Population - This catalogued and bilingual publication (\$40.00) presents a statistical overview of each Aboriginal group in comparison with the non-Aboriginal population. A wide range of demographic and socio-economic variables are displayed and grouped under main headings. Proposed release date: first quarter of 1994. (Cat. No. 94-325)

A Profile of the Aboriginal Population Residing In Selected Off-Reserve Areas - This publication will be sponsored by the Employment Equity Program and its content will be harmonized with Census output. Proposed release date: first quarter of 1994.

3. 1991 APS Products and Publications

- **Age and Sex** - Release date - March, 1993
- **Language, Tradition, Health, Lifestyle and Social Issues** - Release date - June, 1993.
- **Schooling, Work and Related Activities, Income, Expenses and Mobility** - Release date - September, 1993.
- **Disability and Housing** - Release date - First quarter, 1994.
- **Community Profiles** - A statistical profile for individual Aboriginal communities will be available following each APS data release. Profile characteristics include:
 - Language, tradition, health, lifestyle and social issues - Release date - August, 1993;
 - Schooling, work and related activities, income, expenses and mobility - Release date - Fourth quarter, 1993;
 - Disability and housing - Release date - First quarter, 1994.

All community profile data will be available in an electronic format. Release date for the electronic product - First quarter, 1994.

- **North American Indians - A Statistical Profile** - Release date - Third quarter, 1994.
- **The Métis - A Statistical Profile** - Release date - Third quarter, 1994.
- **The Inuit - A Statistical Profile** - Release date - Third quarter, 1994.
- **Micro Data File** - Release date - First quarter, 1994.
- **APS Workshop** - The purpose of this workshop is to familiarize both new and experienced data users with the APS and the information it collected. Release date - November, 1993.

ORDERING CUSTOM DATA

1. How to Prepare Table Specifications for the 1991 Census

When requesting data tables from the 1991 Census, detailed specifications are required. This helps to eliminate misunderstandings and ensures that the final product meets the user's needs.

Cost

When clients request data that have not been pre-produced, they are charged for the full cost of creating the tables.

Charges vary according to the labour and computer costs involved in the production and verification of the data; generally the more complex the table, the higher these costs. Additional costs are involved for geo-coding if data are requested for a non-standard geographic area. Geo-coding involves re-coding records for an entirely new user-defined geographic area to allow isolation of the records from standard geographic areas.

After receiving the data request, census staff analyze the request and then contact the client regarding costs and scheduling. Tables are forwarded to the client upon completion, followed by an invoice for the costs incurred.

Output Media

Tables can be produced on paper (computer printouts) or on micro-computer diskette. If the data are to be provided on diskette, any special requirements regarding labelling and/or layout of the data must be specified in the request. The user should also specify whether the tables are to be provided in English, French or both languages.

Reliability and Confidentiality

Statistics Canada reserves the right to refuse to tabulate data, or to suppress portions of any data tables which are considered not reliable or would breach individual confidentiality. This may occur when the data pertain to a very small geographic area, or to an Aboriginal community with a population of less than 40 persons according to census counts.

In addition to the above conditions of confidentiality and reliability, areas with a total non-institutional population of less than 250 will be suppressed for tabulations containing income or postal code data. For all counts of less than 10, the number will be randomly rounded to a base of 10, and counts of greater than 10 will be randomly rounded to a base of 5.

When ordering custom and semi-custom tabulations from the census, the resultant data product is subject to a licensing agreement. This agreement states that the data may be used by the individual requesting data and his or her organization, and up to three additional users.

1.1 Format of Table Requests

In addition to the desired census year(s), a table request should consist of three parts:

- 1 - level of geography
- 2 - population universe
- 3 - description of variables

Level of Geography:

The geographic area(s) for which the table is to be produced must be clearly stated. If only one geographic area is requested, it need only be indicated in the table title.

Examples:

Canada and the Provinces
Selected Provinces (e.g., Newfoundland, Nova Scotia, New Brunswick)
Census Metropolitan Areas (e.g., Vancouver, Winnipeg, Regina)
Selected Reserves

The Population Universe

The universe referred to in the title of the table must be specified in detail. The possibilities are:

Population (i.e. persons);
Families;
Households;
Dwellings.

For the purposes of requesting custom data about Aboriginal persons, the universes of "families," "households," and "dwellings" must be user defined. For example, the user must define whether an Aboriginal dwelling is one that is owned by an Aboriginal person, occupied by one (or more) Aboriginal person(s), etc.

Description of Variables

In the description of the variables, all variables to be used in the set of tables must be listed. The name of each variable should be followed by a number in brackets which indicates the number of categories into which the variable is broken down, including totals and sub-totals. Then the variable "stub" should be listed. Stubs are the labels or descriptions of the various categories which will appear in the tables.

Example:

Sex (3)

1. Total, both sexes
2. Females
3. Males

Age (4)

1. Total, 15 years of age and over
2. 15-34 years
3. 35-54 years
4. 55 years and over

If a variable is used with the same breakdown of categories in more than one table in the request, it should be listed only once. However, if it is used with different categories, it must be listed a second time to indicate the appropriate breakdown.

Example:

Highest level of schooling (3)

1. Total, all levels
2. Secondary or less
3. Post-secondary or higher

Highest level of schooling (7)

1. Total, all levels
2. No formal schooling
3. 1-8 years
4. Secondary
5. Some post-secondary
6. Certificate/diploma
7. University degree

The title contains the universe and then all variables to be cross-classified, each preceded by the word "by" and followed by a number in brackets (e.g., Population reporting Aboriginal Origin by Sex (3), by Age (5)). The number in brackets indicates the number of categories into which the variable is broken down and must match an item already defined in the list of variables. Every variable mentioned here is cross-tabulated with every other variable, so that the number of cells in the matrix is easily determined by multiplying the numbers in brackets. For example, a cross-tabulation of Aboriginal persons, by Sex (3), by Age (5), by Highest level of schooling (7), will have $3 \times 5 \times 7 = 105$ cells. However, random rounding may have an impact on the number of cells produced.

The user should visualize the layout of the table and determine how it would most easily be used. This is necessary in order to specify which variable should be in the columns across the top of the table and the order in which the variables should appear on the left side of the table. The variable to be used in the columns should be mentioned last in the title, preceded by the other variables in the order in which they should appear in the table. A quick sketch of how the user expects the table to look is helpful.

Census tables generally contain estimates of responses but could include calculations such as averages, ratios, or percentages. This should be mentioned in the title and detailed specifications of how to complete the calculations should be provided with the table request.

Release of data is always dependent upon the reliability of the estimates, which decreases as the level of detail increases.

2. How to Prepare Table Specifications for the 1991 APS

When requesting data tables from the 1991 APS, detailed specifications are required. This helps to eliminate misunderstandings and ensures that the final product meets the user's needs.

Cost

When clients request data that have not been pre-produced, they are charged for the full cost of creating the tables.

Charges vary according to the labour and computer costs involved in the production and verification of the data; generally the more complex the table, the higher these costs. Additional costs are involved for geo-coding if data are requested for a non-standard geographic area. Geo-coding involves re-coding records for an entirely new user-defined geographic area to allow isolation of the records from standard geographic areas.

After receiving the data request, APS staff analyze the request and then contact the client regarding costs and scheduling. Tables are forwarded to the client upon completion, followed by an invoice for the costs incurred.

Output Media

Tables can be produced on paper (computer printouts) or on micro-computer diskette. If the data are to be provided on diskette, any special requirements regarding labelling and/or layout of the data must be specified in the request. The user should also specify whether the tables are to be provided in English, French or both languages.

Reliability and Confidentiality

Statistics Canada reserves the right to refuse to tabulate data, or to suppress portions of any data tables which are considered not reliable or would breach individual confidentiality. This may occur when the data pertain to a very small geographic area, or to an Aboriginal community with a population of less than 100 inhabitants for APS requests.

2.1 Format of Table Requests

A table request should consist of three parts:

- 1 - level of geography
- 2 - population universe
- 3 - description of variables

Level of Geography:

The geographic area(s) for which the table is to be produced must be clearly stated. If more than one geographic area is requested for a tabulation, a "region" variable must also be included in the description of variables. If only one geographic area is requested, it needs only to be indicated in the table title.

Example:

Canada and the Provinces

Selected Provinces (e.g., Newfoundland, Nova Scotia, New Brunswick)

Census Metropolitan Areas (e.g., Vancouver, Winnipeg, Regina)

Selected Reserves

The Population Universe

The universe referred to in the title of the table must be specified in detail. The possibilities are:

Population (i.e. persons);

Families;

Households;

Dwellings.

For the purpose of requesting custom data about Aboriginal persons, the universes of "families," "households," and "dwellings" must be user defined. For example, the APS defines an Aboriginal household as a household with at least one Aboriginal person. Data may be obtained using other definitions of a household. For example, an Aboriginal household might be defined as one in which all members are Aboriginal, or one in which the majority of the members are Aboriginal, etc.

Description of Variables

In the description of the variables, all variables to be used in the set of tables must be listed. The name of each variable should be followed by a number in brackets which indicates the number of categories into which the variable is broken down, including totals and sub-totals. Then the variable "stub" should be listed. Stubs are the labels or descriptions of the various categories which will appear in the tables.

Example:

Sex (3)

1. Total, both sexes
2. Females
3. Males

Age (4)

1. Total, 15 years of age and over
2. 15-34 years
3. 35-54 years
4. 55 years and over

If a variable is used with the same breakdown of categories in more than one table in the request, it should be listed only once. However, if it is used with different categories, it must be listed a second time to indicate the appropriate breakdown.

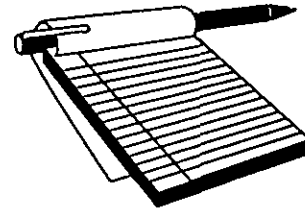
Example:

Highest level of schooling (3)

1. Total, all levels
2. Secondary or less
3. Post-secondary or higher

Highest level of schooling (7)

1. Total, all levels
2. No formal schooling
3. 1-8 years
4. Secondary
5. Some post-secondary
6. Certificate/diploma
7. University degree



The title contains the universe and then all variables to be cross-classified, each preceded by the word "by" and followed by a number in brackets (e.g., population with Aboriginal identity by Sex (3), by Age (5)). The number in brackets indicates the number of categories into which the variable is broken down and must match an item already defined in the list of variables. Every variable mentioned here is cross-tabulated with every other variable, so that the number of cells in the matrix is easily determined by multiplying the numbers in brackets. For example, a cross-tabulation of Aboriginal persons, by Sex (3), by Age (5), by Highest level of schooling (7), will have $3 \times 5 \times 7 = 105$ cells. However, random rounding may have an impact on the number of cells produced.

The user should visualize the layout of the table and determine how it would most easily be used. This is necessary in order to specify which variable should be in the columns across the top of the table and the order in which the variables should appear on the left side of the table. The variable to be used in the columns should be mentioned last in the title, preceded by the other variables in the order in which they should appear in the table. A quick sketch of how the user expects the table to look is helpful.

APS tables generally contain estimates of responses but could include calculations such as averages, ratios, or percentages. This should be mentioned in the title and detailed specifications of how to complete the calculations should be provided with the table request.

Release of data is always dependent upon the reliability of the estimates, which decreases as the level of detail increases.

APPENDIX A:

**INCOMPLETELY ENUMERATED INDIAN RESERVES
AND SETTLEMENTS FOR THE 1991 CENSUS**

Appendix A

Incompletely Enumerated Indian Reserves and Settlements for the 1991 Census

Province	Incompletely Enumerated Indian Reserves and Settlements	Population		Occupied Private Dwellings	
		1981	1986	1981	1986
New Brunswick					
	Big Hole Tract 8	48	52	16	16
	Burnt Church 14	637	¶	96	¶
	Eel Ground 2	293	328	79	90
	Kingsclear 6	259	¶	52	¶
	Tobique 20	457	542	139	165
Quebec					
	Akwesasne (Partie)	1,370	¶	345	¶
	Kahnawake 14	5,218	¶	2,790	¶
	Kanesatake	618	¶	167	¶
	Lac-Rapide	260	¶	50	¶
	Wendake	960	1,035	302	363
Ontario					
	Akwesasne (Part)	716	¶	217	¶
	Bear Island 1	139	¶	34	¶
	Big Trout Lake	718	¶	166	¶
	Chippewas of the Thames First Nation 42	661	591	180	178
	Garden River 14	749	588	177	166
	Golden Lake 39	219	236	66	73
	Goulais Bay 15A	20	¶	7	¶
	Kenora 38B	186	191	38	40
	Kettle Point 44	785	¶	210	¶
	Kingfisher 1	255	¶	86	¶
	Lac Seul 28	302	519	70	120
	Long Dog Lake	..	-	..	-
	MacDowell Lake	28	-	..	-
	Matachewan 72	22	13	7	6
	Mississagi River 8	191	195	48	61
	Munsee-Delaware Nation 1	..	157	..	48
	Naiscotaing 17A	..	2	..	1
	North Spirit Lake	..	203	..	42
	Oneida 41	991	¶	258	¶
	Osnaburg 63A	...	...	...	...
	Rankin Location 15D	366	¶	105	¶
	Shawanaga 17	77	85	28	25
	Sheguiandah 24	82	¶	22	¶
	Sheshegwaning 20	89	71	24	25
	Shoal lake 34B 2	122	161	30	41
	Six Nations (Part) 40 (Haldimand-Norfolk R.M.)	710	479	209	146
	Six Nations (Part) 40 (Brant County)	3,725	3,702	1,128	1,210
	Spanish River 5	674	717	132	159
	The Dalles 38C	..	41	..	9
	Thessalon 12	26	26	6	7
	Tyendinaga 38	1,037	882	320	311
	Wapekeka 1	..	12	..	4
	Wapekeka 2	194	¶	35	¶
	Whitefish Bay 32A	409	378	74	104

Appendix A
Incompletely Enumerated Indian Reserves and Settlements for the 1991 Census

Province	Incompletely Enumerated Indian Reserves and Settlements	Population		Occupied Private Dwellings	
		1981	1986	1981	1986
Manitoba					
	Roseau Rapids 2A	66	¶	11	¶
	Roseau River 2	310	¶	62	¶
	Valley River 63A	201	184	40	37
Saskatchewan					
	Big Head 124	246	339	39	56
Alberta					
	Beaver Lake 131	214	¶	45	¶
	Ermineskin 138	719	¶	139	¶
	Heart Lake 167	80	¶	22	¶
	Kehiwin 123	585	507	95	110
	Montana 139	258	¶	55	¶
	Puskiakiwenin 122	190	222	28	36
	Samson 137	1,990	¶	379	¶
	Samson 137A	17	¶	3	¶
	Sucker Creek 150A	274	299	66	79
	Unipouheos 121	462	406	74	77
	White Fish Lake 128	734	¶	128	¶
British Columbia					
	Becher Bay	81	¶	24	¶
	Campbell River 11	109	123	28	38
	Chekwelep 26	38	35	18	18
	Esquimelt	36	¶	12	¶
	Katit 1	43	¶	12	¶
	Malahat 11	88	¶	17	¶
	Marble Canyon 3	..	¶	..	¶
	Mount Currie 1	231	¶	50	¶
	Mount Currie 10	433	¶	82	¶
	Mount Currie 2	..	¶	..	¶
	Mount Currie 6	...	...	...	...
	Mount Currie 8	104	¶	..	¶
	Nesuch 3	..	¶	..	¶
	Pacheene 1	188	-	57	1
	Siammon 1	723	646	200	222
	Sooke 1	29	¶	8	¶
	Sooke 2	...	...	...	...
	Stone 1	184	186	36	38
Yukon Territory					
	Two Mile Village	..	85	..	26

Note(s)

- .. Figures not available.
- ... Figures not appropriate or not applicable.
- Nil or zero.
- Amount too small to be expressed.
- ¶ Incompletely enumerated Indian reserve or settlement.



APPENDIX B:

**INCOMPLETELY ENUMERATED INDIAN RESERVES
AND SETTLEMENTS FOR THE 1991 APS**

Appendix B1

**Incompletely
Enumerated
Indian
Reserves
and
Settlements
for the 1991
APS**

Province	Census Division	Census Subdivision	Incompletely Enumerated Indian Reserves and Settlements	1991 Population with Aboriginal Origins
Prince Edward Island	01	050	Morell 2	18
	02	030	Rocky Point 3	32
	02	057	Scotchfort 4	96
New Brunswick	07	014	Fort Folly 1	25
	08	003	Buctouche 16	40
	08	020	Indian Island 28	52
Quebec	78	802	Doncaster 17	4
Ontario	15	019	Curve Lake First Nation 35	806
	19	076	Georgina Island 33	150
	28	035	New Credit (part) 40A	81
	29	021	New Credit (part) 40A	426
	49	075	Henvey Inlet 2	20
	49	076	French River 13	90
	51	043	Wikwemikong Unceded 26	1825
	52	051	Whitefish Lake 6	212
	52	053	Chapleau 74A	28
	52	054	Duck Lake 76B	100
	52	055	Mountbatten 76A	1
	56	033	Abitibi 70	113
	56	095	Constance Lake 92	517
	57	078	Gros Cap 49	18
	58	065	Gull River 55	239
	58	068	Long Lake 58	319
	58	080	Savant Lake	171
	59	060	Neguaguon Lake 25D	226
	59	066	Seine River 23A	155
	60	046	Slate Falls	76
60	054	Cat Lake 63C	407	
60	055	Osnaburg 63B	306	
60	058	English River 21	483	
60	061	Islington 29	598	
60	068	Shoal Lake (Part) 39A	269	
60	069	Rat Portage 38A	146	
Manitoba	04	068	Swan Lake 7	264
	19	059	Peguis 1B	999
	19	061	Jackhead 43	161
	23	039	Granville Lake	43
Saskatchewan	05	808	Little Bone 73A	22
	06	815	Okanese 82	112
	09	819	Cote 64	486
	12	829	Red Pheasant 108	308
	17	804	New Thunderchild 115C	35
	17	808	Makwa Lake 129	5
	17	814	Makwa Lake 129A	18
	18	829	La Loche 223	12

.../continued

Appendix B1

Incompletely Enumerated Indian Reserves and Settlements For The 1991 APS

Province	Census Division	Census Subdivision	Incompletely Enumerated Indian Reserves and Settlements	1991 Population with Aboriginal Origins
Alberta	11	806	Wabamun 133A	542
	12	806	Saddle Lake 125	1893
	13	811	Alexis 133	515
	17	825	Clear Hills 152C	9
	17	832	Sawridge 150G	34
	17	841	Beaver Ranch 163	17
	19	826	Duncan's 151A	63
British Columbia	01	806	Shuswap	117
	07	801	Lower Similkameen 2	37
	07	803	Penticton 1	908
	07	805	Skemeoskuankin 7 and 8	61
	07	806	Blind Creek 6	22
	07	807	Chuchwayha 2	35
	07	808	Alexis 9	10
	09	801	Ayawwis 15	5
	09	805	Inkahtsaph 6	2
	09	806	Kopchitchin 2	24
	09	808	Puckatholetchin 11	8
	09	815	Speyum 3	1
	09	817	Tuckkiowhum 1	5
	09	818	Yale Town 1	18
	09	831	Yakweakwoose 12	33
	09	833	Scowlitz 1	8
	09	838	Schelawat 1	7
	09	841	Stullawheets 8	16
	09	844	Popkum 1	7
	09	848	Tipella 7	17
	11	802	Matsqui Main 2	55
	15	802	Tsawwassen	450
	15	809	Barnston Island 3	31
	17	802	Union Bay 4	63
	17	804	South Saanich 1	473
	17	805	Galiano Island 9	5
	19	802	Squaw-hay-one 11	39
	19	808	Kil-pah-las 3	5
	21	801	Nanaimo River 3	47
	21	802	Nanaimo River 2	25
	21	803	Nanaimo River 4	94
21	804	Nanaimo Town 1	305	
21	806	Qualicum	52	
25	801	Comox 1	211	
25	802	Pentledge 2	1	
25	803	Ahaminaquus 12	127	
25	805	Chenahkint 12	9	
25	812	Quinsam 12	140	
25	814	Yuquot 1	8	
25	815	Aupe 6	1	
25	817	Cape Mudge 10	199	
25	820	Tork 7	44	
31	805	Nequatque 1	114	
31	806	Seachem 16	48	

.../continued

Appendix B1

Incompletely Enumerated Indian Reserves and Settlements for the 1991 APS

Province	Census Division	Census Subdivision	Incompletely Enumerated Indian Reserves and Settlements	1991 Population with Aboriginal Origins
British Columbia	31	809	Yekwaupsum 18	31
	31	810	Nequatque 3A	5
	31	817	Fountain 3	13
	31	822	Fountain Creek 8	5
	31	824	Seton Lake 5	3
	31	840	Nequatque 2	23
	33	812	Bonaparte 3	121
	33	814	Canoe Creek 1	54
	33	821	Canoe Creek 2	24
	33	822	Chuchhriaschin 5A	2
	33	826	Kanaka Bar 1A	21
	33	827	Kanaka Bar 2	2
	33	844	Ashcroft 4	51
	33	847	Spatsum 11	2
	33	850	Nickeyeah 25	15
	33	852	Nohomeen 23	8
	33	854	Oregon Jack Creek 3	2
	33	857	Pemynoos 9	5
	33	861	Kloklowuck 7	3
	33	867	Spences Bridge 4	6
	33	868	Spintum Flat 3	7
	33	870	Nkaih 10	4
	33	875	Upper Hat Creek 1	26
	33	876	Upper Nepa 6	4
	33	879	Zacht 5	16
	33	886	Nekalliston 2	1
	33	888	Louis Creek 4	22
	35	802	Tsinstikeptum 9	2682
	35	803	Tsinstikeptum 10	557
	39	802	Hustalen 1	61
	41	807	Dog Creek 2	17
	41	808	Lohbiee 3	57
	41	809	Quesnel 1	67
	41	813	Canim Lake 2	10
	41	814	Alexandria 3A	12
	41	815	Alexandria 1	12
	41	816	Alexandria 3	8
	41	828	Chilco Lake 1	5
	41	829	Chilco Lake 1A	70
	41	830	Garden 2	6
	41	831	Tanakut 4	26
	41	832	Garden 2A	12
	41	833	Kluskus 1	34
	41	834	Louis Squinas Ranch 14	5
	41	835	Coglistiko River 29	3
	41	837	Nazco 20	87
	41	839	Redstone Flat 1	170
	41	845	Thomas Squinas Ranch 2A	1
	41	847	Alexis Creek 6	53
	41	855	Windy Mouth 7	3
	41	856	Alexis Creek 34	2
	41	859	Blackwater Meadow 11	3

.../continued

Appendix B1
Incompletely
Enumerated
Indian
Reserves
and
Settlements
for the 1991
APS

Province	Census Division	Census Subdivision	Incompletely Enumerated Indian Reserves and Settlements	1991 Population with Aboriginal Origins
British Columbia	41	864	Sundayman's Meadow 3	22
	41	865	Tatalkus Lake 28	1
	41	866	Euchinico Creek 17	6
	41	868	Sandy Harry 4	11
	43	804	Fort Rupert 1	7
	43	809	Hopetown 10A	4
	43	813	Quaee 7	99
	43	815	Kippase 2	270
	43	817	Thomas Point 5	1
	49	805	Kshish 4 and 4A	3
	49	820	Bulkley River 19	112
	51	801	Nancut 3	129
	51	802	Nautley 1	188
	51	803	Necoslie 1	398
	51	806	Seaspunkut 4	21
	51	807	Stellaquo 1	139
	51	809	Stony Creek 1	303
	51	810	Tache 1	327
	51	813	Laketown 3	7
	51	814	Gelangle 1	9
	51	821	Duncan Lake 2	13
	51	822	Francois Lake 7	13
	51	824	Skins Lake 16B	4
	51	825	Tatta West 11	1
	51	827	Woyenne 27	428
	51	829	Babine 25	125
	51	830	Jean Baptiste 28	4
	51	835	Isaac 8	5
	51	840	Williams Prairie Meadow 1A	20
	51	841	North Tacla Lake 7A	51
	53	801	Fort George 2	60
	57	803	Five Mile Point 3	39
	57	813	Lower Post	124

Appendix B2

**Incompletely
Enumerated
Aboriginal
Communities
for the 1991
APS**

Province	Census Division	Census Subdivision	Incompletely Enumerated Aboriginal Communities	1991 Population with Aboriginal Origins
Newfoundland	03	015	Conne River	118
Ontario	54	056	Matachewan	88
	58	090	Aroland 83	49
	58	090	Thunder Bay, UNO	5
	60	090	Kenora, UNO	157
Manitoba	19	045	Manigotagan	165
	21	057	Cranberry Portage	331
	22	046	God's Lake Narrows	78
Saskatchewan	09	039	Kamsack	232
Alberta	17	025	Little Buffalo, S-E	184
British Columbia	47	018	Skeena-Queen Charlotte	7
Yukon Territory	01	032	Upper Liard	133
	01	037	Ross River	260
	01	041	Pelly Crossing	187

APPENDIX C:
SELECTED 1991
CENSUS VARIABLES

SELECTED 1991 CENSUS VARIABLES

The following is a list the major census variables available for each APS file. For further explanations of all census variables, please consult the **1991 Census Dictionary** (Cat. No. 92-301E).

age	refers to age at last birthday (as of the census reference date, June 4, 1991)
band/first nation classification	refers to those persons who reported belonging to an Indian Band or a First Nation of Canada
class of worker	this variable classifies persons who reported a job into those who (i) worked mainly for someone else for wages, salaries, commissions or payments "in kind"; (ii) worked without pay in a family farm, business or professional practice owned or operated by a related household member; (iii) worked mainly for themselves, with or without paid help
ethnic origin	refers to ethnic or cultural group(s) to which the respondent's ancestors belong
fertility*	refers to the number of children ever born alive to women 15 years and over
income (total)	refers to the total money income received during the calendar year 1990 by persons 15 years of age and over
income (employment)	refers to total income received by persons 15 years of age and over during 1990 as wages and salaries, net income from unincorporated non-farm business and/or professional practice, and net farm self-employment
income (major source)	refers to that component which constitutes the largest proportion of an income recipient's total income
industry division	refers to the general nature of the business carried out in the establishment where the person worked, as indicated by the name of the employer and the kind of business, industry, or service
labour force activity	refers to the labour market activity of the working age population who, in the week prior to June 4, 1991, were employed or unemployed
language (mother tongue)	refers to the first language learned at home in childhood and still understood by the individual at the time of the census
language (home language)	refers to the language spoken most often at home by the individual at the time of the census
language (knowledge of official languages)*	refers to the ability to conduct a conversation in English only, in French only, in both English and French, or in neither of the official languages of Canada
language (knowledge of non-official languages)	refers to the language or languages, other than English or French, in which the respondent can conduct a conversation

* indicates new variables used in the 1991 Census

marital status	legally married (and not separated); legally married and separated; divorced; widowed; never married (single); living in a common-law union
mobility status (place of residence one year ago)*	refers to the relationship between a person's usual place of residence on Census Day and his or her usual place of residence one year earlier
mobility status (place of residence five years ago)	refers to the relationship between a person's usual place of residence on Census Day and his or her usual place of residence five years earlier
occupation	refers to the kind of work persons were doing during the reference week, as determined by their kind of work and the description of the most important duties in their job
place of work	refers to the usual place of work of non-institutional residents 15 years of age and over who have worked since January 1, 1990
school attendance	refers to either full-time or part-time (day or evening) attendance at school, college or university during the nine-month period prior to Census Day
schooling (highest level of)	refers to the highest grade or year of elementary or secondary school attended, or the highest year of university or other non-university completed
major field of study	refers to the predominant discipline or area of learning of a person's highest postsecondary degree, certificate or diploma
sex	refers to the gender of the respondent
place of birth	refers to specific provinces or territories if born in Canada, or specific countries if born outside Canada
religion*	refers to specific religious denominations, groups or bodies as well as sects, cults, or other religiously defined communities or systems of belief

* indicates new variables used in the 1991 Census

Census Family

Refers to a now-married couple (with or without never-married daughters and/or sons of either or both spouses), a couple living common-law (again with or without never-married daughters and/or sons of either or both partners), or a lone parent of any marital status, with at least one never-married daughter or son living at home

census family status

refers to the classification of the population according to whether or not they are members of a census family

census family structure

refers to the classification of census families into families of now married couples, families of common-law couples, and lone parent families by sex of parent

census family composition

refers to the classification of census families according to the number and/or age groups of never-married daughters and sons

income (census family total)

the total income of the census family is the sum of the total incomes of all members of that family

Economic Family

Refers to a group of two or more persons who live in the same dwelling and are related to each other by blood, marriage, common-law, or adoption

economic family status

refers to the classification of population according to whether or not they are members of an economic family

economic family structure

refers to the classification of economic families into those of now married couples, common-law couples, and other economic families

income (economic family total)

the total income of an economic family is the sum of the total incomes of all members of that family

<i>household type</i>	refers to the basic division of private households into family and non-family households
<i>household size</i>	refers to the number of persons in a private household
<i>household tenure</i>	refers to whether some member of the household owns or rents the dwelling, or whether the dwelling is band housing (on an Indian Reserve or settlement)
<i>Income (household total)</i>	the total income of a household is the sum of the total incomes of all members of that household
<i>condition of dwelling</i>	refers to whether, in the judgement of the respondent, the dwelling requires any repairs (excluding desirable remodelling or additions)
<i>number of rooms (dwelling)</i>	refers to the number of enclosed areas in a dwelling
<i>period of construction (dwelling)</i>	refers to the period in time during which the building or dwelling was originally constructed
<i>structural type of dwelling</i>	refers to the structural characteristics and/or dwelling configuration, that is, whether the dwelling is a detached single house, apartment in a high-rise building, a row house, a mobile home, etc.



APPENDIX D:
SAMPLE SIZES
FOR THE 1991 APS

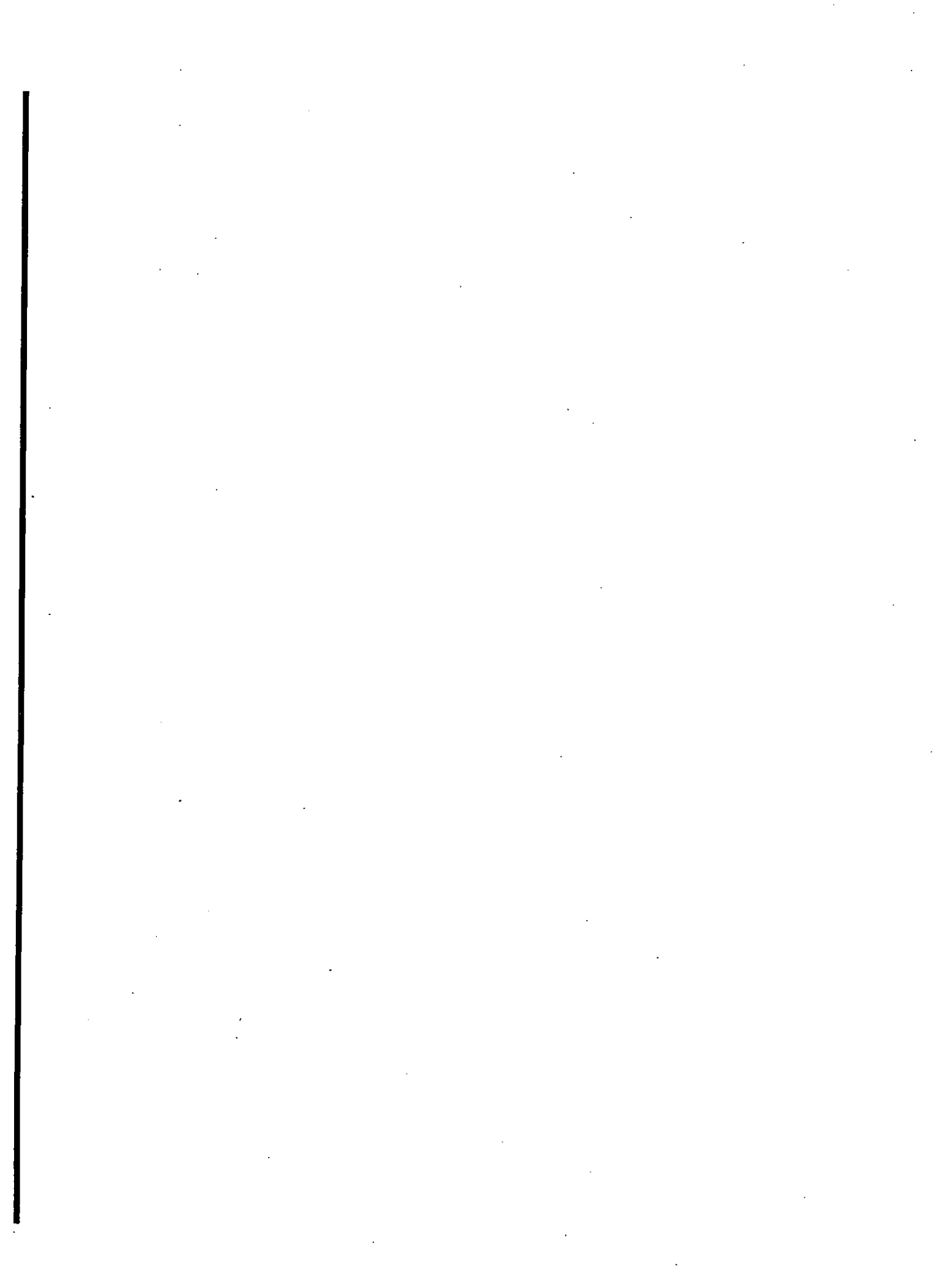
Number of Respondents for the 1991 APS¹ for Canada, Provinces and Territories

CANADA, PROVINCES AND TERRITORIES	DOMAIN	
	DOMAIN 1*	DOMAIN 2**
CANADA	91 935	43 664
NEWFOUNDLAND	1 361	1 841
PRINCE EDWARD ISLAND	157	193
NOVA SCOTIA	2 330	2 352
NEW BRUNSWICK	1 383	1 273
QUEBEC	9 861	9 070
ONTARIO	9 403	9 472
MANITOBA	12 188	4 748
SASKATCHEWAN	17 339	4 180
ALBERTA	9 820	5 255
BRITISH COLUMBIA	14 878	5 280
YUKON	1 253	-
NORTHWEST TERRITORIES	11 962	-

-
- 1** Respondents refers to all persons who participated in the APS, including those who identified with their Aboriginal origins, and those who did not identify with their Aboriginal origins.
- * Domain 1 includes Indian reserves, Inuit and Métis communities, as well as small urban areas with a large Aboriginal population.
- ** Domain 2 includes areas not covered in Domain 1. See section 3.2 of this guide for a further explanation of these terms.

APPENDIX E:

**THE 1991 CENSUS
QUESTIONNAIRE (FORM 2D)**



OFFICE USE ONLY	Prov.	FED No.	EA No.	VN	2D	1.
	Hhld No.	Form type 7	No. of persons	Quest. No. of		2.
					<input type="checkbox"/> TD 2 <input type="checkbox"/> M 4 <input type="checkbox"/> FR <input type="checkbox"/> UD 3 <input type="checkbox"/> DC 5 <input type="checkbox"/> TR	
1 9 9 1 C E N S U S O F C A N A D A						
TO BE COMPLETED JUNE 4, 1991						

A Message from the Chief Statistician of Canada

The information collected by the 1991 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.

Thank you for your co-operation.

Ivan P. Fellegi
Chief Statistician of Canada



BEGIN HERE
by printing the address

No. and street or lot and concession	Apt No.	
<input style="width:95%;" type="text"/>	<input style="width:95%;" type="text"/>	
City, town, village, Indian reserve	Province/territory	
<input style="width:95%;" type="text"/>	<input style="width:95%;" type="text"/>	
Postal code	Area code	Telephone number
<input style="width:25%;" type="text"/> <input style="width:25%;" type="text"/>	<input style="width:25%;" type="text"/>	<input style="width:25%;" type="text"/> - <input style="width:25%;" type="text"/>

Turn page and continue with STEP 2 →



How to complete this questionnaire

To answer the questions:

STEP 2

Mark a circle



OR Enter a number in a box

09

OR Print in a box

FAMILY NAME



Are all persons in this household foreign residents?

STEP 3

Foreign residents are:

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

- No — Continue with Step 4
- Yes — Do not complete this questionnaire



Are all persons in this household staying here temporarily?

STEP 4

That is, they are staying here temporarily, but have a usual home somewhere else in Canada.

- No — Continue with Step 5
- Yes — How many persons? Do not complete this questionnaire



I need to make a list of all persons who were living here on June 4, 1991, even if they were temporarily away. Do not include persons who have been away for six months or more in a home for the aged, hospital or a prison.

STEP 5

Could you start by giving me the names of a couple, that is the husband and wife, or common-law partners, who live here (PAUSE)

OR

a lone parent living here with his / her never-married children (PAUSE)

OR

any other adult. (PAUSE)

Now I would like to list the other members of the family. (PAUSE)

Can you tell me the names of any other persons living here as of Tuesday, June 4, 1991?

	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			



Read list of names back to respondent, then ask:

STEP 6

Did I miss anybody who usually lives here, for example:

00.

- children, relatives, room-mates, boarders and live-in employees; (PAUSE)
- anyone temporarily away on June 4, including students away at school, persons on a hunting trip, or a husband, wife or others working away from home; (PAUSE)
- anyone who stayed here overnight between June 3 and June 4, who has no usual home somewhere else; (PAUSE)
- anyone who is now in an institution, such as a hospital, a home for the aged or a prison, but only if that person was admitted after December 4, 1990. (PAUSE)

Add the additional names to the list in Step 5. Make sure that the person being interviewed is on the list.



STEP 7

How many persons who have a usual home somewhere else in Canada stayed here overnight between June 3 and 4, 1991?

None

OR

02 ◀ Number of persons



STEP 8

Does anyone in this household OPERATE a farm, ranch or other agricultural holding?

03 No

04 Yes

Other agricultural holdings include, for example: feedlots; greenhouses; mushroom houses; nurseries; fur farms; and beekeeping, sod, berry and maple syrup operations.



STEP 9

Turn the page and copy the names from Step 5 into the spaces across the top of the page.

Note: If there are more than six persons in this household, enter the first six on this questionnaire and continue on a second questionnaire. Remember to list the 7th person in the column marked "PERSON 2".

1. NAME

Copy the names in the same order as your list in Step 5.

PERSON 1

Family name

Given name

Initial

PERSON 2

Family name

Given name

Initial

Age

Age

2. How is this person related to

Enter name of 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" persons **related** to Person 1:

- cousin
- grandfather/grandmother
- son's common-law partner
- nephew/niece

Examples of "Other" persons **not related** to Person 1:

- lodger's husband/wife or common-law partner
- lodger's son/daughter
- room-mate's son/daughter
- employee

3. What is this person's date of birth?

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.

If born before June 4, 1976, mark "X" in the age box which is below each person's name.

4. Is this person male or female?

5. Is this person . . .

6. Is this person currently living with a common-law partner?

01.

01 PERSON 1

14 IR

15 ER 16 A

Day	Month	Year
17		1

18 Male

19 Female

20 Legally married (and not separated)?

21 Legally married and separated?

22 Divorced?

23 Widowed?

24 Never married (single)?

25 Yes

26 No

02.

02 Husband/wife of Person 1

03 Common-law partner of Person 1

04 Son/daughter of Person 1

05 Son-in-law/daughter-in-law of Person 1

06 Grandchild of Person 1

07 Father/mother of Person 1

08 Father-in-law/mother-in-law of Person 1

09 Brother/sister of Person 1

10 Brother-in-law/sister-in-law of Person 1

11 Lodger/boarder

12 Room-mate

Other - Specify

13 16 A

Day	Month	Year
17		1

18 Male

19 Female

20 Legally married (and not separated)?

21 Legally married and separated?

22 Divorced?

23 Widowed?

24 Never married (single)?

25 Yes

26 No

<p>03.</p> <p>04 <input type="radio"/> Son/daughter of Person 1</p> <p>05 <input type="radio"/> Son-in-law/daughter-in-law of Person 1</p> <p>06 <input type="radio"/> Grandchild of Person 1</p> <p>07 <input type="radio"/> Father/mother of Person 1</p> <p>08 <input type="radio"/> Father-in-law/mother-in-law of Person 1</p> <p>09 <input type="radio"/> Brother/sister of Person 1</p> <p>10 <input type="radio"/> Brother-in-law/sister-in-law of Person 1</p> <p>11 <input type="radio"/> Lodger/boarder</p> <p>12 <input type="radio"/> Room-mate</p> <p><input type="radio"/> Other — Specify</p> <p>_____</p> <p>13 <input type="text"/> <input type="text"/> 16 <input type="checkbox"/> A</p>	<p>04.</p> <p>04 <input type="radio"/> Son/daughter of Person 1</p> <p>05 <input type="radio"/> Son-in-law/daughter-in-law of Person 1</p> <p>06 <input type="radio"/> Grandchild of Person 1</p> <p>07 <input type="radio"/> Father/mother of Person 1</p> <p>08 <input type="radio"/> Father-in-law/mother-in-law of Person 1</p> <p>09 <input type="radio"/> Brother/sister of Person 1</p> <p>10 <input type="radio"/> Brother-in-law/sister-in-law of Person 1</p> <p>11 <input type="radio"/> Lodger/boarder</p> <p>12 <input type="radio"/> Room-mate</p> <p><input type="radio"/> Other — Specify</p> <p>_____</p> <p>13 <input type="text"/> <input type="text"/> 16 <input type="checkbox"/> A</p>	<p>05.</p> <p>04 <input type="radio"/> Son/daughter of Person 1</p> <p>05 <input type="radio"/> Son-in-law/daughter-in-law of Person 1</p> <p>06 <input type="radio"/> Grandchild of Person 1</p> <p>07 <input type="radio"/> Father/mother of Person 1</p> <p>08 <input type="radio"/> Father-in-law/mother-in-law of Person 1</p> <p>09 <input type="radio"/> Brother/sister of Person 1</p> <p>10 <input type="radio"/> Brother-in-law/sister-in-law of Person 1</p> <p>11 <input type="radio"/> Lodger/boarder</p> <p>12 <input type="radio"/> Room-mate</p> <p><input type="radio"/> Other — Specify</p> <p>_____</p> <p>13 <input type="text"/> <input type="text"/> 16 <input type="checkbox"/> A</p>	<p>06.</p> <p>04 <input type="radio"/> Son/daughter of Person 1</p> <p>05 <input type="radio"/> Son-in-law/daughter-in-law of Person 1</p> <p>06 <input type="radio"/> Grandchild of Person 1</p> <p>07 <input type="radio"/> Father/mother of Person 1</p> <p>08 <input type="radio"/> Father-in-law/mother-in-law of Person 1</p> <p>09 <input type="radio"/> Brother/sister of Person 1</p> <p>10 <input type="radio"/> Brother-in-law/sister-in-law of Person 1</p> <p>11 <input type="radio"/> Lodger/boarder</p> <p>12 <input type="radio"/> Room-mate</p> <p><input type="radio"/> Other — Specify</p> <p>_____</p> <p>13 <input type="text"/> <input type="text"/> 16 <input type="checkbox"/> A</p>
<p>17 Day Month Year</p> <p><input type="text"/> <input type="text"/> <input type="text"/> 1 <input type="text"/> <input type="text"/> <input type="text"/></p>	<p>17 Day Month Year</p> <p><input type="text"/> <input type="text"/> <input type="text"/> 1 <input type="text"/> <input type="text"/> <input type="text"/></p>	<p>17 Day Month Year</p> <p><input type="text"/> <input type="text"/> <input type="text"/> 1 <input type="text"/> <input type="text"/> <input type="text"/></p>	<p>17 Day Month Year</p> <p><input type="text"/> <input type="text"/> <input type="text"/> 1 <input type="text"/> <input type="text"/> <input type="text"/></p>
<p>18 <input type="radio"/> Male</p> <p>19 <input type="radio"/> Female</p>	<p>18 <input type="radio"/> Male</p> <p>19 <input type="radio"/> Female</p>	<p>18 <input type="radio"/> Male</p> <p>19 <input type="radio"/> Female</p>	<p>18 <input type="radio"/> Male</p> <p>19 <input type="radio"/> Female</p>
<p>20 <input type="radio"/> Legally married (and not separated)?</p> <p>21 <input type="radio"/> Legally married and separated?</p> <p>22 <input type="radio"/> Divorced?</p> <p>23 <input type="radio"/> Widowed?</p> <p>24 <input type="radio"/> Never married (single)?</p>	<p>20 <input type="radio"/> Legally married (and not separated)?</p> <p>21 <input type="radio"/> Legally married and separated?</p> <p>22 <input type="radio"/> Divorced?</p> <p>23 <input type="radio"/> Widowed?</p> <p>24 <input type="radio"/> Never married (single)?</p>	<p>20 <input type="radio"/> Legally married (and not separated)?</p> <p>21 <input type="radio"/> Legally married and separated?</p> <p>22 <input type="radio"/> Divorced?</p> <p>23 <input type="radio"/> Widowed?</p> <p>24 <input type="radio"/> Never married (single)?</p>	<p>20 <input type="radio"/> Legally married (and not separated)?</p> <p>21 <input type="radio"/> Legally married and separated?</p> <p>22 <input type="radio"/> Divorced?</p> <p>23 <input type="radio"/> Widowed?</p> <p>24 <input type="radio"/> Never married (single)?</p>
<p>25 <input type="radio"/> Yes</p> <p>26 <input type="radio"/> No</p>	<p>25 <input type="radio"/> Yes</p> <p>26 <input type="radio"/> No</p>	<p>25 <input type="radio"/> Yes</p> <p>26 <input type="radio"/> No</p>	<p>25 <input type="radio"/> Yes</p> <p>26 <input type="radio"/> No</p>

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

Mark one circle only.

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

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

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

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

11. Where was this person born?

Mark or specify one only, according to present boundaries.

07.

- 01 English only
- 02 French only
- 03 Both English and French
- 04 Neither English nor French

05 None OR

Specify other language(s)

- 06
- 07
- 08

09 English

10 French

Native language - Specify

- 11
- Other - Specify

12 English

13 French

Native language - Specify

- 14
- Other - Specify

In Canada

- 15 Nfld.
- 16 P.E.I.
- 17 N.S.
- 18 N.B.
- 19 Que.
- 20 Ont.
- 21 Man.
- 22 Sask.
- 23 Alta.
- 24 B.C.
- 25 Yukon
- 26 N.W.T.

Outside Canada

- 27 United Kingdom
- 28 Italy
- 29 U.S.A.
- 30 West Germany
- 31 East Germany
- 32 Poland

Other - Specify

33

08.

- 01 English only
- 02 French only
- 03 Both English and French
- 04 Neither English nor French

05 None OR

Specify other language(s)

- 06
- 07
- 08

09 English

10 French

Native language - Specify

- 11
- Other - Specify

12 English

13 French

Native language - Specify

- 14
- Other - Specify

In Canada

- 15 Nfld.
- 16 P.E.I.
- 17 N.S.
- 18 N.B.
- 19 Que.
- 20 Ont.
- 21 Man.
- 22 Sask.
- 23 Alta.
- 24 B.C.
- 25 Yukon
- 26 N.W.T.

Outside Canada

- 27 United Kingdom
- 28 Italy
- 29 U.S.A.
- 30 West Germany
- 31 East Germany
- 32 Poland

Other - Specify

33

<p>09.:</p> <p>01 <input type="radio"/> English only</p> <p>02 <input type="radio"/> French only</p> <p>03 <input type="radio"/> Both English and French</p> <p>04 <input type="radio"/> Neither English nor French</p>	<p>10.</p> <p>01 <input type="radio"/> English only</p> <p>02 <input type="radio"/> French only</p> <p>03 <input type="radio"/> Both English and French</p> <p>04 <input type="radio"/> Neither English nor French</p>	<p>11.</p> <p>01 <input type="radio"/> English only</p> <p>02 <input type="radio"/> French only</p> <p>03 <input type="radio"/> Both English and French</p> <p>04 <input type="radio"/> Neither English nor French</p>	<p>12.</p> <p>01 <input type="radio"/> English only</p> <p>02 <input type="radio"/> French only</p> <p>03 <input type="radio"/> Both English and French</p> <p>04 <input type="radio"/> Neither English nor French</p>
<p>05 <input type="radio"/> None OR</p> <p>Specify other language(s)</p> <p>06 <input type="text"/></p> <p>07 <input type="text"/></p> <p>08 <input type="text"/></p>	<p>05 <input type="radio"/> None OR</p> <p>Specify other language(s)</p> <p>06 <input type="text"/></p> <p>07 <input type="text"/></p> <p>08 <input type="text"/></p>	<p>05 <input type="radio"/> None OR</p> <p>Specify other language(s)</p> <p>06 <input type="text"/></p> <p>07 <input type="text"/></p> <p>08 <input type="text"/></p>	<p>05 <input type="radio"/> None OR</p> <p>Specify other language(s)</p> <p>06 <input type="text"/></p> <p>07 <input type="text"/></p> <p>08 <input type="text"/></p>
<p>09 <input type="radio"/> English</p> <p>10 <input type="radio"/> French</p> <p>Native language - Specify</p> <p>11 <input type="text"/></p> <p>Other - Specify</p> <p><input type="text"/></p>	<p>09 <input type="radio"/> English</p> <p>10 <input type="radio"/> French</p> <p>Native language - Specify</p> <p>11 <input type="text"/></p> <p>Other - Specify</p> <p><input type="text"/></p>	<p>09 <input type="radio"/> English</p> <p>10 <input type="radio"/> French</p> <p>Native language - Specify</p> <p>11 <input type="text"/></p> <p>Other - Specify</p> <p><input type="text"/></p>	<p>09 <input type="radio"/> English</p> <p>10 <input type="radio"/> French</p> <p>Native language - Specify</p> <p>11 <input type="text"/></p> <p>Other - Specify</p> <p><input type="text"/></p>
<p>12 <input type="radio"/> English</p> <p>13 <input type="radio"/> French</p> <p>Native language - Specify</p> <p>14 <input type="text"/></p> <p>Other - Specify</p> <p><input type="text"/></p>	<p>12 <input type="radio"/> English</p> <p>13 <input type="radio"/> French</p> <p>Native language - Specify</p> <p>14 <input type="text"/></p> <p>Other - Specify</p> <p><input type="text"/></p>	<p>12 <input type="radio"/> English</p> <p>13 <input type="radio"/> French</p> <p>Native language - Specify</p> <p>14 <input type="text"/></p> <p>Other - Specify</p> <p><input type="text"/></p>	<p>12 <input type="radio"/> English</p> <p>13 <input type="radio"/> French</p> <p>Native language - Specify</p> <p>14 <input type="text"/></p> <p>Other - Specify</p> <p><input type="text"/></p>
<p>In Canada</p> <p>15 <input type="radio"/> Nfld. 21 <input type="radio"/> Man.</p> <p>16 <input type="radio"/> P.E.I. 22 <input type="radio"/> Sask.</p> <p>17 <input type="radio"/> N.S. 23 <input type="radio"/> Alta.</p> <p>18 <input type="radio"/> N.B. 24 <input type="radio"/> B.C.</p> <p>19 <input type="radio"/> Que. 25 <input type="radio"/> Yukon</p> <p>20 <input type="radio"/> Ont. 26 <input type="radio"/> N.W.T.</p> <p>Outside Canada</p> <p>27 <input type="radio"/> United Kingdom</p> <p>28 <input type="radio"/> Italy</p> <p>29 <input type="radio"/> U.S.A.</p> <p>30 <input type="radio"/> West Germany</p> <p>31 <input type="radio"/> East Germany</p> <p>32 <input type="radio"/> Poland</p> <p>Other - Specify</p> <p>33 <input type="text"/></p>	<p>In Canada</p> <p>15 <input type="radio"/> Nfld. 21 <input type="radio"/> Man.</p> <p>16 <input type="radio"/> P.E.I. 22 <input type="radio"/> Sask.</p> <p>17 <input type="radio"/> N.S. 23 <input type="radio"/> Alta.</p> <p>18 <input type="radio"/> N.B. 24 <input type="radio"/> B.C.</p> <p>19 <input type="radio"/> Que. 25 <input type="radio"/> Yukon</p> <p>20 <input type="radio"/> Ont. 26 <input type="radio"/> N.W.T.</p> <p>Outside Canada</p> <p>27 <input type="radio"/> United Kingdom</p> <p>28 <input type="radio"/> Italy</p> <p>29 <input type="radio"/> U.S.A.</p> <p>30 <input type="radio"/> West Germany</p> <p>31 <input type="radio"/> East Germany</p> <p>32 <input type="radio"/> Poland</p> <p>Other - Specify</p> <p>33 <input type="text"/></p>	<p>In Canada</p> <p>15 <input type="radio"/> Nfld. 21 <input type="radio"/> Man.</p> <p>16 <input type="radio"/> P.E.I. 22 <input type="radio"/> Sask.</p> <p>17 <input type="radio"/> N.S. 23 <input type="radio"/> Alta.</p> <p>18 <input type="radio"/> N.B. 24 <input type="radio"/> B.C.</p> <p>19 <input type="radio"/> Que. 25 <input type="radio"/> Yukon</p> <p>20 <input type="radio"/> Ont. 26 <input type="radio"/> N.W.T.</p> <p>Outside Canada</p> <p>27 <input type="radio"/> United Kingdom</p> <p>28 <input type="radio"/> Italy</p> <p>29 <input type="radio"/> U.S.A.</p> <p>30 <input type="radio"/> West Germany</p> <p>31 <input type="radio"/> East Germany</p> <p>32 <input type="radio"/> Poland</p> <p>Other - Specify</p> <p>33 <input type="text"/></p>	<p>In Canada</p> <p>15 <input type="radio"/> Nfld. 21 <input type="radio"/> Man.</p> <p>16 <input type="radio"/> P.E.I. 22 <input type="radio"/> Sask.</p> <p>17 <input type="radio"/> N.S. 23 <input type="radio"/> Alta.</p> <p>18 <input type="radio"/> N.B. 24 <input type="radio"/> B.C.</p> <p>19 <input type="radio"/> Que. 25 <input type="radio"/> Yukon</p> <p>20 <input type="radio"/> Ont. 26 <input type="radio"/> N.W.T.</p> <p>Outside Canada</p> <p>27 <input type="radio"/> United Kingdom</p> <p>28 <input type="radio"/> Italy</p> <p>29 <input type="radio"/> U.S.A.</p> <p>30 <input type="radio"/> West Germany</p> <p>31 <input type="radio"/> East Germany</p> <p>32 <input type="radio"/> Poland</p> <p>Other - Specify</p> <p>33 <input type="text"/></p>

If you are on an Indian reserve, go to Question 15.

12. Of what country is this person a citizen?

- Mark more than one circle, if applicable.

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

14. In what year did this person first become a landed immigrant in Canada?

If exact year is not known, enter best estimate.

15. To which cultural group(s) did this person's ancestors belong, for example, North American Indian, Métis, Inuit, English, French?

More than one answer is acceptable.

Note:

While most people of Canada view themselves as Canadian, information about their ancestral origins has been collected since the 1901 Census to reflect the changing composition of the Canadian population and is needed to ensure that everyone, regardless of his/her ethnic or cultural background, has equal opportunity to share fully in the economic, social, cultural and political life of Canada. Therefore, this question refers to the origins of this person's ancestors.

16. (a) Is this person a registered Indian as defined by the Indian Act of Canada?

(b) Is this person a member of an Indian Band?

13.

- 01 Canada, by birth
- 02 Canada, by naturalization
- 03 Same as country of birth (other than Canada)
- 04 Other country

- 05 No — Go to Question 15
- 06 Yes — Continue with Question 14

Year

07 1 | | | |

- 20 North American Indian
- 21 Métis
- 22 Inuit
- 09 English
- 08 French
- 13 Irish
- 11 Scottish
- 10 German
- 16 Dutch (Netherlands)

Other ethnic or cultural group(s) — Specify

23

24

- 25 No
- 26 Yes, registered Indian

Yes — Which one?
Specify Indian Band or First Nation

27

- No

14.

- 01 Canada, by birth
- 02 Canada, by naturalization
- 03 Same as country of birth (other than Canada)
- 04 Other country

- 05 No — Go to Question 15
- 06 Yes — Continue with Question 14

Year

07 1 | | | |

- 20 North American Indian
- 21 Métis
- 22 Inuit
- 09 English
- 08 French
- 13 Irish
- 11 Scottish
- 10 German
- 16 Dutch (Netherlands)

Other ethnic or cultural group(s) — Specify

23

24

- 25 No
- 26 Yes, registered Indian

Yes — Which one?
Specify Indian Band or First Nation

27

- No

<p>15.</p> <p>01 <input type="radio"/> Canada, by birth</p> <p>02 <input type="radio"/> Canada, by naturalization</p> <p>03 <input type="radio"/> Same as country of birth (other than Canada)</p> <p>04 <input type="radio"/> Other country</p>	<p>16.</p> <p>01 <input type="radio"/> Canada, by birth</p> <p>02 <input type="radio"/> Canada, by naturalization</p> <p>03 <input type="radio"/> Same as country of birth (other than Canada)</p> <p>04 <input type="radio"/> Other country</p>	<p>17.</p> <p>01 <input type="radio"/> Canada, by birth</p> <p>02 <input type="radio"/> Canada, by naturalization</p> <p>03 <input type="radio"/> Same as country of birth (other than Canada)</p> <p>04 <input type="radio"/> Other country</p>	<p>18.</p> <p>01 <input type="radio"/> Canada, by birth</p> <p>02 <input type="radio"/> Canada, by naturalization</p> <p>03 <input type="radio"/> Same as country of birth (other than Canada)</p> <p>04 <input type="radio"/> Other country</p>
<p>05 <input type="radio"/> No - Go to Question 15</p> <p>06 <input type="radio"/> Yes - Continue with Question 14</p>	<p>05 <input type="radio"/> No - Go to Question 15</p> <p>06 <input type="radio"/> Yes - Continue with Question 14</p>	<p>05 <input type="radio"/> No - Go to Question 15</p> <p>06 <input type="radio"/> Yes - Continue with Question 14</p>	<p>05 <input type="radio"/> No - Go to Question 15</p> <p>06 <input type="radio"/> Yes - Continue with Question 14</p>
<p>Year</p> <p>07 <input type="text" value="1"/> <input type="text"/> <input type="text"/> <input type="text"/></p>	<p>Year</p> <p>07 <input type="text" value="1"/> <input type="text"/> <input type="text"/> <input type="text"/></p>	<p>Year</p> <p>07 <input type="text" value="1"/> <input type="text"/> <input type="text"/> <input type="text"/></p>	<p>Year</p> <p>07 <input type="text" value="1"/> <input type="text"/> <input type="text"/> <input type="text"/></p>
<p>20 <input type="radio"/> North American Indian</p> <p>21 <input type="radio"/> Métis</p> <p>22 <input type="radio"/> Inuit</p> <p>09 <input type="radio"/> English</p> <p>08 <input type="radio"/> French</p> <p>13 <input type="radio"/> Irish</p> <p>11 <input type="radio"/> Scottish</p> <p>10 <input type="radio"/> German</p> <p>16 <input type="radio"/> Dutch (Netherlands)</p> <p>Other ethnic or cultural group(s) - Specify</p> <p>23 <input type="text"/></p> <p>24 <input type="text"/></p>	<p>20 <input type="radio"/> North American Indian</p> <p>21 <input type="radio"/> Métis</p> <p>22 <input type="radio"/> Inuit</p> <p>09 <input type="radio"/> English</p> <p>08 <input type="radio"/> French</p> <p>13 <input type="radio"/> Irish</p> <p>11 <input type="radio"/> Scottish</p> <p>10 <input type="radio"/> German</p> <p>16 <input type="radio"/> Dutch (Netherlands)</p> <p>Other ethnic or cultural group(s) - Specify</p> <p>23 <input type="text"/></p> <p>24 <input type="text"/></p>	<p>20 <input type="radio"/> North American Indian</p> <p>21 <input type="radio"/> Métis</p> <p>22 <input type="radio"/> Inuit</p> <p>09 <input type="radio"/> English</p> <p>08 <input type="radio"/> French</p> <p>13 <input type="radio"/> Irish</p> <p>11 <input type="radio"/> Scottish</p> <p>10 <input type="radio"/> German</p> <p>16 <input type="radio"/> Dutch (Netherlands)</p> <p>Other ethnic or cultural group(s) - Specify</p> <p>23 <input type="text"/></p> <p>24 <input type="text"/></p>	<p>20 <input type="radio"/> North American Indian</p> <p>21 <input type="radio"/> Métis</p> <p>22 <input type="radio"/> Inuit</p> <p>09 <input type="radio"/> English</p> <p>08 <input type="radio"/> French</p> <p>13 <input type="radio"/> Irish</p> <p>11 <input type="radio"/> Scottish</p> <p>10 <input type="radio"/> German</p> <p>16 <input type="radio"/> Dutch (Netherlands)</p> <p>Other ethnic or cultural group(s) - Specify</p> <p>23 <input type="text"/></p> <p>24 <input type="text"/></p>
<p>25 <input type="radio"/> No</p> <p>26 <input type="radio"/> Yes, registered Indian</p>	<p>25 <input type="radio"/> No</p> <p>26 <input type="radio"/> Yes, registered Indian</p>	<p>25 <input type="radio"/> No</p> <p>26 <input type="radio"/> Yes, registered Indian</p>	<p>25 <input type="radio"/> No</p> <p>26 <input type="radio"/> Yes, registered Indian</p>
<p><input type="radio"/> Yes - Which one? Specify Indian Band or First Nation</p> <p>27 <input type="text"/></p> <p><input type="radio"/> No</p>	<p><input type="radio"/> Yes - Which one? Specify Indian Band or First Nation</p> <p>27 <input type="text"/></p> <p><input type="radio"/> No</p>	<p><input type="radio"/> Yes - Which one? Specify Indian Band or First Nation</p> <p>27 <input type="text"/></p> <p><input type="radio"/> No</p>	<p><input type="radio"/> Yes - Which one? Specify Indian Band or First Nation</p> <p>27 <input type="text"/></p> <p><input type="radio"/> No</p>

17. What is this person's religion?

Indicate a specific denomination or religion even if this person is not currently a practising member of that group.

For example, Roman Catholic, Ukrainian Catholic, United Church, Anglican, Presbyterian, Lutheran, Baptist, Pentecostal, Greek Orthodox, Jewish, Mennonite, Jehovah's Witnesses, Salvation Army, Islam, Buddhist, Hindu, Sikh, Longhouse, Shamanist, Manitou.

18. Because of a long-term physical condition or health problem, that is, one that is expected to last six months or more, is this person limited in the kind or amount of activity he/she can do . . .

(a) at home?

(b) at school, at work or supporting himself/herself by such activities as fishing, trapping or crafts?

(c) in other activities such as travel, sports or leisure?

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

19.

Specify one denomination or religion only

01

02 No religion

03 No, not limited

04 Yes, limited

05 No, not limited

06 Yes, limited

07 No, not applicable

08 No, not limited

09 Yes, limited

10 No

11 Yes

20.

Specify one denomination or religion only

01

02 No religion

03 No, not limited

04 Yes, limited

05 No, not limited

06 Yes, limited

07 No, not applicable

08 No, not limited

09 Yes, limited

10 No

11 Yes

STEP 10

Answer Questions 20 to 45 for each person aged 15 and over.

20. Where did this person live 1 year ago, that is, on June 4, 1990?

Mark one circle only.

12 Lived in the same house as now

13 Lived in the same province/territory, but not in the same house

14 Lived in a different province/territory in Canada
Print name of province/territory.

15

16 Lived outside Canada
Print name of country.

17

12 Lived in the same house as now

13 Lived in the same province/territory, but not in the same house

14 Lived in a different province/territory in Canada
Print name of province/territory.

15

16 Lived outside Canada
Print name of country.

17

<p>21. Specify one denomination or religion only</p> <p>01 <input type="text"/></p> <p>02 <input type="radio"/> No religion</p>	<p>22. Specify one denomination or religion only</p> <p>01 <input type="text"/></p> <p>02 <input type="radio"/> No religion</p>	<p>23. Specify one denomination or religion only</p> <p>01 <input type="text"/></p> <p>02 <input type="radio"/> No religion</p>	<p>24. Specify one denomination or religion only</p> <p>01 <input type="text"/></p> <p>02 <input type="radio"/> No religion</p>
<p>03 <input type="radio"/> No, not limited</p> <p>04 <input type="radio"/> Yes, limited</p>	<p>03 <input type="radio"/> No, not limited</p> <p>04 <input type="radio"/> Yes, limited</p>	<p>03 <input type="radio"/> No, not limited</p> <p>04 <input type="radio"/> Yes, limited</p>	<p>03 <input type="radio"/> No, not limited</p> <p>04 <input type="radio"/> Yes, limited</p>
<p>05 <input type="radio"/> No, not limited</p> <p>06 <input type="radio"/> Yes, limited</p> <p>07 <input type="radio"/> No, not applicable</p>	<p>05 <input type="radio"/> No, not limited</p> <p>06 <input type="radio"/> Yes, limited</p> <p>07 <input type="radio"/> No, not applicable</p>	<p>05 <input type="radio"/> No, not limited</p> <p>06 <input type="radio"/> Yes, limited</p> <p>07 <input type="radio"/> No, not applicable</p>	<p>05 <input type="radio"/> No, not limited</p> <p>06 <input type="radio"/> Yes, limited</p> <p>07 <input type="radio"/> No, not applicable</p>
<p>08 <input type="radio"/> No, not limited</p> <p>09 <input type="radio"/> Yes, limited</p>	<p>08 <input type="radio"/> No, not limited</p> <p>09 <input type="radio"/> Yes, limited</p>	<p>08 <input type="radio"/> No, not limited</p> <p>09 <input type="radio"/> Yes, limited</p>	<p>08 <input type="radio"/> No, not limited</p> <p>09 <input type="radio"/> Yes, limited</p>
<p>10 <input type="radio"/> No</p> <p>11 <input type="radio"/> Yes</p>	<p>10 <input type="radio"/> No</p> <p>11 <input type="radio"/> Yes</p>	<p>10 <input type="radio"/> No</p> <p>11 <input type="radio"/> Yes</p>	<p>10 <input type="radio"/> No</p> <p>11 <input type="radio"/> Yes</p>

STEP 10

Answer Questions 20 to 45 for each person aged 15 and over.

<p>12 <input type="radio"/> Lived in the same house as now</p> <p>13 <input type="radio"/> Lived in the same province/territory, but not in the same house</p> <p>14 <input type="radio"/> Lived in a different province/territory in Canada Print name of province/territory.</p> <p>15 <input type="text"/></p> <p>16 <input type="radio"/> Lived outside Canada Print name of country.</p> <p>17 <input type="text"/></p>	<p>12 <input type="radio"/> Lived in the same house as now</p> <p>13 <input type="radio"/> Lived in the same province/territory, but not in the same house</p> <p>14 <input type="radio"/> Lived in a different province/territory in Canada Print name of province/territory.</p> <p>15 <input type="text"/></p> <p>16 <input type="radio"/> Lived outside Canada Print name of country.</p> <p>17 <input type="text"/></p>	<p>12 <input type="radio"/> Lived in the same house as now</p> <p>13 <input type="radio"/> Lived in the same province/territory, but not in the same house</p> <p>14 <input type="radio"/> Lived in a different province/territory in Canada Print name of province/territory.</p> <p>15 <input type="text"/></p> <p>16 <input type="radio"/> Lived outside Canada Print name of country.</p> <p>17 <input type="text"/></p>	<p>12 <input type="radio"/> Lived in the same house as now</p> <p>13 <input type="radio"/> Lived in the same province/territory, but not in the same house</p> <p>14 <input type="radio"/> Lived in a different province/territory in Canada Print name of province/territory.</p> <p>15 <input type="text"/></p> <p>16 <input type="radio"/> Lived outside Canada Print name of country.</p> <p>17 <input type="text"/></p>
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21. Did this person live in this house 5 years ago, that is, on June 4, 1986?

22. Where did this person live 5 years ago, that is, on June 4, 1986?

The following instruction should be read only if "different city, town, village, etc." is checked off.

Some large cities are made up of smaller cities or towns called municipalities. Where applicable, distinguish between the municipality and the large city, such as Anjou and Montréal, Scarborough and Toronto, Burnaby and Vancouver, Saanich and Victoria.

Mark one circle only.

23. For WOMEN only:

How many children were ever born to this person?

Count all children including those who may have died since birth or who may now be living elsewhere. Do not include stillbirths.

24. What is the highest grade of elementary or high school that this person ever went to?

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

25. (a) Has this person ever been to university?

(b) How many years did this person complete at university?

25.

01 Yes — *Go to Question 23*

02 No

03 Lived in the same city, town, village, township, municipality or Indian reserve

OR

04 Lived in a different city, town, village, township, municipality or Indian reserve in Canada
Print below.

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

05

County (if known)

Province/territory

OR

06 Lived outside Canada
Print name of country.

07

08 None

OR

09 ◀ Number of children

10 ◀ Enter number (1 to 13) of grades or years of secondary and/or elementary school

OR

11 Never went to school or attended kindergarten only

12 No — *Go to Question 26*

Yes

13 Less than 1 year (of completed courses)

14 ◀ Number of completed years at university

26.

01 Yes — *Go to Question 23*

02 No

03 Lived in the same city, town, village, township, municipality or Indian reserve

OR

04 Lived in a different city, town, village, township, municipality or Indian reserve in Canada
Print below.

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

05

County (if known)

Province/territory

OR

06 Lived outside Canada
Print name of country.

07

08 None

OR

09 ◀ Number of children

10 ◀ Enter number (1 to 13) of grades or years of secondary and/or elementary school

OR

11 Never went to school or attended kindergarten only

12 No — *Go to Question 26*

Yes

13 Less than 1 year (of completed courses)

14 ◀ Number of completed years at university

<p>27.</p> <p>01 <input type="radio"/> Yes — <i>Go to Question 23</i></p> <p>02 <input type="radio"/> No</p>	<p>28.</p> <p>01 <input type="radio"/> Yes — <i>Go to Question 23</i></p> <p>02 <input type="radio"/> No</p>	<p>29.</p> <p>01 <input type="radio"/> Yes — <i>Go to Question 23</i></p> <p>02 <input type="radio"/> No</p>	<p>30.</p> <p>01 <input type="radio"/> Yes — <i>Go to Question 23</i></p> <p>02 <input type="radio"/> No</p>
<p>03 <input type="radio"/> Lived in the same city, town, village, township, municipality or Indian reserve</p> <p>OR</p> <p>04 <input type="radio"/> Lived in a different city, town, village, township, municipality or Indian reserve in Canada <i>Print below.</i></p> <p>City, town, village, township, municipality or Indian reserve</p> <p>05 <input type="text"/></p> <p>County (if known)</p> <p><input type="text"/></p> <p>Province/territory</p> <p><input type="text"/></p> <p>OR</p> <p>06 <input type="radio"/> Lived outside Canada <i>Print name of country.</i></p> <p>07 <input type="text"/></p>	<p>03 <input type="radio"/> Lived in the same city, town, village, township, municipality or Indian reserve</p> <p>OR</p> <p>04 <input type="radio"/> Lived in a different city, town, village, township, municipality or Indian reserve in Canada <i>Print below.</i></p> <p>City, town, village, township, municipality or Indian reserve</p> <p>05 <input type="text"/></p> <p>County (if known)</p> <p><input type="text"/></p> <p>Province/territory</p> <p><input type="text"/></p> <p>OR</p> <p>06 <input type="radio"/> Lived outside Canada <i>Print name of country.</i></p> <p>07 <input type="text"/></p>	<p>03 <input type="radio"/> Lived in the same city, town, village, township, municipality or Indian reserve</p> <p>OR</p> <p>04 <input type="radio"/> Lived in a different city, town, village, township, municipality or Indian reserve in Canada <i>Print below.</i></p> <p>City, town, village, township, municipality or Indian reserve</p> <p>05 <input type="text"/></p> <p>County (if known)</p> <p><input type="text"/></p> <p>Province/territory</p> <p><input type="text"/></p> <p>OR</p> <p>06 <input type="radio"/> Lived outside Canada <i>Print name of country.</i></p> <p>07 <input type="text"/></p>	<p>03 <input type="radio"/> Lived in the same city, town, village, township, municipality or Indian reserve</p> <p>OR</p> <p>04 <input type="radio"/> Lived in a different city, town, village, township, municipality or Indian reserve in Canada <i>Print below.</i></p> <p>City, town, village, township, municipality or Indian reserve</p> <p>05 <input type="text"/></p> <p>County (if known)</p> <p><input type="text"/></p> <p>Province/territory</p> <p><input type="text"/></p> <p>OR</p> <p>06 <input type="radio"/> Lived outside Canada <i>Print name of country.</i></p> <p>07 <input type="text"/></p>
<p>08 <input type="radio"/> None</p> <p>OR</p> <p>09 <input type="text"/> ◀ Number of children</p>	<p>08 <input type="radio"/> None</p> <p>OR</p> <p>09 <input type="text"/> ◀ Number of children</p>	<p>08 <input type="radio"/> None</p> <p>OR</p> <p>09 <input type="text"/> ◀ Number of children</p>	<p>08 <input type="radio"/> None</p> <p>OR</p> <p>09 <input type="text"/> ◀ Number of children</p>
<p>10 <input type="text"/> ◀ Enter number (1 to 13) of grades or years of secondary and/or elementary school</p> <p>OR</p> <p>11 <input type="radio"/> Never went to school or attended kindergarten only</p>	<p>10 <input type="text"/> ◀ Enter number (1 to 13) of grades or years of secondary and/or elementary school</p> <p>OR</p> <p>11 <input type="radio"/> Never went to school or attended kindergarten only</p>	<p>10 <input type="text"/> ◀ Enter number (1 to 13) of grades or years of secondary and/or elementary school</p> <p>OR</p> <p>11 <input type="radio"/> Never went to school or attended kindergarten only</p>	<p>10 <input type="text"/> ◀ Enter number (1 to 13) of grades or years of secondary and/or elementary school</p> <p>OR</p> <p>11 <input type="radio"/> Never went to school or attended kindergarten only</p>
<p>12 <input type="radio"/> No — <i>Go to Question 26</i></p> <p><input type="radio"/> Yes</p>	<p>12 <input type="radio"/> No — <i>Go to Question 26</i></p> <p><input type="radio"/> Yes</p>	<p>12 <input type="radio"/> No — <i>Go to Question 26</i></p> <p><input type="radio"/> Yes</p>	<p>12 <input type="radio"/> No — <i>Go to Question 26</i></p> <p><input type="radio"/> Yes</p>
<p>13 <input type="radio"/> Less than 1 year (of completed courses)</p> <p>14 <input type="text"/> ◀ Number of completed years at university</p>	<p>13 <input type="radio"/> Less than 1 year (of completed courses)</p> <p>14 <input type="text"/> ◀ Number of completed years at university</p>	<p>13 <input type="radio"/> Less than 1 year (of completed courses)</p> <p>14 <input type="text"/> ◀ Number of completed years at university</p>	<p>13 <input type="radio"/> Less than 1 year (of completed courses)</p> <p>14 <input type="text"/> ◀ Number of completed years at university</p>

<p>26. (a) Has this person ever been to a school such as a trade school, a school of nursing, a school of hairdressing or a community college?</p>	<p>31.</p> <p>01 <input type="radio"/> No — <i>Go to Question 27</i> <input type="radio"/> Yes</p>	<p>32.</p> <p>01 <input type="radio"/> No — <i>Go to Question 27</i> <input type="radio"/> Yes</p>
<p>(b) How many years has this person completed there?</p>	<p>02 <input type="radio"/> Less than 1 year (of completed courses)</p> <p>03 <input type="text"/> ◀ Number of completed years at community colleges, trade schools, CEGEPs, etc.</p>	<p>02 <input type="radio"/> Less than 1 year (of completed courses)</p> <p>03 <input type="text"/> ◀ Number of completed years at community colleges, trade schools, CEGEPs, etc.</p>
<p>27. In the past nine months (that is, since last September), was this person attending a school, college or university?</p> <p>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.</p> <p><i>Mark one circle only.</i></p>	<p>04 <input type="radio"/> No, did not attend in past nine months</p> <p>05 <input type="radio"/> Yes, full time</p> <p>06 <input type="radio"/> Yes, part time, day or evening</p>	<p>04 <input type="radio"/> No, did not attend in past nine months</p> <p>05 <input type="radio"/> Yes, full time</p> <p>06 <input type="radio"/> Yes, part time, day or evening</p>
<p>28. (a) Does this person have a high school certificate or diploma?</p>	<p>07 <input type="radio"/> No</p> <p>08 <input type="radio"/> Yes</p>	<p>07 <input type="radio"/> No</p> <p>08 <input type="radio"/> Yes</p>
<p>(b) Has this person obtained any other certificates or diplomas?</p>	<p><input type="radio"/> No — <i>Go to Question 30</i> <input type="radio"/> Yes</p>	<p><input type="radio"/> No — <i>Go to Question 30</i> <input type="radio"/> Yes</p>
<p>(c) What would they be?</p> <p><i>Mark as many circles as applicable.</i></p>	<p>09 <input type="radio"/> Trades certificate or diploma</p> <p>10 <input type="radio"/> Other non-university certificate or diploma (obtained at community college, CEGEP, institute of technology, etc.)</p> <p>11 <input type="radio"/> University certificate or diploma below bachelor level</p> <p>12 <input type="radio"/> Bachelor's degree(s) (e.g., B.A., B.Sc., LL.B.)</p> <p>13 <input type="radio"/> University certificate or diploma above bachelor level</p> <p>14 <input type="radio"/> Master's degree(s) (e.g., M.A., M.Sc., M.Ed.)</p> <p>15 <input type="radio"/> Degree in medicine, dentistry, veterinary medicine or optometry (M.D., D.D.S., D.M.D., D.V.M., D.D.)</p> <p>16 <input type="radio"/> Earned doctorate (e.g., Ph.D., D.Sc., D.Ed.)</p>	<p>09 <input type="radio"/> Trades certificate or diploma</p> <p>10 <input type="radio"/> Other non-university certificate or diploma (obtained at community college, CEGEP, institute of technology, etc.)</p> <p>11 <input type="radio"/> University certificate or diploma below bachelor level</p> <p>12 <input type="radio"/> Bachelor's degree(s) (e.g., B.A., B.Sc., LL.B.)</p> <p>13 <input type="radio"/> University certificate or diploma above bachelor level</p> <p>14 <input type="radio"/> Master's degree(s) (e.g., M.A., M.Sc., M.Ed.)</p> <p>15 <input type="radio"/> Degree in medicine, dentistry, veterinary medicine or optometry (M.D., D.D.S., D.M.D., D.V.M., O.D.)</p> <p>16 <input type="radio"/> Earned doctorate (e.g., Ph.D., D.Sc., D.Ed.)</p>

<p>33.</p> <p>01 <input type="radio"/> No — <i>Go to Question 27</i> <input type="radio"/> Yes</p>	<p>34.</p> <p>01 <input type="radio"/> No — <i>Go to Question 27</i> <input type="radio"/> Yes</p>	<p>35.</p> <p>01 <input type="radio"/> No — <i>Go to Question 27</i> <input type="radio"/> Yes</p>	<p>36.</p> <p>01 <input type="radio"/> No — <i>Go to Question 27</i> <input type="radio"/> Yes</p>
<p>02 <input type="radio"/> Less than 1 year (of completed courses)</p> <p>03 <input type="text"/> ◀ Number of completed years at community colleges, trade schools, CEGEPs, etc.</p>	<p>02 <input type="radio"/> Less than 1 year (of completed courses)</p> <p>03 <input type="text"/> ◀ Number of completed years at community colleges, trade schools, CEGEPs, etc.</p>	<p>02 <input type="radio"/> Less than 1 year (of completed courses)</p> <p>03 <input type="text"/> ◀ Number of completed years at community colleges, trade schools, CEGEPs, etc.</p>	<p>02 <input type="radio"/> Less than 1 year (of completed courses)</p> <p>03 <input type="text"/> ◀ Number of completed years at community colleges, trade schools, CEGEPs, etc.</p>
<p>04 <input type="radio"/> No, did not attend in past nine months</p> <p>05 <input type="radio"/> Yes, full time</p> <p>06 <input type="radio"/> Yes, part time, day or evening</p>	<p>04 <input type="radio"/> No, did not attend in past nine months</p> <p>05 <input type="radio"/> Yes, full time</p> <p>06 <input type="radio"/> Yes, part time, day or evening</p>	<p>04 <input type="radio"/> No, did not attend in past nine months</p> <p>05 <input type="radio"/> Yes, full time</p> <p>06 <input type="radio"/> Yes, part time, day or evening</p>	<p>04 <input type="radio"/> No, did not attend in past nine months</p> <p>05 <input type="radio"/> Yes, full time</p> <p>06 <input type="radio"/> Yes, part time, day or evening</p>
<p>07 <input type="radio"/> No</p> <p>08 <input type="radio"/> Yes</p>	<p>07 <input type="radio"/> No</p> <p>08 <input type="radio"/> Yes</p>	<p>07 <input type="radio"/> No</p> <p>08 <input type="radio"/> Yes</p>	<p>07 <input type="radio"/> No</p> <p>08 <input type="radio"/> Yes</p>
<p><input type="radio"/> No — <i>Go to Question 30</i> <input type="radio"/> Yes</p>	<p><input type="radio"/> No — <i>Go to Question 30</i> <input type="radio"/> Yes</p>	<p><input type="radio"/> No — <i>Go to Question 30</i> <input type="radio"/> Yes</p>	<p><input type="radio"/> No — <i>Go to Question 30</i> <input type="radio"/> Yes</p>
<p>09 <input type="radio"/> Trades certificate or diploma</p> <p>10 <input type="radio"/> Other non-university certificate or diploma (obtained at commu- nity college, CEGEP, institute of technology, etc.)</p> <p>11 <input type="radio"/> University certificate or diploma below bachelor level</p> <p>12 <input type="radio"/> Bachelor's degree(s) (e.g., B.A., B.Sc., LL.B.)</p> <p>13 <input type="radio"/> University certificate or diploma above bachelor level</p> <p>14 <input type="radio"/> Master's degree(s) (e.g., M.A., M.Sc., M.Ed.)</p> <p>15 <input type="radio"/> Degree in medicine, dentistry, veterinary medicine or optometry (M.D., D.D.S., D.M.D., D.V.M., O.D.)</p> <p>16 <input type="radio"/> Earned doctorate (e.g., Ph.D., D.Sc., D.Ed.)</p>	<p>09 <input type="radio"/> Trades certificate or diploma</p> <p>10 <input type="radio"/> Other non-university certificate or diploma (obtained at commu- nity college, CEGEP, institute of technology, etc.)</p> <p>11 <input type="radio"/> University certificate or diploma below bachelor level</p> <p>12 <input type="radio"/> Bachelor's degree(s) (e.g., B.A., B.Sc., LL.B.)</p> <p>13 <input type="radio"/> University certificate or diploma above bachelor level</p> <p>14 <input type="radio"/> Master's degree(s) (e.g., M.A., M.Sc., M.Ed.)</p> <p>15 <input type="radio"/> Degree in medicine, dentistry, veterinary medicine or optometry (M.D., D.D.S., D.M.D., D.V.M., O.D.)</p> <p>16 <input type="radio"/> Earned doctorate (e.g., Ph.D., D.Sc., D.Ed.)</p>	<p>09 <input type="radio"/> Trades certificate or diploma</p> <p>10 <input type="radio"/> Other non-university certificate or diploma (obtained at commu- nity college, CEGEP, institute of technology, etc.)</p> <p>11 <input type="radio"/> University certificate or diploma below bachelor level</p> <p>12 <input type="radio"/> Bachelor's degree(s) (e.g., B.A., B.Sc., LL.B.)</p> <p>13 <input type="radio"/> University certificate or diploma above bachelor level</p> <p>14 <input type="radio"/> Master's degree(s) (e.g., M.A., M.Sc., M.Ed.)</p> <p>15 <input type="radio"/> Degree in medicine, dentistry, veterinary medicine or optometry (M.D., D.D.S., D.M.D., D.V.M., D.D.)</p> <p>16 <input type="radio"/> Earned doctorate (e.g., Ph.D., D.Sc., D.Ed.)</p>	<p>09 <input type="radio"/> Trades certificate or diploma</p> <p>10 <input type="radio"/> Other non-university certificate or diploma (obtained at commu- nity college, CEGEP, institute of technology, etc.)</p> <p>11 <input type="radio"/> University certificate or diploma below bachelor level</p> <p>12 <input type="radio"/> Bachelor's degree(s) (e.g., B.A., B.Sc., LL.B.)</p> <p>13 <input type="radio"/> University certificate or diploma above bachelor level</p> <p>14 <input type="radio"/> Master's degree(s) (e.g., M.A., M.Sc., M.Ed.)</p> <p>15 <input type="radio"/> Degree in medicine, dentistry, veterinary medicine or optometry (M.D., D.D.S., D.M.D., D.V.M., O.D.)</p> <p>16 <input type="radio"/> Earned doctorate (e.g., Ph.D., D.Sc., D.Ed.)</p>

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

For example, nursing assistant, native studies, hairdresser, heavy equipment operator, mechanic, accounting, civil engineering, welding.

In the next few questions, when talking about work, we mean:

- working for pay, tips or commission;
- making, selling or trading arts and crafts;
- running a business or working in a family business;
- trapping, hunting and fishing (except as a sport);
- fixing nets, guns and other gear used to hunt, fish or trap;
- working as a guide.

Don't include volunteer work, unpaid housework or maintenance on your own home.

30. Last week, how many hours did this person work?

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

Mark one circle only.

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

33. Did this person look for work during the past four weeks?

Mark one circle only.

37.

Major field of study or training

01

OR

02 This person's highest qualification is a secondary/high school graduation certificate.

03 ◀ Number of hours (to the nearest hour)

Go to Question 36

OR

04 None
Continue with the next question

05 No

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

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

08 No

09 Yes

10 No

Go to Question 35

11 Yes, looked for full-time work

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

38.

Major field of study or training

01

OR

02 This person's highest qualification is a secondary/high school graduation certificate.

03 ◀ Number of hours (to the nearest hour)

Go to Question 36

OR

04 None
Continue with the next question

05 No

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

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

08 No

09 Yes

10 No

Go to Question 35

11 Yes, looked for full-time work

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

<p>39.</p> <p>Major field of study or training</p> <p>01 <input type="text"/></p> <p>OR</p> <p>02 <input type="radio"/> This person's highest qualification is a secondary/high school graduation certificate.</p>	<p>40.</p> <p>Major field of study or training</p> <p>01 <input type="text"/></p> <p>OR</p> <p>02 <input type="radio"/> This person's highest qualification is a secondary/high school graduation certificate.</p>	<p>41.</p> <p>Major field of study or training</p> <p>01 <input type="text"/></p> <p>OR</p> <p>02 <input type="radio"/> This person's highest qualification is a secondary/high school graduation certificate.</p>	<p>42.</p> <p>Major field of study or training</p> <p>01 <input type="text"/></p> <p>OR</p> <p>02 <input type="radio"/> This person's highest qualification is a secondary/high school graduation certificate.</p>
<p>03 <input type="text"/> ◀ Number of hours (to the nearest hour)</p> <p>Go to Question 36</p> <p>OR</p> <p>04 <input type="radio"/> None Continue with the next question</p>	<p>03 <input type="text"/> ◀ Number of hours (to the nearest hour)</p> <p>Go to Question 36</p> <p>OR</p> <p>04 <input type="radio"/> None Continue with the next question</p>	<p>03 <input type="text"/> ◀ Number of hours (to the nearest hour)</p> <p>Go to Question 36</p> <p>OR</p> <p>04 <input type="radio"/> None Continue with the next question</p>	<p>03 <input type="text"/> ◀ Number of hours (to the nearest hour)</p> <p>Go to Question 36</p> <p>OR</p> <p>04 <input type="radio"/> None Continue with the next question</p>
<p>05 <input type="radio"/> No</p> <p>06 <input type="radio"/> Yes, on temporary lay-off from a job to which this person expects to return</p> <p>07 <input type="radio"/> Yes, on vacation, ill, on strike or locked out, or absent for other reasons</p>	<p>05 <input type="radio"/> No</p> <p>06 <input type="radio"/> Yes, on temporary lay-off from a job to which this person expects to return</p> <p>07 <input type="radio"/> Yes, on vacation, ill, on strike or locked out, or absent for other reasons</p>	<p>05 <input type="radio"/> No</p> <p>06 <input type="radio"/> Yes, on temporary lay-off from a job to which this person expects to return</p> <p>07 <input type="radio"/> Yes, on vacation, ill, on strike or locked out, or absent for other reasons</p>	<p>05 <input type="radio"/> No</p> <p>06 <input type="radio"/> Yes, on temporary lay-off from a job to which this person expects to return</p> <p>07 <input type="radio"/> Yes, on vacation, ill, on strike or locked out, or absent for other reasons</p>
<p>08 <input type="radio"/> No</p> <p>09 <input type="radio"/> Yes</p>	<p>08 <input type="radio"/> No</p> <p>09 <input type="radio"/> Yes</p>	<p>08 <input type="radio"/> No</p> <p>09 <input type="radio"/> Yes</p>	<p>08 <input type="radio"/> No</p> <p>09 <input type="radio"/> Yes</p>
<p>10 <input type="radio"/> No Go to Question 35</p> <p>11 <input type="radio"/> Yes, looked for full-time work</p> <p>12 <input type="radio"/> Yes, looked for part-time work (less than 30 hours per week)</p>	<p>10 <input type="radio"/> No Go to Question 35</p> <p>11 <input type="radio"/> Yes, looked for full-time work</p> <p>12 <input type="radio"/> Yes, looked for part-time work (less than 30 hours per week)</p>	<p>10 <input type="radio"/> No Go to Question 35</p> <p>11 <input type="radio"/> Yes, looked for full-time work</p> <p>12 <input type="radio"/> Yes, looked for part-time work (less than 30 hours per week)</p>	<p>10 <input type="radio"/> No Go to Question 35</p> <p>11 <input type="radio"/> Yes, looked for full-time work</p> <p>12 <input type="radio"/> Yes, looked for part-time work (less than 30 hours per week)</p>

34. Could this person have started work last week had a job been available?

Mark one circle only.

43.

- 01 Yes, could have started work
- 02 No, already had a job
- 03 No, temporary illness or disability
- 04 No, personal or family responsibilities
- 05 No, going to school
- 06 No, other reasons

44.

- 01 Yes, could have started work
- 02 No, already had a job
- 03 No, temporary illness or disability
- 04 No, personal or family responsibilities
- 05 No, going to school
- 06 No, other reasons

35. When did this person last work, even for a few days (not including volunteer work, housework, maintenance or repairs for his/her own home)?

- 07 In 1991
Continue with the next question
- 08 In 1990
Continue with the next question
- 09 Before 1990
Go to Question 45
- 10 Never worked in lifetime
Go to Question 45

- 07 In 1991
Continue with the next question
- 08 In 1990
Continue with the next question
- 09 Before 1990
Go to Question 45
- 10 Never worked in lifetime
Go to Question 45

Questions 36 to 42 refer to this person's job or business last week. If this person held no job last week, answer for the job of longest duration since January 1, 1990. If this person held more than one job last week, answer for the job at which he/she worked the most hours.

36. For whom did this person work?

Name of business, firm, government agency, hospital, store, Indian band, etc.

Department, branch, division, section or plant

Name of business, firm, government agency, hospital, store, Indian band, etc.

Department, branch, division, section or plant

37. What kind of business, industry or service was this? Give full description. For example, house construction, trapping, Indian band police, guide for fishing parties, secondary school.

Kind of business, industry or service

11

Kind of business, industry or service

11

<p>45.</p> <p>01 <input type="radio"/> Yes, could have started work</p> <p>02 <input type="radio"/> No, already had a job</p> <p>03 <input type="radio"/> No, temporary illness or disability</p> <p>04 <input type="radio"/> No, personal or family responsibilities</p> <p>05 <input type="radio"/> No, going to school</p> <p>06 <input type="radio"/> No, other reasons</p>	<p>46.</p> <p>01 <input type="radio"/> Yes, could have started work</p> <p>02 <input type="radio"/> No, already had a job</p> <p>03 <input type="radio"/> No, temporary illness or disability</p> <p>04 <input type="radio"/> No, personal or family responsibilities</p> <p>05 <input type="radio"/> No, going to school</p> <p>06 <input type="radio"/> No, other reasons</p>	<p>47.</p> <p>01 <input type="radio"/> Yes, could have started work</p> <p>02 <input type="radio"/> No, already had a job</p> <p>03 <input type="radio"/> No, temporary illness or disability</p> <p>04 <input type="radio"/> No, personal or family responsibilities</p> <p>05 <input type="radio"/> No, going to school</p> <p>06 <input type="radio"/> No, other reasons</p>	<p>48.</p> <p>01 <input type="radio"/> Yes, could have started work</p> <p>02 <input type="radio"/> No, already had a job</p> <p>03 <input type="radio"/> No, temporary illness or disability</p> <p>04 <input type="radio"/> No, personal or family responsibilities</p> <p>05 <input type="radio"/> No, going to school</p> <p>06 <input type="radio"/> No, other reasons</p>
<p>07 <input type="radio"/> In 1991 <i>Continue with the next question</i></p> <p>08 <input type="radio"/> In 1990 <i>Continue with the next question</i></p> <p>09 <input type="radio"/> Before 1990 <i>Go to Question 45</i></p> <p>10 <input type="radio"/> Never worked in lifetime <i>Go to Question 45</i></p>	<p>07 <input type="radio"/> In 1991 <i>Continue with the next question</i></p> <p>08 <input type="radio"/> In 1990 <i>Continue with the next question</i></p> <p>09 <input type="radio"/> Before 1990 <i>Go to Question 45</i></p> <p>10 <input type="radio"/> Never worked in lifetime <i>Go to Question 45</i></p>	<p>07 <input type="radio"/> In 1991 <i>Continue with the next question</i></p> <p>08 <input type="radio"/> In 1990 <i>Continue with the next question</i></p> <p>09 <input type="radio"/> Before 1990 <i>Go to Question 45</i></p> <p>10 <input type="radio"/> Never worked in lifetime <i>Go to Question 45</i></p>	<p>07 <input type="radio"/> In 1991 <i>Continue with the next question</i></p> <p>08 <input type="radio"/> In 1990 <i>Continue with the next question</i></p> <p>09 <input type="radio"/> Before 1990 <i>Go to Question 45</i></p> <p>10 <input type="radio"/> Never worked in lifetime <i>Go to Question 45</i></p>
<p>Name of business, firm, government agency, hospital, store, Indian band, etc.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Department, branch, division, section or plant</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Name of business, firm, government agency, hospital, store, Indian band, etc.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Department, branch, division, section or plant</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Name of business, firm, government agency, hospital, store, Indian band, etc.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Department, branch, division, section or plant</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Name of business, firm, government agency, hospital, store, Indian band, etc.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Department, branch, division, section or plant</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Kind of business, industry or service</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>11 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>Kind of business, industry or service</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>11 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>Kind of business, industry or service</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>11 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>Kind of business, industry or service</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>11 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>

38. (a) Did this person usually work at home?

If yes, mark "Worked at home" and go to Question 39. Include persons who worked on the farm where they lived.

(b) Where did this person usually work?

Give as complete and precise an address as possible (for example, St. Andrew's parish or St. Andrew's town).

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

See instructions in the Procedures Manual for persons who had no usual place of work or who were away temporarily.

49.

01 Worked at home (including farms)

02 Worked outside Canada

03 Worked at the address specified below

Street address

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

County (if known)

Province/territory

Postal code

04

05

50.

01 Worked at home (including farms)

02 Worked outside Canada

03 Worked at the address specified below

Street address

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

County (if known)

Province/territory

Postal code

04

05

39. What kind of work was this person doing?

For example, trapper, hunting guide, logger, construction labourer, high school teacher, baby-sitter, hairdresser, artist, band administrator.

Kind of work

Kind of work

40. What were this person's most important duties or activities?

For example, skinning animals, guiding hunting parties, making log booms, teaching history, caring for children, cutting hair, carving soapstone sculptures, managing band affairs.

Most important duties or activities

Most important duties or activities

06

06

51.

01 Worked at home (including farms)

02 Worked outside Canada

03 Worked at the address specified below

Street address

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

County (if known)

Province/territory

Postal code

04

05

Kind of work

Most important duties or activities

06

52.

01 Worked at home (including farms)

02 Worked outside Canada

03 Worked at the address specified below

Street address

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

County (if known)

Province/territory

Postal code

04

05

Kind of work

Most important duties or activities

06

53.

01 Worked at home (including farms)

02 Worked outside Canada

03 Worked at the address specified below

Street address

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

County (if known)

Province/territory

Postal code

04

05

Kind of work

Most important duties or activities

06

54.

01 Worked at home (including farms)

02 Worked outside Canada

03 Worked at the address specified below

Street address

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

County (if known)

Province/territory

Postal code

04

05

Kind of work

Most important duties or activities

06

<p>41. (a) In this job, was this person mainly working for pay, working for himself/herself or working without pay for a relative in a family farm or business?</p>	<p>55.</p> <p>01 <input type="radio"/> Pay <i>Go to Question 43</i></p> <p>02 <input type="radio"/> Working without pay for a relative <i>Go to Question 43</i></p> <p><input type="radio"/> Working for self <i>Continue with Question 41 (b)</i></p>	<p>56.</p> <p>01 <input type="radio"/> Pay <i>Go to Question 43</i></p> <p>02 <input type="radio"/> Working without pay for a relative <i>Go to Question 43</i></p> <p><input type="radio"/> Working for self <i>Continue with Question 41 (b)</i></p>
<p><i>For all persons who were WORKING FOR SELF:</i></p> <p>(b) Did this person have any paid help?</p>	<p>03 <input type="radio"/> No <i>Continue with Question 42</i></p> <p>04 <input type="radio"/> Yes <i>Continue with Question 42</i></p>	<p>03 <input type="radio"/> No <i>Continue with Question 42</i></p> <p>04 <input type="radio"/> Yes <i>Continue with Question 42</i></p>
<p>42. Was this person's farm or business incorporated?</p>	<p>05 <input type="radio"/> No</p> <p>06 <input type="radio"/> Yes</p>	<p>05 <input type="radio"/> No</p> <p>06 <input type="radio"/> Yes</p>
<p>The next few questions are about the weeks worked in 1990. Remember this includes working for pay, hunting, fishing or running a business. All work done in 1990 should be included.</p> <p>43. In how many weeks did this person work in 1990?</p> <p>Include those weeks in which this person:</p> <ul style="list-style-type: none"> • 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 an unpaid worker in a family farm or business. 	<p>07 <input type="radio"/> None <i>Go to Question 45</i></p> <p>OR</p> <p>08 <input type="text"/> ◀ Number of weeks <i>Continue with the next question</i></p>	<p>07 <input type="radio"/> None <i>Go to Question 45</i></p> <p>OR</p> <p>08 <input type="text"/> ◀ Number of weeks <i>Continue with the next question</i></p>
<p>44. During most of those weeks, did this person work full time (30 hours or more per week) or part time (less than 30 hours per week)?</p> <p><i>Mark one circle only.</i></p>	<p>09 <input type="radio"/> Full time (30 hours or more per week)</p> <p>10 <input type="radio"/> Part time (less than 30 hours per week)</p>	<p>09 <input type="radio"/> Full time (30 hours or more per week)</p> <p>10 <input type="radio"/> Part time (less than 30 hours per week)</p>

<p>57.</p> <p>01 <input type="radio"/> Pay <i>Go to Question 43</i></p> <p>02 <input type="radio"/> Working without pay for a relative <i>Go to Question 43</i></p> <p><input type="radio"/> Working for self <i>Continue with Question 41 (b)</i></p>	<p>58.</p> <p>01 <input type="radio"/> Pay <i>Go to Question 43</i></p> <p>02 <input type="radio"/> Working without pay for a relative <i>Go to Question 43</i></p> <p><input type="radio"/> Working for self <i>Continue with Question 41 (b)</i></p>	<p>59.</p> <p>01 <input type="radio"/> Pay <i>Go to Question 43</i></p> <p>02 <input type="radio"/> Working without pay for a relative <i>Go to Question 43</i></p> <p><input type="radio"/> Working for self <i>Continue with Question 41 (b)</i></p>	<p>60.</p> <p>01 <input type="radio"/> Pay <i>Go to Question 43</i></p> <p>02 <input type="radio"/> Working without pay for a relative <i>Go to Question 43</i></p> <p><input type="radio"/> Working for self <i>Continue with Question 41 (b)</i></p>
<p>03 <input type="radio"/> No <i>Continue with Question 42</i></p> <p>04 <input type="radio"/> Yes <i>Continue with Question 42</i></p>	<p>03 <input type="radio"/> No <i>Continue with Question 42</i></p> <p>04 <input type="radio"/> Yes <i>Continue with Question 42</i></p>	<p>03 <input type="radio"/> No <i>Continue with Question 42</i></p> <p>04 <input type="radio"/> Yes <i>Continue with Question 42</i></p>	<p>03 <input type="radio"/> No <i>Continue with Question 42</i></p> <p>04 <input type="radio"/> Yes <i>Continue with Question 42</i></p>
<p>05 <input type="radio"/> No</p> <p>06 <input type="radio"/> Yes</p>	<p>05 <input type="radio"/> No</p> <p>06 <input type="radio"/> Yes</p>	<p>05 <input type="radio"/> No</p> <p>06 <input type="radio"/> Yes</p>	<p>05 <input type="radio"/> No</p> <p>06 <input type="radio"/> Yes</p>
<p>07 <input type="radio"/> None <i>Go to Question 45</i></p> <p>OR</p> <p>08 <input type="text"/> ◀ Number of weeks <i>Continue with the next question</i></p>	<p>07 <input type="radio"/> None <i>Go to Question 45</i></p> <p>OR</p> <p>08 <input type="text"/> ◀ Number of weeks <i>Continue with the next question</i></p>	<p>07 <input type="radio"/> None <i>Go to Question 45</i></p> <p>OR</p> <p>08 <input type="text"/> ◀ Number of weeks <i>Continue with the next question</i></p>	<p>07 <input type="radio"/> None <i>Go to Question 45</i></p> <p>OR</p> <p>08 <input type="text"/> ◀ Number of weeks <i>Continue with the next question</i></p>
<p>09 <input type="radio"/> Full time (30 hours or more per week)</p> <p>10 <input type="radio"/> Part time (less than 30 hours per week)</p>	<p>09 <input type="radio"/> Full time (30 hours or more per week)</p> <p>10 <input type="radio"/> Part time (less than 30 hours per week)</p>	<p>09 <input type="radio"/> Full time (30 hours or more per week)</p> <p>10 <input type="radio"/> Part time (less than 30 hours per week)</p>	<p>09 <input type="radio"/> Full time (30 hours or more per week)</p> <p>10 <input type="radio"/> Part time (less than 30 hours per week)</p>

Interviewer instruction:

For each individual, ask **all** the questions below.
For each source:

- If "Yes", mark "Yes" and ask "How much?"
Enter the amount against the appropriate source. If the respondent is unsure of an amount, ask for the best estimate.
- In case of a loss, also mark "Loss".
- If "No", mark "No" and proceed to the next source.

- 45.** (a) Did this person receive any wages or salaries in 1990?
- (b) Did this person make a profit or loss from non-farm self-employment activities in 1990, such as trapping, making handicrafts or running a business?
- (c) Did this person make a profit or loss from farm self-employment in 1990?
- (d) Did this person receive any old age security pension or guaranteed income supplement benefits from the federal government in 1990?
- (e) Did this person receive any benefits from the Canada or Quebec Pension Plan in 1990?
- (f) Did this person receive any unemployment insurance benefits in 1990?
- (g) Did this person receive any other government income in 1990, such as welfare payments, provincial income supplements, veterans' pensions or workers' compensation? (Do not include Family Allowances and Child Tax Credits)
- (h) Did this person receive any income from dividends, interest on bonds, deposits and savings certificates or any other investment income in 1990?
- (i) Did this person receive any income from retirement pensions, superannuation or annuities in 1990?
- (j) Did this person receive any other money income in 1990, such as treaty money, alimony or scholarships?
- (k) What was this person's total income in 1990?

61.		62.	
		How much?	
		Dollars	Cents
01	<input type="radio"/> Yes ▶	<input type="text"/>	<input type="text"/>
02	<input type="radio"/> No		
03	<input type="radio"/> Yes ▶	<input type="text"/>	<input type="text"/>
05	<input type="radio"/> No		04 <input type="radio"/> Loss
06	<input type="radio"/> Yes ▶	<input type="text"/>	<input type="text"/>
08	<input type="radio"/> No		07 <input type="radio"/> Loss
09	<input type="radio"/> Yes ▶	<input type="text"/>	<input type="text"/>
10	<input type="radio"/> No		
11	<input type="radio"/> Yes ▶	<input type="text"/>	<input type="text"/>
12	<input type="radio"/> No		
13	<input type="radio"/> Yes ▶	<input type="text"/>	<input type="text"/>
14	<input type="radio"/> No		
15	<input type="radio"/> Yes ▶	<input type="text"/>	<input type="text"/>
16	<input type="radio"/> No		
17	<input type="radio"/> Yes ▶	<input type="text"/>	<input type="text"/>
19	<input type="radio"/> No		18 <input type="radio"/> Loss
20	<input type="radio"/> Yes ▶	<input type="text"/>	<input type="text"/>
21	<input type="radio"/> No		
22	<input type="radio"/> Yes ▶	<input type="text"/>	<input type="text"/>
23	<input type="radio"/> No		
24	<input type="radio"/> Yes ▶	<input type="text"/>	<input type="text"/>
26	<input type="radio"/> No		25 <input type="radio"/> Loss

PERSON 3

Family name _____

Given name _____ Initial _____

PERSON 4

Family name _____

Given name _____ Initial _____

PERSON 5

Family name _____

Given name _____ Initial _____

PERSON 6

Family name _____

Given name _____ Initial _____

▼ Age

▼ Age

▼ Age

▼ Age

63.

64.

65.

66.

How much?
Dollars Cents

01 Yes ▶

02 No

How much?
Dollars Cents

01 Yes ▶

02 No

How much?
Dollars Cents

01 Yes ▶

02 No

How much?
Dollars Cents

01 Yes ▶

02 No

03 Yes ▶

05 No 04 Loss

03 Yes ▶

05 No 04 Loss

03 Yes ▶

05 No 04 Loss

03 Yes ▶

05 No 04 Loss

06 Yes ▶

08 No 07 Loss

06 Yes ▶

08 No 07 Loss

06 Yes ▶

08 No 07 Loss

06 Yes ▶

08 No 07 Loss

09 Yes ▶

10 No

09 Yes ▶

10 No

09 Yes ▶

10 No

09 Yes ▶

10 No

11 Yes ▶

12 No

11 Yes ▶

12 No

11 Yes ▶

12 No

11 Yes ▶

12 No

13 Yes ▶

14 No

13 Yes ▶

14 No

13 Yes ▶

14 No

13 Yes ▶

14 No

15 Yes ▶

16 No

15 Yes ▶

16 No

15 Yes ▶

16 No

15 Yes ▶

16 No

17 Yes ▶

19 No 18 Loss

17 Yes ▶

19 No 18 Loss

17 Yes ▶

19 No 18 Loss

17 Yes ▶

19 No 18 Loss

20 Yes ▶

21 No

20 Yes ▶

21 No

20 Yes ▶

21 No

20 Yes ▶

21 No

22 Yes ▶

23 No

22 Yes ▶

23 No

22 Yes ▶

23 No

22 Yes ▶

23 No

24 Yes ▶

26 No 25 Loss

24 Yes ▶

26 No 25 Loss

24 Yes ▶

26 No 25 Loss

24 Yes ▶

26 No 25 Loss

STEP 11

67.

The following questions are about this dwelling.

A *dwelling* is a separate set of living quarters with a **private entrance** (that is not through someone else's living quarters) such as a single house, a row house, a trailer.

H1. Could you tell me who in this household pays the expenses for this dwelling?

	Family name	Given name
01	<input type="text"/>	<input type="text"/>
02	<input type="text"/>	<input type="text"/>
03	<input type="text"/>	<input type="text"/>
04	<input type="text"/>	<input type="text"/>
05	<input type="text"/>	<input type="text"/>
06	<input type="text"/>	<input type="text"/>
07	<input type="radio"/>	

Note: If no one living here makes such payments, **mark here**

H2. Only ask Question H2 (a) if you are on an Indian reserve. Otherwise, go to Question H2 (b).

(a) Is this dwelling band housing, rented or owned by you or a member of this household?

23 Band housing — *Go to Question H3*
 08 Owned — *Go to Question H3*
 09 Rented — *Go to Question H3*

(b) Is this dwelling rented or owned by you or a member of this household?

08 Owned
 09 Rented

H3. (a) How many rooms are there in this dwelling?

Include kitchen, bedrooms and living-rooms. Do not count bathrooms, halls and attached sheds.

10 ◀ Number of rooms

(b) How many of these rooms are bedrooms?

11 ◀ Number of bedrooms

H4. When was this dwelling originally built?

This means when it was completed, not the time of any remodelling, additions or conversions. If year is not known, get best estimate.

12 1920 or before 16 1971-1980
 13 1921-1945 17 1981-1985
 14 1946-1960 18 1986-1990
 15 1961-1970 19 1991

H5. Would you say that this dwelling is in need of major repairs, minor repairs or only regular maintenance?

20 Only **Regular maintenance** is needed (painting, chimney cleaning, window washing, etc.)
 21 **Minor repairs** are needed (missing or loose floorboards, missing shingles, defective steps, railing or siding, etc.)
 22 **Major repairs** are needed (structural repairs to walls, floors or ceilings, etc.)

Are you a farm operator living on the farm you operate?

- 01 Yes — *Go to Step 12*
 No

H6. For this dwelling, how much was paid over the last 12 months for:

(a) electricity?

- 02 Nothing
 03 Included in rent or other payments OR 04

--	--

 Dollars Cents per year

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

- 05 Nothing
 06 Included in rent or other payments OR 07

--	--

 Dollars Cents per year

(c) water and other municipal services?

- 08 Nothing
 09 Included in rent or other payments OR 10

--	--

 Dollars Cents per year

If "Band housing" was checked in Question H2 (a), *Go to Step 12.*

If "Rented" was checked in Question H2 (a) or H2 (b), *Continue with Question H7.*

If "Owned" was checked in Question H2 (a) or H2 (b), *Go to Question H8.*

H7. For RENTERS only:

What is the monthly cash rent paid for this dwelling?

- 11 Rented without payment of cash rent OR 12

--	--

 Dollars Cents per month

Go to Step 12

H8. For OWNERS only, ask parts (a) through (f):

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

- 13 None *Go to part (c)* OR 14

--	--

 Dollars Cents per month

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

- 15 Yes — *Go to part (d)*
 16 No

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

- 17 None OR 18

--	--

 Dollars Cents per year

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

- 19

--

 Dollars

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

- 20 Yes — *Continue with part (f)*
 21 No — *Go to Step 12*

(f) What are the monthly condominium fees?

- 22 None OR 23

--	--

 Dollars Cents per month

Thank the respondent for his/her cooperation, then read the statement below.

STEP 12

The information you've given will be securely stored at Statistics Canada. It will remain confidential and only you can get a copy of what you've told me. It takes about six months for your questionnaire to be processed. If you want to get a copy, I can tell you where to write.

If respondent asks, give the address: Privacy Co-ordinator, Statistics Canada, Ottawa, Ont., K1A 0T6, and give the file number: STC/P-PU-005.

OFFICE USE ONLY

24

--

 Coll.

25 4A 27 DR
 26 Ref. 28 Miss./Other

29

--	--

 JIC-A

30

--	--

 JIC-B

APPENDIX F:
THE 1991 APS
QUESTIONNAIRES
(FORMS 06 AND 07)





Aboriginal Peoples Survey (Adults — 15 and over)

Form 06

"Collected under the authority of the Statistics Act, Statutes of Canada, 1985, Chapter S19."

INTRODUCTION

Statistics Canada is conducting this survey to develop an information base for Aboriginal Peoples in Canada. The survey covers various issues such as schooling, work, housing, health and Aboriginal languages. Your cooperation and participation in this voluntary survey will be greatly appreciated.

CONFIDENTIAL WHEN COMPLETED

Prov <input type="text"/>	FED No. <input type="text"/>	EA No. <input type="text"/>	VN <input type="text"/>	Hhld. No. <input type="text"/>	Form 06	Person No. <input type="text"/>
------------------------------	---------------------------------	--------------------------------	----------------------------	-----------------------------------	-------------------	------------------------------------

Name Last name: <input type="text"/> Given name and initial: <input type="text"/>	Telephone number (<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"/>
---	---

Address
N° and street or lot and concession or exact location

City, Town, Village, Municipality, Indian Reserve
Province or Territory
Postal Code

Date of Birth Day: <input type="text"/> <input type="text"/> Month: <input type="text"/> <input type="text"/> Year: 1 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	Sex Male <input type="radio"/> Female <input type="radio"/>	FINAL STATUS Completed <input type="radio"/> Refusal <input type="radio"/> Absent <input type="radio"/> Tracing <input type="radio"/>
---	---	--

INFORMATION SOURCE

Non-proxy

OR

Proxy — parent or child
— other family
— other

Reason

Respondent unable to answer
Respondent absent

RECORD OF VISITS/CALLS

Visit/ Call No.	Date	Time of call or visit	Interview time			Comments
			Began	Ended	Time Elapsed	
1						
2						
3						
4						
5						
6						
7						
8						
9						

TOTAL ELAPSED TIME (Minutes)

Interviewer's signature

Date

SECTION A — IDENTITY

Your census questionnaire indicated that you have some Aboriginal ancestors or that you are a registered Indian, as defined by the Indian Act of Canada. By Aboriginal, I mean North American Indian, Inuit or Métis.

A1. With which Aboriginal group do you identify?

INTERVIEWER: Read list. Mark all that apply.

- 1. North American Indian 1
- 2. Inuit 2
- 3. Métis 3
- 4. Another Aboriginal group 4

→ Go to A3

(specify)

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

- 5. Don't identify with any Aboriginal group 5

1a. Are you a registered Indian, as defined by the Indian Act of Canada?

- 1. Yes 6
- 2. No 7

→ Go to A4

A2. Which of the following people in your family have any Aboriginal origins? Is it...

INTERVIEWER: Read list. Mark yes, no or don't know to each.

	Yes	No	Don't know
1. your father? 01 <input type="radio"/>	02 <input type="radio"/>	03 <input type="radio"/>	
2. your mother? 04 <input type="radio"/>	05 <input type="radio"/>	06 <input type="radio"/>	
3. your grandfather on your father's side? 07 <input type="radio"/>	08 <input type="radio"/>	09 <input type="radio"/>	
4. your grandmother on your father's side? 10 <input type="radio"/>	11 <input type="radio"/>	12 <input type="radio"/>	
5. your grandfather on your mother's side? 13 <input type="radio"/>	14 <input type="radio"/>	15 <input type="radio"/>	
6. your grandmother on your mother's side? 16 <input type="radio"/>	17 <input type="radio"/>	18 <input type="radio"/>	
7. someone else? 19 <input type="radio"/>	20 <input type="radio"/>	21 <input type="radio"/>	

Thank the respondent.
END
 INTERVIEW
 and
 complete
 front cover.

(specify)

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

A3. Are you a registered Indian, as defined by the Indian Act of Canada?

- 1. Yes 1
- 2. No 2

A4. Have you applied to the Department of Indian Affairs and Northern Development since June 1985, to be registered as a status Indian under Bill C-31?

- 1. Yes 3
- 2. No 4

→ Go to Section B

4a. Have you been registered as a status Indian under Bill C-31?

- 1. Yes 5
- 2. No 6

→ Go to Section B

SECTION B — LANGUAGE AND TRADITION

I would like to ask some questions about your ability to speak, read and write an Aboriginal language, and the availability of print media, radio and television in Aboriginal languages. By Aboriginal language, I mean, for example, Cree, Micmac, Chilcotin, Inuktitut, Michif, etc.

B1. Do you speak an Aboriginal language well enough to carry on a conversation?

1. Yes 1
2. No, I can't speak it, but I can understand it 2
3. No, I can't speak it, nor understand it 3

→ Go to B6

1a. Who taught you to speak this language (these languages)? Was it...

INTERVIEWER: Read list. Mark yes, no or don't remember to each.

	Yes	No	Don't remember
1. your parents?	01 <input type="radio"/>	02 <input type="radio"/>	03 <input type="radio"/>
2. your grandparents?	04 <input type="radio"/>	05 <input type="radio"/>	06 <input type="radio"/>
3. elders?	07 <input type="radio"/>	08 <input type="radio"/>	09 <input type="radio"/>
4. school teachers?	10 <input type="radio"/>	11 <input type="radio"/>	12 <input type="radio"/>
5. someone else?	13 <input type="radio"/>	14 <input type="radio"/>	15 <input type="radio"/>

(specify)

1b. What Aboriginal language(s) do you speak?

1. _____

2. _____

3. _____

1c. How much of the time do you speak an Aboriginal language...

(i) at home?

INTERVIEWER: Read list. Mark one only.

1. All the time (speak neither English nor French at home) 01
2. Most of the time 02
3. Some of the time 03
4. Not at all 04

(ii) at school?

INTERVIEWER: Read list. Mark one only.

1. All the time (speak neither English nor French at school) 05
2. Most of the time 06
3. Some of the time 07
4. Not at all 08
5. Don't go to school 09

(iii) at work?

INTERVIEWER: Read list. Mark one only.

1. All the time (speak neither English nor French at work) 10
2. Most of the time 11
3. Some of the time 12
4. Not at all 13
5. Don't work 14

(iv) at other places?

INTERVIEWER: Read list. Mark one only.

1. All the time (speak neither English nor French at other places) 15
2. Most of the time 16
3. Some of the time 17
4. Not at all 18

B2. Can you read in an Aboriginal language?

1. Yes 1
2. No 2 → **Go to B4**
3. No, it's not a written language 3

2a. Who taught you to read in an Aboriginal language? Was it...

INTERVIEWER: Read list. Mark yes, no or don't remember to each.

- | | Yes | No | Don't remember |
|-----------------------------|--------------------------|--------------------------|--------------------------|
| 1. your parents? | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> |
| 2. your grandparents? | 04 <input type="radio"/> | 05 <input type="radio"/> | 06 <input type="radio"/> |
| 3. elders? | 07 <input type="radio"/> | 08 <input type="radio"/> | 09 <input type="radio"/> |
| 4. school teachers? | 10 <input type="radio"/> | 11 <input type="radio"/> | 12 <input type="radio"/> |
| 5. someone else? | 13 <input type="radio"/> | 14 <input type="radio"/> | 15 <input type="radio"/> |

(specify)

2b. What Aboriginal language(s) can you read?

1.
2.
3.

2c. Do you read newspapers, newsletters, or magazines that are written in an Aboriginal language? Do you read...

INTERVIEWER: Read list. Mark yes, no or none available to each.

- | | Yes | No | None available |
|-----------------------|-------------------------|-------------------------|-------------------------|
| 1. newspapers? | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| 2. newsletters? | 4 <input type="radio"/> | 5 <input type="radio"/> | 6 <input type="radio"/> |
| 3. magazines? | 7 <input type="radio"/> | 8 <input type="radio"/> | 9 <input type="radio"/> |

B3. Can you write in an Aboriginal language?

1. Yes 1
2. No 2 → **Go to B4**

3a. Who taught you to write in an Aboriginal language? Was it...

INTERVIEWER: Read list. Mark yes, no or don't remember to each.

- | | Yes | No | Don't remember |
|-----------------------------|--------------------------|--------------------------|--------------------------|
| 1. your parents? | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> |
| 2. your grandparents? | 04 <input type="radio"/> | 05 <input type="radio"/> | 06 <input type="radio"/> |
| 3. elders? | 07 <input type="radio"/> | 08 <input type="radio"/> | 09 <input type="radio"/> |
| 4. school teachers? | 10 <input type="radio"/> | 11 <input type="radio"/> | 12 <input type="radio"/> |
| 5. someone else? | 13 <input type="radio"/> | 14 <input type="radio"/> | 15 <input type="radio"/> |

(specify)

3b. What Aboriginal language(s) can you write?

1.
2.
3.

B4. Do you listen to radio programs or recordings or watch television programs or videos that are offered in an Aboriginal language? Do you listen to or watch...

INTERVIEWER: Read list. Mark yes, no or none available to each.

- | | Yes | No | None available |
|----------------------|--------------------------|--------------------------|--------------------------|
| 1. radio? | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> |
| 2. recordings? | 04 <input type="radio"/> | 05 <input type="radio"/> | 06 <input type="radio"/> |
| 3. television? | 07 <input type="radio"/> | 08 <input type="radio"/> | 09 <input type="radio"/> |
| 4. videos? | 10 <input type="radio"/> | 11 <input type="radio"/> | 12 <input type="radio"/> |

The next few questions are about the availability of services in Aboriginal languages.

B5. Within the last two years, have you used the services of health professionals, legal professionals or social or welfare workers?

1. Yes 1
2. No 2 → Go to B11

5a. Did they speak to you in your Aboriginal language?

INTERVIEWER: Read list. Mark one only.

1. Yes, all the time 3 → Go to B11
2. Yes, most of the time 4
3. Yes, some of the time 5
4. No, not at all 6

5b. Did not speaking to you in your Aboriginal language cause problems for you?

1. Yes 7
2. No 8 → Go to B11

5c. What problems did it cause?

1. _____
2. _____
3. _____
- Go to B11

B6. Did you ever speak an Aboriginal language?

1. Yes 1
2. No 2 → Go to B7

6a. Why do you no longer speak it?

1. _____
2. _____
3. _____

B7. Would you like to learn to speak an Aboriginal language, if you had the chance?

1. Yes 3
2. No 4

B8. Can you read in an Aboriginal language?

1. Yes 5
2. No 6
3. No, it's not a written language 7 → Go to B10

8a. Who taught you to read in an Aboriginal language? Was it...

INTERVIEWER: Read list. Mark yes, no or don't remember to each.

- | | Yes | No | Don't remember |
|-----------------------------|--------------------------|--------------------------|--------------------------|
| 1. your parents? | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> |
| 2. your grandparents? | 04 <input type="radio"/> | 05 <input type="radio"/> | 06 <input type="radio"/> |
| 3. elders? | 07 <input type="radio"/> | 08 <input type="radio"/> | 09 <input type="radio"/> |
| 4. school teachers? | 10 <input type="radio"/> | 11 <input type="radio"/> | 12 <input type="radio"/> |
| 5. someone else? | 13 <input type="radio"/> | 14 <input type="radio"/> | 15 <input type="radio"/> |

(specify)

B8. Continued

8b. What Aboriginal language(s) can you read?

1.

2.

3.

8c. Do you read newspapers, newsletters, or magazines that are written in an Aboriginal language? Do you read...

INTERVIEWER: Read list. Mark yes, no or none available to each.

	Yes	No	None available
1. newspapers?	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
2. newsletters?	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>
3. magazines?	7 <input type="radio"/>	8 <input type="radio"/>	9 <input type="radio"/>

B9. Can you write in an Aboriginal language?

1. Yes 1

2. No 2 → Go to B10



9a. Who taught you to write in an Aboriginal language? Was it...

INTERVIEWER: Read list. Mark yes, no or don't remember to each.

	Yes	No	Don't remember
1. your parents?	01 <input type="radio"/>	02 <input type="radio"/>	03 <input type="radio"/>
2. your grandparents?	04 <input type="radio"/>	05 <input type="radio"/>	06 <input type="radio"/>
3. elders?	07 <input type="radio"/>	08 <input type="radio"/>	09 <input type="radio"/>
4. school teachers?	10 <input type="radio"/>	11 <input type="radio"/>	12 <input type="radio"/>
5. someone else?	13 <input type="radio"/>	14 <input type="radio"/>	15 <input type="radio"/>

(specify)

9b. What Aboriginal language(s) can you write?

1.

2.

3.

B10. Do you listen to radio programs or recordings or watch television programs or videos that are offered in an Aboriginal language? Do you listen to or watch...

INTERVIEWER: Read list. Mark yes, no or none available to each.

	Yes	No	None available
1. radio?	01 <input type="radio"/>	02 <input type="radio"/>	03 <input type="radio"/>
2. recordings?	04 <input type="radio"/>	05 <input type="radio"/>	06 <input type="radio"/>
3. television?	07 <input type="radio"/>	08 <input type="radio"/>	09 <input type="radio"/>
4. videos?	10 <input type="radio"/>	11 <input type="radio"/>	12 <input type="radio"/>

The following questions are about traditional Aboriginal activities. By this I mean participating in the traditional Aboriginal ways of doing things such as hunting, fishing, trapping, storytelling, traditional dancing, fiddle playing, jigging, arts and crafts, pow-wows, etc.

B11. Do you participate in any traditional Aboriginal activities?

- 1. Yes 1 → Go to B12
- 2. No 2

11e. Would you like to?

- 1. Yes 3
- 2. No 4
- 3. Never thought about it/Not sure 5

→ Go to Section C

11b. Can you list any reasons why you do not participate in traditional Aboriginal activities?

- 1. _____
- 2. _____
- 3. _____

→ Go to Section C

B12. Do you face any problems when you participate in traditional Aboriginal activities?

- 1. Yes 6
- 2. No 7 → Go to Section C

12a. What problems do you face?

- 1. _____
- 2. _____
- 3. _____

→ Go to Section C

SECTION C — DISABILITY

The questions in this section are part of another survey called the Health and Activity Limitation Survey. Statistics Canada is conducting this survey to provide information on all those persons in Canada who, for health-related reasons, are limited in the kind and amount of activity they can do on a day-to-day basis. In order not to burden the Aboriginal population with two surveys, it was decided to include part of that survey's questions in the Aboriginal Peoples Survey. The following questions are about your ability to do certain activities even when using a specialized or technical aid. I want you to tell me about only those difficulties which have lasted or which you think will last six months or more.

SCREEN
COLUMN
YES

C1. Do you have any difficulty hearing what is said when you are having a conversation with one other person?

- Yes, have difficulty 1
- No difficulty 2 → Go to C2

1a. Are you completely unable to hear?

- Yes, completely unable 3
- No, able 4

C2. Do you have any difficulty hearing what is said in a group, that is a gathering of at least three people?

- Yes, have difficulty 5
- No difficulty 6 → Go to C3

2a. Are you completely unable to hear in a group?

- Yes, completely unable 7
- No, able 6

C3. INTERVIEWER CHECK ITEM:

If "Yes" is checked in question C1 or C2 1 → Go to 3a.

Otherwise 2 → Go to C4.

3a. Are you able to hear what is being said over a telephone?

1. Yes, with a hearing aid 3
2. Yes, without a hearing aid 4
3. No, not able 5

3b. This question deals with certain communication skills which you may have. Do you ...:

INTERVIEWER: Read list. Mark yes or no to each.

- | | Yes | No |
|---|-------------------------|-------------------------|
| 1. use sign language, that is — ASL or LSQ? | 1 <input type="radio"/> | 2 <input type="radio"/> |
| 2. speech read or lip read? | 3 <input type="radio"/> | 4 <input type="radio"/> |
| 3. use a computer to communicate? | 5 <input type="radio"/> | 6 <input type="radio"/> |

INTERVIEWER: Show respondent the questionnaire.

C4. Do you have any difficulty seeing the print on this page even with glasses or contact lenses if you usually wear them?

- Yes, have difficulty 7
- No difficulty 8 → Go to C5

4a. Are you completely unable to see the print on this page?

- Yes, completely unable 1
- No, able 2

SCREEN:
COLUMN:
YES

C5. Do you have any difficulty clearly seeing the face of someone across a room (that is, from 4 metres or 12 feet), even with glasses or contact lenses if you usually wear them?

Yes, have difficulty 1

No difficulty 2 → Go to C6

5a. Are you completely unable to clearly see a face from across a room?

Yes, completely unable 3

No, able 4

C6. **INTERVIEWER CHECK ITEM:**
If "Yes" is checked in question C4 or C5, 5 → Go to 6a.
Otherwise 6 → Go to C7.

6a. Have you been diagnosed by an eye specialist or eye doctor as being legally blind?

Yes 7

No 8

Don't know/not sure 9

C7. Do you have any difficulty being understood when you are talking?

Yes, have difficulty 1

No difficulty 2 → Go to C8

7a. How well are you able to make yourself understood when talking with ...

INTERVIEWER: Read list. Mark completely, some of the time or not at all to each.

	Completely	Some of the time	Not at all
1. members of your own family?	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
2. your friends?	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>
3. other people?	7 <input type="radio"/>	8 <input type="radio"/>	9 <input type="radio"/>

The next few questions are about your ability to move around. Remember, I am asking about difficulties that have lasted or are expected to last 6 months or more.

C8. Do you have any difficulty walking 350 metres/400 yards without resting (about a quarter of a kilometre)?

Yes, have difficulty 1

No difficulty 2 → Go to C9

8a. Are you completely unable to do this?

Yes, completely unable 3

No, able 4

C9. Do you have any difficulty walking up and down a flight of stairs, that is — about 12 steps?

Yes, have difficulty 5

No difficulty 6 → Go to C10

9a. Are you completely unable to do this?

Yes, completely unable 7

No, able 8

C10. Do you have any difficulty carrying an object of 4.5 kg for 10 metres or 10 pounds for 30 feet (for example: carrying a bag of flour)?

Yes, have difficulty 1

No difficulty 2 → Go to C11

10a. Are you completely unable to do this?

Yes, completely unable 3

No, able 4

	SCREEN COLUMN YES
C11. Do you have any difficulty moving from one room to another? Yes, have difficulty 1 ○ No difficulty 2 ○ → <i>Go to C12</i>	1 ○
11a. Are you completely unable to do this? Yes, completely unable 3 ○ No, able 4 ○	
C12. Do you have any difficulty standing for more than 20 minutes? Yes, have difficulty 5 ○ No difficulty 6 ○ → <i>Go to C13</i>	5 ○
12a. Are you completely unable to do this? Yes, completely unable 7 ○ No, able 8 ○	
The next few questions deal with flexibility.	
C13. When standing, do you have any difficulty bending down and picking up an object from the floor (for example, a shoe)? Yes, have difficulty 1 ○ No difficulty 2 ○ → <i>Go to C14</i>	1 ○
13a. Are you completely unable to do this? Yes, completely unable 3 ○ No, able 4 ○	
C14. Do you have any difficulty dressing and undressing yourself? Yes, have difficulty 5 ○ No difficulty 6 ○ → <i>Go to C15</i>	5 ○
14a. Are you completely unable to do this? Yes, completely unable 7 ○ No, able 8 ○	
C15. Do you have any difficulty getting in and out of bed? Yes, have difficulty 1 ○ No difficulty 2 ○ → <i>Go to C16</i>	1 ○
15a. Are you completely unable to do this? Yes, completely unable 3 ○ No, able 4 ○	
The next four questions are about agility.	
C16. Do you have any difficulty cutting your own toenails, that is — are you physically unable to cut your toenails? Yes, have difficulty 5 ○ No difficulty 6 ○ → <i>Go to C17</i>	5 ○
16a. Are you completely unable to do this? Yes, completely unable 7 ○ No, able 6 ○	
C17. Do you have any difficulty using your fingers to grab or handle an object, such as using pliers or scissors? Yes, have difficulty 1 ○ No difficulty 2 ○ → <i>Go to C18</i>	1 ○
17a. Are you completely unable to do this? Yes, completely unable 3 ○ No, able 4 ○	

		SCREEN COLUMN YES
C18. Do you have any difficulty reaching in any direction (for example: above your head)? Yes, have difficulty No difficulty 2 <input type="radio"/> → Go to C19		1 <input type="radio"/>
18a. Are you completely unable to do this? Yes, completely unable 3 <input type="radio"/> No, able 4 <input type="radio"/>		←
C19. Do you have any difficulty cutting your own food? Yes, have difficulty No difficulty 6 <input type="radio"/> → Go to C20		5 <input type="radio"/>
19a. Are you completely unable to do this? Yes, completely unable 7 <input type="radio"/> No, able 8 <input type="radio"/>		←
C20. Are you limited in the kind or amount of activity you can do because of a long-term physical condition or health problem, that is, one that has lasted or is expected to last 6 months or more...		
(i) at home? Yes, I am limited 01 <input type="radio"/> No 02 <input type="radio"/>		
(ii) at school? Yes, I am limited 03 <input type="radio"/> No 04 <input type="radio"/> Not applicable, don't go to school 05 <input type="radio"/>		
(iii) at work? Yes, I am limited 06 <input type="radio"/> No 07 <input type="radio"/> Not applicable, don't work 08 <input type="radio"/>		
(iv) In other activities such as travel, sport or leisure? Yes, I am limited 09 <input type="radio"/> No 10 <input type="radio"/>		
From time to time, EVERYONE has trouble remembering the name of a familiar person, or learning something new, or they experience moments of confusion.		
C21. Do you have any ongoing problems with your ability to remember or learn? Yes 1 <input type="radio"/> No 2 <input type="radio"/>		
C22. Has a school or health professional ever told you that you have a learning disability? Yes 3 <input type="radio"/> No 4 <input type="radio"/>		
C23. Because of a long-term emotional, psychological, nervous, or mental health condition or problem, are you limited in the kind or amount of activity you can do...		
(i) at home? Yes, I am limited 01 <input type="radio"/> No 02 <input type="radio"/>		
(ii) at school? Yes, I am limited 03 <input type="radio"/> No 04 <input type="radio"/> Not applicable, don't go to school 05 <input type="radio"/>		
(iii) at work? Yes, I am limited 06 <input type="radio"/> No 07 <input type="radio"/> Not applicable, don't work 08 <input type="radio"/>		
(iv) In other activities such as travel, sport or leisure? Yes, I am limited 09 <input type="radio"/> No 10 <input type="radio"/>		
C24. INTERVIEWER CHECK ITEM: <i>If at least one "Yes" is checked in screening column for questions C1 to C23 1 <input type="radio"/> → Go to C25</i> <i>Otherwise 2 <input type="radio"/> → Go to Section D</i>		

The following questions are about your use of specialized technical aids or services.

C25. Does your condition or health problem require you to use a specialized aid, specialized equipment or systems?

1. Yes 1
2. No 2 → Go to C27

25a. Which of the following specialized aids, equipment or systems do you use?

INTERVIEWER: Read list. Mark yes or no to each.

- | | Yes | No |
|---|-----|--------------------------|
| 1. Aids for the hearing (for example, a hearing aid, a TDD (Telecommunications Device for the Deaf), closed caption decoder, volume control telephons) 01 <input type="radio"/> | | 02 <input type="radio"/> |
| 2. Seeing aids (for example, glasses, contact lenses, braille, white cane, computer) 03 <input type="radio"/> | | 04 <input type="radio"/> |
| 3. Speaking or communication aids (such as a bliss board) 05 <input type="radio"/> | | 06 <input type="radio"/> |
| 4. Mobility or agility aids (for instance, a cane, wheelchair, artificial hand or arm) 07 <input type="radio"/> | | 08 <input type="radio"/> |
| 5. Other specialized equipment, mechanical devices or systems (for example, a respirator, a pacemaker) 09 <input type="radio"/> | | 10 <input type="radio"/> |

C26. Because of your condition or health problem, do you require any aids, equipment or services to be able to work?

1. Yes 1
2. No 2 → Go to C27
3. Not applicable, don't work 3

26a. Which of the following aids, equipment or services do you require? Is it...

INTERVIEWER: Read list. Mark yes or no to each.

- | | Yes | No |
|---|-----|--------------------------|
| 1. human support such as: a sign language or oral interpreter, a job coach? 01 <input type="radio"/> | | 02 <input type="radio"/> |
| 2. technical aids and devices such as: a voice synthesizer, a T.D.D. (Telecommunications Device for the Deaf), an infrared system, a computer? ... 03 <input type="radio"/> | | 04 <input type="radio"/> |
| 3. communication services such as: conversion of print to braille, to audio tape, to enlarged print? 05 <input type="radio"/> | | 06 <input type="radio"/> |
| 4. job redesign (modified or different duties)? 07 <input type="radio"/> | | 08 <input type="radio"/> |
| 5. modified hours or days or reduced work hours? 09 <input type="radio"/> | | 10 <input type="radio"/> |
| 6. retraining? 11 <input type="radio"/> | | 12 <input type="radio"/> |

The next group of questions deals with how you manage everyday activities.

C27. Because of your condition or health problem, do you need any help preparing your meals?

1. Yes 1
2. No 2 → Go to C28

27a. Are you getting the help you need?

1. Yes — I get all the help I need 3
2. Yes — sometimes, but I need more help 4
3. No 5 → Go to C28

27b. Who do you get this help from? Is it from...

INTERVIEWER: Read list. Mark yes or no to each.

- | | Yes | No |
|--|-----|-------------------------|
| 1. your spouse, partner, parent, child, or other relative? 1 <input type="radio"/> | | 2 <input type="radio"/> |
| 2. a friend or neighbour? 3 <input type="radio"/> | | 4 <input type="radio"/> |
| 3. someone else such as home care, meals-on-wheels or privately employed help? 5 <input type="radio"/> | | 6 <input type="radio"/> |

C28. Because of your condition or health problem, do you need any help shopping for groceries or other necessities?

1. Yes 1
2. No 2 → Go to C29

28a. Are you getting the help you need?

1. Yes — I get all the help I need 3
2. Yes — sometimes, but I need more help 4
3. No 5 → Go to C29

28b. Who do you get this help from? Is it from...

INTERVIEWER: Read list. Mark yes or no to each.

- | | Yes | No |
|--|-------------------------|-------------------------|
| 1. your spouse, partner, parent, child, or other relative? | 1 <input type="radio"/> | 2 <input type="radio"/> |
| 2. a friend or neighbour? | 3 <input type="radio"/> | 4 <input type="radio"/> |
| 3. someone else such as home care, attendant care, or privately employed help? | 5 <input type="radio"/> | 6 <input type="radio"/> |

C29. Because of your condition or health problem, do you need any help with your every day housework?

1. Yes 1
2. No 2 → Go to C30

29a. Are you getting the help you need?

1. Yes — I get all the help I need 3
2. Yes — sometimes, but I need more help 4
3. No 5 → Go to C30

29b. Who do you get this help from? Is it from...

INTERVIEWER: Read list. Mark yes or no to each.

- | | Yes | No |
|--|-------------------------|-------------------------|
| 1. your spouse, partner, parent, child, or other relative? | 1 <input type="radio"/> | 2 <input type="radio"/> |
| 2. a friend or neighbour? | 3 <input type="radio"/> | 4 <input type="radio"/> |
| 3. someone else such as home care service, or privately employed help? | 5 <input type="radio"/> | 6 <input type="radio"/> |

C30. Because of your condition or health problem, do you need any help with your heavy household chores, such as washing walls, yard work or snow removal?

1. Yes 1
2. No 2 → Go to C31

30a. Are you getting the help you need?

1. Yes — I get all the help I need 3
2. Yes — sometimes, but I need more help 4
3. No 5 → Go to C31

30b. Who do you get this help from? Is it from...

INTERVIEWER: Read list. Mark yes or no to each.

- | | Yes | No |
|--|-------------------------|-------------------------|
| 1. your spouse, partner, parent, child, or other relative? | 1 <input type="radio"/> | 2 <input type="radio"/> |
| 2. a friend or neighbour? | 3 <input type="radio"/> | 4 <input type="radio"/> |
| 3. someone else such as a landlord or condominium corporation, or privately employed help? | 5 <input type="radio"/> | 6 <input type="radio"/> |

C31. Because of your condition or health problem, do you need any help with your personal finances, such as banking or paying bills?

1. Yes 1
2. No 2 → **Go to C32**

31a. Are you getting the help you need?

1. Yes — I get all the help I need 3
2. Yes — sometimes, but I need more help 4
3. No 5 → **Go to C32**

31b. Who do you get this help from? Is it from...

INTERVIEWER: Read list. Mark yes or no to each.

- | | Yes | No |
|---|-------------------------|-------------------------|
| 1. your spouse, partner, parent, child, or other relative? | 1 <input type="radio"/> | 2 <input type="radio"/> |
| 2. a friend or neighbour? | 3 <input type="radio"/> | 4 <input type="radio"/> |
| 3. someone else such as a legal or accounting service? ... | 5 <input type="radio"/> | 6 <input type="radio"/> |

C32. Because of your condition or health problem, do you need any help with your personal care, such as washing, grooming, dressing and feeding yourself?

1. Yes 1
2. No 2 → **Go to C33**

32a. Are you getting the help you need?

1. Yes — I get all the help I need 3
2. Yes — sometimes, but I need more help 4
3. No 5 → **Go to C33**

32b. Who do you get this help from? Is it from...

INTERVIEWER: Read list. Mark yes or no to each.

- | | Yes | No |
|--|-------------------------|-------------------------|
| 1. your spouse, partner, parent, child, or other relative? | 1 <input type="radio"/> | 2 <input type="radio"/> |
| 2. a friend or neighbour? | 3 <input type="radio"/> | 4 <input type="radio"/> |
| 3. someone else such as home care, attendant care, or privately employed help? | 5 <input type="radio"/> | 6 <input type="radio"/> |

C33. Because of your condition or health problem, do you need any help to move about within your own residence?

1. Yes 1
2. No 2 → **Go to C34**

33a. Are you getting the help you need?

1. Yes — I get all the help I need 3
2. Yes — sometimes, but I need more help 4
3. No 5 → **Go to C34**

33b. Who do you get this help from? Is it from...

INTERVIEWER: Read list. Mark yes or no to each.

- | | Yes | No |
|--|-------------------------|-------------------------|
| 1. your spouse, partner, parent, child, or other relative? | 1 <input type="radio"/> | 2 <input type="radio"/> |
| 2. a friend or neighbour? | 3 <input type="radio"/> | 4 <input type="radio"/> |
| 3. someone else such as home care, attendant care, or privately employed help? | 5 <input type="radio"/> | 6 <input type="radio"/> |

The last group of questions in this section deals with any specialized features you may use to enter or leave your residence, and the difficulties you may experience with local and long distance travel.

C34. Because of your condition or health problem, do you use any specialized features to enter, leave or move about your home, such as an access ramp, a street level entrance, etc.?

1. Yes 1
2. No 2 → Go to C35

34a. Which specialized features do you use? Is it...

INTERVIEWER: Read list. Mark yes or no to each.

- | | Yes | No |
|---|-------------------------|-------------------------|
| 1. access ramps or ground level entrance? | 1 <input type="radio"/> | 2 <input type="radio"/> |
| 2. widened doorways? | 3 <input type="radio"/> | 4 <input type="radio"/> |
| 3. an elevator or lift device? | 5 <input type="radio"/> | 6 <input type="radio"/> |

C35. Because of your condition or health problem do you have difficulty leaving your residence to take short trips, that is trips to work, shopping, or any other local trips under 80 km or 50 miles?

1. Yes 1
2. No 2 → Go to C36

35a. Do you consider yourself housebound, that is unable to leave your home?

1. Yes 3
2. No 4

C36. Because of your condition or health problem, do you require an attendant or companion to accompany you on short trips?

1. Yes 5
2. No 6

C37. Because of your condition or health problem, are you prevented from taking any long distance trips, that is trips of 80 km (or 50 miles) or more?

1. Yes 7
2. No 8

GO TO SECTION D

SECTION D — HEALTH, LIFESTYLE AND SOCIAL ISSUES

Now, I would like to ask you a few questions about several aspects of your health and lifestyle, as well as your opinion about the health and social issues facing Aboriginal people in your community. To begin with, I would like to ask you a few questions about your health.

D1. In comparison with others your age, how would you describe your health. Is it...

INTERVIEWER: Read list. Mark one only.

- 1. excellent? 1
- 2. very good? 2
- 3. good? 3
- 4. fair? 4
- 5. poor? 5

D2. Have you been told by a health care professional that you have...

INTERVIEWER: Read list. Mark yes or no to each.

- | | Yes | No |
|--|--------------------------|--------------------------|
| 1. diabetes? | 01 <input type="radio"/> | 02 <input type="radio"/> |
| 2. high blood pressure? | 03 <input type="radio"/> | 04 <input type="radio"/> |
| 3. arthritis or rheumatism? | 05 <input type="radio"/> | 06 <input type="radio"/> |
| 4. heart problems? | 07 <input type="radio"/> | 08 <input type="radio"/> |
| 5. bronchitis? | 09 <input type="radio"/> | 10 <input type="radio"/> |
| 6. emphysema or shortness of breath? | 11 <input type="radio"/> | 12 <input type="radio"/> |
| 7. asthma? | 13 <input type="radio"/> | 14 <input type="radio"/> |
| 8. tuberculosis, that is, T.B.? | 15 <input type="radio"/> | 16 <input type="radio"/> |
| 9. epilepsy or seizures? | 17 <input type="radio"/> | 18 <input type="radio"/> |

2a. Do you have any other health problems which affect your everyday life?

- 1. Yes 1
- 2. No 2 → Go to D3

2b. What are they?

- 1.
- 2.
- 3.

D3. You may find that the next two questions are personal. If you don't want to answer them we'll go on to the next question.

What do you feel are the most serious health problems facing Aboriginal people in your community? — for example, diabetes, allergies, stress.

- Don't know 3
- Refused 4 → Go to D5

- 1. _____
- 2. _____
- 3. _____

D4. How do you think these problems could be overcome? — for example, through nutrition programs, greater availability of health care services.

- Don't know 5
- Refused 6

- 1. _____
- 2. _____
- 3. _____

D5. During the past twelve months, did you see anyone about your health?

- 1. Yes 1 ○
- 2. No 2 ○ → Go to D6

5a. Who did you see? Waa it...

INTERVIEWER: Read list. Mark yes or no to each.

- | | Yes | No |
|---|------|------|
| 1. a medical doctor? | 01 ○ | 02 ○ |
| 2. a nurse? | 03 ○ | 04 ○ |
| 3. a community health representative (CHR)? | 05 ○ | 06 ○ |
| 4. an alcohol worker? | 07 ○ | 08 ○ |
| 5. a traditional healer? | 09 ○ | 10 ○ |
| 6. a dentist or dental health worker? | 11 ○ | 12 ○ |
| 7. an eye specialist or eye doctor? | 13 ○ | 14 ○ |
| 8. a midwife? | 15 ○ | 16 ○ |
| 9. a druggist or pharmacist? | 17 ○ | 18 ○ |
| 10. someone else? | 19 ○ | 20 ○ |

(specify)

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

D6. Does your medicare system cover the cost of your special medical care needs?

- Yes 1 ○ → Go to D7
- No 2 ○

6a. Which of your special medical needs are not covered by the medicare system?

1.

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

2.

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

3.

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

The next few questions are about your eating, drinking and smoking habits.

D7. Altogether, how often in a week do you eat meat, fish or poultry?

INTERVIEWER: Read categories. Mark one only.

- 1. Everyday 1 ○
- 2. Several times a week 2 ○
- 3. Once or twice a week 3 ○
- 4. Less than once a week 4 ○
- 5. Not at all 5 ○ → Go to D8

7a. How much of the meat, fish and poultry which you eat is obtained through hunting and fishing by you, members of your family, or friends?

INTERVIEWER: Read categories. Mark one only.

- 1. None 1 ○
- 2. Some 2 ○
- 3. Half 3 ○
- 4. Most 4 ○
- 5. All 5 ○

D8. During the past year has not having enough food to eat been a problem for you?

- 1. Yes 1 ○
- 2. No 2 ○ → Go to D9

8a. How often has this been a problem for you during the past year?

INTERVIEWER: Read categories. Mark one only.

- 1. Only occasionally — that is less than once a month 3 ○
- 2. Regularly — at least one or two days every month 4 ○
- 3. More than two days every month 5 ○

D9. Have you ever taken a drink of alcohol — that is beer, wine, liquor, or home brew?

- 1. Yes 1
- 2. No 2 → Go to D10

9a. In the past twelve months, how often on average did you drink beer, wine, liquor, or home brew?

INTERVIEWER: Read list. Mark one only.

- 1. Never — I don't drink now 1
- 2. Every day 2
- 3. 4-6 times a week 3
- 4. 2-3 times a week 4
- 5. Once a week 5
- 6. Once or twice a month 6
- 7. Less than once a month 7
- 8. Don't know 8

D10. Do you now smoke cigarettes...

- 1. daily? 1
- 2. occasionally? 2
- 3. not at all? 3 → Go to 10b

10a. About how many cigarettes do you smoke each day?

cigarettes → Go to D11

10b. Have you ever smoked cigarettes on a daily basis?

- 1. Yes 4
- 2. No 5

D11. Do other people in your household, not counting yourself, smoke cigarettes daily?

- 1. Yes 6
- 2. No, no one else smokes 7
- 3. No, I live alone 8

The next four questions are about safety.

D12. How often do you use seatbelts when you ride in a car or truck?

INTERVIEWER: Read categories. Mark one only.

- 1. Always 1
- 2. Most of the time 2
- 3. Sometimes 3
- 4. Rarely or never 4
- 5. I don't ride in a car or truck 5

D13. How often do you use a helmet when you are riding a snowmobile, a skidoo or an All-Terrain vehicle?

INTERVIEWER: Read categories. Mark one only.

- 1. Always 1
- 2. Most of the time 2
- 3. Sometimes 3
- 4. Rarely or never 4
- 5. I don't ride a snowmobile, a skidoo or an All-Terrain vehicle 5

D14. How often do you use a helmet when you ride a motorcycle?

INTERVIEWER: Read categories. Mark one only.

- 1. Always 1
- 2. Most of the time 2
- 3. Sometimes 3
- 4. Rarely or never 4
- 5. I don't ride a motorcycle 5

D15. How often do you use a life jacket when you are in an open boat?

INTERVIEWER: Read categories. Mark one only.

- 1. Always 1
- 2. Most of the time 2
- 3. Sometimes 3
- 4. Rarely or never 4
- 5. I never ride in an open boat 5

The next few questions are about your physical condition and physical activity. These include questions about your height and weight which are questions asked in other surveys about physical condition and activity.

D16. How tall are you when you are not wearing shoes?

Don't know 1

feet inches OR centimetres

D17. How much do you weigh?

Don't know 2

pounds OR kilograms

D18. Do you participate in any sports, games, dance or recreation which involve physical activity?

- 1. Yes 3
- 2. No 4 → Go to D19

18a. What are the activities that you participate in most often?

- 1. _____
- 2. _____
- 3. _____

D19. What recreational facilities do you use in the community or neighbourhood where you are living now? Do you use...

INTERVIEWER: Read list. Mark yes, no or not available to each.

- | | Yes | No | Not available |
|---|--------------------------|--------------------------|--------------------------|
| 1. a ball diamond or playing field? | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> |
| 2. a gym? | 04 <input type="radio"/> | 05 <input type="radio"/> | 06 <input type="radio"/> |
| 3. a community hall or centre? | 07 <input type="radio"/> | 08 <input type="radio"/> | 09 <input type="radio"/> |
| 4. an arena or indoor skating rink? | 10 <input type="radio"/> | 11 <input type="radio"/> | 12 <input type="radio"/> |
| 5. another recreational facility? | 13 <input type="radio"/> | 14 <input type="radio"/> | 15 <input type="radio"/> |

(specify)

D20. Which recreational facilities would you like to have in the community or neighbourhood where you are living now?

INTERVIEWER: If asked — say that these may include facilities for the respondent or his or her children.

I don't need any other facilities 1

- 1. _____
- 2. _____
- 3. _____

SECTION E — MOBILITY

I would like to ask you a few questions about where you have lived in the past and about moves that you have made. By move I mean a change of residence that lasted at least a month. Also, I'll use the word "community" in some of these questions and it means a city, town, village, Indian reserve or settlement, or Métis or Inuit community in which you have lived.

E1. Have you lived in this residence all your life? — by residence I mean the house, apartment unit, mobile home, etc. where you are living.

- 1. Yes 1 → Go to E7
- 2. No 2

E2. Have you lived in this residence for the past 12 months?

- 1. Yes 3
- 2. No 4 → Go to E3

2a. When did you move to this residence?

Don't know/can't remember 5

		1	9		
Month		Year			

2b. Why did you move to this residence?

INTERVIEWER: If asked — give as examples — to be close to family, to go to school, to get a job, for health reasons, etc.

Don't know/can't remember 6

--	--

2c. When you moved here, did you move from another residence ...

INTERVIEWER: Read list. Mark one only.

- LINE 21 1. in this same neighbourhood? 1
- LINE 22 2. in this community but not this neighbourhood? 2
- 3. in a different community in Canada? *(specify)* 3
- LINE 23

City, Town, Village, Township, Municipality or Indian Reserve																														
Province or Territory																														

- 4. outside Canada? *(specify)* 4
- LINE 24

Name of country																													

- 5. Don't know/can't remember 5

→ Go to E7

E3. *INTERVIEWER: If respondent moved back and forth between this residence and other residences, ask questions 3a, 3b and 3c about the last time he or she moved here.*

3a. When did you move to this residence?

Don't know/can't remember 1

		1	9		
Month		Year			

3b. Why did you move to this residence?

INTERVIEWER: If asked — give as examples — to be close to family, to go to school, to get a job, for health reasons, etc.

Don't know/can't remember 2

--	--

3c. When you moved here, did you move from another residence . . .

INTERVIEWER: Read list. Mark one only.

- LINE 31 1. in this same neighbourhood? 1
- LINE 32 2. in this community but not this neighbourhood? 2
- LINE 33 3. in a different community in Canada? (specify) 3

City, Town, Village, Township, Municipality or Indian Reserve

Province or Territory
- LINE 34 4. outside Canada? (specify) 4

Name of country
- 5. Don't know/can't remember 5

E4. Did you make any other moves in the last twelve months?

- 1. Yes 6
- 2. No 7 → Go to E7

4a. When did you move to _____? (residence identified in 3c, lines 31 to 34)

Don't know/can't remember 8

Month Year

4b. Why did you move to _____? (residence identified in 3c, lines 31 to 34)

INTERVIEWER: If asked -- give as examples -- to be close to family, to go to school, to get a job, for health reasons, etc.

Don't know/can't remember 9

4c. When you moved to _____, did you move from another residence . . . (residence identified in 3c, lines 31 to 34)

INTERVIEWER: Read list. Mark one only.

- LINE 41 1. in this same neighbourhood? 1
- LINE 42 2. in this community but not this neighbourhood? 2
- LINE 43 3. in a different community in Canada? (specify) 3

City, Town, Village, Township, Municipality or Indian Reserve

Province or Territory
- LINE 44 4. outside Canada? (specify) 4

Name of country
- 5. Don't know/can't remember 5

E5. Did you make any other moves in the last twelve months?

- 1. Yes 6
- 2. No 7 → Go to E7

5a. When did you move to _____? (residence identified in 4c, lines 41 to 44)

Don't know/can't remember 8

Month Year

5b. Why did you move to _____?
(residence identified in 4c, lines 41 to 44)

INTERVIEWER: If asked — give as examples — to be close to family, to go to school, to get a job, for health reasons, etc.

Don't know/can't remember 9

Two horizontal lines for handwritten text.

5c. When you moved to _____, did you move from another residence, ...
(residence identified in 4c, lines 41 to 44)

INTERVIEWER: Read list. Mark one only.

- LINE 51 1. In this same neighbourhood? 1
- LINE 52 2. In this community but not this neighbourhood? 2
- 3. In a different community in Canada? (*specify*) 3
- LINE 53 []
City, Town, Village, Township, Municipality or Indian Reserve
- []
Province or Territory
- 4. outside Canada? (*specify*) 4
- LINE 54 []
Name of country
- 5. Don't know/can't remember 5

E6. Did you make any other move in the last twelve months?

- 1. Yes 6
- 2. No 7 → Go to E7

6a. How many other moves did you make in the last twelve months?

Don't know/can't remember 8

[] [] moves

E7. What do you like about living in this community?

Two horizontal lines for handwritten text.

E8. What do you not like about living in this community?

Two horizontal lines for handwritten text.

E9. Some people spend part of the year living on the land and away from home so they can hunt, fish, trap or teach traditional ways to their children. During the past 12 months did you spend time living on the land?

- 1. Yes 1
- 2. No 2 → Go to E10

9a. During the past 12 months, how many weeks did you spend part or all of the week living on the land?

Don't know/can't remember 3

[] [] weeks

SECTION F — SCHOOLING

INTERVIEWER CHECK ITEM:

Ask respondent how old he or she was on June 4, 1991.

years

If age was 15 to 49 1 → Go to F1.

If age is 50 to 64 2 → Go to F17.

If age is 65 or older 3 → Go to Section G.

For persons aged 15 to 49 only

F1. I want to ask some questions about schooling and training. I'll start with your first years at school. At what age did you begin going to school?

Don't remember 4

I never went to school 5 → Go to F13

years

F2. When you were in Kindergarten to Grade 8, did you go to more than one school?

1. Yes, I went to more than one school 6 → Go to F3

2. No, I went to one school only 7

2a. Was this school in the community or neighbourhood where you were living?

1. Yes 1

2. No 2

3. Don't remember 3

2b. Who did you live with while you were going to this school? Was it...

INTERVIEWER: Read list. Mark yes, no or don't remember to each.

	Yes	No	Don't remember
1. with your family?	01 <input type="radio"/>	02 <input type="radio"/>	03 <input type="radio"/>
2. at a residential school?	04 <input type="radio"/>	05 <input type="radio"/>	06 <input type="radio"/>
3. with a non-Aboriginal family?	07 <input type="radio"/>	08 <input type="radio"/>	09 <input type="radio"/>
4. with an Aboriginal family?	10 <input type="radio"/>	11 <input type="radio"/>	12 <input type="radio"/>
5. with someone else?	13 <input type="radio"/>	14 <input type="radio"/>	15 <input type="radio"/>

→ Go to 3b

F3. I would like to ask you a few questions about the schools that you attended from Kindergarten to Grade 8. How many schools did you go to during that time?

Don't remember 1

schools

3a. Who did you live with while you were going to these schools? Was it...

INTERVIEWER: Read list. Mark yes, no or don't remember to each.

	Yes	No	Don't remember
1. with your family?	01 <input type="radio"/>	02 <input type="radio"/>	03 <input type="radio"/>
2. at a residential school?	04 <input type="radio"/>	05 <input type="radio"/>	06 <input type="radio"/>
3. with a non-Aboriginal family?	07 <input type="radio"/>	08 <input type="radio"/>	09 <input type="radio"/>
4. with an Aboriginal family?	10 <input type="radio"/>	11 <input type="radio"/>	12 <input type="radio"/>
5. with someone else?	13 <input type="radio"/>	14 <input type="radio"/>	15 <input type="radio"/>

3b. What did you like about the school years from Kindergarten to Grade 8?

Don't know/can't remember 1

1. _____
2. _____
3. _____

3c. This next question may be personal. I can skip it if you prefer not to answer it.

What didn't you like about the school years from Kindergarten to Grade 8?

Don't know/can't remember 1

Refused 2

1. _____
2. _____
3. _____

3d. Were any of your teachers Aboriginal?

1. Yes 3

2. No 4

3. Don't know or can't remember 5

3e. What languages did your teachers use in the classroom during the school years from Kindergarten to Grade 8?

INTERVIEWER: Read list. Mark all that apply.

1. English 6

2. French 7

3. Aboriginal language 8

4. Other 9

3f. Were you taught about Aboriginal (or Native) people while you were attending school, from Kindergarten to Grade 8?

1. Yes 1

2. No 2 → Go to F4

3g. Did you like what you were taught about Aboriginal (or Native) people?

1. Yes — usually 3

2. Yes — some of the time 4

3. No 5

→ Go to F4

3h. What didn't you like about what you were taught about Aboriginal (or Native) people?

1. _____

2. _____

3. _____

F4. Now I am going to ask you some questions about your secondary school or high school years. Did you go to more than one school during your secondary school or high school years?

1. Yes, I went to more than one school 6 → Go to F5

2. I'm still attending elementary school 7 → Go to Section G

3. I never went to secondary school or high school 8 → Go to F7

4. No, I went to one school only 9

4a. Was this school in the community or neighbourhood where you were living?

1. Yes 1

2. No 2

3. Don't remember 3

4b. Who did you live with while you were going to this school? Was it ...

INTERVIEWER: Read list. Mark yes, no or don't remember to each.

	Yes	No	Don't remember
1. with your family?	01 <input type="radio"/>	02 <input type="radio"/>	03 <input type="radio"/>
2. at a residential school?	04 <input type="radio"/>	05 <input type="radio"/>	06 <input type="radio"/>
3. with a non-Aboriginal family?	07 <input type="radio"/>	08 <input type="radio"/>	09 <input type="radio"/>
4. with an Aboriginal family?	10 <input type="radio"/>	11 <input type="radio"/>	12 <input type="radio"/>
5. with someone else?	13 <input type="radio"/>	14 <input type="radio"/>	15 <input type="radio"/>

→ Go to 5b

F5. I would like to ask you a few questions about the schools that you attended during secondary school or high school years. How many schools did you go to during that time?

Don't remember 1

schools

5a. Who did you live with while you were going to these schools? Was it...

INTERVIEWER: Read list. Mark yes, no or don't remember to each.

- | | Yes | No | Don't remember |
|--|--------------------------|--------------------------|--------------------------|
| 1. with your family? | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> |
| 2. at a residential school? | 04 <input type="radio"/> | 05 <input type="radio"/> | 06 <input type="radio"/> |
| 3. with a non-Aboriginal family? | 07 <input type="radio"/> | 06 <input type="radio"/> | 09 <input type="radio"/> |
| 4. with an Aboriginal family? | 10 <input type="radio"/> | 11 <input type="radio"/> | 12 <input type="radio"/> |
| 5. with someone else? | 13 <input type="radio"/> | 14 <input type="radio"/> | 15 <input type="radio"/> |

5b. What did you like about your secondary school or high school years?

Don't know/can't remember 1

1. _____
2. _____
3. _____

5c. This next question may be personal. I can skip it if you prefer not to answer it.

What didn't you like about your secondary school or high school years?

Don't know/can't remember 2

Refused 3

1. _____
2. _____
3. _____

5d. Were any of your teachers Aboriginal?

1. Yes 4

2. No 5

3. Don't know or can't remember 6

5e. What languages did your teachers use in the classroom, during your secondary school or high school years?

INTERVIEWER: Read list. Mark all that apply.

1. English 1

2. French 2

3. Aboriginal language 3

4. Other 4

5f. Were you taught about Aboriginal (or Native) people while you were attending secondary school or high school?

1. Yes 5

2. No 6 → Go to F6

5g. Did you like what you were taught about Aboriginal (or Native) people?

1. Yes — usually 7

2. Yes — some of the time 8

3. No 9

→ Go to F6

5h. What didn't you like about what you were taught about Aboriginal (or Native) people?

1. _____
2. _____
3. _____

F6. Did you complete secondary school or high school?

- 1. Yes 1 → **Go to F10**
- 2. No 2 → **Go to F7**
- 3. Not yet, I'm still going to secondary school or high school 3

6a. What would you like to do when you finish secondary school or high school?

- 1. Don't know 4 → **Go to Section G**
- 2. I don't think I'll finish secondary school or high school 5 → **Go to 6c**
- 3. _____ } ↓

6b. Why do you want to do this?

- 1. Don't know 6 → **Go to Section G**
- 2. _____ } ↓

6c. Why do you think that you will not finish secondary school or high school?

- 1. Don't know 7 → **Go to Section G**
- 2. _____ } ↓

F7. Can you give me the reasons why you stopped going to school?

- 1. _____
- 2. _____
- 3. _____

F8. Have you gone back to continue or to finish secondary school or high school?

- 1. Yes 8
- 2. No 9 → **Go to 8b**

8a. What was the highest grade you completed?

Grade _____ → **Go to F10**

8b. Would you like to go back to finish secondary school or high school?

- 1. Yes 1
- 2. No 2

F9. Have you taken adult upgrading toward high school equivalency?

- 1. Yes 3
- 2. No 4 → **Go to F10**

9a. What was the highest grade you completed?

Grade _____

F10. Have you taken any post-secondary education or post-secondary training from a university, community college or vocational school, leading to a degree, certificate or diploma?

- 1. Yes 5
- 2. No 6 → **Go to F13**

10a. What were your major fields of study?

INTERVIEWER: If asked, some examples are law, native studies, sociology, carpentry, nursing assistant, etc.

- 1.
- 2.
- 3.

F10. *Continued*

10b. Are you still attending a post-secondary institution?

1. Yes 1 → Go to F11

2. No 2

10c. Did you complete your course of studies?

1. Yes 3 → Go to F13

2. No 4

10d. Why didn't you complete your course of studies?

1. _____

2. _____

3. _____

} → Go to F13

F11. Have you applied for assistance with your current post-secondary schooling?

1. Yes 5

2. No 6 → Go to F12

11a. Are you receiving any type of financial assistance towards your post-secondary schooling?

1. Yes 7

2. No 8 → Go to F12

11b. What type of financial assistance are you receiving?

INTERVIEWER: Read list. Mark all that apply.

1. DIAND or Band funding 1

2. Grant, bursary or scholarship 2

3. Student loan 3

4. Other 4

(specify) _____

F12. Are you a part-time student or a full-time student?

1. Part-time student 5

2. Full-time student 6

F13. Now I would like to ask you some questions about training you may have taken, such as on-the-job training or classroom training such as a computer course, a drug or alcohol worker course, etc. Since January, 1990, did you take any training courses?

1. Yes 7

2. No 8 → Go to Section G

13a. Thinking about the last course that you took, what type of training was it?

13b. How long was the course?

1. Can't remember 1

2. Less than one week 2

3. A week or longer 3

How many weeks? OR How many months?

13c. Did you receive a training allowance while you were taking this course?

1. Yes 4

2. No 5

13d. Did you complete this course?

1. Yes 6 → Go to F14

2. No 7

13e. Why didn't you complete the course?

1. _____

2. _____

3. _____

F14. Did you take any other training since January, 1990?

1. Yes 1

2. No 2 → **Go to Section G**

14a. What type of training was it?

14b. How long was the course?

1. Can't remember 3

2. Less than one week 4

3. A week or longer 5

How many weeks? **OR** How many months?

14c. Did you receive a training allowance while you were taking this course?

1. Yes 6

2. No 7

14d. Did you complete this course?

1. Yes 8 → **Go to F15**

2. No 9

14e. Why didn't you complete the course?

- 1. _____
- 2. _____
- 3. _____

F15. Did you take any other training since January, 1990?

1. Yes 1

2. No 2 → **Go to Section G**

15a. What type of training was it?

15b. How long was the course?

1. Can't remember 3

2. Less than one week 4

3. A week or longer 5

How many weeks? **OR** How many months?

15c. Did you receive a training allowance while you were taking this training?

1. Yes 6

2. No 7

15d. Did you complete this course?

1. Yes 8 → **Go to F16**

2. No 9

15e. Why didn't you complete the course?

- 1. _____
- 2. _____
- 3. _____

F16. How many other training courses did you take since January, 1990?

Don't know/can't remember 1

courses

GO TO SECTION G

For persons aged 50 to 64 only

F17. I want to ask some questions about schooling and training. When you went to school, did you go to a residential school?

- 1. Yes 1
 - 2. No 2
 - 3. Never went to school 3
- Go to F18

17a. What did you like about those school years?

- Don't know/can't remember 4
- Refused 5
- 1. _____
- 2. _____
- 3. _____

17b. This next question may be personal. I can skip it if you prefer not to answer it.

- What didn't you like about those school years?
- Don't know/can't remember 6
 - Refused 7
 - 1. _____
 - 2. _____
 - 3. _____

F18. Now I would like to ask you some questions about training you may have taken, such as on-the-job training or classroom training such as a computer course, a drug or alcohol worker course, etc. Since January, 1990, did you take any training courses?

- 1. Yes 8
 - 2. No 9
- Go to Section G

18a. Thinking about the last course that you took, what type of training was it?

18b. How long was the course?

- 1. Can't remember 1
- 2. Less than one week 2
- 3. A week or longer 3

How many weeks? OR How many months?

18c. Did you receive a training allowance while you were taking this course?

- 1. Yes 4
- 2. No 5

18d. Did you complete this course?

- 1. Yes 6
 - 2. No 7
- Go to F19

18e. Why didn't you complete the course?

- 1. _____
- 2. _____
- 3. _____

F19. Did you take any other training since January, 1990?

- 1. Yes 8
 - 2. No 9
- Go to Section G

19a. What type of training was it?

19b. How long was the course?

- 1. Can't remember 1
- 2. Less than one week 2
- 3. A week or longer 3

How many weeks? OR How many months?

SECTION G — WORK AND RELATED ACTIVITIES

The following questions are about work and other activities you did to support yourself and your family. When talking about work and related activities I mean:

- working for pay, tips or commissions;
- making, selling or trading arts & crafts;
- running a business or working in a family business;
- trapping, hunting or fishing (except as a sport);
- fixing nets, guns and other gear used to hunt, fish or trap.

I am not referring to volunteer work, unpaid housework or maintenance on your own home.

G1. Did you have any jobs during 1990 or 1991 that you worked at for income?

1. Yes 1
2. No 2 → Go to G13

G2. Are you working now, or do you have a job from which you are temporarily away because you're on sick leave or another type of leave?

1. Yes 3
2. No 4 → Go to G4

G3. How many jobs have you worked at from January 1990 till now? For seasonal work count each period of work as a separate job.

INTERVIEWER: Read list. Mark one only.

1. More than one job 5 → Go to G6
2. One job only 6

3s. What type of work are you doing?

INTERVIEWER: If asked — give as examples — high school teacher, artist, band administrator, baby-sitter, trapper, hunting guide, logger, construction labourer, etc.

Kind of work:

--	--

3b. What are your most important duties or activities?

INTERVIEWER: If asked — give as examples — teaching Native studies, carving soapstone sculptures, managing band affairs, caring for children, skinning animals, guiding hunting parties, making log booms, etc.

Most important duties or activities:

--	--

□ □ □ □	□ □ □ □	□ □ □ □	□ □ □ □
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3c. Who are you working for?

INTERVIEWER: Ask for the name of business, firm, government agency, hospital, store, Indian band, and the department, branch, division, section or plant.

Name of business, firm, government agency, hospital, store, Indian band, etc.:

--	--

Department, branch, division, section or plant:

--	--

3d. What kind of business, industry or service is this?

INTERVIEWER: Give full description. For example, house construction, trapping, Indian band police, guide for fishing parties, secondary school, town or community council, etc.

Kind of business, industry or service:

3e. Where is the work located?

INTERVIEWER: Ask for as complete and precise an address or location as possible.

1. Worked outside Canada 1

2. Worked in Canada at this address: 2

Street

City, Town, Village, Township, Municipality, or Indian Reserve.

Province or Territory

Postal Code

3f. How did you find this job? Was it through...

INTERVIEWER: Read list. Mark yes, no or can't remember to each.

- | | Yes | No | Can't remember |
|---|--------------------------|--------------------------|--------------------------|
| 1. a Canada Employment Centre? 01 <input type="radio"/> | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> |
| 2. a native employment agency? 04 <input type="radio"/> | 04 <input type="radio"/> | 05 <input type="radio"/> | 06 <input type="radio"/> |
| 3. another employment agency? 07 <input type="radio"/> | 07 <input type="radio"/> | 08 <input type="radio"/> | 09 <input type="radio"/> |
| 4. friends or relatives? 10 <input type="radio"/> | 10 <input type="radio"/> | 11 <input type="radio"/> | 12 <input type="radio"/> |
| 5. an ad in the paper? 13 <input type="radio"/> | 13 <input type="radio"/> | 14 <input type="radio"/> | 15 <input type="radio"/> |
| 6. another source? 16 <input type="radio"/> | 16 <input type="radio"/> | 17 <input type="radio"/> | 18 <input type="radio"/> |

(specify)

3g. When did you begin working at this job?

Month

Year

→ Go to G13

G4. Do you have arrangements to start a job in the next four weeks?

1. Yes 3 → Go to G5

2. No 4

4a. Are you available for work? If you feel this is too personal, you may refuse to answer.

1. Yes 5 → Go to G5

2. No 6

3. Refused 7 → Go to G5

4b. What are the reasons that you are not available for work? Again, if this is too personal, you can refuse to answer.

Refused 6

1. _____

2. _____

3. _____

G5. How many jobs have you worked at during the period January, 1990 to now? For seasonal work count each period of work as a separate job.

INTERVIEWER: Read list. Check one only.

- 1. More than one job 1 → Go to G7
- 2. One job only 2

5a. What type of work were you doing?

INTERVIEWER: If asked — give as examples — high school teacher, artist, band administrator, baby-sitter, trapper, hunting guide, logger, construction labourer, etc.

Kind of work:

5b. What were your most important duties or activities?

INTERVIEWER: If asked — give as examples — teaching Native studies, carving soapstone sculptures, managing band affairs, caring for children, skinning animals, guiding hunting parties, making log booms, etc.

Most important duties or activities:

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5c. Who were you working for?

INTERVIEWER: Ask for the name of business, firm, government agency, hospital, store, Indian band, and the department, branch, division, section or plant.

Name of business, firm, government agency, hospital, store, Indian band, etc.:

Department, branch, division, section or plant:

5d. What kind of business, industry or service was this?

INTERVIEWER: Give full description. For example, house construction, trapping, Indian band police, guide for fishing parties, secondary school, town or community council, etc.

Kind of business, industry or service:

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5e. Where was the work located?

INTERVIEWER: Ask for as complete and precise an address or location as possible.

- 1. Worked outside Canada 3
- 2. Worked in Canada at this address: 4

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Street

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City, Town, Village, Township, Municipality, or Indian Reserve.

--	--	--	--

Province or Territory

--	--	--	--

Postal Code

G5. Continued

5f. How did you find this job? Was it through...

INTERVIEWER: Read list. Mark yes, no or can't remember to each.

- | | Yes | No | Can't
remember |
|--------------------------------------|------|------|-------------------|
| 1. a Canada Employment Centre? | 01 ○ | 02 ○ | 03 ○ |
| 2. a native employment agency? | 04 ○ | 05 ○ | 06 ○ |
| 3. another employment agency? | 07 ○ | 08 ○ | 09 ○ |
| 4. friends or relatives? | 10 ○ | 11 ○ | 12 ○ |
| 5. an ad in the paper? | 13 ○ | 14 ○ | 15 ○ |
| 6. another source? | 16 ○ | 17 ○ | 18 ○ |

(specify)

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

5g. When did you begin working at this job?

--	--

Month

--	--	--	--

Year

5h. When did you stop working at this job?

--	--

Month

--	--	--	--

Year

Go to G13

G6. Beginning with your present job...

6a. What type of work are you doing?

INTERVIEWER: If asked — give as examples — high school teacher, artist, band administrator, baby-sitter, trapper, hunting guide, logger, construction labourer, etc.

Kind of work:

6b. What are your most important duties or activities?

INTERVIEWER: If asked — give as examples — teaching Native studies, carving soapstone sculptures, managing band affairs, caring for children, skinning animals, guiding hunting parties, making log booms, etc.

Most important duties or activities:

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6c. Who are you working for?

INTERVIEWER: Ask for the name of business, firm, government agency, hospital, store, Indian band, and the department, branch, division, section of plant.

Name of business, firm, government agency, hospital, store, Indian band, etc.:

Department, branch, division, section or plant:

6d. What kind of business, industry or service is this?

INTERVIEWER: Give full description. For example, house construction, trapping, Indian band police, guide for fishing parties, secondary school, town or community council, etc.

Kind of business, industry or service:

[Empty box for business description]

[Empty boxes for classification]

6e. Where is the work located?

INTERVIEWER: Ask for as complete and precise an address or location as possible.

- 1. Worked outside Canada 1
2. Worked in Canada at this address: 2

[Street address line]

Street

[City/Town/Village address line]

City, Town, Village, Township, Municipality, or Indian Reserve.

[Province/Territory address line]

Province or Territory

[Postal code boxes]

Postal Code

6f. How did you find this job? Was it through...

INTERVIEWER: Read list. Mark yes, no or can't remember to each.

- Yes No Can't remember
1. a Canada Employment Centre? 01 02 03
2. a native employment agency? 04 05 06
3. another employment agency? 07 08 09
4. friends or relatives? 10 11 12
5. an ad in the paper? 13 14 15
6. another source? 16 17 18

(specify)

[Specify source line]

6g. When did you begin working at this job?

[Month boxes]

Month

[Year boxes]

Year

6h. Some people work at more than one job at the same time. Have you had any other jobs that you worked at for money while you have been working at this job?

- 1. Yes 1
2. No 2 -> Go to G7

6i. What type of work are you doing?

INTERVIEWER: If asked - give as examples - high school teacher, artist, band administrator, baby-sitter, trapper, hunting guide, logger, construction labourer, etc.

Kind of work:

[Empty box for work type]

6j. What are your most important duties or activities?

INTERVIEWER: If asked - give as examples - teaching Native studies, carving soapstone sculptures, managing band affairs, caring for children, skinning animals, guiding hunting parties, making log booms, etc.

Most important duties or activities:

[Empty box for duties/activities]

[Empty boxes for classification]

[Empty boxes for classification]

G7. Beginning with your last job...

7a. What type of work were you doing?

INTERVIEWER: If asked — give as examples — high school teacher, artist, band administrator, baby-sitter, trapper, hunting guide, logger, construction labourer, etc.

Kind of work:

7b. What were your most important duties or activities?

INTERVIEWER: If asked — give as examples — teaching Native studies, carving soapstone sculptures, managing band affairs, caring for children, skinning animals, guiding hunting parties, making log booms, etc.

Most important duties or activities:

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7c. Who were you working for?

INTERVIEWER: Ask for the name of business, firm, government agency, hospital, store, Indian band, and the department, branch, division, section or plant.

Name of business, firm, government agency, hospital, store, Indian band, etc.:

Department, branch, division, section or plant:

7d. What kind of business, industry or service was this?

INTERVIEWER: Give full description. For example, house construction, trapping, Indian band police, guide for fishing parties, secondary school, town or community council, etc.

Kind of business, industry or service:

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7e. Where was the work located?

INTERVIEWER: Ask for as complete and precise an address or location as possible.

1. Worked outside Canada 1

2. Worked in Canada at this address: 2

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Street

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

City, Town, Village, Township, Municipality, or Indian Reserve.

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Province or Territory

--	--	--	--

Postal Code

7i. How did you find this job? Was it through...

INTERVIEWER: Read list. Mark yes, no or can't remember to each.

- | | Yes | No | Can't
remember |
|--------------------------------------|--------------------------|--------------------------|--------------------------|
| 1. a Canada Employment Centre? | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> |
| 2. a native employment agency? | 04 <input type="radio"/> | 05 <input type="radio"/> | 06 <input type="radio"/> |
| 3. another employment agency? | 07 <input type="radio"/> | 08 <input type="radio"/> | 09 <input type="radio"/> |
| 4. friends or relatives? | 10 <input type="radio"/> | 11 <input type="radio"/> | 12 <input type="radio"/> |
| 5. an ad in the paper? | 13 <input type="radio"/> | 14 <input type="radio"/> | 15 <input type="radio"/> |
| 6. another source? | 16 <input type="radio"/> | 17 <input type="radio"/> | 18 <input type="radio"/> |

(specify)

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7g. When did you begin working at this job?

		Year
Month	Year	

7h. When did you stop working at this job?

		Year
Month	Year	

7i. Some people work at more than one job at the same time. Did you have any other jobs that you were working at for money while you were working at this job?

1. Yes 1
2. No 2 → **Go to G8**

7j. What type of work were you doing?

INTERVIEWER: If asked — give as examples — high school teacher, artist, band administrator, baby-sitter, trapper, hunting guide, logger, construction labourer, etc.

Kind of work:

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7k. What were your most important duties or activities?

INTERVIEWER: If asked — give as examples — teaching Native studies, carving soapstone sculptures, managing band affairs, caring for children, skinning animals, guiding hunting parties, making log booms, etc.

Most important duties or activities:

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7l. Who were you working for?

INTERVIEWER: Ask for the name of business, firm, government agency, hospital, store, Indian band, and the department, branch, division, section or plant.

Name of business, firm, government agency, hospital, store, Indian band, etc.:

--

Department, branch, division, section or plant:

--

7m. What kind of business, industry or service was this?

INTERVIEWER: Give full description. For example, house construction, trapping, Indian band police, guide for fishing parties, secondary school, town or community council, etc.

Kind of business, industry or service:

7n. Where was the work located?

INTERVIEWER: Ask for as complete and precise an address or location as possible.

1. Worked outside Canada 1

2. Worked in Canada at this address: 2

Street

City, Town, Village, Township, Municipality, or Indian Reserve.

Province or Territory

Postal Code

7o. How did you find this job? Was it through...

INTERVIEWER: Read list. Mark yes, no or can't remember to each.

	Yes	No	Can't remember
1. a Canada Employment Centre?	01 <input type="radio"/>	02 <input type="radio"/>	03 <input type="radio"/>
2. a native employment agency?	04 <input type="radio"/>	05 <input type="radio"/>	06 <input type="radio"/>
3. another employment agency?	07 <input type="radio"/>	08 <input type="radio"/>	09 <input type="radio"/>
4. friends or relatives?	10 <input type="radio"/>	11 <input type="radio"/>	12 <input type="radio"/>
5. an ad in the paper?	13 <input type="radio"/>	14 <input type="radio"/>	15 <input type="radio"/>
6. another source?	16 <input type="radio"/>	17 <input type="radio"/>	18 <input type="radio"/>

(specify)

7p. When did you begin working at this job?

Month

Year

7q. When did you stop working at this job?

Month

Year

G8. Did you have another job during 1990 or 1991?

1. Yes 1

2. No 2 → Go to G13

8a. What type of work were you doing?

INTERVIEWER: If asked — give as examples — high school teacher, artist, band administrator, baby-sitter, trapper, hunting guide, logger, construction labourer, etc.

Kind of work:

8b. What were your most important duties or activities?

INTERVIEWER: If asked — give as examples — teaching Native studies, carving soapstone sculptures, managing band affairs, caring for children, skinning animals, guiding hunting parties, making log booms, etc.

Most important duties or activities:

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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8c. Who were you working for?

INTERVIEWER: Ask for the name of business, firm, government agency, hospital, store, Indian band, and the department, branch, division, section or plant.

Name of business, firm, government agency, hospital, store, Indian band, etc.:

Department, branch, division, section or plant:

8d. What kind of business, industry or service was this?

INTERVIEWER: Give full description. For example, house construction, trapping, Indian band police, guide for fishing parties, secondary school, town or community council, etc.

Kind of business, industry or service:

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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8e. Where was the work located?

INTERVIEWER: Ask for as complete and precise an address or location as possible.

1. Worked outside Canada 1
2. Worked in Canada at this address: 2

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

<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"/>	<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"/>	<input type="text"/>
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City, Town, Village, Township, Municipality, or Indian Reserve.

<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"/>	<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"/>	<input type="text"/>
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Province or Territory

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

8f. How did you find this job? Was it through . . .

INTERVIEWER: Read list. Mark yes, no or can't remember to each.

- | | Yes | No | Can't
remember |
|---|--------------------------|--------------------------|--------------------------|
| 1. a Canada Employment Centre? 01 <input type="radio"/> | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> |
| 2. a native employment agency? 04 <input type="radio"/> | 04 <input type="radio"/> | 05 <input type="radio"/> | 06 <input type="radio"/> |
| 3. another employment agency? 07 <input type="radio"/> | 07 <input type="radio"/> | 08 <input type="radio"/> | 09 <input type="radio"/> |
| 4. friends or relatives? 10 <input type="radio"/> | 10 <input type="radio"/> | 11 <input type="radio"/> | 12 <input type="radio"/> |
| 5. an ad in the paper? 13 <input type="radio"/> | 13 <input type="radio"/> | 14 <input type="radio"/> | 15 <input type="radio"/> |
| 6. another source? 16 <input type="radio"/> | 16 <input type="radio"/> | 17 <input type="radio"/> | 18 <input type="radio"/> |

(specify)

<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"/>	<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"/>	<input type="text"/>
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8g. When did you begin working at this job?

Month		Year			

8h. When did you stop working at this job?

Month		Year			

8i. Did you have any other jobs that you worked at for money while you were working at this job?

1. Yes 1

2. No 2 → Go to G9

8j. What type of work were you doing?

INTERVIEWER: If asked — give as examples — high school teacher, artist, band administrator, baby-sitter, trapper, hunting guide, logger, construction labourer, etc.

Kind of work:

8k. What were your most important duties or activities?

INTERVIEWER: If asked — give as examples — teaching Native studies, carving soapstone sculptures, managing band affairs, caring for children, skinning animals, guiding hunting parties, making log booms, etc.

Most important duties or activities:

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8l. Who were you working for?

INTERVIEWER: Ask for the name of business, firm, government agency, hospital, store, Indian band, and the department, branch, division, section or plant.

Name of business, firm, government agency, hospital, store, Indian band, etc.:

Department, branch, division, section or plant:

8m. What kind of business, industry or service was this?

INTERVIEWER: Give full description. For example, house construction, trapping, Indian band police, guide for fishing parties, secondary school, town or community council, etc.

Kind of business, industry or service:

--	--	--	--

8n. Where was the work located?

INTERVIEWER: Ask for as complete and precise an address or location as possible.

1. Worked outside Canada 1

2. Worked in Canada at this address: 2

Street

City, Town, Village, Township, Municipality, or Indian Reserve.

Province or Territory

Postal Code

8o. How did you find this job? Was it through...

INTERVIEWER: Read list. Mark yes, no or can't remember to each.

- | | Yes | No | Can't remember |
|--------------------------------------|--------------------------|--------------------------|--------------------------|
| 1. a Canada Employment Centre? | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> |
| 2. a native employment agency? | 04 <input type="radio"/> | 05 <input type="radio"/> | 06 <input type="radio"/> |
| 3. another employment agency? | 07 <input type="radio"/> | 08 <input type="radio"/> | 09 <input type="radio"/> |
| 4. friends or relatives? | 10 <input type="radio"/> | 11 <input type="radio"/> | 12 <input type="radio"/> |
| 5. an ad in the paper? | 13 <input type="radio"/> | 14 <input type="radio"/> | 15 <input type="radio"/> |
| 6. another source? | 16 <input type="radio"/> | 17 <input type="radio"/> | 18 <input type="radio"/> |

(specify)

8p. When did you begin working at this job?

Month

Year

8q. When did you stop working at this job?

Month

Year

G9. Did you have another job during 1990 or 1991?

1. Yes 1

2. No 2 → Go to G13

9a. What type of work were you doing?

INTERVIEWER: If asked — give as examples — high school teacher, artist, band administrator, baby-sitter, trapper, hunting guide, logger, construction labourer, etc.

Kind of work:

9b. What were your most important duties or activities?

INTERVIEWER: If asked — give as examples — teaching Native studies, carving soapstone sculptures, managing band affairs, caring for children, skinning animals, guiding hunting parties, making log booms, etc.

Most important duties or activities:

9c. Who were you working for?

INTERVIEWER: Ask for the name of business, firm, government agency, hospital, store, Indian band, and the department, branch, division, section or plant.

Name of business, firm, government agency, hospital, store, Indian band, etc.:

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Department, branch, division, section or plant:

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9d. What kind of business, industry or service was this?

INTERVIEWER: Give full description. For example, house construction, trapping, Indian band police, guide for fishing parties, secondary school, town or community council, etc.

Kind of business, industry or service:

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9e. Where was the work located?

INTERVIEWER: Ask for as complete and precise an address or location as possible.

1. Worked outside Canada 1

2. Worked in Canada at this address: 2

--	--

Street

--	--

City, Town, Village, Township, Municipality, or Indian Reserve.

--	--

Province or Territory

--	--	--	--

Postal Code

9f. How did you find this job? Was it through...

INTERVIEWER: Read list. Mark yes, no or can't remember to each.

	Yes	No	Can't remember
1. a Canada Employment Centre?	01 <input type="radio"/>	02 <input type="radio"/>	03 <input type="radio"/>
2. a native employment agency?	04 <input type="radio"/>	05 <input type="radio"/>	06 <input type="radio"/>
3. another employment agency?	07 <input type="radio"/>	08 <input type="radio"/>	09 <input type="radio"/>
4. friends or relatives?	10 <input type="radio"/>	11 <input type="radio"/>	12 <input type="radio"/>
5. an ad in the paper?	13 <input type="radio"/>	14 <input type="radio"/>	15 <input type="radio"/>
6. another source?	16 <input type="radio"/>	17 <input type="radio"/>	18 <input type="radio"/>

(specify)

--	--

9g. When did you begin working at this job?

--	--

Month

--	--	--	--

Year

9h. When did you stop working at this job?

--	--

Month

--	--	--	--

Year

G9. Continued

9i. Did you have any other job that you worked at for many while you were working at this job?

1. Yes 1
2. No 2 → Go to G10

9j. What type of work were you doing?

INTERVIEWER: If asked — give as examples — high school teacher, artist, band administrator, baby-sitter, trapper, hunting guide, logger, construction labourer, etc.

Kind of work:

9k. What were your most important duties or activities?

INTERVIEWER: If asked — give as examples — teaching Native studies, carving soapstone sculptures, managing band affairs, caring for children, skinning animals, guiding hunting parties, making log booms, etc.

Most important duties or activities:

--	--	--	--	--	--

9l. Who were you working for?

INTERVIEWER: Ask for the name of business, firm, government agency, hospital, store, Indian band, and the department, branch, division, section or plant.

Name of business, firm, government agency, hospital, store, Indian band, etc.:

Department, branch, division, section or plant:

9m. What kind of business, industry or service was this?

INTERVIEWER: Give full description. For example, house construction, trapping, Indian band police, guide for fishing parties, secondary school, town or community council, etc.

Kind of business, industry or service:

--	--	--	--

9n. Where was the work located?

INTERVIEWER: Ask for as complete and precise an address or location as possible.

1. Worked outside Canada 1
2. Worked in Canada at this address: 2

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Street

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

City, Town, Village, Township, Municipality, or Indian Reserve.

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Province or Territory

--	--	--	--

Postal Code

9o. How did you find this job? Was it through...

INTERVIEWER: Read list. Mark yes, no or can't remember to each.

- | | Yes | No | Can't remember |
|--------------------------------------|--------------------------|--------------------------|--------------------------|
| 1. a Canada Employment Centre? | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> |
| 2. a native employment agency? | 04 <input type="radio"/> | 05 <input type="radio"/> | 06 <input type="radio"/> |
| 3. another employment agency? | 07 <input type="radio"/> | 08 <input type="radio"/> | 09 <input type="radio"/> |
| 4. friends or relatives? | 10 <input type="radio"/> | 11 <input type="radio"/> | 12 <input type="radio"/> |
| 5. an ad in the paper? | 13 <input type="radio"/> | 14 <input type="radio"/> | 15 <input type="radio"/> |
| 6. another source? | 16 <input type="radio"/> | 17 <input type="radio"/> | 18 <input type="radio"/> |

(specify)

9p. When did you begin working at this job?

Month

Year

9q. When did you stop working at this job?

Month

Year

G10. Did you have another job during 1990 or 1991?

1. Yes 1

2. No 2 → Go to G13

10a. What type of work were you doing?

INTERVIEWER: If asked — give as examples — high school teacher, artist, band administrator, baby-sitter, trapper, hunting guide, logger, construction labourer, etc.

Kind of work:

10b. What were your most important duties or activities?

INTERVIEWER: If asked — give as examples — teaching Native studies, carving soapstone sculptures, managing band affairs, caring for children, skinning animals, guiding hunting parties, making log booms, etc.

Most important duties or activities:

10c. Who were you working for?

INTERVIEWER: Ask for the name of business, firm, government agency, hospital, store, Indian band, and the department, branch, division, section or plant.

Name of business, firm, government agency, hospital, store, Indian bend, etc.:

Department, branch, division, section or plant:

10d. What kind of business, industry or service was this?

INTERVIEWER: Give full description. For example, house construction, trapping, Indian band police, guide for fishing parties, secondary school, town or community council, etc.

Kind of business, industry or service:

10e. Where was the work located?

INTERVIEWER: Ask for as complete and precise an address or location as possible.

1. Worked outside Canada 1

2. Worked in Canada at this address: 2

 Street

 City, Town, Village, Township, Municipality, or Indian Reserve.

 Province or Territory

 Postal Code

10f. How did you find this job? Was it through...

INTERVIEWER: Read list. Mark yes, no or can't remember to each.

	Yes	No	Can't remember
1. a Canada Employment Centre?	01 <input type="radio"/>	02 <input type="radio"/>	03 <input type="radio"/>
2. a native employment agency?	04 <input type="radio"/>	05 <input type="radio"/>	06 <input type="radio"/>
3. another employment agency?	07 <input type="radio"/>	06 <input type="radio"/>	09 <input type="radio"/>
4. friends or relatives?	10 <input type="radio"/>	11 <input type="radio"/>	12 <input type="radio"/>
5. an ad in the paper?	13 <input type="radio"/>	14 <input type="radio"/>	15 <input type="radio"/>
6. another source?	16 <input type="radio"/>	17 <input type="radio"/>	18 <input type="radio"/>

(specify)

10g. When did you begin working at this job?

 Month

 Year

10h. When did you stop working at this job?

 Month

 Year

G11. Did you have another job during 1990 or 1991?

1. Yes 1
2. No 2 → Go to G13

11a. What type of work were you doing?

INTERVIEWER: If asked — give as examples — high school teacher, artist, band administrator, baby-sitter, trapper, hunting guide, logger, construction labourer, etc.

Kind of work:

11b. What were your most important duties or activities?

INTERVIEWER: If asked — give as examples — teaching Native studies, carving soapstone sculptures, managing band affairs, caring for children, skinning animals, guiding hunting parties, making log booms, etc.

Most important duties or activities:

--	--

11c. Who were you working for?

INTERVIEWER: Ask for the name of business, firm, government agency, hospital, store, Indian band, and the department, branch, division, section or plant.

Name of business, firm, government agency, hospital, store, indian band, etc.:

Department, branch, division, section or plant:

11d. What kind of business, industry or service was this?

INTERVIEWER: Give full description. For example, house construction, trapping, Indian band police, guide for fishing parties, secondary school, town or community council, etc.

Kind of business, industry or service:

--	--

11e. Where was the work located?

INTERVIEWER: Ask for as complete and precise an address or location as possible.

- 1. Worked outside Canada 1
- 2. Worked in Canada at this address: 2

--

Street

--

City, Town, Village, Township, Municipality, or Indian Reserve.

--

Province or Territory

--	--

Postal Code

11f. How did you find this job? Was it through...

INTERVIEWER: Read list. Mark yes, no or can't remember to each.

	Yes	No	Can't remember
1. a Canada Employment Contra?	01 <input type="radio"/>	02 <input type="radio"/>	03 <input type="radio"/>
2. a native employment agency?	04 <input type="radio"/>	05 <input type="radio"/>	06 <input type="radio"/>
3. another employment agency?	07 <input type="radio"/>	08 <input type="radio"/>	09 <input type="radio"/>
4. friends or relatives?	10 <input type="radio"/>	11 <input type="radio"/>	12 <input type="radio"/>
5. an ad in the paper?	13 <input type="radio"/>	14 <input type="radio"/>	15 <input type="radio"/>
6. another source?	16 <input type="radio"/>	17 <input type="radio"/>	18 <input type="radio"/>

(specify)

--

G11. Continued

11g. When did you begin working at this job?

 Month Year

11h. When did you stop working at this job?

 Month Year

G12. Did you have any other jobs during 1990 or 1991?

1. Yes 1
2. No 2 → Go to G13

12a. How many other jobs did you have?

Don't remember 3

jobs

G13. Did you look for work during 1990 or 1991?

1. Yes 4 → Go to G14
2. No 5

13a. What are the reasons that you did not look for work in 1990 or 1991? If this is too personal, you can refuse to answer.

Refused 6

1. _____

2. _____

3. _____

→ Go to G16

G14. Did you look for work during the past four weeks?

1. Yes 7 → Go to G15
2. No 8

14a. What are the reasons that you did not look for work in the past four weeks? Again, if this is too personal, you can refuse to answer.

Refused 9

1. _____

2. _____

3. _____

G15. Since January, 1990, did you have problems finding a job because...

INTERVIEWER: Read list. Mark yes or no to each.

- | | Yes | No |
|--|--------------------------|--------------------------|
| 1. there were few jobs or no jobs in the area where you live? | 01 <input type="radio"/> | 02 <input type="radio"/> |
| 2. your education or work experience did not match the jobs that were available? | 03 <input type="radio"/> | 04 <input type="radio"/> |
| 3. you could not find anyone to look after your children? | 05 <input type="radio"/> | 06 <input type="radio"/> |
| 4. you did not have enough information about available jobs? | 07 <input type="radio"/> | 08 <input type="radio"/> |
| 5. you are an Aboriginal person? | 09 <input type="radio"/> | 10 <input type="radio"/> |
| 6. of other reasons? | 11 <input type="radio"/> | 12 <input type="radio"/> |

(specify)

G16. Since January, 1990, were there any other activities that you did for money, such as carving, guiding, baby sitting, hairdressing, etc.?

1. Yes 1 ○
2. No 2 ○ → Go to G17

16a. What were they?

1. _____
2. _____
3. _____
4. _____
5. _____

G17. Since January, 1990, were there any other activities that you did to support yourself and your family for which you did not get money, such as fish for food, cut wood, trade for food or other services?

1. Yes 3 ○
2. No 4 ○ → Go to G18

17a. What were they?

1. _____
2. _____
3. _____
4. _____
5. _____

I have a few more questions about business ownership.

G18. Have you ever owned or operated your own business?

1. Yes 5 ○
2. No 6 ○ → Go to G21

18a. Do you presently own or operate your own business?

1. Yes 7 ○
2. No 8 ○ → Go to G20

18b. How many businesses do you own or operate?

Number of businesses

INTERVIEWER: If respondent owns or operates more than one business, ask the following questions about the main business.

18c. What kind of business do you own or operate?

Kind of business

18d. How many employees, excluding yourself, does this business have working full-time, part-time or seasonally?

- Total number of employees
 Number of full-time employees
 Number of part-time employees
 Number of seasonal employees

18a. On what date did you start operating this business?

1 9
Month Year

18f. Where are the majority of your business customers or clients located? Is it in...

INTERVIEWER: Read list. Mark one only.

- 1. this community? 1
- 2. other areas within this province or territory? 2
- 3. elsewhere? 3

(specify)

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

18g. Where did you get financing when you were starting up your business?

INTERVIEWER: Read list. Mark all that apply.

- 1. Bank or trust company 4
- 2. Aboriginal development corporation 5
- 3. Federal government 6
- 4. Provincial or territorial government 7
- 5. Family, friends, or self-funding 6
- 6. Other 9

(specify)

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

18h. Other than financial assistance, did you use any other type of business assistance programs to get your business started?

- 1. Yes 1

(specify)

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

- 2. No 2

G19. Did you own or operate other businesses in the past? Do not include businesses you still own or operate.

- 1. Yes 3

(specify)

- 2. No 4 → Go to Section H

19a. In the past, what kind of business did you own or operate most recently?

Kind of business

19b. How many employees, excluding yourself, did this business have working full-time, part-time or seasonally?

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

 Total number of employees

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

 Number of full-time employees

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

 Number of part-time employees

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

 Number of seasonal employees

19c. When did you operate this business?

Started		1		9		
	Month		Year			
Finished		1		9		
	Month		Year			

19d. Where were the majority of the customers or clients for this business located? Was it in...

INTERVIEWER: Read list. Mark one only.

- 1. this community?1
- 2. other areas within this province or territory?2
- 3. elsewhere?3

(specify)

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

19e. Where did you get financing when you were starting up this business?

INTERVIEWER: Read list. Mark all that apply.

- 1. Bank or trust company4
- 2. Aboriginal development corporation5
- 3. Federal government6
- 4. Provincial or territorial government7
- 5. Family, friends or self-funding8
- 6. Other9

(specify)

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

19f. Other than financial assistance, did you use any other type of business assistance programs to get this business started?

- 1. Yes1
- 2. No2

(specify)

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

19g. What happened to this business?

Go to Section H

G20. What kind of business did you own or operate most recently?

Kind of business

20a. How many employees, excluding yourself, did this business have working full-time, part-time or seasonally?

Total number of employees

Number of full-time employees

Number of part-time employees

Number of seasonal employees

20b. When did you operate this business?

Started

Month Year

Finished

Month Year

SECTION H — EXPENDITURES AND SOURCES OF INCOME

The following questions on expenditures are asked to determine the extent to which purchases are made within the community or neighbourhood, and outside the community or neighbourhood. This information will assist in determining the viability of creating or expanding certain types of businesses within this community or neighbourhood.

H1. I would like to ask you about some of the things you may have bought during the last four weeks. I will read through a list of 13 items. For each item, let me know if you bought any during the last four weeks. Did you...

INTERVIEWER: Read list. Mark no or yes to each item.

1a. Now, going back to each item you bought, tell me what proportion of what you spent for it was actually spent in this community (or neighbourhood if you live in a city or town).

INTERVIEWER: Mark all, most, about half, some or none to each yes item in H1.

	No	Yes	All	Most	About half	Some	None
1. buy food from a restaurant or take-out?	01 <input type="radio"/>	02 <input type="radio"/>	03 <input type="radio"/>	04 <input type="radio"/>	05 <input type="radio"/>	06 <input type="radio"/>	07 <input type="radio"/>
2. buy food to eat at home (excluding take-out)?	08 <input type="radio"/>	09 <input type="radio"/>	10 <input type="radio"/>	11 <input type="radio"/>	12 <input type="radio"/>	13 <input type="radio"/>	14 <input type="radio"/>
3. buy gasoline?	15 <input type="radio"/>	16 <input type="radio"/>	17 <input type="radio"/>	18 <input type="radio"/>	19 <input type="radio"/>	20 <input type="radio"/>	21 <input type="radio"/>
4. pay for travel, trip or ride (such as car, taxi ride, boat, airplane, bus)?	22 <input type="radio"/>	23 <input type="radio"/>	24 <input type="radio"/>	25 <input type="radio"/>	26 <input type="radio"/>	27 <input type="radio"/>	28 <input type="radio"/>
5. pay for repairs and maintenance to vehicles and boats?	29 <input type="radio"/>	30 <input type="radio"/>	31 <input type="radio"/>	32 <input type="radio"/>	33 <input type="radio"/>	34 <input type="radio"/>	35 <input type="radio"/>
6. buy clothes, shoes, boots?	36 <input type="radio"/>	37 <input type="radio"/>	38 <input type="radio"/>	39 <input type="radio"/>	40 <input type="radio"/>	41 <input type="radio"/>	42 <input type="radio"/>
7. buy supplies to repair, fix or keep-up your home?	43 <input type="radio"/>	44 <input type="radio"/>	45 <input type="radio"/>	46 <input type="radio"/>	47 <input type="radio"/>	48 <input type="radio"/>	49 <input type="radio"/>
8. pay for services to repair, fix or keep-up your home (i.e., paid someone to do this)?	50 <input type="radio"/>	51 <input type="radio"/>	52 <input type="radio"/>	53 <input type="radio"/>	54 <input type="radio"/>	55 <input type="radio"/>	56 <input type="radio"/>
9. buy equipment for hunting, fishing, or trapping?	57 <input type="radio"/>	58 <input type="radio"/>	59 <input type="radio"/>	60 <input type="radio"/>	61 <input type="radio"/>	62 <input type="radio"/>	63 <input type="radio"/>
10. buy or rent a VCR movie?	64 <input type="radio"/>	65 <input type="radio"/>	66 <input type="radio"/>	67 <input type="radio"/>	68 <input type="radio"/>	69 <input type="radio"/>	70 <input type="radio"/>
11. pay for other entertainment, recreation or buy recreational equipment?	71 <input type="radio"/>	72 <input type="radio"/>	73 <input type="radio"/>	74 <input type="radio"/>	75 <input type="radio"/>	76 <input type="radio"/>	77 <input type="radio"/>
12. have your hair cut or styled?	78 <input type="radio"/>	79 <input type="radio"/>	80 <input type="radio"/>	81 <input type="radio"/>	82 <input type="radio"/>	83 <input type="radio"/>	84 <input type="radio"/>
13. pay for daycare?	85 <input type="radio"/>	86 <input type="radio"/>	87 <input type="radio"/>	88 <input type="radio"/>	89 <input type="radio"/>	90 <input type="radio"/>	91 <input type="radio"/>

H2. During the last four weeks, of the total amount of money you spent (including money spent on rent or mortgage payments, telephone, hydro, taxes and any other payments), how much did you pay to people or businesses in this community (or neighbourhood if you live in a city or town)?

INTERVIEWER: Read list. Mark one only.

- 1. All 1
- 2. Most 2
- 3. About half 3
- 4. Some 4
- 5. None 5

Most income questions have been asked on the Census. The following are a few additional questions about certain types of income you may have received in 1990.

H3. During the year 1990 did you receive any of the types of income listed below:

3a. Full-time post-secondary education allowance?

- 1. Yes 6 → For how many months?
- 2. No 7

3b. Full-time training allowance?

- 1. Yes 8 → For how many months?
- 2. No 9

3c. Social assistance or welfare payments? Do not include Family Allowance and Child Tax Credits.

- 1. Yes 1 → For how many months?
- 2. No 2

3d. Workers' compensation?

- 1. Yes 3 → For how many months?
- 2. No 4

GO TO SECTION I

I 10. Does your home have a bathroom?

- 1. Yes 1
- 2. No 2 → **Go to 10c**

10a. Do the bathroom facilities have a...

INTERVIEWER: Read list. Mark yes or no to each.

- | | No | Yes | Yes | No |
|--|--------------------------|----------------------------|--------------------------|--------------------------|
| 1. bathtub/shower with cold running water? | 01 <input type="radio"/> | 02 <input type="radio"/> → | 03 <input type="radio"/> | 04 <input type="radio"/> |
| 2. bathtub/shower with hot running water? | 05 <input type="radio"/> | 06 <input type="radio"/> → | 07 <input type="radio"/> | 08 <input type="radio"/> |
| 3. sink with cold running water? | 09 <input type="radio"/> | 10 <input type="radio"/> → | 11 <input type="radio"/> | 12 <input type="radio"/> |
| 4. sink with hot running water? | 13 <input type="radio"/> | 14 <input type="radio"/> → | 15 <input type="radio"/> | 16 <input type="radio"/> |
| 5. door and walls for privacy? | 17 <input type="radio"/> | 18 <input type="radio"/> → | 19 <input type="radio"/> | 20 <input type="radio"/> |

10b. Is it in working order?

INTERVIEWER: Mark yes or no to each yes answer in 10a.

10c. What type of toilet facilities do you use at home? Is it a...

INTERVIEWER: Read list. Mark yes or no to each.

- | | Yes | No |
|------------------------|-------------------------|-------------------------|
| 1. flush toilet? | 1 <input type="radio"/> | 2 <input type="radio"/> |
| 2. out-house? | 3 <input type="radio"/> | 4 <input type="radio"/> |
| 3. other | 5 <input type="radio"/> | 6 <input type="radio"/> |

(specify)

I 11. In your opinion, how well does this residence meet the needs of the people living here?

INTERVIEWER: Read list. Mark one only.

- 1. Completely 1 → **Go to I 12**
- 2. Partly 2
- 3. Not at all 3
- 4. Don't know 4 → **Go to I 12**

11a. What else do the people living here need? Is it...

INTERVIEWER: Read list. Mark yes, no or don't know to each.

- | | Yes | No | Don't know |
|---|--------------------------|--------------------------|--------------------------|
| 1. more bedrooms? | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> |
| 2. more eating space? | 04 <input type="radio"/> | 05 <input type="radio"/> | 06 <input type="radio"/> |
| 3. more living space? | 07 <input type="radio"/> | 08 <input type="radio"/> | 09 <input type="radio"/> |
| 4. more work space? | 10 <input type="radio"/> | 11 <input type="radio"/> | 12 <input type="radio"/> |
| 5. more storage space? | 13 <input type="radio"/> | 14 <input type="radio"/> | 15 <input type="radio"/> |
| 6. a larger kitchen? | 16 <input type="radio"/> | 17 <input type="radio"/> | 18 <input type="radio"/> |
| 7. a new roof? | 19 <input type="radio"/> | 20 <input type="radio"/> | 21 <input type="radio"/> |
| 8. better ways to keep the house warmer? .. | 22 <input type="radio"/> | 23 <input type="radio"/> | 24 <input type="radio"/> |
| 9. something else? | 25 <input type="radio"/> | 26 <input type="radio"/> | 27 <input type="radio"/> |

(specify)

I 12. Does this residence have a smoke detector?

- 1. Yes 1
- 2. No 2
- 3. Don't know 3 → **Go to I 13**

12a. Is it in working order?

- 1. Yes 4
- 2. No 5
- 3. Don't know 6



Aboriginal Peoples Survey (Children — Under 15)

Form 07

Collected under the authority of the Statistics Act, Statutes of Canada, 1985, Chapter S19.

INTRODUCTION

Statistics Canada is conducting this survey to develop an information base for Aboriginal Peoples in Canada. The survey covers various issues such as schooling, work, housing, health and Aboriginal languages. Your cooperation and participation in this voluntary survey will be greatly appreciated.

CONFIDENTIAL WHEN COMPLETED

Prov. [][]	FED No. [][]	EA No. [][] []	VN []	Hhld. No. [][]	Form 07	Person No. [][]
-----------------	-------------------	----------------------	-----------	---------------------	-------------------	----------------------

Name _____ Last name Given name and initial	Telephone number ([][]) [][] - [][][][]
--	--

Address _____ N° and street or lot and concession or exact location		
_____ City, Town, Village, Municipality, Indian Reserve	_____ Province or Territory	[][] [][] Postal Code

Date of Birth [][] [][] 19 [][][][] Day Month Year	Sex Male <input type="radio"/> 1 Female <input type="radio"/> 2
--	---

INFORMATION SOURCE	FINAL STATUS
Non-proxy <input type="radio"/> 1	Completed <input type="radio"/> 1
OR	Refusal <input type="radio"/> 2
Proxy — parent or guardian <input type="radio"/> 2	Absent <input type="radio"/> 3
— other family <input type="radio"/> 3	Tracing <input type="radio"/> 4
— other <input type="radio"/> 4	

RECORD OF VISITS/CALLS

Visit/ Call No.	Date	Time of call or visit	Interview time			Comments
			Began	Ended	Time Elapsed	
1						
2						
3						
4						
5						
6						
7						
8						
9						

TOTAL ELAPSED TIME (Minutes)

Interviewer's signature

Date

SECTION B — LANGUAGE AND TRADITION

I would like to ask some questions about ... 's ability to speak, read and write an Aboriginal language, and the availability of print media, radio and television in Aboriginal languages. By Aboriginal language, I mean, for example, Cree, Micmac, Chilcotin, Inuktitut, Michif, etc.

B1. Does ... speak an Aboriginal language well enough to carry on a conversation?

1. Yes 1
2. No, can't speak it but can understand it 2
3. No, can't speak it nor understand it 3 → **Go to B5**
4. Don't know 4

1a. Who taught ... to speak this language (these languages)? Was it ...

INTERVIEWER: Read list. Mark yes, no or don't know to each.

	Yes	No	Don't know
1. his or her parents?	01 <input type="radio"/>	02 <input type="radio"/>	03 <input type="radio"/>
2. his or her grandparents?	04 <input type="radio"/>	05 <input type="radio"/>	06 <input type="radio"/>
3. elders?	07 <input type="radio"/>	08 <input type="radio"/>	09 <input type="radio"/>
4. school teachers?	10 <input type="radio"/>	11 <input type="radio"/>	12 <input type="radio"/>
5. someone else?	13 <input type="radio"/>	14 <input type="radio"/>	15 <input type="radio"/>

(specify)

1b. What Aboriginal language(s) does ... speak?

Don't know 1

1. _____
2. _____
3. _____

1c. How much of the time does ... speak an Aboriginal language...

(i) at home?

INTERVIEWER: Read list. Mark one only.

1. All the time (speaks neither English nor French at home) 01
2. Most of the time 02
3. Some of the time 03
4. Not at all 04
5. Don't know 05

(ii) at school?

INTERVIEWER: Read list. Mark one only.

1. All the time (speaks neither English nor French at school) 06
2. Most of the time 07
3. Some of the time 08
4. Not at all 09
5. Doesn't go to school 10
6. Don't know 11

(iii) at other places?

INTERVIEWER: Read list. Mark one only.

1. All the time (speaks neither English nor French at other places) ... 12
2. Most of the time 13
3. Some of the time 14
4. Not at all 15
5. Don't know 16

B4. Does ... listen to radio programs or recordings or watch television programs or videos that are offered in an Aboriginal language? Does ... listen to or watch...

INTERVIEWER: Read list. Mark yes, no, none available or don't know to each.

	Yes	No	None available	Don't know
1. radio?	01 <input type="radio"/>	02 <input type="radio"/>	03 <input type="radio"/>	04 <input type="radio"/>
2. recordings?	05 <input type="radio"/>	06 <input type="radio"/>	07 <input type="radio"/>	08 <input type="radio"/>
3. television?	09 <input type="radio"/>	10 <input type="radio"/>	11 <input type="radio"/>	12 <input type="radio"/>
4. videos?	13 <input type="radio"/>	14 <input type="radio"/>	15 <input type="radio"/>	16 <input type="radio"/>

→ Go to B9

B5. Did ... ever speak an Aboriginal language?

1. Yes 1

2. No 2

B6. Can ... read in an Aboriginal language?

1. Yes 3

2. No 4

3. No, it's not a written language 5

4. Has not yet learned to read 6

5. Don't know 7

→ Go to B8

6a. Who taught ... to read in an Aboriginal language? Was it ...

INTERVIEWER: Read list. Mark yes, no or don't know to each.

	Yes	No	Don't know
1. his or her parents?	01 <input type="radio"/>	02 <input type="radio"/>	03 <input type="radio"/>
2. his or her grandparents?	04 <input type="radio"/>	05 <input type="radio"/>	06 <input type="radio"/>
3. elders?	07 <input type="radio"/>	08 <input type="radio"/>	09 <input type="radio"/>
4. school teachers?	10 <input type="radio"/>	11 <input type="radio"/>	12 <input type="radio"/>
5. someone else?	13 <input type="radio"/>	14 <input type="radio"/>	15 <input type="radio"/>

(specify)

6b. What Aboriginal language(s) can ... read?

Don't know 1

1. _____

2. _____

3. _____

6c. Does ... read newspapers, newsletters or magazines that are written in an Aboriginal language? Does ... read...

INTERVIEWER: Read list. Mark yes, no, none available or don't know to each.

	Yes	No	None available	Don't know
1. newspapers?	01 <input type="radio"/>	02 <input type="radio"/>	03 <input type="radio"/>	04 <input type="radio"/>
2. newsletters?	05 <input type="radio"/>	06 <input type="radio"/>	07 <input type="radio"/>	08 <input type="radio"/>
3. magazines?	09 <input type="radio"/>	10 <input type="radio"/>	11 <input type="radio"/>	12 <input type="radio"/>

B7. Can ... write in an Aboriginal language?

- 1. Yes 1
- 2. No 2
- 3. Has not yet learned to write 3 → **Go to B8**
- 4. Don't know 4

7a. Who taught ... to write in an Aboriginal language? Was it...

INTERVIEWER: Read list. Mark yes, no or don't know to each.

- | | Yes | No | Don't know |
|-----------------------------------|--------------------------|--------------------------|--------------------------|
| 1. his or her parents? | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> |
| 2. his or her grandparents? | 04 <input type="radio"/> | 05 <input type="radio"/> | 06 <input type="radio"/> |
| 3. aunts? | 07 <input type="radio"/> | 08 <input type="radio"/> | 09 <input type="radio"/> |
| 4. school teachers? | 10 <input type="radio"/> | 11 <input type="radio"/> | 12 <input type="radio"/> |
| 5. someone else? | 13 <input type="radio"/> | 14 <input type="radio"/> | 15 <input type="radio"/> |

(specify)

7b. What Aboriginal language(s) can ... write?

- Don't know 1
- 1. _____
- 2. _____
- 3. _____

B8. Does ... listen to radio programs or recordings or watch television programs or videos that are offered in an Aboriginal language? Does ... listen to or watch ...

INTERVIEWER: Read list. Mark yes, no, none available or don't know to each.

- | | Yes | No | None available | Don't know |
|----------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. radio? | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> | 04 <input type="radio"/> |
| 2. recordings? | 05 <input type="radio"/> | 06 <input type="radio"/> | 07 <input type="radio"/> | 08 <input type="radio"/> |
| 3. television? | 09 <input type="radio"/> | 10 <input type="radio"/> | 11 <input type="radio"/> | 12 <input type="radio"/> |
| 4. videos? | 13 <input type="radio"/> | 14 <input type="radio"/> | 15 <input type="radio"/> | 16 <input type="radio"/> |

The following questions are about traditional Aboriginal activities. By this I mean participating in the traditional Aboriginal ways of doing things such as hunting, fishing, trapping, storytelling, traditional dancing, fiddle playing, jigging, arts and crafts, pow-wows, etc.

B9. Does ... participate in any traditional Aboriginal activities?

- 1. Yes 1
- 2. No 2 → **Go to Section C**
- 3. Don't know 3

B10. Does ... face any problems when he or she participates in traditional Aboriginal activities?

- 1. Yes 4
- 2. No 5 → **Go to Section C**
- 3. Don't know 6

10a. What problems does ... face?

- 1. _____
- 2. _____
- 3. _____

→ **Go to Section C**

SECTION C — HEALTH AND DISABILITY

I would like to ask you about . . . 's health and ability to do certain activities, even when using a specialized or technical aid. Please tell me about only those problems which have lasted or which you think will last six months or more. To begin with, I would like to ask a few questions about . . . 's health.

C1. Does . . . have any of these long-term conditions or health problems?

INTERVIEWER: Read list. Mark yes, no or don't know to each.

	Yes	No	Don't know
1. Allergies of any kind	01 <input type="radio"/>	02 <input type="radio"/>	03 <input type="radio"/>
2. Asthma	04 <input type="radio"/>	05 <input type="radio"/>	06 <input type="radio"/>
3. Bronchitis	07 <input type="radio"/>	08 <input type="radio"/>	09 <input type="radio"/>
4. Other lung condition or disease	10 <input type="radio"/>	11 <input type="radio"/>	12 <input type="radio"/>
5. Heart condition or disease	13 <input type="radio"/>	14 <input type="radio"/>	15 <input type="radio"/>
6. Kidney condition or disease	16 <input type="radio"/>	17 <input type="radio"/>	18 <input type="radio"/>
7. Cancer	19 <input type="radio"/>	20 <input type="radio"/>	21 <input type="radio"/>
8. Diabetes	22 <input type="radio"/>	23 <input type="radio"/>	24 <input type="radio"/>
9. Epilepsy	25 <input type="radio"/>	26 <input type="radio"/>	27 <input type="radio"/>
10. Cerebral palsy	28 <input type="radio"/>	29 <input type="radio"/>	30 <input type="radio"/>
11. Spina bifida	31 <input type="radio"/>	32 <input type="radio"/>	33 <input type="radio"/>
12. Cystic fibrosis	34 <input type="radio"/>	35 <input type="radio"/>	36 <input type="radio"/>
13. Muscular dystrophy	37 <input type="radio"/>	38 <input type="radio"/>	39 <input type="radio"/>
14. Paralysis of any kind	40 <input type="radio"/>	41 <input type="radio"/>	42 <input type="radio"/>
15. Arthritis or rheumatism	43 <input type="radio"/>	44 <input type="radio"/>	45 <input type="radio"/>
16. Behavioral or emotional condition	46 <input type="radio"/>	47 <input type="radio"/>	48 <input type="radio"/>
17. Mental handicap including developmentally delayed/mentally retarded	49 <input type="radio"/>	50 <input type="radio"/>	51 <input type="radio"/>
18. Learning disability	52 <input type="radio"/>	53 <input type="radio"/>	54 <input type="radio"/>
19. Missing arms, legs, fingers or toes	55 <input type="radio"/>	56 <input type="radio"/>	57 <input type="radio"/>
20. Malformation of arms, legs, fingers or toes	58 <input type="radio"/>	59 <input type="radio"/>	60 <input type="radio"/>
21. Other	61 <input type="radio"/>	62 <input type="radio"/>	63 <input type="radio"/>

(specify)

C2. Does . . . have any other long-term condition or health problem which prevents or limits his or her participation in school, at play, or any other activity normal for a child of his or her age?

- 1. Yes 1
- 2. No 2 → Go to C3

2a. What are they?

- 1.
- 2.
- 3.

C3. Does . . . use any aids such as glasses, hearing aid, wheelchair, etc?

- 1. Yes 3
- 2. No 4 → Go to C4

3a. Which of the following aids does . . . now use? Please report only those aids which are used for six months or more.

INTERVIEWER: Read list. Mark yes or no to each.

	Yes	No
1. Aids for the hearing (for example, a hearing aid, a TDD (Telecommunications Device for the Deaf), closed caption decoder, a volume control telephone)	01 <input type="radio"/>	02 <input type="radio"/>
2. Seeing aids (for example, glasses, contact lenses, braille, white cane, computer)	03 <input type="radio"/>	04 <input type="radio"/>
3. Speaking or communication aid (such as a bliss board)	05 <input type="radio"/>	06 <input type="radio"/>
4. Mobility or agility aid (for instance, a cane, crutches, wheelchair, artificial hand or arm)	07 <input type="radio"/>	08 <input type="radio"/>
5. Medically prescribed shoes or boots	09 <input type="radio"/>	10 <input type="radio"/>
6. Other specialized equipment or mechanical device or systems (for example, a respirator, a pacemaker)	11 <input type="radio"/>	12 <input type="radio"/>

C4. Does ... have vision trouble not corrected by glasses or contact lenses?

1. Yes 1

2. No 2

C5. Does ... have difficulty hearing?

1. Yes 3

2. No 4

C6. Does ... have any trouble speaking and being understood because of a condition or health problem?

1. Yes 5

2. No 6

3. Doesn't speak yet 7

→ Go to C7

6a. How well do you feel that ... is able to make himself or herself understood when speaking with ...

INTERVIEWER: Read list. Mark completely, some of the time or not at all to each.

	Completely	Some of the time	Not at all
1. members of his or her family?	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
2. his or her friends?	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>
3. other people?	7 <input type="radio"/>	8 <input type="radio"/>	9 <input type="radio"/>

C7. Compared to other children his or her age, how would you describe ...'s health. Is it ...

INTERVIEWER: Read list. Mark one only.

1. excellent? 1

2. very good? 2

3. good? 3

4. fair? 4

5. poor? 5

C8. During the past twelve months, did ... see anyone about his or her health?

1. Yes 6

2. No 7

→ Go to C9

8a. Who did ... see? Was it ...

INTERVIEWER: Read list. Mark yes or no to each.

	Yes	No
1. a medical doctor?	01 <input type="radio"/>	02 <input type="radio"/>
2. a nurse?	03 <input type="radio"/>	04 <input type="radio"/>
3. a community health representative (CHR)?	05 <input type="radio"/>	06 <input type="radio"/>
4. a traditional healer?	07 <input type="radio"/>	08 <input type="radio"/>
5. a dentist or dental health worker?	09 <input type="radio"/>	10 <input type="radio"/>
6. an eye specialist or eye doctor?	11 <input type="radio"/>	12 <input type="radio"/>
7. a druggist or pharmacist?	13 <input type="radio"/>	14 <input type="radio"/>
8. someone else?	15 <input type="radio"/>	16 <input type="radio"/>

↓

(specify)

The next four questions are about safety.

C9. How often does ... use seatbelts when he or she is riding in a car or truck?

INTERVIEWER: Read list. Mark one only.

1. Always 1

2. Most of the time 2

3. Sometimes 3

4. Rarely or never 4

5. Doesn't ride in a car or truck 5

6. Don't know 6

C10. How often does ... use a helmet when he or she is riding a snowmobile, skidoo or All-Terrain vehicle?

INTERVIEWER: Read list. Mark one only.

- 1. Always 1
- 2. Most of the time 2
- 3. Sometimes 3
- 4. Rarely or never 4
- 5. Doesn't ride a snowmobile, skidoo or All-Terrain vehicle 5
- 6. Don't know 6

C11. How often does ... use a helmet when he or she is riding a motorcycle?

INTERVIEWER: Read list. Mark one only.

- 1. Always 1
- 2. Most of the time 2
- 3. Sometimes 3
- 4. Rarely or never 4
- 5. Doesn't ride a motorcycle 5
- 6. Don't know 6

C12. How often does ... use a life jacket when he or she is in an open boat?

INTERVIEWER: Read list. Mark one only.

- 1. Always 1
- 2. Most of the time 2
- 3. Sometimes 3
- 4. Rarely or never 4
- 5. Doesn't travel in an open boat 5
- 6. Don't know 6

The next few questions are about ...'s physical condition and physical activity. These include questions about ...'s height and weight which are questions asked in other surveys about physical condition and activity.

C13. How tall is ... when he or she is not wearing shoes?

- Don't know 1
- feet inches OR centimetres

C14. How much does ... weigh?

- Don't know 2
- pounds OR kilograms

C15. Does ... participate in any sports, games, dance or recreation which involve physical activity?

- 1. Yes 3
- 2. No 4 → Go to C16

15a. What are the activities that he or she participates in most often?

- 1. _____
- 2. _____
- 3. _____

C16. What recreational facilities does ... use in the community or neighbourhood where he or she is living now? Does ... use ...

INTERVIEWER: Read list. Mark yes, no or not available to each.

- | | Yes | No | Not available |
|---|--------------------------|--------------------------|--------------------------|
| 1. a bell diamond or playing field? | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> |
| 2. a gym? | 04 <input type="radio"/> | 05 <input type="radio"/> | 06 <input type="radio"/> |
| 3. a community hall or centre? | 07 <input type="radio"/> | 08 <input type="radio"/> | 09 <input type="radio"/> |
| 4. an arena or indoor skating rink? | 10 <input type="radio"/> | 11 <input type="radio"/> | 12 <input type="radio"/> |
| 5. another recreational facility? | 13 <input type="radio"/> | 14 <input type="radio"/> | 15 <input type="radio"/> |

(specify)

GO TO SECTION D

SECTION D — MOBILITY

I would like to ask a few questions about where ... has lived in the past and about moves that ... has made. By "move" I mean a change of residence that lasted at least a month. Also, I'll use the word "community" in some of these questions and it means a city, town, village, Indian reserve or settlement, or Métis or Inuit community in which ... has lived.

D1. Has ... lived in this residence all his or her life? By residence I mean the house, apartment unit, mobile home, etc., where ... is living.

- 1. Yes ... 1
2. No ... 2

D2. Has ... lived in this residence for the past 12 months?

- 1. Yes ... 3
2. No ... 4 -> Go to D3

2a. When did ... move to this residence?

Don't know/can't remember ... 5

Month Year (with 19 in year)

2b. Why did ... move to this residence?

INTERVIEWER: If asked — give as examples — to be close to family, to go to school, for health reasons, etc.

Don't know/can't remember ... 6

2c. When ... moved here, did he or she move from another residence...

INTERVIEWER: Read list. Mark one only.

- LINE 21 1. in this same neighbourhood? ... 1
LINE 22 2. in this community but not this neighbourhood? ... 2
LINE 23 3. in a different community in Canada? (specify) ... 3
... City, Town, Village, Township, Municipality or Indian Reserve
... Province or Territory -> Go to D7
LINE 24 4. outside Canada? (specify) ... 4
... Name of country
5. Don't know/can't remember ... 5

D3. INTERVIEWER: If ... moved back and forth between this residence and other residences, ask questions 3a, 3b and 3c about the last time he or she moved here.

3a. When did ... move to this residence?

Don't know/can't remember ... 1

Month Year (with 19 in year)

3b. Why did ... move to this residence?

INTERVIEWER: If asked — give as examples — to be close to family, to go to school, for health reasons, etc.

Don't know/can't remember ... 2

D5. Continued

5b. Why did ... move to _____ ?
(residence identified in 4c, lines 41 to 44)

INTERVIEWER: If asked — give as examples — to be close to family,
to go to school, for health reasons, etc..

Don't know/can't remember 1 ○

5c. When ... moved to _____, did he or she move from another residence ...
(residence identified in 4c, lines 41 to 44)

INTERVIEWER: Read list. Mark one only.

- LINE 51 1. In this same neighbourhood? 1 ○
- LINE 52 2. In this community but not this neighbourhood? 2 ○
- 3. In a different community in Canada? (specify) 3 ○
- LINE 53 _____
City, Town, Village, Township, Municipality or Indian Reserve

Province or Territory
- 4. outside Canada? (specify) 4 ○
- LINE 54 _____
Name of country
- 5. Don't know/can't remember 5 ○

D6. Did ... make any other moves in the last twelve months?

- 1. Yes 1 ○
- 2. No 2 ○ → Go to D7

6a. How many other moves did ... make in the last twelve months?

Don't know/can't remember 3 ○
____ moves

D7. Some people spend part of the year living on the land and away from here so they can hunt, fish, trap or teach traditional ways to their children. During the past 12 months did ... spend time living on the land?

- 1. Yes 4 ○
- 2. No 5 ○ → Go to D8

7a. During the past 12 months, how many weeks did ... spend part or all of the week living on the land?

Don't know/can't remember 6 ○
____ weeks

D8. Sometimes people have two homes in different communities. They may go back and forth between work and family or between school and their home community. At any time during the past 12 months, did ... go back and forth between two homes in different communities?

- 1. Yes 7 ○
- 2. No 8 ○ → Go to Section E

8a. What is the name of the community where ... lives or lived most of the time?

INTERVIEWER: if ... had more than one occasion of having two homes during the last 12 months, record only the most recent occasion.

City, Town, Village, Township, Municipality or Indian Reserve

Province or Territory

8b. What is the name of the other community?

City, Town, Village, Township, Municipality or Indian Reserve

Province or Territory

GO TO SECTION E

SECTION E — SCHOOLING

INTERVIEWER CHECK ITEM:

Ask respondent how old ... years.
was on June 4, 1991?

If age was less than 5, 1 → Go to Section F.

For persons aged 5 to 14 only

E1. I want to ask some questions about ...'s schooling. I'll start with his or her first years at school. At what age did ... begin going to school?

Can't remember 2

He or she has never gone to school 3 → Go to Section F

years

E2. When ... was in Kindergarten to Grade 8, did he or she go to more than one school?

1. Yes, went to more than one school 4 → Go to E3

2. No, went to one school only 5

2a. Was this school in the community or neighbourhood where ...'s family was living?

1. Yes 6

2. No 7

3. Don't know 8

2b. Who did ... live with while he or she was going to this school? Was it ...

INTERVIEWER: Read list. Mark yes, no, don't know or don't remember to each.

	Yes	No	Don't know/ don't remember	
1. with his or her family?	01 <input type="radio"/>	02 <input type="radio"/>	03 <input type="radio"/>	
2. at a residential school?	04 <input type="radio"/>	05 <input type="radio"/>	06 <input type="radio"/>	
3. with a non-Aboriginal family?	07 <input type="radio"/>	08 <input type="radio"/>	09 <input type="radio"/>	→ Go to 3b
4. with an Aboriginal family?	10 <input type="radio"/>	11 <input type="radio"/>	12 <input type="radio"/>	
5. with someone else?	13 <input type="radio"/>	14 <input type="radio"/>	15 <input type="radio"/>	

E3. I would like to ask a few questions about the schools that ... attended from Kindergarten to Grade 8. How many schools did he or she go to during that time?

Don't know 1

schools

3a. Who did ... live with while he or she was going to these schools? Was it ...

INTERVIEWER: Read list. Mark yes, no, don't know or don't remember to each.

	Yes	No	Don't know/ don't remember
1. with his or her family?	01 <input type="radio"/>	02 <input type="radio"/>	03 <input type="radio"/>
2. at a residential school?	04 <input type="radio"/>	05 <input type="radio"/>	06 <input type="radio"/>
3. with a non-Aboriginal family?	07 <input type="radio"/>	08 <input type="radio"/>	09 <input type="radio"/>
4. with an Aboriginal family?	10 <input type="radio"/>	11 <input type="radio"/>	12 <input type="radio"/>
5. with someone else?	13 <input type="radio"/>	14 <input type="radio"/>	15 <input type="radio"/>

3b. Were any of ...'s teachers Aboriginal?

1. Yes 1

2. No 2

3. Don't know 3

E3. Continued

3c. What languages did ...'s teachers use in the classroom, during the school years from Kindergarten to Grade 8?

INTERVIEWER: Read list. Mark all that apply.

- 1. English 1
- 2. French 2
- 3. Aboriginal language 3
- 4. Other 4

E4. What Grade is ... in now?

Grade

INTERVIEWER CHECK ITEM:

If child is in Grade 8 or less, 1 → Go to Section F.
 Otherwise, 2 → ask next question.

E5. Now I am going to ask you some questions about ...'s secondary school or high school years. Did ... go to more than one school during his or her secondary school or high school years?

- 1. Yes, ... went to more than one school 3 → Go to E6
- 2. No, ... went to one school only 4

5a. Was this school in the community or neighbourhood where ...'s family was living?

- 1. Yes 5
- 2. No 6
- 3. Don't know 7

5b. Who did ... live with while he or she was going to this school? Was it...

INTERVIEWER: Read list. Mark yes, no, don't know or don't remember to each.

- | | Yes | No | Don't know/
don't
remember | |
|--|--------------------------|--------------------------|----------------------------------|------------|
| 1. with his or her family? | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> | |
| 2. at a residential school? | 04 <input type="radio"/> | 05 <input type="radio"/> | 06 <input type="radio"/> | |
| 3. with a non-Aboriginal family? | 07 <input type="radio"/> | 08 <input type="radio"/> | 09 <input type="radio"/> | → Go to 6b |
| 4. with an Aboriginal family? | 10 <input type="radio"/> | 11 <input type="radio"/> | 12 <input type="radio"/> | |
| 5. with someone else? | 13 <input type="radio"/> | 14 <input type="radio"/> | 15 <input type="radio"/> | |

E6. I would like to ask a few more questions about the schools that ... attended during his or her secondary school or high school years. How many schools did he or she go to during that time?

Don't know/don't remember 1

schools

6a. Who did ... live with while he or she was going to these schools? Was it...

INTERVIEWER: Read list. Mark yes, no, don't know or don't remember to each.

- | | Yes | No | Don't know/
don't
remember |
|--|--------------------------|--------------------------|----------------------------------|
| 1. with his or her family? | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> |
| 2. at a residential school? | 04 <input type="radio"/> | 05 <input type="radio"/> | 06 <input type="radio"/> |
| 3. with a non-Aboriginal family? | 07 <input type="radio"/> | 08 <input type="radio"/> | 09 <input type="radio"/> |
| 4. with an Aboriginal family? | 10 <input type="radio"/> | 11 <input type="radio"/> | 12 <input type="radio"/> |
| 5. with someone else? | 13 <input type="radio"/> | 14 <input type="radio"/> | 15 <input type="radio"/> |

E6. Continued

6b. Were any of ...'s teachers Aboriginal?

- 1. Yes 1
- 2. No 2
- 3. Don't know 3

6c. What languages did ...'s teachers use in the classroom, during his or her secondary school or high school years?

INTERVIEWER: Read list. Mark all that apply.

- 1. English 4
- 2. French 5
- 3. Aboriginal language 6
- 4. Other 7

GO TO SECTION F

SECTION F — HOUSING The following group of questions are about housing conditions, and services in the home.

INTERVIEWER CHECK ITEM

The housing section of the questionnaire is to be asked of one adult, in this household.
 If this section has already been answered by an adult in this household 1 → *thank the respondent, END INTERVIEW, and complete front cover.*
 Otherwise 2 → *ask an adult in the household to answer Section F.*

F1. Where do you get the water you drink at home?

INTERVIEWER: Read list. Mark all that apply.

- 1. Municipal water system 1
- 2. Community system, such as a well or cistern 2
- 3. Household well 3
- 4. Directly from surface water (from a lake, river or stream) 4
- 5. Directly from rain, snow, a dugout 5
- 6. Bottled water 6
- 7. Other 7

(specify)

- 8. Don't know 8

F2. How is this water delivered to your home?

INTERVIEWER: Read list. Mark all that apply.

- 1. Piped to home 1
- 2. Stand pipe 2
- 3. Trucked 3
- 4. Hauled by someone in my home 4
- 5. Bought at a store 5
- 6. Other 6

(specify)

- 7. Don't know 7

F3. Do you consider the water available to your home suitable for drinking?

- 1. Yes 1 → *Go to F5*
- 2. No 2

F4. Do you (or someone else in your home) do something to the water to make it safe to drink?
 (For example, boil it, bleach it, filter it or add chemicals to it.)

- 1. Yes 3
- 2. No 4
- 3. Don't know 5

F5. In the last 12 months has your home ever been without drinking water?

- 1. Yes 6
- 2. No 7 → *Go to F6*
- 3. Don't know 8

5a. Was it because...

INTERVIEWER: Read list. Mark yes or no to each.

- | | Yes | No |
|---|--------------------------|--------------------------|
| 1. the pipes froze? | 01 <input type="radio"/> | 02 <input type="radio"/> |
| 2. the taps were broken? | 03 <input type="radio"/> | 04 <input type="radio"/> |
| 3. the well dried up? | 05 <input type="radio"/> | 06 <input type="radio"/> |
| 4. there was no rain/snow? | 07 <input type="radio"/> | 08 <input type="radio"/> |
| 5. you could not afford delivery? | 09 <input type="radio"/> | 10 <input type="radio"/> |
| 6. other reason? | 11 <input type="radio"/> | 12 <input type="radio"/> |

(specify)

F6. Where do you get the water that you use at home for other purposes, such as washing clothes?

INTERVIEWER: Read list. Mark all that apply.

- 1. Municipal water system 1
- 2. Community system, such as a well or cistern 2
- 3. Household well 3
- 4. Surface water (from a lake, river or stream) 4
- 5. Rain, snow, a dugout 5
- 6. Don't know 6

F7. How is this water delivered to your home?

INTERVIEWER: Read list. Mark all that apply.

- 1. Piped to home 1
- 2. Stand pipe 2
- 3. Trucked 3
- 4. Hauled by someone in my home 4
- 5. Other 5

(specify)

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6. Don't know 6

F8. Does your home have electricity, either from a hydro company or from a generator?

- 1. Yes 7
- 2. No 8 → Go to F9

8a. Do you have any problems with the electricity?

- 1. Yes 1
- 2. No 2 → Go to F9
- 3. Don't know 3

8b. What problems do you have with the electricity? Is it...

INTERVIEWER: Read list. Mark yes, no or don't know to each.

	Yes	No	Don't know
1. old wiring? 01 <input type="radio"/>	01 <input type="radio"/>	02 <input type="radio"/>	03 <input type="radio"/>
2. circuit breakers tripping or fuses blowing? 04 <input type="radio"/>	04 <input type="radio"/>	05 <input type="radio"/>	06 <input type="radio"/>
3. faulty outlets? 07 <input type="radio"/>	07 <input type="radio"/>	08 <input type="radio"/>	09 <input type="radio"/>
4. not enough power outlets? 10 <input type="radio"/>	10 <input type="radio"/>	11 <input type="radio"/>	12 <input type="radio"/>
5. other problem? 13 <input type="radio"/>	13 <input type="radio"/>	14 <input type="radio"/>	15 <input type="radio"/>

(specify)

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F9. What are the main sources of heat in your home?

INTERVIEWER: Read list. Mark all that apply.

- 1. Oil furnace 01
- 2. Gas furnace 02
- 3. Other furnace 03
- 4. Electric heat (baseboard/space heaters) 04
- 5. Wood stove 05
- 6. Cooking stove 06
- 7. Fireplace 07
- 8. Other 08

(specify)

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- 9. Do not have heat 09
- 10. Don't know 10

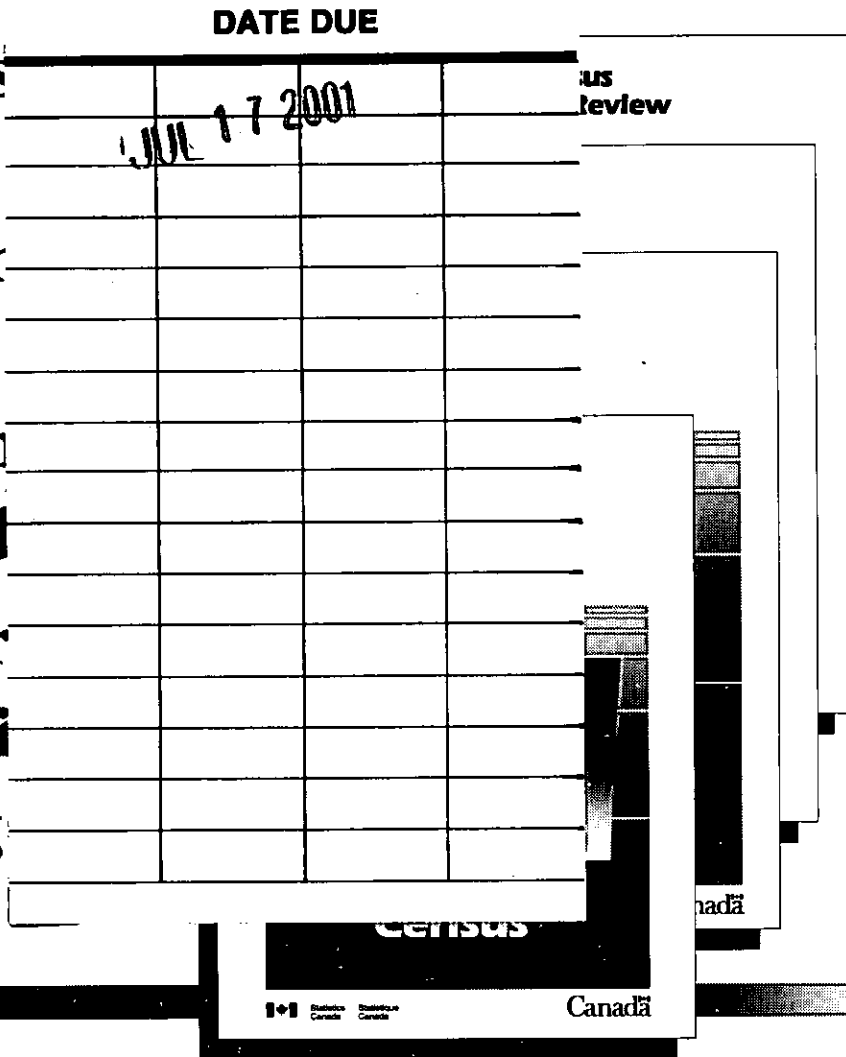
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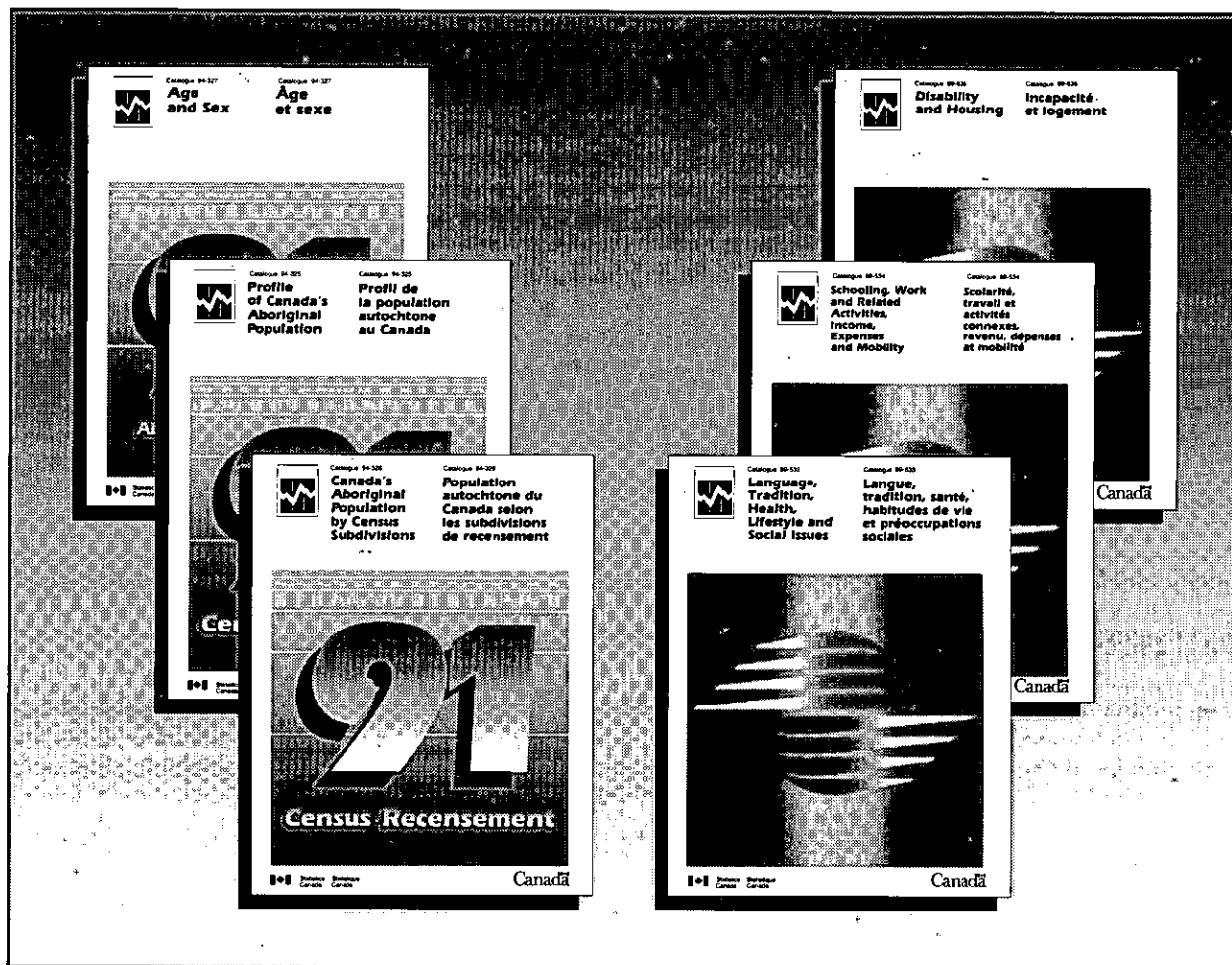
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