

European Panel of Households.). The Census should not include variables that are experiencing a boom at the time of the operation (for example, Internet access): regardless of how much the deadlines are reduced, as almost two years pass between the collection and the dissemination, the information on these variables would be totally outdated and this would reduce their usefulness.

• **There must be clear need for thoroughness when researching the variable in question**

There may be gaps in the country's statistical information which, given the relevance, should be covered as soon as possible, but do not require an thorough investigation. In these cases, sampling operations should be used, leaving Censuses for the features that really require information from all persons, dwellings, buildings...

B.- Characteristics of the persons

B.1 SEX AND DATE OF BIRTH

a) **Usefulness**

- Essential for estimates and population projections.
- Very useful for planning and monitoring social policies (pensions, healthcare or education expenses).
- Essential in any demographic study, either as the object of the investigation or as the classification variables.

b) **Collection method¹**

Printed beforehand on the register sheets.

They should only be answered explicitly by persons who are new to the register, or if any of the information is incorrect.

The data that are already available (in other words, the information that does not refer to new inscriptions or corrections) are taken directly from the register files and are associated, via a one-to-one identification, to the rest of the census information for each person. In this process, as generally occurs with all those that combine register and census data, measures will be strengthened to safeguard confidentiality, also considering their different nature (chapter seven focuses exclusively on the issue of protecting the confidentiality of the information used in a census operation, giving special attention to register data, which are more vulnerable given their nominal nature).

Precisely to facilitate the subsequent association between all register data that are common to the Censuses and the rest of census data, the date of birth

¹The census information will be divided into five documents that are complementary and are connected to one another: the dwelling questionnaire, the register sheet printed beforehand, the household questionnaire (questions regarding the household and individual questions with a universal nature, like marital status), the individual questionnaire (only for persons aged 16 years old or older, who work or study) and itinerary notebooks with information printed beforehand (identification of *gaps*, either dwellings, commercial premises, and data on the buildings). For further details, see chapter four of this project.

is also printed beforehand on the household questionnaire. Thus, persons can be included in both forms, and the census agents can check that the order is the same, without having to print (or request) the complete name¹ in the census questionnaire, thus improving the subjective sensation of the protection of privacy.

c) Detailed formulation

Sex
 1 Male
 6 Female
Date of birth
DAY MONTH YEAR
 DD DD DDDD

B.2 PLACE OF BIRTH

a) Usefulness

- Comparing this fact with the place of residence provides very valuable information, in the long term, regarding the global balance of migration movements.
- From an international scope, it is essential to study the living conditions and the level of integration of immigrants from other countries.
- It is also very useful to compare with the nationality variable.

b) Collection method

As the information is printed on the register sheets beforehand, respondents only have to answer if they find a mistake or require a new inscription. These explicit answers will subsequently be coded, regardless of whether they are province-municipality pairs or literal country data.

c) Detailed formulation

So as to maximise the space on the Register information sheet, the municipality or country literals on the one hand, and the province literals (only for municipalities), on the other, will be collected directly (without precoded variables):

Place of birth:
 Municipality (or country)
 DDDDDDDDDDDD .
 DDDDDDDDDDDD
 Province

¹Simply the name and the initials of the surnames. These data, as well as the date of birth, will identify each of the residents living in the dwelling.

B.3 NATIONALITY

a) Usefulness

- Essential for planning immigration policies.
- Needed for a large amount of demographic studies where nationality is the basic research or classification variable.

b) Collection method

Printed beforehand on the register sheets; although there will be a scarce number of explicit answers, the data must be extremely precise (since this is administrative information); therefore some kind of onsite filtering should be carried out onsite (consequently, when the literal is not good quality, there will be time to go back and improve it).

c) Detailed formulation

This will be the formulation for new inscriptions:

Country of nationality:

1 Spain

2 Another Country:

DDDDDDDDDDDDDD

These four questions, (alongside academic qualification, converted into level of studies, which also appears in the Register) **will be the only ones asked to persons resident in group establishments** (this decision is justified thoroughly in Annex II).

B.4

a) Usefulness

- Basic classification, or research, variable in a vast amount of demographic studies.
- In the *de jure* version (as proposed), it is needed to assess a vast amount of social policies.

b) Collection method

In the household-dwelling questionnaire; as it is a universal question, it should not be included in the individual questionnaire, since it would then have to be sent to all residents (thus countering the major benefit obtained by reducing the number of individual questionnaires, both in terms of deadlines, costs and social acceptance).

c) Detailed formulation

Marital status

(please indicate your legal situation, regardless of whether it corresponds with your de facto situation)

- 1 Single
- 2 Married
- 3 Widowed
- 4 Separated
- 5 Divorced

B.5 RELATIONSHIP WITH PERSON 1

a) **Usefulness**

Needed to establish the composition of households and families, useful for the formulation or monitoring of a plethora of social policies, as well as a variety of sociodemographic investigations.

b) **Collection method**

In the household questionnaire, as all household members should be listed. The person that appears in the first place of the questionnaire obviously does not have to answer it.

In terms of the type of variable, after considering several possibilities, the operation has chosen the simplest one for citizens to answer, which also facilitates the design of the back of the household questionnaire, which, given its matrix structure, has been the most difficult by far.

c) **Clarifications regarding the definitions**

The element called main person in the 1991 Census, will be called *person 1* in the 2001 Census and will refer directly to the person that appears in the first place on the register sheet. This avoids the typical confusion regarding who is the *main* person in each household. In order to make it easier to complete the section dedicated to family ties, register files will be reordered beforehand so that in each dwelling the most appropriate person always appears in the first place¹. In cases where, in view of the register information, queries may arise when forming family nuclei, separate envelopes will be generated for certain subgroups of residents in the dwelling; consequently, there will be as many persons 1 as envelopes there are in the house, and the information on family ties will be collected in greater detail.

d) **Detailed formulation**

Relationship with person 1

- 2 Spouse or partner
- 3 Son/daughter, son-/daughter-in-law
- 4 Brother/sister, brother-/sister-in-law

¹ It was not possible to perform this reordering process in the test and the person that appeared in the first place in each dwelling was listed as n°1; some households complained, for example, about a minor child appearing in the first place.

-
- 5 Father, mother, father-/mother-in-law
 - 6 Other Relative (nephew/niece, uncle/aunt, cousin).
 - 7 Not related
-

B.6 PLACE OF RESIDENCE TEN YEARS AGO

a) **Usefulness**

- Allows the estimate of migration movements in the intercensus period; this made it easier to adjust population estimates to both census figures.
- Essential for demographic investigations that study migration movements (preferably in combination with an *open* migration question, like the one included in the next point)

b) **Collection method**

In the Household-dwelling questionnaire, since it is a universal question, via a combination of a precoded variable and geographic literals.

c) **Additional clarifications regarding the definition**

It was important to clarify whether it was suitable to separate the categories in the same address and in another address in the same municipality, to measure intramunicipal migrations as well. Finally, given its importance and since comparing information with data from ten years before is not very useful, given the long time span, it was decided to include a specific question (*year of occupation of the dwelling*), which is analysed further on.

d) **Detailed formulation**

Where did you live on 1 March 1991?

- 1 In this municipality (or had not been born)
 - 2 In another municipality or country:
 DDDDDDDDDDDDD
 DDDDDDDDDDDDD
 Province (*only if the respondent wrote a municipality*):
 DDDDDDDDDDDDD
-

B.7 PLACE OF RESIDENCE 1 YEAR AGO

a) **Usefulness**

Contributes to a more thorough analysis of migrations, since the measurement focuses on the census moment.

b) **Collection method**

As a by-product of the management of the register, comparing the place of residence of each resident on 1-11-2001 and one year before. It is important

to note that most of the register data will also contain this information, since one of the basic register data, in these cases, is the place of origin, which will allow the persons to be located in base register files; finally, the next question, relating to the year of arrival to the municipality, will complete this information for residual cases.

This comparison can also be applied with respect to other reference dates, for example, the moment of the implementation of the Continuous register or one year after the census; this channel can cover a period of up to four years (this is another reason that favours a longer period, ten years, for the previous question).

c) Detailed formulation

Since it is not a direct census question, this section requires no clarifications.

B.8 YEAR OF ARRIVAL AND PLACE OF ORIGIN

a) Usefulness

The *year of arrival* allows the determination of how long each resident has been in the area. In general, both questions can be considered a version of *last migration*, focused from a territorial perspective instead from a time-based one.

At first, the operation only considered requesting information on the year of arrival *to the municipality*. Nevertheless, in view of the recent increase of the foreign population (which is specially significant in relative terms), and the growing flow of Spaniards residents abroad that return to Spain, a question has been included about the year of arrival to Spain and to the Autonomous Community.

b) Collection method

A single question, with a mixed nature (date + precoded subvariable + literals), in the Household-dwelling questionnaire.

c) Detailed formulation

(Even if this means since you were born) Since which year have you resided in :

Spain

this Autonomous Community | _ || _ || _ || _ |

this municipality | _ || _ || _ || _ |

If you used to live in another municipality or country, please note it down:

DDDDDDDDDDDDDD
DDDDDDDDDDDDDD

B.9 LEVEL OF STUDIES

a) Usefulness

Essential for planning and monitoring educational policies, measuring the *stock* of human capital and the connection between training and activity.

b) Collection method

In the household-dwelling questionnaire, so that respondents do not have to complete individual questionnaires for this question.

c) Clarifications regarding the definition

A great amount of thought has been given to the group that have to this question.

In the 1991 Census, this question was devised for persons aged 10 years old or more; given that education is obligatory until students are 16 years old and that the most significant level of training that appears among persons who have completed their obligatory formative cycle, that limit has been extended to 16 years old, which will also be used for studies in progress and for economic variables (occupation, activity).

Nevertheless, children between 0 and 15 years old, will be asked the most relevant question for the population of this age, whether or not they receive schooling, using the question, *Relation with activity*, which is described further on.

d) Detailed formulation

Highest level of studies completed:

- 1 Cannot read or write
 - 2 Can read and write but went to school for less than 5 years
 - 3 Went to school for 5 years or more without completing GBE, OSE or Elementary Post-Secondary Education
 - 4 Completed Elementary Post-Secondary Education, GBE or OSE (*School Graduate*)
 - 5 Advanced Post-Secondary Education, BUP (General Upper Secondary Education Certificate), LOGSE Post-Secondary Education, COU (Post-secondary non-higher education), PREU (Pre-University Course)
 - 6 VTI, intermediate VT, Industrial Technician or equivalent
 - 7 VTII, advanced VT, Industrial Mastery or equivalent
 - 8 Diploma degree, Architecture or Technical engineering, 3 academic years passed of a 5 year degree, Architecture or Engineering
 - 9 Architecture, Engineering, University degree or equivalent
 - 10 Ph. D
-

B.10 SECTOR OF STUDY

a) Usefulness

The precoded variable on the level of studies does not provide sufficient information to analyse the relationship between training and occupation appropriately. On the other hand, the additional detail referring to the field of university studies or vocational training is very interesting.

b) Collection method

In the household questionnaire, as a precoded variable (to simplify the process)

c) Detailed formulation

The operation can use the recent revision of the International Standard Classification of Education (ISCED), which has recently been adapted to the Spanish panorama.

to generate the first National Classification of Education (NCED), containing a specific classification of *sectors of study*:

Sectors of study:

- 1 **Law**
- 2 **Teaching, Primary education, Pedagogy...**
- 3 **Social sciences** (Administration., Psychology, Economy, Journalism.).
- 4 **Arts and Humanities** (History, Languages, Sound and Image Studies.).
- 5 **Information technology**
- 6 **Engineering**
- 7 **Technical and Industrial Training** (Mechanics, Metal, Technical Drawing, Electricity.).
- 8 **Sciences** (Biology, Chemistry, Physics, Mathematics.).
- 9 **Architecture or construction**
- 10 **Agriculture, livestock and fishing; Veterinary medicine**
- 11 **Health, Social Services** (Medicine, Nursing, Pharmacy, Social Work.).
- 12 **Other Services** (Tourism, Accommodation; Hairdressing; Nautical Training, Military Training.).

B.11 STUDIES IN PROGRESS

a) **Usefulness**

Although they are specifically studied in education statistics, their inclusion in the Censuses allows the investigation of the relationship between studies in progress (and which kind of studies) and the rest of the census variables, providing more analytical wealth than said statistics. It is particularly useful to follow up the evolution of inequalities in education, by geographical, socioeconomic variables...

b) **Collection method**

Using a simple precoded variable, without additional literals, in the individual questionnaire (which shall only be completed by persons aged 16 years old or more who work or study). To increase the usefulness of the question, respondents can mark more than one box.

c) **Detailed formulation**

As occurs with the former two variables related to education, the base is the Spanish version of the ISCED, which has given way to the first version of the NCED:

What type of courses are you studying?

(you can mark up to three boxes)

- 1 Primary education for adults (literacy, basic education.).
- 2 Social Guarantee Programmes
- 3 OSE, Secondary education for adults
- 4 Post Secondary Education, Post-secondary non-higher education
- 5 Official Languages School

-
- 6 Elementary or intermediate artistic education
 - 7 Intermediate vocational training or equivalent studies
 - 8 Advanced Vocational Training, VTII or equivalent studies
 - 9 University diploma degree, Architecture or Technical engineering, or equivalent
 - 10 University degree, architecture, engineering or equivalent
 - 11 Postgraduate course, MA, Spanish Doctor's Exam or similar
 - 12 Ph. D
- Other training courses
- 13 INEM course, Training Workshop or other courses for unemployed persons
 - 14 Course offered by the company (only for employed persons)
 - 15 Other courses not mentioned above (computer technology, preparation of official exams, languages in academies, cultural or leisure courses.).
-

B.12 PLACE OF STUDY

B.13 NUMBER OF JOURNEYS A DAY TO THE PLACE OF STUDY

B.14 MEANS OF TRANSPORT TO THE PLACE OF STUDY

B.15 DURATION OF JOURNEY TO THE PLACE OF STUDY

These four questions, referring to the place of study, are analogous to questions B.21, B.22, B.23 and B.24, respectively, referring to the place of work. To keep the design of the individual questionnaire (including these questions) simple, persons who study and work at the same time, will refer to the place of work.

It is important to include the questions because, apart from their intrinsic use to measure average journeys when considering centres of education¹, it will also improve the estimate of the *linked population*.

B.16 RELATIONSHIP WITH ACTIVITY

a) **Usefulness**

This is the basic and initial question used to measure economic activity, as it makes a distinction between persons who are employed, unemployed, inactive...

b) **Collection method**

¹Albeit only persons aged 16 years old or more; including journeys made by the school population would ineffectively increase the number of individual questionnaires or would, alternatively, require the question to be included in the household questionnaire matrix, which, as there is no space for it, would cause a complete and expensive restructuring of its format (more pages or a larger size.). Moreover, it should be possible to obtain this information from administrative records in greater detail

Using a precoded variable in the household questionnaire, using the multiple response procedure: each person has to check **all** (not a maximum of 3, as occurred in the 1991 census) applicable categories.

The heading *student* will be specifically relevant in this section, as it is the only information provided to detect whether children between 0 and 15 years old go to school. So as to improve the quality of this information, a mark will be printed beforehand on the sheet to identify children that are of compulsory schooling age, so that the Census agent can check that in these cases the box has been marked, confirming a negative response if it has not been checked.

In general, controlling the answers to this question *in situ* will be essential as it will determine which people have to complete the individual questionnaire.

c) Clarifications regarding the definition

International recommendations on Census issues establish the *Work time* (analysed further on) as another basic variable, making a distinction at least between *full time*, *long part time* and *short part time*. This characteristic could be considered by breaking down the traditional heading *employed into three sections*; however, in view of the observations voiced by experts in work statistics (according to which, people sometimes have very different perceptions regarding what it means to work *part time or full time*), it seems more appropriate to ask respondents about the number of hours worked (more details discussed in question B.20).

With relation to the previous Censuses, changes have been implemented in certain categories:

- This Census clarifies the three categories related to receiving a pension, which in the 1991 Census partially overlapped.
- In view of the growing social concern, there are two new categories which estimate the number of persons that work in social volunteering activities, on the one hand, and the number of *dependant* persons (in other words, whose whose help to carry out basic activities), on the other.
- The category 'housework' has been reformulated to make it compatible with any another response.
- In order to not have too many categories, and given its imminent disappearance, the category referring to Military service or alternative civilian service is moved to the last category, which has a residual nature.

d) Detailed formulation

Which of these situations were you in last week? (please mark all corresponding categories)

- 1 Receiving some type of education (even in nurseries, academies, companies.).
- 2 Employed (worked at least 1 hour) or temporally absent from work
- 3 Unemployed person, seeking first job
- 4 Unemployed person who has worked previously
- 5 Drawing a permanent disability or invalidity benefit
- 6 Drawing a widowhood or orphanhood benefit
- 7 Drawing a retirement or pre-retirement benefit

-
- 8 Carrying out social volunteer tasks
 - 9 Needing help to perform basic activities (wash, get dress, move.).
 - 10 Carrying out or sharing household tasks
 - 11 Other situation (minors who do not go to school, independently wealthy, military or social service).

B.17 OCCUPATION

a) **Usefulness**

The information on occupation provided by the Census is key for a variety of social and economic policies, as it contributes geographic and conceptual details that cannot be achieved in sample surveys or, specifically, in the APS.

b) **Collection method**

Using a combined question: citizens will find their occupation in a list and classify themselves in accordance; subsequently, only those persons who cannot find their exact occupation or who have queries regarding the selected heading, will have to describe their occupation literally.

To make it easier for persons to find the heading corresponding to their occupation, in the test, the operation successfully included four different lists, so that each person, on the back of his or her individual questionnaire, had the most frequent occupations in terms of their level of studies (data drawn from the register information) and type of municipality in which he or she resides. The real Census will maintain this method, using the same table of occupations for all the members of the same household (as used in the second test, with good results: only 5% of the persons answered with a literal, without a precode).

c) Clarifications regarding the definitions

In terms of the reference group, retired persons did not have to answer this question: this led to a significant reduction of the number of individual questionnaires and, moreover, more attention was granted to this group, making the process as less cumbersome as possible; on the other hand, knowing the last occupation of each retired person is not as useful as the last occupation of occupied persons (especially when they have been retired for a long time).

Nevertheless, it is important to ensure that this decision is not interpreted in the opposite way, as if the living conditions of this group are considered totally irrelevant and of no importance to the operation.¹

The query (which appeared after studying the suggestions in the draft, as no agreement was reached on the subject) was whether it should be answered by unemployed persons who had worked before. Finally, the easiest solution has been adopted, i.e. formulating questions related to economic activity only to employed persons.

e) Detailed formulation

The four different lists that will be used, as well as the method for the allocation of the same, are included in Annex III. In terms of the actual question itself:

Which was your occupation last week?

ATTENTION: This question does NOT refer to qualifications (degree, Ph. D.), or professional situation (civil servant, entrepreneur) nor labour category (officer, trainee), but to the type of work performed.

Find it in the list of occupations and note the corresponding heading (letter and number):

D D

letter number

If you cannot find your exact occupation or have queries regarding the category selected, please write it below:

B.18 ACTIVITY OF THE ESTABLISHMENT

a) Usefulness

The notes given for the question regarding occupation apply. Additionally, information on activity in small geographical areas is required to demonstrate the compliance with the requirements needed to access certain community assistance funds (from which Spain receives many thousands of millions of pesetas).

b) Collection method

¹ In the first considerations on these Censuses, back in April 1996, the possibility of a theme-based sample questionnaire was considered to measure the growing needs of social assistance derived from the aging of the population. This concern has finally been expressed in a more specific and useful investigation, the Survey on Disabilities, Impairments and Health Status, which the INE performed in 1999, in collaboration with the IMSERSO and the ONCE. Moreover, as a complement, a new category has been included in the previous question, regarding the relation with activity, aiming to estimate the number of *dependant* persons with a geographical detail that can only be provided by the Census.

Using a combined question, in other words, precoded list and additional literal (although the latter will only be used when necessary). There will also be several other lists, as in the question about occupation, although in this case the criterion that has been considered to be the most discriminant, especially in the industrial sector, is the province (more details in Annex III).

c) Clarifications regarding the definition

The question will be formulated to the same group that answered the occupation question. All considerations performed in this respect in the question on occupation are applicable in this section.

d) Detailed formulation

Which is the main activity performed by the establishment where you work?

(precoded lists also appear in Annex III)

B.19 PROFESSIONAL SITUATION

a) Usefulness

Complements the information on the economic activity provided by the occupation and activity of the establishment; specifically, it allows the determination of the *socio-economic category*, variable used in multiple social researches.

b) Collection method

Variable that is precoded in the individual questionnaire, to be answered by the same group who answers the questions on occupation and activity

c) Detailed formulation

Which was your professional situation?

Entrepreneur, professional or self-employed worker

1 who employs personnel

2 who does not employ

personnel

Employee, employed by others

3 permanent or indefinite

4 temporary, for a specific project,...

Other situations

5 Family Assistance

6 Member of co-operatives

B.20 TIME USUALLY WORKED a)

Usefulness

This question makes a distinction between full time and part time work, an aspect that is unquestionably relevant and becoming more interesting for the analysis of the labour market

b) Collection method

In the individual questionnaire, specifically asking about the number of hours worked (numerical variable with two digits).

c) Clarifications regarding the definitions

Refers to the number of hours **usually** worked in one week (to avoid the distortion of possible holidays absences, overtime hours, during the reference week). Nevertheless, since the other questions refer to measuring the *actual activity* and not the *regular activity*, this question will have to be explained carefully to make sure it is understood, especially by very short employments.

d) Detailed formulation

How many hours do you usually work a week? D

B.21 WORKPLACE

a) Usefulness

Detailed information on the address and number of daily journeys to and from the place of work is very useful for town planning, controlling and improving traffic, environmental protection...

b) Collection method

In the individual questionnaire, only for employed persons (this is another reason for not requesting the occupation, activity and professional situation of unemployed persons: the group will be the same in all variables of activity, thus facilitating the design and flow of the individual questionnaire), using a precoded variable and, if necessary, an additional literal for municipality-province or country.

c) Clarifications regarding the definitions

From the perspective of the amount of information, it would be ideal to request the postal address of the place of work (this would allow a better analysis of intramunicipal journeys). However, this formulation presents serious inconveniences: it is very complicated to process this information and, most importantly, it is considered very private by certain sectors of the population (in the opinion questionnaire provided to households in the first pilot test, about one fourth of the employed persons found this question was uncomfortable and most said they would refuse to answer it¹), therefore it seems more appropriate to request the municipality where the place of work is located and complete the information with the following three questions

¹ It is important to note that said 25% of the households, which is already a high percentage, is an average value, which means that, in certain strata of the population (for example, persons who are concerned about their safety or who do not work in a completely regulated manner), this question would be rejected frontally, and could even endanger the social acceptance of the operation. In Censuses where this is one of the primordial criteria, the risk that asking the exact address of the place of work entails is, therefore, unacceptable.

(number of journeys a day, means of transport and time spent travelling)¹.

d) Detailed formulation

The same question will be used to investigate the place of study:

Where is the place where you work or study located?

(if you work and study, please refer to the place where you worked last week)

- 1 At home
- 2 In several municipalities (*haulage contractors, travellers.*)
- 3 In this municipality
- 4 In another municipality:

DDDDDDDDDDDDDD

Province: DDDDDDDDDDDDD 5

In another country

Country: DDDDDDDDDDDDD

B.22 NUMBER OF JOURNEYS A DAY TO THE PLACE OF WORK

a) Usefulness

Provides additional information for the previous question and solves incoherencies created by the existence of second dwellings from which persons travel to the place of work or study

b) Collection method

In the individual questionnaire, using a precoded question, focusing on employed persons with a permanent place of work that is not their actual dwelling

c) Detailed formulation

(Only if you answered 3, 4 or 5 in the previous question)

How many times do you usually travel to and from your house and your place of work/study?

- 1 None (because I have a second residence from which I travel to work/study)
 - 2 Once (i.e., one journey to and one journey from)
 - 3 Twice or more a day
-

B.23 MEANS OF TRANSPORT TO THE PLACE OF WORK

¹ As in specific sample surveys, which clearly show that this information is only of interest in cities (in small municipalities it will only increase the work load unnecessarily and will hurt sensitivities)

a) Usefulness

It is a perfect complement for the question on the place of work, specifically useful for intramunicipal journeys; specifically, it allows the connection of the use of group transport and the rest of the census variables.

b) Collection method

In the individual questionnaire, using a precoded question, for on employed persons with a permanent place of work that is not their actual dwelling.

c) Clarifications regarding the definitions

If the respondent combines several means of transport, either select the one used to travel the greatest distance (losing information on primordial journeys) or allow multiple answers (losing information on the main means of transport). As attempting to capture both is too complicated for the Census, and using a combination of means of transport is more and more frequent, respondents can select two categories.

d) Detailed formulation

(Only if you answered 2 or 3 in the previous question)

How do you normally get from home to that place?

(if you use several means of transport, please mark the two that travel the longest distance)

- 1 Car or van, as the driver
- 2 Car or van, as a passenger
- 3 Bus, coach or minibus
- 4 Underground
- 5 Motorcycle
- 6 Walking
- 7 Train (even local or suburban)
- 8 Other trains (Generalitat, FEVE.).
- 9 Bicycle
- 10 Other means not mentioned previously

B.24 DURATION OF THE JOURNEY TO THE PLACE OF WORK

a) Usefulness

Provides complementary information on work-related journeys, which is particularly useful for intramunicipal journeys (where the question on the place of work, as it does not provide the address, is insufficient).

b) Collection method

In the individual questionnaire, focusing on the same group as the previous question and as a precoded variable.

c) Detailed formulation

How long does it normally take you to get from your home to this place?

- 1 Less than 10 minutes
- 2 Between 10 and 20 minutes
- 3 Between 20 and 30 minutes
- 4 Between 30 and 45 minutes
- 5 Between 45 minutes and 1 hour
- 6 Between 1 hour and an hour and a half
- 7 More than one and a half hours

B.25 KNOWLEDGE OF OWN LANGUAGES

a) Usefulness

This question or questions, already included in previous census, are needed for measuring the evolution of knowledge of own languages in certain Spanish regions and for planning and following up linguistic policies.

b) Collection method

In the household questionnaire in Communities with their own language.

c) Detailed formulation

The ideal would be to have reached a single formulation, which is valid in all regions with their own language. However, this heterogeneous starting situation (with three different ways of researching this topic, which even differ in the number of questions posed) and the need to prioritise the chronological series, has made this objective unfeasible, meaning that the same questions and categories as in 1991 will be used.

C Characteristics relating to households

This section is new with regards 1991, when the only variable relating to the household was the *tenancy regime*. On this occasion, as well as this question, which continues to be essential, other questions are included for the first time, such as the availability of vehicles or second homes, considering them of special use, and taking advantage of the fact that in the dwelling and building sections, a fairly substantial simplification is going to be proposed. In this way, the efficiency of census information is improved by considerably increasing its practical usefulness without correlatively increasing its cost (it may actually decrease as a whole).

C.1 DWELLING TENANCY REGIME:¹

a)Usefulness

¹ This variable is included here as a characteristic of the households, not as a characteristic of the dwellings, since it is a case of determining the scheme under which the household living within is occupying said dwelling; thus it cannot be considered a variable intrinsic to the dwelling (unlike the number of rooms or the availability of certain facilities and services).