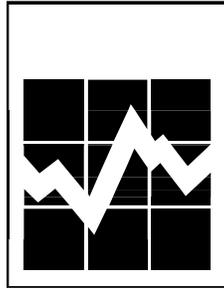


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ETHNIC DIVERSITY SURVEY

Content Overview



Statistics
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Ethnic Diversity Survey

Content Overview

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Ethnic Diversity Survey

Content Overview for the Questionnaire

Themes, Modules & Data Elements

I. Introduction

As a result of discussions between Statistics Canada and the Department of Canadian Heritage concerning design and measurement issues with the 2001 Census ethnic origin question, it was recommended that the two departments conduct a post-censal survey on ethnicity.

This document provides an overview of the content of the Ethnic Diversity Survey. The major themes and modules of the survey are highlighted, along with the data elements and objectives of each theme or module.

It should be noted that the list of data elements does not necessarily indicate the actual number of questions on the questionnaire, nor does it provide precise wording of questions. Not all questions listed apply to all survey respondents. The questionnaire should be consulted for the wording, response categories and target population for each question.

Survey Objectives & Information Needs

There are two primary objectives of the survey. First of all, the survey will help us to better understand how people's backgrounds affect their participation in the social, economic and cultural life of Canada. Secondly, the survey will provide information to better understand how Canadians of different ethnic backgrounds interpret and report their ethnicity.

The information collected in the survey will be used to inform policy and program development in the Department of Canadian Heritage. Several of the modules, such as Interaction with Society, Civic Participation, Attitudes and Socio-economic Activities, specifically relate to the policy and program needs of Canadian Heritage.

In addition, information collected will be used in future data collections in the area of ethnicity, specifically in the content development of the 2006 Census. For example, the survey asks questions about ethnic ancestry and ethnic identity, and the importance of ethnicity to the respondent. The survey explores both objective and subjective dimensions of ethnicity and asks questions about the respondent's ethno-cultural background in order to better understand how respondents choose or do not choose certain ethnic identifications.

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Development of the Questionnaire and Survey Instrument

Extensive discussions were held between Statistics Canada and the Department of Canadian Heritage in order to develop a questionnaire that reflects the survey's objectives. Where possible, standard questions from Statistics Canada's surveys, as well as from other surveys in the area of ethnicity, have been used in the questionnaire. The development of the survey's content was also guided by the discussions and recommendations of the Advisory Committee to the survey, chaired by Dr. Raymond Breton.

The content for this survey also reflects results of a series of external qualitative tests, conducted between January and October 2001. External testing of the questionnaire involved one-on-one interviews and focus groups, conducted across Canada. In total, 265 participants were involved in the qualitative testing of the questionnaire content for this survey.

Results from a pilot test, conducted in September 2001, were also used to develop and refine the content and the survey instrument. The pilot test was conducted with approximately 1,500 respondents from across Canada. The 1998 National Census Test provided the frame for the test. The objective of the test was to evaluate the questions, format of the questionnaire, collection procedures, interviewing procedures (manuals, instructions, etc), and the CATI and Blaise capture procedures in preparation for the main survey.

Survey Design

The main survey followed the 2001 Census with the census providing the frame for the sample. The target population for the main survey was persons aged 15 years or over living in private households in the 10 provinces. The population did not include persons living in collective dwellings, persons living on Indian reserves, persons of Aboriginal origins living off-reserve, or persons living in Northern and remote areas. There was a separate post-censal survey designed for aboriginal peoples, the Aboriginal Peoples Survey, which was conducted in 2001 and 2002.

Respondents for the Ethnic Diversity Survey were selected from those who completed the 2001 long census form in May 2001. Selection was based on respondent's answers to questions related to their ethnic origin, their place of birth and their parents' place of birth. Selecting people from the census ensured that the survey reached people of many different ethnic and cultural backgrounds, some of whom may otherwise have been difficult to locate.

The survey was a telephone interview, of about 35 to 40 minutes using Computer Assisted Telephone Interviewing (CATI). Collection for the main survey took place from April 2002 to August 2002 with a target sample size of 57,000 individuals and an expected 75% response rate. Interviews were conducted in nine languages: English, French, Cantonese, Mandarin, Italian, Portuguese, Punjabi, Spanish and Vietnamese.

Results of the Ethnic Diversity Survey will be available September 2003.

II. Content Themes & Data Elements

1. Entry module

The purpose of this module is to identify the respondent who will be participating in the survey. Data from the demographic questions will be used extensively in data analysis as they will serve as independent and classification variables that are linked to virtually all other respondent characteristics, including ethnic self-identification. This module will also provide information to determine the respondent's family and household composition and structure. Standard questions for a telephone interview will also be included in this module. This module contains a preamble explaining to the respondent the topic of the survey and that the survey is voluntary.

Data Elements:

- Demographic (age, gender, marital status)
- Family/household composition (household roster), including age of children

2. Ethnic self-definition

This key module contains the most critical set of questions in terms of fulfilling the survey's objectives. The module collects information on the self-definition of individuals in ethnic terms.¹ Questions will be posed on ethnic ancestry and ethnic identity, as well as the importance to the respondent of the ethnicities reported.² Respondents reporting "Canadian" type responses will be probed on their responses.

Data Elements:

- Ethnic ancestry
- Ethnic ancestry on first coming to North America (additional probe for those reporting a single Canadian ancestry)
- Importance of ethnic ancestry
- Ethnic identity
- Importance of ethnic identity

The next several modules (for example, respondent & family background, language, and family interaction) ask questions that may be considered to be both subjective and objective dimensions of ethnicity. These dimensions will shed light on how respondents report and interpret their ethnicity. Essentially these modules contain data elements that will be used to 'unpack' ethnicity and its dimensions.

1. None of the ethnic questions in this module provide examples of ethnic or cultural groups (unlike the 2001 Census ethnic question). This is done in order to obtain "top-of-head" response from the respondent, without influencing the respondent in any way as to how they should answer the ethnicity questions.

2. For certain subsequent questions in the survey (6 questions in total), the respondent is asked these questions for their specific ethnic or cultural group(s), e.g. Polish, Spanish, West Indian, Chinese. Only ancestry responses, which are rated as being most important to the respondent (a limit of two), are chosen for this additional probing in the survey. The exceptions are the questions in the Social Networks module. The questions on 'friends in own ethnic or cultural group' will be asked for the first two ancestries reported by the respondent regardless of the importance of these ancestries to the respondent.

3. Respondent Background

This module collects data on important defining cultural characteristics of the respondent such as place of birth, citizenship, visible minority status (race) and religion. Most of the variables derived from this module will provide a socio-demographic profile of the survey's sample and will be used as independent variables in data analysis. Answers to these questions will be used to understand and analyze the responses to the ethnic questions provided in the Self-Definition module.

Data Elements:

- Place of birth
- Landed immigrant status
- Year of arrival in Canada
- Other countries lived in for 3 years or more
- Citizenship
- Population group/visible minority status
- Religion
- Importance of religion
- Frequency of participation in religious activities with other people
- Frequency of participation in religious activities on one's own

4. Knowledge of languages

Language data provide descriptive information on a respondent's cultural background which may not be available from place of birth or ethnicity data. Group patterns of language retention and transfers are an important indicator of ethnic salience and cultural survival, and, for immigrants to Canada, acculturation into Canadian society. Again, answers to the language questions will be used to understand and analyze the responses to the ethnic questions provided in the Self-Definition module.

Data Elements:

- First language learned at home in childhood
- How well understand first language now
- How well speak first language now
- Other languages spoken well enough to conduct a conversation
- How well speak other languages
- Main home language
- Other home languages
- Main language used with friends
- Other languages used with friends
- Languages used with parents up until age 15
- Languages used with siblings up until age 15

5. Family Background

This content theme establishes the ethno-cultural characteristics of the respondent's parents, grandparents, and spouse – characteristics such as ethnic ancestry, first language spoken (mother tongue), religion and place of birth. Most of the variables derived in this content theme will be used as independent variables in data analysis. For example, the number of generations, which the respondent's family has lived in Canada, may be calculated from the data. Generation status in Canada will be a critical variable in analyzing and understanding ethnic reporting in the Self-Definition module. Information on the spouse will also be used in the analysis of ethnic reporting (especially ethnic identity) and ethnic maintenance.

This content theme is divided into three modules:

- (1) Parents module (which identifies the mother or mother substitute and father or father substitute in terms of socialisation of the respondent);
- (2) Parents Background module (which asks questions of the ethno-cultural characteristics of the respondent's parents (or substitutes) and grandparents);
- (3) Spouse and Child module (which asks questions of the ethno-cultural characteristics of the respondent's spouse, and additional questions about languages spoken by spouse and youngest child aged 3 years or older).

Data Elements:

Parents Module:

- Who the respondent mainly lived with until the age of 15 (birth mother, birth father or other mother and/or father figures)
- Any other adults living with respondent for at least 3 years until the age of 15 and the relationship of these adults to respondent

Parents Background Module:

[Based on birth parents or substitute parents depending on various factors.]

- Mother's ethnic ancestry
 - Mother's place of birth
 - Mother's first language spoken (mother tongue)
 - Mother's highest level of schooling
 - Mother's religion until respondent was 15
 - Grandmother's place of birth
 - Grandfather's place of birth
- (above elements are repeated for the father)*

Spouse and Child Module:

- Spouse's ethnic ancestry
- Spouse's place of birth
- Spouse's landed immigrant status
- Spouse's year of arrival in Canada
- Spouse's citizenship
- Spouse's population group/visible minority status
- Spouse's religion
- Spouse's highest level of schooling
- Spouse's knowledge of languages

- Spouse's first language
- Child's knowledge of languages
- Child's first language
- Importance of child learning respondent's first language
- Importance of child learning spouse's first language

6. Family Interaction & Social Networks

These modules examine the respondent's level of contact with family members both inside and outside Canada, their interaction with friends, and the importance of carrying on ethnic or cultural customs and traditions. Social interaction with one's own and other ethnic groups has been shown to be a primary factor in ethnic identity formation. The role of these networks may differ for individuals and groups, and this survey will provide us with a chance to explore these relationships. Data in this content theme will support development of policies and programs fostering inter-group understanding.

This content theme is divided into two modules: (1) Family Interaction and (2) Social Networks. Data elements in these modules also concern ethno-cultural maintenance and transfer.

Data Elements:

Family Interaction Module:

- Family living in Canada
- Frequency of contact with relatives in Canada in past 12 months
- Family in place of birth
- Visits to place of birth since arrival in Canada
- Family living in mother's/father's/grandparents' places of birth
- Visits to mother's/father's/grandparents' places of birth
- Frequency of contact with family living in own/parents'/grandparents' places of birth in past 12 months
- Family living in other countries
- Frequency of contact with family/relatives living in other countries in past 12 months
- More contact with family on mother's or father's side

Social Networks Module:

- How many friends have respondent's ethnic or cultural ancestry
- Until age 15 how many friends had respondent's ethnic or cultural ancestry
- Importance of carrying on the customs and traditions of respondent's ethnic or cultural group

7. Civic Participation

This module examines (1) whether or not the respondent is aware of local ethnic or cultural associations for his or her ethnic or cultural group; (2) participation in all types of organizations and groups (ethnic or otherwise); and (3) voting. These data will provide insight into levels of participation of various groups, the integrative role of civil society organisations and the inclusiveness of political processes.

Data Elements:

- Know of any ethnic or cultural associations or clubs in or near the city or town in which the respondent lives
- Member or participated in any groups or organizations at any time in the past 12 months
- Types of groups or organizations
- How often in the past 12 months taken part in activities of these groups or organizations
- How many members of these groups or organizations are in respondent's ethnic or cultural group
- Volunteering on behalf of these groups or organizations in the past 12 months
- Voted in the last federal election
- Voted in the last provincial election
- Voted in the last municipal election

8. Interaction with Society

This module focuses on questions which examine the extent to which respondents feel uncomfortable or out of place, or have experienced discrimination in Canadian society because of their ethnicity, culture, race, skin colour, language, accent or religion. This is a key module for Canadian Heritage, which works to provide Canadians with support to build an inclusive society that respects differences and, at the same time, values shared citizenship. The *Multiculturalism Act*, administered by Canadian Heritage, recognizes the diversity of Canadians with regards to race, national or ethnic origin, colour and religion as a fundamental characteristic of Canadian society. The *Act* is intended to “preserve and enhance the multicultural heritage of Canadians while working to achieve the equity of all Canadians in the economic, social, cultural, and political life of Canada.”

This module also asks respondents whether or not they have been victims of any crimes or hate crimes, and about the extent to which they fear becoming a victim of a hate crime in Canada.

Data Elements:

- Up until age 15 how often uncomfortable or out of place did the respondent feel because of ethnicity, culture, race, skin colour, language, accent or religion
 - Reason for discomfort (ethnicity or culture, race or skin colour, language or accent, religion)
- How often uncomfortable or out of place in Canada does the respondent feel now because of ethnicity, culture, race, skin colour, language, accent or religion
 - Reason for discomfort (ethnicity or culture, race or skin colour, language or accent, religion)

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- In the past 5 years, felt discrimination or unfair treatment because of ethnicity, culture, race, skin colour, language, accent or religion
- In the past 5 years, how often was the respondent discriminated against
 - Reason for this discrimination (ethnicity or culture, race or skin colour, language or accent, religion)
- Where was the respondent discriminated against
- Victim of a crime in the past 5 years
- Victim of a crime in the past year
- Victim of a hate crime in the past 5 years
 - Reason for this hate crime (ethnicity or culture, race or skin colour, language or accent, religion)
- How worried is respondent about becoming the victim of a crime in Canada because of someone's hatred of their ethnicity, culture, race, skin colour, language or religion

9. Attitudes

This module examines people's sense of belonging. The belonging questions have been repeatedly asked to mainstream Canadians and by re-asking, Canadian Heritage will examine whether response patterns show ethnic as well as regional variation.

Data Elements:

- How strong is sense of belonging to:
 - Family
 - Ethnic or cultural group(s)
 - Town, city or region
 - Province
 - Canada
 - North America

10. Trust and Satisfaction

This module examines both how the respondent views other people and their satisfaction with life. There are four questions concerning the extent to which the respondent trusts other people, which will provide a measure of social capital amongst ethnic communities. These questions are similar to trust questions asked in the Community Benchmark Survey conducted in the United States.

Data Elements:

- How satisfied the respondent is with their life as a whole these days
- Whether the respondent says most people can be trusted or that you cannot be too careful in dealing with people
- How much the respondent trusts each of the following groups of people:
 - People in their family
 - People in their neighbourhood
 - People that they work with or go to school with

11. Socio-economic Activities

Socio-economic status and social mobility have been shown to have a significant influence on ethnic identification. This module collects data that could provide evidence of this link as well as descriptive information on the socio-economic status of persons belonging to different ethnic ancestry and ethnic identity groups.

While socio-economic information will be available from the 2001 Census, the questions asked in this module are only asked for areas where the respondent's status may have changed since the time of the census (such as education, labour force activity and income).

Data Elements:

- Highest level of schooling
- Country where highest level of schooling was attained
- Main activity in past 12 months (working, school, caring for children, etc.)
- Paid worker, self-employed or unpaid family worker
- Weeks worked in the past 12 months
- Hours usually worked per week
- Occupation
- Main language used at work in past 12 months
- Other languages used at work
- How many co-workers have same ethnicity
- Studying full-time or part-time
- Main source of income in past 12 months
- Total personal income in the past 12 months
- How many other household members had income in past 12 months
- Total household income in the past 12 months

12. Who Completed Your Census Questionnaire

A question is asked to determine the proxy-reporting pattern to the 2001 Census ethnic question. This will help in the assessment of ethnic responses to the 2001 Census ethnic question and to the ethnic questions in the survey.

13. Exit module

The exit module includes a set of standard questions asked in Statistics Canada's telephone interviews.

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