

Important: *This document is for reference purposes only.
The census questionnaire must be completed in English or in French, online or on paper.*

2A-R

2016 CENSUS QUESTIONS

and reasons why the questions are asked

Introduction

The census provides a portrait of our people and the places in which we live. Census information is important for your community and is vital for planning its public services. Be part of this new portrait of Canada and complete your census questionnaire.

In order to reduce the number of questions in this questionnaire, Statistics Canada will obtain your income information from personal income tax and benefits records.

By law, your household must complete a census questionnaire. Your answers are collected under the authority of the *Statistics Act* and will be kept strictly confidential.

The information that you provide may be used by Statistics Canada for other statistical and research purposes or may be combined with other survey or administrative data sources.

Thank you for your cooperation.

Part 1

The first part of this booklet contains the questions asked on the 2016 Census.

Part 2

The second part contains the reasons why Statistics Canada asks the questions and indicates the important data requirements met by the questions.

Statistics Canada has reinstated the mandatory long-form census in time for the 2016 Census of Population. To expedite this change, Statistics Canada is providing respondents with the paper questionnaire originally designed for the National Household Survey (NHS), as the 2016 Census long-form questionnaire.

Have a question?

Statistics Canada agents are available Monday to Friday (except holidays) from 8:30 a.m. to 4:30 p.m.

Telephone

1-800-263-1136 (toll free)

1-514-283-8300 (international)

TTY

1-800-363-7629

Part 1
2016 Census questions

STEP A

CONFIDENTIAL WHEN COMPLETED

1. Print respondent's **telephone number**: () - -
2. Print respondent's **email address**, if applicable.
3. What is the **address** of this dwelling?

Number (and suffix, if applicable) (e.g., 302, 151 B, 16 ½)	Street name, street type (e.g., DR = Drive), direction (e.g., N = North)	Apartment /room/unit

City, municipality, town, village, Indian reserve	Province/territory	Postal code

4. What is the **mailing address** of this dwelling, if different from above?
(e.g. Rural Route, PO Box, Lot and Concession or General Delivery)

**This information is collected under the authority of the *Statistics Act*, R.S.C. 1985,
c. S-19.**

STEP B

1. **Including yourself**, how many persons usually live at this address on May 10, 2016?

Include all persons who have their main residence at this address, even if they are temporarily away.

See the instructions on page 3 (joint custody, students, landed immigrants, secondary residence, etc.).

_____ ← **Number of persons**

2. **Including yourself**, could you give me the name(s) of each person who usually lives here, on May 10, 2016?

Begin the list with an **adult** followed, if applicable, by that person's **spouse** or **common-law partner** and by their **children**. Continue with **all other persons** who usually live at this address.

	FAMILY NAME(S)		GIVEN NAME(S)
Person 1			
Person 2			
Person 3			
Person 4			
Person 5			
Person 6			
Person 7			
Person 8			
Person 9			
Person 10			

1. WHOM TO INCLUDE IN STEP B

- All persons who have their **main residence** at this address on May 10, 2016, including newborn babies, room-mates and persons who are temporarily away,
- **Canadian citizens, landed immigrants** (permanent residents), persons asking for **refugee status** (refugee claimants), persons from **another country** with a **work** or **study permit** and family members living here with them,
- Persons staying at this address temporarily on May 10, 2016 who have **no main residence elsewhere**.

2. WHERE TO INCLUDE PERSONS WITH MORE THAN ONE RESIDENCE

- **CHILDREN IN JOINT CUSTODY** should be included in the home of the parent where they live most of the time. Children who spend equal time with each parent should be included in the home of the parent with whom they are staying on May 10, 2016.
- **STUDENTS** who return to live with their parents during the year should be included at their parents' address, even if they live elsewhere while attending school or working at a summer job.
- **SPOUSES OR COMMON-LAW PARTNERS TEMPORARILY AWAY** who stay elsewhere while working or studying should be listed at the main residence of their family, if they return periodically.
- **PERSONS IN AN INSTITUTION** for **less than six months** (for example, in a home for the aged, a hospital or a prison) should be listed at their usual residence.

IF THIS ADDRESS IS:

- a **SECONDARY RESIDENCE** (for example, a cottage) for **ALL PERSONS** who stayed here on May 10, 2016 (all these persons have their main residence elsewhere in Canada), mark this circle. Do not answer other questions.
- a **DWELLING OCCUPIED ONLY BY RESIDENTS OF ANOTHER COUNTRY VISITING CANADA** (for example, on vacation or on a business trip), mark this circle. Do not answer other questions.
- the **HOME OF A GOVERNMENT REPRESENTATIVE OF ANOTHER COUNTRY** (for example, embassy or high commission) and family members, mark this circle. Do not answer other questions.

END OF INTERVIEW

STEP C

Read list of names back to respondent, then ask:

Did you **leave anyone out** because **you were not sure** the person should be listed? For example, a student, a child in joint custody, a person temporarily away, a person who lives here temporarily, a resident from another country with a work or study permit, a refugee claimant, etc.

- No
 - Yes → See the instructions on page 3 of the questionnaire. Add the additional names in step B, if applicable.
-

STEP D

1. Is anyone listed in Step B a **farm operator** who **produces at least one agricultural product intended for sale**? For example, crops, livestock, milk, poultry, eggs, greenhouse or nursery products, Christmas trees, sod, honey, bees, maple syrup products, furs, etc.
 - No → **Go to Step E**
 - Yes
 2. Does this **farm operator** make the **day-to-day management decisions** related to the farm?
 - No
 - Yes
-

STEP E

Copy the names in Step B to Question 1, on the top of page 4.

Keep the same order.

If there are **more than five persons** in this household, enter the first five on this questionnaire and continue on a second questionnaire.

Remember to list the 6th person in the column marked "PERSON 3".

1. NAME

In the spaces provided, copy the names in the same order as in **Step B**. Then answer the following questions for **each** person.

PERSON 1

Family name

Given name

The following questions refer to each person's situation on **May 10, 2016**, unless otherwise specified.

2. What is this person's **sex**?

- ☐ Male
- ☐ Female

3. What are this person's **date of birth and age**?

If exact date is not known, enter best estimate.

For children under the age of 1, enter 0.

If born before May 10, 2001, mark "X" in the "15+" box under the person's name.

Day	Month	Year	Age

☐ 15+

4. What is this person's **marital status**?

Mark one circle only.

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

5. Is this person living with a **common-law** partner?

Common-law refers to two people who live together as a couple but who are not legally married to each other.

- ☐ Yes
 - ☐ No
-

6. How is this person **related to**

Enter name of PERSON 1 _____

If none of the responses in the list describes this person's relationship to Person 1, then specify a response under "Other relationship".

PERSON 1

- ☐ **PERSON 1**

PERSON 2

- ☐ **Opposite-sex** husband or wife of Person 1
- ☐ **Opposite-sex** common-law partner of Person 1
- ☐ **Same-sex** married spouse of Person 1
- ☐ **Same-sex** common-law partner of Person 1
- ☐ Son or daughter of Person 1 only
- ☐ Grandchild of Person 1
- ☐ Son-in-law or daughter-in-law of Person 1
- ☐ Father or mother of Person 1
- ☐ Father-in-law or mother-in-law of Person 1
- ☐ Brother or sister of Person 1
- ☐ Foster child
- ☐ Room-mate, lodger or boarder
- ☐ Other relationship — specify:

PERSON 3, etc.

- ☐ Son or daughter of both Persons 1 and 2
- ☐ Son or daughter of Person 1 only
- ☐ Son or daughter of Person 2 only
- ☐ Grandchild of Person 1
- ☐ Son-in-law or daughter-in-law of Person 1
- ☐ Father or mother of Person 1
- ☐ Father-in-law or mother-in-law of Person 1
- ☐ Brother or sister of Person 1
- ☐ Foster child
- ☐ Room-mate, lodger or boarder
- ☐ Other relationship — specify:

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

Mark “ X ” one circle only.

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

8. a) What language does this person speak **most often at home?**

- ☐ English
- ☐ French
- ☐ Other language — specify:

b) Does this person speak any other languages **on a regular basis at home?**

- ☐ No
- ☐ Yes, English
- ☐ Yes, French
- ☐ Yes, other language — specify:

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

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

- ☐ English
- ☐ French
- Other language — specify:

This question is for all persons listed on the questionnaire. If you are answering on behalf of other people, please **consult each person**.

10. Does this person **agree** to make his or her **2016 Census information available in 2108** (92 years after the census)?
- ☐ Yes
 - ☐ No

Only if you answer “Yes” will your responses be available to future generations and historical researchers, **92 years after the 2016 Census, in 2108**.

ACTIVITIES OF DAILY LIVING

The following question is about difficulties a person may have doing certain activities. Only **difficulties or long-term conditions** that have lasted or are expected to last for **six months or more** should be considered.

11. Does this person have any:
- a) Difficulty seeing (even when wearing glasses or contact lenses)?
 - ☐ No
 - ☐ Sometimes
 - ☐ Often
 - ☐ Always

- b) difficulty hearing (even when using a hearing aid)?
- No
 - Sometimes
 - Often
 - Always
- c) difficulty walking, using stairs, using his/her hands or fingers or doing other physical activities?
- No
 - Sometimes
 - Often
 - Always
- d) difficulty learning, remembering or concentrating?
- No
 - Sometimes
 - Often
 - Always
- e) emotional, psychological or mental health conditions (e.g., anxiety, depression, bipolar disorder, substance abuse, anorexia, etc.)?
- No
 - Sometimes
 - Often
 - Always
- f) other health problem or long-term condition that has lasted or is **expected to last for six months or more**?
- Exclude:** any health problems previously reported above.
- No
 - Sometimes
 - Often
 - Always
-

SOCIOCULTURAL INFORMATION

12. Where was this person born?

Specify one response only, according to present boundaries.

Born in Canada

- ☐ Nfld.Lab.
- ☐ P.E.I.
- ☐ N.S.
- ☐ N.B.
- ☐ Quebec
- ☐ Ontario
- ☐ Manitoba
- ☐ Sask.
- ☐ Alberta
- ☐ B.C.
- ☐ Yukon
- ☐ N.W.T.
- ☐ Nunavut

Born outside Canada — specify country

If this person lives on an Indian reserve, go to question 16.

13. Of what country is this person a citizen?

Indicate **more than one** citizenship, if applicable.

"**Canada, by naturalization**" refers to the process by which an immigrant is granted citizenship of Canada, under the *Citizenship Act*.

- ☐ Canada, by birth
- ☐ Canada, by naturalization
- ☐ Other country — specify:

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

A "**landed immigrant**" (permanent resident) is a person who has been granted the right to live in Canada permanently by immigration authorities.

- No → **Go to question 16**
 - Yes
-

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

If exact year is not known, enter best estimate.

Year _____

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

Examples of Aboriginal languages: Plains Cree, Inuktitut, Ojibway, Innu/Montagnais, Mi'kmaq, Dakota, Dene, Michif, etc.

- None

OR

Other language(s) — specify:

This question collects information on the ancestral origins of the population and provides information about the composition of Canada's diverse population.

17. What were the ethnic or cultural origins of this person's **ancestors**?

An ancestor is usually more distant than a grandparent.

For example, Cree, Ojibway, Mi'kmaq, Salish, Dene, Blackfoot, Inuit, Métis, Canadian, French, English, German, etc.

Specify as many origins as applicable using capital letters.

18. Is this person an Aboriginal person, that is, First Nations (North American Indian), Métis or Inuk (Inuit)?

Note: First Nations (North American Indian) includes Status and Non-Status Indians.

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

- ☐ No, not an Aboriginal person → **Continue with the next question**
- ☐ Yes, First Nations (North American Indian) → **Go to question 20**
- ☐ Yes, Métis → **Go to question 20**
- ☐ Yes, Inuk (Inuit) → **Go to question 20**

This question collects information in accordance with the *Employment Equity Act* and its Regulations and Guidelines to support programs that promote equal opportunity for everyone to share in the social, cultural, and economic life of Canada.

19. Is this person:

Mark “ X ” more than one or specify, if applicable.

- ☐ White
 - ☐ South Asian (e.g., East Indian, Pakistani, Sri Lankan, etc.)
 - ☐ Chinese
 - ☐ Black
 - ☐ Filipino
 - ☐ Latin American
 - ☐ Arab
 - ☐ Southeast Asian (e.g., Vietnamese, Cambodian, Laotian, Thai, etc.)
 - ☐ West Asian (e.g., Iranian, Afghan, etc.)
 - ☐ Korean
 - ☐ Japanese
 - ☐ Other — specify:

-

20. Is this person a Status Indian (Registered or Treaty Indian as defined by the *Indian Act* of Canada)?

- ☐ No
 - ☐ Yes, Status Indian (Registered or Treaty)
-

21. Is this person a member of a First Nation/Indian band?

If "Yes", which First Nation/Indian band?

For example, Musqueam Indian Band, Sturgeon Lake First Nation, Atikamekw of Manawan.

- ☐ No
- ☐ Yes, member of a First Nation/Indian band

Specify name of First Nation/Indian band.

MOBILITY

22. Where did this person live **1 year ago**, that is, on **May 10, 2015**?

Mark “ X ” one circle only.

Note:

For those who mark the fourth circle:

Identify the community, municipality or Indian reserve rather than the name of the First Nation/Indian band.

For example:

- Lac Brochet 197A, Manitoba, rather than Northlands Band
- Wabamun 133A, Alberta, rather than Paul Band
- Fort Providence, Northwest Territories, rather than Deh Gah Gotie Dene Council
- Fort Hope 64, Ontario, rather than Eabametoong First Nation
- Mingan, Quebec, rather than Les Innus de Ekuanitshit

- Born after **May 10, 2015**
- Lived at the **same** address as now
- Lived at a **different** address in the **same** city, town, village, township, municipality or Indian reserve
- Lived in a **different** city, town, village, township, municipality or Indian reserve **in Canada**

Specify the name of the city, town, village, township, municipality or Indian reserve of residence 1 year ago.

Province/territory _____

Postal code ____ ____

- Lived **outside Canada**

Specify the country of residence 1 year ago.

23. Where did this person live **5 years ago**, that is, on **May 10, 2011**? Mark “ X ” one circle only.

Note:

For those who mark the fourth circle:

Identify the community, municipality or Indian reserve rather than the name of the First Nation/Indian band.

For example:

- Lac Brochet 197A, Manitoba, rather than Northlands Band
- Wabamun 133A, Alberta, rather than Paul Band
- Fort Providence, Northwest Territories, rather than Deh Gah Gotie Dene Council
- Fort Hope 64, Ontario, rather than Eabametoong First Nation
- Mingan, Quebec, rather than Les Innus de Ekuanitshit

- Born after **May 10, 2011**
- Lived at the **same** address as now
- Lived at a **different** address in the **same** city, town, village, township, municipality or Indian reserve
- Lived in a **different** city, town, village, township, municipality or Indian reserve **in Canada**

Specify the name of the city, town, village, township, municipality or Indian reserve of residence 5 years ago.

Province/territory _____

Postal code ____ ____

- Lived **outside Canada**

Specify the country of residence 5 years ago.

PLACE OF BIRTH OF PARENTS

24. Where was **each of** this person's parents born?

a) **Father**

Mark “ X ” or specify country according to present boundaries.

Father

- Born in Canada

Born outside Canada — specify country:

b) **Mother**

Mark “ X ” or specify country according to present boundaries.

Mother

- Born in Canada

Born outside Canada — specify country:

Answer questions 25 to 49 for each person aged 15 years and over (born before May 10, 2001).

EDUCATION

25. Has this person completed a **high school** (secondary school) **diploma** or equivalent?

Examples of high school equivalency certificates are General Educational Development (GED) and Adult Basic Education (ABE).

High school diploma or certificate

- Yes, high school diploma
- Yes, high school equivalency certificate
- No

26. a) Has this person completed a **Registered Apprenticeship** or other **trades** certificate or diploma?

Mark “ X ” as many circles as applicable.

For example, hairstyling, cooking, electrician, carpentry, etc.

Registered Apprenticeship or trades certificate or diploma

- Yes, Certificate of Apprenticeship or Certificate of Qualification (Journey person’s designation)
- Yes, other trades certificate or diploma
- No

b) Has this person completed a **college, CEGEP** or other **non-university** certificate or diploma?

Exclude: any certificates or diplomas reported in question 26 a).

Mark “ X ” as many circles as applicable.

For example, health aide, law enforcement, information technology, youth services, teaching assistant, forestry industry.

College, CEGEP or other non-university certificate or diploma

- Yes, certificate or diploma from a program of less than 3 months
- Yes, certificate or diploma from a program of 3 months to less than 1 year
- Yes, certificate or diploma from a program of 1 year to 2 years
- Yes, certificate or diploma from a program of more than 2 years
- No

c) Has this person completed a **university** certificate, diploma or degree?

Mark “ X ” as many circles as applicable.

University certificate, diploma or degree

- Yes, university certificate or diploma **below** bachelor level
- Yes, bachelor’s degree (e.g., B.A., B.A.(Hons.), B.Sc., B.Ed., LL.B.)
- Yes, university certificate or diploma **above** bachelor level
- Yes, degree in medicine, dentistry, veterinary medicine or optometry (M.D., D.D.S., D.M.D., D.V.M., O.D.)
- Yes, master’s degree (e.g., M.A., M.Sc., M.Ed., M.B.A.)
- Yes, earned doctorate (e.g., Ph.D.)
- No

27. What was the major field of study of the **highest** certificate, diploma or degree that this person completed?

Please be specific.

For example, automobile mechanics, natural resources conservation, registered nursing, civil engineering, heavy equipment operation, early childhood education, political science, etc.

Print in capital letters as follows:

COMPUTER ENGINEERING TECHNOLOGY

Major field of study of highest certificate, diploma or degree

OR

- No certificate, diploma or degree **higher** than high school → **Go to question 29**

28. In what province, territory or country did this person complete his or her **highest** certificate, diploma or degree?

In Canada — specify province or territory:

OR

Outside Canada — specify country:

29. At any time since **September 2015**, has this person attended a school, college, CEGEP or university?

Mark “ X ” as many circles as applicable.

Report only attendance for courses that can be used **as credits** towards a certificate, diploma or degree. Distance learning for credit is included.

At any time since September 2015

- Yes, attended elementary, junior high school or high school
 - Yes, attended trade school, business school, community college, technical institute, CEGEP or other non-university institution
 - Yes, attended university
 - No, did not attend school at any time since September 2015
-

Note:

Many of the following questions refer to **the week from Sunday, May 1 to Saturday, May 7, 2016**. Call 1-855-700-2016 for more information.

LABOUR MARKET ACTIVITIES

The next few questions ask about paid work.

30. During **the week of Sunday, May 1 to Saturday, May 7, 2016**, how many hours did this person spend working for pay **or** in self-employment?

Please enter the total number of hours worked for pay or in self-employment at all jobs held during the week of May 1 to May 7.

Exclude number of hours:

- away due to illness, on vacation or any other reasons

Include number of hours:

- working for wages, salary, tips or commission
- working overtime
- making, selling or trading arts and crafts
- running a business
- trapping, hunting and fishing (except as a leisure activity)
- fixing gear used to hunt, fish or trap
- working as a guide

Number of hours (to the nearest hour)

_____ → **Go to question 36**

OR

- None → **Continue with the next question**
-

31. During the week of **May 1 to May 7, 2016**, was this person on temporary lay-off or absent from his/her job or business?

Mark “ X ” one circle only.

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

32. During the week of **May 1 to May 7, 2016**, did this person have **definite arrangements** to start a new job within the next four weeks?

- No
 - Yes
-

33. Did this person look for paid work during the **four weeks from April 10 to May 7, 2016?**

For example, did this person contact an employment centre, check with employers, place or answer newspaper ads, etc.?

Mark “ X ” one circle only.

- No → **Go to question 35**
 - Yes, looked for full-time work
 - Yes, looked for part-time work (less than 30 hours per week)
-

34. Could this person have started a job during the week of **Sunday, May 1 to Saturday, May 7, 2016** had one been available?

Mark “ X ” one circle only.

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

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

Mark “ X ” one circle only.

- ☐ In 2016 → **Continue with the next question**
 - ☐ In 2015 → **Continue with the next question**
 - ☐ Before 2015 → **Go to question 49**
 - ☐ Never → **Go to question 49**
-

Note: Questions 36 to 45 refer to this person's job or business during the week of May 1 to May 7, 2016. If this person held no job, answer for the job of longest duration since January 1, 2015. If this person held more than one job, answer for the job at which he or she worked the **most hours**.

36. For whom did this person work?

For self-employed persons, enter the name of their business. If the business does not have a name, enter the person's name.

Print in capital letters as follows:

ABC CONCRETE PRODUCTS LIMITED

Name of firm, government agency, etc.

Section, plant, department, etc. (if applicable)

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

Please be specific. For example:

- band administration
- police
- fishing or trapping
- primary school
- community health centre
- freight trucking company
- independent artist
- grocery store

Kind of business, industry or service

38. What was this person's work or occupation?

Please be specific. For example:

- membership clerk
- police officer
- fisher or trapper
- primary school teacher
- community health nurse
- truck driver
- artisan
- store clerk

(If in the Armed Forces, give rank.)

Occupation

39. In this work, what were this person's main activities?

Please be specific. For example:

- registering band members
- law enforcement
- catching and cleaning fish or skinning animals
- teaching Grade 2
- treating patients
- driving a truck
- stone or wood carving
- operating cash register

Main activities

40. In this job or business, was this person mainly:

Mark “ X ” one circle only.

- ☐ working for wages, salary, tips or commission? → **Go to question 42**
- ☐ working without pay for his/her spouse or another relative in a family farm or business? → **Go to question 42**
- ☐ self-employed without paid help (alone or in partnership)?
- ☐ self-employed with paid help (alone or in partnership)?

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

- ☐ No
- ☐ Yes

42. At what address did this person **usually** work **most of the time**?

Note:

For those who mark the fourth circle:

Identify the community, municipality or Indian reserve rather than the name of the First Nation/Indian band.

For example:

- Lac Brochet 197A, Manitoba, rather than Northlands Band
- Wabamun 133A, Alberta, rather than Paul Band
- Fort Providence, Northwest Territories, rather than Deh Gah Gotie Dene Council
- Fort Hope 64, Ontario, rather than Eabametoong First Nation
- Mingan, Québec, rather than Les Innus de Ekuanitshit

If the address of work is different than the address of the employer, please provide the address where this person actually works (e.g., school teachers should provide the address of their school, not the address of the school board).

- Worked at home (including farms) → **Go to question 45**
- Worked outside Canada → **Go to question 45**
- No fixed workplace address → **Continue with the next question**
- Worked at the address specified below:

Street address (see example)

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

Province/territory _____

Postal code ____ ____

43. a) How did this person **usually** get to work?

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

Mark "Subway or elevated rail" for:

- Vancouver SkyTrain,
- Toronto Subway/RT,
- Montréal Metro.

Mark "Light rail, streetcar or commuter train" for:

- Vancouver West Coast Express,
- Calgary CTrain,
- Edmonton LRT,
- Toronto streetcars,
- Toronto GO Train,
- Ottawa O-Train,
- Montréal commuter trains.

Mark "Other method" for:

- ATVs and snowmobiles,
- airplane,
- boat.
- Car, truck or van — as a driver → **Go to question 43 b)**
- Car, truck or van — as a passenger → **Go to question 43 b)**
- Bus → **Go to question 44 a)**
- Subway or elevated rail → **Go to question 44 a)**
- Light rail, streetcar or commuter train → **Go to question 44 a)**
- Passenger ferry → **Go to question 44 a)**
- Walked to work → **Go to question 44 a)**
- Bicycle → **Go to question 44 a)**
- Motorcycle, scooter or moped → **Go to question 44 a)**
- Other method → **Go to question 44 a)**

b) How many people, including this person, **usually** shared the ride to work in this car, truck or van?

- Drove alone
- 2 people
- 3 or more people

44. a) What time did this person **usually** leave home to go to work?

hour min

: ☐ a.m.
 ☐ p.m.

b) How many minutes did it **usually** take this person to get from home to work?

_____ ← Number of minutes

45. a) In this job, what language did this person use **most often**?

- ☐ English
- ☐ French
- ☐ Other language — specify:

b) Did this person use any other languages **on a regular basis** in this job?

- ☐ No
 - ☐ Yes, English
 - ☐ Yes, French
 - ☐ Yes, other language — specify:

-

46. How many weeks did this person work in 2015?

Please enter the total number of weeks worked for pay or in self-employment at all jobs held in 2015.

Include **those weeks** in which this person:

- was **on vacation** or **sick leave with pay**,
 - worked **full time** or **part time**,
 - worked for **wages, salary, tips** or **commission**,
 - was **self-employed**,
 - worked directly toward the operation of a **family farm or business** without formal pay arrangements.
- None → **Go to question 49**

OR

_____ ← Number of weeks

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

time? Mark “X” one circle only.

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

48. In 2015, did this person pay for child care, such as day care or babysitting, so that this person could work at his or her paid job(s)?

When child care or day camps help several people work, enter the amount only once.

Answer "Yes" or "No".

If "Yes", also **enter the total amount for 2015.**

- Yes → \$ _____ .00
 - No
-

49. In 2015, did this person **pay child or spousal support payments** to a former spouse or partner?

Support payments are covered by an agreement to pay a fixed amount on a regular basis. Exclude all other gifts or transfers of money. Include only support payments actually paid.

Answer "Yes" or "No".

If "Yes", also **enter the total amount for 2015**.

- ☐ Yes → \$ _____ .00
 - ☐ No
-

STEP F

Answer questions F1 to F10 about this dwelling.

The questions refer to May 10, 2016 unless otherwise specified.

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

F1. Who pays the rent or mortgage, taxes, electricity, etc., for this dwelling?

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

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

F2. Only ask question **F2 a)** if you are in a First Nations community, an Indian reserve or an Indian settlement. Otherwise, **go to question F2 b).**

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

- Band housing → **Go to question F3**
- Owned (even if it is still being paid for) → **Go to question F3**
- Rented (even if no cash rent is paid) → **Go to question F3**

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

- Owned (even if it is still being paid for)
 - Rented (even if no cash rent is paid)
-

F3. Is this dwelling part of a condominium development?

- Yes
 - No
-

F4. a) How many rooms are there in this dwelling?

Count: kitchen, bedrooms, finished rooms in attic or basement, etc.

Do not count: bathrooms, halls, vestibules, attached sheds, porches and rooms used solely for business purposes.

_____ ← Number of rooms

b) How many of these rooms are bedrooms?

Count: all rooms designed as bedrooms, even if they are now used for something else. Also count basement bedrooms.

_____ ← Number of bedrooms

F5. When was this dwelling originally built?

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

- 1920 or before
 - 1921-1945
 - 1946-1960
 - 1961-1970
 - 1971-1980
 - 1981-1990
 - 1991-1995
 - 1996-2000
 - 2001-2005
 - 2006-2010
 - 2011-2016
-

F6. Is this dwelling in need of any repairs?

Do not include desirable remodelling or additions.

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

F7. Is this dwelling located on an agricultural operation that is operated by a member of this household?

- Yes → **Go to step G on the next page**
 - No → **Continue this section**
-

Answer questions **F8** to **F10** for **this dwelling** even if you own or rent more than one dwelling.

If the exact amount is not known, please give a best estimate.

F8. For this dwelling, what are the YEARLY payments (last 12 months) for:

a) electricity?

- ☐ None
- ☐ Included in rent or other payments

OR \$ _____.00 per year

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

- ☐ None
- ☐ Included in rent or other payments

OR \$ _____.00 per year

c) water and other municipal services?

- ☐ None
- ☐ Included in rent or other payments

OR \$ _____.00 per year

If “Band housing” was checked in question **F2 a)**, go to step **G** on next page.

If “Rented” was checked in question **F2 a)** or **F2 b)**, continue with question **F9**.

If “Owned” was checked in question **F2 a)** or **F2 b)**, go to question **F10**.

F9. For RENTERS only, answer parts (a) and (b):

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

- ☐ Rented without payment of cash rent

OR \$ _____.00 per month

b) Is this dwelling subsidized?

Subsidized housing includes rent geared to income, social housing, public housing, government assisted housing, non-profit housing, rent supplements, and housing allowances.

- ☐ Yes
- ☐ No

F10. For OWNERS only, answer parts a) through e):

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

- ☐ None → **Go to part c)**

OR \$ _____.00 per month

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

- ☐ Yes → **Go to part d)**
- ☐ No

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

- ☐ None

OR \$ _____.00 per year

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

\$ _____ .00

e) What are the **monthly** condominium fees?

- ☐ None

OR \$ _____.00 per month

STEP G

This question is for all persons listed on the questionnaire, including children younger than 15. If you are answering on behalf of other people, please **consult each person**.

G1. Does this person **agree** to make his or her **2016 Census of Population Program information available in 2108** (92 years after the census)?

Only if you answer “Yes” will your responses be available to future generations and historical researchers, **92 years after the 2016 Census, in 2108**.

Person 1

- ☐ Yes
- ☐ No

Person 2

- ☐ Yes
- ☐ No

Person 3

- ☐ Yes
- ☐ No

Person 4

- ☐ Yes
- ☐ No

Person 5

- ☐ Yes
- ☐ No

STEP H

Thank you for your cooperation.

COMMENTS

Please use the space provided below if you have concerns, suggestions or comments to make about:

- the steps to follow or the content of this questionnaire (for example, a question that was difficult to understand or to answer),
- the characteristics of the questionnaire (for example, the design, the format, the size of the text).

THE LAW PROTECTS WHAT YOU TELL US

The confidentiality of your responses is protected by law. All Statistics Canada employees have taken an oath of secrecy. Your personal information cannot be given to anyone outside Statistics Canada without your consent. This is your right.

Part 2

Reasons why the questions are asked

WHAT IS THE CENSUS?

The census provides a statistical portrait of the country and its people. In Canada, it is mandatory for all residents to participate in the census.

The long-form census will collect information on the demographic, social and economic situation of people across Canada, and the dwellings they live in.

In 2016, a sample of 25% of Canadian households will receive a long-form questionnaire. The other households will receive a short-form questionnaire.

WHY IS THE CENSUS OF POPULATION PROGRAM IMPORTANT?

Information from the census will be used by governments, businesses, associations, community organizations and many others to make important decisions for your community, your province or territory, and the entire country.

WHAT HAPPENS TO THE INFORMATION YOU PROVIDE?

The information you provide will be kept confidential, in accordance with the *Statistics Act*. Your information may be used by Statistics Canada in support of our other surveys or for analysis. No one outside of Statistics Canada can have access to information that identifies individuals.

YOUR ROLE

The information you provide will help ensure that the 2016 Census accurately reflects Canada's changing society. Your responses will ensure that your community has the information it needs for planning services such as child care, schooling, family services, housing, and skills training for employment.

WHY WE ASK THE SHORT-FORM QUESTIONS

STEP A – We need your telephone number to contact you in case there is information missing on your questionnaire. An email address provides an alternative method of communication with your household. We need your address, as well as your mailing address, to ensure that all dwellings are counted.

STEP B and C – These steps help you decide who should be included and who should not be included on your questionnaire. They help us ensure everyone we need to count is counted, and that no one is counted twice.

STEP D – This step tells us if someone in your household operates a farm. It also ensures that we count all farms for the Census of Agriculture.

STEP E – The spaces provided in **Question 1** at the top of page 4 allow you to copy the names from Step B.

The information you provide throughout the questionnaire should reflect each person's situation on **May 10, 2016**, unless the questions specify otherwise. This reference date ensures that the information collected in the questionnaire provides an accurate snapshot of Canada's society at this point in time in our history.

BASIC POPULATION INFORMATION – **Questions 2 to 6** provide information about the living arrangements of people in Canada, the family size, the number of children living with one parent or two parents, and the number of people who live alone. This information is used for planning social programs, such as Old Age Security and the Canada child tax benefit. It is also used by communities to plan a variety of services such as daycare centres, schools, police, fire protection and residences for senior citizens.

Questions 7 to 9 are used to provide a profile of the linguistic diversity of Canada's population. This information is used to estimate the need for services in English and French, and to better understand the current status and the evolution of Canada's various language groups.

ACCESS TO PERSONAL CENSUS INFORMATION 92 YEARS AFTER THE CENSUS

Question 10 provides each person with the opportunity to make an informed decision about what happens to his or her personal short-form information in 92 years.

Consenting to the release of this information in 92 years will help future generations better understand the Canada of today, and will benefit historical, academic and genealogical research.

WHY WE ASK THE LONG-FORM QUESTIONS

Some households have been selected to answer the Census of Population long-form questionnaire.

Complementing the data collected by the short-form questionnaire, the long-form questionnaire is designed to provide information about people in Canada based on their demographic, social and economic characteristics. This information is important for your community and is vital for planning services such as child care, schooling, family services, and skills training for employment.

ACTIVITIES OF DAILY LIVING – Question 11 provides information on the number of people in Canada who have difficulties with daily activities, and whose activities are reduced because of a long-term physical, mental or other health condition. This information is used to identify people who are likely to have a disability. Statistics Canada may then follow up with a more detailed survey.

SOCIOCULTURAL INFORMATION – Question 12 provides information on the diversity of Canada's population, and tells us about movements of people within Canada and from other countries to Canada.

Question 13 provides the citizenship status of Canada's population. The information is used to plan citizenship classes and programs.

Questions 14 and 15 provide information about immigrants and non-permanent residents in Canada, and the year people immigrated. This information is used to compare the situation of immigrants over time, to evaluate immigration and employment policies and programs, and to plan education, health and other services.

Question 16 is used to provide a profile of the linguistic diversity of Canada's population. This information is used to better understand the current status and the evolution of Canada's various language groups.

Question 17 provides information about ethnic and cultural diversity in Canada. This information is used by associations, agencies and researchers for activities such as health promotion, communications and marketing.

Questions 18, 20 and 21 provide information used by governments, including Aboriginal governments and organizations, to develop programs and services for Aboriginal peoples.

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

MOBILITY – Questions 22 and 23 tell us where residents of Canada are moving to and where they are moving from. This information is used to look at the characteristics of people who move, and to help identify the needs for housing, education, transportation and social services.

PLACE OF BIRTH OF PARENTS – Question 24 is used to assess the social and economic conditions of second-generation Canadians, and helps us understand Canada's immigration history.

EDUCATION – Questions 25 to 29 provide information on the education, training and recent school attendance of residents of Canada. Governments use this information to develop training and other programs to meet the changing needs of our workforce and of specific groups such as immigrants, Aboriginal peoples, and youth.

LABOUR MARKET ACTIVITIES – Questions 30 to 41 and 45 to 47 provide information on Canada's workforce, including the industries and occupations in which people work, as well as the language(s) used at work. Employment information is used to assess the economic conditions of communities and specific populations, such as Aboriginal peoples and immigrants. Industry and occupation information is used to forecast job opportunities.

Questions 42 to 44 tell us where people work and how they get to work. This information is used to assess commuting patterns, public transit needs and energy use.

Commuting information also helps to identify locations for new hospitals, schools, daycare and recreational facilities, and the need for roads and transit services.

Questions 48 and 49 provide information on expenses related to child care and support payments. Along with the information on income obtained from personal income tax and benefit records, these questions help provide more precise measures of disposable income.

STEP F: HOUSING – Questions F1 to F10 provide information to develop housing communities and projects.

Information on the number of rooms and bedrooms in homes and on housing costs is used to assess the economic situation of families. Governments use this information to measure levels of crowding within households and to develop housing programs.

Information on the age of dwellings and the need for repairs is used by municipalities to develop neighbourhood improvement programs.

STEP G: ACCESS TO PERSONAL INFORMATION 92 YEARS AFTER THE CENSUS – Question G1 provides each person with the opportunity to make an informed decision about what happens to his or her personal Census of Population Program information in 92 years. Consenting to the release of this information in 92 years will help future generations better understand the Canada of today, and will benefit historical, academic and genealogical research.