

# Diabetes Among Aboriginal Peoples in Canada: Prevalence and Predictors, 1991-2011

by  
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## **AUTHOR'S DECLARATION**

I hereby declare that I am the sole author of this thesis. This is a true copy of the thesis, including any required final revisions, as accepted by my examiners. I understand that my thesis may be made electronically available to the public.

## Abstract

**Introduction:** Diabetes mellitus is one of several prevalent chronic diseases that has severely impacted Aboriginal Canadians. In addition to high prevalence rates, the characteristics of diabetes among Aboriginal peoples also include early disease onset and severe complications. In general, type 2 diabetes (T2DM) accounts for 90% of all types of diabetes and is recognized to be preventable by improving modifiable factors such as obesity, physical inactivity, unhealthy diet, cigarette smoking and alcohol consumption. Social determinants of health such as low social economic status, household food insecurity, and other cultural factors also play an important role in predicting the development of T2DM by affecting modifiable factors. It is necessary to apply a comprehensive framework that includes both modifiable factors and social determinants in understanding the risk factors of T2DM.

**Objective:** There are two main objectives in this study. The first is to measure trends in diabetes prevalence and related factors from 1991 to 2012 among Aboriginal adults who were classified as Treaty Indians or Registered Indians. The second objective is to examine the associations between modifiable factors and social determinants and T2DM among off-reserve First Nations and Métis adults.

**Method:** In the first part of this study, four cycles (1991, 2001, 2006 and 2012) of the Aboriginal Peoples Survey (APS) were used to examine the changes in prevalence rates of diabetes and related factors during the past twenty years. All rates were age-standardized using the age distribution of 2011 census. The second part of this study focused on the most recent 2012 APS. A set of binary multivariable logistic regression models were applied to examine the associations between independent variables and T2DM.

**Results:** The prevalence rates of all types of diabetes among off-reserve living Registered Indian adults increased from 12.43% in 1991 to 14.54% in 2001, then declined slightly in 2012. The mean age of diabetes diagnosis also increased from 2001 to 2006, then declined in 2012. The prevalence of obesity and regular alcohol consumption has shown an increasing trend, while the prevalence of cigarette smoking has shown a decreasing trend. The percentage of people who have obtained a high school diploma and above increased largely from 1991 to 2012. The median personal income rose from \$ 11,582 to \$ 18,098. The employment rate increased from 1991 to 2001, and then declined sharply in 2012. Focused on the 2012 APS, the second part of this study found that being overweight or obese, consuming no alcohol or excessive amounts of alcohol, experiencing very low household food security, and having attended residential schools were significant factors that associated with T2DM.

**Conclusion:** This study confirmed the high prevalence rates of diabetes among Aboriginal peoples in Canada. The prevalence rate of all types of diabetes among off-reserve living Registered Indian adults was still at least two times higher than the national average in 2012. In addition, the pattern observed in diabetes and age onset of diabetes is not evident for the major modifiable factors. This study also found that obesity was an important modifiable factor for T2DM. In addition to modifiable factors, social determinants such as education, income, and household food insecurity, and residential school exposure are also important in predicting T2DM among Aboriginal adults. Therefore, a comprehensive framework including modifiable lifestyle factors, social determinants and cultural factors is needed to be applied in understanding factors of T2DM among Aboriginal peoples. It is also urgent to call upon policy changes on improving household food security, healing residential school trauma, and reducing poverty to provide extra social supports for vulnerable populations.

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## **1. Introduction and Overview**

In Canada, the Aboriginal population consists of three constitutionally defined groups: First Nations people, Métis, and Inuit. According to the National Household Survey (NHS), the total number of Aboriginal people in Canada in 2011 was 1,400,685, which accounts for 4.3% of the nation's total population (Statistics Canada, 2011). The 2011 NHS also shows that the Aboriginal population is demographically younger than the non-Aboriginal population (Statistics Canada, 2011). Although this is a growing, young and increasingly urbanized population, their health is on average poorer than that of other Canadians (Tjepkema, 2002).

The issues that Aboriginal peoples in Canada face are not significantly different from those in other countries. Taking a global point of view, the 400 million Indigenous people in the world are still living in poor average health compounded by other problems such as poverty, food insecurity and poor sanitary environments (Gracey & King, 2009). With the help of successful immunization programs, progress in controlling some infectious diseases such as measles, poliomyelitis, tetanus, and tuberculosis has been achieved among these populations (Waldram et al., 2006). On the other hand, the incidence of chronic diseases (like diabetes, cardiovascular disease and cancer) has increased rapidly and is continuing to escalate, partly because of urbanization and lifestyle change (Reading, 2009). Canada also follows the epidemiological transition that the causes of death disease shift from infectious diseases to chronic and degenerative diseases (Beaujot & Kerr, 2007). The rapid development of chronic diseases highlights the important role of non-communicable diseases among Aboriginal populations.

Diabetes mellitus is one of the burdensome chronic diseases that has severely impacted Aboriginal peoples in Canada. In 2008, about 6.8 percent (2.4 million) Canadians were living

with diabetes (PHAC, 2011). Compared with this national average, the prevalence rates of all-types of diabetes among on-reserve First Nations<sup>1</sup>, off-reserve First Nations and Métis were 17.2%, 10.3% and 7.3%, respectively (PHAC, 2011). Besides the high prevalence rates, Aboriginal populations are disproportionately affected by early disease onset, higher complication rates, and barriers to diabetes care (Reading, 2009). The excess risk of diabetes and related conditions, including immune disorders, loss of vision, and nerve and circulatory problems that can lead to amputations and other complications, significantly affects the well-being of Aboriginal populations (Jiang et al., 2005; Meatherall et al., 2005).

For the general population, the most common form of diabetes mellitus is type 2 diabetes (T2DM), which accounts for 90% of all cases. Although it is well recognized that T2DM can be prevented by interventions on modifiable factors like obesity, physical inactivity, unhealthy eating, cigarette smoking and alcohol intake (Young et al., 2000; Bazzano et al., 2005), it is still difficult for individuals to maintain a healthy lifestyle (Fitzgerald & Spaccarotella, 2009).

Various population surveys such as the Canadian Community Health Survey (CCHS), Aboriginal Peoples Survey (APS), and First Nations Regional Health Survey (RHS) have confirmed that the prevalence of these modifiable factors are higher among Aboriginal peoples compared with the non-Aboriginal population in Canada (Statistics Canada, 2009; RHS, 2011).

Beyond these modifiable factors, social determinants including social economic status, living conditions, social support and access to health services are especially influential in shaping Indigenous health. In addition, there are other social determinants that are particularly essential

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<sup>1</sup> “Reserves” are Crown land designated for use by a particular First Nation community. “On-reserve First Nations” refers to the First Nations population living in these reserve communities. In 2011, approximately 75% of the total Aboriginal population lived outside such communities (“off-reserve”.) (AANDC, 2013)

to Aboriginal populations such as cultural identity and retention of Aboriginal languages (King & Gracey, 2009). All of these factors come together to create a unique social environment influencing the well-being of Aboriginal peoples (Mitchell, 2012). It is suggested that the poor health outcomes among Aboriginal population may be the result of inequalities in social determinants such as socio-economic disadvantage and poverty (Carrière et al., 2010).

Although a number of studies have addressed the influence of social determinants on T2DM (Raphael et al., 2003; Jack et al., 2012; Hill et al., 2013), few of them target Aboriginal peoples in Canada. Using social ecological models, this study aims to have a better understanding of factors that affect T2DM in Canadian Aboriginal population and also provide suggestions for improving policies and programs to reduce diabetes and its complications.

## **2. Literature Review**

### **2.1 Definition and type of diabetes**

Diabetes mellitus refers to a metabolic disorder in which there are high levels of blood sugar over a long period, due to an incapability of producing enough insulin or an improper response to the insulin produced (WHO, 2015). The aetiological types of diabetes include type 1, type 2 and other specific types including gestational diabetes (WHO, 1999). Type 1 diabetes refers to the autoimmune mediated destruction of the pancreatic islet beta-cell, which leads to little or no insulin being produced (WHO, 1999). The majority (90%) of cases of diabetes are T2DM, which is caused by defects in insulin secretion (WHO, 1999). Patients with T2DM either resist the effects of insulin or cannot produce sufficient insulin to meet the needs of their bodies. Left untreated, the accumulated blood sugar reaches such a high level that vessels of many organs such as the heart, eyes, feet, kidneys, and nerve systems become damaged (WHO, 2015). Serious complications from diabetes such as myocardial infarction and end-stage renal disease can be life-threatening. Gestational diabetes specifically refers to the temporary condition of higher blood sugar that develops during pregnancy. Gestational diabetes increases the risk of complication during pregnancy, and also increases the risk of T2DM after delivery (WHO, 2015).

It is important to understand the risk factors that are related to diabetes. Because type 1 diabetes is a complex disease caused by autoimmune factors with unknown etiology, definite risk factors for type 1 diabetes are currently not known (CDA, 2016). Therefore, type 1 diabetes is still not preventable (WHO, 2015). Unlike type 1 diabetes, sufficient evidence indicates that lifestyle interventions targeting on modifiable risk factors such as overweight and obesity, sedentary lifestyle, and dietary factors can prevent the development of T2DM (Alberti et al.,

2007). However, it is difficult to maintain a healthy lifestyle as barriers existing from interpersonal level to macro policy level (Fitzgerald & Spaccarotella, 2009).

## 2.2 Diabetes complications

Diabetes can have a plethora of negative effects. Complications that accompany diabetes significantly affect the well-being of diabetes patients. Major co-morbidities of diabetes include cardiovascular disease, nerve problems, immune disorders, kidney disease, eye problems, and amputations. Cardiovascular disease is an important complication that contributes most to the mortality among diabetes patients (Ayach & Korda, 2009). Compared to people without diabetes, people with diabetes are two to four times more likely to have cardiovascular disease (PHAC, 2011). Further, cardiovascular disease and diabetes share similar risk factors such as obesity, hypertension and dyslipidemia. These common factors explain the high rates of comorbidity of both diseases.

Kidney disease is another complication related to diabetes. High blood sugar damages the blood vessels in the kidneys, which leads to the decline of kidney function and even kidney failure (PHAC, 2011). Diabetes patients who develop chronic kidney diseases usually require hospitalization. Moreover, nerve damage and poor circulation caused by diabetes can lead to many foot problems such as neuropathy, foot ulcers and abscesses, gangrene, and amputation (Meatherall et al., 2005). Lower-extremity amputation not only adds the risk of hospitalization but also contributes to the increase of morbidity and mortality of diabetes patients.

## 2.3 Modifiable risk factors for T2DM

The multifactorial aetiology of T2DM consists of complex biological, behavioural and environmental effects that can be generalized into non-modifiable and modifiable risk factors

(Young et al., 2000; Alberti et. al., 2007). Non-modifiable risk factors of T2DM refer to inherited genetic factors, age, gender and previous gestational diabetes history (Alberti et. al., 2007). Compared with these non-modifiable factors, modifiable risk factors of T2DM are more meaningful in the discovery of effective prevention and intervention strategies. Major modifiable risk factors of T2DM discussed below include obesity, physical inactivity, unhealthy diet, smoking and alcohol drinking.

### 2.3.1 Obesity:

Obesity is the main aetiological cause of T2DM (Astrup & Finer, 2000). The elevation of plasma free fatty acids in obesity impairs glucose tolerance and leads to insulin resistance (Felber & Golay, 2002). Another mechanism is that the predominant utilization of lipids in skeletal muscle decreases glycogen synthesis and leads to insulin resistance (Felber & Golay, 2002). Using Body Mass Index (BMI) as an indicator of obesity, many studies have shown a positive association between diabetes and obesity in both males and females (Bruce, 2000; Liu et al., 2006). The 2009-2010 Canadian Community Health Survey has shown that more than 75% of Canadians with diabetes were overweight or obese (PHAC, 2011). It is worth considering that self-report BMI is found to underestimate weight and overestimate height compared with direct measures for BMI (Gorber et al., 2007). Therefore, the actual situation of obesity may be more serious. Analyzing data from the National Population Health Survey, one study found that the odds for diabetes occurrence was about three times higher for overweight (BMI over 27 kg/m<sup>2</sup>) than non-overweight people in all age groups (Choi & Shi, 2001).

In addition, many studies confirm that weight loss is associated with reductions in both diabetes incidence and diabetes-related mortality (Williamson et al., 2000, Hamman et al., 2006). Hamman et al. (2006) found that a 5-kg weight loss accounted for a 55% reduction in the risk of

diabetes over 3.2 years of follow-up. Another study conducted a 12-year mortality follow-up of overweight people with diabetes. Results showed that the total mortality in people who reported intentional weight loss was 25% lower than those not reporting intentional weight loss (Williamson et al., 2000).

### 2.3.2 Physical inactivity:

Physical inactivity is recognized as another important modifiable risk factor for T2DM and its complications. As a result of the development of modern technology, television, computer games, and internet use increasingly occupies people's leisure time. Significant increases in sedentary behaviour have taken place in both occupational and leisure settings. Research findings have reached the consensus that inactive individuals are more likely to have a higher prevalence of diabetes. For instance, using the Canadian Community Health Survey of 2005, Dinca-Panaitescu et al. (2011) showed that the prevalence of T2DM was 5.9% and 2.6% in physically inactive and active persons, respectively.

Many studies have confirmed the role of physical activity in the prevention of T2DM (Manson et al., 1991; Hu et al., 2001). As indicated in the clinical practice guidelines of the Canadian Diabetes Association, a lifestyle intervention program involving moderate weight loss and regular physical activity should be implemented in order to reduce the risk of T2DM (CDA, 2014). The beneficial role of physical activity in reducing risk of T2DM includes regulating body weight; reducing dyslipidemia, inflammation and endothelial dysfunction; and increasing insulin sensitivity and glucose control (Bassuk & Manson, 2005).

### 2.3.3 Unhealthy diet:



With the progress of urbanization, the availability of fast food and processed food has increased significantly in the past few decades. Consuming food that contains higher sugar, higher fat and lower fiber breaks the energy balance and contributes to the occurrence of T2DM. Results from the 2004 CCHS showed that eating habits of Aboriginal people do not meet Canada's Food guide to Healthy Eating recommendations (Health Canada, 2012). Consumption of foods that are high in energy, fat, salt and sugar accounts for a high proportion of diet among Aboriginal peoples living off-reserve (Health Canada, 2012).

On the other hand, diets that are high in whole grains, fruits and vegetables and low in refined grains, processed meats and sugar-sweetened beverages reduce the risk of diabetes (Ley et al., 2014). One prospective study has found that healthy eating (more fruit, vegetables, whole-meal bread, low-fat dairy, and little alcohol) reduces the incidence of T2DM compared with less healthy diets (more white bread, processed meat, fries, and full-cream milk) (Brunner et al., 2008). As recommended by Canada's Food Guide, healthy eating habits will be helpful to reduce the risk of T2DM. One of the critical steps of maintaining healthy eating is limiting foods that are high in calories, fat, sugar or salt (Health Canada, 2007).

#### 2.3.4 Cigarette smoking:

Smoking impairs insulin sensitivity by increasing circulating insulin-antagonistic hormones and free fatty acid and affecting the autonomic nervous system (Eliasson, 2003). Many studies have found that cigarette smoking is positively related to an increased risk of T2DM (Choi & Shi, 2001; Bruce, 2000; Will et al., 2001). For instance, Choi & Shi (2001) indicated that former daily smokers were 2.28 times more likely to have diabetes compared to those who never smoked. They also found that the rate of diabetes increased as the amount of smoking increased. This dose-response relationship between cigarette smoking and the incidence of

diabetes has been confirmed by another large prospective study (Will et al., 2001). Moreover, Will et al. (2001) found that women who had quit smoking for more than 5 years and men who had quit smoking for more than 10 years had the same incidence of diabetes as people who had never smoked. This suggests that the positive association between smoking and diabetes can be reversed after quit smoking (Will et al., 2001).

#### 2.3.5 Alcohol consumption:

The effect of alcohol on glucose metabolism is complex. Because alcohol inhibits gluconeogenesis, acute intake of alcohol may lead to the risk of hypoglycaemia (Van de Wiel, 2004). Although the mechanisms are unknown, moderate drinking increases insulin sensitivity and is protective for the development of T2DM (Van de Wiel, 2004). Meta-analysis of both cohort and prospective observational studies have confirmed that moderate alcohol consumption reduces risk of T2DM (Koppes et al., 2005; Baliunas et al., 2009). Compared with moderate intake of alcohol, excessive intake of alcohol impairs metabolic control (Van de Wiel, 2004). One research found that high alcohol intake (more than 10 drinks per week) increased the risk of developing T2DM in men (Wei et al., 2000).

The Canadian Diabetes Association defines daily moderate intake of alcohol as up to two to three drinks for men and one to two drinks for women daily. In addition, heavy alcohol drinkers (more than three drinks daily) are strongly suggested to reduce the amount of alcohol intake (CDA, 2014).

## 2.4 Diabetes among Aboriginal peoples in Canada

### 2.4.1. Characteristics: *High prevalence, early onset, and severe complications*

As one of the most prevalent chronic diseases, diabetes has had a deep impact on the health of Canadians. About 6.8% of Canadians (2.4 million) were living with diabetes in 2008, and this number is estimated to rise to 3.7 million by 2018 if incidence rates continue to increase at the same pace (PHAC, 2011). Compared to the national level, in 2008 the age-standardized prevalence rates of diabetes among on-reserve First Nations, off-reserve First Nations, and Métis were 17.2%, 10.3% and 7.3%, respectively (PHAC, 2011). While the prevalence of diabetes is already quite high, longitudinal studies from the provinces of Alberta and Saskatchewan have both shown that the incidence of diabetes among Aboriginal people has kept increasing for the past 20 years (Johnson et al., 2009; Dyck et al., 2010; Oster et al., 2011).

Although T2DM usually develops in adulthood, the prevalence of T2DM has been significantly increased worldwide in youth (D'Adamo & Caprio, 2011). The number of Aboriginal children being diagnosed with T2DM has also been increasing for the past few decades at an alarming rate (Dyck et al., 2012, Sellers et al., 2012, Oster et al., 2012). In a retrospective study on children and adolescents in Manitoba from the period of 2006-2011, the average age of presenting T2DM was 13.2 years among First Nations children and 11.1% of First Nations children who were diagnosed with T2DM were under 10 years old (Sellers et al., 2012). In Alberta, there was a significant rise in the prevalence and incidence of T2DM among Status First Nations<sup>2</sup> youth from 1995 to 2007 (Oster et al., 2012). Another study in Saskatchewan showed that the rates of T2DM increased more rapidly among First Nations children than non-First Nations children (Dyck et al., 2012).

In addition to high prevalence rates and earlier onset of T2DM, the issue of diabetes complications is also serious among Aboriginal peoples. One study showed the risk of end-stage

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<sup>2</sup> In this paper I use "Status First Nations" to refer to people who are registered under the *Indian Act* of Canada.

renal disease among First Nations adults with diabetes was 2.66 times higher than non-First Nations adults (Jiang et al., 2014). Further analysis indicated that both earlier onset of diabetes and long exposure to diabetes are associated with high prevalence of end-stage renal disease (Dyck et al., 2012). Another study indicated that quality of life among lower-extremity amputees was negatively impacted in both urban and rural Aboriginal communities by major functional changes (Meatherall et al., 2005).

#### 2.4.2. Diabetes Management

Diabetes patients can live well with diabetes through successful management plans. Critical elements of diabetes management include education, nutrition, medication, and lifestyle management (Canadian Diabetes Association, 2014). However, clinical practice guidelines are not often fully followed and diabetes management among Aboriginal peoples is suboptimal (Oster et al., 2009; Hayward et al., 2012; Harris et al., 2011). Poor quality of care in turn leads to increased morbidity and mortality due to diabetes (Harris et al., 2013). One study of Alberta First Nations communities showed that about 11% of diabetes patients did not have primary care providers, and nearly half of First Nations people had never visited diabetes nurses or dietitians. Screening tests for glucose control and foot complications were also poorly implemented (Oster et al., 2009). The Canadian First Nations Diabetes Clinical Management Epidemiologic (CIRCLE) study found a significant gap in diabetes care in comparison to the general Canadian population. About 2/3 of patients did not maintain blood glucose, cholesterol and blood pressure measurements under the recommended standard level (Harris et al., 2011). Diabetes-related complications such as hypertension, dyslipidemia, chronic kidney disease, and depression are considerably higher among First Nations populations than among the general population (Harris et al., 2011).

Research conducted among healthcare practitioners on Vancouver Island summarized five barriers (geographical, cultural, educational, financial and systemic) for treatment and diagnosis of diabetes among Aboriginal communities (McKee et al., 2009). Isolated Aboriginal communities living in remote areas faced geographical barriers to accessing healthcare services (McKee et al., 2009). Language, cultural and social environment barriers bring additional challenges for health professionals in delivering diabetes education and treatment programs to Aboriginal patients (Waldram et al., 2006). Educational barriers include lack of awareness of the importance of diabetes education, shortage of educational resources (such as inadequate access to online resources), and difficulty understanding educational programs due to lack of cultural relevance (McKee et al., 2009). Financial barriers indicate that lower social economic status may lead to lower healthcare access. Systemic barriers include the lack of diabetes screening and diagnostic services in Aboriginal communities (McKee et al., 2009). This study helped us in understanding barriers to diagnosis and treatment of diabetes in Aboriginal communities and also suggested potential solutions including education, increasing participation in screening programs, increasing health resources and cultural relevance in prevention programs.

#### 2.4.3 Prevalence of modifiable risk factors for T2DM

There is considerable evidence that Aboriginal people experience high rates of modifiable risk factors for T2DM. Compared with non-Aboriginal population, obesity is more prevalent among Aboriginal peoples in Canada. The 2007/2008 CCHS self-reported data showed that the prevalence of obesity was 16.9% among non-Aboriginal adults, and 25.7% among Aboriginal adults. Using 2006 APS, another study found that the obesity prevalence among off-reserve First Nations, Métis, and Inuit was 26.1%, 26.4, and 23.9% respectively (Statistics Canada, 2009). The prevalence of obesity is more severe for the Aboriginal population who lived

on-reserve. The 2002/03 Regional Longitudinal Health Survey found that the prevalence of obesity was 36% for on-reserve First Nations (RHS, 2007).

Analysis of the 2009-2010 CCHS showed that 51.8% off-reserve First Nations adults were physically inactive during leisure time, which is slightly higher than non-Aboriginal counterparts (49.7%). In addition to regular physical activities like walking, swimming, dancing, running, the First Nations Regional Health Survey (RHS) also includes traditional activities like fishing, hunting, and berry picking. The RHS 2008/10 adult survey found that nearly three quarters of on-reserve First Nation peoples report inadequate physical activities (RHS, 2011).

With the ongoing process of urbanization, Aboriginal populations have transitioned from eating foods obtained by traditional methods of hunting, fishing and harvesting to consuming processed food and produced by commercial enterprises (Willows, 2005). Western-pattern diets, characterized by higher consumption of processed meat, sweet and desserts, high-fat foods, and refined grains, have become prevalent among Aboriginal populations (Power, 2008). Traditional foods are not only nutritious but also may have positive social and cultural benefits on the health of Aboriginal peoples (Power, 2008). Common examples of traditional foods include locally available vegetables and fruit (blueberries, raspberries, beans, corn, and potatoes), grain and grain-based products (barley, bannock, and oatmeal), and meat and fish (caribou, deer and salmon) (Eat Right Ontario, 2015). Challenges in choosing traditional foods including poor climate conditions, limited land restriction, and environmental contaminants that may affect the safety of traditional foods (Earle, 2011).

One study of the eating habits of off-reserve Aboriginal adults in Ontario and the western provinces found that eating habits did not fully meet the recommendations by Canada's Food Guide. For instance, there were 56% of Aboriginal men who consumed regular soft drinks,

compared to only 29% in non-Aboriginal men. This research also showed that foods like sandwiches, pizza, submarines, hamburgers and hot-dogs were popular choices among Aboriginal adults aged 19-50 years (Health Canada, 2012).

The prevalence rates of daily smoking and heavy drinking are higher among Aboriginal peoples than the general population. The 2007-2010 CCHS showed that compared with non-Aboriginal people (15%), the smoking rate among off-reserve First Nations, Métis, and Inuit was 32%, 30% and 39%, respectively. Similarly, the prevalence rates of heavy drinking (having five drinks or more at least once a month during last year) were 26%, 27%, 26%, among off-reserve First Nations, Métis, and Inuit, compared with 19% in the non-Aboriginal population (Gionet & Roshanafshar, 2013).

## 2.5 Social determinants of health

The “social determinants of health” (SDH) refers to the social and economic conditions that influence health (Marmot et al., 2008). One Canadian SDH model contains 14 aspects that have strong effects on people’s health. These include Aboriginal status, gender, race, disability, early life, education, income, food insecurity, health services, housing, social exclusion and social safety net (Mikkonen & Raphael, 2010). In the case of Aboriginal peoples, growing evidence suggests that there may also be unique determinants of health, including access to cultural activities, retention of culture and language, and experiences such as residential school attendance (King & Gracey, 2009). Disparities in the social determinants of health have been observed between Aboriginal and non-Aboriginal Canadians (Carrière et al., 2010). The social determinants of health approach may therefore be helpful in explaining the impact of the social environment on health inequalities by affecting modifiable health behaviours.

Socio-economic status (SES) is an important social determinant of health, and is usually considered to include education, income and employment. Studies have found that people who have lower education, lower income and unemployment status are more likely to have T2DM. Education level is related with employment security and level of income. People with a higher education level have better understanding of health knowledge and may more easily adopt healthy behaviours (Mikkonen & Raphael, 2010). One study confirms a negative association between educational level and the prevalence of diabetes in all age groups (Choi & Shi, 2001). Among the three components of SES, income has been found to have the strongest effect in predicting the occurrence of diabetes. Income affects many aspects of health behaviours such as quality of diet, extent of physical activity, smoking and excessive alcohol intake (Mikkonen & Raphael, 2010). The prevalence of T2DM has been found to be 4.14 times higher in the lowest household income groups (incomes of \$15,000 or lower) than in the highest household income groups (\$80,000 or above) in Canada (Dinca-Panaitescu et al., 2011).

Food security refers to the condition “when all people at all times have physical and economic access to sufficient, safe, and nutritious food to meet their dietary needs and food preferences for an active and healthy life” (FAO, 2013). The concept of food security includes three aspects: food availability, food access and food use (WHO, 2014). Food insecurity is a barrier to access sufficient quality and quantity of food and maintain a healthy diet (Mikkonen & Raphael, 2010). Gucciardi et al. (2009) have found that the rate of household food insecurity was significantly higher among Canadians with diabetes than those without diabetes (9.3% vs. 6.8%). This study also showed that household food insecurity was highly related with being physically inactive, consuming less fruits and vegetables and being a current smoker (Gucciardi et al., 2009).



In addition to the social determinants of the health of the general Canadian population, some cultural factors are also important especially for Aboriginal people. For instance, knowledge of an Aboriginal language may be one such social determinant of health (Richmond & Ross, 2009). McIvor & Napoleon (2009) reviewed and analyzed relevant literature and found that Aboriginal language is a protective factor against health issues and has positive effects on Indigenous health (McIvor & Napoleon, 2009).

Residential school attendance is another cultural factor that had deep impact on Aboriginal people's health. From 1870s to mid-1990s, there were more than 150 government-sponsored, church-run residential schools in Canada. A total number of more than 150,000 Aboriginal children have attended these schools (Benjamin, 2014). Students were forced to live at schools and were separated from their Aboriginal languages and cultures. In addition, students experienced various forms of neglect and abuse (RCAP, 1996). Evidence has shown that the experience of residential school attendance not only negatively associated with the health of residential school survivors, but also impacts the health of their offspring (Elias et al., 2012, Bombay et al., 2011). One explanation is that post-traumatic stress disorder (PTSD), which exists among residential school survivors, may lead to "residential school syndrome". Symptoms of residential school syndrome include sleep difficulties, anger management difficulties, relationship dysfunction, and tendency to have alcohol or sedative drugs abuse (Barton et al., 2005).

## 2.6 Research framework: Socio ecologic models

Conventional intervention strategies for T2DM have focused on health behaviour modifications, including increasing physical activity, controlling obesity and improving dietary habits. However, these factors may be less modifiable given social determinants such as poverty,

low education attainment, and household food insecurity. Thus there is an increasing need to incorporate social determinants of health in public health strategies for T2DM, especially targeted to Aboriginal peoples. (Raphael et al., 2003; Jack et al., 2012; Mitchell, 2012; Hill et al., 2013).

Social ecological models provide such a comprehensive framework of understanding the complex social and physical environments and their interactions in shaping population health by integrating several levels of factors (Burke et al., 2009). Social ecological models emphasize the interdependence of social and physical environments in shaping population health by incorporating determinants of different levels, such as individual, family, organizational and population levels (Burke et al., 2009). Using a social ecological model, Willows et al. (2012) suggested that social environment factors at various ecological levels (such as in utero environments, family environment and macro surrounding environment) contributed to obesity among Aboriginal children (Willows et al., 2012). The effect of diet and physical-activity interventions may be limited if the social environment that people are living does not change (Willows et al., 2012). Similar to obesity research, Hill et al. (2013) suggested the application of a socioecological perspective in preventing prediabetes and T2DM by recognizing the influence of social and environmental factors (Hill et al., 2013).

## 2.7 Summary of literature review:

The literature summarized above has generally indicated that the Canadian Aboriginal population has been experiencing a high burden of diabetes including high prevalence rates, early onset, great severity, excessive burden of complications, and insufficient management. The prevalence rates of commonly recognized modifiable risk factors (e.g. obesity, physical inactivity, poor diet, smoking and heavy alcohol drinking) for T2DM are higher among

Aboriginal peoples in Canada compared with non-Aboriginal population. Social determinants of health such as social economic status, food insecurity, and other cultural factors are helpful to unpack the cause underlying the so-called modifiable factors. Although the research on social determinants of T2DM is increasing (Raphael et al., 2003; Jack et al., 2012; Hill et al., 2013), there are limited studies examining the social determinants of T2DM among Aboriginal peoples in Canada. It is important to apply a comprehensive framework that includes both modifiable factors and social determinants in understanding risk factors and identifying strategies for prevention of T2DM in Canadian Aboriginal populations.

### 3. Study Rationale and Research Objectives

To begin to address the gap in understanding of the complex conditions contributing to T2DM among Aboriginal peoples in Canada, this study was carried out to examine potential risk factors using the social ecological model as a guiding framework. A variety of factors, including so-called modifiable health behaviours and outcomes (being obese, smoking and drinking alcohol), individual level factors (age, gender, Aboriginal identity, education, employment and income), family level factors (household food security), and cultural factors (Aboriginal language, residential school attendance and traditional activities) were considered. Data from four cycles of the Aboriginal Peoples Survey (1991, 2001, 2006 and 2012) were used to address two main objectives:

#### *Objective 1: Measuring trends in diabetes prevalence and risk factors, 1991–2012*

To provide context, changes in the prevalence and age at onset of diabetes over the previous three decades were examined, as were changes in major risk factors over the same time.

First, using the four cycles of the APS (1991, 2001, 2006 and 2012), changes in age-standardized prevalence rates and age at diagnosis to depict the progression of diabetes over the 1990s and early 2000s were examined. As described above, there is evidence that younger children are increasingly at risk for T2DM.

Second, changes in several key risk factors for diabetes, including obesity prevalence, rates of smoking and alcohol drinking, as well as educational attainment and income, were assessed. Because of changes to the definition and measurement of Aboriginal populations over the last several decades, as described below, this examination includes only Status First Nations, or people registered under the *Indian Act* of Canada to focus in a consistent population.

*Objective 2: Measuring modifiable risk factors and their relationship to T2DM among Aboriginal adults*

Using the most recent cycle of the APS (2012), associations between modifiable risk factors as well as other factors and T2DM among off-reserve First Nations, and Métis adults (age 18 years and older) were examined. In detail, the associations between modifiable risk factors (obesity, smoking, alcohol drinking), socioeconomic status (education, employment, and income), family level factor (household food security), cultural factors (Aboriginal language, residential school attendance, and traditional activities) and the likelihood of T2DM were assessed.

## 4. Methods

### 4.1 Data Sources

Conducted by Statistics Canada, the Aboriginal Peoples Survey (APS) is a post-census survey, the first cycle of which was conducted in 1991. The APS targets Aboriginal adults and children aged six and above, including First Nations peoples living off reserve, Métis, and Inuit (Statistics Canada, 2012 a). The 1991 and 2001 APS included on-reserve First Nations as well. The purpose of the APS is to collect information on social and economic conditions and identify the needs of Aboriginal people in various domains such as health, education, employment, income, mobility and housing. Four cycles of the APS (1991, 2001, 2006 and 2012) provide abundant information on the social contexts that shape the health of Aboriginal people. The 2012 APS includes additional cultural and social factors that allow the examination of a more comprehensive list of social determinants of health.

Although there are limitations when using self-report surveys in measuring health outcomes and social conditions, the APS is perhaps the best existing data source that reflects the health of Aboriginal peoples living off-reserve. In order to use all of the variables available in the APS data, I applied for access to the four cycles of confidential APS master files instead of using public micro data files. My project proposal was approved by the Social Science and Humanities Research Council (SSHRC) as file CISS-RDC-761646. After approval, the APS master files were accessed at the South-Western Ontario Research Data Center (SWO-RDC) at the University of Waterloo. Statistical analysis was carried out in the Research Data Center (RDC) using SAS Version 9.4. All statistical results were vetted for release by Statistics Canada after applying weighting and rounding rules for the APS.

## 4.2 Examining diabetes prevalence and related factors across APS surveys (1991, 2001, 2006, and 2012)

### 4.2.1 Target population

This study focuses on people who were “Registered Indians” or “Treaty Indians<sup>3</sup>” to compare the changes over years through a relatively homogeneous population. There is considerable evidence of changes to the population identifying as Aboriginal in the census. In particular, there has been an increased propensity of people to identify themselves as Métis or non-Status First Nations since at least 1996 (Guimond, Kerr and Beaujot, 2004; Caron-Malenfant et al, 2014). This has led to the growth of these populations, which are mainly urban and living outside of First Nations reserves, at a rate well beyond that which could be achieved by “natural increase” or the excess of births relative to deaths (Guimond, Kett and Beaujot, 2004). There is also some evidence that these changing patterns of ethnic identification have implications for measured socioeconomic status, and may have led to increases in the average incomes and educational attainment measured in the census (Caron-Malenfant et al., 2014).

In order to avoid this potential confounding, I focus on one Aboriginal population— those who are legally defined as Registered Indians. In 2012, 49.8% of the population identifying as Aboriginal in the census was Registered, and about half of that population (55%) lived outside of First Nations reserves (AANDC, 2013). Although First Nations, Inuit and Métis are distinct populations, focusing on the off-reserve Registered Indian population will help to elucidate the changing patterns of diabetes prevalence and its risk factors in one Aboriginal population.

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<sup>3</sup> Registered Indians are persons who are registered under the *Indian Act* of Canada. Treaty Indians are persons who belong to a First Nation or Indian band that signed a treaty with the Crown. (Statistics Canada, 2012 b)

The target population in this study therefore includes Aboriginal adults (aged 18 years and above) who were Treaty Indians or Registered Indians as defined by the *Indian Act* of Canada. After weighting, the total sample size in the years of 1991, 2001, 2006, and 2012 are 197,920, 214,230, 236,440, and 238,900, respectively.

#### 4.2.2 Major variables

*Diabetes and age of onset:* In the earliest cycle of APS (1991), one question asked whether the respondent had been diagnosed with diabetes by a health professional. Information about types of diabetes and age of onset are not available. Starting from 2001, a question asking “At what age were you first told that you have diabetes?” was added to the questionnaire. In the most recent cycle of 2012 APS, diabetes types included type 1, type 2 and gestational diabetes.

*Obesity:* Body Mass Index (BMI) was used to categorize people into body weight categories. BMI is calculated as weight (in kg) divided by height (in meters squared). Information on both height and weight were reported by the respondent. The international standard of Body Mass Index (BMI) was adopted in measuring obesity in adults aged 18 and over (WHO, 2016).

Categories of body weight classification include: underweight (BMI under 18.5), normal weight (BMI of 18.5 to 24.9), overweight (BMI of 25.0 to 29.9), obese class I (BMI of 30.0 to 34.9), obese class II (BMI of 35.0 to 39.9), obese class III (BMI of 40 or over) (Health Canada, 2003).

Based on this classification, the obesity variable in this study was recoded as non-obese group (underweight and normal weight) and obese group (overweight, obesity class I, II, and III).

*Smoking:* Questions on smoking refer specifically to cigarettes. Smoking in other forms such as cigars, pipes, or chewing tobacco, were not considered. The question asked, “At the present time



do you smoke cigarettes daily, occasionally or not at all?” All of the 4 cycles of APS were able to classify smokers into three types: daily smoker, occasional smoker and non-smoker.

*Alcohol drinking:* One drink of alcohol beverage is defined as one bottle or can of beer or a glass of draft; one glass of wine or a wine cooler; or one drink or cocktail with one and a half ounces of liquor. A question asked “During the past 12 months, how often did you drink alcohol beverages?” Based on the frequency of drinking alcohol, this variable classified alcohol drinker into seven groups: less than once a month, once a month, 2 to 3 times a month, once a week, 2 to 3 times a week, 4 to 6 times a week, and every day. After recoded, the variable “type of drinker” categorized respondents as a regular drinker (once a month or more), occasional drinker (less than once a month) or non-drinker.

*Educational attainment:* The variable “highest level of schooling” was used to measure a person’s educational attainment. The classifications of education level vary slightly through the 4 cycles of APS. In order to compare educational attainment between the years, I recoded a variable indicating the completion of high school diploma or not in each cycle of APS.

*Employment rate:* Information about employment status is available through all cycles of APS. Employment rate was calculated as the number of employed people divided by all people in the labour force.

*Income:* The variable “total personal income” is used to compare the changes in income through the years. This variable comes from Census data that refers to the total income from all sources during the previous calendar year. In addition, I used the Consumer Price Index for the years 1990, 2000, 2005 and 2011 to adjust for inflation or deflation over these years (Statistics Canada, 2016a).

## 4.3 Measures in the 2012 APS

### 4.3.1 Target population

In the 2012 APS, Aboriginal identification is defined as anyone who reported being at least one of the following: 1) an Aboriginal person, that is, First Nations (North American Indian), Métis or Inuk (Inuit); 2) a Status Indian, that is, a Registered or Treaty Indian as defined by the *Indian Act* of Canada; or 3) a member of a First Nation or Indian band (Statistics Canada, 2009). Specifically, this study targets off-reserve First Nations and Métis adults aged 18 years and above. The Inuit population who live in the far north are distinct from First Nations peoples and Métis for their unique culture and practices (Wallace, 2014). For instance, consuming a large percentage of fish and meat is common in many Inuit families as their food resources mainly come from harvested country food (Tait, 2008). Another example is the prevalence of heavy drinking in the Inuit population. Data show that nearly a quarter of Inuit aged 15 and older reported heavy drinking (Wallace, 2014). Therefore, Inuit adults were excluded in this study as their unique health behaviours and culture suggest that independent research is needed for this population.

### 4.3.2 Dependent variable

Self-reported diabetes is captured by the question “Has a health professional diagnosed diabetes for you?” In addition, another variable classifies diabetes types as type 1, type 2, or gestational diabetes. Recoded from the above two variables, the dichotomous dependent variable indicates whether the respondent has been diagnosed with T2DM or not.

### 4.3.3 Independent variables

#### 4.3.3.1 Health behaviours and outcomes: *Obesity, Smoking, and Alcohol drinking*

The definition of these variables: obesity, smoking and alcohol drinking are the same as in the previous section. Recoding of smoking and alcohol drinking variables are different. After combining occasional smoker and non-smoker, the new smoking variable indicated type of smoker as two groups: daily smoker, and occasional or non-smoker. Another new variable grouped alcohol drinker into 3 categories: non-drinker, every day drinker, and other drinker. Other drinker refers to those who drank less than 4 to 6 times a week.

#### 4.3.3.2 Social economic status: *Education, employment, and income*

The variable “highest level of education attained” indicated a person’s highest level of schooling attained. This variable summarized seven education levels as: grade 8 or equivalent or lower; some secondary education; secondary school diploma or equivalent; some postsecondary education; postsecondary certificate or diploma below bachelor level; bachelor’s degree; and university certificate/diploma/degree above bachelor level. After combining several education levels together, the new educational attainment variable was recoded into three groups: below secondary school diploma or equivalent; secondary school diploma or equivalent; and postsecondary education and over.

The variable about employment identified whether the respondent was employed or not during the reference week. This dichotomous variable indicated the employment status as employed or not employed.

The 2012 APS microdata file was linked with the 2011 National Household Survey (NHS) Dissemination Database so that additional statistical information is available (Statistics Canada, 2014). For instance, the income variable came from the 2011 NHS. Total personal income refers to the total income from all sources during the calendar year 2010. Sources of

income include wages and salaries; net farm self-employment income; net income from unincorporated non-farm business and/or professional practice; child benefits; old age security pension and guaranteed income supplement; benefits from Canada or Quebec Pension plan; benefits from employment insurance; other income from government sources; dividends and interest on bonds, deposits, savings certificates and other investment income; retirement pensions, superannuation and annuities; other money income (Statistics Canada, 2013). In this study, the continuous variable of “total personal income” was recoded into a categorical variable that showed the four quartiles of annual personal income.

#### 4.3.3.3 Family level variable: *Household food security*

Level of food security in household is captured in the APS by a series of questions asking how often in the previous 12 months the respondents experienced the following conditions: “the food you bought just didn’t last, and there wasn’t any money to get more”, “you couldn’t afford to eat balanced meals”, “have you ever cut the size of your meals or skip meals because there wasn’t enough money for food”, “this happened almost every month, some months but not every month, or in only 1 or 2 months”, “did you ever eat less than you felt you should because there wasn’t enough money to buy food”, and “were you ever hungry but didn’t eat because you couldn’t afford enough food (Statistics Canada, 2012 b).” This six-item module is the short form adapted from the 18-item Household Food Security Survey Module. Raw scores were calculated as the sum of affirmative responses to the 6 questions. Based on the raw score, food security status was recoded into three categories: high or marginal food security (raw score 0-1), low food security (raw score 2-4), and very low food security (raw score 5-6) (USDA, 2015).

#### 4.3.3.4 Cultural factors: *Aboriginal language, Residential school attendance, and traditional activities*

One variable indicated whether the respondent was ever exposed to an Aboriginal language at home or outside home. This variable classified respondent into two groups: ever exposed to an Aboriginal language, and never exposed to an Aboriginal language.

The variable about residential school attendance indicated whether the respondent and/or a family member ever attended a residential school. Residential school in the APS survey refers to both residential schools and federal industrial schools (Statistics Canada, 2012 b). In detail, this variable classified respondent into seven groups: only respondent attended; only parent or grandparent attended; both respondent and parent or grandparent attended; only other family members attended; respondent/parent/grandparent/other family member attended; only parent/grandparent/other family members attended; and neither respondent nor any family members attended. After combining the first six groups together, the new variable about residential school attendance was recoded into three categories: respondent or any family members attended, neither respondent nor any family members attended, and not stated. Respondents who answered “not stated” were not deleted as missing values because more than a quarter (27.2 %) of respondents fell into this group.

Traditional activities include four aspects: making clothing or footwear; making arts or crafts (for example carvings, drawings, jewelers); hunting, fishing or trapping; and gathering wild plants (Statistics Canada, 2012 b). One variable indicated whether a person had done any traditional activities during the past year. The recoded variable classified respondents into two groups: did one or more traditional activities during the past year, and did not do any traditional activities during the past year.

#### 4.3.4 Control variables

Demographic variables such as age, gender, Aboriginal identity, and geographic variables were controlled for in the analysis. One geographic variable indicated region of residence, the other geographic variable indicated the size of the population centre where the respondent was residing. The six regions of residence include Atlantic, Quebec, Ontario, Prairies, British Columbia, and Territories. The four types of population centres refer to rural areas, small population centres (1,000 to 29,999), medium population centres (30,000 to 99,999), and large urban population centres (100,000 or more). Detail information about variables that were used in the analysis is shown in Table 1 as follows.

Table 1 Definition of variables used in the analysis

Group name	Variable name	Categories
Dependent variable	Type 2 diabetes	Yes
		No
Control variables	Age group	18-25 years old
		25-35 years old
		35-45 years old
		45-55 years old
		55 years and above
	Gender	Male
		Female
	Aboriginal identity	First Nations
		Métis
	Region of residence	Atlantic
Quebec		
Ontario		
Prairies		
British Columbia		
Territories		
Population centre size	Rural area	
	Small population centre	
	Medium population centre	
	Large urban population centre	
Health behaviours and outcomes	Obesity status	Underweight or normal weight
		Overweight and obesity
	Type of smoker	Daily smoker
		Occasional smoker or non-smoker
	Type of alcohol drinker	Everyday drinker
		Other drinker
Non-drinker		
Below secondary school diploma or equivalent		
Social economic status	Educational level	Secondary school diploma or equivalent
		Postsecondary education and above
		Employment status
	Total personal income (annual)	Employed
		Not employed
		1st quartile
2nd quartile		
3rd quartile		

Group name	Variable name	Categories
Family level factor	Household food security	4th quartile
		High or marginal food security
Cultural factors	Exposure to an Aboriginal language	Low food security
		Very low food security
	Residential school attendance	Exposed to an Aboriginal language
		Never exposed to an Aboriginal language
Traditional activities during the past year	Respondent or any family members ever attended	
	Neither respondent nor any family members attended	
		Not stated
		Did one or more traditional activities
		Did not do any traditional activities

#### 4.4 Missing values

In this study, missing values refer to those who answered “Don’t know”, “Refusal”, or “Not stated”. Detail information about missing values in each variables is shown in Table 2. An exception is that for the variable about residential school attendance, “Not stated” group was not treated as missing values, but was kept as a separate group as more than a quarter of respondents belong to this group. All individuals for whom there are missing values are deleted before further analysis from all analyses.

Table 2. Percentage of missing values of variables in the 2012 APS

Name of variable	Missing value (%)
Type 2 diabetes	0.40
Obesity status	8.26
Type of smoker	4.83
Type of drinker	5.04
Education level	3.33
Employment status	2.74
Household food security	5.22
Exposure to Aboriginal language	2.29
Traditional activities	3.56



## 4.5 Statistical Analysis

### 4.5.1 Statistical analysis for the first objective

The first study objective is to examine the changes in prevalence rate of diabetes as well as relevant factors using 4 cycles of APS data. To have consistent comparisons, age standardization was applied to adjust these prevalence rates. One reason is that age distribution changed over the past twenty years. The other reason is that the prevalence rates of diabetes and its factors (such as obesity, smoking, alcohol drinking) are all age-related. The age distribution of 2011 census was used for the age standardization (Statistics Canada, 2016b).

In addition, pseudo-cohort analysis is applied to link the 4 cycles of cross-sectional APS data. Pseudo-cohort analysis allows us to track the average experiences of people in the same birth cohort and thus to have a deep understanding in changes over time (Davy, 2006). On the other hand, we are not able to track the changes in the same individual as it is not the real longitudinal data (Davy, 2006).

### 4.5.2 Statistical analysis for the second objective

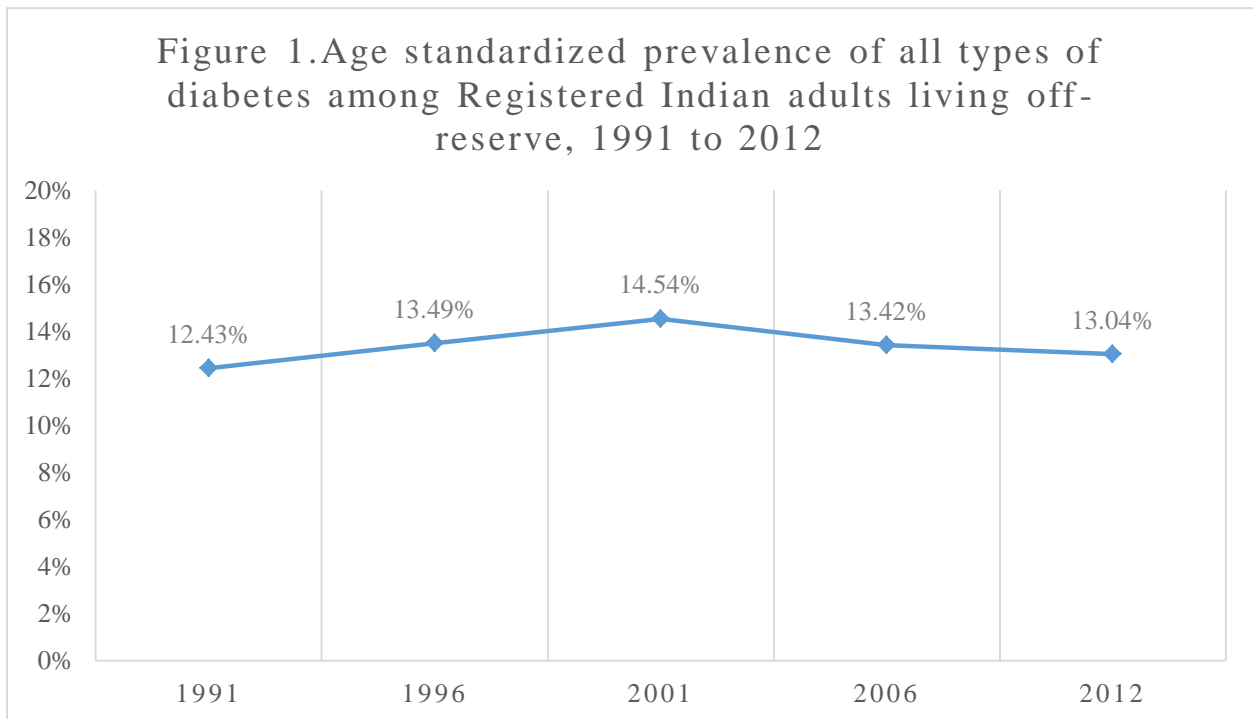
Focused on the 2012 APS, the second study objective is to examine the effects of different groups of factors on the prevalence of T2DM. Statistical analysis includes mainly three steps. First, frequency tables for each variable were obtained to depict the sample characteristics. Second, Pearson chi-square tests were used to assess bivariate associations and the significance level was set to  $\alpha < 0.05$ . A scaled weight was applied in this step. Third, a set of binary multivariable logistic regression models were developed, including all independent variables that were significant in the second step. Variables in different groups were added in the regression

procedure step by step. Bootstrap weights were applied as a resampling method to estimate sampling error that produced in the APS (Statistics Canada, 2009).

## 5. Results using APS 1991, 2001, 2006, and 2012

### 5.1 Trends in prevalence rates of diabetes and its factors, and age of diabetes onset

Because the 1991, 2001 and 2006 APS did not have the information about types of diabetes, this study calculated all types of diabetes to make a consistent comparison through the years. After obtaining data in the years 1991, 2001, 2006 and 2012, the prevalence rates in 1996 is estimated as the mean value of the prevalence rates in 1991 and 2001 to keep data in a same 5-year period. Figure 1 shows the age-standardized prevalence of all types of diabetes among off-reserve living Registered Indian adults (aged 18 years and above) from 1991 to 2012. The prevalence of diabetes increased from 1991 (12.43%) to 2001 (14.54%), then declined slightly in 2012 (13.04%). Although a decreasing trend is shown after the year 2001, the prevalence rates were still at least two times higher than the national average.



Information on age of onset of diabetes is available for beginning in 2001 but the type of diabetes was not available for 2001 and 2006; thus, the mean age onset of diabetes refers to all types of diabetes. Figure 2 shows the mean age onset of diabetes (with 95 % confidence interval) among Registered Indian adults living off-reserve from 2001 to 2012. The mean age of diabetes diagnosis increased from 41.8 years in 2001 to 45.8 years in 2006, then declined to 42.9 years in 2012.

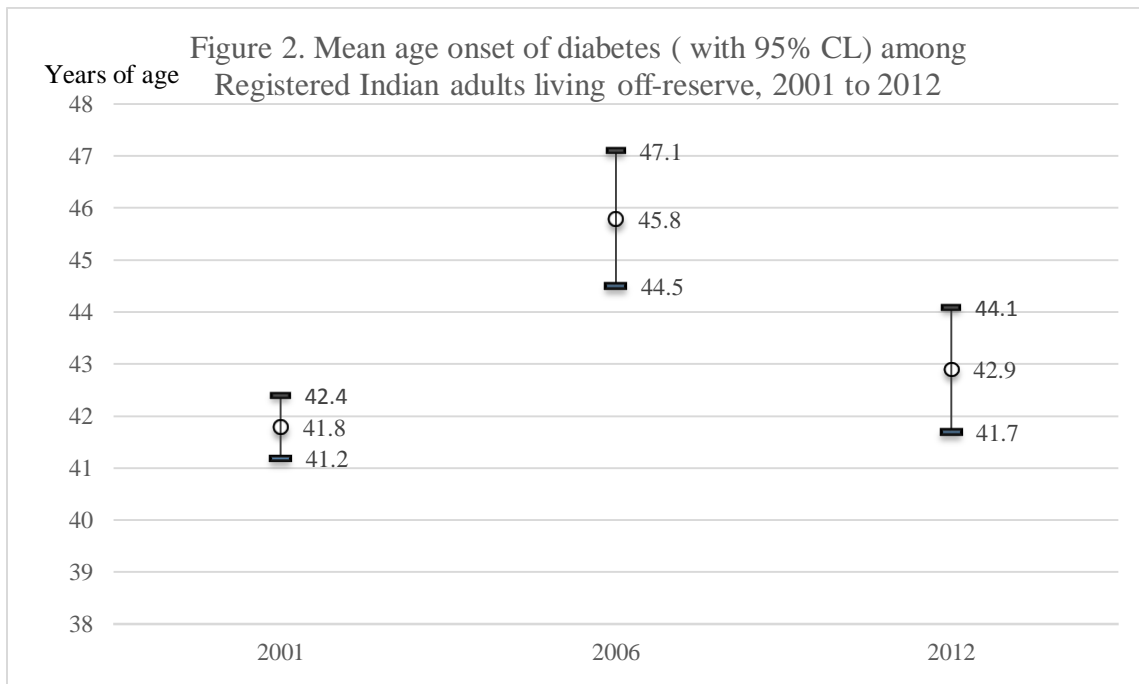


Figure 3 indicates the changes in modifiable risk factors for diabetes from 1991 to 2012. The percentages of people who were overweight or obese were high in all years. About half of Registered Indian adults (51.09%) were overweight or obese in 1991. The prevalence of obesity continually increased to 66.40% in 2012. Alcohol consumption shows a similar trend of increase. The percentage of regular drinkers (who drank more than once a month) increased 10% during the past twenty years. On the contrary, the prevalence of cigarette smoking has shown a

decreasing trend. The percentage of daily smokers was nearly 40% in 1991, and this number fell to less than 30% in 2012.

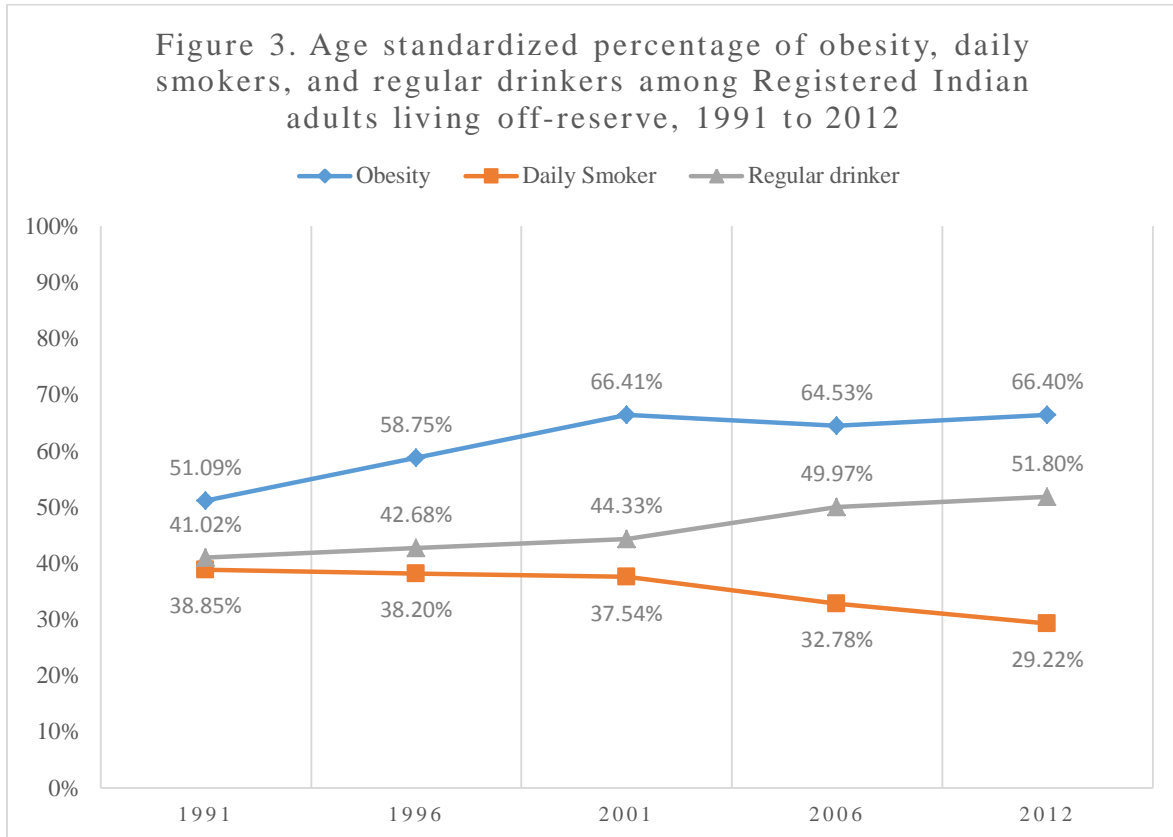
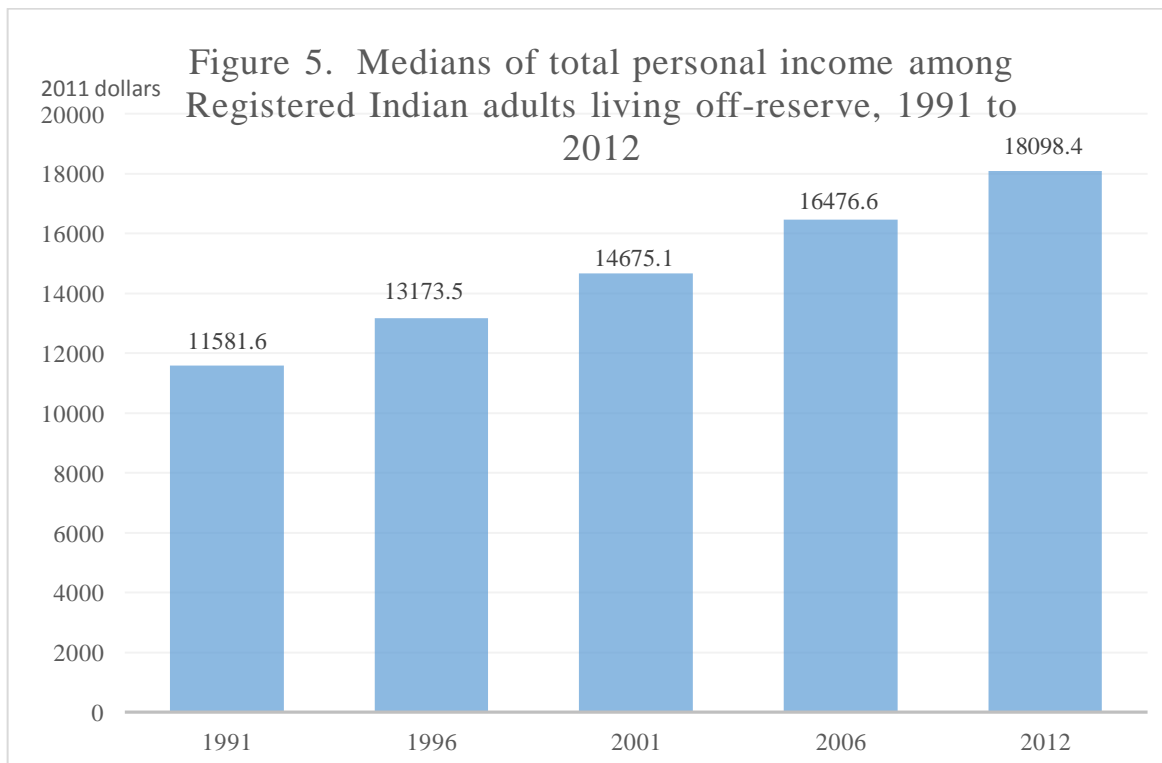
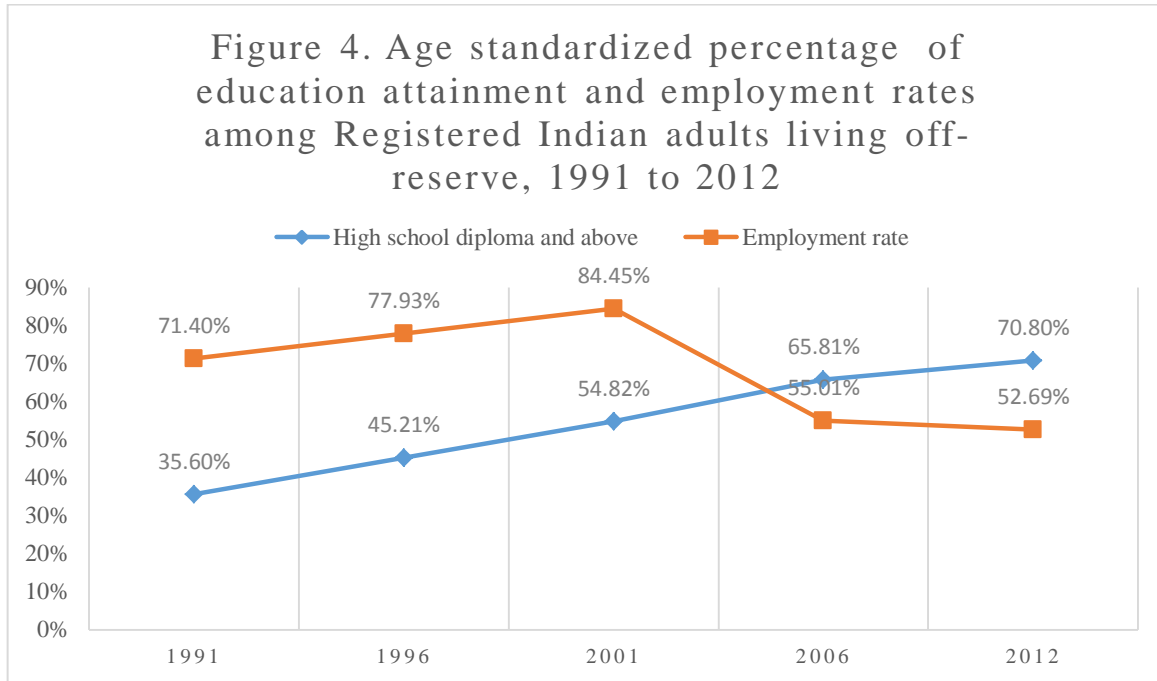


Figure 4 depicts the changes in education attainment and employment rates among Registered Indian adults living off-reserve from 1991 to 2012. The percentage of people who have obtained a high school diploma and above increased largely during the past twenty years. Compared with only 35.6% of people who have gained a high school diploma and above in 1991, more than 70% of people have obtained the same educational level in 2012. The employment rates increased in the first ten years from 71.4% to 84.45%, and then declined sharply to 52.69% in the next ten years. The change of income level over the years is shown in Figure 5. The median total personal income was adjusted for inflation using the Consumer Price Index in the year of 1990, 1995, 2000, 2005, and 2011. Results show that the median of total

personal income continuously increased about 56% over these years. The median personal income rose from \$ 11,582 in 1991 to \$ 18,098 in 2012.



## 5.2 Cohort analysis

Because the four cycles of APS were not designed as longitudinal surveys, it is difficult to track the changes of diabetes and its factors over time using these cross-sectional data. To have a deeper understanding about the changes in diabetes and its factors, pseudo-cohort analyses were applied to link the surveys across time. Table 3 shows the detailed age groups of four birth cohorts that were analyzed in this section. For instance, it is assumed that people who belonged to cohort one (18 to 28 years) in 1991 were the same group of people who were 28 to 38 years in 2001, 33 to 43 years in 2006, and 39 to 49 years in 2012.

Table 3. Age groups of four birth cohorts

	1991	2001	2006	2012
Cohort 1	18-28y	28-38y	33-43y	39-49y
Cohort 2	28-38y	38-48y	43-53y	49-59y
Cohort 3	38-48y	48-58y	53-63y	59-69y
Cohort 4	48-58y	58-68y	63-73y	69-79y

Figure 6 shows the change in prevalence of diabetes among four birth cohorts. There are two major findings in this figure. First, the prevalence rates of diabetes were closely related with age. As age increased, the prevalence of diabetes increased accordingly. Second, there is no significant difference among the four birth cohorts. All four cohorts followed the same progress in developing diabetes over time, which indicates that there is no cohort effect on the change of prevalence rates of diabetes.

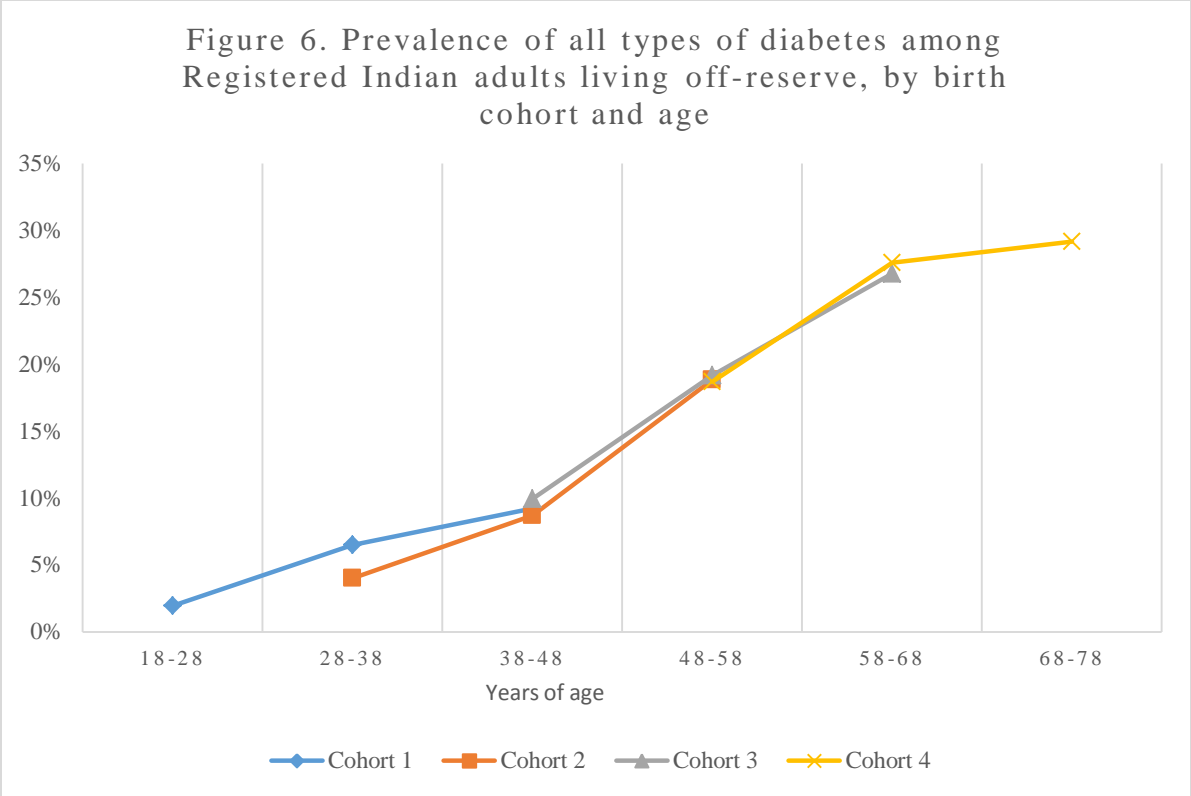


Figure 7 indicates the prevalence of obesity among different birth cohorts. With the exception of the fourth cohort, the prevalence of obesity increased with age. At the same ages, older cohorts have lower prevalence rates of obesity than younger cohorts. For instance, in the age group of 38 to 48 years, the percentage of obesity was 70.22%, 68.33% and 59.06% in birth cohorts one, two and three, respectively.



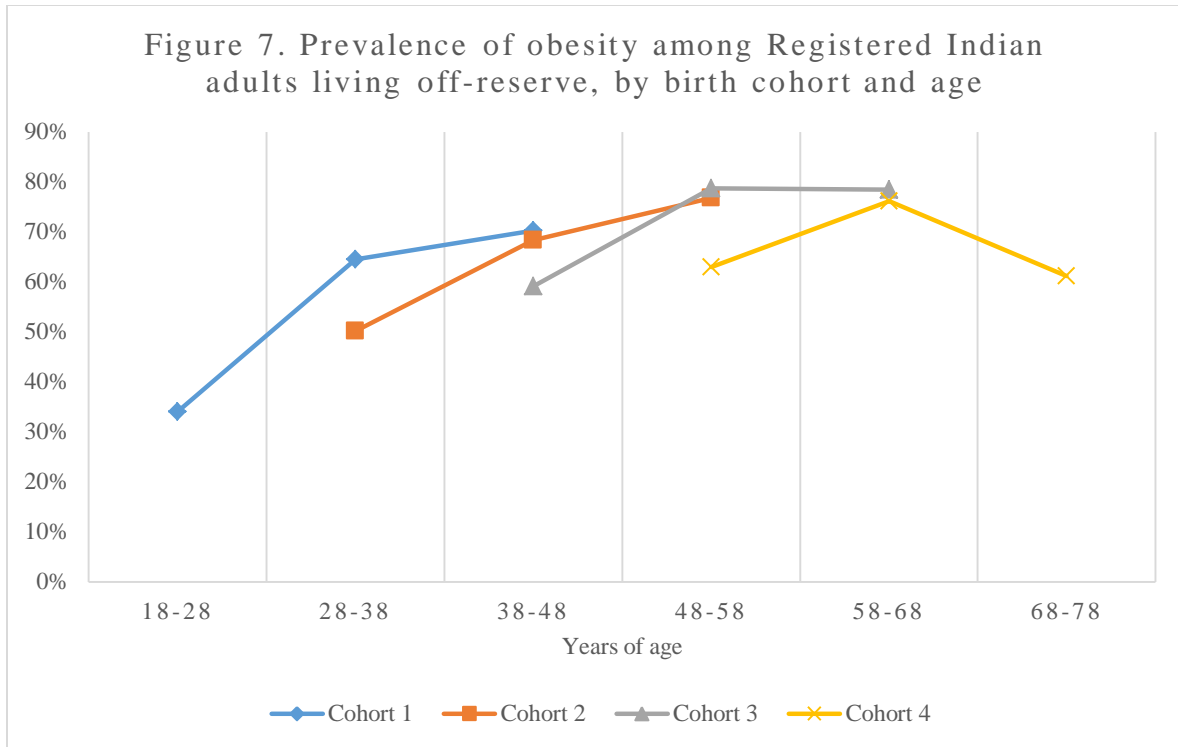


Figure 8 shows that daily smoking was negatively related with age. All birth cohorts followed a declining course of daily smoking as age increased. The younger cohorts have a slightly lower percentage of daily smokers than the older cohorts when considering the same age span. For instance, the percentage of daily smokers in people who were 48 to 58 years were 33.03%, 35.66% and 37.9% for cohorts one, two, and three.

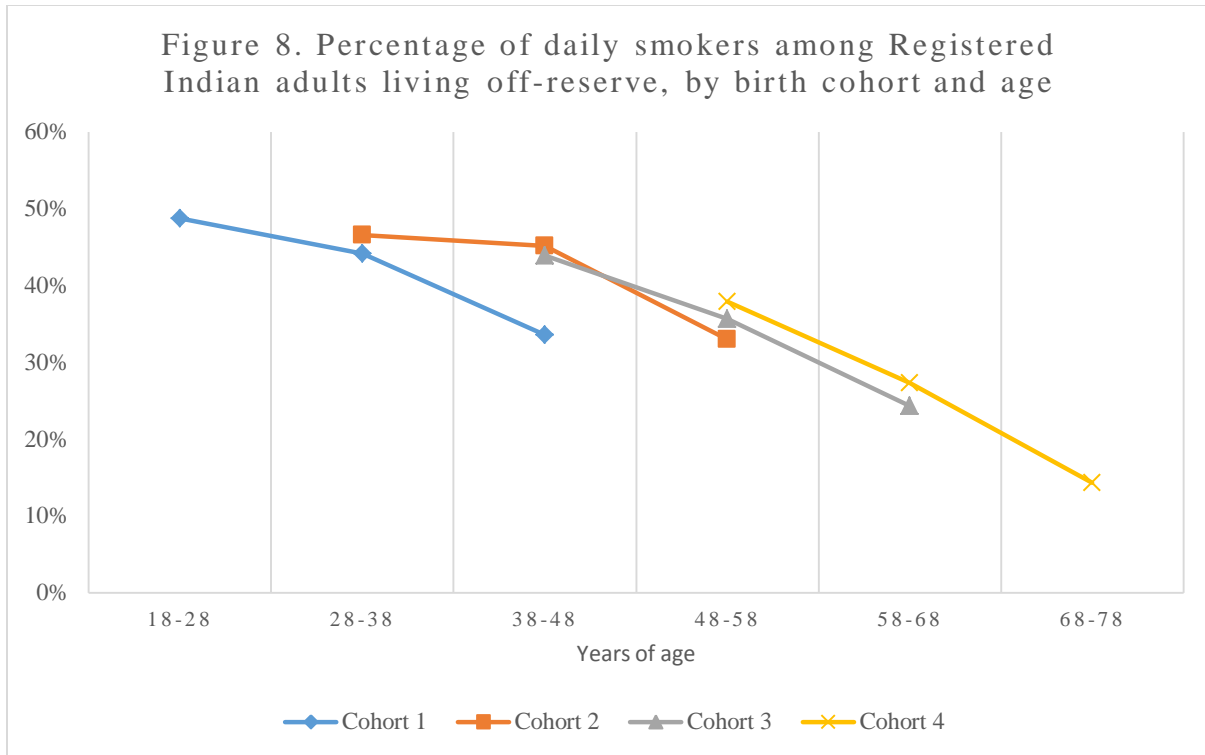
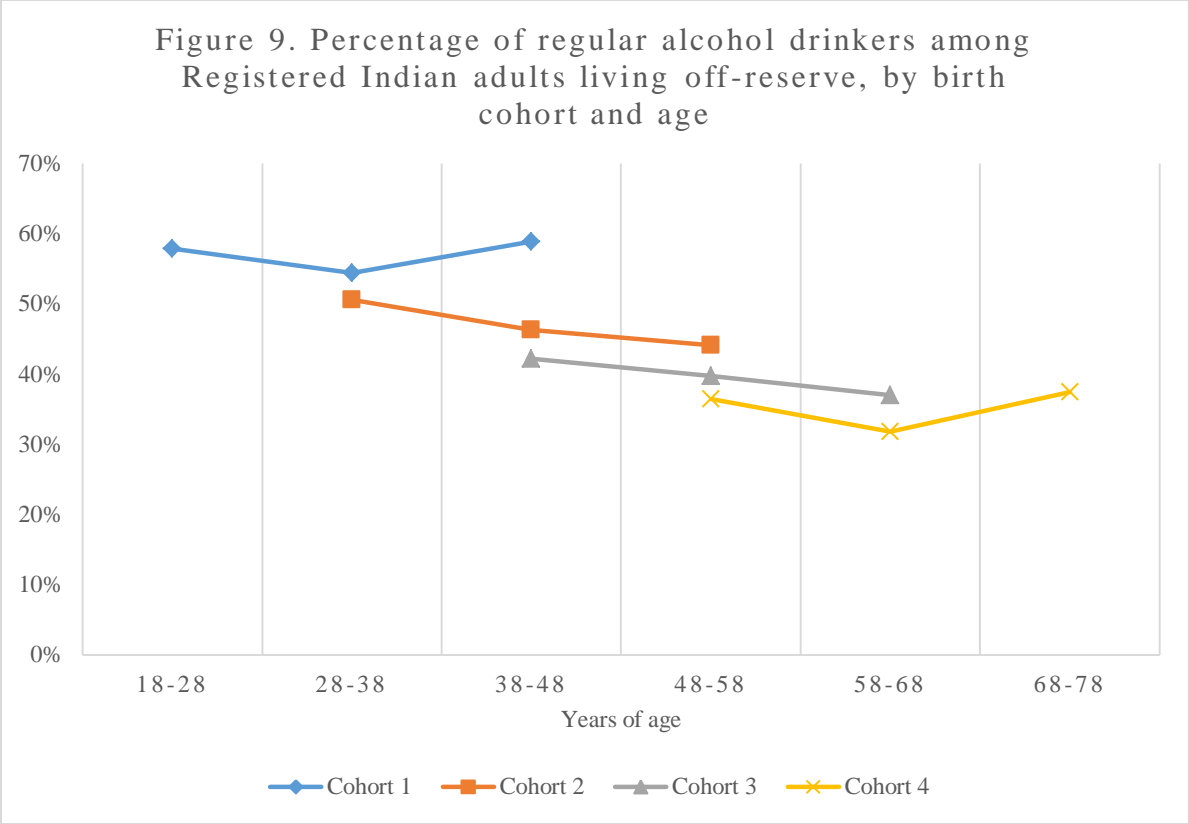


Figure 9 summarizes the change in the prevalence rates of regular drinkers (who drank alcohol more than once a month). The percentages of regular drinkers fluctuated with age in cohorts one and four, and regular drinking was negatively related with age in cohorts two and three. Younger cohorts have a higher percentage of regular drinkers than older cohorts. For instance, percentages of regular drinkers in people who were 38 to 48 years were 58.92%, 46.29%, and 42.17% in cohorts one, two, and three.



*Summary:* The prevalence rates of all types of diabetes among off-reserve living Registered Indian adults increased from 1991 to 2001, then declined slightly in 2012. The mean age of diabetes diagnosis also increased from 41.8 years in 2001 to 45.8 years in 2006, then declined to 42.9 years in 2012. The prevalence rates of obesity and regular alcohol consumption are continuously increasing, while the prevalence rate of cigarette smoking has shown a decreasing trend. The percentage of people who have obtained a high school diploma and above increased largely. The median personal income also rose from \$ 11,582 to \$ 18,098. The employment rate increased from 71.4% in 1991 to 84.45% 2001, and then declined to 52.69% in 2012. In addition, cohort analysis shows that the modifiable factors and diabetes donot seem to follow the same trends. All birth cohorts followed the same progress in developing diabetes.

## **6. Results using the 2012 APS**

### 6.1 Descriptive analysis:

Using the 2012 APS, the target population in this study refers to off-reserve First Nations and Métis adults aged 18 years and above. After removing missing values, a total number of 12,780 respondents were included in this study. After weighting, the sample represents 690,780 First Nations and Métis adults living off-reserve.

Over half (53.06%) of the sample were First Nations adults, and 46.94% of the sample were Métis. Female respondents accounted for 54.87% of the sample, and male respondents accounted for 45.13%. Less than 20% of the respondents were in the age group of 18 to 25 years, and nearly 20% of respondents were in each the following age groups: 25-35 years, 35-45 years, and 45-55 years. The remaining 23.55% were in the 55 years and above group.

The distribution of residence regions showed that nearly 40% of respondents lived in the region of Prairies, and only 1.2% of the Aboriginal adults lived in Territories. The proportions living in the provinces of Ontario, British Columbia, and Québec, as well as the Atlantic provinces were 25.77%, 17.77%, 10.38%, and 7.09%, respectively. The urban/rural variable indicated that nearly half (45.33%) of the Aboriginal adults lived in large urban population centres. People who lived in rural areas, small population centres, and medium population centres were 22.17%, 20.27%, and 12.23% accordingly.

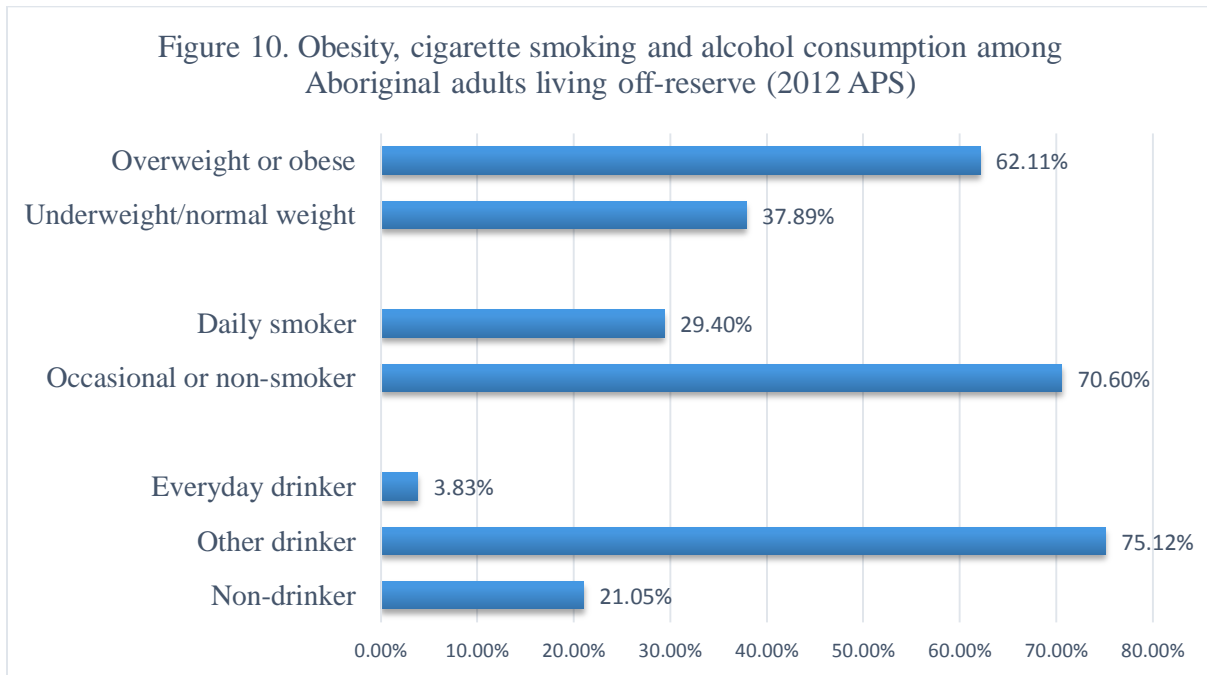
#### *Types of diabetes:*

People who have not been diagnosed with any types of diabetes accounts for 90.16% of the sample population. Among diabetes patients, the majority of those with diabetes have been

diagnosed with type 2 (9.44%). The percentages of type 1 diabetes and gestational diabetes are 0.29% and 0.08%, respectively.

*Modifiable risk factors of T2DM:*

Figure 10 summarizes the main characteristics of modifiable factors for type 2 diabetes. With respect to obesity status, more than 60% of the sample were overweight or obese, and less than 40% were underweight or normal weight. Results showed that most (70.6%) of the respondents were occasional smokers or non-smokers, and only 29.4% were daily smokers. For alcohol consumption, 3.83% of the respondents drank alcohol every day, about 1/5 of the respondents did not drink at all, and the remainder drank alcohol less than every day.



*Social economic status:*

Social economic status refers to three aspects: education, employment and income. More than 60% of the population have achieved postsecondary education or above. 16.46% of the

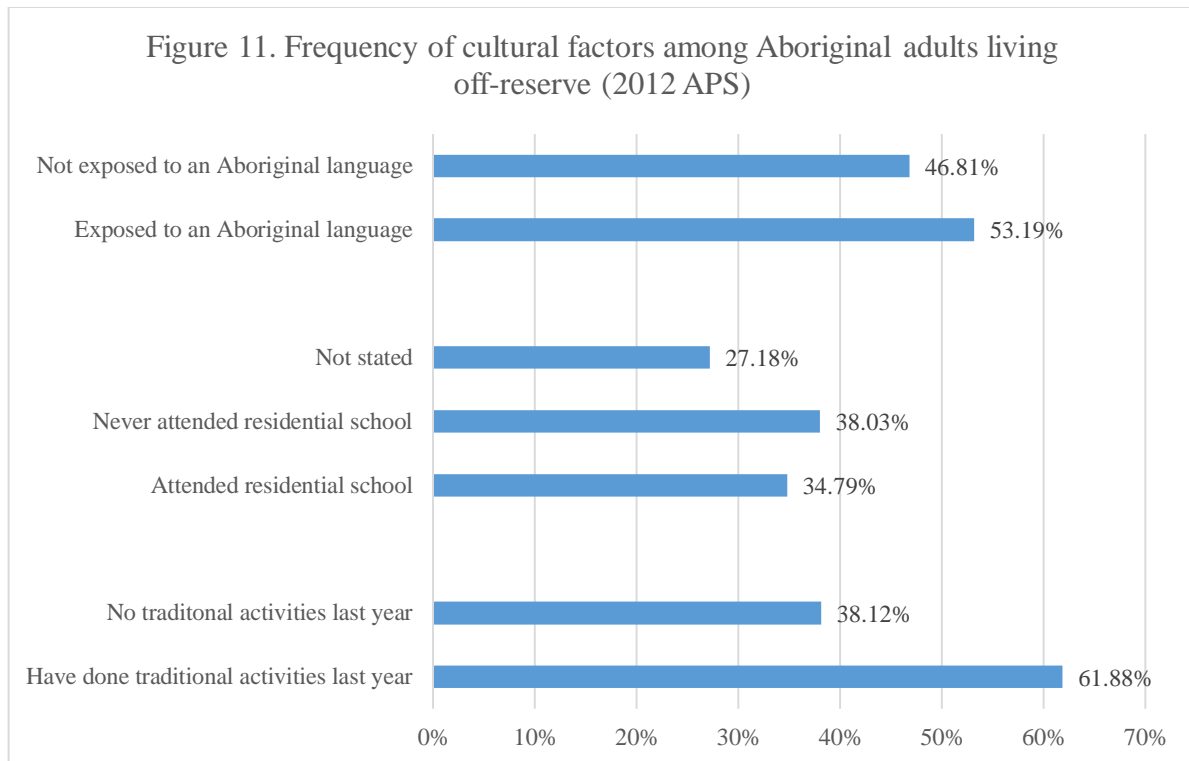
population have obtained secondary school diploma or equivalent, and 23.09% of the sample earned less than a secondary school education. The employment rate in the sample was 62.28%. The annual total personal income was recoded into quartiles. In detail, four income groups refer to people whose annual personal income was less than \$10,280, \$10,290 to \$23,080, \$23,080 to \$44,590, and \$44,590 and above. The mean income of the four groups were \$4,142, \$16,469, \$33,031, and \$76,067, respectively.

*Household food security:*

Frequency of household food security shows that majority of respondents (81.94%) were characterized as having high or marginal food security. On the other hand, there are still 9.14% of respondents belonged to the “low food security” group, and 8.92% of people experienced very low food security.

*Cultural factors:*

Cultural factors include exposure to an Aboriginal language, attending residential schools, and attending traditional activities. Figure 11 shows the frequency of cultural factors (Aboriginal language, residential school attendance, and traditional activities) in the sample population. More than half of the respondents had been exposed to an Aboriginal language, either at home or outside their homes. With respect to residential school attendance, more than one third (34.79%) of respondents or their family members have attended residential schools. Nearly 40% of respondents or their family members have never attended residential schools, and 27.18% of respondents did not state their attendance at residential schools. Also, more than 60% of respondents attended one or more traditional activities during the past year.



## 6.2 Bivariate analysis:

Table 4 describes the associations between dependent and independent variables. According to the chi-square tests, age was strongly associated with T2DM. Adults in the age group of 45 to 55 years were two times more likely to have T2DM than adults in the age group of 35 to 45 years. Moreover, in the age group of 55 years and above, the percentage of T2DM was as high as 22.4%. Gender was not significantly associated with T2DM. Male adults were only slightly more likely to have T2DM than female adults. With respect to Aboriginal identity, the chi-square tests of independence indicate that First Nations adults were more likely to have T2DM (10.53%) compared with Métis adults (8.6%). The likelihood of T2DM was different by regions of residence and urban/rural areas. Respondents who lived in Québec were more likely to report T2DM compared with other provinces. In addition, people who lived in large urban

population centres were less likely to report T2DM (8.55%), compared with people who lived in rural areas (10.71%) or small population centres (11.54%).

Being overweight or obese was strongly associated with T2DM. Those who were overweight or obese were four times more likely to have T2DM, compared with those who were underweight or normal weight. On the contrary, cigarette smoking did not appear to be associated with T2DM. The relationship between alcohol drinking and T2DM resembled a “U” shape. Based on chi-square tests of independence, respondents who were non-drinkers or everyday drinkers were more likely to have T2DM compared to those who drank alcohol less than every day.

According to chi-square tests, lower levels of education attainment were positively associated T2DM. For instance, respondents with less than a secondary school diploma or equivalent were more likely to report T2DM compared to those with an education level beyond postsecondary education (14.98% vs. 8.55%). Employment status was also associated with T2DM. Respondents who were not employed reported more than 2 times higher rates of T2DM than those who were employed. In regards to total personal income, people in higher income groups were less likely to report T2DM compared to people in the lower income groups.

Food security status was strongly associated with T2DM. Compared with respondents who were in the “high or marginal food security” group, those who belonged to the “very low food security” group were more likely to report T2DM. Chi-square test shows that the difference between levels of household food security in terms of likelihood of T2DM were statistically significant.



Results showed that cultural factors were also important in predicting T2DM among Aboriginal adults. Respondents who have been exposed to an Aboriginal language were more likely to report T2DM, in contrast to those who have not been exposed to an Aboriginal language (10.29% vs. 8.92%). Respondents who had never attended residential school and did not have family members who had done so were less likely to have T2DM. The percentages of T2DM in “not stated” group, “attended residential school” group and “never attended residential school” group were 11.75%, 10.04% and 7.72%, respectively. In terms of traditional language, people who have taken part in traditional activities had a higher rate of T2DM compared to people who have not done any traditional activities in the past year.

**Table 4: Characteristics of sample among Off-reserve First Nations and Métis adults and bivariate associations with diagnosis of Type 2 diabetes**

	N	Not diagnosed with Type 2 diabetes(%)	Diagnosed with Type 2 diabetes(%)	P value
<b>Age group</b>				
18-25	1930	100.00	0.00	<b>&lt;.0001</b>
25-35	2410	98.34	1.66	
35-45	2610	93.87	6.13	
45-55	2750	87.27	12.73	
55+	3080	77.60	22.40	
<b>Gender</b>				
Female	6930	90.76	9.24	0.1113
Male	5860	89.93	10.07	
<b>Aboriginal identity</b>				
First Nations	6730	89.45	10.55	<b>0.0002</b>
Métis	6050	91.40	8.60	
<b>Region of residence</b>				
Atlantic	950	89.47	10.53	<b>&lt;.0001</b>
Québec	1350	88.89	11.11	
Ontario	3250	89.23	10.77	
Prairies	4850	91.75	8.25	
British Columbia	2250	91.11	8.89	
Territories	150	100.00	0.00	
<b>Population Centre size</b>				
Rural area	2800	89.29	10.71	<b>&lt;.0001</b>
Small population centre	2600	88.46	11.54	
Medium population centre	1550	90.32	9.68	
Large urban population centre	5850	91.45	8.55	
<b>Obesity status</b>				
Underweight or normal weight	4790	96.87	3.13	<b>&lt;.0001</b>
Overweight or obese	7990	86.48	13.52	
<b>Type of smoker</b>				
Occasional smoker or non-smoker	8970	90.19	9.81	0.2738
Daily smoker	3810	90.81	9.19	
<b>Type of drinker</b>				
Non-drinker	2690	81.41	18.59	<b>&lt;.0001</b>
Other drinker	9600	92.92	7.08	
Everyday drinker	490	89.80	10.20	

	N	Not diagnosed with Type 2 diabetes(%)	Diagnosed with Type 2 diabetes(%)	P value
<b>Highest level of education attained</b>				
Below secondary school diploma or equivalent	2870	85.02	14.98	<b>&lt;.0001</b>
Secondary school diploma or equivalent	2060	94.17	5.83	
Postsecondary education and above	7840	91.45	8.55	
<b>Employment status</b>				
Not employed	4640	85.56	14.44	<b>&lt;.0001</b>
Employed	8140	93.12	6.88	
<b>Annual total personal income</b>				
1st quartile (less than \$10,280)	2740	91.61	8.39	<b>&lt;.0001</b>
2nd quartile (\$10,290 to \$23,080)	3250	87.38	12.62	
3rd quartile (\$23,080 to \$44,590)	3390	90.86	9.14	
4th quartile (more than \$44,590)	3410	91.79	8.21	
<b>Level of food security in household</b>				
High or marginal food security	10510	90.87	9.13	<b>&lt;.0001</b>
Low food security	1140	90.35	9.65	
Very low food security	1130	85.84	14.16	
<b>Exposure to Aboriginal language</b>				
No	6840	91.08	8.92	<b>0.0087</b>
Yes	5930	89.71	10.29	
<b>Residential school attendance</b>				
No	5050	92.28	7.72	<b>&lt;.0001</b>
Yes	4580	89.96	10.04	
Not stated	3150	88.25	11.75	
<b>Traditional activities</b>				
No	4820	91.08	8.92	<b>0.0359</b>
Yes	7960	89.95	10.05	

*Note: 1. Data from the 2012 APS; Scaled weights were applied. 2. Frequency counts of each independent variable (except geographic variables) were rounded to the nearest ten; Frequency counts of geographic variables (region of residence, and population centres) were rounded to the nearest fifty. 3. Bolded P values were significant at a level of  $\alpha < 0.05$ .*

### 6.3 Multiple logistic regression models:

Table 5 summarizes the main results of multiple logistic regression models. Self-report T2DM was the major dependent variable. Group of independent variables were added in the regression models in 5 steps. The first model considers only the health behaviour factors (obesity, cigarette smoking, and alcohol consumption). In the second model, demographic variables such as age, gender, Aboriginal identity, and geographic variables were included. Variables that reflect social economic status (educational level, employment status and annual total personal income) were added in the third model. The fourth model considered household food security as a family level variable. Finally, the fifth model included cultural factors such as Aboriginal language, attending residential schools, and traditional activities.

Obesity status was significantly associated with T2DM in all five models. In the first model that included health behaviour factors, using “underweight or normal weight” group as reference, the odds ratio with 95% confidence interval in the “overweight or obese” group is as high as 4.55 (3.36-6.16). The effect of cigarette smoking was insignificant in predicting T2DM in all five models. This finding is consistent with the results of bivariate analysis. Compared with other drinkers (who drank alcohol less than everyday), non-drinkers were more likely to report T2DM (OR=1.64, 95% CI=1.27, 2.12 in the final model). Although everyday drinkers appeared to have a higher rate of T2DM than other drinkers, this relationship was not significant in regression models.

Previously, the bivariate analysis showed that there were significant differences in T2DM for Aboriginal identity and geographic variables. The relationships between T2DM and these variables were not significant in the regression models. Among demographic variables, only age was significantly associated with T2DM (OR=1.07, 95% CI=1.06, 1.08 in the final model).

In the third model, variables that indicated individual's social economic status were considered in the logistic regression analysis. Results showed that education level and total personal income were significantly associated with T2DM. In detail, compared with respondents belonging to the “below secondary school diploma or equivalent” group, those who have attained a secondary school diploma or equivalent were less likely to report T2DM (OR=0.67, 95% CI=0.47, 0.96 in the third model). Respondents who belonged to the highest quartile group of annual personal income were less likely to have T2DM (OR=0.67, 95% CI=0.47, 0.96 in the third model), compared with those in other income groups.

In the fourth model, household food security was included as a family level variable. Household food security status was significantly associated with T2DM (OR=1.75, 95% CI=1.14, 2.69 in the final model). Compared with respondents who belonged to the “high or marginal food security” group, those who were in “very low food security” group were more likely to report T2DM.

Residential school attendance was significantly associated with T2DM. Compared with respondents who had not attended residential schools and did not have family members who had done so, respondents with exposure to residential schools and those who did not state their attendance of residential schools were more likely to report T2DM (OR=1.44, 95% CI= 1.09, 1.92 and OR=1.60, 95% CI= 1.16, 2.22 respectively).

#### *Model diagnostics*

Table 5 summarizes several model fit statistics. The value of maximized log likelihood decreased from 349998.89 in the first model to 306635.68 in the fifth model. The value of c-

statistics increased from 0.705 in the first model to 0.844 in the fifth model. The full model is more reasonable in predicting T2DM after considered various levels of independent variables.

**Table 5: Logistic regression models estimating Type 2 diabetes among Off-reserve First Nations and Métis adults (18 years and above)**

	Model 1 OR (95% CI)	Model 2 OR (95% CI)	Model 3 OR (95% CI)	Model 4 OR (95% CI)	Model 5 OR (95% CI)
<b>Obesity status</b>					
Underweight or normal weight†	1.00 (--)	1.00 (--)	1.00 (--)	1.00 (--)	1.00 (--)
Overweight or obese	<b>4.55* (3.36-6.16)</b>	<b>4.13* (2.99-5.72)</b>	<b>4.28* (3.09-5.91)</b>	<b>4.28* (3.10-5.91)</b>	<b>4.19* (3.04-5.78)</b>
<b>Type of smoker</b>					
Occasional smoker or non-smoker†	1.00 (--)	1.00 (--)	1.00 (--)	1.00 (--)	1.00 (--)
Daily smoker	1.01 (0.79-1.29)	1.25 (0.96-1.63)	1.22 (0.94-1.58)	1.16 (0.89-1.51)	1.13 (0.87-1.47)
<b>Type of drinker</b>					
Other drinker†	1.00 (--)	1.00 (--)	1.00 (--)	1.00 (--)	1.00 (--)
Non-drinker	<b>2.87* (2.27-3.61)</b>	<b>1.77* (1.37-2.28)</b>	<b>1.67* (1.29-2.15)</b>	<b>1.65* (1.28-2.14)</b>	<b>1.64* (1.27-2.12)</b>
Everyday drinker	1.59 (0.94-2.70)	0.93 (0.55-1.59)	0.93 (0.54-1.60)	0.95 (0.55-1.64)	0.94 (0.55-1.62)
<b>Age</b>					
		<b>1.07* (1.06-1.07)</b>	<b>1.06* (1.06-1.07)</b>	<b>1.07* (1.06-1.07)</b>	<b>1.07* (1.06-1.08)</b>
<b>Gender</b>					
Female†		1.00 (--)	1.00 (--)	1.00 (--)	1.00 (--)
Male		1.09 (0.88-1.35)	1.16 (0.93-1.45)	1.17 (0.94-1.46)	1.16 (0.92-1.45)
<b>Aboriginal identity</b>					
First Nations†		1.00 (--)	1.00 (--)	1.00 (--)	1.00 (--)
Métis		0.83 (0.65-1.06)	0.84 (0.66-1.08)	0.86 (0.67-1.10)	0.92 (0.72-1.18)
<b>Region of residence</b>					
Atlantic		0.79 (0.50-1.24)	0.75 (0.48-1.19)	0.77 (0.48-1.22)	0.86 (0.54-1.38)
Québec		0.80 (0.54-1.20)	0.77 (0.51-1.15)	0.78 (0.52-1.18)	0.83 (0.55-1.26)
Ontario†		1.00 (--)	1.00 (--)	1.00 (--)	1.00 (--)
Prairies		0.82 (0.59-1.12)	0.83 (0.61-1.14)	0.84 (0.61-1.16)	0.82 (0.60-1.12)
British Columbia		0.75 (0.49-1.17)	0.76 (0.49-1.18)	0.75 (0.49-1.17)	0.73 (0.47-1.14)
Territories		0.76 (0.46-1.24)	0.80 (0.48-1.34)	0.79 (0.47-1.33)	0.70 (0.41-1.20)

	Model 1 OR (95% CI)	Model 2 OR (95% CI)	Model 3 OR (95% CI)	Model 4 OR (95% CI)	Model 5 OR (95% CI)
<b>Population Centre size</b>					
Rural area†		1.00 (--)	1.00 (--)	1.00 (--)	1.00 (--)
Small population centre		1.18 (0.83-1.67)	1.19 (0.84-1.69)	1.18 (0.83-1.69)	1.19 (0.83-1.71)
Medium population centre		1.08 (0.71-1.64)	1.06 (0.69-1.63)	1.06 (0.69-1.62)	1.06 (0.69-1.62)
Large urban population centre		1.06 (0.78-1.44)	1.07 (0.79-1.46)	1.04 (0.76-1.42)	1.08 (0.79-1.49)
<b>Highest level of education attained</b>					
Below secondary school diploma or equivalent†			1.00 (--)	1.00 (--)	1.00 (--)
Secondary school diploma or equivalent			<b>0.67* (0.47-0.96)</b>	<b>0.68* (0.48-0.98)</b>	0.71 (0.50-1.02)
Postsecondary education and above			1.07 (0.81-1.41)	1.08 (0.82-1.43)	1.07 (0.81-1.41)
<b>Employment status</b>					
Not employed†			1.00 (--)	1.00 (--)	1.00 (--)
Employed			0.89 (0.68-1.18)	0.96 (0.72-1.26)	0.93 (0.71-1.22)
<b>Annual total personal income</b>					
1st quartile (less than \$10,280) †			1.00 (--)	1.00 (--)	1.00 (--)
2nd quartile (\$10,290 to \$23,080)			0.91 (0.65-1.28)	0.90 (0.63-1.27)	0.91 (0.64-1.29)
3rd quartile (\$23,080 to \$44,590)			0.75 (0.53-1.06)	0.77 (0.55-1.09)	0.78 (0.55-1.10)
4th quartile (more than \$44,590)			<b>0.67* (0.47-0.96)</b>	0.71 (0.49-1.03)	0.71 (0.49-1.03)
<b>Level of food security in household</b>					
High or marginal food security†				1.00 (--)	1.00 (--)
Low food security				1.23 (0.81-1.89)	1.16 (0.76-1.78)
Very low food security				<b>1.86* (1.23-2.79)</b>	<b>1.75* (1.14-2.69)</b>
<b>Exposure to Aboriginal language</b>					
No †					1.00 (--)
Yes					1.15 (0.89-1.48)
<b>Residential school attendance</b>					
No†					1.00 (--)



	Model 1	Model 2	Model 3	Model 4	Model 5
	OR (95% CI)	OR (95% CI)	OR (95% CI)	OR (95% CI)	OR (95% CI)
Yes					<b>1.44* (1.09-1.92)</b>
Not stated					<b>1.60* (1.16-2.22)</b>
<b>Traditional activities</b>					
No†					1.00 (--)
Yes					1.29 (0.99-1.68)
<b>Model fit characteristics</b>					
N	12780	12780	12780	12780	12780
Sum of weights	602777.9	602777.9	602777.9	602777.9	602777.9
df	4	15	21	23	27
-2 Log L	349998.89	313089.49	311035.62	309510.88	306635.68
C statistics	0.705	0.837	0.839	0.842	0.844

*Note: Data from the 2012 APS. Bootstrapped estimates are applied. † Reference category. \* Bolded values are significant at  $p < 0.05$ .*

## 7. Discussion

### 7.1 Trends in the prevalence of diabetes and its factors

Using the four cycles of APS, this study summarizes the trend in the prevalence of diabetes and its relevant factors among Aboriginal adults who were Treaty Indians or Registered Indians and living off-reserve, over the past twenty years. This population was chosen because of its relative stability, compared with other definitions of Aboriginal populations. First, although the prevalence rates of all types of diabetes showed a decreasing trend over the ten years between 2001 and 2012, the prevalence of diabetes among Registered Indians was still at least two times higher than the national average. For instance, the prevalence rate of all types of diabetes among Registered Indian adults was as high as 13.04% in 2012, but the national prevalence rate of diabetes was only 6.5% in the same year (Statistics Canada, 2016c). Second, the pattern observed in diabetes and age of onset of diabetes is not evident for the major modifiable factors. Diabetes prevalence increased among Registered Indians increased from 1991 to 2001 and then decreased slightly to 2012. During this time, the percentages of those obese and who were regular drinkers increased, while the percentage of daily smokers decreased. Third, educational attainment and annual personal income increased over the past twenty years, but employment rates decreased since the year 2001. Although the median total income increased about 56% from 1991 to 2012, the median total income was still much lower than the national average (\$18,098 vs. \$31,320 in 2012). Last, cohort analysis showed that, unlike the modifiable factors, all birth cohorts followed the same patterns in developing diabetes over observable age ranges. Overall, this suggests that the links between diabetes and the modifiable risk factors for the disease might be weakening in this population.

### 7.2 Relationships between modifiable factors, social determinants and type 2 diabetes

Focused on the 2012 APS, the second part of this study examined the relationship between modifiable risk factors, social determinants and T2DM among First Nations and Métis adults living off-reserve. Using the social ecological model as a conceptual framework, regression models that included conventional modifiable factors as well as social determinants of health were used. Results showed that obesity was a major factor for T2DM, even after adjustment for factors indicative of social determinants (OR=4.19, 95% CI=3.04, 5.78 in the final model). This indicated that obesity might be a critical reason for diabetes. Daily smoking was not associated with T2DM in either bivariate or regression analysis. With respect to alcohol drinking, in the bivariate analysis, not drinking or drinking everyday were positively associated with T2DM. In the regression analysis, only non-drinking was significantly associated with T2DM. This is probably because it is challenging to distinguish between moderate and heavy drinkers. The literature suggests that moderate consumption of alcohol is associated with lower incidence of diabetes, and heavy consumption is associated with increased incidence of diabetes (Howard et al., 2004, Koppes et al., 2005, Baliunas et al., 2009). Moderate drinking is usually defined as 2-4 drinks per day or as 1–3 drinks per day, and heavy drinking is usually defined as more than 3 or 4 drinks per day (Howard et al., 2004, Koppes et al., 2005). However, the question about alcohol use in the APS did not ask about daily alcohol use. Instead, the question asked, “How often in the past 12 months have you had five or more drinks on one occasion”. Therefore, we could not estimate the amount of alcohol consumption in different groups of drinkers. It is possible that every day drinkers include both moderate and heavy drinkers. Despite the fact that the increased risk of T2DM was not found in “every day drinkers” in the regression models, the relationship between non-drinkers and T2DM is consistent with other literature. Another consideration is that we do not know the drinking history of the respondent. For

instance, the respondent could be a heavy drinker previously, then stopped drinking in the past year in response to having been diagnosed with diabetes or another disease.

In addition to the modifiable risk factors of T2DM, associations with several social determinants on T2DM were observed in the regression analysis. In the third regression model, both educational attainment (secondary school diploma or equivalent) and income (annual personal income more than \$44,590) were shown to be negatively associated with T2DM. These findings are consistent with previous literature (Choi & Shi, 2001, Ross et al., 2010, Dinca-Panaitescu et al., 2011).

Food insecurity is a potent marker of socioeconomic disadvantage. Previous studies have found that household food insecurity is associated with an increased likelihood of diabetes (Seligman et al., 2007, Gucciardi et al., 2009). This study similarly found a relationship between household food insecurity and T2DM. Results showed that respondents who were in the “very low food security” group were significantly more likely to report T2DM, compared with those who were in the “high or marginal food security” group. It is suggested that people living in food-insecure households are less likely to consume fruits and vegetables and more likely to be physically inactive (Gucciardi et al., 2009). Another interpretation is that people living in food-insecure households tend to overeat during food adequacy periods to compensate periods of insufficient food, and this binge-fast dietary pattern finally leads to insulin resistance (Seligman et al., 2007).

This study also examined the relationship between several important cultural factors and T2DM. Bivariate analysis showed that exposure to an Aboriginal language and having attended traditional activities were associated with T2DM. In the multivariate logistic regression models, these differences were no longer significant. Both bivariate and regression results showed that

either respondents or their family members who had attended residential schools and those who did not state their attendance of residential schools were more likely to report T2DM, compared with people or their family members who never attended residential schools. Barton et al. (2005) suggested that post-traumatic stress disorder exists among residential school survivors, which causes symptoms such as difficulties in sleep and anger management, relationship dysfunction, and tendency to have alcohol or sedative drugs abuse. Moreover, Bombay et al. (2014) indicated that this historical trauma has intergenerational effects on the health of the children and grandchildren of IRS survivors. This may be one of the reasons that people or their family members who have attended residential schools were more likely to have T2DM.

### 7.3 Limitations

There are several limitations in this study. First, previous literature suggested that the issue of diabetes was more serious among First Nations living on-reserve (PHAC, 2011), but we are not able to include those populations because on-reserve Aboriginal peoples are not recruited in APS. Second, the prevalence rates of diabetes are estimated based on self-reported variables. Without reliable diagnosis of diabetes such as glucose measurement, this estimation may be biased. Other self-reported measures such as height, weight, smoking, and alcohol drinking may also be misreported and thus bring information bias. For instance, the self-reported body weight and height may underestimate the percentage of overweight or obese. Third, some important health behavioural factors, such as physical activities and diet patterns, are not included in APS. Therefore, health behavioural factors may not be completely controlled in the multivariate analysis. Last, because the APS are not longitudinal surveys and sampling method varies from cycle to cycle, we are not able to explore the causal relationship between risk factors and diabetes.

#### 7.4 Study strengths and implications

Although there are several limitations as described above, there are also strengths to this study. First, this study depicts the progress of diabetes and its factors through the past twenty years. Although we could not conclude that there is causal relationship between these factors and diabetes, some clear trends were shown by using four cycles of cross-sectional APS. These trends are helpful in understanding the development of T2DM over years. Second, focusing on the 2012 APS, this study applied a comprehensive framework in examining potential factors of T2DM among Aboriginal adults. In addition to conventional lifestyle factors such as obesity, cigarette smoke and alcohol consumption, this study also includes some important social determinants such as social economic status, household food security, and cultural factors such as Aboriginal language and residential school attendance. Based on the results of this study, several implications will be discussed.

First, the prevalence rate of diabetes remains high among Aboriginal peoples in Canada. Results showed that although the prevalence rates of diabetes decreased about 2% over the last ten years (from 14.54% to 13.04%), the prevalence rate of diabetes among off-reserve Registered Indian adults in 2012 was still two times higher than the national average (13.04% vs. 6.5%). Therefore, efforts are needed to address the issue of diabetes among Aboriginal peoples in Canada.

Second, obesity is an important modifiable factor of T2DM. The first part of this study showed that the prevalence of obesity is continually rising at an alarming rate (from 51.09% to 66.40%) over the past twenty years. The second part of this study confirmed that obesity was a major factor for T2DM (OR>4 in all models). It is necessary to raise the awareness of potential diabetes risk among people who were overweight or obese (BMI  $\geq$  25). Encouraging weight

loss will therefore be a critical strategy for preventing diabetes. On the other hand, obesity is such a complex health concern that is not easily modifiable. A socio-ecological perspective suggests that in addition to individual factors, social and environmental influences cannot be neglected in considering interventions to reduce obesity (Willows et al., 2012). For instance, low household income and poor availability of healthy foods in stores might limit the ability of people to maintain healthy diets (Willows et al., 2012). Therefore, effective obesity prevention strategies require the efforts at all ecological levels.

Third, in addition to modifiable factors, social determinants of health are also important in predicting T2DM among Aboriginal adults. This study found that education, income, and household food insecurity were all significantly associated with T2DM. Moreover, this study showed that historical trauma still affects the offspring of residential school survivors, as people or their family members who have attended residential schools were more likely to report T2DM. Thus a comprehensive framework including modifiable lifestyle factors, social determinants as well as cultural factors needs to be applied for a better understanding of factors of T2DM in Aboriginal adults.

Lastly, there are also some policy implications based on this study. Primary prevention of T2DM usually focuses on modifiable risk factors of obesity, physical inactivity and unhealthy diet (Alberti et al., 2007). However, lifestyle intervention alone may not be sufficient for those people who have low income or household food insecurity as it is difficult for them to maintain a healthy lifestyle (Raphael et al, 2003). This study confirms that off-reserve Aboriginal adults who had low educational attainment, personal income, and household food security were more likely to report T2DM. Based on the results of this study, we suggest that diabetes prevention should be supported by extra social support programs addressing social determinants of health.

For instance, the Aboriginal Diabetes Initiative (ADI) is funded by the federal government to reduce the prevalence and incidence of diabetes and its risk factors among Aboriginal peoples in Canada since 1999. In order to improve food security, the ADI has funded community activities such as community kitchens and gardens and healthy food box programs through First Nations and Inuit communities. It is necessary to encourage these community actions among off-reserve living First Nations and Métis as well. Moreover, beyond individual and community interventions, large-scale policy change in household food security is also needed to address the conditions within which Aboriginal peoples currently live. Other strategies such as effective poverty reduction plans or policies that support Aboriginal educational attainment should also be strengthened, especially for vulnerable populations.

With respect to healing the trauma of residential schools, this study found that residential school exposure was significantly associated with T2DM, indicating that intergenerational trauma may exist among offspring of residential school survivors. Therefore, it is important to raise awareness of residential school exposure as an important risk factor for T2DM. Both individual and community healing activities should also involve younger generations whose family members had attended residential schools.

### 7.5 Future research directions

We examined the associations between modifiable lifestyle factors, social determinants and diabetes using the APS data. Because the APS are cross-sectional surveys, we are not able to examine causal relationships between these factors and diabetes. Future research may explore the pathway between lifestyle factors, social determinants and diabetes by using longitudinal data or constructing advanced statistical models, such as structural equation models. Moreover, although it is informative to examine the changes in diabetes prevalence and associated risk factors within



Aboriginal populations, these changes have not occurred in isolation. Over this time period, educational attainment and income among other Canadians has also changed, as have other risk factors such as obesity. Future studies could examine the changes in the relative difference between Aboriginal and non-Aboriginal populations on these risk factors, and their impact on the excess diabetes risk. Lastly, this study found cultural factors such as residential school exposure was significantly associated with diabetes, future research could have a deep discussion on the impact, mechanism and prevent strategies of cultural factors affecting Indigenous health.

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## **9. Appendix: 2012 APS Questionnaire**

Social and Aboriginal Statistics Division

# Aboriginal Peoples Survey – 2012

## Education and Employment

### Questionnaire

January 2012

Disponible en français

Statistics Canada  
Social and Aboriginal Statistics Division

# Aboriginal Peoples Survey - 2012 Education and Employment

## Questionnaire

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January 2012

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## **INTRODUCTION (INT)**

INT\_R01

**This survey will collect data from First Nations people living off reserve, Métis and Inuit in Canada.**

**(The information collected will be used by Aboriginal organizations, groups and communities as well as government to help plan programs and policies in such areas as education, employment and health.)**

**Although this survey is voluntary, I hope that you will participate because the information could benefit you, your family and your community.**

INT\_R02

**In order to reduce the number of questions, Statistics Canada plans to combine information collected during the 2011 National Household Survey to the information you provide in this interview. We may also add information from other surveys or administrative data sources. All information will be kept confidential and used for statistical purposes only.**

## IDENTIFICATION (ID)

ID\_R01

**I would now like to ask you some questions about yourself.**

ID\_Q01

**Are you an Aboriginal person, that is, First Nations, Métis or Inuk (Inuit)?  
First Nations includes Status and Non-Status Indians.**

INTERVIEWER: The terms "First Nations" and "North American Indian" can be interchanged. Some respondents may prefer one term over the other.

"Inuit" is the plural form of "Inuk".

- 1 Yes
- 2 No (Go to ID\_Q03)
- DK, RF (Go to ID\_Q03)

ID\_Q02

INTERVIEWER: If the respondent has already specified the Aboriginal group(s), select the group(s) from the list below; if not, ask:

**Are you First Nations, Métis or Inuk (Inuit)?**

INTERVIEWER: Mark all that apply.

First Nations (North American Indian) includes Status and Non-Status Indians. The terms "First Nations" and "North American Indian" can be interchanged. Some respondents may prefer one term over the other.

"Inuit" is the plural form of "Inuk".

- 1 First Nations (North American Indian)
- 2 Métis
- 3 Inuk (Inuit)
- DK, RF

ID\_Q03

**Are you a Status Indian, that is, a Registered or Treaty Indian as defined by the  
*Indian Act* of Canada?**

INTERVIEWER: "Status Indians" include Registered and Treaty Indians. Registered Indians are persons who are registered under the *Indian Act* of Canada. Treaty Indians are persons who belong to a First Nation or Indian band that signed a treaty with the Crown.

- 1 Yes, Status Indian (Registered or Treaty)
- 2 No
- DK, RF

ID\_Q04A

**Have you ever applied to Aboriginal Affairs and Northern Development Canada  
(previously named INAC) to be registered as a Status Indian under Bill C-31 or Bill  
C-3?**

INTERVIEWER: Mark all that apply.

- 1 Yes, Bill C-31
- 2 Yes, Bill C-3
- 3 No (Go to ID\_Q05)
- DK, RF (Go to ID\_Q05)

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ID\_Q04B

**Have you been registered as a Status Indian under Bill C-31 or Bill C-3?**

INTERVIEWER: Mark all that apply.

- 1 Yes, Bill C-31
  - 2 Yes, Bill C-3
  - 3 No
- DK, RF

ID\_Q05

**Are you a member of a First Nation or Indian band?**

INTERVIEWER: For example, Musqueam Indian Band, Sturgeon Lake First Nation, Atikamekw (At ti' ka mek) of Manawan, etc..

- 1 Yes
  - 2 No
- DK, RF

For information only



## HOUSEHOLD COMPOSITION 1 (HC1)

HC1\_C01 If (5 < Age < 15) or (Age = 15..17 and APIT\_Q01 = 2 (No)), go to HC1\_R01.  
Otherwise, go to HC1\_END.

HC1\_R01 **The next section is about the people who currently live at this address and their relationship to ^FNAME.**

HC1\_Q01 **What is your relationship to ^FNAME?**

- 01 Spouse (husband/wife)
  - 02 Common-law partner
  - 03 Mother
  - 04 Father
  - 05 Son/Daughter
  - 06 Brother/Sister
  - 07 Foster father/mother
  - 08 Foster son/daughter
  - 09 Grandfather/mother (include great-grandfather/mother)
  - 10 Grandson/daughter
  - 11 In-law
  - 12 Uncle/Aunt
  - 13 Other related
  - 14 Unrelated
- (DK, RF not allowed)

HC1\_Q02 **What is your date of birth?**

INTERVIEWER: This is the date of birth of the PMK (Person Most Knowledgeable).

DK, RF

HC1\_N03 INTERVIEWER: Enter PMK's sex.

- 1 Male
  - 2 Female
- (DK, RF not allowed)

HC1\_Q04 **What is your marital status? Are you... ?**

INTERVIEWER: Read categories to respondent. If a Quebec respondent answers "civil union", code to the "married" category.

- 1 **Married**
  - 2 **Living common-law**
  - 3 **Widowed** (Go to HC1\_Q06)
  - 4 **Separated** (Go to HC1\_Q06)
  - 5 **Divorced** (Go to HC1\_Q06)
  - 6 **Single, never married** (Go to HC1\_Q06)
- DK, RF (Go to HC1\_Q06)

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HC1\_Q05

**What is your spouse's or partner's relationship to ^FNAME?**

- 01 Spouse (husband/wife)
  - 02 Common-law partner
  - 03 Mother
  - 04 Father
  - 05 Son/Daughter
  - 06 Brother/Sister
  - 07 Foster father/mother
  - 08 Foster son/daughter
  - 09 Grandfather/mother (include great-grandfather/mother)
  - 10 Grandson/daughter
  - 11 In-law
  - 12 Uncle/Aunt
  - 13 Other related
  - 14 Unrelated
- DK, RF

HC1\_Q06

**Including ^FNAME, how many persons usually live here, at this address, as of today?**

INTERVIEWER: Include all persons who have their main residence at this address, even if they are temporarily away. Examples include, joint custody, students, secondary residence or cottage.

(MIN: 1) (MAX: 99)

DK, RF

HC1\_Q07

**Including ^FNAME, how many persons under the age of 18 usually live here, at this address, as of today?**

(MIN: 1) (MAX: 99)

DK, RF

(Go to HC1\_Q09)

HC1\_C08

If HC1\_Q07 = 1, go to HC1\_Q09.  
Otherwise, go to HC1\_Q08.

HC1\_Q08

**How many of these persons are younger than or the same age as ^FNAME?**

(MIN: 0) (MAX: 99)

DK, RF

HC1\_Q09

**Including yourself, what members of ^FNAME's family and other people usually live here at this address?**

INTERVIEWER: Mark all that apply. Include relatives and non-relatives. If it is known how the PMK and his or her spouse (if applicable) are related to the child, choose the correct responses from the list below; otherwise probe.

- 01 Spouse (husband/wife)
  - 02 Common-law partner
  - 03 Mother
  - 04 Father
  - 05 Son/Daughter
  - 06 Brother/Sister
  - 07 Foster father/mother
  - 08 Foster son/daughter
  - 09 Grandfather/mother (include great-grandfather/mother)
  - 10 Grandson/daughter
  - 11 In-law
  - 12 Uncle/Aunt
  - 13 Other related
  - 14 Unrelated
- DK, RF

For information only

**MARITAL STATUS (MS)**

MS\_C01

If Age >= 15, go to MS\_Q01.  
Otherwise, go to MS\_END.

MS\_Q01

**What is your marital status? Are you... ?**

INTERVIEWER: Read categories to respondent. If a Quebec respondent answers "civil union", code to the "married" category.

- 1 **Married**
  - 2 **Living common-law**
  - 3 **Widowed**
  - 4 **Separated**
  - 5 **Divorced**
  - 6 **Single, never married**
- DK, RF

For information only

## HOUSEHOLD COMPOSITION 2 (HC2)

- HC2\_C01 If (Age = 15..17 and APIT\_Q01 = 1 (Yes)) OR (Age >= 18), go to HC2\_R01.  
Otherwise, go to HC2\_END.
- HC2\_R01 **The next section is about the people who currently live at this address.**
- HC2\_Q01 **Including yourself, how many persons usually live here, at this address, as of today?**
- INTERVIEWER: Include all persons who have their main residence at this address, even if they are temporarily away. Examples include, joint custody, students, secondary residence or cottage.
- (MIN: 1) (MAX: 99)
- DK, RF
- HC2\_C02 If HC2\_Q01 = 1 (number of people at address), go to HC2\_END.  
Otherwise, go to HC2\_Q02.
- HC2\_Q02 **How many persons under the age of 18 usually live here, at this address, as of today?**
- (MIN: 0) (MAX: 99)
- DK, RF
- HC2\_Q03 **What members of your family and other people usually live here at this address?**
- INTERVIEWER: Mark all that apply. Include relatives and non-relatives.
- 01 Spouse (husband/wife)
  - 02 Common-law partner
  - 03 Mother
  - 04 Father
  - 05 Son/Daughter
  - 06 Brother/Sister
  - 07 Foster father/mother
  - 08 Foster son/daughter
  - 09 Grandfather/mother (include great-grandfather/mother)
  - 10 Grandson/daughter
  - 11 In-law
  - 12 Uncle/Aunt
  - 13 Other related
  - 14 Unrelated
- DK, RF

**MOBILITY (MOB)**

MOB\_R01 **Now I would like to ask you some questions about where you live and moves that you have made.**

MOB\_Q01 **Have you lived in this city, town or community all your life?**

INTERVIEWER: Do not include temporary moves for school or work.

- 1 Yes (Go to MOB\_Q14)  
2 No (Go to MOB\_Q14)  
DK, RF (Go to MOB\_Q14)

MOB\_Q02 **Why did you move to this city, town or community?**

INTERVIEWER: Mark all that apply. If respondent moved away from this city, town or community and then returned, collect reason for the most recent return.

- 01 To be with or follow family members/spouse  
02 Relationship (boyfriend/girlfriend)  
03 Work / To find a job  
04 School  
05 Better housing  
06 Housing less expensive  
07 More housing available  
08 Availability of services  
09 Better health care / Health reasons  
10 Felt it was a good place to live / Better quality of life  
11 Flood  
12 Relocation / Forced to move by government  
13 Water quality  
14 Wanted to move  
15 Safety concerns / Crime  
16 Other - Specify (Go to MOB\_S02)  
DK, RF

Go to MOB\_Q03

MOB\_S02 **(Why did you move to this city, town or community?)**

INTERVIEWER: Specify.

---

(80 spaces)

DK, RF

MOB\_Q03 **How many years ago did you move here? If you moved away and returned, please refer to your most recent return.**

INTERVIEWER: If less than 6 months, enter "0". If 6 months to 1 year, enter "1".

(MIN: 0) (MAX: 99)

DK, RF

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- MOB\_C04 If (ID\_Q02 =1 (First Nations) or 2 (Métis)) OR (ID\_Q03 = 1 (Yes, Status Indian)) OR (ID\_Q04B = 1 (Yes, Bill C-31) or 2 (Yes, Bill C-3) (or 1 and 2)) OR (ID\_Q05 = 1 (Yes)), go to MOB\_Q04.  
Otherwise, go to MOB\_C07A.
- MOB\_Q04 **Have you ever lived on a reserve or in a First Nations community?**
- 1 Yes  
2 No (Go to MOB\_C07A)  
DK, RF (Go to MOB\_C07A)
- MOB\_Q05 **Referring to your latest move away from a reserve or First Nations community, how many years ago did you move away?**
- INTERVIEWER: If less than 6 months, enter "0". If 6 months to 1 year, enter "1".  
(MIN: 0) (MAX: 99)  
DK, RF
- MOB\_Q06 **What were the reasons why you moved away?**
- INTERVIEWER: Mark all that apply.
- 01 To be with or follow family members/spouse  
02 Relationship (boyfriend/girlfriend)  
03 Work / To find a job  
04 School  
05 Better housing  
06 Housing less expensive  
07 More housing available  
08 Availability of services  
09 Better health care / Health reasons  
10 Flood  
11 Relocation / Forced to move by government  
12 Water quality  
13 Wanted to move  
14 Safety concerns / Crime  
15 Alcohol and/or drugs in community  
16 Other - Specify (Go to MOB\_S06)  
DK, RF
- Go to MOB\_C07A
- MOB\_S06 **(What were the reasons why you moved away?)**
- INTERVIEWER: Specify.
- 
- (80 spaces)
- DK, RF
- MOB\_C07A If ID\_Q02=3 (Inuk), go to MOB\_C07B.  
Otherwise, go to MOB\_Q14.
- MOB\_C07B If REGION\_INUIT = 10-NUNATSIAVUT, 24-NUNAVIK, 61-INUVIALUIT or 62-NUNAVUT, go to MOB\_Q10.  
Otherwise, go to MOB\_Q07.

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MOB\_Q07

**Have you ever lived in an Inuit community (Inuit Nunangat)?**

- 1 Yes  
2 No (Go to MOB\_Q14)  
DK, RF (Go to MOB\_Q14)

MOB\_Q08

**Referring to your latest move away from an Inuit community (Inuit Nunangat), how many years ago did you move away?**

INTERVIEWER: If less than 6 months, enter "0". If 6 months to 1 year, enter "1".

(MIN: 0) (MAX: 99)

DK, RF

MOB\_Q09

**What were the reasons why you moved away?**

INTERVIEWER: Mark all that apply.

- 01 To be with or follow family members/spouse  
02 Relationship (boyfriend/girlfriend)  
03 Work / To find a job  
04 School  
05 Better housing  
06 Housing less expensive  
07 More housing available  
08 Availability of services  
09 Better health care / Health reasons  
10 Flood  
11 Relocation / Forced to move by government  
12 Water quality  
13 Wanted to move  
14 Safety concerns / Crime  
15 Alcohol and/or drugs in community  
16 Other - Specify (Go to MOB\_S09)  
DK, RF

Go to MOB\_Q14

MOB\_S09

**(What were the reasons why you moved away?)**

INTERVIEWER: Specify.

---

(80 spaces)

DK, RF

Go to MOB\_Q14

MOB\_Q10

**Have you ever lived outside Inuit Nunangat (an Inuit community)?**

- 1 Yes  
2 No (Go to MOB\_Q14)  
DK, RF (Go to MOB\_Q14)



MOB\_Q11

**What were the reasons why you lived outside Inuit Nunangat (an Inuit community)?**

INTERVIEWER: Mark all that apply.

- 01 To be with or follow family members/spouse
  - 02 Relationship (boyfriend/girlfriend)
  - 03 Work / To find a job
  - 04 School
  - 05 Better housing
  - 06 Housing less expensive
  - 07 More housing available
  - 08 Availability of services
  - 09 Better health care / Health reasons
  - 10 Flood
  - 11 Relocation / Forced to move by government
  - 12 Water quality
  - 13 Wanted to move
  - 14 Safety concerns / Crime
  - 15 Alcohol and/or drugs in community
  - 16 Other - Specify (Go to MOB\_S11)
- DK, RF

Go to MOB\_Q12

MOB\_S11

**(What were the reasons why you lived outside Inuit Nunangat (an Inuit community)?)**

INTERVIEWER: Specify.

---

(80 spaces)

DK, RF

MOB\_Q12

**How many years ago did you move back to Inuit Nunangat (an Inuit community)?**

INTERVIEWER: If less than 6 months, enter "0". If 6 months to 1 year, enter "1".

Refers to a return to any Inuit community after living outside Inuit Nunangat and not necessarily the Inuit community where the respondent currently resides.

(MIN: 0) (MAX: 99)

DK, RF

MOB\_Q13

**Thinking of your present situation, what are the most important reasons keeping you in this community?**

INTERVIEWER: Mark all that apply.

- 01 School / Education opportunities
  - 02 Job
  - 03 Family is here / Wants to be close to family
  - 04 Friends
  - 05 Good hunting, fishing, trapping and harvesting opportunities
  - 06 It is my home town
  - 07 Good place to raise children / Good place to teach traditional activities
  - 08 More activities for adults and children
  - 09 Less expensive to live here
  - 10 Medical facilities available in community
  - 11 Community is calm, quiet / Prefer small town life
  - 12 Better housing
  - 13 Other - Specify (Go to MOB\_S13)
- DK, RF

Go to MOB\_Q14

MOB\_S13

**(Thinking of your present situation, what are the most important reasons keeping you in this community?)**

INTERVIEWER: Specify.

---

(80 spaces)

DK, RF

MOB\_Q14

**In the last five years, how many times have you moved? Include all moves from one residence to another, even moves within the same city, town or community.**

(MIN: 0) (MAX: 25)

DK, RF

MOB\_C15

If MOB\_Q14 = 0, go to MOB\_END.  
Otherwise, go to MOB\_Q15.

MOB\_Q15

**In the last 12 months, how many times have you moved? (Include all moves from one residence to another, even moves within the same city, town or community.)**

(MIN: 0) (MAX: 15)

DK, RF

**EDUCATION STATUS 1 (EDS1)**

EDS1\_C01 If Age < 19, go to EDS1\_R01.  
Otherwise, go to EDS1\_END.

EDS1\_R01 **The next questions ask about your education.**

EDS1\_Q01 **Are you currently attending elementary or high school? Please do not include attendance in an upgrading or high school equivalency program such as General Educational Development (GED) or Adult Basic Education (ABE).**

- 1 Yes
- 2 No (Go to EDS1\_Q03)
- 3 Home schooled (Go to EDS1\_END)
- DK, RF (Go to EDS1\_END)

EDS1\_Q02 **What grade or level are you currently in?**

- 01 Kindergarten
- 02 Grades 1 to 6
- 03 Grade 7 / Quebec: Secondary I
- 04 Grade 8 / Quebec: Secondary II
- 05 Grade 9 / Quebec: Secondary III /  
Manitoba: Senior 1
- 06 Grade 10 / Newfoundland and  
Labrador: Level I / Quebec:  
Secondary IV / Manitoba: Senior 2
- 07 Grade 11 / Newfoundland and  
Labrador: Level II / Quebec:  
Secondary V / Manitoba: Senior 3
- 08 Grade 12 / Newfoundland and  
Labrador: Level III / Manitoba: Senior  
4
- DK, RF
- Go to EDS1\_END

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EDS1\_Q03

**What is the highest grade of elementary or high school that you ever completed? Please include completion through an upgrading or high school equivalency program (such as General Educational Development (GED) or Adult Basic Education (ABE)).**

INTERVIEWER: Please confirm that the respondent actually completed the indicated grade ("so you finished...?").

- |    |   |                   |
|----|---|-------------------|
| 01 | No schooling  | (Go to EDS1_END)  |
| 02 | Kindergarten  | (Go to EDS1_Q05A) |
| 03 | Grades 1 to 5   | (Go to EDS1_Q05A) |
| 04 | Grade 6   | (Go to EDS1_Q05A) |
| 05 | Grade 7 / Quebec: Secondary I   | (Go to EDS1_Q05A) |
| 06 | Grade 8 / Quebec: Secondary II  | (Go to EDS1_Q05A) |
| 07 | Grade 9 / Quebec: Secondary III /<br>Manitoba: Senior 1   | (Go to EDS1_Q05A) |
| 08 | Grade 10 / Newfoundland and<br>Labrador: Level I / Quebec:<br>Secondary IV / Manitoba: Senior 2 | (Go to EDS1_Q05A) |
| 09 | Grade 11 / Newfoundland and<br>Labrador: Level II / Quebec:<br>Secondary V / Manitoba: Senior 3 |                   |
| 10 | Grade 12 / Newfoundland and<br>Labrador: Level III / Manitoba: Senior<br>4                      |                   |
| 11 | High school completion through an<br>upgrading or high school equivalency<br>program            | (Go to EDS1_Q06)  |
|    | DK, RF  |                   |

EDS1\_Q04

**Did you complete a high school diploma? Please do not include completion through an upgrading or high school equivalency program (such as General Educational Development (GED) or Adult Basic Education (ABE)).**

- |   |        |                  |
|---|--------|------------------|
| 1 | Yes    | (Go to EDS1_END) |
| 2 | No     |                  |
|   | DK, RF |                  |

EDS1\_Q05A

**Are you currently attending an upgrading or high school equivalency program (such as General Educational Development (GED) or Adult Basic Education (ABE))?**

- |   |        |                  |
|---|--------|------------------|
| 1 | Yes    | (Go to EDS1_Q06) |
| 2 | No     |                  |
|   | DK, RF |                  |

EDS1\_Q05B

**Have you ever taken an upgrading or high school equivalency program (such as General Educational Development (GED) or Adult Basic Education (ABE))?**

- |   |        |                  |
|---|--------|------------------|
| 1 | Yes    |                  |
| 2 | No     | (Go to EDS1_END) |
|   | DK, RF | (Go to EDS1_END) |

EDS1\_Q05C

**Have you successfully completed an upgrading or high school equivalency program (such as General Educational Development (GED) or Adult Basic Education (ABE))?**

- |   |        |  |
|---|--------|--|
| 1 | Yes    |  |
| 2 | No     |  |
|   | DK, RF |  |

EDS1\_Q06

**Where (did you attend / are you attending) an upgrading or high school equivalency program? (Was / Is) it... ?**

INTERVIEWER: Read categories to respondent.

- 1 **At a community centre**
- 2 **At an adult high school (including an alternative school)**
- 3 **Through correspondence courses or some other form of distance education (including on-line learning)**
- 4 **Through some other method - Specify** (Go to EDS1\_S06)

DK, RF

Go to EDS1\_C07

EDS1\_S06

**(Where (did you attend / are you attending) an upgrading or high school equivalency program? (Was / Is) it... ?**

**Through some other method)**

INTERVIEWER: Specify.

---

(80 spaces)

DK, RF

EDS1\_C07

If EDS1\_Q03=11 (HS completion through upgrading), go to EDS1\_Q07.  
Otherwise, go to EDS1\_END.

EDS1\_Q07

**What is the highest grade of elementary or high school that you completed before leaving school?**

INTERVIEWER: Please confirm that the respondent actually completed the indicated grade ("so you finished...?").

- 01 Kindergarten
  - 02 Grades 1 to 5
  - 03 Grade 6
  - 04 Grade 7 / Quebec: Secondary I
  - 05 Grade 8 / Quebec: Secondary II
  - 06 Grade 9 / Quebec: Secondary III /  
Manitoba: Senior 1
  - 07 Grade 10 / Newfoundland and  
Labrador: Level I / Quebec:  
Secondary IV / Manitoba: Senior 2
  - 08 Grade 11 / Newfoundland and  
Labrador: Level II / Manitoba: Senior  
3
- DK, RF

## EDUCATION STATUS 2 (EDS2)

EDS2\_C01 If 18 < Age < 45, go to EDS2\_R01.  
Otherwise, go to EDS2\_END.

EDS2\_R01 **The next few questions ask about your education.**

EDS2\_Q01 **What is the highest grade of elementary or high school that you ever completed? Please include completion through an upgrading or high school equivalency program such as General Educational Development (GED) or Adult Basic Education (ABE).**

INTERVIEWER: Please confirm that the respondent actually completed the indicated grade ("so you finished...?").

- |        |   |                   |
|--------|---|-------------------|
| 01     | No schooling  | (Go to EDS2_END)  |
| 02     | Kindergarten  |                   |
| 03     | Grades 1 to 5   |                   |
| 04     | Grade 6   |                   |
| 05     | Grade 7 / Quebec: Secondary I   |                   |
| 06     | Grade 8 / Quebec: Secondary II  |                   |
| 07     | Grade 9 / Quebec: Secondary III /<br>Manitoba: Senior 1   |                   |
| 08     | Grade 10 / Newfoundland and<br>Labrador: Level I / Quebec:<br>Secondary IV / Manitoba: Senior 2 |                   |
| 09     | Grade 11 / Newfoundland and<br>Labrador: Level II / Quebec:<br>Secondary V / Manitoba: Senior 3 | (Go to EDS2_Q04A) |
| 10     | Grade 12 / Newfoundland and<br>Labrador: Level III / Manitoba: Senior<br>4                      | (Go to EDS2_Q04A) |
| 11     | Grade 13  | (Go to EDS2_Q04A) |
| 12     | High school completion through an<br>upgrading or high school equivalency<br>program            | (Go to EDS2_Q05)  |
| 13     | Home schooled   | (Go to EDS2_END)  |
| DK, RF |   | (Go to EDS2_Q04A) |

EDS2\_Q02 **Are you currently attending high school or an upgrading or high school equivalency program (such as General Educational Development (GED) or Adult Basic Education (ABE))?**

- |        |   |                   |
|--------|---|-------------------|
| 1      | Yes, high school  |                   |
| 2      | Yes, an upgrading or high school<br>equivalency program | (Go to EDS2_Q05)  |
| 3      | No  | (Go to EDS2_Q04B) |
| DK, RF |   | (Go to EDS2_END)  |

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EDS2\_Q03

**What grade or level are you currently in?**

- 1 Grade 7 / Quebec: Secondary I
  - 2 Grade 8 / Quebec: Secondary II
  - 3 Grade 9 / Quebec: Secondary III /  
Manitoba: Senior 1
  - 4 Grade 10 / Newfoundland and  
Labrador: Level I / Quebec:  
Secondary IV / Manitoba: Senior 2
  - 5 Grade 11 / Newfoundland and  
Labrador: Level II / Quebec:  
Secondary V / Manitoba: Senior 3
  - 6 Grade 12 / Newfoundland and  
Labrador: Level III / Manitoba: Senior  
4
- DK, RF

Go to EDS2\_END

EDS2\_Q04A

**Did you complete a high school diploma? Please do not include completion through an upgrading or high school equivalency program (such as General Educational Development (GED) or Adult Basic Education (ABE)).**

- 1 Yes (Go to EDS2\_END)
  - 2 No
- DK, RF

EDS2\_Q04B

**Have you successfully completed an upgrading or high school equivalency program (such as General Educational Development (GED) or Adult Basic Education (ABE))?**

- 1 Yes (Go to EDS2\_Q05)
  - 2 No
- DK, RF

EDS2\_C04C

If EDS2\_Q01 = 2..8, go to EDS2\_END.  
Otherwise, go to EDS2\_Q04C.

EDS2\_Q04C

**Are you currently attending high school or an upgrading or high school equivalency program (such as General Educational Development (GED) or Adult Basic Education (ABE))?**

- 1 Yes, high school (Go to EDS2\_END)
  - 2 Yes, an upgrading or high school  
equivalency program
  - 3 No (Go to EDS2\_END)
- DK, RF (Go to EDS2\_END)

EDS2\_Q05

**Where (did you attend / are you attending) an upgrading or high school equivalency program? (Was / Is) it... ?**

INTERVIEWER: Read categories to respondent.

- 1 **At a community centre**
- 2 **At an adult high school (including an alternative school)**
- 3 **Through correspondence courses or some other form of distance education (including on-line learning)**
- 4 **Through some other method - Specify**

(Go to EDS2\_S05)

DK, RF

Go to EDS2\_C06

EDS2\_S05

**(Where (did you attend / are you attending) an upgrading or high school equivalency program? (Was / Is) it... ?**

**Through some other method)**

INTERVIEWER: Specify.

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(80 spaces)

DK, RF

EDS2\_C06

If EDS2\_Q01= 12, go to EDS2\_Q06.  
Otherwise, go to EDS2\_END.

EDS2\_Q06

**What is the highest grade of elementary or high school that you completed before leaving school?**

INTERVIEWER: Please confirm that the respondent actually completed the indicated grade ("so you finished...?").

- 01 Kindergarten
  - 02 Grades 1 to 5
  - 03 Grade 6
  - 04 Grade 7 / Quebec: Secondary I
  - 05 Grade 8 / Quebec: Secondary II
  - 06 Grade 9 / Quebec: Secondary III /  
Manitoba: Senior 1
  - 07 Grade 10 / Newfoundland and  
Labrador: Level I / Quebec:  
Secondary IV / Manitoba: Senior 2
  - 08 Grade 11 / Newfoundland and  
Labrador: Level II / Manitoba: Senior  
3
  - 09 Grade 12
- DK, RF



## EDUCATION 1 - GRADES 1 TO 6 (ED1)

- ED1\_C01 If EDS1\_Q02 = 2 (Grade 1 to 6), go to ED1\_R01A.  
Otherwise, go to ED1\_END.
- ED1\_R01A **The next few questions ask about the schools that ^FNAME has attended or is currently attending.**
- ED1\_Q01A **Did ^FNAME attend an early childhood development or preschool program?**
- 1 Yes  
2 No (Go to ED1\_Q02)  
DK, RF (Go to ED1\_Q02)
- ED1\_Q01B **Was this program designed for Aboriginal children?**
- 1 Yes  
2 No  
DK, RF
- ED1\_Q02 **How many different schools has ^FNAME attended altogether? Please include preschool and kindergarten.**
- (MIN: 1) (MAX: 10)
- DK, RF (Go to ED1\_C04)
- ED1\_C03 If ED1\_Q02 = 1 (number of schools attended), go to ED1\_C04.  
Otherwise, go to ED1\_Q03.
- ED1\_Q03 **For ^FNAME's last change in schools, what was the main reason for changing schools?**
- 01 Regular progression through the school system  
02 Family or child moved  
03 Marks too low / Not progressing well  
04 Expelled  
05 Not getting along with students  
06 Not getting along with teachers or other school staff  
07 Concerns about the standards and quality of teaching  
08 Wanted a specific program  
09 School closure  
10 New school was located closer to home  
11 Wanted a more culturally appropriate school  
12 Concerns about safety at school  
13 Other - Specify (Go to ED1\_S03)  
DK, RF
- Go to ED1\_C04

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- ED1\_S03 **(For ^FNAME's last change in schools, what was the main reason for changing schools?)**  
INTERVIEWER: Specify.  

---

  
(80 spaces)  
DK, RF
- ED1\_C04 If ((ID\_Q02 = 1 (First Nations) or 2 (Métis)) OR (ID\_Q03 = 1 (Yes, Status Indian)) OR (ID\_Q04B = 1 (Yes, Bill C-31) or 2 (Yes, Bill C-3) (or 1 and 2)) OR (ID\_Q05 = 1 (Yes))), go to ED1\_Q04.  
Otherwise, go to ED1\_Q06.
- ED1\_Q04 **Did he/she ever attend an elementary school located in a First Nations community (on reserve)? Please include preschool and kindergarten.**  
  
1 Yes  
2 No (Go to ED1\_Q06)  
DK, RF (Go to ED1\_Q06)
- ED1\_Q05 **Which grades?**  
INTERVIEWER: Mark all that apply.  
  
01 Nursery School or Preschool  
02 Kindergarten  
03 Grade 1  
04 Grade 2  
05 Grade 3  
06 Grade 4  
07 Grade 5  
08 Grade 6  
DK, RF
- ED1\_Q06 **Some people have to move to attend school because there are no elementary schools where they are living. Did ^FNAME have to move in order to attend school?**  
  
1 Yes  
2 No  
DK, RF
- ED1\_R07 **The next few questions ask about Aboriginal languages at elementary school, including preschool and kindergarten.**
- ED1\_Q07 **Has ^FNAME ever been taught an Aboriginal language in classes at school?**  
  
1 Yes  
2 No (Go to ED1\_Q09)  
DK, RF (Go to ED1\_Q09)

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ED1\_Q08

**Which grades?**

INTERVIEWER: Mark all that apply.

- 01 Nursery School or Preschool
- 02 Kindergarten
- 03 Grade 1
- 04 Grade 2
- 05 Grade 3
- 06 Grade 4
- 07 Grade 5
- 08 Grade 6
- DK, RF

ED1\_Q09

**Has ^FNAME ever been taught other subjects in an Aboriginal language for two or more hours per day?**

- 1 Yes
- 2 No (Go to ED1\_R11)
- DK, RF (Go to ED1\_R11)

ED1\_Q10

**Which grades?**

INTERVIEWER: Mark all that apply.

- 01 Nursery School or Preschool
- 02 Kindergarten
- 03 Grade 1
- 04 Grade 2
- 05 Grade 3
- 06 Grade 4
- 07 Grade 5
- 08 Grade 6
- DK, RF

ED1\_R11

**And now a few questions about ^FNAME's performance at school.**

ED1\_Q11

**Has he/she ever repeated a grade?**

INTERVIEWER: Read categories to respondent.

- 1 **Yes, once**
- 2 **Yes, twice or more**
- 3 **No, never**
- DK, RF

ED1\_Q12A

**What was ^FNAME's overall grade average as a percentage on his/her last report card?**

INTERVIEWER: Use letter grades if necessary.

- 1 80% or above (mainly A's) (Go to ED1\_Q13)
- 2 70 to 79% (mainly B's) (Go to ED1\_Q13)
- 3 60 to 69% (mainly C's) (Go to ED1\_Q13)
- 4 50 to 59% (mainly D's) (Go to ED1\_Q13)
- 5 Under 50% (mainly E's and F's) (Go to ED1\_Q13)
- 6 No grades given
- DK, RF

ED1\_Q12B

**Overall, how well did he/she do on his/her last report card?**

INTERVIEWER: Read categories to respondent.

- 1 Above average
  - 2 Average
  - 3 Below average
- DK, RF

ED1\_Q13

**Is ^FNAME receiving any additional help or tutoring? Please do not include help or tutoring from a family member.**

- 1 Yes (Go to ED1\_Q17)
  - 2 No
- DK, RF

ED1\_Q14

**Do you or ^FNAME's teachers feel that he/she requires any additional help or tutoring?**

- 1 Yes (Go to ED1\_R20A)
  - 2 No (Go to ED1\_R20A)
- DK, RF

ED1\_Q15A

**What are the reasons you or the teachers feel he/she requires additional help or tutoring? Is it:**

**a physical impairment?**

- 1 Yes
  - 2 No
- DK, RF

ED1\_Q15B

**(What are the reasons you or the teachers feel he/she requires additional help or tutoring? Is it:)**

**a behavioural problem?**

- 1 Yes
  - 2 No
- DK, RF

ED1\_Q15C

**(What are the reasons you or the teachers feel he/she requires additional help or tutoring? Is it:)**

**an emotional problem?**

- 1 Yes
  - 2 No
- DK, RF

ED1\_Q15D

**(What are the reasons you or the teachers feel he/she requires additional help or tutoring? Is it:)**

**a learning disability or difficulty?**

- 1 Yes
  - 2 No
- DK, RF

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ED1\_Q15E **(What are the reasons you or the teachers feel he/she requires additional help or tutoring? Is it:)**

**poor academic performance?**

- 1 Yes
  - 2 No
- DK, RF

ED1\_Q15F **(What are the reasons you or the teachers feel he/she requires additional help or tutoring? Is it:)**

**to enhance (supplement) the school program?**

- 1 Yes
  - 2 No
- DK, RF

ED1\_Q15G **(What are the reasons you or the teachers feel he/she requires additional help or tutoring? Is it:)**

**some other reason?**

- 1 Yes - Specify
  - 2 No (Go to ED1\_Q16)
- DK, RF (Go to ED1\_Q16)

ED1\_S15G **(What are the reasons you or the teachers feel he/she requires additional help or tutoring? Is it:**

**some other reason?)**

INTERVIEWER: Specify.

---

(80 spaces)

DK, RF

ED1\_Q16 **Why is he/she not receiving the additional help or tutoring required?**

INTERVIEWER: Mark all that apply.

- 1 Cost is too high
  - 2 Help or tutoring not available for child's needs
  - 3 Help or tutoring not available to fit family's schedule
  - 4 Aboriginal tutor not available
  - 5 Transportation is a problem
  - 6 Other
- DK, RF

Go to ED1\_R20A

ED1\_Q17 **How often does he/she receive additional help or tutoring?**

- 1 Once a week or less often
  - 2 Twice a week
  - 3 More than twice a week
- DK, RF

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- ED1\_Q18 **Is this help or tutoring provided by the school, by someone outside the school or by both?**
- 1 By the school
  - 2 By someone outside the school
  - 3 Both
- DK, RF
- ED1\_Q19A **What are the reasons ^FNAME is receiving additional help or tutoring? Is it:  
a physical impairment?**
- 1 Yes
  - 2 No
- DK, RF
- ED1\_Q19B **(What are the reasons ^FNAME is receiving additional help or tutoring? Is it:  
a behavioural problem?**
- 1 Yes
  - 2 No
- DK, RF
- ED1\_Q19C **(What are the reasons ^FNAME is receiving additional help or tutoring? Is it:  
an emotional problem?**
- 1 Yes
  - 2 No
- DK, RF
- ED1\_Q19D **(What are the reasons ^FNAME is receiving additional help or tutoring? Is it:  
a learning disability or difficulty?**
- 1 Yes
  - 2 No
- DK, RF
- ED1\_Q19E **(What are the reasons ^FNAME is receiving additional help or tutoring? Is it:  
poor academic performance?**
- 1 Yes
  - 2 No
- DK, RF
- ED1\_Q19F **(What are the reasons ^FNAME is receiving additional help or tutoring? Is it:  
to enhance (supplement) the school program?**
- 1 Yes
  - 2 No
- DK, RF

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- ED1\_Q19G **(What are the reasons ^FNAME is receiving additional help or tutoring? Is it: some other reason?)**
- 1 Yes - Specify  
2 No (Go to ED1\_R20A)  
DK, RF (Go to ED1\_R20A)
- ED1\_S19G **(What are the reasons ^FNAME is receiving additional help or tutoring? Is it: some other reason?)**
- INTERVIEWER: Specify.
- 
- (80 spaces)
- DK, RF
- ED1\_R20A **And now some questions about ^FNAME's current school.**
- ED1\_Q20A **I am interested in times the school contacted you without you having contacted them first. During this school year, have any of ^FNAME's teachers or staff from his/her school:**
- sent you or your family notes or e-mails specifically about ^FNAME?**
- 1 Yes  
2 No  
DK, RF
- ED1\_Q20B **(I am interested in times the school contacted you without you having contacted them first. During this school year, have any of ^FNAME's teachers or staff from his/her school:)**
- provided newsletters, memos or notices addressed to all parents?**
- 1 Yes  
2 No  
DK, RF
- ED1\_Q20C **(I am interested in times the school contacted you without you having contacted them first. During this school year, have any of ^FNAME's teachers or staff from his/her school:)**
- called you or your family on the phone (including automated recordings)?**
- 1 Yes  
2 No  
DK, RF

ED1\_Q21A

**For each statement that I read you, please tell me how well ^FNAME's school has been doing during this school year. Tell me if you strongly agree, agree, disagree or strongly disagree.**

**The school lets you know (between report cards) how ^FNAME is doing in school.**

INTERVIEWER: Read categories to respondent, if necessary.

- 1 **Strongly agree**
  - 2 **Agree**
  - 3 **Disagree**
  - 4 **Strongly disagree**
  - 5 Not applicable
- DK, RF

ED1\_Q21B

**(For each statement that I read you, please tell me how well ^FNAME's school has been doing during this school year. Tell me if you strongly agree, agree, disagree or strongly disagree.)**

**The school provides information on how to help him/her with his/her homework.**

INTERVIEWER: Read categories to respondent, if necessary.

- 1 **Strongly agree**
  - 2 **Agree**
  - 3 **Disagree**
  - 4 **Strongly disagree**
  - 5 Not applicable
- DK, RF

ED1\_Q21C

**(For each statement that I read you, please tell me how well ^FNAME's school has been doing during this school year. Tell me if you strongly agree, agree, disagree or strongly disagree.)**

**The school provides information about why ^FNAME is placed in particular groups or classes.**

INTERVIEWER: Read categories to respondent, if necessary.

- 1 **Strongly agree**
  - 2 **Agree**
  - 3 **Disagree**
  - 4 **Strongly disagree**
  - 5 Not applicable
- DK, RF

ED1\_Q22A

**How do you feel about the following statements about ^FNAME's school? Tell me if you strongly agree, agree, disagree or strongly disagree.**

**Overall, ^FNAME feels safe at school.**

INTERVIEWER: Read categories to respondent, if necessary.

- 1 **Strongly agree**
  - 2 **Agree**
  - 3 **Disagree**
  - 4 **Strongly disagree**
- DK, RF



ED1\_Q22B

**(How do you feel about the following statements about ^FNAME's school? Tell me if you strongly agree, agree, disagree or strongly disagree.)**

**Overall, he/she is happy at school.**

INTERVIEWER: Read categories to respondent, if necessary.

- 1 **Strongly agree**
  - 2 **Agree**
  - 3 **Disagree**
  - 4 **Strongly disagree**
- DK, RF

ED1\_Q22C

**(How do you feel about the following statements about ^FNAME's school? Tell me if you strongly agree, agree, disagree or strongly disagree.)**

**Most children in the school enjoy being there.**

INTERVIEWER: Read categories to respondent, if necessary.

- 1 **Strongly agree**
  - 2 **Agree**
  - 3 **Disagree**
  - 4 **Strongly disagree**
- DK, RF

ED1\_Q22D

**(How do you feel about the following statements about ^FNAME's school? Tell me if you strongly agree, agree, disagree or strongly disagree.)**

**This school offers parents many opportunities to be involved in school activities.**

INTERVIEWER: Read categories to respondent, if necessary.

- 1 **Strongly agree**
  - 2 **Agree**
  - 3 **Disagree**
  - 4 **Strongly disagree**
- DK, RF

ED1\_Q22E

**(How do you feel about the following statements about ^FNAME's school? Tell me if you strongly agree, agree, disagree or strongly disagree.)**

**This school supports First Nations, Métis or Inuit culture (through teaching and/or activities).**

INTERVIEWER: Read categories to respondent, if necessary.

- 1 **Strongly agree**
  - 2 **Agree**
  - 3 **Disagree**
  - 4 **Strongly disagree**
- DK, RF

ED1\_Q22F

(How do you feel about the following statements about ^FNAME's school? Tell me if you strongly agree, agree, disagree or strongly disagree.)

**Racism is a problem at school.**

INTERVIEWER: Read categories to respondent, if necessary.

- 1 **Strongly agree**
  - 2 **Agree**
  - 3 **Disagree**
  - 4 **Strongly disagree**
- DK, RF

ED1\_Q22G

(How do you feel about the following statements about ^FNAME's school? Tell me if you strongly agree, agree, disagree or strongly disagree.)

**Bullying is a problem at school.**

INTERVIEWER: Read categories to respondent, if necessary.

- 1 **Strongly agree**
  - 2 **Agree**
  - 3 **Disagree**
  - 4 **Strongly disagree**
- DK, RF

ED1\_Q22H

(How do you feel about the following statements about ^FNAME's school? Tell me if you strongly agree, agree, disagree or strongly disagree.)

**The presence of alcohol is a problem at school.**

INTERVIEWER: Read categories to respondent, if necessary.

- 1 **Strongly agree**
  - 2 **Agree**
  - 3 **Disagree**
  - 4 **Strongly disagree**
- DK, RF

ED1\_Q22I

(How do you feel about the following statements about ^FNAME's school? Tell me if you strongly agree, agree, disagree or strongly disagree.)

**The presence of drugs is a problem at school.**

INTERVIEWER: Read categories to respondent, if necessary.

- 1 **Strongly agree**
  - 2 **Agree**
  - 3 **Disagree**
  - 4 **Strongly disagree**
- DK, RF

ED1\_Q22J (How do you feel about the following statements about ^FNAME's school? Tell me if you strongly agree, agree, disagree or strongly disagree.)

**Violence is a problem at school.**

INTERVIEWER: Read categories to respondent, if necessary.

- 1 Strongly agree
  - 2 Agree
  - 3 Disagree
  - 4 Strongly disagree
- DK, RF

ED1\_R23A I now have a few questions about your family's involvement with ^FNAME's school.

ED1\_Q23A During this school year, did you or any other family member do any of the following:

**speak to, correspond with or visit ^FNAME's teacher (including parent-teacher interviews)?**

- 1 Yes
  - 2 No
  - 3 Not applicable
- DK, RF

ED1\_Q23B (During this school year, did you or any other family member do any of the following:)

**visit his/her class?**

- 1 Yes
  - 2 No
  - 3 Not applicable
- DK, RF

ED1\_Q23C (During this school year, did you or any other family member do any of the following:)

**attend a school event in which he/she participated (for example a play, sports competition or science fair)?**

- 1 Yes
  - 2 No
  - 3 Not applicable
- DK, RF

ED1\_Q23D (During this school year, did you or any other family member do any of the following:)

**volunteer in ^FNAME's class or help with a class trip?**

- 1 Yes
  - 2 No
  - 3 Not applicable
- DK, RF

ED1\_Q23E

**(During this school year, did you or any other family member do any of the following:)**

**help elsewhere in the school such as in the library or computer room?**

- 1 Yes
  - 2 No
  - 3 Not applicable
- DK, RF

ED1\_Q23F

**(During this school year, did you or any other family member do any of the following:)**

**participate in fundraising for the school?**

- 1 Yes
  - 2 No
  - 3 Not applicable
- DK, RF

ED1\_Q23G

**(During this school year, did you or any other family member do any of the following:)**

**participate in other school activities?**

- 1 Yes
  - 2 No
  - 3 Not applicable
- DK, RF

ED1\_Q24

**How often do you or another family member check or provide help with ^FNAME's homework?**

INTERVIEWER: Read categories 1-4 to respondent.

- 1 **Rarely or never**
  - 2 **Less than once per week**
  - 3 **1 - 3 times per week**
  - 4 **4 or more times per week**
  - 5 Not applicable
  - 6 Help not needed
- DK, RF

ED1\_Q25

**How often do you or another adult read aloud to ^FNAME or listen to him/her read or attempt to read aloud?**

INTERVIEWER: Read categories to respondent.

- 1 **Rarely or never**
  - 2 **Less than once per week**
  - 3 **1 - 3 times per week**
  - 4 **4 or more times per week**
- DK, RF

ED1\_Q26

**How often does he/she currently read or look at books, magazines, comics, etc. outside of school?**

INTERVIEWER: Read categories to respondent. Include electronic media.

- 1 Rarely or never
- 2 Less than once per week
- 3 1 - 3 times per week
- 4 4 or more times per week

DK, RF

ED1\_Q27

**Does ^FNAME have access to the Internet in your home?**

- 1 Yes
- 2 No

DK, RF

ED1\_R28A

**Now I would like to ask about absences that ^FNAME may have had from school in the last two weeks.**

ED1\_Q28A

**How many times in the previous two full school weeks did he/she miss school?**

INTERVIEWER: This refers to times school was missed WITH parent's permission.

- 1 None (Go to ED1\_Q29)
- 2 1 or 2
- 3 3 or 4
- 4 5 or more

DK, RF

(Go to ED1\_Q29)

ED1\_Q28B

**Why did he/she miss school?**

INTERVIEWER: Mark all that apply.

- 01 Illness or injury
- 02 Family trip
- 03 School trip or exchange
- 04 School was closed (such as strike, bad weather)
- 05 To help with traditional activities (such as harvesting, hunting, fishing, gathering wood)
- 06 To help out at home
- 07 Bored at school / Not interested / Doesn't like school
- 08 Problems with school work
- 09 Had problems with teachers
- 10 Peers / School climate (bullying)
- 11 Suspended from school or kicked out
- 12 Wanted to work instead
- 13 Medical appointment
- 14 Family-related issues
- 15 Other - Specify

(Go to ED1\_S28B)

DK, RF

Go to ED1\_Q29

ED1\_S28B

**(Why did he/she miss school?)**

INTERVIEWER: Specify.

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(80 spaces)

DK, RF

ED1\_Q29

**How many times in the previous two full school weeks did ^FNAME skip classes?**

INTERVIEWER: This refers to times classes were skipped WITHOUT parent's permission.

- 1 None
- 2 1 or 2
- 3 3 or 4
- 4 5 or more

DK, RF

ED1\_Q30

**How many times in the previous two full school weeks did he/she arrive late for school?**

- 1 None
- 2 1 or 2
- 3 3 or 4
- 4 5 or more

DK, RF

ED1\_R31

**The next few questions deal with your hopes for ^FNAME's schooling and savings for his/her future education.**

ED1\_Q31

**How far do you hope that ^FNAME will go in school?**

INTERVIEWER: Record the highest level of schooling the parent hopes the child will attend even if the child is not expected to complete that level.

- 1 Less than high school diploma (Go to ED1\_R33)
- 2 High school diploma or equivalency
- 3 Trade or vocational certificate or diploma, or an apprenticeship certificate
- 4 College or CEGEP (Québec) certificate or diploma
- 5 A university degree
- 6 Any level of education after high school
- 7 No preference

DK, RF

ED1\_Q32

**Are you, or anyone else, saving any money for his/her postsecondary education? Postsecondary education costs include such things as tuition fees, housing, food, transportation, etc.**

INTERVIEWER: "or anyone else" includes friends and/or relatives.

- 1 Yes
  - 2 No
- DK, RF

ED1\_R33

**And now a few questions about the education of members of ^FNAME's family.**

ED1\_Q33

**Have any of ^FNAME's brothers or sisters ever dropped out of high school? Include step, half and adopted brothers and sisters that have ever lived with him/her.**

- 1 Yes
  - 2 No
  - 3 Brothers and sisters too young /  
Never lived with them
  - 4 Has no brothers and sisters
- DK, RF

ED1\_Q34

**What is the highest level of education that (you have / ^FNAME's mother or female guardian has) ever completed? Include any partial completion of a trade, college or university certificate, degree or diploma as "Some postsecondary education".**

- 01 No schooling
  - 02 Grade 8 or lower (Québec:  
Secondary II or lower)
  - 03 Less than high school diploma or its  
equivalent
  - 04 High school diploma or a high school  
equivalency certificate
  - 05 Some postsecondary education
  - 06 Trade certificate or diploma
  - 07 College, CEGEP or other non-  
university certificate or diploma  
(other than trades certificates or  
diplomas)
  - 08 University certificate or diploma  
below the bachelor's level
  - 09 Bachelor's degree (e.g. B.A., B.Sc.,  
LL.B.)
  - 10 University certificate, diploma or  
degree above the bachelor's level
- DK, RF

ED1\_Q35

**What is the highest level of education that (you have / ^FNAME's father or male guardian has) ever completed? Include any partial completion of a trade, college or university certificate, degree or diploma as "Some postsecondary education".**

- 01 No schooling
  - 02 Grade 8 or lower (Québec:  
Secondary II or lower)
  - 03 Less than high school diploma or its  
equivalent
  - 04 High school diploma or a high school  
equivalency certificate
  - 05 Some postsecondary education
  - 06 Trade certificate or diploma
  - 07 College, CEGEP or other non-  
university certificate or diploma  
(other than trades certificates or  
diplomas)
  - 08 University certificate or diploma  
below the bachelor's level
  - 09 Bachelor's degree (e.g. B.A., B.Sc.,  
LL.B.)
  - 10 University certificate, diploma or  
degree above the bachelor's level
- DK, RF



**EDUCATION 2 PART A - CURRENT ATTENDEES - GRADES 7 - 12 (ED2A)**

- ED2A\_C01A If (EDS1\_Q02 = 3..8) OR (EDS2\_Q02 = 1 (Yes)) OR (EDS2\_Q04C = 1 (Yes)), go to ED2A\_R01A.  
Otherwise, go to ED2A\_END.
- ED2A\_R01A **The next few questions ask about the schools that ^FNAME has attended or is currently attending.**
- ED2A\_Q01A **Did he/she attend an early childhood development or preschool program?**
- 1 Yes  
2 No (Go to ED2A\_Q02)  
DK, RF (Go to ED2A\_Q02)
- ED2A\_Q01B **Was this program designed for Aboriginal children?**
- 1 Yes  
2 No  
DK, RF
- ED2A\_Q02 **Up to and including Grade 6, how many different schools did ^FNAME attend altogether? Please include preschool and kindergarten.**
- (MIN: 1) (MAX: 10)
- DK, RF
- ED2A\_Q03 **Since starting Grade 7 (Secondary I), how many different schools has he/she attended altogether? (Include traditional, alternative, vocational, adult high schools, etc.)**
- INTERVIEWER: Probe to ensure that respondent did not include the same school as Grades 1 - 6. If same school as Grades 1 - 6, enter <0>.
- (MIN: 0) (MAX: 10)
- DK, RF
- ED2A\_C04A If both ED2A\_Q02 and ED2A\_Q03 = DK or RF, go to ED2A\_C05.  
Otherwise, go to ED2A\_C04B.
- ED2A\_C04B If (ED2A\_Q02 + ED2A\_Q03) (total number of schools attended) = 1, go to ED2A\_C05.  
Otherwise, go to ED2A\_Q04.

ED2A\_Q04

**For his/her last change in schools, what was the main reason for changing schools?**

- 01 Regular progression through the school system
  - 02 Family or teen moved
  - 03 Marks too low / Not progressing well
  - 04 Expelled
  - 05 Not getting along with students
  - 06 Not getting along with teachers or other school staff
  - 07 Concerns about the standards and quality of teaching
  - 08 Wanted a specific program
  - 09 School closure
  - 10 New school was located closer to home
  - 11 Wanted a more culturally appropriate school
  - 12 Concerns about safety at school
  - 13 Other - Specify (Go to ED2A\_S04)
- DK, RF

Go to ED2A\_C05

ED2A\_S04

**(For his/her last change in schools, what was the main reason for changing schools?)**

INTERVIEWER: Specify.

---

(80 spaces)

DK, RF

ED2A\_C05

If ((ID\_Q02 = 1 (First Nations) or 2 (Métis)) OR (ID\_Q03 = 1 (Yes, Status Indian)) OR (ID\_Q04B = 1 (Yes, Bill C-31) or 2 (Yes, Bill C-3) (or 1 and 2)) OR (ID\_Q05 = 1 (Yes))), go to ED2A\_Q05.  
Otherwise, go to ED2A\_Q07.

ED2A\_Q05

**Did he/she ever attend an elementary or high school located in a First Nations community (on reserve)? Please include preschool and kindergarten.**

- 1 Yes
  - 2 No (Go to ED2A\_Q07)
- DK, RF (Go to ED2A\_Q07)

ED2A\_Q06

**Which grades?**

INTERVIEWER: Mark all that apply.

- 01 Nursery School or Preschool
  - 02 Kindergarten
  - 03 Grade 1
  - 04 Grade 2
  - 05 Grade 3
  - 06 Grade 4
  - 07 Grade 5
  - 08 Grade 6
  - 09 Grade 7 / Quebec: Secondary I
  - 10 Grade 8 / Quebec: Secondary II
  - 11 Grade 9 / Quebec: Secondary III /  
Manitoba: Senior 1
  - 12 Grade 10 / Newfoundland and  
Labrador: Level I / Quebec:  
Secondary IV / Manitoba: Senior 2
  - 13 Grade 11 / Newfoundland and  
Labrador: Level II / Quebec:  
Secondary V / Manitoba: Senior 3
  - 14 Grade 12 / Newfoundland and  
Labrador: Level III / Manitoba: Senior  
4
- DK, RF

ED2A\_Q07

**Some people have to move to attend school because there are no elementary or high schools where they are living. Did ^FNAME have to move in order to attend school?**

- 1 Yes
  - 2 No
- DK, RF

ED2A\_R08

**The next few questions ask about Aboriginal languages at elementary and high school, including preschool and kindergarten.**

ED2A\_Q08

**Has he/she ever been taught an Aboriginal language in classes at school?**

- 1 Yes
  - 2 No
- DK, RF

(Go to ED2A\_Q10)

(Go to ED2A\_Q10)

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ED2A\_Q09

**Which grades?**

INTERVIEWER: Mark all that apply.

- 01 Nursery School or Preschool
  - 02 Kindergarten
  - 03 Grade 1
  - 04 Grade 2
  - 05 Grade 3
  - 06 Grade 4
  - 07 Grade 5
  - 08 Grade 6
  - 09 Grade 7 / Quebec: Secondary I
  - 10 Grade 8 / Quebec: Secondary II
  - 11 Grade 9 / Quebec: Secondary III /  
Manitoba: Senior 1
  - 12 Grade 10 / Newfoundland and  
Labrador: Level I / Quebec:  
Secondary IV / Manitoba: Senior 2
  - 13 Grade 11 / Newfoundland and  
Labrador: Level II / Quebec:  
Secondary V / Manitoba: Senior 3
  - 14 Grade 12 / Newfoundland and  
Labrador: Level III / Manitoba: Senior  
4
- DK, RF

ED2A\_Q10

**Has he/she ever been taught other subjects in an Aboriginal language for two or more hours per day?**

- 1 Yes
  - 2 No (Go to ED2A\_END)
- DK, RF (Go to ED2A\_END)

ED2A\_Q11

**Which grades?**

INTERVIEWER: Mark all that apply.

- 01 Nursery School or Preschool
  - 02 Kindergarten
  - 03 Grade 1
  - 04 Grade 2
  - 05 Grade 3
  - 06 Grade 4
  - 07 Grade 5
  - 08 Grade 6
  - 09 Grade 7 / Quebec: Secondary I
  - 10 Grade 8 / Quebec: Secondary II
  - 11 Grade 9 / Quebec: Secondary III /  
Manitoba: Senior 1
  - 12 Grade 10 / Newfoundland and  
Labrador: Level I / Quebec:  
Secondary IV / Manitoba: Senior 2
  - 13 Grade 11 / Newfoundland and  
Labrador: Level II / Quebec:  
Secondary V / Manitoba: Senior 3
  - 14 Grade 12 / Newfoundland and  
Labrador: Level III / Manitoba: Senior  
4
- DK, RF

**EDUCATION 2 PART B - CURRENT ATTENDEES - GRADES 7 - 12 (ED2B)**

ED2B\_C12 If ED2A\_FLAG = 1 (Completed), go to ED2B\_R12.  
Otherwise, go to ED2B\_END.

ED2B\_R12 **And now a few questions about ^FNAME's performance at school.**

ED2B\_Q12 **Has he/she ever repeated a grade?**

INTERVIEWER: Read categories to respondent.

- 1 **Yes, once**
  - 2 **Yes, twice or more**
  - 3 **No, never**
- DK, RF

ED2B\_Q13A **What was ^FNAME's overall grade average as a percentage on his/her last report card?**

INTERVIEWER: Use letter grades if necessary.

- 1 80% or above (mainly A's) (Go to ED2B\_Q14)
  - 2 70 to 79% (mainly B's) (Go to ED2B\_Q14)
  - 3 60 to 69% (mainly C's) (Go to ED2B\_Q14)
  - 4 50 to 59% (mainly D's) (Go to ED2B\_Q14)
  - 5 Under 50% (mainly E's and F's) (Go to ED2B\_Q14)
  - 6 No grades given (Go to ED2B\_Q14)
- DK, RF

ED2B\_Q13B **Overall, how well did he/she do on his/her last report card?**

INTERVIEWER: Read categories to respondent.

- 1 **Above average**
  - 2 **Average**
  - 3 **Below average**
- DK, RF

ED2B\_Q14 **Is ^FNAME receiving any additional help or tutoring? Please do not include help or tutoring from a family member.**

- 1 Yes (Go to ED2B\_Q18)
  - 2 No
- DK, RF

ED2B\_Q15 **Do you or his/her teachers feel that he/she requires any additional help or tutoring?**

- 1 Yes
  - 2 No (Go to ED2B\_END)
- DK, RF (Go to ED2B\_END)

ED2B\_Q16A **What are the reasons that you or the teachers feel ^FNAME requires additional help or tutoring? Is it:**

**a physical impairment?**

- 1 Yes
  - 2 No
- DK, RF

ED2B\_Q16B **(What are the reasons that you or the teachers feel ^FNAME requires additional help or tutoring? Is it:)**

**a behavioural problem?**

- 1 Yes
  - 2 No
- DK, RF

ED2B\_Q16C **(What are the reasons that you or the teachers feel ^FNAME requires additional help or tutoring? Is it:)**

**an emotional problem?**

- 1 Yes
  - 2 No
- DK, RF

ED2B\_Q16D **(What are the reasons that you or the teachers feel ^FNAME requires additional help or tutoring? Is it:)**

**a learning disability or difficulty?**

- 1 Yes
  - 2 No
- DK, RF

ED2B\_Q16E **(What are the reasons that you or the teachers feel ^FNAME requires additional help or tutoring? Is it:)**

**poor academic performance?**

- 1 Yes
  - 2 No
- DK, RF

ED2B\_Q16F **(What are the reasons that you or the teachers feel ^FNAME requires additional help or tutoring? Is it:)**

**to enhance (supplement) the school program?**

- 1 Yes
  - 2 No
- DK, RF

ED2B\_Q16G **(What are the reasons that you or the teachers feel ^FNAME requires additional help or tutoring? Is it:)**

**some other reason?**

- 1 Yes - Specify
  - 2 No
- DK, RF
- (Go to ED2B\_Q17)  
(Go to ED2B\_Q17)

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ED2B\_S16G

**(What are the reasons that you or the teachers feel ^FNAME requires additional help or tutoring? Is it:**

**some other reason?)**

INTERVIEWER: Specify.

---

(80 spaces)

DK, RF

ED2B\_Q17

**Why is he/she not receiving the additional help or tutoring required?**

INTERVIEWER: Mark all that apply.

- 1 Cost is too high
- 2 Help or tutoring not available for child's needs
- 3 Help or tutoring not available to fit family's schedule
- 4 Aboriginal tutor not available
- 5 Transportation is a problem
- 6 Other - Specify (Go to ED2B\_S17)

DK, RF

Go to ED2B\_END

ED2B\_S17

**(Why is he/she not receiving the additional help or tutoring required?)**

INTERVIEWER: Specify.

---

(80 spaces)

DK, RF

Go to ED2B\_END

ED2B\_Q18

**How often does he/she receive additional help or tutoring?**

- 1 Once a week or less often
- 2 Twice a week
- 3 More than twice a week

DK, RF

ED2B\_Q19

**Is this help or tutoring provided by the school, by someone outside the school or by both?**

- 1 By the school
- 2 By someone outside the school
- 3 Both

DK, RF

ED2B\_Q20A

**What are the reasons ^FNAME is receiving additional help or tutoring? Is it:**

**a physical impairment?**

- 1 Yes
- 2 No

DK, RF

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ED2B\_Q20B **(What are the reasons ^FNAME is receiving additional help or tutoring? Is it:  
a behavioural problem?**

- 1 Yes
  - 2 No
- DK, RF

ED2B\_Q20C **(What are the reasons ^FNAME is receiving additional help or tutoring? Is it:  
an emotional problem?**

- 1 Yes
  - 2 No
- DK, RF

ED2B\_Q20D **(What are the reasons ^FNAME is receiving additional help or tutoring? Is it:  
a learning disability or difficulty?**

- 1 Yes
  - 2 No
- DK, RF

ED2B\_Q20E **(What are the reasons ^FNAME is receiving additional help or tutoring? Is it:  
poor academic performance?**

- 1 Yes
  - 2 No
- DK, RF

ED2B\_Q20F **(What are the reasons ^FNAME is receiving additional help or tutoring? Is it:  
to enhance (supplement) the school program?**

- 1 Yes
  - 2 No
- DK, RF

ED2B\_Q20G **(What are the reasons ^FNAME is receiving additional help or tutoring? Is it:  
some other reason?**

- 1 Yes - Specify
  - 2 No
- DK, RF
- (Go to ED2B\_END)  
(Go to ED2B\_END)

ED2B\_S20G **(What are the reasons ^FNAME is receiving additional help or tutoring? Is it:  
some other reason?)**

INTERVIEWER: Specify.

---

(80 spaces)

DK, RF



**EDUCATION 2 PART C - CURRENT ATTENDEES - GRADES 7 - 12 (ED2C)**

ED2C\_C21A

If ED2B\_FLAG = 1 (Completed), go to ED2C\_R21A.  
Otherwise, go to ED2C\_END.

ED2C\_R21A

**And now some questions about ^FNAME's current school.**

ED2C\_Q21A

**I am interested in times the school contacted you without you having contacted them first. During this school year, have any of ^FNAME's teachers or staff from his/her school:**

**sent you or your family notes or e-mails specifically about him/her?**

- 1 Yes
- 2 No
- DK, RF

ED2C\_Q21B

**(I am interested in times the school contacted you without you having contacted them first. During this school year, have any of ^FNAME's teachers or staff from his/her school:)**

**provided newsletters, memos or notices addressed to all parents?**

- 1 Yes
- 2 No
- DK, RF

ED2C\_Q21C

**(I am interested in times the school contacted you without you having contacted them first. During this school year, have any of ^FNAME's teachers or staff from his/her school:)**

**called you or your family on the phone (including automated recordings)?**

- 1 Yes
- 2 No
- DK, RF

ED2C\_Q22A

**For each statement that I read you, please tell me how well ^FNAME's school has been doing during this school year. Tell me if you strongly agree, agree, disagree or strongly disagree.**

**The school lets you or your family know (between report cards) how he/she is doing in school.**

INTERVIEWER: Read categories 1 - 4 to respondent, if necessary.

- 1 **Strongly agree**
- 2 **Agree**
- 3 **Disagree**
- 4 **Strongly disagree**
- 5 Not applicable
- DK, RF

ED2C\_Q22B

**(For each statement that I read you, please tell me how well ^FNAME's school has been doing during this school year. Tell me if you strongly agree, agree, disagree or strongly disagree.)**

**The school provides information on how to help him/her with his/her homework.**

INTERVIEWER: Read categories 1 - 4 to respondent, if necessary.

- 1 **Strongly agree**
- 2 **Agree**
- 3 **Disagree**
- 4 **Strongly disagree**
- 5 Not applicable

DK, RF

ED2C\_Q22C

**(For each statement that I read you, please tell me how well ^FNAME's school has been doing during this school year. Tell me if you strongly agree, agree, disagree or strongly disagree.)**

**The school provides information about why he/she is placed in particular groups or classes.**

INTERVIEWER: Read categories 1 - 4 to respondent, if necessary.

- 1 **Strongly agree**
- 2 **Agree**
- 3 **Disagree**
- 4 **Strongly disagree**
- 5 Not applicable

DK, RF

ED2C\_Q22D

**(For each statement that I read you, please tell me how well ^FNAME's school has been doing during this school year. Tell me if you strongly agree, agree, disagree or strongly disagree.)**

**The school provides information on how to help him/her plan for further education after high school.**

INTERVIEWER: Read categories 1 - 4 to respondent, if necessary.

- 1 **Strongly agree**
- 2 **Agree**
- 3 **Disagree**
- 4 **Strongly disagree**
- 5 Not applicable

DK, RF

ED2C\_Q23A

**How do you feel about the following statements about ^FNAME's school? Tell me if you strongly agree, agree, disagree or strongly disagree.**

**Overall, he/she feels safe at school.**

INTERVIEWER: Read categories to respondent, if necessary.

- 1 **Strongly agree**
- 2 **Agree**
- 3 **Disagree**
- 4 **Strongly disagree**

DK, RF

ED2C\_Q23B

(How do you feel about the following statements about ^FNAME's school? Tell me if you strongly agree, agree, disagree or strongly disagree.)

**Overall, he/she is happy at school.**

INTERVIEWER: Read categories to respondent, if necessary.

- 1 **Strongly agree**
  - 2 **Agree**
  - 3 **Disagree**
  - 4 **Strongly disagree**
- DK, RF

ED2C\_Q23C

(How do you feel about the following statements about ^FNAME's school? Tell me if you strongly agree, agree, disagree or strongly disagree.)

**Most students in the school enjoy being there.**

INTERVIEWER: Read categories to respondent, if necessary.

- 1 **Strongly agree**
  - 2 **Agree**
  - 3 **Disagree**
  - 4 **Strongly disagree**
- DK, RF

ED2C\_Q23D

(How do you feel about the following statements about ^FNAME's school? Tell me if you strongly agree, agree, disagree or strongly disagree.)

**This school offers parents many opportunities to be involved in school activities.**

INTERVIEWER: Read categories to respondent, if necessary.

- 1 **Strongly agree**
  - 2 **Agree**
  - 3 **Disagree**
  - 4 **Strongly disagree**
- DK, RF

ED2C\_Q23E

(How do you feel about the following statements about ^FNAME's school? Tell me if you strongly agree, agree, disagree or strongly disagree.)

**This school supports First Nations, Métis or Inuit culture (through teaching and/or activities).**

INTERVIEWER: Read categories to respondent, if necessary.

- 1 **Strongly agree**
  - 2 **Agree**
  - 3 **Disagree**
  - 4 **Strongly disagree**
- DK, RF

ED2C\_Q23F

(How do you feel about the following statements about ^FNAME's school? Tell me if you strongly agree, agree, disagree or strongly disagree.)

**Racism is a problem at school.**

INTERVIEWER: Read categories to respondent, if necessary.

- 1 **Strongly agree**
  - 2 **Agree**
  - 3 **Disagree**
  - 4 **Strongly disagree**
- DK, RF

ED2C\_Q23G

(How do you feel about the following statements about ^FNAME's school? Tell me if you strongly agree, agree, disagree or strongly disagree.)

**Bullying is a problem at school.**

INTERVIEWER: Read categories to respondent, if necessary.

- 1 **Strongly agree**
  - 2 **Agree**
  - 3 **Disagree**
  - 4 **Strongly disagree**
- DK, RF

ED2C\_Q23H

(How do you feel about the following statements about ^FNAME's school? Tell me if you strongly agree, agree, disagree or strongly disagree.)

**The presence of alcohol is a problem at school.**

INTERVIEWER: Read categories to respondent, if necessary.

- 1 **Strongly agree**
  - 2 **Agree**
  - 3 **Disagree**
  - 4 **Strongly disagree**
- DK, RF

ED2C\_Q23I

(How do you feel about the following statements about ^FNAME's school? Tell me if you strongly agree, agree, disagree or strongly disagree.)

**The presence of drugs is a problem at school.**

INTERVIEWER: Read categories to respondent, if necessary.

- 1 **Strongly agree**
  - 2 **Agree**
  - 3 **Disagree**
  - 4 **Strongly disagree**
- DK, RF

ED2C\_Q23J

**(How do you feel about the following statements about ^FNAME's school? Tell me if you strongly agree, agree, disagree or strongly disagree.)**

**Violence is a problem at school.**

INTERVIEWER: Read categories to respondent, if necessary.

- 1 Strongly agree
  - 2 Agree
  - 3 Disagree
  - 4 Strongly disagree
- DK, RF

ED2C\_Q24

**At any time during this school year, did ^FNAME need support for personal problems, career choices, course schedules or anything else?**

- 1 Yes
  - 2 No (Go to ED2C\_END)
- DK, RF (Go to ED2C\_END)

ED2C\_Q25A

**Did he/she receive the support he/she needed from:  
friends?**

- 1 Yes
  - 2 No
- DK, RF

Content type:

ED2C\_Q24 = 1

ED2C\_Q25B

**(Did he/she receive the support he/she needed from:  
parents, guardians or other family members?)**

- 1 Yes
  - 2 No
- DK, RF

ED2C\_Q25C

**(Did he/she receive the support he/she needed from:  
teachers, guidance counsellors or others at school?)**

- 1 Yes
  - 2 No
- DK, RF

ED2C\_Q25D

**(Did he/she receive the support he/she needed from:  
anyone else?)**

- 1 Yes - Specify
  - 2 No (Go to ED2C\_END)
- DK, RF (Go to ED2C\_END)

ED2C\_S25D

**(Did he/she receive the support he/she needed from:  
anyone else?)**

INTERVIEWER: Specify.

---

(80 spaces)

DK, RF

For information only

**EDUCATION 2 PART D - CURRENT ATTENDEES - GRADES 7 - 12 (ED2D)**

- ED2D\_C26A If ED2C\_FLAG = 1 (Completed), go to ED2D\_R26A.  
Otherwise, go to ED2D\_END.
- ED2D\_R26A **I now have a few questions about ^FNAME's family's involvement with his/her school.**
- ED2D\_Q26A **During this school year, did you or any other family member do any of the following:**
- speak to, correspond with or visit his/her teacher (including parent-teacher interviews)?**
- 1 Yes
  - 2 No
  - 3 Not applicable
- DK, RF
- ED2D\_Q26B **(During this school year, did you or any other family member do any of the following:)**
- attend a school event in which he/she participated (for example, a play, sports competition or science fair)?**
- 1 Yes
  - 2 No
  - 3 Not applicable
- DK, RF
- ED2D\_Q26C **(During this school year, did you or any other family member do any of the following:)**
- participate in other school activities?**
- 1 Yes
  - 2 No
  - 3 Not applicable
- DK, RF
- ED2D\_Q27 **How often do you or another family member check or provide help with his/her homework?**
- INTERVIEWER: Read categories 1 - 4 to respondent.
- 1 **Rarely or never**
  - 2 **Less than once per week**
  - 3 **1 - 3 times per week**
  - 4 **4 or more times per week**
  - 5 Not applicable
  - 6 Help not needed
- DK, RF

ED2D\_Q28

**How often does ^FNAME currently read or look at books, magazines, comics, etc. outside of school hours?**

INTERVIEWER: Read categories to respondent. Include electronic media.

- 1 Rarely or never
- 2 Less than once per week
- 3 1 - 3 times per week
- 4 4 or more times per week

DK, RF

ED2D\_Q29

**Does he/she have access to the Internet in his/her home?**

- 1 Yes
- 2 No

DK, RF

For information only



**EDUCATION 2 PART E - CURRENT ATTENDEES - GRADES 7 - 12 (ED2E)**

ED2E\_C30A

If ED2D\_FLAG = 1 (Completed), go to ED2E\_R30A.  
Otherwise, go to ED2E\_END.

ED2E\_R30A

**Now, I would like to ask about activities that ^FNAME may have taken part in at any time during this school year. For each activity please answer yes, no or not available. Do not include activities that he/she takes part in during school hours.**

ED2E\_Q30A

**At any time during this school year, did ^FNAME participate in a sport or a physical activity or play organized sports (including taking lessons)?**

- 1 Yes
  - 2 No (Go to ED2E\_Q31A)
  - 3 Not available (Go to ED2E\_Q31A)
- DK, RF (Go to ED2E\_Q31A)

ED2E\_Q30B

**How often did he/she usually participate in any of these activities?**

INTERVIEWER: Read categories to respondent. Some activities may only last for part of a school year. If so, indicate the time spent while it lasted.

- 1 **Less than once per week**
  - 2 **1 - 3 times per week**
  - 3 **4 or more times per week**
- DK, RF

ED2E\_Q30C

**Were they organized by his/her school, outside the school or both?**

- 1 Organized by the school
  - 2 Organized outside the school
  - 3 Both
- DK, RF

ED2E\_Q31A

**At any time during this school year, did he/she participate in an art, drama or music group or club (including taking lessons)?**

- 1 Yes
  - 2 No (Go to ED2E\_Q32A)
  - 3 Not available (Go to ED2E\_Q32A)
- DK, RF (Go to ED2E\_Q32A)

ED2E\_Q31B

**How often did he/she usually participate in any of these groups or clubs?**

INTERVIEWER: Read categories to respondent. Some activities may only last for part of a school year. If so, indicate the time spent while it lasted.

- 1 **Less than once per week**
  - 2 **1 - 3 times per week**
  - 3 **4 or more times per week**
- DK, RF

ED2E\_Q31C

**Were they organized by his/her school, outside the school or both?**

- 1 Organized by the school
  - 2 Organized outside the school
  - 3 Both
- DK, RF

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ED2E\_Q32A

**At any time during this school year, did ^FNAME participate in a school group or club (such as student council, yearbook or science club) or groups or clubs outside of school?**

- 1 Yes
- 2 No (Go to ED2E\_Q33A)
- 3 Not available (Go to ED2E\_Q33A)
- DK, RF (Go to ED2E\_Q33A)

ED2E\_Q32B

**How often did he/she usually participate in any of these groups or clubs?**

INTERVIEWER: Read categories to respondent. Some activities may only last for part of a school year. If so, indicate the time spent while it lasted.

- 1 **Less than once per week**
- 2 **1 - 3 times per week**
- 3 **4 or more times per week**
- DK, RF

ED2E\_Q32C

**Were they organized by his/her school, outside the school or both?**

- 1 Organized by the school
- 2 Organized outside the school
- 3 Both
- DK, RF

ED2E\_Q33A

**At any time during this school year, did he/she participate in activities related to First Nations, Métis or Inuit culture?**

- 1 Yes
- 2 No (Go to ED2E\_Q34A)
- 3 Not available (Go to ED2E\_Q34A)
- DK, RF (Go to ED2E\_Q34A)

ED2E\_Q33B

**How often did he/she usually participate in these activities?**

INTERVIEWER: Read categories to respondent. Some activities may only last for part of a school year. If so, indicate the time spent while it lasted.

- 1 **Less than once per week**
- 2 **1 - 3 times per week**
- 3 **4 or more times per week**
- DK, RF

ED2E\_Q34A

**At any time during this school year, did ^FNAME spend time with Elders?**

- 1 Yes
- 2 No (Go to ED2E\_Q35A)
- DK, RF (Go to ED2E\_Q35A)

ED2E\_Q34B

**How often did he/she usually spend time with them?**

INTERVIEWER: Read categories to respondent. Some activities may only last for part of a school year. If so, indicate the time spent while it lasted.

- 1 **Less than once per week**
- 2 **1 - 3 times per week**
- 3 **4 or more times per week**
- DK, RF

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ED2E\_Q35A

**At any time during this school year, did he/she volunteer or help without pay in the community?**

- 1 Yes
- 2 No (Go to ED2E\_Q36A)
- DK, RF (Go to ED2E\_Q36A)

ED2E\_Q35B

**How often did he/she usually volunteer or help without pay in the community?**

INTERVIEWER: Read categories to respondent. Some activities may only last for part of a school year. If so, indicate the time spent while it lasted.

- 1 **Less than once per week**
- 2 **1 - 3 times per week**
- 3 **4 or more times per week**
- DK, RF

ED2E\_Q36A

**At any time during this school year, did ^FNAME work at a job such as babysitting, at a store or tutoring?**

- 1 Yes
- 2 No (Go to ED2E\_END)
- DK, RF (Go to ED2E\_END)

ED2E\_Q36B

**How often did he/she usually work at a job?**

INTERVIEWER: Read categories to respondent. Some activities may only last for part of a school year. If so, indicate the time spent while it lasted.

- 1 **Less than once per week**
- 2 **1 - 3 times per week**
- 3 **4 or more times per week**
- DK, RF

**EDUCATION 2 PART F - CURRENT ATTENDEES - GRADES 7 - 12 (ED2F)**

ED2F\_C37A

If ED2E\_FLAG = 1 (Completed), go to ED2F\_R37A.  
Otherwise, go to ED2F\_END.

ED2F\_R37A

**Now I would like to ask about absences that ^FNAME may have had from school in the last two weeks.**

ED2F\_Q37A

**How many times in the previous two full school weeks did he/she miss school?**

INTERVIEWER: This refers to times school was missed WITH parent's permission.

- 1 None (Go to ED2F\_Q38)
- 2 1 or 2
- 3 3 or 4
- 4 5 or more
- DK, RF (Go to ED2F\_Q38)

ED2F\_Q37B

**Why did he/she miss school?**

INTERVIEWER: Mark all that apply.

- 01 Illness or injury
- 02 Family trip
- 03 School trip or exchange
- 04 School was closed (such as strike, bad weather)
- 05 To help with traditional activities (such as harvesting, hunting, fishing, gathering wood)
- 06 To help out at home
- 07 Bored at school / Not interested / Doesn't like school
- 08 Problems with school work
- 09 Had problems with teachers
- 10 Peers / School climate (bullying)
- 11 Suspended from school or kicked out
- 12 Wanted to work instead
- 13 Medical appointment
- 14 Family-related issues
- 15 Other - Specify (Go to ED2F\_S37B)
- DK, RF

Go to ED2F\_Q38

ED2F\_S37B

**(Why did he/she miss school?)**

INTERVIEWER: Specify.

---

(80 spaces)

DK, RF

ED2F\_Q38

**How many times in the previous two full school weeks did ^FNAME skip classes?**

INTERVIEWER: This refers to times classes were skipped WITHOUT parent's permission.

- 1 None
- 2 1 or 2
- 3 3 or 4
- 4 5 or more

DK, RF

ED2F\_Q39

**How many times in the previous two full school weeks did he/she arrive late for school?**

- 1 None
- 2 1 or 2
- 3 3 or 4
- 4 5 or more

DK, RF

ED2F\_Q40A

**Now thinking about ^FNAME's closest friends, how many of these friends:**

**think completing high school is very important?**

- 1 None of them
- 2 Some of them
- 3 Most of them
- 4 All of them
- 5 Not applicable

DK, RF

ED2F\_Q40B

**(Now thinking about ^FNAME's closest friends, how many of these friends:)**

**skip classes once a week or more?**

- 1 None of them
- 2 Some of them
- 3 Most of them
- 4 All of them
- 5 Not applicable

DK, RF

ED2F\_Q40C

**(Now thinking about ^FNAME's closest friends, how many of these friends:)**

**have dropped out of high school without graduating?**

- 1 None of them
- 2 Some of them
- 3 Most of them
- 4 All of them
- 5 Not applicable

DK, RF

ED2F\_Q40D

(Now thinking about ^FNAME's closest friends, how many of these friends:)  
are planning to further their education or training after leaving high school?

- 1 None of them
  - 2 Some of them
  - 3 Most of them
  - 4 All of them
  - 5 Not applicable
- DK, RF

ED2F\_Q40E

(Now thinking about ^FNAME's closest friends, how many of these friends:)  
have a reputation for causing trouble?

- 1 None of them
  - 2 Some of them
  - 3 Most of them
  - 4 All of them
  - 5 Not applicable
- DK, RF

ED2F\_Q40F

(Now thinking about ^FNAME's closest friends, how many of these friends:)  
smoke cigarettes?

- 1 None of them
  - 2 Some of them
  - 3 Most of them
  - 4 All of them
  - 5 Not applicable
- DK, RF

ED2F\_Q40G

(Now thinking about ^FNAME's closest friends, how many of these friends:)  
use drugs?

- 1 None of them
  - 2 Some of them
  - 3 Most of them
  - 4 All of them
  - 5 Not applicable
- DK, RF

ED2F\_Q40H

(Now thinking about ^FNAME's closest friends, how many of these friends:)  
drink alcohol?

- 1 None of them
  - 2 Some of them
  - 3 Most of them
  - 4 All of them
  - 5 Not applicable
- DK, RF

ED2F\_Q40I

**(Now thinking about ^FNAME's closest friends, how many of these friends:)**

**think it's okay to work hard at school?**

- 1 None of them
  - 2 Some of them
  - 3 Most of them
  - 4 All of them
  - 5 Not applicable
- DK, RF

ED2F\_Q40J

**(Now thinking about ^FNAME's closest friends, how many of these friends:)**

**work for an employer or at jobs such as babysitting, at a store or tutoring?**

- 1 None of them
  - 2 Some of them
  - 3 Most of them
  - 4 All of them
  - 5 Not applicable
- DK, RF

ED2F\_Q41

**Sometimes young people drop out of school and return again. Was this the case for ^FNAME?**

- 1 Yes
  - 2 No
- DK, RF
- (Go to ED2F\_END)  
(Go to ED2F\_END)

ED2F\_Q42

**How many times did he/she drop out?**

(MIN: 1) (MAX: 10)

DK, RF

(Go to ED2F\_END)

ED2F\_C43A

If ED2F\_Q42 = 1, go to ED2F\_Q43A.  
Otherwise, go to ED2F\_Q43B.

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ED2F\_Q43A

**What were the reasons ^FNAME dropped out of school?**

INTERVIEWER: Mark all that apply.

- 01 Bored / Not interested
- 02 Problems with school work
- 03 Problems with teachers
- 04 Kicked out / Expelled / Suspended
- 05 Missing a few credits / Not worth continuing
- 06 Peers / School climate (bullying)
- 07 Prejudice / Racism
- 08 Own health
- 09 Pregnant / Caring for own child
- 10 Problems at home
- 11 Accident / Injury
- 12 Disability
- 13 Mental health issues
- 14 Alcohol / Drug problems / Addictions
- 15 Moved
- 16 Had to work / Money problems
- 17 Wanted to work
- 18 To help with traditional activities (such as harvesting, hunting, fishing, gathering wood) / Out on the land
- 19 Other - Specify (Go to ED2F\_S43A)
- DK, RF (Go to ED2F\_END)

Go to ED2F\_C43B

ED2F\_S43A

**(What were the reasons ^FNAME dropped out of school?)**

INTERVIEWER: Specify.

---

(80 spaces)

DK, RF

ED2F\_C43B

If ED2F\_Q43A = one response only (01..19), go to ED2F\_END.  
Otherwise, go to ED2F\_Q43C.



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ED2F\_Q43B

**Thinking of the last time ^FNAME dropped out, what were the reasons he/she dropped out?**

INTERVIEWER: Mark all that apply.

- 01 Bored / Not interested
  - 02 Problems with school work
  - 03 Problems with teachers
  - 04 Kicked out / Expelled / Suspended
  - 05 Missing a few credits / Not worth continuing
  - 06 Peers / School climate (bullying)
  - 07 Prejudice / Racism
  - 08 Own health
  - 09 Pregnant / Caring for own child
  - 10 Problems at home
  - 11 Accident / Injury
  - 12 Disability
  - 13 Mental health issues
  - 14 Alcohol / Drug problems / Addictions
  - 15 Moved
  - 16 Had to work / Money problems
  - 17 Wanted to work
  - 18 To help with traditional activities (such as harvesting, hunting, fishing, gathering wood) / Out on the land
  - 19 Other - Specify (Go to ED2F\_S43B)
- DK, RF (Go to ED2F\_END)

Go to ED2F\_C43C

ED2F\_S43B

**(Thinking of the last time ^FNAME dropped out, what were the reasons he/she dropped out?)**

INTERVIEWER: Specify.

---

(80 spaces)

DK, RF

ED2F\_C43C

If ED2F\_Q43B= one response only (01..19), go to ED2F\_END.  
Otherwise, go to ED2F\_Q43C.

ED2F\_Q43C

**What was the MAIN reason he/she dropped out?**

- 01 Bored / Not interested
  - 02 Problems with school work
  - 03 Problems with teachers
  - 04 Kicked out / Expelled / Suspended
  - 05 Missing a few credits / Not worth continuing
  - 06 Peers / School climate (bullying)
  - 07 Prejudice / Racism
  - 08 Own health
  - 09 Pregnant / Caring for own child
  - 10 Problems at home
  - 11 Accident / Injury
  - 12 Disability
  - 13 Mental health issues
  - 14 Alcohol / Drug problems / Addictions
  - 15 Moved
  - 16 Had to work / Money problems
  - 17 Wanted to work
  - 18 To help with traditional activities (such as harvesting, hunting, fishing, gathering wood) / Out on the land
  - 19 ^Other - Specify
- DK, RF

**EDUCATION 2 PART G - CURRENT ATTENDEES - GRADES 7 - 12 (ED2G)**

ED2G\_C44A

If ED2F\_FLAG = 1 (Completed), go to ED2G\_R44A.  
Otherwise, go to ED2G\_END.

ED2G\_R44A

**The next few questions deal with your hopes for ^FNAME's schooling and savings for his/her future education.**

ED2G\_Q44A

**How far do you hope that he/she will go in school?**

INTERVIEWER: Record the highest level of schooling the respondent hopes to attend / parent hopes the child will attend even if the child is not expected to complete that level.

- 1 Less than high school diploma (Go to ED2G\_R48)
  - 2 High school diploma or equivalency
  - 3 Trade or vocational certificate or diploma, or an apprenticeship certificate
  - 4 College or CEGEP (Québec) certificate or diploma
  - 5 A university degree
  - 6 Any level of education after high school
  - 7 No preference
- DK, RF (Go to ED2G\_Q45)

ED2G\_Q44B

**Is there anything standing in his/her way of going that far, such as... ?**

INTERVIEWER: Read categories to respondent. Mark all that apply.

- 1 **Financial situation**
  - 2 **Unavailability of programs close to home**
  - 3 **Won't have the requirements to get in (marks are too low or current courses limit choices)**
  - 4 **Health reasons or learning or other disability**
  - 5 **Lack of interest or not enough motivation**
  - 6 **No, nothing stands in the way**
  - 7 **Other - Specify** (Go to ED2G\_S44B)
- DK, RF

Go to ED2G\_Q45

ED2G\_S44B

**(Is there anything standing in his/her way of going that far, such as... ?**

**Other)**

INTERVIEWER: Specify.

---

(80 spaces)

DK, RF

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ED2G\_Q45

**Are you, or anyone else, saving any money for ^FNAME's post-secondary education? Post-secondary education costs include such things as tuition fees, housing, food, transportation, etc.**

INTERVIEWER: "or anyone else" includes friends and/or relatives.

- 1 Yes
- 2 No (Go to ED2G\_Q47)
- DK, RF (Go to ED2G\_Q47)

ED2G\_Q46

**Do you expect the total savings to cover the entire cost, more than half the cost, about half the cost or less than half of the cost?**

INTERVIEWER: Cost relates to all of post-secondary education, not only the first year.

- 1 The entire cost
- 2 More than half of the cost
- 3 About half of the cost
- 4 Less than half of the cost
- DK, RF

ED2G\_Q47

**After high school, does he/she plan to take further training or education?**

- 1 Yes
- 2 No
- DK, RF

ED2G\_R48

**And now a few questions about the education of members of ^FNAME's family.**

ED2G\_Q48

**Have any of his/her brothers or sisters ever dropped out of high school? Include step, half and adopted brothers and sisters that have ever lived with him/her.**

- 1 Yes
- 2 No
- 3 Brothers and sisters too young /  
Never lived with them
- 4 Has no brothers and sisters
- DK, RF

ED2G\_Q49

**What is the highest level of education that (you have / ^FNAME's mother or female guardian has) ever completed? Include any partial completion of a trade, college or university certificate, degree or diploma as "Some postsecondary education".**

- 01 No schooling
  - 02 Grade 8 or lower (Québec:  
Secondary II or lower)
  - 03 Less than high school diploma or its  
equivalent
  - 04 High school diploma or a high school  
equivalency certificate
  - 05 Some postsecondary education
  - 06 Trade certificate or diploma
  - 07 College, CEGEP or other non-  
university certificate or diploma  
(other than trades certificates or  
diplomas)
  - 08 University certificate or diploma  
below the bachelor's level
  - 09 Bachelor's degree (e.g. B.A., B.Sc.,  
LL.B.)
  - 10 University certificate, diploma or  
degree above the bachelor's level
- DK, RF

ED2G\_Q50

**What is the highest level of education that (you have / ^FNAME's father or male guardian has) ever completed? Include any partial completion of a trade, college or university certificate, degree or diploma as "Some postsecondary education".**

- 01 No schooling
  - 02 Grade 8 or lower (Québec:  
Secondary II or lower)
  - 03 Less than high school diploma or its  
equivalent
  - 04 High school diploma or a high school  
equivalency certificate
  - 05 Some postsecondary education
  - 06 Trade certificate or diploma
  - 07 College, CEGEP or other non-  
university certificate or diploma  
(other than trades certificates or  
diplomas)
  - 08 University certificate or diploma  
below the bachelor's level
  - 09 Bachelor's degree (e.g. B.A., B.Sc.,  
LL.B.)
  - 10 University certificate, diploma or  
degree above the bachelor's level
- DK, RF

### EDUCATION 3 PART A - HIGH SCHOOL LEAVERS AND COMPLETERS (ED3A)

ED3A_C01	If ((EDS1_Q03 = 2..11) OR (EDS1_Q04 = 1 (Yes) or 2 (No)) OR (EDS2_Q01 = 12 (HS completion through upgrading)) OR (EDS2_Q02 = 2 (Yes), 3 (No), DK or RF) OR (EDS2_Q04A = 1 (Yes)) OR (EDS2_Q04B = 1 (Yes)) OR (EDS2_Q04C = 2 (Yes), 3 (No), DK or RF)), go to ED3A_R01. Otherwise, go to ED3A_END.
ED3A_R01	<b>The next few questions ask about the elementary and high schools that you have attended.</b>
ED3A_Q01	<b>Up to and including Grade 6, how many different schools did you attend altogether? Please include preschool and kindergarten.</b>  (MIN: 1) (MAX: 10)  DK, RF
ED3A_Q02	<b>Starting in Grade 7 (Secondary I), how many different schools did you attend altogether? (Include traditional, alternative, vocational, adult high schools, etc.)</b>  <u>INTERVIEWER</u> : Probe to ensure that respondent did not include the same school as Grades 1 - 6.  (MIN: 0) (MAX: 10)  DK, RF
ED3A_C03A	If both ED3A_Q01 and ED3A_Q02 = DK or RF, go to ED3A_C04. Otherwise, go to ED3A_C03B.
ED3A_C03B	If (ED3A_Q01 + ED3A_Q02) (total number of schools attended) = 1, go to ED3A_C04. Otherwise, go to ED3A_Q03.
ED3A_Q03	<b>For your last change in schools, what was the <u>main</u> reason for changing schools?</b>  01 Regular progression through the school system 02 Family or teen moved 03 Marks too low / Not progressing well 04 Expelled 05 Not getting along with students 06 Not getting along with teachers or other school staff 07 Concerns about the standards and quality of teaching 08 Wanted a specific program 09 School closure 10 New school was located closer to home 11 Wanted a more culturally appropriate school 12 Concerns about safety at school 13 Other - Specify (Go to ED3A_S03)  DK, RF  Go to ED3A_C04

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ED3A\_S03

**(For your last change in schools, what was the main reason for changing schools?)**

INTERVIEWER: Specify.

---

(80 spaces)

DK, RF

ED3A\_C04

If ((ID\_Q02 = 1 (First Nations) or 2 (Métis)) OR (ID\_Q03 = 1 (Yes, Status Indian)) OR (ID\_Q04B = 1 (Yes, Bill C-31) or 2 (Yes, Bill C-3) (or 1 and 2)) OR (ID\_Q05 = 1 (Yes))), go to ED3A\_Q04.  
Otherwise, go to ED3A\_Q06.

ED3A\_Q04

**Did you ever attend an elementary or high school located in a First Nations community (on reserve)? Please include preschool and kindergarten.**

1 Yes

2 No

DK, RF

(Go to ED3A\_Q06)

(Go to ED3A\_Q06)

ED3A\_Q05

**Which grades?**

INTERVIEWER: Mark all that apply.

01 Nursery School or Preschool

02 Kindergarten

03 Grade 1

04 Grade 2

05 Grade 3

06 Grade 4

07 Grade 5

08 Grade 6

09 Grade 7 / Quebec: Secondary I

10 Grade 8 / Quebec: Secondary II

11 Grade 9 / Quebec: Secondary III /

Manitoba: Senior 1

12 Grade 10 / Newfoundland and

Labrador: Level I / Quebec:

Secondary IV / Manitoba: Senior 2

13 Grade 11 / Newfoundland and

Labrador: Level II / Quebec:

Secondary V / Manitoba: Senior 3

14 Grade 12 / Newfoundland and

Labrador: Level III / Manitoba: Senior

4

15 Grade 13

DK, RF

ED3A\_Q06

**Some people have to move to attend school because there are no elementary or high schools where they are living. Did you have to move in order to attend school?**

1 Yes

2 No

DK, RF

ED3A\_R07

**The next few questions ask about Aboriginal languages at elementary and high school, including preschool and kindergarten.**

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ED3A\_Q07

**Were you ever taught an Aboriginal language in classes at school?**

- 1 Yes
- 2 No (Go to ED3A\_Q09)
- DK, RF (Go to ED3A\_Q09)

ED3A\_Q08

**Which grades?**

INTERVIEWER: Mark all that apply.

- 01 Nursery School or Preschool
- 02 Kindergarten
- 03 Grade 1
- 04 Grade 2
- 05 Grade 3
- 06 Grade 4
- 07 Grade 5
- 08 Grade 6
- 09 Grade 7 / Quebec: Secondary I
- 10 Grade 8 / Quebec: Secondary II
- 11 Grade 9 / Quebec: Secondary III /  
Manitoba: Senior 1
- 12 Grade 10 / Newfoundland and  
Labrador: Level I / Quebec:  
Secondary IV / Manitoba: Senior 2
- 13 Grade 11 / Newfoundland and  
Labrador: Level II / Quebec:  
Secondary V / Manitoba: Senior 3
- 14 Grade 12 / Newfoundland and  
Labrador: Level III / Manitoba: Senior  
4
- 15 Grade 13
- DK, RF

ED3A\_Q09

**Were you ever taught other subjects in an Aboriginal language for two or more hours per day?**

- 1 Yes
- 2 No (Go to ED3A\_END)
- DK, RF (Go to ED3A\_END)



ED3A\_Q10

**Which grades?**

INTERVIEWER: Mark all that apply.

- 01 Nursery School or Preschool
  - 02 Kindergarten
  - 03 Grade 1
  - 04 Grade 2
  - 05 Grade 3
  - 06 Grade 4
  - 07 Grade 5
  - 08 Grade 6
  - 09 Grade 7 / Quebec: Secondary I
  - 10 Grade 8 / Quebec: Secondary II
  - 11 Grade 9 / Quebec: Secondary III /  
Manitoba: Senior 1
  - 12 Grade 10 / Newfoundland and  
Labrador: Level I / Quebec:  
Secondary IV / Manitoba: Senior 2
  - 13 Grade 11 / Newfoundland and  
Labrador: Level II / Quebec:  
Secondary V / Manitoba: Senior 3
  - 14 Grade 12 / Newfoundland and  
Labrador: Level III / Manitoba: Senior  
4
  - 15 Grade 13
- DK, RF

### EDUCATION 3 PART B - HIGH SCHOOL LEAVERS AND COMPLETERS (ED3B)

ED3B\_C11 If ED3A\_FLAG = 1 (Completed), go to ED3B\_R11.  
Otherwise, go to ED3B\_END.

ED3B\_R11 **And now a few questions about your performance at elementary and high school.**

ED3B\_Q11 **Did you ever repeat a grade?**

INTERVIEWER: Read categories to respondent.

- 1 **Yes, once**
  - 2 **Yes, twice or more**
  - 3 **No, never**
- DK, RF

ED3B\_Q12A **In your last year of school, what was your overall grade average as a percentage?**

INTERVIEWER: If respondent dropped out before receiving a report card, ask about their previous year. Use letter grades if necessary.

- 1 80% or above (mainly A's) (Go to ED3B\_Q13)
  - 2 70 to 79% (mainly B's) (Go to ED3B\_Q13)
  - 3 60 to 69% (mainly C's) (Go to ED3B\_Q13)
  - 4 50 to 59% (mainly D's) (Go to ED3B\_Q13)
  - 5 Under 50% (mainly E's and F's) (Go to ED3B\_Q13)
  - 6 No grades given (Go to ED3B\_Q13)
- DK, RF

ED3B\_Q12B **Overall, how well did you do at school?**

INTERVIEWER: Read categories to respondent.

- 1 **Above average**
  - 2 **Average**
  - 3 **Below average**
- DK, RF

ED3B\_Q13 **In your last year of school, did you receive additional help or tutoring? Please do not include help or tutoring from a family member.**

- 1 Yes (Go to ED3B\_Q17)
  - 2 No (Go to ED3B\_END)
- DK, RF (Go to ED3B\_END)

ED3B\_Q14 **In your last year of school, did your parents or teachers feel that you required any additional help or tutoring?**

- 1 Yes (Go to ED3B\_END)
  - 2 No (Go to ED3B\_END)
- DK, RF (Go to ED3B\_END)

ED3B\_Q15A **What were the reasons they felt you required additional help or tutoring? Was it:  
a physical impairment?**

- 1 Yes
  - 2 No
- DK, RF

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ED3B\_Q15B **(What were the reasons they felt you required additional help or tutoring? Was it:  
a behavioural problem?**

- 1 Yes
- 2 No
- DK, RF

ED3B\_Q15C **(What were the reasons they felt you required additional help or tutoring? Was it:  
an emotional problem?**

- 1 Yes
- 2 No
- DK, RF

ED3B\_Q15D **(What were the reasons they felt you required additional help or tutoring? Was it:  
a learning disability or difficulty?**

- 1 Yes
- 2 No
- DK, RF

ED3B\_Q15E **(What were the reasons they felt you required additional help or tutoring? Was it:  
poor academic performance?**

- 1 Yes
- 2 No
- DK, RF

ED3B\_Q15F **(What were the reasons they felt you required additional help or tutoring? Was it:  
to enhance (supplement) the school program?**

- 1 Yes
- 2 No
- DK, RF

ED3B\_Q15G **(What were the reasons they felt you required additional help or tutoring? Was it:  
some other reason?**

- 1 Yes - Specify
- 2 No (Go to ED3B\_Q16)
- DK, RF (Go to ED3B\_Q16)

ED3B\_S15G **(What were the reasons they felt you required additional help or tutoring? Was it:  
some other reason?)**

INTERVIEWER: Specify.

---

(80 spaces)

DK, RF

ED3B\_Q16

**Why did you not receive the additional help or tutoring required?**

INTERVIEWER: Mark all that apply.

- 1 Cost was too high
  - 2 Tutor not available to meet my needs
  - 3 Tutor not available to fit family's schedule
  - 4 Aboriginal tutor not available
  - 5 Transportation was a problem
  - 6 Other - Specify (Go to ED3B\_S16)
- DK, RF

Go to ED3B\_END

ED3B\_S16

**(Why did you not receive the additional help or tutoring required?)**

INTERVIEWER: Specify.

---

(80 spaces)

DK, RF

Go to ED3B\_END

ED3B\_Q17

**How often did you receive additional help or tutoring?**

- 1 Once a week or less
  - 2 Twice a week
  - 3 More than twice a week
- DK, RF

ED3B\_Q18

**Was this help or tutoring provided by the school, by someone outside the school or by both?**

- 1 By the school
  - 2 By someone outside the school
  - 3 Both
- DK, RF

ED3B\_Q19A

**What were the reasons you were receiving additional help or tutoring? Was it:  
a physical impairment?**

- 1 Yes
  - 2 No
- DK, RF

ED3B\_Q19B

**(What were the reasons you were receiving additional help or tutoring? Was it:)  
a behavioural problem?**

- 1 Yes
  - 2 No
- DK, RF

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ED3B\_Q19C **(What were the reasons you were receiving additional help or tutoring? Was it:  
an emotional problem?**

- 1 Yes
  - 2 No
- DK, RF

ED3B\_Q19D **(What were the reasons you were receiving additional help or tutoring? Was it:  
a learning disability or difficulty?**

- 1 Yes
  - 2 No
- DK, RF

ED3B\_Q19E **(What were the reasons you were receiving additional help or tutoring? Was it:  
poor academic performance?**

- 1 Yes
  - 2 No
- DK, RF

ED3B\_Q19F **(What were the reasons you were receiving additional help or tutoring? Was it:  
to enhance (supplement) the school program?**

- 1 Yes
  - 2 No
- DK, RF

ED3B\_Q19G **(What were the reasons you were receiving additional help or tutoring? Was it:  
some other reason?**

- 1 Yes - Specify
  - 2 No (Go to ED3B\_END)
- DK, RF (Go to ED3B\_END)

ED3B\_S19G **(What were the reasons you were receiving additional help or tutoring? Was it:  
some other reason?)**

INTERVIEWER: Specify.

---

(80 spaces)

DK, RF

### EDUCATION 3 PART C - HIGH SCHOOL LEAVERS AND COMPLETERS (ED3C)

ED3C\_C20A

If ED3B\_FLAG = 1 (Completed), go to ED3C\_R20A.  
Otherwise, go to ED3C\_END.

ED3C\_R20A

**And now some questions about your last year of elementary or high school.**

ED3C\_Q20A

**How do you feel about the following statements about your last year of school?  
Tell me if you strongly agree, agree, disagree or strongly disagree.**

**Overall, I felt safe at school.**

INTERVIEWER: Read categories to respondent, if necessary.

- 1 **Strongly agree**
- 2 **Agree**
- 3 **Disagree**
- 4 **Strongly disagree**

DK, RF

ED3C\_Q20B

**(How do you feel about the following statements about your last year of school?  
Tell me if you strongly agree, agree, disagree or strongly disagree.)**

**Overall, I was happy at school.**

INTERVIEWER: Read categories to respondent, if necessary.

- 1 **Strongly agree**
- 2 **Agree**
- 3 **Disagree**
- 4 **Strongly disagree**

DK, RF

ED3C\_Q20C

**(How do you feel about the following statements about your last year of school?  
Tell me if you strongly agree, agree, disagree or strongly disagree.)**

**Most students in the school enjoyed being there.**

INTERVIEWER: Read categories to respondent, if necessary.

- 1 **Strongly agree**
- 2 **Agree**
- 3 **Disagree**
- 4 **Strongly disagree**

DK, RF

ED3C\_Q20D

**(How do you feel about the following statements about your last year of school?  
Tell me if you strongly agree, agree, disagree or strongly disagree.)**

**The school offered parents many opportunities to be involved in school activities.**

INTERVIEWER: Read categories to respondent, if necessary.

- 1 **Strongly agree**
- 2 **Agree**
- 3 **Disagree**
- 4 **Strongly disagree**

DK, RF

ED3C\_Q20E

**(How do you feel about the following statements about your last year of school?  
Tell me if you strongly agree, agree, disagree or strongly disagree.)**

**The school supported First Nations, Métis or Inuit culture (through teaching and/or activities).**

INTERVIEWER: Read categories to respondent, if necessary.

- 1 **Strongly agree**
  - 2 **Agree**
  - 3 **Disagree**
  - 4 **Strongly disagree**
- DK, RF

ED3C\_Q20F

**(How do you feel about the following statements about your last year of school?  
Tell me if you strongly agree, agree, disagree or strongly disagree.)**

**Racism was a problem at school.**

INTERVIEWER: Read categories to respondent, if necessary.

- 1 **Strongly agree**
  - 2 **Agree**
  - 3 **Disagree**
  - 4 **Strongly disagree**
- DK, RF

ED3C\_Q20G

**(How do you feel about the following statements about your last year of school?  
Tell me if you strongly agree, agree, disagree or strongly disagree.)**

**Bullying was a problem at the school.**

INTERVIEWER: Read categories to respondent, if necessary.

- 1 **Strongly agree**
  - 2 **Agree**
  - 3 **Disagree**
  - 4 **Strongly disagree**
- DK, RF

ED3C\_Q20H

**(How do you feel about the following statements about your last year of school?  
Tell me if you strongly agree, agree, disagree or strongly disagree.)**

**The presence of alcohol was a problem at school.**

INTERVIEWER: Read categories to respondent, if necessary.

- 1 **Strongly agree**
  - 2 **Agree**
  - 3 **Disagree**
  - 4 **Strongly disagree**
- DK, RF

ED3C\_Q20I

**(How do you feel about the following statements about your last year of school?  
Tell me if you strongly agree, agree, disagree or strongly disagree.)**

**The presence of drugs was a problem at school.**

INTERVIEWER: Read categories to respondent, if necessary.

- 1 **Strongly agree**
  - 2 **Agree**
  - 3 **Disagree**
  - 4 **Strongly disagree**
- DK, RF

ED3C\_Q20J

**(How do you feel about the following statements about your last year of school?  
Tell me if you strongly agree, agree, disagree or strongly disagree.)**

**Violence was a problem at school.**

INTERVIEWER: Read categories to respondent, if necessary.

- 1 **Strongly agree**
  - 2 **Agree**
  - 3 **Disagree**
  - 4 **Strongly disagree**
- DK, RF

ED3C\_Q21

**At any time during your last year in school, did you need support for personal  
problems, career choices, course schedules or anything else?**

- 1 Yes
  - 2 No (Go to ED3C\_END)
- DK, RF (Go to ED3C\_END)

ED3C\_Q22A

**Did you receive the support you needed from:  
friends?**

- 1 Yes
  - 2 No
- DK, RF

ED3C\_Q22B

**(Did you receive the support you needed from:)  
parents, guardians or other family members?**

- 1 Yes
  - 2 No
- DK, RF

ED3C\_Q22C

**(Did you receive the support you needed from:)  
teachers, guidance counsellors or others at school?**

- 1 Yes
  - 2 No
- DK, RF



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ED3C\_Q22D

**(Did you receive the support you needed from:)**

**anyone else?**

1 Yes - Specify

2 No

DK, RF

(Go to ED3C\_END)

(Go to ED3C\_END)

ED3C\_S22D

**(Did you receive the support you needed from:**

**anyone else?)**

INTERVIEWER: Specify.

---

(80 spaces)

DK, RF

For information only

**EDUCATION 3 PART D - HIGH SCHOOL LEAVERS AND COMPLETERS (ED3D)**

- ED3D\_C23 If ED3C\_FLAG = 1 (Completed), go to ED3D\_R23.  
Otherwise, go to ED3D\_END.
- ED3D\_R23 **I now have a few questions about your family's involvement in your last year of elementary or high school.**
- ED3D\_Q23 **During your last year of school, did you live with a parent, guardian or other family member... ?**
- INTERVIEWER: Read categories to respondent.
- 1 **All of the time**  
2 **Some of the time**  
3 **None of the time**  
DK, RF
- ED3D\_Q24A **In your last year of school, did your parents, guardians or any other family member do any of the following:**
- speak to, correspond with or visit your teacher (including parent-teacher interviews)?**
- 1 Yes  
2 No  
3 Not applicable  
DK, RF
- ED3D\_Q24B **(In your last year of school, did your parents, guardians or any other family member do any of the following:)**
- attend a school event in which you participated, (for example, a play, sports competition or science fair)?**
- 1 Yes  
2 No  
3 Not applicable  
DK, RF
- ED3D\_Q24C **(In your last year of school, did your parents, guardians or any other family member do any of the following:)**
- participate in other school activities?**
- 1 Yes  
2 No  
3 Not applicable  
DK, RF
- ED3D\_Q25 **In your last year of school, how often did your parents, guardians or another family member check or provide help with your homework?**
- INTERVIEWER: Read categories 1 - 4 to respondent.
- 1 **Rarely or never**  
2 **Less than once per week**  
3 **1 - 3 times per week**  
4 **4 or more times per week**  
5 Not applicable  
6 Help not needed  
DK, RF

ED3D\_Q26

**In your last year of school, how often did you read or look at books, magazines, comics, etc. outside of school hours?**

INTERVIEWER: Read categories to respondent. Include electronic media.

- 1 **Rarely or never**
  - 2 **Less than once per week**
  - 3 **1 - 3 times per week**
  - 4 **4 or more times per week**
- DK, RF

For information only

### EDUCATION 3 PART E - HIGH SCHOOL LEAVERS AND COMPLETERS (ED3E)

ED3E\_C27A

If ED3D\_FLAG = 1 (Completed), go to ED3E\_R27A.  
Otherwise, go to ED3E\_END.

ED3E\_R27A

**Now I would like to ask about activities in your last year of elementary or high school that you may have taken part in. For each activity, please answer yes, no, or not available. Do not include activities that you participated in during school hours.**

ED3E\_Q27A

**In your last year of school, did you participate in a sport or a physical activity or play organized sports (including taking lessons)?**

- 1 Yes
  - 2 No (Go to ED3E\_Q28A)
  - 3 Not available (Go to ED3E\_Q28A)
- DK, RF (Go to ED3E\_Q28A)

ED3E\_Q27B

**How often did you usually participate in any of these activities?**

INTERVIEWER: Read categories to respondent. Some activities may only last for part of a school year. If so, indicate the time spent while it lasted.

- 1 **Less than once per week**
  - 2 **1 - 3 times per week**
  - 3 **4 or more times per week**
- DK, RF

ED3E\_Q27C

**Were they organized by your school, outside the school or both?**

- 1 Organized by the school
  - 2 Organized outside the school
  - 3 Both
- DK, RF

ED3E\_Q28A

**In your last year of school, did you participate in an art, drama or music group or club (including taking lessons)?**

- 1 Yes
  - 2 No (Go to ED3E\_Q29A)
  - 3 Not available (Go to ED3E\_Q29A)
- DK, RF (Go to ED3E\_Q29A)

ED3E\_Q28B

**How often did you usually participate in any of these groups or clubs?**

INTERVIEWER: Read categories to respondent. Some activities may only last for part of a school year. If so, indicate the time spent while it lasted.

- 1 **Less than once per week**
  - 2 **1 - 3 times per week**
  - 3 **4 or more times per week**
- DK, RF

ED3E\_Q28C

**Were they organized by your school, outside the school or both?**

- 1 Organized by the school
  - 2 Organized outside the school
  - 3 Both
- DK, RF

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ED3E\_Q29A

**In your last year of school, did you participate in a school group or club (such as student council, yearbook or science club) or groups or clubs outside of school?**

- 1 Yes
- 2 No (Go to ED3E\_Q30A)
- 3 Not available (Go to ED3E\_Q30A)
- DK, RF (Go to ED3E\_Q30A)

ED3E\_Q29B

**How often did you usually participate in any of these groups or clubs?**

**INTERVIEWER:** Read categories to respondent. Some activities may only last for part of a school year. If so, indicate the time spent while it lasted.

- 1 **Less than once per week**
- 2 **1 - 3 times per week**
- 3 **4 or more times per week**
- DK, RF

ED3E\_Q29C

**Were they organized by your school, outside the school or both?**

- 1 Organized by the school
- 2 Organized outside the school
- 3 Both
- DK, RF

ED3E\_Q30A

**In your last year of school, did you participate in activities related to First Nations, Métis or Inuit culture?**

- 1 Yes
- 2 No (Go to ED3E\_Q31A)
- 3 Not available (Go to ED3E\_Q31A)
- DK, RF (Go to ED3E\_Q31A)

ED3E\_Q30B

**How often did you usually participate in these activities?**

**INTERVIEWER:** Read categories to respondent. Some activities may only last for part of a school year. If so, indicate the time spent while it lasted.

- 1 **Less than once per week**
- 2 **1 - 3 times per week**
- 3 **4 or more times per week**
- DK, RF

ED3E\_Q31A

**In your last year of school, did you spend time with Elders?**

- 1 Yes
- 2 No (Go to ED3E\_Q32A)
- DK, RF (Go to ED3E\_Q32A)

ED3E\_Q31B

**How often did you usually spend time with them?**

**INTERVIEWER:** Read categories to respondent. Some activities may only last for part of a school year. If so, indicate the time spent while it lasted.

- 1 **Less than once per week**
- 2 **1 - 3 times per week**
- 3 **4 or more times per week**
- DK, RF

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ED3E\_Q32A

**In your last year of school, did you volunteer or help without pay in the community?**

- 1 Yes
- 2 No (Go to ED3E\_Q33A)
- DK, RF (Go to ED3E\_Q33A)

ED3E\_Q32B

**How often did you usually volunteer or help without pay in the community?**

INTERVIEWER: Read categories to respondent. Some activities may only last for part of a school year. If so, indicate the time spent while it lasted.

- 1 **Less than once per week**
- 2 **1 - 3 times per week**
- 3 **4 or more times per week**
- DK, RF

ED3E\_Q33A

**In your last year of school, did you work at a job such as babysitting, at a store or tutoring?**

- 1 Yes
- 2 No (Go to ED3E\_END)
- DK, RF (Go to ED3E\_END)

ED3E\_Q33B

**How often did you usually work at a job?**

INTERVIEWER: Read categories to respondent. Some activities may only last for part of a school year. If so, indicate the time spent while it lasted.

- 1 **Less than once per week**
- 2 **1 - 3 times per week**
- 3 **4 or more times per week**
- DK, RF

**EDUCATION 3 PART F - HIGH SCHOOL LEAVERS AND COMPLETERS (ED3F)**

ED3F\_C34A

If ED3E\_FLAG = 1 (Completed), go to ED3F\_R34A.  
Otherwise, go to ED3F\_END.

ED3F\_R34A

**Now I would like to ask about absences that you may have had from school in your last year of elementary or high school.**

ED3F\_Q34A

**In your last year of school, how often did you:  
miss school (WITH parent's permission)?**

INTERVIEWER: Read categories to respondent.

- 1 **Often**
- 2 **Sometimes**
- 3 **Rarely**
- 4 **Never**

DK, RF

ED3F\_Q34B

**(In your last year of school, how often did you:)  
skip classes (WITHOUT parent's permission)?**

INTERVIEWER: Read categories to respondent.

- 1 **Often**
- 2 **Sometimes**
- 3 **Rarely**
- 4 **Never**

DK, RF

ED3F\_Q34C

**(In your last year of school, how often did you:)  
arrive late for school?**

INTERVIEWER: Read categories to respondent.

- 1 **Often**
- 2 **Sometimes**
- 3 **Rarely**
- 4 **Never**

DK, RF

ED3F\_Q35A

**Now thinking about your closest friends in your last year of school, how many of these friends:**

**thought completing high school was very important?**

- 1 None of them
- 2 Some of them
- 3 Most of them
- 4 All of them
- 5 Not applicable

DK, RF

ED3F\_Q35B

**(Now thinking about your closest friends in your last year of school, how many of these friends:)**

**skipped classes once a week or more?**

- 1 None of them
  - 2 Some of them
  - 3 Most of them
  - 4 All of them
  - 5 Not applicable
- DK, RF

ED3F\_Q35C

**(Now thinking about your closest friends in your last year of school, how many of these friends:)**

**had dropped out without graduating?**

- 1 None of them
  - 2 Some of them
  - 3 Most of them
  - 4 All of them
  - 5 Not applicable
- DK, RF

ED3F\_Q35D

**(Now thinking about your closest friends in your last year of school, how many of these friends:)**

**were planning to further their education or training after leaving high school?**

- 1 None of them
  - 2 Some of them
  - 3 Most of them
  - 4 All of them
  - 5 Not applicable
- DK, RF

ED3F\_Q35E

**(Now thinking about your closest friends in your last year of school, how many of these friends:)**

**had a reputation for causing trouble?**

- 1 None of them
  - 2 Some of them
  - 3 Most of them
  - 4 All of them
  - 5 Not applicable
- DK, RF

ED3F\_Q35F

**(Now thinking about your closest friends in your last year of school, how many of these friends:)**

**smoked cigarettes?**

- 1 None of them
  - 2 Some of them
  - 3 Most of them
  - 4 All of them
  - 5 Not applicable
- DK, RF



ED3F\_Q35G

**(Now thinking about your closest friends in your last year of school, how many of these friends:)**

**used drugs?**

- 1 None of them
  - 2 Some of them
  - 3 Most of them
  - 4 All of them
  - 5 Not applicable
- DK, RF

ED3F\_Q35H

**(Now thinking about your closest friends in your last year of school, how many of these friends:)**

**drank alcohol?**

- 1 None of them
  - 2 Some of them
  - 3 Most of them
  - 4 All of them
  - 5 Not applicable
- DK, RF

ED3F\_Q35I

**(Now thinking about your closest friends in your last year of school, how many of these friends:)**

**thought it was okay to work hard at school?**

- 1 None of them
  - 2 Some of them
  - 3 Most of them
  - 4 All of them
  - 5 Not applicable
- DK, RF

ED3F\_Q35J

**(Now thinking about your closest friends in your last year of school, how many of these friends:)**

**worked for an employer or at jobs such as babysitting, at a store or tutoring?**

- 1 None of them
  - 2 Some of them
  - 3 Most of them
  - 4 All of them
  - 5 Not applicable
- DK, RF

ED3F\_Q36

**Sometimes young people drop out of school and may or may not return again. Was this the case for you?**

- 1 Yes
  - 2 No
- DK, RF
- (Go to ED3F\_Q40A)  
(Go to ED3F\_Q40A)

ED3F\_Q37

**How many times did you drop out of school?**

(MIN: 1) (MAX: 10)

DK, RF

(Go to ED3F\_C39)

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ED3F\_C38A

If ED3F\_Q37 = 1, go to ED3F\_Q38A.  
Otherwise, go to ED3F\_Q38B.

ED3F\_Q38A

**What were the reasons you dropped out of school?**

INTERVIEWER: Mark all that apply.

- 01 Bored / Not interested
  - 02 Problems with school work
  - 03 Problems with teachers
  - 04 Kicked out / Expelled / Suspended
  - 05 Missing a few credits / Not worth continuing
  - 06 Peers / School climate (bullying)
  - 07 Prejudice / Racism
  - 08 Own health
  - 09 Pregnant / Caring for own child
  - 10 Problems at home
  - 11 Accident / Injury
  - 12 Disability
  - 13 Mental health issues
  - 14 Alcohol / Drug problems / Addictions
  - 15 Moved
  - 16 Had to work / Money problems
  - 17 Wanted to work
  - 18 To help with traditional activities (such as harvesting, hunting, fishing, gathering wood) / Out on the land
  - 19 Other - Specify (Go to ED3F\_S38A)
- DK, RF (Go to ED3F\_C39)

Go to ED3F\_C38B

ED3F\_S38A

**(What were the reasons you dropped out of school?)**

INTERVIEWER: Specify.

---

(80 spaces)

DK, RF

ED3F\_C38B

If ED3F\_Q38A = one response only (01..19), go to ED3F\_C39.  
Otherwise, go to ED3F\_Q38C.

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ED3F\_Q38B

**Thinking of the last time you dropped out of school, what were the reasons you dropped out?**

INTERVIEWER: Mark all that apply.

- 01 Bored / Not interested
  - 02 Problems with school work
  - 03 Problems with teachers
  - 04 Kicked out / Expelled / Suspended
  - 05 Missing a few credits / Not worth continuing
  - 06 Peers / School climate (bullying)
  - 07 Prejudice / Racism
  - 08 Own health
  - 09 Pregnant / Caring for own child
  - 10 Problems at home
  - 11 Accident / Injury
  - 12 Disability
  - 13 Mental health issues
  - 14 Alcohol / Drug problems / Addictions
  - 15 Moved
  - 16 Had to work / Money problems
  - 17 Wanted to work
  - 18 To help with traditional activities (such as harvesting, hunting, fishing, gathering wood) / Out on the land
  - 19 Other - Specify (Go to ED3F\_S38B)
- DK, RF (Go to ED3F\_C39)

Go to ED3F\_C38C

ED3F\_S38B

**(Thinking of the last time you dropped out of school, what were the reasons you dropped out?)**

INTERVIEWER: Specify.

---

(80 spaces)

DK, RF

ED3F\_C38C

If ED3F\_Q38B = one response only (01..19), go to ED3F\_C39.  
Otherwise, go to ED3F\_Q38C.

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ED3F\_Q38C

**What was the main reason you dropped out of elementary or high school?**

- 01 Bored / Not interested
  - 02 Problems with school work
  - 03 Problems with teachers
  - 04 Kicked out / Expelled / Suspended
  - 05 Missing a few credits / Not worth continuing
  - 06 Peers / School climate (bullying)
  - 07 Prejudice / Racism
  - 08 Own health
  - 09 Pregnant / Caring for own child
  - 10 Problems at home
  - 11 Accident / Injury
  - 12 Disability
  - 13 Mental health issues
  - 14 Alcohol / Drug problems / Addictions
  - 15 Moved
  - 16 Had to work / Money problems
  - 17 Wanted to work
  - 18 To help with traditional activities (such as harvesting, hunting, fishing, gathering wood) / Out on the land
  - 19 ^Other - Specify
- DK, RF

ED3F\_C39

If ((EDS1\_Q03 = 11 (High school completion through upgrading...)) OR (EDS1\_Q04 = 1 (Yes)) OR (EDS1\_Q05A = 1 (Yes)) OR EDS1\_Q05B = 1 (Yes)) OR (EDS2\_Q01 = 12 (High school completion through upgrading...)) OR (EDS2\_Q02 = 2 (Yes, an upgrading...)) OR (EDS2\_Q04A = 1 (Yes)) OR (EDS2\_Q04B = 1 (Yes)) OR (EDS2\_Q04C = 2 (Yes, an upgrading...))), go to ED3F\_Q39.  
Otherwise, go to ED3F\_Q40B.

ED3F\_Q39

**What was the main reason you returned to schooling?**

- 01 Parents/friends talked me into it
  - 02 Realized value of education / Wanted a diploma
  - 03 Paid to go back to school / Government incentive
  - 04 Couldn't get a (good) job
  - 05 Was allowed back
  - 06 Found better/different school
  - 07 Did not return to schooling
  - 08 Other - Specify (Go to ED3F\_S39)
- DK, RF

Go to ED3F\_C40A

ED3F\_S39

**(What was the main reason you returned to schooling?)**

INTERVIEWER: Specify.

---

(80 spaces)

DK, RF

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ED3F\_C40A

If ((EDS1\_Q03 = 11 (High school completion through upgrading...)) OR (EDS1\_Q04 = 1 (Yes)) OR (EDS1\_Q05C = 1 (Yes)) OR (EDS2\_Q01 = 12 (High school completion through upgrading...)) OR (EDS2\_Q04A = 1 (Yes)) OR (EDS2\_Q04B = 1 (Yes))), go to ED3F\_Q40A.  
Otherwise, go to ED3F\_Q40B.

ED3F\_Q40A

**How old were you when you completed high school?**

INTERVIEWER: Include courses taken later as part of an upgrading or a high school equivalency program such as General Educational Development (GED) or Adult Basic Education (ABE).

(MIN: 14) (MAX: 44)

DK, RF

Go to ED3F\_END

ED3F\_Q40B

**How old were you when you last attended elementary or high school?**

INTERVIEWER: Do not include attendance at an upgrading or a high school equivalency program such as General Educational Development (GED) or Adult Basic Education (ABE).

(MIN: 5) (MAX: 25)

DK, RF

**EDUCATION 3 PART G - HIGH SCHOOL LEAVERS AND COMPLETERS (ED3G)**

- ED3G\_C41 If ED3F\_FLAG = 1 (Completed), go to ED3G\_R41.  
Otherwise, go to ED3G\_END.
- ED3G\_R41 **Now, I would like to ask some questions about any education above the high school level.**
- ED3G\_Q41 **Have you received any other education that could be counted towards a certificate, diploma or degree from an educational institution even if you did not complete it? Please do not include courses for interest only.**
- 1 Yes  
2 No (Go to ED3G\_END)  
DK, RF (Go to ED3G\_END)
- ED3G\_Q42A **What type of educational institution did you attend? Was it:  
a university?**
- 1 Yes  
2 No  
DK, RF
- ED3G\_Q42B **(What type of educational institution did you attend? Was it:  
a college, CEGEP or other non-university institution?)**
- 1 Yes  
2 No  
DK, RF
- ED3G\_Q42C **(What type of educational institution did you attend? Was it:  
a trade school?)**
- 1 Yes  
2 No  
DK, RF
- ED3G\_Q43 **Have you completed the requirements for any diploma, certificate or degree for your education or training above the high school level?**
- 1 Yes (Go to ED3G\_Q47)  
2 No  
DK, RF
- ED3G\_Q44 **Are you currently attending trade school, college, CEGEP or university?**
- INTERVIEWER:** Ask respondent to include attendance only for courses that can be counted as credit towards a certificate, diploma or degree.
- 1 Yes (Go to ED3G\_Q51)  
2 No  
DK, RF
- ED3G\_Q45 **In what year did you last take postsecondary education?**
- (MIN: 1983) (MAX: 2012)
- DK, RF

ED3G\_Q46A

**What were the reasons you did not finish your postsecondary education?**

INTERVIEWER: Mark all that apply.

- 01 Pregnant / Caring for own child(ren)
  - 02 Other family responsibilities
  - 03 Own illness / Disability
  - 04 Financial reasons (not enough money)
  - 05 Lost interest / Lack of motivation
  - 06 Got a job / Wanted to work
  - 07 Too old or too late now
  - 08 Courses too hard / Bad results
  - 09 Too difficult to be away from home
  - 10 Prejudice and racism
  - 11 Moved
  - 12 Other - Specify (Go to ED3G\_S46A)
- DK, RF

Go to ED3G\_C46B

ED3G\_S46A

**(What were the reasons you did not finish your postsecondary education?)**

INTERVIEWER: Specify.

---

(80 spaces)

DK, RF

ED3G\_C46B

If ED3G\_Q46A = one response only, go to ED3G\_Q53.  
Otherwise, go to ED3G\_Q46B.

ED3G\_Q46B

**What is the main reason you did not finish your postsecondary education?**

- 01 Pregnant / Caring for own child(ren)
  - 02 Other family responsibilities
  - 03 Own illness / Disability
  - 04 Financial reasons (not enough money)
  - 05 Lost interest / Lack of motivation
  - 06 Got a job / Wanted to work
  - 07 Too old or too late now
  - 08 Courses too hard / Bad results
  - 09 Too difficult to be away from home
  - 10 Prejudice and racism
  - 11 Moved
  - 12 ^Other - Specify
- DK, RF

Go to ED3G\_Q53

ED3G\_Q47

**In what year did you obtain your most recent certificate, diploma or degree?**

(MIN: 1983) (MAX: 2012)

DK, RF

ED3G\_Q48A

**What certificate(s), diploma(s) or degree(s) have you completed?**

INTERVIEWER: Mark all that apply.

- 01 Registered Apprenticeship certificate  
(including Certificate of Qualification,  
Journey person's designation)
- 02 Other trades certificate or diploma  
from a trade school or a professional  
training center
- 03 College, CEGEP or other non-  
university certificate or diploma  
(other than trades certificates or  
diplomas) (Go to ED3G\_Q48B)
- 04 University certificate or diploma  
below the bachelor's level
- 05 Bachelor's degree (e.g., B.A., B.Sc.,  
LL.B.)
- 06 University certificate or diploma  
above the bachelor's level
- 07 Degree in medicine, dentistry,  
veterinary medicine or optometry
- 08 Master's degree (e.g., M.A., M.Sc.,  
M.Ed.)
- 09 Earned doctorate (e.g., Ph.D., D.Sc.,  
D.Ed.)
- DK, RF (Go to ED3G\_Q50)

Go to ED3G\_Q49

ED3G\_Q48B

**Was that (a certificate or diploma / college, CEGEP or other non-university certificate or diploma) from a program of... ?**

INTERVIEWER: Read categories to respondent. Mark all that apply.

- 1 **Less than 3 months**
- 2 **3 months to less than 1 year**
- 3 **1 year to 2 years**
- 4 **More than 2 years**
- DK, RF

ED3G\_Q49

**What was the major field of study of the highest certificate, diploma or degree you completed?**

INTERVIEWER: Ask respondent to be specific. For example: health care attendant, medical laboratory technology, early childhood education, civil engineering. If the respondent was in a trade or journey person program, list the area of specialization (e.g. auto mechanics, hairstyling, carpentry).

---

(80 spaces)

DK, RF

ED3G\_Q50

**Are you currently attending trade school, college, CEGEP or university?**

INTERVIEWER: Ask respondent to include attendance only for courses that can be counted as credit towards a certificate, diploma or degree.

- 1 Yes
- 2 No (Go to ED3G\_Q53)
- DK, RF (Go to ED3G\_Q53)



ED3G\_Q51

**Are you enrolled as a full-time or part-time student or both?**

- 1 Full-time student
  - 2 Part-time student
  - 3 Both full-time and part-time student
- DK, RF

ED3G\_Q52A

**Towards what type of certificate, diploma or degree are you currently working?**

INTERVIEWER: If taking more than one program, ask respondent for highest certificate, diploma or degree.

- 1 Trade certificate or diploma
  - 2 College, CEGEP or other non-university certificate or diploma (other than trades certificates or diplomas) (Go to ED3G\_Q52C)
  - 3 University certificate or diploma below the bachelor's level (Go to ED3G\_Q53)
  - 4 Bachelor's degree (e.g. B.A., B.Sc., LL.B.) (Go to ED3G\_Q53)
  - 5 University certificate, diploma or degree above the bachelor's level (Go to ED3G\_Q52D)
- DK, RF (Go to ED3G\_Q53)

ED3G\_Q52B

**Is it a(n)... ?**

INTERVIEWER: Read categories to respondent.

- 1 **Registered Apprenticeship certificate (including Certificate of Qualification, Journeyperson's designation)**
- 2 **Other trades certificate or diploma from a trade school or a professional training center**

DK, RF

Go to ED3G\_Q53

ED3G\_Q52C

**Is it a certificate or diploma from a program of... ?**

INTERVIEWER: Read categories to respondent.

- 1 **Less than 3 months**
- 2 **3 months to less than 1 year**
- 3 **1 year to 2 years**
- 4 **More than 2 years**

DK, RF

Go to ED3G\_Q53

ED3G\_Q52D

**Is it a(n)... ?**

INTERVIEWER: Read categories to respondent.

- 1 **University certificate or diploma above the bachelor's level**
  - 2 **Degree in medicine, dentistry, veterinary medicine or optometry**
  - 3 **Master's degree**
  - 4 **Earned doctorate**
- DK, RF

ED3G\_Q53

**Did you take part in any workshops, programs or courses designed to help you adjust to your postsecondary education?**

- 1 Yes
  - 2 No
- DK, RF

ED3G\_Q54

**Did you move to carry out your postsecondary education?**

- 1 Yes
  - 2 No
- DK, RF

ED3G\_Q55A

**(Have you ever been / Were you) able to access any of your postsecondary courses through the Internet or some other form of distance education?**

INTERVIEWER: For those currently attending school, this refers to both previous and current courses.

- 1 Yes
  - 2 No (Go to ED3G\_Q56)
  - 3 Not applicable (Go to ED3G\_Q56)
- DK, RF (Go to ED3G\_Q56)

ED3G\_Q55B

**(Have you ever taken / Did you take) any of your postsecondary courses through the Internet or some other form of distance education?**

INTERVIEWER: For those currently attending school, this refers to both previous and current courses.

- 1 Yes
  - 2 No
- DK, RF

ED3G\_Q56

**(Have there been / Were there) people available during your postsecondary education that you could talk to about personal things, school related problems, etc.?**

INTERVIEWER: Read categories to respondent.

- 1 **All of the time**
  - 2 **Some of the time**
  - 3 **None of the time**
- DK, RF

**EDUCATION 3 PART H - HIGH SCHOOL LEAVERS AND COMPLETERS (ED3H)**

ED3H\_C57A If ED3G\_FLAG = 1 (Completed), go to ED3H\_C57B.  
Otherwise, go to ED3H\_END.

ED3H\_C57B If ED3G\_Q41 = 2, DK or RF, go to ED3H\_Q64A.  
Otherwise, go to ED3H\_R57.

ED3H\_R57 **The next questions are about funding for your postsecondary education.**

ED3H\_Q57 **Did you apply for a government student loan?**

- 1 Yes (Go to ED3H\_Q59)  
2 No  
DK, RF (Go to ED3H\_Q60A)

ED3H\_Q58 **What were the reasons you did not apply for one?**

INTERVIEWER: Mark all that apply.

- 01 Did not know where to get information  
02 Did not need one  
03 Did not think would qualify / Parent's, respondent's income too high  
04 Did not know how to apply  
05 Loans not available for program/institution of interest  
06 Did not meet residency requirements  
07 Not willing to borrow/go into debt  
08 Not able to borrow enough  
09 Preferred to borrow elsewhere  
10 Other - Specify (Go to ED3H\_S58)  
DK, RF

Go to ED3H\_Q60A

ED3H\_S58 **(What were the reasons you did not apply for one?)**

INTERVIEWER: Specify.

---

(80 spaces)

DK, RF

Go to ED3H\_Q60A

ED3H\_Q59 **Did you receive a government student loan?**

- 1 Yes  
2 No  
DK, RF

ED3H\_Q60A **Thinking of how you (paid or are paying / paid) for your education, did you:  
use your own savings or work while going to school?**

- 1 Yes  
2 No  
DK, RF

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- ED3H\_Q60B (Thinking of how you (paid or are paying / paid) for your education, did you:)  
receive money from your parents or other family members, that you do not have to pay back?  
1 Yes  
2 No  
DK, RF
- ED3H\_Q60C (Thinking of how you (paid or are paying / paid) for your education, did you:)  
receive band funding, money from Aboriginal Affairs and Northern Development Canada (previously named INAC) or funding from an Inuit Land Claim organization?  
1 Yes  
2 No  
DK, RF
- ED3H\_Q60D (Thinking of how you (paid or are paying / paid) for your education, did you:)  
receive money from grants, bursaries or scholarships (including from an Aboriginal organization)?  
1 Yes  
2 No  
DK, RF
- ED3H\_Q60E (Thinking of how you (paid or are paying / paid) for your education, did you:)  
receive Employment Insurance or other government funding?  
1 Yes  
2 No  
DK, RF
- ED3H\_Q60F (Thinking of how you (paid or are paying / paid) for your education, did you:)  
receive a bank loan or a line of credit?  
1 Yes  
2 No  
DK, RF
- ED3H\_Q60G (Thinking of how you (paid or are paying / paid) for your education, did you:)  
receive a loan from your parents or other family members?  
1 Yes  
2 No  
DK, RF
- ED3H\_Q60H (Thinking of how you (paid or are paying / paid) for your education, did you:)  
receive some other source of funding?  
1 Yes - Specify  
2 No (Go to ED3H\_Q61)  
DK, RF (Go to ED3H\_Q61)

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ED3H\_S60H

**(Thinking of how you (paid or are paying / paid) for your education, did you:  
receive some other source of funding?)**

INTERVIEWER: Specify.

---

(80 spaces)

DK, RF

ED3H\_Q61

**Did the amount of money you had available for your education prevent you from  
attending the school you wanted to attend?**

1 Yes  
2 No  
DK, RF

ED3H\_Q62

**(Is the money you have / Was the money you had) sufficient to meet your needs or  
expenses?**

1 Yes (Go to ED3H\_Q64A)  
2 No (Go to ED3H\_Q64A)  
DK, RF

ED3H\_Q63

**Would you have been willing to borrow the additional money required to meet your  
needs or expenses?**

1 Yes  
2 No  
DK, RF

ED3H\_Q64A

**Sometimes people do NOT take the education or training they want to take for  
various reasons. Do any of the following reasons apply to you:**

**time constraints (too busy, no time to study)?**

1 Yes  
2 No  
DK, RF

ED3H\_Q64B

**(Sometimes people do NOT take the education or training they want to take for  
various reasons. Do any of the following reasons apply to you:)**

**courses available do not match your needs or interests?**

1 Yes  
2 No  
DK, RF

ED3H\_Q64C

**(Sometimes people do NOT take the education or training they want to take for  
various reasons. Do any of the following reasons apply to you:)**

**lack of confidence or preparedness?**

1 Yes  
2 No  
DK, RF

ED3H\_Q64D

**(Sometimes people do NOT take the education or training they want to take for various reasons. Do any of the following reasons apply to you:)**

**taking courses is not a high personal priority at the time?**

- 1 Yes
  - 2 No
- DK, RF

ED3H\_Q64E

**(Sometimes people do NOT take the education or training they want to take for various reasons. Do any of the following reasons apply to you:)**

**cannot afford the costs or courses are too expensive?**

- 1 Yes
  - 2 No
- DK, RF

ED3H\_Q64F

**(Sometimes people do NOT take the education or training they want to take for various reasons. Do any of the following reasons apply to you:)**

**personal or family responsibilities (childcare, elder care)?**

- 1 Yes
  - 2 No
- DK, RF

ED3H\_Q64G

**(Sometimes people do NOT take the education or training they want to take for various reasons. Do any of the following reasons apply to you:)**

**personal health?**

- 1 Yes
  - 2 No
- DK, RF

ED3H\_Q64H

**(Sometimes people do NOT take the education or training they want to take for various reasons. Do any of the following reasons apply to you:)**

**any other reason?**

- 1 Yes - Specify
  - 2 No
- DK, RF

(Go to ED3H\_Q65)  
(Go to ED3H\_Q65)

ED3H\_S64H

**(Sometimes people do NOT take the education or training they want to take for various reasons. Do any of the following reasons apply to you:)**

**any other reason?)**

INTERVIEWER: Specify.

---

(80 spaces)

DK, RF

ED3H\_Q65

**Do you plan to take any other education that could be counted towards a certificate, diploma or degree from an educational institution?**

INTERVIEWER: For those currently attending school, this refers to education beyond their current studies.

- 1 Yes
- 2 No
- DK, RF

ED3H\_R66

**And now a few questions about the education of members of your family.**

ED3H\_Q66

**Have any of your brothers or sisters ever dropped out of high school? Include step, half and adopted brothers and sisters that have ever lived with you.**

- 1 Yes
- 2 No
- 3 Brothers and sisters too young /  
Never lived with them
- 4 Has no brothers and sisters
- DK, RF

ED3H\_Q67

**What is the highest level of education that your mother or female guardian has ever completed? Include any partial completion of a trade, college or university certificate, degree or diploma as "Some postsecondary education".**

- 01 No schooling
- 02 Grade 8 or lower (Québec:  
Secondary II or lower)
- 03 Less than high school diploma or its  
equivalent
- 04 High school diploma or a high school  
equivalency certificate
- 05 Some postsecondary education
- 06 Trade certificate or diploma
- 07 College, CEGEP or other non-  
university certificate or diploma  
(other than trades certificates or  
diplomas)
- 08 University certificate or diploma  
below the bachelor's level
- 09 Bachelor's degree (e.g. B.A., B.Sc.,  
LL.B.)
- 10 University certificate, diploma or  
degree above the bachelor's level
- DK, RF

ED3H\_Q68

**What is the highest level of education that your father or male guardian has ever completed? Include any partial completion of a trade, college or university certificate, degree or diploma as "Some postsecondary education".**

- 01 No schooling
  - 02 Grade 8 or lower (Québec:  
Secondary II or lower)
  - 03 Less than high school diploma or its  
equivalent
  - 04 High school diploma or a high school  
equivalency certificate
  - 05 Some postsecondary education
  - 06 Trade certificate or diploma
  - 07 College, CEGEP or other non-  
university certificate or diploma  
(other than trades certificates or  
diplomas)
  - 08 University certificate or diploma  
below the bachelor's level
  - 09 Bachelor's degree (e.g. B.A., B.Sc.,  
LL.B.)
  - 10 University certificate, diploma or  
degree above the bachelor's level
- DK, RF



## EDUCATION 4 (ED4)

ED4\_C01

If Age > 44, go to ED4\_R01.  
Otherwise, go to ED4\_END.

ED4\_R01

**The next few questions ask about your education.**

ED4\_Q01

**What is the highest grade of elementary or high school that you ever completed? Please include completion through an upgrading or high school equivalency program such as General Educational Development (GED) or Adult Basic Education (ABE).**

INTERVIEWER: Please confirm that the respondent actually completed the indicated grade ("so you finished...?").

- |    |   |                  |
|----|---|------------------|
| 01 | No schooling  | (Go to ED4_END)  |
| 02 | Kindergarten  | (Go to ED4_Q03A) |
| 03 | Grades 1 to 5   | (Go to ED4_Q03A) |
| 04 | Grade 6   | (Go to ED4_Q03A) |
| 05 | Grade 7 / Quebec: Secondary I   | (Go to ED4_Q03A) |
| 06 | Grade 8 / Quebec: Secondary II  | (Go to ED4_Q03A) |
| 07 | Grade 9 / Quebec: Secondary III /<br>Manitoba: Senior 1   | (Go to ED4_Q03A) |
| 08 | Grade 10 / Newfoundland and<br>Labrador: Level I / Quebec:<br>Secondary IV / Manitoba: Senior 2 | (Go to ED4_Q03A) |
| 09 | Grade 11 / Newfoundland and<br>Labrador: Level II / Quebec:<br>Secondary V / Manitoba: Senior 3 |                  |
| 10 | Grade 12 / Newfoundland and<br>Labrador: Level III / Manitoba: Senior<br>4                      |                  |
| 11 | Grade 13  |                  |
| 12 | High school completion through an<br>upgrading or high school equivalency<br>program            | (Go to ED4_Q04)  |
| 13 | Home schooled   | (Go to ED4_R06)  |
|    | DK, RF  |                  |

ED4\_Q02

**Did you complete a high school diploma? Please do not include completion through an upgrading or high school equivalency program such as General Educational Development (GED) or Adult Basic Education (ABE).**

- |   |        |                 |
|---|--------|-----------------|
| 1 | Yes    | (Go to ED4_R06) |
| 2 | No     |                 |
|   | DK, RF | (Go to ED4_END) |

ED4\_Q03A

**Have you successfully completed an upgrading or high school equivalency program such as General Educational Development (GED) or Adult Basic Education (ABE)?**

- |   |        |                 |
|---|--------|-----------------|
| 1 | Yes    | (Go to ED4_Q04) |
| 2 | No     |                 |
|   | DK, RF |                 |

ED4\_Q03B

**Are you currently attending an upgrading or high school equivalency program?**

- |   |        |                 |
|---|--------|-----------------|
| 1 | Yes    |                 |
| 2 | No     | (Go to ED4_R06) |
|   | DK, RF | (Go to ED4_R06) |

ED4\_Q04

**Where (did you attend / are you attending) an upgrading or high school equivalency program? (Was / Is) it... ?**

INTERVIEWER: Read categories to respondent.

- 1 **At a community centre**
- 2 **At an adult high school (including an alternative school)**
- 3 **Through correspondence courses or some other form of distance education (including on-line learning)**
- 4 **Through some other method - Specify** (Go to ED4\_S04)

DK, RF

Go to ED4\_C05

ED4\_S04

**(Where (did you attend / are you attending) an upgrading or high school equivalency program? (Was / Is) it... ?**

**Through some other method)**

INTERVIEWER: Specify.

---

(80 spaces)

DK, RF

ED4\_C05

If ED4\_Q01 = 12, go to ED4\_Q05.  
Otherwise, go to ED4\_R06.

ED4\_Q05

**What is the highest grade of elementary or high school that you completed before leaving school?**

INTERVIEWER: Please confirm that the respondent actually completed the indicated grade ("so you finished...?").

- 01 Kindergarten
  - 02 Grades 1 to 5
  - 03 Grade 6
  - 04 Grade 7 / Quebec: Secondary I
  - 05 Grade 8 / Quebec: Secondary II
  - 06 Grade 9 / Quebec: Secondary III /  
Manitoba: Senior 1
  - 07 Grade 10 / Newfoundland and  
Labrador: Level I / Quebec:  
Secondary IV / Manitoba: Senior 2
  - 08 Grade 11 / Newfoundland and  
Labrador: Level II / Manitoba: Senior  
3
  - 09 Grade 12
- DK, RF

ED4\_R06

**Now, I would like to ask some questions about any education above the high school level.**

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ED4\_Q06 **Have you received any other education that could be counted towards a certificate, diploma or degree from an educational institution even if you did not complete it? Please do not include courses for interest only.**

- 1 Yes  
2 No (Go to ED4\_Q18A)  
DK, RF (Go to ED4\_Q18A)

ED4\_Q07A **What type of educational institution did you attend? Was it:  
a university?**

- 1 Yes  
2 No  
DK, RF

ED4\_Q07B **(What type of educational institution did you attend? Was it):  
a college, CEGEP or other non-university institution?**

- 1 Yes  
2 No  
DK, RF

ED4\_Q07C **(What type of educational institution did you attend? Was it):  
a trade school?**

- 1 Yes  
2 No  
DK, RF

ED4\_Q08 **Have you completed the requirements for any diploma, certificate or degree for your education or training above the high school level?**

- 1 Yes (Go to ED4\_Q12)  
2 No  
DK, RF

ED4\_Q09 **Are you currently attending trade school, college, CEGEP or university?**

INTERVIEWER: Ask respondent to include attendance only for courses that can be counted as credit towards a certificate, diploma or degree.

- 1 Yes (Go to ED4\_Q16)  
2 No  
DK, RF

ED4\_Q10 **In what year did you last take postsecondary education?**

(MIN: 1940) (MAX: 2012)

DK, RF

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ED4\_Q11A

**What were the reasons you did not finish your postsecondary education?**

INTERVIEWER: Mark all that apply.

- 01 Pregnant/Caring for own child(ren)
  - 02 Other family responsibilities
  - 03 Own illness / Disability
  - 04 Financial reasons (not enough money)
  - 05 Lost interest / Lack of motivation
  - 06 Got a job / Wanted to work
  - 07 Too old or too late now
  - 08 Courses too hard / Bad results
  - 09 Too difficult to be away from home
  - 10 Prejudice and racism
  - 11 Moved
  - 12 Other - Specify (Go to ED4\_S11A)
- DK, RF

Go to ED4\_C11B

ED4\_S11A

**(What were the reasons you did not finish your postsecondary education?)**

INTERVIEWER: Specify.

---

(80 spaces)

DK, RF

ED4\_C11B

If ED4\_Q11A has more than one response, go to ED4\_Q11B.  
Otherwise, go to ED4\_Q18A.

ED4\_Q11B

**What is the main reason you did not finish your postsecondary education?**

- 01 Pregnant/Caring for own child(ren)
  - 02 Other family responsibilities
  - 03 Own illness / Disability
  - 04 Financial reasons (not enough money)
  - 05 Lost interest / Lack of motivation
  - 06 Got a job / Wanted to work
  - 07 Too old or too late now
  - 08 Courses too hard / Bad results
  - 09 Too difficult to be away from home
  - 10 Prejudice and racism
  - 11 Moved
  - 12 ^Other - Specify
- DK, RF

Go to ED4\_Q18A

ED4\_Q12

**In what year did you obtain your most recent certificate, diploma or degree?**

(MIN: 1940) (MAX: 2012)

DK, RF

ED4\_Q13A

**What certificate(s), diploma(s) or degree(s) have you completed?**

INTERVIEWER: Mark all that apply.

- 01 Registered Apprenticeship certificate  
(including Certificate of Qualification,  
Journey person's designation)
- 02 Other trades certificate or diploma  
from a trade school or a professional  
training center
- 03 College, CEGEP or other non-  
university certificate or diploma  
(other than trades certificates or  
diplomas) (Go to ED4\_Q13B)
- 04 University certificate or diploma  
below the bachelor's level
- 05 Bachelor's degree (e.g., B.A., B.Sc.,  
LL.B.)
- 06 University certificate or diploma  
above the bachelor's level
- 07 Degree in medicine, dentistry,  
veterinary medicine or optometry
- 08 Master's degree (e.g., M.A., M.Sc.,  
M.Ed.)
- 09 Earned doctorate (e.g., Ph.D., D.Sc.,  
D.Ed.)
- DK, RF (Go to ED4\_Q15)

Go to ED4\_Q14

ED4\_Q13B

**Was that (a certificate or diploma / a college, CEGEP or other non-university certificate or diploma) from a program of... ?**

INTERVIEWER: Mark all that apply. Read categories to respondent.

- 1 **Less than 3 months**
- 2 **3 months to less than 1 year**
- 3 **1 year to 2 years**
- 4 **More than 2 years**
- DK, RF

ED4\_Q14

**What was the major field of study of the highest certificate, diploma or degree you completed?**

INTERVIEWER: Ask respondent to be specific. For example - health care attendant, medical laboratory technology, early childhood education, civil engineering. If the respondent was in a trade or journey person program, list the area of specialization (e.g. auto mechanics, hairstyling, carpentry).

---

(80 spaces)

DK, RF

ED4\_Q15

**Are you currently attending trade school, college, CEGEP or university?**

INTERVIEWER: Ask respondent to include attendance only for courses that can be counted as credit towards a certificate, diploma or degree.

- 1 Yes
- 2 No (Go to ED4\_Q18A)
- DK, RF (Go to ED4\_Q18A)

ED4\_Q16

**Are you enrolled as a full-time or part-time student, or both?**

- 1 Full-time student
  - 2 Part-time student
  - 3 Both full-time and part-time student
- DK, RF

ED4\_Q17A

**Towards what type of certificate, diploma or degree are you currently working?**

INTERVIEWER: If taking more than one program, ask respondent for highest certificate, diploma or degree.

- 1 Trade certificate or diploma
  - 2 College, CEGEP or other non-university certificate or diploma (other than trades certificates or diplomas) (Go to ED4\_Q17C)
  - 3 University certificate or diploma below the bachelor's level (Go to ED4\_Q18A)
  - 4 Bachelor's degree (e.g. B.A., B.Sc., LL.B.) (Go to ED4\_Q18A)
  - 5 University certificate, diploma or degree above the bachelor's level (Go to ED4\_Q17D)
- DK, RF (Go to ED4\_Q18A)

ED4\_Q17B

**Is it a(n)... ?**

INTERVIEWER: Read categories to respondent.

- 1 **Registered Apprenticeship certificate (including Certificate of Qualification, Journeyperson's designation)**
- 2 **Other trades certificate or diploma from a trade school or a professional training center**

DK, RF

Go to ED4\_Q18A

ED4\_Q17C

**Is it a certificate or diploma from a program of... ?**

INTERVIEWER: Read categories to respondent.

- 1 **Less than 3 months**
- 2 **3 months to less than 1 year**
- 3 **1 year to 2 years**
- 4 **More than 2 years**

DK, RF

Go to ED4\_Q18A

ED4\_Q17D

**Is it a(n)... ?**

INTERVIEWER: Read categories to respondent.

- 1 **University certificate or diploma  
above the bachelor's level**
  - 2 **Degree in medicine, dentistry,  
veterinary medicine or optometry**
  - 3 **Master's degree**
  - 4 **Earned doctorate**
- DK, RF

ED4\_Q18A

**Sometimes people do NOT take the education or training they want to take for various reasons. Do any of the following reasons apply to you:**

**time constraints (too busy, no time to study)?**

- 1 Yes
  - 2 No
- DK, RF

ED4\_Q18B

**(Sometimes people do NOT take the education or training they want to take for various reasons. Do any of the following reasons apply to you:)**

**courses available do not match your needs or interests?**

- 1 Yes
  - 2 No
- DK, RF

ED4\_Q18C

**(Sometimes people do NOT take the education or training they want to take for various reasons. Do any of the following reasons apply to you:)**

**lack of confidence or preparedness?**

- 1 Yes
  - 2 No
- DK, RF

ED4\_Q18D

**(Sometimes people do NOT take the education or training they want to take for various reasons. Do any of the following reasons apply to you:)**

**taking courses is not a high personal priority at the time?**

- 1 Yes
  - 2 No
- DK, RF

ED4\_Q18E

**(Sometimes people do NOT take the education or training they want to take for various reasons. Do any of the following reasons apply to you:)**

**cannot afford the costs or courses are too expensive?**

- 1 Yes
  - 2 No
- DK, RF

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ED4\_Q18F

**(Sometimes people do NOT take the education or training they want to take for various reasons. Do any of the following reasons apply to you:)**

**personal or family responsibilities (childcare, elder care)?**

- 1 Yes
  - 2 No
- DK, RF

ED4\_Q18G

**(Sometimes people do NOT take the education or training they want to take for various reasons. Do any of the following reasons apply to you:)**

**personal health?**

- 1 Yes
  - 2 No
- DK, RF

ED4\_Q18H

**(Sometimes people do NOT take the education or training they want to take for various reasons. Do any of the following reasons apply to you:)**

**any other reason?**

- 1 Yes - Specify
  - 2 No (Go to ED4\_Q19)
- DK, RF (Go to ED4\_Q19)

ED4\_S18H

**(Sometimes people do NOT take the education or training they want to take for various reasons. Do any of the following reasons apply to you:)**

**any other reason?)**

INTERVIEWER: Specify.

---

(80 spaces)

DK, RF

ED4\_Q19

**Do you plan to take any other education that could be counted towards a certificate, diploma or degree from an educational institution?**

INTERVIEWER: For those currently attending school, this refers to education beyond their current studies.

- 1 Yes
  - 2 No
- DK, RF



## ABORIGINAL LANGUAGE (LAN)

LAN\_R01

**Now I would like to ask some questions about your knowledge of Aboriginal languages. Some examples include Cree, Ojibway, Inuktitut, Mi'kmaq, Michif and Dene.**

LAN\_Q01

**Do you speak an Aboriginal language, even if only a few words?**

- 1 Yes
- 2 No (Go to LAN\_Q05)
- DK, RF (Go to LAN\_Q05)

LAN\_B02

**What Aboriginal language or languages do you speak?**

INTERVIEWER: Accept up to three responses.

LAN\_C03A

If LAN\_B02.LLU\_Q01 [1] = DK or RF, go to LAN\_Q09.  
Otherwise, go to LAN\_C03B.

LAN\_C03B

If LAN\_B02.LLU\_Q01 [1] and one of LAN\_B02.LLU\_Q01 [2] or LAN\_B02.LLU\_Q01 [3] = response other than "111-no more response", go to LAN\_Q03.  
Otherwise, go to LAN\_Q04.

LAN\_Q03

**Among those Aboriginal languages that you speak, which one do you speak the best?**

DK, RF (Go to LAN\_Q09)

LAN\_Q04

**How would you rate your ability to speak this Aboriginal language? Would you say you can speak... ?**

INTERVIEWER: Read categories to respondent.

- 1 **Very well**
- 2 **Relatively well**
- 3 **With effort**
- 4 **Only a few words**
- DK, RF

Go to LAN\_Q08

LAN\_Q05

**Do you understand an Aboriginal language, even if only a few words?**

- 1 Yes
- 2 No (Go to LAN\_Q09)
- DK, RF (Go to LAN\_Q09)

LAN\_B06

**What Aboriginal language or languages do you understand?**

INTERVIEWER: Accept up to three responses.

LAN\_C07A

If LAN\_B06.LLU\_Q01 [1] = DK or RF, go to LAN\_Q09.  
Otherwise, go to LAN\_C07B.

LAN\_C07B

If LAN\_B06.LLU\_Q01 [1] and one of LAN\_B06.LLU\_Q01 [2] or LAN\_B06.LLU\_Q01 [3] = response other than "111- no more response", go to LAN\_Q07.  
Otherwise, go to LAN\_Q08.

LAN\_Q07

**Among those Aboriginal languages that you understand, which one do you understand the best?**

DK, RF

(Go to LAN\_Q09)

LAN\_Q08

**How would you rate your ability to understand this Aboriginal language? Would you say you can understand... ?**

INTERVIEWER: Read categories to respondent.

- 1 **Very well**
- 2 **Relatively well**
- 3 **With effort**
- 4 **Only a few words**

DK, RF

LAN\_Q09

**How important is it to you that you speak and understand an Aboriginal language? Is it... ?**

INTERVIEWER: Read categories 1 - 4 to respondent.

- 1 **Very important**
- 2 **Somewhat important**
- 3 **Not very important**
- 4 **Not important**
- 5 No opinion

DK, RF

LAN\_Q10A

**How often are you exposed to an Aboriginal language:  
at home?**

INTERVIEWER: Read categories to respondent.

- 1 **More than once a day**
- 2 **Once a day**
- 3 **More than once a week**
- 4 **Once a week**
- 5 **Less than once a week**
- 6 **Never**

DK, RF

LAN\_Q10B

**(How often are you exposed to an Aboriginal language:  
outside the home?)**

INTERVIEWER: Read categories to respondent.

- 1 **More than once a day**
- 2 **Once a day**
- 3 **More than once a week**
- 4 **Once a week**
- 5 **Less than once a week**
- 6 **Never**

DK, RF

LAN\_B11

**What is the language that you first learned at home in childhood?**

INTERVIEWER: This includes Aboriginal and non-Aboriginal languages. Accept three responses only if languages were learned at the same time.

For information only

## RESIDENTIAL SCHOOL (RS)

- RS\_C01 If Age  $\geq$  20, go to RS\_R01.  
Otherwise, go to RS\_R02A.
- RS\_R01 **The next questions ask about attendance at residential school.**
- RS\_Q01 **Were you ever a student at a residential school or a federal industrial school?**
- 1 Yes  
2 No  
DK, RF
- Go to RS\_Q02A
- RS\_R02A **The next questions ask about attendance at residential school.**
- RS\_Q02A **Were any of the following members of your family ever a student at a residential school or a federal industrial school?**
- Any of your grandparents?**
- 1 Yes  
2 No  
3 Not applicable  
DK, RF
- RS\_Q02B **(Were any of the following members of your family ever a student at a residential school or a federal industrial school?)**
- Your mother?**
- 1 Yes  
2 No  
3 Not applicable  
DK, RF
- RS\_Q02C **(Were any of the following members of your family ever a student at a residential school or a federal industrial school?)**
- Your father?**
- 1 Yes  
2 No  
3 Not applicable  
DK, RF
- RS\_C02D If Age  $<$  15, go to RS\_Q02E.  
Otherwise, go to RS\_Q02D.
- RS\_Q02D **(Were any of the following members of your family ever a student at a residential school or a federal industrial school?)**
- Your current spouse or partner?**
- 1 Yes  
2 No  
3 Not applicable  
DK, RF

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RS\_Q02E

**(Were any of the following members of your family ever a student at a residential school or a federal industrial school?)**

**Any of your brothers or sisters?**

- 1 Yes
  - 2 No
  - 3 Not applicable
- DK, RF

RS\_Q02F

**(Were any of the following members of your family ever a student at a residential school or a federal industrial school?)**

**Any of your other relatives?**

- 1 Yes - Specify (Go to RS\_S02F)
  - 2 No
  - 3 Not applicable
- DK, RF

Go to RS\_END

RS\_S02F

**(Were any of the following members of your family ever a student at a residential school or a federal industrial school?)**

**Any of your other relatives?)**

INTERVIEWER: Specify.

---

(80 spaces)

DK, RF

**LABOUR MARKET ACTIVITIES MINIMAL (LMAM)**

LMAM\_C01 If Age > = 15, go to LMAM\_Q01.  
Otherwise, go to LMAM\_END.

LMAM\_Q01 **Many of the following questions concern your activities last week. By last week, I mean the week beginning on Sunday and ending Saturday.**

**Last week, did you work at a job or business?  
(regardless of the number of hours)**

- 1 Yes
- 2 No (Go to LMAM\_Q02)
- DK, RF

Go to LMAM\_END

LMAM\_Q02 **Last week, did you have a job or business from which you were absent?**

- 1 Yes (Go to LMAM\_Q03)
- 2 No
- DK, RF

Go to LMAM\_END

LMAM\_Q03 **What was the main reason you were absent from work last week?**

- 01 Own illness or disability
- 02 Caring for own children
- 03 Caring for elder relative (60 years of age or older)
- 04 Maternity or parental leave
- 05 Other personal or family responsibilities
- 06 Vacation
- 07 Labour dispute (strike or lockout) (Employees only)
- 08 Temporary layoff due to business conditions (Employees only)
- 09 Seasonal layoff (Employees only)
- 10 Casual job, no work available (Employees only)
- 11 Work schedule (e.g., shift work) (Employees only)
- 12 Self-employed, no work available (Self-employed only)
- 13 Seasonal business (Excluding employees)
- 14 Other - Specify (Go to LMAM\_S03)
- DK, RF

Go to LMAM\_END

LMAM\_S03 **(What was the main reason you were absent from work last week?)**

INTERVIEWER: Specify.

---

(80 spaces)

DK, RF

## LABOUR FORCE STATUS (LMA2)

- LMA2\_C04A If ((LMAM\_Q01=2) and (LMAM\_Q02=2)) or ((LMAM\_Q01=2) and (LMAM\_Q02=1) and (LMAM\_Q03=8, 9 or 10)), go to LMA2\_C04B.  
Otherwise, go to LMA2\_END.
- LMA2\_C04B If ((LMAM\_Q01=2) and (LMAM\_Q02=1) and (LMAM\_Q03=8)), go to LMA2\_D08.  
Otherwise, go to LMA2\_Q04.
- LMA2\_Q04 **In the 4 weeks ending Saturday, did you do anything to find work?**
- 1 Yes (Go to LMA2\_Q07)  
2 No  
DK, RF (Go to LMA2\_END)
- LMA2\_C05 If (AGE >= 065), go to LMA2\_END.  
Otherwise, go to LMA2\_Q05.
- LMA2\_Q05 **Last week, did you have a job to start at a definite date in the future?**
- 1 Yes (Go to LMA2\_Q06)  
2 No  
DK, RF  
Go to LMA2\_END
- LMA2\_Q06 **Will you start that job before or after ^NMBEGE?**
- 1 Before the date above (Go to LMA2\_D08)  
2 On or after the date above  
DK, RF  
Go to LMA2\_END
- LMA2\_Q07 **Did you want a job with more or less than 30 hours per week?**
- 1 30 or more hours per week  
2 Less than 30 hours per week  
DK, RF
- LMA2\_Q08 **Could you have worked last week (if you had been recalled / if a suitable job had been offered)?**
- 1 Yes  
2 No (Go to LMA2\_Q09)  
DK, RF  
Go to LMA2\_END

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LMA2\_Q09

**What was the main reason you were not available to work last week?**

- 01 Own illness or disability
  - 02 Caring for own children
  - 03 Caring for elder relative (60 years of age or older)
  - 04 Other personal or family responsibilities
  - 05 Going to school
  - 06 Vacation
  - 07 Already has a job
  - 08 Other - Specify (Go to LMA2\_S09)
- DK, RF

Go to LMA2\_END

LMA2\_S09

**(What was the main reason you were not available to work last week?)**

INTERVIEWER: Specify.

---

(80 spaces)

DK, RF



## LOOKING FOR WORK (LW)

LW\_C01A If ((LMAM\_Q01 = 2) and (LMAM\_Q02 = 2)) or ((LMAM\_Q01 = 2) and (LMAM\_Q02 = 1) and (LMAM\_Q03 = 9 or 10)), go to LW\_C01B.  
Otherwise, go to LW\_END.

LW\_C01B If (LMA2\_Q04 = 1), go to LW\_Q01.  
Otherwise, go to LW\_C01C.

LW\_C01C If (LMA2\_Q04 = 2) and (Age < 65) and (LMA2\_Q05 = 1) and (LMA2\_Q06 = 1), go to LW\_Q02.  
Otherwise, go to LW\_END.

LW\_Q01 **How did you go about looking for work?**

INTERVIEWER: Mark all that apply.

- 01 Contacted potential employer(s) directly
  - 02 Through friend(s)/relative(s)
  - 03 Through co-worker(s)
  - 04 Placed or answered newspaper ad(s)
  - 05 Community bulletin boards/radio
  - 06 Contacted public employment agency (Service Canada Centre/Canada Employment Centre, provincial employment centre)
  - 07 Contacted Aboriginal organization or Aboriginal employment agency
  - 08 Was referred by another employer
  - 09 Searched the Internet
  - 10 Was referred by a union
  - 11 Other - Specify (Go to LW\_S01)
- DK, RF

Go to LW\_Q02

LW\_S01 **(How did you go about looking for work?)**

INTERVIEWER: Specify.

---

(80 spaces)

DK, RF

LW\_Q02 **As of last week, how many weeks have you been looking for work?**

(MIN: 0) (MAX: 999)

DK, RF

LW\_Q03A **Have any of the following caused you difficulty in finding work:  
not knowing where to look for work?**

- 1 Yes
  - 2 No
- DK, RF

LW\_Q03B **(Have any of the following caused you difficulty in finding work:)**  
**not knowing the type of job you wanted?**

- 1 Yes
  - 2 No
- DK, RF

LW\_Q03C **(Have any of the following caused you difficulty in finding work:)**  
**not having the work experience required for available jobs?**

- 1 Yes
  - 2 No
- DK, RF

LW\_Q03D **(Have any of the following caused you difficulty in finding work:)**  
**not having enough education or training for available jobs?**

- 1 Yes
  - 2 No
- DK, RF

LW\_Q03E **(Have any of the following caused you difficulty in finding work:)**  
**not having the means of transportation to get to available jobs?**

- 1 Yes
  - 2 No
- DK, RF

LW\_Q03F **(Have any of the following caused you difficulty in finding work:)**  
**a shortage of jobs?**

- 1 Yes
  - 2 No
- DK, RF

LW\_Q03G **(Have any of the following caused you difficulty in finding work:)**  
**anything else?**

- 1 Yes - Specify
  - 2 No
- DK, RF
- (Go to LW\_END)  
(Go to LW\_END)

LW\_S03G **(Have any of the following caused you difficulty in finding work:)**  
**anything else?)**

INTERVIEWER: Specify.

---

(80 spaces)

DK, RF

## DISCOURAGED WORKERS (DW)

- DW\_C01A If (((LMAM\_Q01 = 2) and LMAM\_Q02 = 2)) or ((LMAM\_Q01 = 2) and (LMAM\_Q02 = 1) and (LMAM\_Q03 = 9 or 10))), go to DW\_C01B.  
Otherwise, go to DW\_END.
- DW\_C01B If ((LMA2\_Q04 = 2) and (Age < 65) and (LMA2\_Q05 = 2, DK or RF)), go to DW\_Q01.  
Otherwise, go to DW\_END.
- DW\_Q01 **Did you want a job last week?**
- 1 Yes  
2 No (Go to DW\_END)  
DK, RF (Go to DW\_END)
- DW\_Q02 **What was the main reason you did not look for work last week?**
- 01 Own illness or disability  
02 Caring for own children  
03 Caring for elder relative (60 years of age or older)  
04 Other personal or family responsibilities  
05 Going to school  
06 Waiting for recall (to former job)  
07 Waiting for replies from employers  
08 Believes no work available (in area or suited to skills) (Go to DW\_Q03)  
09 No reason given  
10 Other  
DK, RF  
Go to DW\_END
- DW\_Q03 **Could you have worked last week if a suitable job had been offered?**
- 1 Yes (Go to DW\_END)  
2 No (Go to DW\_END)  
DK, RF (Go to DW\_END)
- DW\_Q04 **What was the main reason you were not available to work last week?**
- 01 Own illness or disability  
02 Caring for own children  
03 Caring for elder relative (60 years of age or older)  
04 Other personal or family responsibilities  
05 Going to school  
06 Vacation  
07 Already has a job  
08 Other - Specify (Go to DW\_S04)  
DK, RF  
Go to DW\_END

DW\_S04

**(What was the main reason you were not available to work last week?)**

INTERVIEWER: Specify.

---

(80 spaces)

DK, RF

For information only

**PAST JOB ATTACHMENT (PJA)**

PJA\_C01A If ((LMAM\_Q01 = 2) and (LMAM\_Q02 = 2)) or ((LMAM\_Q01 = 2) and (LMAM\_Q02 = 1) and (LMAM\_Q03=8, 9 or 10)), go to PJA\_C01B.  
Otherwise, go to PJA\_END.

PJA\_C01B If (LMAM\_Q01 = 2) and (LMAM\_Q02 = 1) and (LMAM\_Q03 = 8, 9 or 10), go to PJA\_Q02.  
Otherwise, go to PJA\_C01C.

PJA\_C01C If (LMA2\_Q04 = 1 or 2) and (Age < 65), go to PJA\_Q01.  
Otherwise, go to PJA\_END.

PJA\_Q01 **Have you ever worked at a job or business?**

- 1 Yes
- 2 No (Go to PJA\_END)
- DK, RF (Go to PJA\_END)

PJA\_Q02 **When did you last work?**

INTERVIEWER: Select month on this screen and enter year on next screen.

- 01 January
- 02 February
- 03 March
- 04 April
- 05 May
- 06 June
- 07 July
- 08 August
- 09 September
- 10 October
- 11 November
- 12 December
- DK
- RF (Go to PJA\_END)

PJA\_N02 INTERVIEWER: Enter year.  
(MIN: 1900) (MAX: 2012)  
DK, RF

**MULTIPLE EMPLOYMENT (ME)**

ME\_C01

If ((LMAM\_Q01=1) or ((LMAM\_Q01=2) and (LMAM\_Q02=1) and (LMAM\_Q03=1, 2, 3, 4, 5, 6, 7, 11, 12, 13 or 14))), go to ME\_Q01.  
Otherwise, go to ME\_END.

ME\_Q01

**Did you have more than one job or business last week?**

- 1 Yes
- 2 No (Go to ME\_END)
- DK, RF (Go to ME\_END)

ME\_Q02

**Was this a result of changing employers?**

- 1 Yes
- 2 No
- DK, RF

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**CLASS OF WORKER INTRODUCTION (CWI)**

- CWI\_C01A                      If ((LMAM\_Q01 = 1) or ((LMAM\_Q01 = 2) and (LMAM\_Q02 = 1) and (LMAM\_Q03 = 1, 2, 3, 4, 5, 6, 7, 11, 12, 13, or 14))), go to CWI\_C01B.  
Otherwise, go to CWI\_END.
- CWI\_C01B                      If (ME\_Q02 = 1 (Yes), 2 (No), DK or RF), go to CWI\_R01.  
Otherwise, go to CWI\_END.
- CWI\_R01                        **I am now going to ask some questions about (your new job or business / the job or business at which you usually work the most hours).**

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**CLASS OF WORKER (LMA3)**

LMA3\_C10

If ((LMAM\_Q01=1) or ((LMAM\_Q01=2) and (LMAM\_Q02=1) and (LMAM\_Q03=1, 2, 3, 4, 5, 6, 7, 11, 12, 13 or 14))), go to LMA3\_Q10.  
Otherwise, go to LMA3\_END.

LMA3\_Q10

**Were you an employee or self-employed?**

- 1 Employee
  - 2 Self-employed
  - 3 Working in a family business without pay
- DK, RF

For information only



**INCORPORATED BUSINESS (IB)**

IB\_C01A If ((LMAM\_Q01 = 1) or ((LMAM\_Q01 = 2) and (LMAM\_Q02 = 1) and (LMAM\_Q03 = 1, 2, 3, 4, 5, 6, 7, 11, 12, 13, or 14))), go to IB\_C01B.  
Otherwise, go to IB\_END.

IB\_C01B If (LMA3\_Q10 = 2), go to IB\_Q01.  
Otherwise, go to IB\_END.

IB\_Q01 **Did you have an incorporated business?**

- 1 Yes
- 2 No
- DK, RF

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**JOB TENURE (JT)**

JT\_C01A If ((LMAM\_Q01 = 1) or ((LMAM\_Q01 = 2) and (LMAM\_Q02 = 1) and (LMAM\_Q03 = 1, 2, 3, 4, 5, 6, 7, 11, 12, 13, or 14))), go to JT\_C01B.  
Otherwise, go to JT\_END.

JT\_C01B If (LMA3\_Q10 = 1, 3, DK or RF), go to JT\_Q01.  
Otherwise, go to JT\_Q02.

JT\_Q01 **When did you start working for your present employer?**

INTERVIEWER: Select month on this screen and enter year on next screen.

- 01 January
- 02 February
- 03 March
- 04 April
- 05 May
- 06 June
- 07 July
- 08 August
- 09 September
- 10 October
- 11 November
- 12 December

DK  
RF

(Go to JT\_END)

JT\_N01 INTERVIEWER: Enter year.

(MIN: 1950) (MAX: 2012)

DK, RF

Go to JT\_END

JT\_Q02 **When did you start working at your present business?**

INTERVIEWER: Select month on this screen and enter year on next screen.

- 01 January
- 02 February
- 03 March
- 04 April
- 05 May
- 06 June
- 07 July
- 08 August
- 09 September
- 10 October
- 11 November
- 12 December

DK  
RF

(Go to JT\_END)

JT\_N02 INTERVIEWER: Enter year.

(MIN: 1950) (MAX: 2012)

DK, RF

**INDUSTRY (LMA4)**

LMA4\_C11A

If ((LMAM\_Q01=1) or ((LMAM\_Q01=2) and (LMAM\_Q02=1) and (LMAM\_Q03=1, 2, 3, 4, 5, 6, 7, 11, 12, 13 or 14))), go to LMA4\_C11B.  
Otherwise, go to LMA4\_END.

LMA4\_C11B

If (LMA3\_Q10=2), go to LMA4\_Q11.  
Otherwise, go to LMA4\_Q12.

LMA4\_Q11

**What was the name of your business?**

INTERVIEWER: Enter the full name of the business.  
If there is no business name, enter the respondent's full name.

---

(50 spaces)

DK, RF

Go to LMA4\_Q13

LMA4\_Q12

**For whom did you work?**

INTERVIEWER: Enter the full name of the company, business, government department or agency, or person.

---

(50 spaces)

DK, RF

LMA4\_Q13

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

INTERVIEWER: Enter a detailed description.

For example:  
new home construction  
primary school  
municipal police  
wheat farm  
retail shoe store  
food wholesale  
car parts factory  
federal government

---

(50 spaces)

DK, RF

**OCCUPATION (LMA5)**

LMA5\_C14

If ((LMAM\_Q01=1) or ((LMAM\_Q01=2) and (LMAM\_Q02=1) and (LMAM\_Q03=1, 2, 3, 4, 5, 6, 7, 11, 12, 13 or 14))), go to LMA5\_D14.  
Otherwise, go to LMA5\_END.

LMA5\_Q14

**What was your work or occupation?**

INTERVIEWER: Enter a detailed description.

For example:  
legal secretary  
plumber  
fishing guide  
wood furniture assembler  
secondary school teacher  
computer programmer

---

(50 spaces)

DK, RF

LMA5\_Q15

**In this work, what were your main activities?**

INTERVIEWER: Enter a detailed description.

For example:  
prepared legal documents  
installed residential plumbing  
guided fishing parties  
made wood furniture products  
taught mathematics  
developed software

---

(50 spaces)

DK, RF

**USUAL HOURS OF WORK (LMA6)**

LMA6\_C16

If ((LMAM\_Q01=1) or  
((LMAM\_Q01=2) and (LMAM\_Q02=1) and (LMAM\_Q03=1, 2, 3, 4, 5, 6, 7, 11, 12, 13 or  
14))), go to LMA6\_D16.  
Otherwise, go to LMA6\_END.

LMA6\_Q16

**(Excluding overtime, on average, how many paid hours do you usually work per  
week? / On average, how many hours do you usually work per week?)**

(MIN: 0.0) (MAX: 168.0)

DK, RF

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**PART-TIME EMPLOYMENT (PT)**

PT\_C01A If ((LMAM\_Q01 = 1) or ((LMAM\_Q01 = 2) and (LMAM\_Q02 = 1) and (LMAM\_Q03 = 1, 2, 3, 4, 5, 6, 7, 11, 12, 13, or 14))), go to PT\_C01B.  
Otherwise, go to PT\_END.

PT\_C01B If (LMA6\_Q16 < 30), go to PT\_Q01.  
Otherwise, go to PT\_END.

PT\_Q01 **What is the main reason you usually work less than 30 hours per week (at your main job)?**

- 01 Own illness or disability
  - 02 Caring for own children
  - 03 Caring for elder relative (60 years of age or older)
  - 04 Other personal or family responsibilities
  - 05 Going to school
  - 06 Business conditions
  - 07 Could not find work with 30 or more hours per week
  - 08 Own preference
  - 09 Other - Specify (Go to PT\_S01)
- DK, RF

Go to PT\_END

PT\_S01 **(What is the main reason you usually work less than 30 hours per week (at your main job)?)**

INTERVIEWER: Specify.

---

(80 spaces)

DK, RF

**PERMANENT WORK (PW)**

PW\_C01A If ((LMAM\_Q01 = 1) or ((LMAM\_Q01 = 2) and (LMAM\_Q02 = 1) and (LMAM\_Q03 = 1, 2, 3, 4, 5, 6, 7, 11, 12, 13, or 14))), go to PW\_C01B.  
Otherwise, go to PW\_END.

PW\_C01B If (LMA3\_Q10 = 1), go to PW\_Q01.  
Otherwise, go to PW\_END.

PW\_Q01 **In your job permanent, or is there some way that it is not permanent? (e.g., seasonal, temporary, term, casual)**

1 Permanent (Go to PW\_END)

2 Not permanent (e.g. seasonal, temporary, term, casual)

DK, RF (Go to PW\_END)

PW\_Q02 **In what way is your job not permanent?**

1 Seasonal job

2 Temporary, term or contract job (non-seasonal)

3 Casual job

4 Other - Specify (Go to PW\_S02)

DK, RF

Go to PW\_END

PW\_S02 **(In what way is your job not permanent?)**

INTERVIEWER: Specify.

---

(80 spaces)

DK, RF

**LABOUR MOBILITY (LM)**

LM\_C01 If (Age > = 15), go to LM\_Q01.  
Otherwise, go to LM\_END.

LM\_Q01 **Would you move to another city or town to improve your job or career opportunities?**

- 1 Yes (Go to LM\_END)
- 2 No
- 3 Maybe (Go to LM\_END)
- DK, RF (Go to LM\_END)

LM\_Q02 **What is the main reason you would not move?**

- 01 Still in school
- 02 Happy with job situation
- 03 Miss family/friends
- 04 No guarantee of finding work elsewhere
- 05 Uncertainty / Afraid of changes (different city, people)
- 06 Cultural, linguistic or social reasons
- 07 Cost of living elsewhere too high
- 08 Moving too expensive
- 09 Education / Professional recognition
- 10 Caring for own child
- 11 Other family responsibilities
- 12 Retired
- 13 Maintain access to healthcare
- 14 Other - Specify (Go to LM\_S02)
- DK, RF

Go to LM\_END

LM\_S02 **(What is the main reason you would not move?)**

INTERVIEWER: Specify.

---

(80 spaces)

DK, RF



## TRADITIONAL ACTIVITIES (TA)

TA\_C01A If (Age >= 15), go to TA\_R01A.  
Otherwise, go to TA\_END.

TA\_R01A **The following questions ask about other activities you may have taken part in. Some of these questions may not apply to you but participation in these activities varies across the country and will be asked nationwide.**

TA\_Q01A **In the last year, did you make clothing or footwear?**

- 1 Yes
- 2 No (Go to TA\_Q01F)
- DK, RF (Go to TA\_Q01F)

TA\_Q01B **In the last month, did you do this... ?**

INTERVIEWER: Read categories to respondent.

- 1 **Every day**
- 2 **A few times a week**
- 3 **Once a week**
- 4 **A few times a month**
- 5 **Once a month**
- 6 **Not at all last month**
- DK, RF

TA\_Q01C **Did you do this... ?**

INTERVIEWER: Read categories to respondent. Mark all that apply.

- 1 **For pleasure or leisure**
- 2 **For your own use or your family's use**
- 3 **For money or to supplement your income**
- 4 **For some other reason - Specify** (Go to TA\_S01C)
- DK, RF

Go to TA\_C01D

TA\_S01C **(Did you do this... ?**

**For some other reason)**

INTERVIEWER: Specify.

---

(80 spaces)

DK, RF

TA\_C01D If (TA\_Q01C = 1 only (For pleasure or leisure)) OR (TA\_Q01C = 4 only (For some other reason)), go to TA\_Q02A.  
Otherwise, go to TA\_Q01D.

TA\_Q01D

**Would you say that you would like to spend more time making clothing or footwear, less time doing it or that you are spending just about the right amount of time doing it?**

- 1 More time
- 2 Less time (Go to TA\_Q02A)
- 3 About the right amount of time (Go to TA\_Q02A)
- DK, RF (Go to TA\_Q02A)

TA\_Q01E

**What reasons prevent you from doing these activities more often?**

INTERVIEWER: Mark all that apply.

- 1 Not enough time
- 2 Not enough money to buy supplies or equipment
- 3 No one to teach the skills needed
- 4 Physical disability
- 5 Location
- 6 Other - Specify (Go to TA\_S01E)
- DK, RF

Go to TA\_Q02A

TA\_S01E

**(What reasons prevent you from doing these activities more often?)**

INTERVIEWER: Specify.

---

(80 spaces)

DK, RF

Go to TA\_Q02A

TA\_Q01F

**Are you interested in making clothing or footwear?**

- 1 Yes
- 2 No (Go to TA\_Q02A)
- DK, RF (Go to TA\_Q02A)

TA\_Q01G

**What reasons prevent you from doing these activities?**

INTERVIEWER: Mark all that apply.

- 1 Not enough time
- 2 Not enough money to buy supplies or equipment
- 3 No one to teach the skills needed
- 4 Physical disability
- 5 Location
- 6 Other - Specify (Go to TA\_S01G)
- DK, RF

Go to TA\_Q02A

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TA\_S01G

**(What reasons prevent you from doing these activities?)**

INTERVIEWER: Specify.

---

(80 spaces)

DK, RF

TA\_Q02A

**In the last year, did you make arts or crafts, for example, carvings, drawings, jewellery?**

1 Yes

2 No

DK, RF

(Go to TA\_Q02F)

(Go to TA\_Q02F)

TA\_Q02B

**In the last month, did you do this... ?**

INTERVIEWER: Read categories to respondent.

1 **Every day**

2 **A few times a week**

3 **Once a week**

4 **A few times a month**

5 **Once a month**

6 **Not at all last month**

DK, RF

TA\_Q02C

**Did you do this... ?**

INTERVIEWER: Read categories to respondent. Mark all that apply.

1 **For pleasure or leisure**

2 **For your own use or your family's use**

3 **For money or to supplement your income**

4 **For some other reason - Specify** (Go to TA\_S02C)

DK, RF

Go to TA\_C02D

TA\_S02C

**(Did you do this... ?**

**For some other reason)**

INTERVIEWER: Specify.

---

(80 spaces)

DK, RF

TA\_C02D

If (TA\_Q02C = 1 only (For pleasure or leisure)) OR (TA\_Q02C = 4 only (For some other reason)), go to TA\_Q03A.  
Otherwise, go to TA\_Q02D.

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TA\_Q02D

**Would you say that you would like to spend more time making arts or crafts, less time doing it or that you are spending just about the right amount of time doing it?**

- 1 More time
- 2 Less time (Go to TA\_Q03A)
- 3 About the right amount of time (Go to TA\_Q03A)
- DK, RF (Go to TA\_Q03A)

TA\_Q02E

**What reasons prevent you from doing these activities more often?**

INTERVIEWER: Mark all that apply.

- 1 Not enough time
- 2 Not enough money to buy supplies or equipment
- 3 No one to teach the skills needed
- 4 Physical disability
- 5 Location
- 6 Other - Specify (Go to TA\_S02E)
- DK, RF

Go to TA\_Q03A

TA\_S02E

**(What reasons prevent you from doing these activities more often?)**

INTERVIEWER: Specify.

---

(80 spaces)

DK, RF

Go to TA\_Q03A

TA\_Q02F

**Are you interested in making arts or crafts?**

- 1 Yes
- 2 No (Go to TA\_Q03A)
- DK, RF (Go to TA\_Q03A)

TA\_Q02G

**What reasons prevent you from doing these activities?**

INTERVIEWER: Mark all that apply.

- 1 Not enough time
- 2 Not enough money to buy supplies or equipment
- 3 No one to teach the skills needed
- 4 Physical disability
- 5 Location
- 6 Other - Specify (Go to TA\_S02G)
- DK, RF

Go to TA\_Q03A

TA\_S02G

**(What reasons prevent you from doing these activities?)**

INTERVIEWER: Specify.

---

(80 spaces)

DK, RF

TA\_Q03A

**In the last year, did you hunt, fish or trap?**

1 Yes

2 No

(Go to TA\_Q03F)

DK, RF

(Go to TA\_Q03F)

TA\_Q03B

**During the hunting, fishing or trapping seasons, how often did you do this?**

INTERVIEWER: Read categories to respondent. Combine frequency for all activities if respondent participated in hunting, fishing, and trapping.

1 **Every day**

2 **A few times a week**

3 **Once a week**

4 **A few times a month**

5 **Once a month**

6 **Less than once a month**

DK, RF

TA\_Q03C

**Did you do this... ?**

INTERVIEWER: Read categories to respondent. Mark all that apply.

1 **For pleasure or leisure**

2 **For money or to supplement your income**

3 **For your own use or your family's use**

4 **To share with others in the community**

5 **To share with people in other communities**

6 **For some other reason - Specify**

DK, RF

Go to TA\_C03D

TA\_S03C

**(Did you do this... ?**

**For some other reason)**

INTERVIEWER: Specify.

---

(80 spaces)

DK, RF

TA\_C03D

If (TA\_Q03C = 1 only (For pleasure or leisure)) OR (TA\_Q03C = 6 only (For some other reason)), go to TA\_Q04A.  
Otherwise, go to TA\_Q03D.

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---

TA\_Q03D

**Would you say that you would like to spend more time hunting, fishing, or trapping, less time doing it or that you are spending just about the right amount of time doing it?**

- 1 More time
- 2 Less time (Go to TA\_Q04A)
- 3 About the right amount of time (Go to TA\_Q04A)
- DK, RF (Go to TA\_Q04A)

TA\_Q03E

**What reasons prevent you from doing these activities more often?**

INTERVIEWER: Mark all that apply.

- 01 Not enough time
- 02 Not enough money for supplies or equipment
- 03 Fewer animals
- 04 Quota restrictions
- 05 No one to do it with
- 06 Physical disability
- 07 Location
- 08 Other - Specify (Go to TA\_S03E)
- DK, RF

Go to TA\_Q04A

TA\_S03E

**(What reasons prevent you from doing these activities more often?)**

INTERVIEWER: Specify.

---

(80 spaces)

DK, RF

Go to TA\_Q04A

TA\_Q03F

**Are you interested in hunting, fishing or trapping?**

- 1 Yes
- 2 No (Go to TA\_Q04A)
- DK, RF (Go to TA\_Q04A)

TA\_Q03G

**What reasons prevent you from doing these activities?**

INTERVIEWER: Mark all that apply.

- 01 Not enough time
- 02 Not enough money for supplies or equipment
- 03 Fewer animals
- 04 Quota restrictions
- 05 No one to do it with
- 06 Physical disability
- 07 Location
- 08 Other - Specify (Go to TA\_S03G)
- DK, RF

Go to TA\_Q04A

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---

TA\_S03G

**(What reasons prevent you from doing these activities?)**

INTERVIEWER: Specify.

---

(80 spaces)

DK, RF

TA\_Q04A

**In the last year, did you gather wild plants, for example, berries, rice or sweet grass?**

1 Yes

2 No

(Go to TA\_Q04F)

DK, RF

(Go to TA\_Q04F)

TA\_Q04B

**While they were in season, how often did you do this?**

INTERVIEWER: Read categories to respondent.

1 **Every day**

2 **A few times a week**

3 **Once a week**

4 **A few times a month**

5 **Once a month**

6 **Less than once a month**

DK, RF

TA\_Q04C

**Did you do this... ?**

INTERVIEWER: Read categories to respondent. Mark all that apply.

1 **For pleasure or leisure**

2 **For money or to supplement your income**

3 **For your own use or your family's use**

4 **To share with others in the community**

5 **To share with people in other communities**

6 **For some other reason - Specify**

DK, RF

Go to TA\_C04D

TA\_S04C

**(Did you do this... ?**

**For some other reason)**

INTERVIEWER: Specify.

---

(80 spaces)

DK, RF

TA\_C04D

If (TA\_Q04C = 1 only (For pleasure or leisure)) OR (TA\_Q04C = 6 only (For some other reason)), go to TA\_END.  
Otherwise, go to TA\_Q04D.

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---

TA\_Q04D

**Would you say that you would like to spend more time gathering wild plants, less time doing it or that you are spending just about the right amount of time doing it?**

- 1 More time
- 2 Less time (Go to TA\_END)
- 3 About the right amount of time (Go to TA\_END)
- DK, RF (Go to TA\_END)

TA\_Q04E

**What reasons prevent you from doing this activity more often?**

INTERVIEWER: Mark all that apply.

- 1 Not enough time
- 2 Not enough money for supplies or equipment
- 3 Fewer plants/berries to harvest
- 4 No one to teach skills needed
- 5 Location
- 6 Other - Specify (Go to TA\_S04E)
- DK, RF

Go to TA\_END

TA\_S04E

**(What reasons prevent you from doing this activity more often?)**

INTERVIEWER: Specify.

---

(80 spaces)

DK, RF

Go to TA\_END

TA\_Q04F

**Are you interested in gathering wild plants?**

- 1 Yes
- 2 No (Go to TA\_END)
- DK, RF (Go to TA\_END)

TA\_Q04G

**What reasons prevent you from doing this activity?**

INTERVIEWER: Mark all that apply.

- 1 Not enough time
- 2 Not enough money for supplies or equipment
- 3 Fewer plants/berries to harvest
- 4 No one to teach skills needed
- 5 Location
- 6 Other - Specify (Go to TA\_S04G)
- DK, RF

Go to TA\_END



TA\_S04G

**(What reasons prevent you from doing this activity?)**

INTERVIEWER: Specify.

---

(80 spaces)

DK, RF

For information only

## SOURCES OF PERSONAL INCOME (SPI)

SPI\_C01 If Age >= 15, go to SPI\_R01.  
Otherwise, go to SPI\_END.

SPI\_R01 **The next questions are about your sources of total personal income.**

SPI\_Q01 **For the year ending December 31, 2011, did you receive income from... ?**

INTERVIEWER: Read categories to respondent. Mark all that apply.

- 01 **Employment including wages, salaries, commissions and tips**
- 02 **Self-employment including wages, salaries, commissions and tips**
- 03 **Employment insurance**
- 04 **Provincial or municipal social assistance or welfare**
- 05 **Pension (Canada or Quebec Pension Plan/Job related retirement pensions/superannuation and annuities)**
- 06 **Old Age Security and Guaranteed Income Supplement**
- 07 **Other sources (e.g. other government income, child tax benefit, child support, education allowances and scholarships, Northern Allowance, spousal support)**
- 08 None (Go to SPI\_END)
- DK, RF (Go to SPI\_END)

SPI\_C02 If SPI\_Q01 = one response only (01..07), go to SPI\_END.  
Otherwise, go to SPI\_Q02.

SPI\_Q02 **What was your main source of total personal income?**

- 1 Employment including wages, salaries, commissions and tips
- 2 Self-employment including wages, salaries, commissions and tips
- 3 Employment insurance
- 4 Provincial or municipal social assistance or welfare
- 5 Pension (Canada or Quebec Pension Plan/Job related retirement pensions/superannuation and annuities)
- 6 Old Age Security and Guaranteed Income Supplement
- 7 Other sources (e.g. other government income, child tax benefit, child support, education allowances and scholarships, Northern Allowance, spousal support)
- DK, RF

**TOTAL PERSONAL INCOME (TPI)**

TPI\_C01 If (Age >= 15 and SPI\_Q01 = 1..7 or DK or RF), go to TPI\_Q01.  
Otherwise, go to TPI\_END.

TPI\_Q01 **Now a question about your total personal income.**

**What is your best estimate of your total personal income, before taxes and deductions, from all sources during the year ending December 31, 2011?**

**Income can come from various sources such as from work, investments, pensions or government. Examples include Employment Insurance, Social Assistance, Child Tax Benefit and other income such as child support, spousal support (alimony) and rental income.**

INTERVIEWER: Capital gains should not be included in the personal income.

(MIN: -9000000) (MAX: 90000000)

DK, RF

TPI\_C02 If TPI\_Q01 = DK or RF, go to TPI\_Q02.  
Otherwise, go to TPI\_END.

TPI\_Q02 **Can you estimate in which of the following groups your personal income falls? Was your total personal income during the year ending December 31, 2011... ?**

INTERVIEWER: Read categories to respondent.

- |   |  |                 |
|---|--|-----------------|
| 1 | <b>Less than \$30,000, including income loss</b> | (Go to TPI_Q03) |
| 2 | <b>\$30,000 and more</b>                         | (Go to TPI_Q04) |
- DK, RF

Go to TPI\_END

TPI\_Q03 **Please stop me when I have read the category which applies to you.**  
**Was it... ?**

INTERVIEWER: Read categories to respondent.

- |   |                                       |
|---|---------------------------------------|
| 1 | <b>Less than \$5,000</b>              |
| 2 | <b>\$5,000 to less than \$10,000</b>  |
| 3 | <b>\$10,000 to less than \$15,000</b> |
| 4 | <b>\$15,000 to less than \$20,000</b> |
| 5 | <b>\$20,000 to less than \$25,000</b> |
| 6 | <b>\$25,000 to less than \$30,000</b> |
- DK, RF

Go to TPI\_END

TPI\_Q04

**Please stop me when I have read the category which applies to you.**

**Was it... ?**

INTERVIEWER: Read categories to respondent.

- 01 **\$30,000 to less than \$40,000**
  - 02 **\$40,000 to less than \$50,000**
  - 03 **\$50,000 to less than \$60,000**
  - 04 **\$60,000 to less than \$70,000**
  - 05 **\$70,000 to less than \$80,000**
  - 06 **\$80,000 to less than \$90,000**
  - 07 **\$90,000 to less than \$100,000**
  - 08 **\$100,000 and over**
- DK, RF

Go to TPI\_END

For information only

## EMPLOYMENT INCOME (EI)

EI\_C01 If ((SPI\_Q01 = 1 (Employment)) or (2 (Self-employment))), go to EI\_Q01.  
Otherwise, go to EI\_END.

EI\_Q01 **What is your best estimate of your total wages and salaries from your job or business before any deductions during the year ending December 31, 2011?**

INTERVIEWER: Include commissions, bonuses, tips, taxable benefits, research grants, royalties, etc.. Do not include income from investments, pensions, social assistance, rental income, child tax benefits, spousal support, etc..

(MIN: -9000000) (MAX: 9000000)

DK, RF

EI\_C02 If EI\_Q01 = DK or RF, go to EI\_Q02.  
Otherwise, go to EI\_END.

EI\_Q02 **Were your total wages and salaries during the year ending December 31, 2011... ?**

INTERVIEWER: Read categories to respondent.

- 1 **Less than \$30,000 including income loss** (Go to EI\_Q03)
- 2 **\$30,000 and more** (Go to EI\_Q04)
- DK, RF (Go to EI\_END)

EI\_Q03 **Please stop me when I have read the category which applies to you.  
Was it... ?**

INTERVIEWER: Read categories to respondent.

- 1 **Less than \$5,000**
- 2 **\$5,000 to less than \$10,000**
- 3 **\$10,000 to less than \$15,000**
- 4 **\$15,000 to less than \$20,000**
- 5 **\$20,000 to less than \$25,000**
- 6 **\$25,000 to less than \$30,000**
- DK, RF

Go to EI\_END

EI\_Q04 **Please stop me when I have read the category which applies to you.  
Was it... ?**

INTERVIEWER: Read categories to respondent.

- 01 **\$30,000 to less than \$40,000**
- 02 **\$40,000 to less than \$50,000**
- 03 **\$50,000 to less than \$60,000**
- 04 **\$60,000 to less than \$70,000**
- 05 **\$70,000 to less than \$80,000**
- 06 **\$80,000 to less than \$90,000**
- 07 **\$90,000 to less than \$100,000**
- 08 **\$100,000 and over**
- DK, RF

**GENERAL HEALTH 1 (GH1)**

GH1\_R01

**Now, I would like to ask some questions about your health. By health, I mean not only the absence of disease or injury but also physical, mental and social well-being.**

GH1\_Q01

**In general, would you say your health is... ?**

INTERVIEWER: Read categories to respondent.

- 1 **Excellent**
  - 2 **Very good**
  - 3 **Good**
  - 4 **Fair**
  - 5 **Poor**
- DK, RF

For information only

## PREGNANCY AND CHILDBIRTH (PRG)

- PRG\_C01A If Sex = 2 (Female) and Age = 15..49, go to PRG\_R01.  
Otherwise, go to PRG\_C01B.
- PRG\_C01B If Sex = 2 (Female) and Age > 49, go to PRG\_R02.  
Otherwise, go to PRG\_END.
- PRG\_R01 **It is important to know, when analyzing health, whether or not a person is pregnant.**
- PRG\_Q01 **Are you pregnant?**
- 1 Yes  
2 No  
DK, RF
- PRG\_R02 **The next questions are about children you have given birth to.**
- PRG\_Q02 **How many children have you ever given birth to?**
- INTERVIEWER: Ask respondent to count all children including those who may have died since birth. Do not include stillbirths, abortions or adopted children. If NONE, please enter "0".
- (MIN: 0) (MAX: 20)
- DK, RF (Go to PRG\_END)
- PRG\_C03 If PRG\_Q02 = 0, go to PRG\_END.  
Otherwise, go to PRG\_Q03.
- PRG\_Q03 **At what age did you have your (first) child?**
- INTERVIEWER: All children including those who may have died since birth or who may be living elsewhere are to be included. Do not include stillbirths.
- (MIN: 12) (MAX: 59)
- DK, RF

## HEIGHT AND WEIGHT (HW)

HW\_C01

If PRG\_Q01 = 1 (Yes), go to HW\_END.  
Otherwise, go to HW\_R01.

HW\_R01

**The next questions are about height and weight.**

HW\_Q01

**How tall are you without shoes on?**

- 0 Less than 1' / 12" (less than 29.2 cm) (Go to HW\_Q02)
  - 1 1'0" to 1'11" / 12" to 23" (29.2 to 59.6 cm)
  - 2 2'0" to 2'11" / 24" to 35" (59.7 to 90.1 cm) (Go to HW\_N01B)
  - 3 3'0" to 3'11" / 36" to 47" (90.2 to 120.6 cm) (Go to HW\_N01C)
  - 4 4'0" to 4'11" / 48" to 59" (120.7 to 151.0 cm) (Go to HW\_N01D)
  - 5 5'0" to 5'11" (151.1 to 181.5 cm) (Go to HW\_N01E)
  - 6 6'0" to 6'11" (181.6 to 212.0 cm) (Go to HW\_N01F)
  - 7 7'0" and over (212.1 cm and over) (Go to HW\_Q02)
- DK, RF (Go to HW\_Q02)

HW\_N01A

INTERVIEWER: Select the exact height.

- 00 1'0" / 12" (29.2 to 31.7 cm)
  - 01 1'1" / 13" (31.8 to 34.2 cm)
  - 02 1'2" / 14" (34.3 to 36.7 cm)
  - 03 1'3" / 15" (36.8 to 39.3 cm)
  - 04 1'4" / 16" (39.4 to 41.8 cm)
  - 05 1'5" / 17" (41.9 to 44.4 cm)
  - 06 1'6" / 18" (44.5 to 46.9 cm)
  - 07 1'7" / 19" (47.0 to 49.4 cm)
  - 08 1'8" / 20" (49.5 to 52.0 cm)
  - 09 1'9" / 21" (52.1 to 54.5 cm)
  - 10 1'10" / 22" (54.6 to 57.1 cm)
  - 11 1'11" / 23" (57.2 to 59.6 cm)
- DK, RF

Go to HW\_Q02

HW\_N01B

INTERVIEWER: Select the exact height.

- 00 2'0" / 24" (59.7 to 62.1 cm)
  - 01 2'1" / 25" (62.2 to 64.7 cm)
  - 02 2'2" / 26" (64.8 to 67.2 cm)
  - 03 2'3" / 27" (67.3 to 69.8 cm)
  - 04 2'4" / 28" (69.9 to 72.3 cm)
  - 05 2'5" / 29" (72.4 to 74.8 cm)
  - 06 2'6" / 30" (74.9 to 77.4 cm)
  - 07 2'7" / 31" (77.5 to 79.9 cm)
  - 08 2'8" / 32" (80.0 to 82.5 cm)
  - 09 2'9" / 33" (82.6 to 85.0 cm)
  - 10 2'10" / 34" (85.1 to 87.5 cm)
  - 11 2'11" / 35" (87.6 to 90.1 cm)
- DK, RF

Go to HW\_Q02



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HW\_N01C

INTERVIEWER: Select the exact height.

- 00 3'0" / 36" (90.2 to 92.6 cm)
- 01 3'1" / 37" (92.7 to 95.2 cm)
- 02 3'2" / 38" (95.3 to 97.7 cm)
- 03 3'3" / 39" (97.8 to 100.2 cm)
- 04 3'4" / 40" (100.3 to 102.8 cm)
- 05 3'5" / 41" (102.9 to 105.3 cm)
- 06 3'6" / 42" (105.4 to 107.9 cm)
- 07 3'7" / 43" (108.0 to 110.4 cm)
- 08 3'8" / 44" (110.5 to 112.9 cm)
- 09 3'9" / 45" (113.0 to 115.5 cm)
- 10 3'10" / 46" (115.6 to 118.0 cm)
- 11 3'11" / 47" (118.1 to 120.6 cm)

DK, RF

Go to HW\_Q02

HW\_N01D

INTERVIEWER: Select the exact height.

- 00 4'0" / 48" (120.7 to 123.1 cm)
- 01 4'1" / 49" (123.2 to 125.6 cm)
- 02 4'2" / 50" (125.7 to 128.2 cm)
- 03 4'3" / 51" (128.3 to 130.7 cm)
- 04 4'4" / 52" (130.8 to 133.3 cm)
- 05 4'5" / 53" (133.4 to 135.8 cm)
- 06 4'6" / 54" (135.9 to 138.3 cm)
- 07 4'7" / 55" (138.4 to 140.9 cm)
- 08 4'8" / 56" (141.0 to 143.4 cm)
- 09 4'9" / 57" (143.5 to 146.0 cm)
- 10 4'10" / 58" (146.1 to 148.5 cm)
- 11 4'11" / 59" (148.6 to 151.0 cm)

DK, RF

Go to HW\_Q02

HW\_N01E

INTERVIEWER: Select the exact height.

- 00 5'0" (151.1 to 153.6 cm)
- 01 5'1" (153.7 to 156.1 cm)
- 02 5'2" (156.2 to 158.7 cm)
- 03 5'3" (158.8 to 161.2 cm)
- 04 5'4" (161.3 to 163.7 cm)
- 05 5'5" (163.8 to 166.3 cm)
- 06 5'6" (166.4 to 168.8 cm)
- 07 5'7" (168.9 to 171.4 cm)
- 08 5'8" (171.5 to 173.9 cm)
- 09 5'9" (174.0 to 176.4 cm)
- 10 5'10" (176.5 to 179.0 cm)
- 11 5'11" (179.1 to 181.5 cm)

DK, RF

Go to HW\_Q02

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HW\_N01F

INTERVIEWER: Select the exact height.

- 00 6'0" (181.6 to 184.1 cm)
  - 01 6'1" (184.2 to 186.6 cm)
  - 02 6'2" (186.7 to 189.1 cm)
  - 03 6'3" (189.2 to 191.7 cm)
  - 04 6'4" (191.8 to 194.2 cm)
  - 05 6'5" (194.3 to 196.8 cm)
  - 06 6'6" (196.9 to 199.3 cm)
  - 07 6'7" (199.4 to 201.8 cm)
  - 08 6'8" (201.9 to 204.4 cm)
  - 09 6'9" (204.5 to 206.9 cm)
  - 10 6'10" (207.0 to 209.5 cm)
  - 11 6'11" (209.6 to 212.0 cm)
- DK, RF

HW\_Q02

**How much do you weigh?**

INTERVIEWER: Enter amount only.

(MIN: 1) (MAX: 575)

DK, RF

(Go to HW\_END)

HW\_N02

INTERVIEWER: If necessary, ask: Was that in pounds or kilograms?

- 1 Pounds
  - 2 Kilograms
- (DK, RF not allowed)

HW\_C03

If ProxyMode = 1 (Proxy), go to HW\_END.  
Otherwise, go to HW\_Q03.

HW\_Q03

**Do you consider yourself... ?**

INTERVIEWER: Read categories to respondent.

- 1 **Overweight**
  - 2 **Underweight**
  - 3 **Just about right**
- DK, RF

## GENERAL HEALTH 2 (GH2)

GH2\_Q01

**Do you have a regular medical doctor?**

- 1 Yes (Go to GH2\_R03A)  
2 No  
DK, RF (Go to GH2\_R03A)

GH2\_Q02

**Why do you not have a regular medical doctor?**

INTERVIEWER: Mark all that apply.

- 1 No medical doctors available in the area  
2 Medical doctors in the area are not taking new patients  
3 Have not tried to contact one  
4 Had a medical doctor who left or retired  
5 Receiving care elsewhere (e.g. walk-in clinic, nursing station)  
6 Other - Specify (Go to GH2\_S02)  
DK, RF

Go to GH2\_R03A

GH2\_S02

**(Why do you not have a regular medical doctor?)**

INTERVIEWER: Specify.

---

(80 spaces)

DK, RF

GH2\_R03A

**Now I'd like to ask about your contacts with various health professionals during the past 12 months, that is, from [date one year ago] to yesterday.**

GH2\_Q03A

**Not counting if you were an overnight patient, in the past 12 months, have you seen or talked to any of the following health professionals about your physical, emotional or mental health? (Do not include overnight stays in hospitals, nursing homes or convalescent homes.)**

**A family doctor, (pediatrician) or general practitioner?**

INTERVIEWER: Include both face-to-face and telephone contacts.

- 1 Yes  
2 No  
DK, RF

GH2\_Q03B

**(Not counting if you were an overnight patient, in the past 12 months, have you seen or talked to any of the following health professionals about your physical, emotional or mental health? (Do not include overnight stays in hospitals, nursing homes or convalescent homes.))**

**A nurse for care or advice about your physical, emotional or mental health?**

INTERVIEWER: Include both face-to-face and telephone contacts.

- 1 Yes
- 2 No
- DK, RF

GH2\_Q03C

**(Not counting if you were an overnight patient, in the past 12 months, have you seen or talked to any of the following health professionals about your physical, emotional or mental health? (Do not include overnight stays in hospitals, nursing homes or convalescent homes.))**

**A psychologist, social worker or counsellor (about your physical, emotional or mental health)?**

INTERVIEWER: Include both face-to-face and telephone contacts.

- 1 Yes
- 2 No
- DK, RF

GH2\_Q03D

**(Not counting if you were an overnight patient, in the past 12 months, have you seen or talked to any of the following health professionals about your physical, emotional or mental health? (Do not include overnight stays in hospitals, nursing homes or convalescent homes.))**

**Any other medical doctor or specialist such as a surgeon, allergist, orthopedist, (urologist / gynecologist) or psychiatrist (about your physical, emotional or mental health)?**

INTERVIEWER: Include both face-to-face and telephone contacts.

- 1 Yes - Specify
- 2 No (Go to GH2\_Q04)
- DK, RF (Go to GH2\_Q04)

GH2\_S03D

**(Not counting if you were an overnight patient, in the past 12 months, have you seen or talked to any of the following health professionals about your physical, emotional or mental health? (Do not include overnight stays in hospitals, nursing homes or convalescent homes.))**

**Any other medical doctor or specialist such as a surgeon, allergist, orthopedist, (urologist / gynecologist) or psychiatrist (about your physical, emotional or mental health)?**

INTERVIEWER: Specify.

---

(80 spaces)

DK, RF

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GH2\_Q04

**When was the last time that you saw a dental professional?**

INTERVIEWER: This includes only face-to-face visits.

- 1 Less than 1 year ago (Go to GH2\_Q06)
  - 2 1 year to less than 2 years ago (Go to GH2\_Q06)
  - 3 2 years to less than 3 years ago (Go to GH2\_Q06)
  - 4 3 years to less than 4 years ago
  - 5 4 years to less than 5 years ago
  - 6 5 or more years ago
  - 7 Never
- DK, RF (Go to GH2\_Q06)

GH2\_Q05

**What are the reasons you have not seen a dental professional in the past three years?**

INTERVIEWER: Mark all that apply.

- 01 Have not gotten around to it
  - 02 Respondent - did not think it was necessary
  - 03 Doctor - did not think it was necessary
  - 04 Personal or family responsibilities
  - 05 Not available - at time required
  - 06 Not available - at all in the area
  - 07 Waiting time was too long
  - 08 Transportation - problems
  - 09 Language - problem
  - 10 Cost
  - 11 Did not know where to go / uninformed
  - 12 Fear (e.g., painful, embarrassing, find something wrong)
  - 13 Wears dentures
  - 14 Unable to leave the house because of a health problem
  - 15 Other
- DK, RF

GH2\_Q06

**During the past 12 months, was there ever a time when you felt that you needed health care but you didn't receive it?**

- 1 Yes
  - 2 No (Go to GH2\_END)
- DK, RF (Go to GH2\_END)

GH2\_Q07

**Thinking of the most recent time, why didn't you get care?**

INTERVIEWER: Mark all that apply.

- 01 Not available - in the area
  - 02 Not available - at time required (e.g. doctor on holidays, inconvenient hours)
  - 03 Waiting time too long
  - 04 Felt would be inadequate
  - 05 Cost
  - 06 Too busy
  - 07 Didn't get around to it / didn't bother
  - 08 Decided not to seek care
  - 09 Doctor - didn't think it was necessary
  - 10 Language problems
  - 11 Personal or family responsibilities
  - 12 Dislikes doctors / afraid
  - 13 Unable to leave the house because of a health problem
  - 14 Other - Specify (Go to GH2\_S07)
- DK, RF

Go to GH2\_Q08

GH2\_S07

**(Thinking of the most recent time, why didn't you get care?)**

INTERVIEWER: Specify.

---

(80 spaces)

DK, RF

GH2\_Q08

**Again, thinking of the most recent time, what was the type of care that was needed?**

INTERVIEWER: Mark all that apply.

- 1 Treatment of - a physical health problem (other than an injury)
  - 2 Treatment of - an emotional or mental health problem
  - 3 A regular check-up (including regular pre-natal care)
  - 4 Care of an injury
  - 5 Other - Specify (Go to GH2\_S08)
- DK, RF

Go to GH2\_END

GH2\_S08

**(Again, thinking of the most recent time, what was the type of care that was needed?)**

INTERVIEWER: Specify.

---

(80 spaces)

DK, RF

## CHRONIC CONDITIONS 1 (CC1)

- CC1\_C01 If Age < 12, go to CC1\_Q01.  
Otherwise, go to CC1\_END.
- CC1\_Q01 **Has ^FNAME ever had asthma that was diagnosed by a health professional?**
- 1 Yes  
2 No (Go to CC1\_R03A)  
DK, RF (Go to CC1\_R03A)
- CC1\_Q02 **Does this condition or health problem prevent or limit ^FNAME's participation in school, at play or any other activity normal for a child his/her age?**
- 1 Yes  
2 No  
DK, RF
- CC1\_R03A **In the following question, "long-term conditions" refer to conditions that have lasted or are expected to last six months or more and have been diagnosed by a health professional.**
- CC1\_Q03A **Has a health professional diagnosed any of the following long-term conditions for ^FNAME:**
- food or digestive allergies?**
- 1 Yes  
2 No  
DK, RF
- CC1\_Q03B **(Has a health professional diagnosed any of the following long-term conditions for ^FNAME:)**
- respiratory allergies such as hay fever?**
- 1 Yes  
2 No  
DK, RF
- CC1\_Q03C **(Has a health professional diagnosed any of the following long-term conditions for ^FNAME:)**
- any other allergies?**
- 1 Yes  
2 No  
DK, RF
- CC1\_Q03D **(Has a health professional diagnosed any of the following long-term conditions for ^FNAME:)**
- bronchitis?**
- 1 Yes  
2 No  
DK, RF

- CC1\_Q03E (Has a health professional diagnosed any of the following long-term conditions for ^FNAME:)  
**diabetes?**  
1 Yes  
2 No  
DK, RF
- CC1\_Q03F (Has a health professional diagnosed any of the following long-term conditions for ^FNAME:)  
**learning disability?**  
1 Yes  
2 No  
DK, RF
- CC1\_Q03G (Has a health professional diagnosed any of the following long-term conditions for ^FNAME:)  
**attention deficit disorder (with or without hyperactivity)?**  
1 Yes  
2 No  
DK, RF
- CC1\_Q03H (Has a health professional diagnosed any of the following long-term conditions for ^FNAME:)  
**emotional, psychological or nervous difficulties?**  
1 Yes  
2 No  
DK, RF
- CC1\_Q03I (Has a health professional diagnosed any of the following long-term conditions for ^FNAME:)  
**autism?**  
1 Yes  
2 No  
DK, RF
- CC1\_Q03J (Has a health professional diagnosed any of the following long-term conditions for ^FNAME:)  
**any speech or language difficulties?**  
1 Yes  
2 No  
DK, RF
- CC1\_Q03K (Has a health professional diagnosed any of the following long-term conditions for ^FNAME:)  
**developmental disability or disorder?**  
1 Yes  
2 No  
DK, RF



- CC1\_Q03L (Has a health professional diagnosed any of the following long-term conditions for ^FNAME:)  
**fetal alcohol spectrum disorder (FASD)? (Includes fetal alcohol syndrome and fetal alcohol effects.)**  
1 Yes  
2 No  
DK, RF
- CC1\_Q03M (Has a health professional diagnosed any of the following long-term conditions for ^FNAME:)  
**tuberculosis?**  
1 Yes  
2 No  
DK, RF
- CC1\_Q03N (Has a health professional diagnosed any of the following long-term conditions for ^FNAME:)  
**any other long-term conditions?**  
1 Yes - Specify  
2 No (Go to CC1\_END)  
DK, RF (Go to CC1\_END)
- CC1\_S03N (Has a health professional diagnosed any of the following long-term conditions for ^FNAME:)  
**any other long-term conditions?)**  
INTERVIEWER: Specify.  

---

  
(80 spaces)  
DK, RF

## CHRONIC CONDITIONS 2 (CC2)

- CC2\_C01 If Age > 11, go to CC2\_R01.  
Otherwise, go to CC2\_END.
- CC2\_R01 **Now I'd like to ask about certain chronic health conditions which you may have. I am interested in "long-term conditions" which are expected to last or have already lasted six months or more and that have been diagnosed by a health professional.**
- CC2\_Q01 **Do you have asthma?**
- 1 Yes  
2 No  
DK, RF
- CC2\_Q02 **Do you have arthritis, excluding fibromyalgia?**
- 1 Yes  
2 No  
DK, RF
- CC2\_Q03A **Do you have high blood pressure?**
- 1 Yes (Go to CC2\_Q04)  
2 No  
DK, RF
- CC2\_Q03B **Have you ever been diagnosed with high blood pressure?**
- 1 Yes  
2 No  
DK, RF
- CC2\_Q04 **Do you have chronic bronchitis, emphysema or chronic obstructive pulmonary disease or COPD?**
- 1 Yes  
2 No  
DK, RF
- CC2\_Q05A **Do you have diabetes?**
- 1 Yes  
2 No (Go to CC2\_Q06)  
DK, RF (Go to CC2\_Q06)
- CC2\_Q05B **How old were you when this was first diagnosed?**
- (MIN: 1) (MAX: 99)
- DK, RF
- CC2\_Q05C If Sex = 2 (Female) and CC2\_Q05B > 14, go to CC2\_Q05C.  
Otherwise, go to CC2\_Q05E.
- CC2\_Q05C **Were you pregnant when you were first diagnosed with diabetes?**
- 1 Yes  
2 No (Go to CC2\_Q05E)  
DK, RF (Go to CC2\_Q05E)

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CC2\_Q05D

**Other than during pregnancy, has a health professional ever told you that you have diabetes?**

- 1 Yes
- 2 No (Go to CC2\_Q06)
- DK, RF (Go to CC2\_Q06)

CC2\_Q05E

**When you were first diagnosed with diabetes, how long was it before you were started on insulin?**

- 1 Less than 1 month
- 2 1 month to less than 2 months
- 3 2 months to less than 6 months
- 4 6 months to less than 1 year
- 5 1 year or more
- 6 Never (Go to CC2\_Q05G)
- DK, RF

CC2\_Q05F

**Do you currently take insulin for your diabetes?**

- 1 Yes
- 2 No
- DK, RF

CC2\_Q05G

**In the past month, did you take pills to control your blood sugar?**

- 1 Yes
- 2 No
- DK, RF

CC2\_Q06

**Do you have heart disease?**

- 1 Yes
- 2 No
- DK, RF

CC2\_Q07

**Do you have intestinal or stomach ulcers?**

- 1 Yes
- 2 No
- DK, RF

CC2\_R08

**Remember, I'm interested in conditions diagnosed by a health professional.**

CC2\_Q08

**Do you have a bowel disorder such as Crohn's Disease, ulcerative colitis, Irritable Bowel Syndrome or bowel incontinence?**

- 1 Yes
- 2 No
- DK, RF

CC2\_Q09

**Do you have a mood disorder such as depression, bipolar disorder, mania or dysthymia?**

INTERVIEWER: Include manic depression.

- 1 Yes
- 2 No
- DK, RF

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CC2\_Q10 **Do you have an anxiety disorder such as a phobia, obsessive-compulsive disorder or a panic disorder?**

- 1 Yes
  - 2 No
- DK, RF

CC2\_Q11 **Do you have a learning disability?**

- 1 Yes
  - 2 No
- DK, RF
- (Go to CC2\_Q13)  
(Go to CC2\_Q13)

CC2\_Q12 **Do you have Attention Deficit Disorder (ADD)?**

- 1 Yes
  - 2 No
- DK, RF

CC2\_Q13 **Do you have any other long-term physical or mental health condition that has been diagnosed by a health professional?**

- 1 Yes - Specify
  - 2 No
- DK, RF
- (Go to CC2\_END)  
(Go to CC2\_END)

CC2\_S13 **(Do you have any other long-term physical or mental health condition that has been diagnosed by a health professional?)**

INTERVIEWER: Specify.

---

(80 spaces)

DK, RF

## INJURIES (INJ)

INJ\_R01

**Now some questions about injuries which occurred in the past 12 months, and were serious enough to limit your normal activities the day after the injury occurred. For example, a broken bone, a bad cut, a burn or a sprain.**

INJ\_Q01

**In the past 12 months, that is, from [date one year ago] to yesterday, were you injured?**

- 1 Yes  
2 No (Go to INJ\_END)  
DK, RF (Go to INJ\_END)

INJ\_Q02

**How many times were you injured?**

(MIN: 1) (MAX: 30)

DK, RF (Go to INJ\_END)

INJ\_C03A

If INJ\_Q02 > 1, go to INJ\_Q03B.  
Otherwise, go to INJ\_Q03A.

INJ\_Q03A

**What type of injury did you have? For example, a broken bone or burn.**

- 01 Multiple serious injuries (excluding multiple minor injuries)  
02 Broken or fractured bones  
03 Burn, scald, chemical burn  
04 Dislocation  
05 Sprain or strain (including torn ligaments and muscles)  
06 Cut, puncture, animal or human bite (open wound)  
07 Scrape(s), bruise(s), blister(s) (including multiple minor injuries)  
08 Concussion or other brain injury  
09 Poisoning (excluding food poisoning, poison ivy, other contact dermatitis, and allergies)  
10 Injury to internal organs  
11 Dental injury  
12 Hypothermia, frostbite  
13 Other - Specify (Go to INJ\_S03A)  
DK, RF

Go to INJ\_Q04

INJ\_S03A

**(What type of injury did you have? For example, a broken bone or burn.)**

INTERVIEWER: Specify.

---

(80 spaces)

DK, RF

Go to INJ\_Q04

INJ\_Q03B

**Thinking about the most serious injury, what type of injury did you have? For example, a broken bone or burn.**

- 01 Multiple serious injuries (excluding multiple minor injuries)
  - 02 Broken or fractured bones
  - 03 Burn, scald, chemical burn
  - 04 Dislocation
  - 05 Sprain or strain (including torn ligaments and muscles)
  - 06 Cut, puncture, animal or human bite (open wound)
  - 07 Scrape(s), bruise(s), blister(s) (including multiple minor injuries)
  - 08 Concussion or other brain injury
  - 09 Poisoning (excluding food poisoning, poison ivy, other contact dermatitis, and allergies)
  - 10 Injury to internal organs
  - 11 Dental injury
  - 12 Hypothermia, frostbite
  - 13 Other - Specify (Go to INJ\_S03B)
- DK, RF

Go to INJ\_Q04

INJ\_S03B

**(Thinking about the most serious injury, what type of injury did you have? For example, a broken bone or burn.)**

INTERVIEWER: Specify.

---

(80 spaces)

DK, RF

INJ\_Q04

**Where were you when you were injured? For example, someone's house, an office building, construction site.**

INTERVIEWER: If respondent says 'At work', probe for type of workplace.

- 01 In a home or its surrounding area  
(including respondent's home or other homes)
  - 02 Residential institution
  - 03 School, college, university (exclude sports areas)
  - 04 Sports or athletics area of school, college, university
  - 05 Other sports or athletics area (exclude school sports areas)
  - 06 Other institution (e.g., church, hospital, theatre, civic building)
  - 07 Street, highway, sidewalk
  - 08 Commercial area (e.g., store, restaurant, office building, transport terminal)
  - 09 Industrial or construction area
  - 10 Farm (exclude farmhouse and its surrounding area)
  - 11 Countryside, forest, lake, ocean, mountains, prairie, etc.
  - 12 Other - Specify (Go to INJ\_S04)
- DK, RF

Go to INJ\_Q05

INJ\_S04

**(Where were you when you were injured? For example, someone's house, an office building, construction site.)**

INTERVIEWER: Specify.

---

(80 spaces)

DK, RF

INJ\_Q05

**What were you doing when you were injured?**

- 01 Sports or physical exercise (including school activities, running and playing)
  - 02 Leisure or hobby (including volunteering)
  - 03 Working at a job or business (excluding travel to and from work)
  - 04 Household chores, outdoor yard maintenance, home renovations or other unpaid work
  - 05 Sleeping, eating, personal care
  - 06 Going up and down stairs
  - 07 Driver or passenger in/on road motor vehicle (including motorcycles, trucks)
  - 08 Driver or passenger in/on off-road motor vehicle (including boat, ATV, snowmobile)
  - 09 Walking
  - 10 Other - Specify (Go to INJ\_S05)
- DK, RF

Go to INJ\_C06

INJ\_S05

**(What were you doing when you were injured?)**

INTERVIEWER: Specify.

---

(80 spaces)

DK, RF

INJ\_C06

If (INJ\_Q03A = 09 (poisoning) or 12 (hypothermia, frostbite)) or (INJ\_Q03B = 09 (poisoning) or 12 (hypothermia, frostbite)), go to INJ\_END.  
Otherwise, go to INJ\_Q06.

INJ\_Q06

**Was the injury the result of a fall?**

- 1 Yes
  - 2 No
- DK, RF (Go to INJ\_Q08)  
(Go to INJ\_Q08)



INJ\_Q07

**How did you fall?**

- 01 While skating, skiing or snowboarding
  - 02 While engaged in other sport or physical exercise (including school activities and running)
  - 03 Going up or down stairs / steps (icy or not)
  - 04 Slip, trip, stumble or loss of balance while walking on ice or snow
  - 05 Slip, trip, stumble or loss of balance while walking on any other surface
  - 06 From furniture or while rising from furniture (e.g., bed, chair)
  - 07 From elevated position (e.g., ladder, tree, scaffolding)
  - 08 Due to health problems (e.g., faint, weakness, dizziness, hip/knee gave out, seizure)
  - 09 Other - Specify (Go to INJ\_S07)
- DK, RF

Go to INJ\_END

INJ\_S07

**(How did you fall?)**

INTERVIEWER: Specify.

---

(80 spaces)

DK, RF

Go to INJ\_END

INJ\_Q08

**What caused the injury?**

INTERVIEWER: If respondent replies "Transportation accident", probe for details to code to categories 10-13. If not, code to category 1.

- 01 Transportation accident
  - 02 Accidentally bumped, pushed, bitten,  
etc. by person or animal
  - 03 Accidentally struck or crushed by  
object(s)
  - 04 Accidental contact with sharp object,  
tool or machine
  - 05 Smoke, fire, flames
  - 06 Accidental contact with hot object,  
liquid or gas
  - 07 Extreme weather or natural disaster
  - 08 Overexertion or strenuous movement
  - 09 Physical assault
  - 10 Riding a bicycle
  - 11 ATV collision
  - 12 Snowmobile collision
  - 13 Boating accident
  - 14 Hunting accident
  - 15 Thin ice
  - 16 Domestic/family violence
  - 17 Suicide attempt
  - 18 Other - Specify (Go to INJ\_S08)
- DK, RF

Go to INJ\_END

INJ\_S08

**(What caused the injury?)**

INTERVIEWER: Specify.

---

(80 spaces)

DK, RF

**MENTAL HEALTH (MH)**

MH\_C01

If ProxyMode = 2 (Non-proxy), go to MH\_R01.  
Otherwise, go to MH\_END.

MH\_R01

**And now, I'd like to ask you some questions about your feelings about your mental health and well-being.**

**Some of these questions may be sensitive.**

MH\_Q01

**In general, would you say your mental health is... ?**

INTERVIEWER: Read categories to respondent.

- 1 **Excellent**
  - 2 **Very good**
  - 3 **Good**
  - 4 **Fair**
  - 5 **Poor**
- DK, RF

For information only

**DISTRESS (DIS)**

DIS\_C01A

If ProxyMode = 2 (Non-proxy), go to DIS\_R01A.  
Otherwise, go to DIS\_END.

DIS\_R01A

**The following questions deal with feelings you may have had during the past month.**

DIS\_Q01A

**During the past month, that is, from [date one month ago] to yesterday, about how often did you feel:**

**tired out for no good reason?**

INTERVIEWER: Read categories to respondent.

- 1 **All of the time**
- 2 **Most of the time**
- 3 **Some of the time**
- 4 **A little of the time**
- 5 **None of the time**

DK, RF

(Go to DIS\_END)

DIS\_Q01B

**(During the past month, that is, from [date one month ago] to yesterday, about how often did you feel:)**

**nervous?**

INTERVIEWER: Read categories to respondent, if necessary.

- 1 **All of the time**
- 2 **Most of the time**
- 3 **Some of the time**
- 4 **A little of the time**
- 5 **None of the time**

DK, RF

(Go to DIS\_Q01D)

(Go to DIS\_Q01D)

DIS\_Q01C

**(During the past month, that is, from [date one month ago] to yesterday, about how often did you feel:)**

**so nervous that nothing could calm you down?**

INTERVIEWER: Read categories to respondent, if necessary.

- 1 **All of the time**
- 2 **Most of the time**
- 3 **Some of the time**
- 4 **A little of the time**
- 5 **None of the time**

DK, RF

DIS\_Q01D

**(During the past month, that is, from [date one month ago] to yesterday, about how often did you feel:)**

**hopeless?**

INTERVIEWER: Read categories to respondent, if necessary.

- 1 **All of the time**
- 2 **Most of the time**
- 3 **Some of the time**
- 4 **A little of the time**
- 5 **None of the time**

DK, RF

DIS\_Q01E

**(During the past month, that is, from [date one month ago] to yesterday, about how often did you feel:)**

**restless or fidgety?**

INTERVIEWER: Read categories to respondent, if necessary.

- 1 **All of the time**
- 2 **Most of the time**
- 3 **Some of the time**
- 4 **A little of the time**
- 5 **None of the time**

DK, RF

(Go to DIS\_Q01G)

(Go to DIS\_Q01G)

DIS\_Q01F

**(During the past month, that is, from [date one month ago] to yesterday, about how often did you feel:)**

**so restless you could not sit still?**

INTERVIEWER: Read categories to respondent, if necessary.

- 1 **All of the time**
- 2 **Most of the time**
- 3 **Some of the time**
- 4 **A little of the time**
- 5 **None of the time**

DK, RF

DIS\_Q01G

**(During the past month, that is, from [date one month ago] to yesterday, about how often did you feel:)**

**sad or depressed?**

INTERVIEWER: Read categories to respondent, if necessary.

- 1 **All of the time**
- 2 **Most of the time**
- 3 **Some of the time**
- 4 **A little of the time**
- 5 **None of the time**

DK, RF

(Go to DIS\_Q01I)

(Go to DIS\_Q01I)

DIS\_Q01H

**(During the past month, that is, from [date one month ago] to yesterday, about how often did you feel:)**

**so depressed that nothing could cheer you up?**

INTERVIEWER: Read categories to respondent, if necessary.

- 1 **All of the time**
- 2 **Most of the time**
- 3 **Some of the time**
- 4 **A little of the time**
- 5 **None of the time**

DK, RF

DIS\_Q01I

**(During the past month, that is, from [date one month ago] to yesterday, about how often did you feel:)**

**that everything was an effort?**

INTERVIEWER: Read categories to respondent, if necessary.

- 1 **All of the time**
- 2 **Most of the time**
- 3 **Some of the time**
- 4 **A little of the time**
- 5 **None of the time**

DK, RF

DIS\_Q01J

**(During the past month, that is, from [date one month ago] to yesterday, about how often did you feel:)**

**worthless?**

INTERVIEWER: Read categories to respondent, if necessary.

- 1 **All of the time**
- 2 **Most of the time**
- 3 **Some of the time**
- 4 **A little of the time**
- 5 **None of the time**

DK, RF

**SUICIDE (SU)**

SU\_C01 If ProxyMode = 2 (Non-proxy), go to SU\_R01.  
Otherwise, go to SU\_END.

SU\_R01 **The following questions relate to the sensitive issue of suicide.**

SU\_Q01 **Have you ever seriously considered committing suicide or taking your own life?**

- 1 Yes
- 2 No (Go to SU\_END)
- DK, RF (Go to SU\_END)

SU\_Q02 **Has this happened in the past 12 months?**

- 1 Yes
- 2 No (Go to SU\_END)
- DK, RF (Go to SU\_END)

SU\_Q03 **Have you ever attempted to commit suicide or tried taking your own life?**

- 1 Yes
- 2 No (Go to SU\_END)
- DK, RF (Go to SU\_END)

SU\_Q04 **Did this happen in the past 12 months?**

- 1 Yes
- 2 No
- DK, RF

## SMOKING (SMK)

- SMK\_C01 If Age  $\geq$  12, go to SMK\_R01.  
Otherwise, go to SMK\_END.
- SMK\_R01 **The next questions are about smoking.**
- SMK\_Q01 **At the present time, do you smoke cigarettes daily, occasionally or not at all?**
- 1 Daily  
2 Occasionally (Go to SMK\_C04)  
3 Not at all (Go to SMK\_C04)  
DK, RF (Go to SMK\_C04)
- SMK\_Q02 **At what age did you begin to smoke cigarettes daily?**
- (MIN: 5) (MAX: 99)
- DK, RF
- SMK\_Q03 **How many cigarettes do you smoke each day now?**
- (MIN: 1) (MAX: 99)
- DK, RF
- SMK\_C04 If (HC1\_Q06 = 1 (Number of household members) or HC2\_Q01 (Number of household members) =1) and (SMK\_Q01 = 1 (daily) or SMK\_Q01 = 2 (occasionally)), go to SMK\_END.  
Otherwise, go to SMK\_Q04.
- SMK\_Q04 **Including both household members and regular visitors, does anyone smoke inside your home, every day or almost every day?**
- INTERVIEWER: Include cigarettes, cigars and pipes.
- 1 Yes  
2 No  
DK, RF



**ALCOHOL USE (ALC)**

ALC\_C01

If Age >= 12, go to ALC\_R01.  
Otherwise, go to ALC\_END.

ALC\_R01

**The next questions are about drinking alcoholic beverages. When I use the word 'drink' it means:**  
- one bottle or can of beer or a glass of draft  
- one glass of wine or a wine cooler  
- one drink or cocktail with 1 ½ ounces of liquor

ALC\_Q01

**During the past 12 months, have you had a drink of beer, wine, liquor or any other alcoholic beverage?**

- 1 Yes
- 2 No (Go to ALC\_END)
- DK, RF (Go to ALC\_END)

ALC\_Q02

**During the past 12 months, how often did you drink alcoholic beverages?**

- 1 Less than once a month
- 2 Once a month
- 3 2 to 3 times a month
- 4 Once a week
- 5 2 to 3 times a week
- 6 4 to 6 times a week
- 7 Every day
- DK, RF

ALC\_Q03

**How often in the past 12 months have you had five or more drinks on one occasion?**

- 1 Never
- 2 Less than once a month
- 3 Once a month
- 4 2 to 3 times a month
- 5 Once a week
- 6 More than once a week
- DK, RF

**DRUG USE (DU)**

DU\_C01

If ProxyMode = 2 (Non-proxy) and Age > 13, go to DU\_R01.  
Otherwise, go to DU\_END.

DU\_R01

**Now I am going to ask some questions about the use of drugs and other substances for recreational purposes. I would like to remind you that everything you say will remain strictly confidential.**

DU\_Q01

**Have you ever used or tried marijuana, cannabis or hashish?**

- 1 Yes
  - 2 No
- DK, RF

(Go to DU\_END)

DU\_Q02

**Have you ever used prescription drugs for recreational purposes?**

- 1 Yes
  - 2 No
- DK, RF

DU\_Q03

**Have you ever used or tried street drugs (such as cocaine, speed, solvents or steroids)?**

- 1 Yes
  - 2 No
- DK, RF

## FOOD SECURITY (FS)

- FS\_R01 **Now I'm going to read you some statements that may be used to describe the food situation for a household. Please tell me if the statement was often true, sometimes true, or never true for (you / you and other household members) in the past 12 months.**
- FS\_Q01 **The first statement is: "The food that (you / you and other household members) bought just didn't last, and there wasn't any money to get more." Was that often true, sometimes true, or never true in the past 12 months?**
- 1 Often true  
2 Sometimes true  
3 Never true  
DK, RF
- FS\_Q02 **"(You / You and other household members) couldn't afford to eat balanced meals." In the past 12 months was that often true, sometimes true, or never true?**
- 1 Often true  
2 Sometimes true  
3 Never true  
DK, RF
- FS\_Q03 **In the past 12 months, since last [CurrentMonth], did (you / you and other household members) ever cut the size of your meals or skip meals because there wasn't enough money for food?**
- 1 Yes  
2 No (Go to FS\_Q05)  
DK, RF (Go to FS\_Q05)
- FS\_Q04 **How often did this happen - almost every month, some months but not every month, or in only 1 or 2 months?**
- 1 Almost every month  
2 Some months but not every month  
3 Only 1 or 2 months  
DK, RF
- FS\_Q05 **In the past 12 months, did you (personally) ever eat less than you felt you should because there wasn't enough money to buy food?**
- 1 Yes  
2 No  
DK, RF
- FS\_Q06 **In the past 12 months, were you (personally) ever hungry but didn't eat because you couldn't afford enough food?**
- 1 Yes  
2 No  
DK, RF

**COMMUNITY SUPPORT (CS)**

CS\_R01

**The next questions are about family ties and supports available to you.**

CS\_Q01

**Who would you turn to for support in times of need?**

INTERVIEWER: Mark all that apply.

- 01 No one
  - 02 Husband/wife/spouse/common-law partner
  - 03 Son or daughter (15 years or older)
  - 04 Father or mother
  - 05 Brother or sister
  - 06 Grandfather or grandmother
  - 07 Other relative
  - 08 Friends, neighbours, co-workers
  - 09 Employer
  - 10 Elders
  - 11 Clergy or religious/spiritual figure
  - 12 Community/friendship centres
  - 13 Other non-relative - Specify (Go to CS\_S01)
- DK, RF

Go to CS\_Q02

CS\_S01

**(Who would you turn to for support in times of need?)**

INTERVIEWER: Specify.

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(80 spaces)

DK, RF

CS\_Q02

**On a scale of 1 to 5, with 1 being very weak and 5 being very strong, how strong are the ties among members of your family living in your city, town or community but in another household? (For example, a relative or relatives who live in your community, but in another dwelling.)**

INTERVIEWER: If the respondent has no family members living in another household in his/her city, town or community, enter "0".

(MIN: 0) (MAX: 5)

DK, RF

## HOUSING (HOU)

HOU\_R01

**Now I would like to ask you about housing.**

HOU\_Q01

**Is this dwelling... ?**

INTERVIEWER: Read categories to respondent.

If the respondent's household contains both owners and renters, such as a boarder, the dwelling should be considered owned.

- 1 **Owned by you or a member of this household, even if it is still being paid for**
- 2 **Rented, even if no cash rent is paid**

DK, RF

HOU\_Q02

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

**Do not include remodelling or additions.**

INTERVIEWER: Read categories to respondent.

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

DK, RF

HOU\_Q03

**How many rooms are there in this dwelling?**

INTERVIEWER: Include kitchen, bedrooms, finished rooms in attic or basement, etc.. Do not count bathrooms, halls, vestibules and rooms used solely for business purposes.

(MIN: 1) (MAX: 95)

DK, RF

HOU\_R04

**The next questions are about subsidized housing. This includes rent geared to income, social housing, public housing, government assisted housing and non-profit housing. It also includes rent supplements and housing allowances.**

HOU\_Q04

**Is this dwelling subsidized?**

- 1 Yes
  - 2 No
- DK, RF

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HOU\_Q05

**Are (you / you or another household member) on a waiting list for subsidized housing?**

1 Yes

2 No

(Go to HOU\_END)

DK, RF

(Go to HOU\_END)

HOU\_Q06

**How long have (you / you or another household member) been waiting for subsidized housing?**

INTERVIEWER: If less than 1 month, enter "1" and select "months" on next screen.

(MIN: 1) (MAX: 360)

DK, RF

(Go to HOU\_END)

HOU\_N06

INTERVIEWER: If necessary, ask: Is that in months or years?

1 Months

2 Years

(DK, RF not allowed)