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CENSUS • RECENSEMENT

# QUESTIONS

and reasons why questions are asked



Statistics Canada  
Statistique Canada

Canada



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# 2001 CENSUS QUESTIONS

and the reasons why the questions are asked



Statistics  
Canada

Statistique  
Canada

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## **Introduction**

A census provides a statistical portrait of a country and its people. Almost every country in the world carries out a census regularly to count its population and to collect important information about the social and economic situation of the people living in the various regions. In Canada, the census is conducted every five years.

The next census, on May 15, 2001, will continue a long tradition by providing information needed by community groups, businesses and government to develop plans for education and training, seniors' housing, day care, fire protection, public transport, and many other programs that are important to all of us.

### **Part 1**

The first part of this booklet contains the questions for the 2001 Census of Population long questionnaire, which will be completed by 20% of the population. The short questionnaire contains questions 1 to 6 and question 16. Copies of the long questionnaire and the short questionnaire may be obtained in the fall of 2000 by contacting your local Statistics Canada office.

### **Part 2**

Part 2 contains the reasons why the various questions are asked and how the information is used.

If you have any questions about the 2001 Censuses of Population and Agriculture, call or write Census Communications or your nearest Statistics Canada office. Regional office addresses and phone numbers are listed on the following page.

## 2001 CENSUS COMMUNICATIONS

### National Capital Region

Statistical Reference Centre (NCR)  
Statistics Canada  
R.H. Coats Building Lobby  
Holland Avenue  
Ottawa, Ontario  
K1A 0T6  
Telephone: (613) 951-8116  
Fax: (613) 951-0581

### Ontario

Statistics Canada  
Post Office Box 2001  
Station "Q"  
Toronto, Ontario  
M4T 2V5  
Telephone: (416) 952-0888  
Fax: (416) 973-0151

### Atlantic

Statistics Canada  
1741 Brunswick Street  
2<sup>nd</sup> Floor, Box 11  
Halifax, Nova Scotia  
B3J 3X8  
Telephone: (902) 426-0729  
Fax: (902) 426-9538

### Pacific

Statistics Canada  
Library Square Tower  
#600 - 300 West Georgia Street  
Vancouver, British Columbia  
V6B 6C7  
Telephone: 1-800-263-1136  
Fax: 1-877-287-4369  
email: [stevan@statcan.ca](mailto:stevan@statcan.ca)

### Ottawa

Statistics Canada  
Census Communications  
10B, R.H. Coats Building  
Ottawa, Ontario  
K1A 0T6  
Telephone: (613) 951-0444  
Fax: (613) 951-0930

### Quebec

Statistics Canada  
200 René Lévesque Blvd. West  
Guy Favreau Complex  
4<sup>th</sup> Floor, East Tower  
Montréal, Quebec  
H2Z 1X4  
Telephone: (514) 496-8430  
Fax: (514) 283-9350

### Prairie

Statistics Canada  
Park Square, 15<sup>th</sup> Floor  
10001 Bellamy Hill  
Edmonton, Alberta  
T5J 3B6  
Telephone: (780) 495-3027  
Fax: (780) 495-5318

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**Part 1**

**2001 CENSUS QUESTIONS**

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**STEP  
A**

## Begin here

by printing your address

No. and street or lot and concession

Apt. No.

City, town, village, Indian reserve

Province/territory

Postal code

Area code

Telephone number


-



## WHOM TO INCLUDE IN **STEP B**

- **EVERYONE WHO USUALLY LIVES HERE, AT THIS ADDRESS:** including newborn babies and room-mates;
- **STUDENTS:** 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;
- **CHILDREN IN JOINT CUSTODY:** children in joint custody who live here most of the time. Children who spend equal time with each parent should be included in the home of the parent where they are staying on May 15, 2001;
- **ABSENT SPOUSES:** spouses or common-law partners who live elsewhere while working or studying but who return here periodically;
- **LANDED IMMIGRANTS:** landed immigrants who usually live at this address;
- **REFUGEES:** persons claiming refugee status and family members living here with them;
- **PERSONS FROM ANOTHER COUNTRY WITH A WORK, STUDENT OR MINISTER'S PERMIT:** persons from another country who have an employment authorization, a student authorization or a Minister's permit, and family members living here with them;
- **PERSONS IN INSTITUTIONS:** persons who usually live here but are now in an institution (such as a home for the aged, a hospital or a prison), if they have been there less than six months;
- **PERSONS WITH NO OTHER HOME:** persons staying here on May 15, 2001, who have no usual home elsewhere.

## DO NOT INCLUDE IN **STEP B**

- 
- Persons who have their usual home at another address in Canada and who are staying here temporarily (for example, persons visiting or persons who have their secondary residence here, at this address);
  - Residents of another country visiting Canada (for example, on a business trip or on vacation);
  - Government representatives of another country or members of the Armed Forces of another country and family members.

**IF ALL PERSONS STAYING AT THIS ADDRESS** on May 15, 2001, have their usual home elsewhere in Canada **OR** are visitors, government or military representatives of another country, mark this circle .....

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

**STEP B**

List below all persons who usually live here, at this address, as of May 15, 2001, even if they are temporarily away. Don't forget to include yourself!

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

	Family name	Given name	Initial
Person 1			
Person 2			
Person 3			
Person 4			
Person 5			
Person 6			
Person 7			
Person 8			
Person 9			
Person 10			

If you need more space, use the "Comments" section on page 32.

**STEP C**

Did you leave anyone out of Step B because you were not sure the person should be listed?

For example:

- a person living at this address who has another home;
- a person temporarily away.

- No
- Yes → Specify the name, the relationship and the reason.

Name
Relationship
Reason

Name
Relationship
Reason

If you need more space, use the "Comments" section on page 32.

**STEP D**

Is anyone listed in Step B a farm operator?

- No
- Yes

A farm operator makes the day-to-day management decisions for a farm. Farms produce any of the following agricultural products intended for sale:

- crops
- livestock
- poultry
- other agricultural products (greenhouse or nursery products, Christmas trees, sod, honey, maple syrup products, furs, eggs, milk, etc.)

**STEP E**

Copy the names from Step B to Question 1, on the top of the next page.

**IF MORE THAN SIX PERSONS LIVE HERE** and you do not have a second questionnaire to include them, note this in the "Comments" section on page 32. A Statistics Canada representative will contact you.

<p><b>1 NAME</b> In the spaces provided, copy the names in the same order as in <b>Step B</b>. Then answer the following questions for <b>each</b> person.</p>	<p><b>PERSON 1</b></p> <p>Family name</p> <hr/> <p>Given name <span style="float: right;">Initial</span></p>
<p><b>2 SEX</b></p>	<p><input type="radio"/> Male <input type="radio"/> Female</p>
<p><b>3 DATE OF BIRTH</b></p> <p style="text-align: center;">Day      Month      Year</p> <p>Example: <input type="text" value="23"/> <input type="text" value="02"/> <input type="text" value="1954"/></p> <p><i>If exact date is not known, enter best estimate.</i></p>	<p>Date of birth</p> <p style="text-align: center;">Day      Month      Year</p> <p><input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/></p>
<p><b>4 MARITAL STATUS</b></p> <p>Mark "⊗" one circle only.</p>	<p><input type="radio"/> Never legally married (single) <input type="radio"/> Legally married (and not separated) <input type="radio"/> Separated, but still legally married <input type="radio"/> Divorced <input type="radio"/> Widowed</p>
<p><b>5 IS THIS PERSON LIVING WITH A COMMON-LAW PARTNER?</b></p> <p><i>Common-law refers to two people of the opposite sex or of the same sex who live together as a couple but who are not legally married to each other.</i></p>	<p><input type="radio"/> Yes <input type="radio"/> No</p>
<p><b>6 RELATIONSHIP TO PERSON 1</b></p> <p>For <b>each</b> person usually living here, describe his/her relationship to Person 1.</p> <p>Mark "⊗" or specify one response only.</p> <p><i>Stepchildren, adopted children and children of a common-law partner should be considered sons and daughters.</i></p> <p><i>If none of the choices apply, use the "Other" box to indicate this person's relationship to Person 1.</i></p> <p><i>Examples of "Other" relationships to Person 1:</i></p> <ul style="list-style-type: none"> <li>• grandparent</li> <li>• cousin</li> <li>• niece or nephew</li> <li>• lodger's husband or wife</li> <li>• room-mate's daughter or son</li> <li>• employee</li> </ul>	<p><input type="radio"/> Husband or wife of Person 1 <input type="radio"/> Common-law partner (opposite-sex) of Person 1 <input type="radio"/> Common-law partner (same-sex) of Person 1 <input type="radio"/> Son or daughter of Person 1 <input type="radio"/> Son-in-law or daughter-in-law of Person 1 <input type="radio"/> Grandchild of Person 1 <input type="radio"/> Father or mother of Person 1 <input type="radio"/> Father-in-law or mother-in-law of Person 1 <input type="radio"/> Brother or sister of Person 1 <input type="radio"/> Brother-in-law or sister-in-law of Person 1 <input type="radio"/> Lodger or boarder <input type="radio"/> Room-mate <input type="radio"/> Other — Specify</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>

ACTIVITIES OF DAILY LIVING	
<p><b>7</b> Does this person have any <b>difficulty</b> hearing, seeing, communicating, walking, climbing stairs, bending, learning or doing any similar activities?</p>	<p><input type="radio"/> Yes, sometimes  <input type="radio"/> Yes, often  <input type="radio"/> No</p>
<p><b>8</b> Does a physical condition <b>or</b> mental condition <b>or</b> health problem <b>reduce the amount or the kind of activity</b> this person can do:</p> <p>(a) at home?</p> <hr/> <p>(b) at work or at school?</p> <hr/> <p>(c) in other activities, for example, transportation or leisure?</p>	<p><input type="radio"/> Yes, sometimes  <input type="radio"/> Yes, often  <input type="radio"/> No</p> <p><input type="radio"/> Yes, sometimes  <input type="radio"/> Yes, often  <input type="radio"/> No  <input type="radio"/> Not applicable</p> <p><input type="radio"/> Yes, sometimes  <input type="radio"/> Yes, often  <input type="radio"/> No</p>
SOCIOCULTURAL INFORMATION	
<p><b>9</b> Where was this person born?  <i>Specify one response only, according to present boundaries.</i></p>	<p><b>Born in Canada</b>  <i>Specify province or territory</i></p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> <p><b>Born outside Canada</b>  <i>Specify country</i></p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>
<p><b>10</b> Of what country is this person a citizen?  <i>Indicate <b>more than one</b> citizenship, if applicable.</i>  <b>"Canada, by naturalization"</b> refers to the process by which an immigrant is granted citizenship of Canada, under the Citizenship Act.</p>	<p><input type="radio"/> Canada, by birth  <input type="radio"/> Canada, by naturalization                  Other country — <i>Specify</i></p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>
<p><b>11</b> Is this person now, or has this person ever been, a <b>landed immigrant</b>?  <i>A "landed immigrant" is a person who has been granted the right to live in Canada permanently by immigration authorities.</i></p>	<p><input type="radio"/> No    <b>▶ Go to Question 13</b>  <input type="radio"/> Yes</p>
<p><b>12</b> In what year did this person first become a landed immigrant?  <i>If exact year is not known, enter best estimate.</i></p>	<p style="text-align: center;">Year</p> <div style="border: 1px solid black; display: inline-block; width: 60px; height: 20px; text-align: center;"> <span style="font-size: 1.2em;"> </span> <span style="font-size: 1.2em;"> </span> <span style="font-size: 1.2em;"> </span> <span style="font-size: 1.2em;"> </span> </div>



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

Mark "⊗" one circle only.

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

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

- None
- OR**  
Specify other language(s)

**15** (a) What language does this person speak **most often** at home?

- English
  - French
- Other — Specify

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

- No
  - Yes, English
  - Yes, French
- Yes, Other — Specify

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

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

- English
  - French
- Other — Specify

*While most people in Canada view themselves as Canadians, information on their ancestral origins has been collected since the 1901 Census to capture the changing composition of Canada's diverse population. Therefore, this question refers to the **origins of the person's ancestors**.*

**17** To which ethnic or cultural group(s) did this person's **ancestors** belong?

*For example, Canadian, French, English, Chinese, Italian, German, Scottish, Irish, Cree, Micmac, Métis, Inuit (Eskimo), East Indian, Ukrainian, Dutch, Polish, Portuguese, Filipino, Jewish, Greek, Jamaican, Vietnamese, Lebanese, Chilean, Somali, etc.*

*Specify as many groups as applicable*

<p><b>18</b> Is this person an Aboriginal person, that is, North American Indian, Métis or Inuit (Eskimo)? <i>If "Yes", mark "⊗" the circle(s) that best describe(s) this person now.</i></p>	<p><input type="radio"/> No <b>▶ Continue with the next question</b></p> <p><input type="radio"/> Yes, North American Indian</p> <p><input type="radio"/> Yes, Métis</p> <p><input type="radio"/> Yes, Inuit (Eskimo) <b>▶ Go to Question 20</b></p>
<p><b>19</b> Is this person: <i>Mark "⊗" more than one or specify, if applicable.</i></p> <p><i>This information is collected to support programs that promote equal opportunity for everyone to share in the social, cultural and economic life of Canada.</i></p>	<p><input type="radio"/> White</p> <p><input type="radio"/> Chinese</p> <p><input type="radio"/> South Asian (e.g., East Indian, Pakistani, Sri Lankan, etc.)</p> <p><input type="radio"/> Black</p> <p><input type="radio"/> Filipino</p> <p><input type="radio"/> Latin American</p> <p><input type="radio"/> Southeast Asian (e.g., Cambodian, Indonesian, Laotian, Vietnamese, etc.)</p> <p><input type="radio"/> Arab</p> <p><input type="radio"/> West Asian (e.g., Afghan, Iranian, etc.)</p> <p><input type="radio"/> Japanese</p> <p><input type="radio"/> Korean</p> <p>Other — Specify</p> <input type="text"/>
<p><b>20</b> Is this person a member of an Indian Band/First Nation?</p>	<p><input type="radio"/> No</p> <p><input type="radio"/> Yes, member of an Indian Band/First Nation</p> <p><i>Specify Indian Band/First Nation (for example, Musqueam)</i></p> <input type="text"/>
<p><b>21</b> Is this person a Treaty Indian or a Registered Indian as defined by the <i>Indian Act</i> of Canada?</p>	<p><input type="radio"/> No</p> <p><input type="radio"/> Yes, Treaty Indian or Registered Indian</p>
<p><b>22</b> What is this person's religion? <i>Indicate a specific denomination or religion even if this person is not currently a practising member of that group.</i></p> <p><i>For example, Roman Catholic, Ukrainian Catholic, United Church, Anglican, Lutheran, Baptist, Greek Orthodox, Jewish, Islam, Buddhist, Hindu, Sikh, etc.</i></p>	<p><i>Specify one denomination or religion only</i></p> <input type="text"/> <p><input type="radio"/> No religion</p>

**23** Answer Questions 24 to 51 for each person aged 15 and over.

**MOBILITY**

**24** Where did this person live **1 year ago**, that is, on **May 15, 2000**?

Mark "⊗" one circle only.

**Note:**

For those who mark circle 03:

Please give the name of the city or town rather than the metropolitan area of which it is a part.

For example:

- Saanich rather than Victoria (metropolitan area);
- St. Albert rather than Edmonton (metropolitan area);
- Laval rather than Montréal (metropolitan area).

**25** Where did this person live **5 years ago**, that is, on **May 15, 1996**?

Mark "⊗" one circle only.

**Note:**

For those who mark circle 11:

Please give the name of the city or town rather than the metropolitan area of which it is a part.

For example:

- Saanich rather than Victoria (metropolitan area);
- St. Albert rather than Edmonton (metropolitan area);
- Laval rather than Montréal (metropolitan area).



Continue only for each person aged 15 and over.

- 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 name of:

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

→

Province/territory

→

Postal code

→

- Lived **outside Canada**

Specify name of country

→

- 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 name of:

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

→

Province/territory

→

- Lived **outside Canada**

Specify name of country

→

<b>EDUCATION</b>	
<p><b>26</b> What is the <b>highest</b> grade of <b>secondary</b> (high school) <b>or elementary</b> school attended by this person (completed or not)?</p> <p><i>Enter highest grade (1 to 13) for elementary and secondary school only, excluding kindergarten.</i></p> <p><i>In the case where the person has attended secondary school in the province of Quebec, include the <b>total number</b> of years of elementary and secondary schooling.</i></p>	<p><input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> ◀ Number (1 to 13) of grades of secondary or elementary school</p> <p style="text-align: center;"><b>OR</b></p> <p><input type="radio"/> Never attended school or attended kindergarten only</p>
<p><b>27</b> How many years of education has this person completed at <b>university</b>?</p>	<p><input type="radio"/> None</p> <p><input type="radio"/> Less than 1 year (of completed courses)</p> <p><input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> ◀ Number of completed years at university</p>
<p><b>28</b> How many years of schooling has this person ever completed at an institution <b>other than</b> a university, a secondary (high) school or an elementary school?</p> <p><i>Include years of schooling at community colleges, technical institutes, CEGEPs (general and professional), private trade schools or private business colleges, diploma schools of nursing, etc.</i></p>	<p><input type="radio"/> None</p> <p><input type="radio"/> Less than 1 year (of completed courses)</p> <p><input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> ◀ Number of completed years at community colleges, trade schools, CEGEPs, etc.</p>
<p><b>29</b> In the <b>past nine months</b> (that is, since last September), was this person attending a school, college or university?</p> <p><i>Include attendance at elementary or secondary schools, business or trade schools, community colleges, technical institutes, CEGEPs, etc., for courses that can be used as credits towards a certificate, diploma or degree.</i></p> <p>Mark "⊗" one circle only.</p>	<p><input type="radio"/> No, did not attend in the past nine months</p> <p><input type="radio"/> Yes, full time</p> <p><input type="radio"/> Yes, part time, day or evening</p>



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

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

*Mark "⊗" as many circles as applicable.*

- None **▶ Go to Question 32**
- Secondary (high) school graduation certificate or equivalent
- Trades certificate or diploma
- Other non-university certificate or diploma (obtained at community college, CEGEP, technical institute, etc.)
- University certificate or diploma **below** bachelor level
- Bachelor's degree(s) (e.g., B.A., B.Sc., LL.B.)
- University certificate or diploma **above** bachelor level
- Master's degree(s) (e.g., M.A., M.Sc., M.Ed.)
- Degree in medicine, dentistry, veterinary medicine or optometry (M.D., D.D.S., D.M.D., D.V.M., O.D.)
- Earned doctorate (e.g., Ph.D., D.Sc., D.Ed.)

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

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

Major field of study or training


**OR**

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

**PLACE OF BIRTH OF PARENTS**

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

Mark "⊗" or specify country according to present boundaries.

(a) **Father**

(b) **Mother**

**Father**

- Born in Canada
  - Born outside Canada
- Specify country

**Mother**

- Born in Canada
  - Born outside Canada
- Specify country

**HOUSEHOLD ACTIVITIES**

**Note:**

**Last week** refers to Sunday, May 6 to Saturday, May 12, 2001.

In Question 33, report all time spent on each activity, even if two or more activities took place at the same time. See the Guide for examples.

**33** **Last week**, how many hours did this person spend doing the following activities:

(a) doing **unpaid** housework, yard work or home maintenance for members of this household, or others?

*Some examples include: preparing meals, washing the car, doing laundry, cutting the grass, shopping, household planning, etc.*

(b) looking after one or more of this person's own children, or the children of others, **without pay**?

*Some examples include: bathing or playing with young children, driving children to sports activities or helping them with homework, talking with teens about their problems, etc.*

(c) providing **unpaid** care or assistance to one or more seniors?

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

- None
- Less than 5 hours
- 5 to 14 hours
- 15 to 29 hours
- 30 to 59 hours
- 60 hours or more

- None
- Less than 5 hours
- 5 to 14 hours
- 15 to 29 hours
- 30 to 59 hours
- 60 hours or more

- None
- Less than 5 hours
- 5 to 9 hours
- 10 to 19 hours
- 20 hours or more

LABOUR MARKET ACTIVITIES	
<p><b>34</b> Last week, how many hours did this person spend working for pay <b>or</b> in self-employment?</p> <p><i>Include:</i></p> <ul style="list-style-type: none"> <li>• working for wages, salary, tips or commission;</li> <li>• working in his/her own business, farm or professional practice, alone or in partnership;</li> <li>• working directly towards the operation of a family farm or business without formal pay arrangements (e.g., assisting in seeding, doing accounts).</li> </ul>	<p>Number of hours (to the nearest hour)</p> <p><input type="text"/> ► <b>Go to Question 40</b></p> <p><input type="radio"/> None ► <b>Continue with the next question</b></p>
<p><b>35</b> Last week, was this person on temporary lay-off or absent from his/her job or business?</p> <p>Mark "⊗" one circle only.</p>	<p><input type="radio"/> No</p> <p><input type="radio"/> Yes, on temporary lay-off from a job to which this person expects to return</p> <p><input type="radio"/> Yes, on vacation, ill, on strike or locked out, or absent for other reasons</p>
<p><b>36</b> Last week, did this person have definite arrangements to start a new job within the next four weeks?</p>	<p><input type="radio"/> No</p> <p><input type="radio"/> Yes</p>
<p><b>37</b> Did this person look for paid work <b>during the past four weeks</b>?</p> <p><i>For example, did this person contact an employment centre, check with employers, place or answer newspaper ads, etc.?</i></p> <p>Mark "⊗" one circle only.</p>	<p><input type="radio"/> No ► <b>Go to Question 39</b></p> <p><input type="radio"/> Yes, looked for full-time work</p> <p><input type="radio"/> Yes, looked for part-time work (less than 30 hours per week)</p>
<p><b>38</b> Could this person have started a job <b>last week</b> had one been available?</p> <p>Mark "⊗" one circle only.</p>	<p><input type="radio"/> Yes, could have started a job</p> <p><input type="radio"/> No, already had a job</p> <p><input type="radio"/> No, because of temporary illness or disability</p> <p><input type="radio"/> No, because of personal or family responsibilities</p> <p><input type="radio"/> No, going to school</p> <p><input type="radio"/> No, other reasons</p>
<p><b>39</b> When did this person last work for pay <b>or</b> in self-employment, even for a few days?</p> <p>Mark "⊗" one circle only.</p>	<p><input type="radio"/> In 2001 ► <b>Continue with the next question</b></p> <p><input type="radio"/> In 2000</p> <p><input type="radio"/> Before 2000 ► <b>Go to Question 51</b></p> <p><input type="radio"/> Never</p>

**Note:**

**Questions 40 to 48 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, 2000. If this person held more than one job last week, answer for the job at which he/she worked **the most hours**.

**40** 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.

Name of firm, government agency, etc.


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


**41** What kind of business, industry or service was this?

Please be specific. For example:

- road maintenance
- secondary school
- municipal police
- wheat farm
- retail shoe store
- temporary help agency
- full-service garage
- trapping

Kind of business, industry or service


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**42** What was this person's work or occupation?

Please be specific. For example:

- legal secretary
- plumber
- fishing guide
- wood furniture assembler
- restaurant manager
- secondary school teacher

(If in the Armed Forces, give rank.)

Occupation


**43** In this work, what were this person's main activities?

Please give details. For example:

- prepared legal documents
- installed residential plumbing
- guided fishing parties
- made wood furniture products
- managed operations of a restaurant
- taught mathematics

Main activities


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**44** In this job or business, was this person mainly:

Mark "⊗" one circle only.

working for wages, salary, tips or commission?

→ **Go to Question 46**

working without pay for his/her spouse or another relative in a family farm or business?

→ **Go to Question 46**

self-employed without paid help (alone or in partnership)?

self-employed with paid help (alone or in partnership)?

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

No

Yes

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

Example: 365 Laurier Ave. West

Number

Name

Type

Direction

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

If street address is unknown, specify the building or nearest street intersection.

Please give the name of the city or town rather than the metropolitan area of which it is a part.

For example:

- Saanich rather than Victoria (metropolitan area);
- St. Albert rather than Edmonton (metropolitan area);
- Laval rather than Montréal (metropolitan area).

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 48**

Worked outside Canada

→ **Go to Question 48**

No fixed workplace address

→ **Go to Question 47**

Worked at the address specified below:

**Specify complete address**

Street address (see example)

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

Province / territory

Postal code



**47** How did this person **usually** get to work?  
*If this person used more than one method of transportation, **mark the one used for most of the travel distance.***

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

**48** (a) In this job, what language did this person use **most often**?

- English
- French
- Other — Specify

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

- No
- Yes, English
- Yes, French
- Yes, Other — Specify

**49** In how many **weeks** did this person work in 2000?

- Include those weeks in which this person:*
- was on vacation or sick leave with pay;
  - worked full time or part time;
  - worked for wages, salary, tips or commission;
  - was self-employed;
  - worked directly towards the operation of a family farm or business without formal pay arrangements.

- None **▶ Go to Question 51**

**OR**

 **◀ Number of weeks**

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

*Mark "⊗" one circle only.*

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

<b>INCOME IN 2000</b>	
<p><b>51</b> During the year ending December 31, 2000, did this person receive any income from the sources listed below?</p> <ul style="list-style-type: none"> <li>• <b>Answer "Yes" or "No" for all sources.</b></li> <li>• <b>If "Yes", also enter the amount; in case of a loss, also mark "Loss".</b></li> <li>• <b>Do not include child tax benefits.</b></li> </ul>	
<p><b>PAID EMPLOYMENT:</b></p> <p>(a) Total <b>wages and salaries</b>, including commissions, bonuses, tips, etc., before any deductions</p>	<p style="text-align: right; margin-right: 20px;">Dollars      Cents</p> <p><input type="radio"/> Yes ► <input style="width: 40px; height: 15px;" type="text"/> <input style="width: 40px; height: 15px;" type="text"/></p> <p><input type="radio"/> No</p>
<p><b>SELF-EMPLOYMENT:</b></p> <p>(b) <b>Net farm income</b> (gross receipts minus expenses), including grants and subsidies under farm-support programs, marketing board payments, gross insurance proceeds</p> <p>(c) <b>Net non-farm income</b> from unincorporated business, professional practice, etc. (gross receipts minus expenses)</p>	<p><input type="radio"/> Yes ► <input style="width: 40px; height: 15px;" type="text"/> <input style="width: 40px; height: 15px;" type="text"/></p> <p><input type="radio"/> No <span style="float: right;"><input type="radio"/> Loss</span></p> <p><input type="radio"/> Yes ► <input style="width: 40px; height: 15px;" type="text"/> <input style="width: 40px; height: 15px;" type="text"/></p> <p><input type="radio"/> No <span style="float: right;"><input type="radio"/> Loss</span></p>
<p><b>INCOME FROM GOVERNMENT:</b></p> <p>(d) <b>Old Age Security Pension, Guaranteed Income Supplement and Spouse's Allowance</b> from federal government only (provincial income supplements should be reported in (g))</p> <p>(e) Benefits from <b>Canada or Quebec Pension Plan</b></p> <p>(f) Benefits from <b>Employment Insurance</b> (total benefits before tax deductions)</p> <p>(g) <b>Other income</b> from government sources, such as provincial income supplements and grants, the GST/HST credit, provincial tax credits, workers' compensation, veterans' pensions, welfare payments (Do not include child tax benefits.)</p>	<p><input type="radio"/> Yes ► <input style="width: 40px; height: 15px;" type="text"/> <input style="width: 40px; height: 15px;" type="text"/></p> <p><input type="radio"/> No</p> <p><input type="radio"/> Yes ► <input style="width: 40px; height: 15px;" type="text"/> <input style="width: 40px; height: 15px;" type="text"/></p> <p><input type="radio"/> No</p> <p><input type="radio"/> Yes ► <input style="width: 40px; height: 15px;" type="text"/> <input style="width: 40px; height: 15px;" type="text"/></p> <p><input type="radio"/> No</p> <p><input type="radio"/> Yes ► <input style="width: 40px; height: 15px;" type="text"/> <input style="width: 40px; height: 15px;" type="text"/></p> <p><input type="radio"/> No</p>
<p><b>OTHER INCOME:</b></p> <p>(h) <b>Dividends, interest</b> on bonds, deposits and savings certificates, and <b>other investment income</b>, such as net rents from real estate, interest from mortgages</p> <p>(i) <b>Retirement pensions, superannuation and annuities</b>, including those from RRSPs and RRIFs</p> <p>(j) <b>Other money income</b>, such as alimony, child support, scholarships</p>	<p><input type="radio"/> Yes ► <input style="width: 40px; height: 15px;" type="text"/> <input style="width: 40px; height: 15px;" type="text"/></p> <p><input type="radio"/> No <span style="float: right;"><input type="radio"/> Loss</span></p> <p><input type="radio"/> Yes ► <input style="width: 40px; height: 15px;" type="text"/> <input style="width: 40px; height: 15px;" type="text"/></p> <p><input type="radio"/> No</p> <p><input type="radio"/> Yes ► <input style="width: 40px; height: 15px;" type="text"/> <input style="width: 40px; height: 15px;" type="text"/></p> <p><input type="radio"/> No</p>
<p><b>TOTAL INCOME FROM ALL OF THE ABOVE SOURCES</b></p>	<p><input type="radio"/> Yes ► <input style="width: 40px; height: 15px;" type="text"/> <input style="width: 40px; height: 15px;" type="text"/></p> <p><input type="radio"/> No <span style="float: right;"><input type="radio"/> Loss</span></p>

**STEP  
F**

**Answer Questions H1 to H8 about this dwelling.**

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

**H1. Who pays the rent or mortgage, taxes, electricity, etc., for this dwelling?**

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

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

**H2. Is this dwelling:**

*Mark "⊗" one circle only.*

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

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

*Include kitchen, bedrooms, finished rooms in attic or basement, etc.*

*Do not count bathrooms, halls, vestibules and rooms used solely for business purposes.*

◀ Number of rooms

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

◀ Number of bedrooms

**H4. When was this dwelling originally built?**

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

- 1920 or before
- 1921-1945
- 1946-1960
- 1961-1970
- 1971-1980
- 1981-1985
- 1986-1990
- 1991-1995
- 1996-2001

**H5. Is this dwelling in need of any repairs?**

*Do not include desirable remodelling or additions.*

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

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

**Note:** *If you are a farm operator living on the farm you operate, mark "⊗" here .....  and go to **Step G** on next page.*

**H6. For this dwelling, what are the YEARLY payments (last 12 months) for:**

(a) electricity?  None  
 Included in rent or other payments **OR** Dollars Cents per year

(b) oil, gas, coal, wood or other fuels?  None  
 Included in rent or other payments **OR** Dollars Cents per year

(c) water and other municipal services?  None  
 Included in rent or other payments **OR** Dollars Cents per year

**H7. For RENTERS only:**

What is the **monthly rent** paid for this dwelling?  Rented without payment of cash rent **OR** Dollars Cents per month

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

(a) What are the total regular **monthly** mortgage or loan payments for this dwelling?  None **Go to part (c)** **OR** Dollars Cents per month

(b) Are the property taxes (municipal and school) included in the amount shown in part (a)?  Yes **Go to part (d)**  
 No

(c) What are the estimated **yearly** property taxes (municipal and school) for this dwelling?  None **OR** Dollars Cents per year

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

(e) Is this dwelling part of a registered condominium?  Yes **Continue with part (f)**  
 No **Go to Step G on next page**

(f) What are the **monthly** condominium fees?  None **OR** Dollars Cents per month



**STEP**  
**G**

**You have now completed your questionnaire. Please mail it today.**

**Thank you for your cooperation.**

**COMMENTS**

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**THE LAW PROTECTS WHAT YOU TELL US**

The confidentiality of your census questionnaire is protected by law. All Statistics Canada employees have taken an oath of secrecy. Your personal census information cannot be given to anyone outside Statistics Canada — not the police, not another government department, not another person. This is your right.

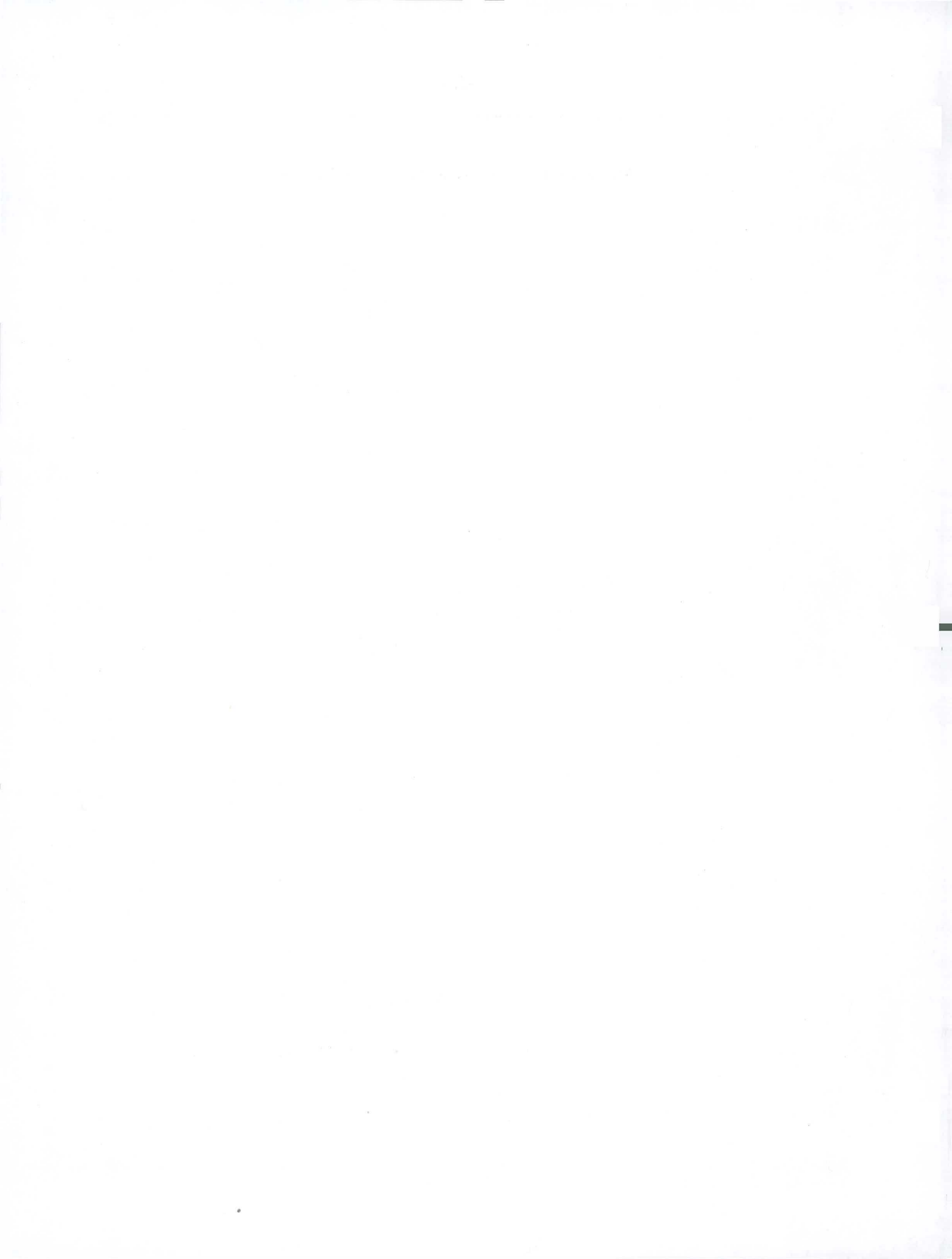
Your census questionnaire will be retained in accordance with legislative requirements and will be stored securely. You can ask to see the information you gave about yourself on your 2001 Census questionnaire after November 2001. To do this, write to the Privacy Coordinator, Statistics Canada, 25th Floor, R.H. Coats Building, Ottawa, Ontario K1A 0T6.

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**Part 2**

**REASONS WHY THE QUESTIONS  
ARE ASKED**

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## **Reasons why the questions are asked**

### **STEP A**

We ask for your address to keep track of every dwelling we count. We use your telephone number to call you for any information you may have forgotten to include in your questionnaire.

### **STEPS B and C**

These steps help you to decide who should be included and who should not be included in the questionnaire. They tell us that we have counted everyone we need to count and that we have not counted anyone 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**

No further information.

## **BASIC POPULATION INFORMATION**

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

Questions 2 to 6 ask about the people living in each household. From these questions we can learn about the living arrangements of people living in Canada, 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 Child Tax Benefit. It is also used by towns and cities to plan a variety of services such as day-care centres, schools and senior citizens' homes.

## **ACTIVITIES OF DAILY LIVING**

Questions 7 and 8 provide information on the number of people in Canada whose activities are reduced because of a physical condition, a mental condition, or a health problem. The results are used to help Statistics Canada find out more about the barriers these persons face in their everyday lives.

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## **SOCIOCULTURAL INFORMATION**

Questions 9 through 22 provide a social and cultural profile of Canada's population. Question 9 asks the province or territory in Canada, or the country outside Canada, where people were born. This information tells us about population movements within Canada, and between Canada and other countries. It also provides information about the diversity of Canada's population.

Question 10 tells us the citizenship status of Canada's population. This information helps in electoral planning; by combining it with age data, we can calculate the number of potential voters. This question also provides information used to plan citizenship classes and programs.

Questions 11 and 12 tell us the number of immigrants and non-permanent residents in Canada, and the year people immigrated to Canada. Information from these questions is often used in combination with other census data to compare the socio-economic conditions of immigrants over time; to review immigration and employment policies and programs; as well as to plan education, health, and other services.

Questions 13 to 16 are used to implement programs that protect the rights of Canadians under the *Canadian Charter of Rights and Freedoms*. This information also helps to determine the need for language training and services in English or French.

Question 17 provides information about the ethnic and cultural diversity of Canada's population. This information is required under the *Multiculturalism Act* and the *Canadian Charter of Rights and Freedoms*. It is also used extensively by ethnic and cultural associations, as well as by agencies and researchers, for activities such as health promotion, communications and marketing.

Questions 18, 20 and 21 provide information about Aboriginal or First Nation, Inuit and Métis peoples that is used to administer legislation and employment programs under the *Indian Act of Canada* and the *Employment Equity Act*. The information is also used by researchers and Aboriginal governments and associations to explore a wide variety of demographic and socio-economic issues.

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

Question 22 provides information on religion and is used to assess the need and potential for separate religious schools in some provinces. In addition, federal and provincial human rights legislation depend on this information to protect Canadians from discrimination based on their religious beliefs.

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## **MOBILITY**

Questions 24 and 25 tell us where people living in Canada are moving to and from, both within and outside Canada. This information is used to help estimate the population between censuses at the national, provincial and regional levels. It is also used to identify future needs for housing, education, transportation and social services, and contributes to programs administered under the *Fiscal Arrangements Act*.

## **EDUCATION**

Questions 26 to 31 tell us about the education and training of people living in Canada and their specific job skills. Governments and employers use this information to evaluate whether there are enough people with the required education, training and job skills in particular areas of the work force. They are then able to develop training programs that meet the changing needs of our work force.

Question 29, which provides information on school attendance, is needed for planning and financing postsecondary and adult education programs under the *Canada Student Loans Act*. It is also used to develop incentives and programs that help people remain in school or return to school.

## **PLACE OF BIRTH OF PARENTS**

Question 32 tells us the number of persons born in Canada whose parents were born outside Canada and the places of birth of these parents. Information from this question can be used to assess the socio-economic conditions of second-generation Canadians.

## **HOUSEHOLD ACTIVITIES**

Question 33 provides information on how much time people spend on unpaid household activities. When combined with data on paid work, this information will provide a picture of how people living in Canada balance their paid and unpaid work activities.

## **LABOUR MARKET ACTIVITIES**

Questions 34 to 50 collect information on paid work done by people aged 15 and older. This information is important for both businesses and governments at all levels to plan for education and training programs, assess language uses, to forecast future job opportunities, to plan efficient transportation and commuting systems, and to develop job creation measures in communities throughout the country.

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## **INCOME**

Question 51 provides the only source of detailed income statistics for all people in Canada, their families and households. Income tax records neither cover all people nor do they provide some important information on the characteristics of persons with income.

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

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

## **HOUSING**

Questions H1 to H8 provide information for government planners and private developers to develop housing communities and projects. This information contributes to many programs administered under the *National Housing Act* and the *Canada Mortgage and Housing Corporation Act*.

Information on the number of rooms and bedrooms in homes and on housing costs is combined with data on the number of persons in households to assess the economic situation of families in different regions. Provincial and municipal governments use this information to measure levels of crowding within households and to develop appropriate housing programs.

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

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