



**QUICK FACTS FROM THE FIRST NATIONS REGIONAL
Early Childhood, Education and Employment
SURVEY**



FNIGC CGIPN

To read the full FNREEES National Report, go to
www.FNIGC.ca



ABOUT THE DATA

This publication features selected data and text from *Now is the Time: Our Data, Our Stories, Our Future, the National Report of the First Nations Regional Early Childhood, Education and Employment Survey*, published by the First Nations Information Governance Centre (2016).

To read the full report, go to www.FNIGC.ca.

ABOUT THE COVER

The cover of this report is an original artwork created by Julie Flett, an award-winning Cree-Métis artist and author who lives in Vancouver, British Columbia. Flett studied fine arts at Concordia University and Emily Carr University of Art + Design and is a two-time recipient of the Christie Harris Illustrated Children's Literature Prize. In 2015 she was chosen as the First Nation Communities READ title selection for her book *Wild Berries/Pakwa che Menisu*, which was also awarded the inaugural Aboriginal Literature Award for 2014.

You can read more about her art at www.julieflett.com.

ABOUT THE BOOK

The internal artwork and layout were created by Sam Bradd and Karianne Blank from Drawing Change. Sam is the principal at Drawing Change, using graphic facilitation and visuals to help groups do their work better. Karianne is a designer and information visualization expert. They both live on unceded Coast Salish Territories. Contact them at www.drawingchange.com.

Who is the First Nations Information Governance Centre?

The First Nations Information Governance Centre (FNIGC) is Canada's premier source of information about First Nation people living on reserve and in northern communities. An incorporated non-profit organization operating with a special mandate from the Assembly of First Nations' Chiefs in Assembly (Resolution #48, December 2009), the FNIGC is committed to improving the health and well-being of First Nations people living in our 633 communities across the country.

In collaboration with its Regional Partners, FNIGC conducts unique data-gathering initiatives that allow us to build culturally relevant portraits of the lives of First Nation people and the communities they live in. FNIGC recognizes that quality information — information that is collected by First Nations people for First Nations people — has the power to change lives by influencing knowledge-based decision-making and inspiring effective policy and programs for all First Nations communities.

About the First Nations Regional Early Childhood, Education and Employment Survey

The First Nations Regional Early Childhood, Education and Employment Survey (FNREEES) was funded by Indigenous and Northern Affairs Canada (INAC, formerly Aboriginal Affairs and Northern Development Canada), Employment and Social Development Canada (ESDC, formerly Human Resources and Skills Development), and Health Canada.

FNIGC coordinates survey activities at the national level. In this role, FNIGC is responsible for maintaining partnerships with various federal and First Nations organizations, preparing FNREEES-related publications and research materials, and serving as data stewards for the national FNREEES database.

The FNREEES is a cross-sectional survey designed to measure the status of early childhood development, education, and employment among First Nations children, youth and adults living in First Nations reserves and Northern communities across Canada. To accomplish this, three age-specific versions of the survey were developed:

- Child (0–5 and 6–11 years),
- Youth (12–17 years), and
- Adult (18–54 and 55 and older).

Data collection was conducted between November 2013 and May 2015, with nearly 70% (69.5%) of the target population achieved. This represents a total of 20,428 surveys (9,428 adults, 3,842 youth, and 7,158 children) across 243 First Nations communities. In total the FNREEES accounts for 5.3% of individuals living in First Nations communities across Canada.

While FNIGC is responsible for reporting on national-level statistics, it partners with regional First Nations organizations to coordinate activities at the regional level. These 10 Regional Partners serve as data stewards for the regional FNREEES databases.

The Regional Partners for the FNREEES are:

- The Union of Nova Scotia Indians (which represents Nova Scotia, Prince Edward Island and Newfoundland)
- The Union of New Brunswick Indians
- The First Nations of Quebec and Labrador Health and Social Services Commission
- The Chiefs of Ontario
- The First Nations Health and Social Secretariat of Manitoba (established by the Assembly of Manitoba Chiefs)
- Federation of Sovereign Indigenous Nations (Saskatchewan)
- The Alberta First Nations Information Governance Centre
- The First Nations Health Authority (British Columbia)
- The Dene Nation (Northwest Territories)
- The Council of Yukon First Nations

TO READ THE FULL FNREEES NATIONAL REPORT, GO TO WWW.FNIGC.CA

THE CHILD'S CAREGIVERS: PARENTS AND GUARDIANS

education level

47.5%

less than high school completion

54.6%

24.7%

high school diploma or equivalent

22.4%

27.5%

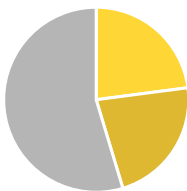
some post-secondary

22.9%

FEMALE CAREGIVERS



MALE CAREGIVERS



Just under half of female caregivers (47.5%) and slightly over half of male caregivers (54.6%) have less than high school education.

About an equal percentage of female (24.7%) and male (22.4%) primary caregivers have a high school diploma or high school equivalency certificate, and 27.5% of female and 22.9% of male primary caregivers have at least some post-secondary education.

THE CHILD'S CAREGIVERS: PARENTS AND GUARDIANS



employment

31.1%

full-time employment

9.9%

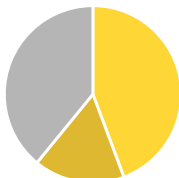
part-time employment

FEMALE CAREGIVERS

44.3%

16.6%

MALE CAREGIVERS



Of the mothers and female primary caregivers, about a third (31.1%) reported being employed full-time, and 9.9% reported working part-time.

Fewer than half of the fathers and male primary caregivers (44.3%) were working full-time, and 16.6% were working part-time.

THE CHILD'S HOME

**income**

OF A CHILD'S HOUSEHOLD

39.2%

less than \$20,000

THE CHILD

lives with**65.2%**

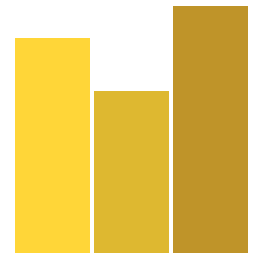
their biological mother

49.6%

their biological father

75.4%

at least one sibling



Just over a third (39.2%) of First Nations children were reported to live in households with incomes of less than \$20,000.

Most First Nations children (65.2%) lived with their biological mothers; 49.6% lived with their biological fathers, and 75.4% lived with at least one sibling.

where do the children live?

46.8%

live in crowded households
(the house has more than one person per room)

52.0%

have moved at least once in their lifetimes



Almost half (46.8%) of First Nations children live in crowded households (having more than one person per room in a house).

More than half (52.0%) of First Nations children have moved at least once in their lifetimes.

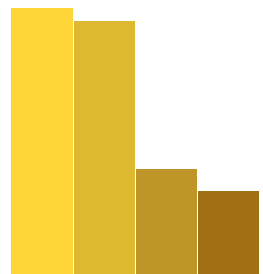
CHILDCARE ARRANGEMENTS

CHILDREN RECEIVING
regular child care**21.3%**CHILD CARE IS
located...**91.3%**in a First Nations
community

OF THOSE RECEIVING CHILD CARE

42.9%in their home
by a relative**40.9%**

daycare centre

17.2%before- or after-
school program**13.6%**a relative in someone
else's home

Over one fifth (21.3%) of First Nations children receive regular child care.

For children who were in regular childcare, the majority of child care settings (91.3%) were located in a First Nations community.

Most children receiving regular child care were cared for in their own home by a relative (42.9%); 40.9% attended a daycare centre, 17.2% attended a before- or after-school program, and 13.6% received care in someone else's home by a relative.

CHILDCARE ARRANGEMENTS



CHILDREN NOT RECEIVING regular child care

84.3%

no need for regular care

6.3%not available for children
of their child's age**2.1%**not available or accessible
close to home**1.2%**

child is on a waiting list



Among children who did not receive child care, 84.3% of primary caregivers reported that there was no need for regular care, while 6.3% said that regular child care was not available for children of their child's age; 2.1% said no child care was available or accessible close to home, and 1.2% said their child was on a waiting list.

EDUCATION EXPERIENCES

school location

79.5%

within a First Nations community

20.5%

outside a First Nations community



CHILD'S ACADEMIC performance

25.5%

above average

67.8%

average

6.7%

below average

1.8%

skipped a grade

8.4%

repeated a grade



Most children (79.5%) were attending a school within a First Nations community at the time of the survey, while 20.5% attended school outside of a First Nations community.

In terms of how well the child did in their last year in school, 25.5% of primary caregivers reported that their child did above average, 67.8% said average, and 6.7% reported that their child did below average.

Very few children (1.8%) have skipped a grade, and 8.4% repeated a grade.

PRIMARY CAREGIVER PRIORITIES



LEARNING A

First Nations language**88.4%**very important or
somewhat important

LEARNING

traditional teachings**86.1%**very important or
somewhat important

The majority (88.4%) of primary caregivers agreed that it was either very important or somewhat important that their child learn a First Nations language.

Traditional teachings were equally valued, with 86.1% reporting it was very important or somewhat important that their child learn about the traditional teachings of their peoples.

PRIMARY CAREGIVERS AND CHILD'S EXPERIENCES OF LANGUAGE

**first language**

WAS A FIRST NATIONS LANGUAGE

34.9%

male caregivers

32.4%

female caregivers

18.1%

child

While 34.9% of male caregivers and 32.4% of female caregivers reported a First Nations language as their mother tongue, only 18.1% reported that a First Nations language was the first language their child learned at home.

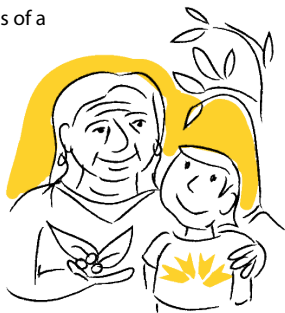
CHILD'S EXPERIENCE OF LANGUAGE

THE CHILD'S KNOWLEDGE

of a First Nations language

81.1%

know at least a few words of a First Nations language



primary language used

AT SCHOOL OR CHILD CARE

89.1%

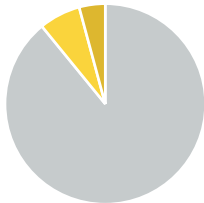
English

6.7%

First Nations language

4.2%

French



Most First Nations children (81.1%) have knowledge of a First Nations language, even if only a few words.

The majority of primary caregivers (89.1%) reported that English was the primary language used at school or in child care settings compared to a First Nations language (6.7%) or French (4.2%).

LANGUAGE COMPREHENSION

FIRST NATIONS LANGUAGE IS THEIR
mother tongue**20.4%**

A First Nations language was the first language learned in childhood

FIRST NATIONS LANGUAGE:
knowing**82.8%**

have some knowledge of a First Nations language

OF THESE,
FIRST NATIONS LANGUAGE IS
understood**26.8%**very well
or relatively well**spoken****23.9%**very well
or relatively well

One in five First Nations youth (20.4%) reported that their mother tongue was a First Nations language, meaning that the First Nations language was the first language learned in childhood.

The majority (82.8%) of First Nations youth reported having some knowledge of a First Nations language. Of those, 26.8% reported understanding it very well or relatively well, and 23.9% reported speaking it very well or relatively well.

LANGUAGE COMPREHENSION

FIRST NATIONS LANGUAGE
taught by...

60.8% teachers or school staff

53.5% grandparents

49.9% parents or guardians

KNOWING AND LEARNING ABOUT
traditional teachings

78.4% is very important or somewhat important

First Nations youth most often reported learning a First Nations language from teachers or school staff (60.8%), grandparents (53.5%), and parents or guardians (49.9%).

The majority of First Nations youth (78.4%) reported that knowing and learning about traditional teachings was very important or somewhat important.

YOUTH VIEWS ON LANGUAGE

FIRST NATIONS LANGUAGE
understanding**53.1%**

is very important

speaking**50.3%**

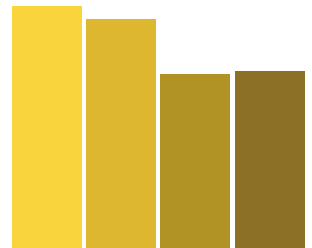
is very important

reading**38.3%**

is very important

writing**38.8%**

is very important



Approximately half of First Nations youth believed that being able to understand (53.1%) and speak (50.3%) a First Nations language was very important, while fewer believed that being able to read (38.3%) and write (38.8%) a First Nations language was very important.

ADULT VIEWS ON LANGUAGE



FIRST NATIONS LANGUAGE

understanding**74.8%**

is very important

speaking**73.7%**

is very important

reading**56.8%**

is very important

writing**56.4%**

is very important



Approximately three-quarters of adults feel it is very important to be able to understand (74.8%) and speak (73.7%) a First Nations language.

Just over half of adults feel it is very important to be able to read (56.8%) and write (56.4%) a First Nations language.

ADULT VIEWS ON CULTURE



knowing and learning

ABOUT TRADITIONAL TEACHINGS

65.6% is very important

20.5% is somewhat important

traditional spirituality

46.7% is very important

29.6% is somewhat important

The majority of First Nations adults reported that knowing and learning about traditional teachings was very important (65.6%) or somewhat important (20.5%).

Almost half (46.7%) said traditional spirituality was very important, and 29.6% said it was somewhat important.

YOUTH EXPERIENCE OF SCHOOL

SCHOOL
performance

71.2%

average



ARE YOU
happy at school?

82.6%

agree or strongly agree



DO MOST OTHER STUDENTS
enjoy being at school?

74.8%

agree or strongly agree

When asked about their overall performance on their last report card, 71.2% of First Nations youth reported they were average.

Most First Nations youth (82.6%) agreed or strongly agreed that they were happy at school, and 74.8% agreed or strongly agreed that most students at school enjoy being there.

YOUTH EXPERIENCE OF SCHOOL

IS A FIRST NATIONS LANGUAGE
taught at school?

84.2%

Yes

IS FIRST NATIONS CULTURE
supported at school?

86.4%agreed or
strongly agreed

YOUTH DROPPING OUT AND
returning to school

16.1%of First Nations
youth dropped out

OF THESE YOUTH,

73.3%eventually
returned

OF THOSE WHO RETURNED,
their reasons were:

53.6%parents or guardians
suggested they return**45.9%**realized the value of education
and/or wanted a diploma

Among First Nations youth, a majority (84.2%) reported that they had been taught a First Nations language at school. The majority of First Nations youth (86.4%) agreed or strongly agreed that their school supports First Nations culture.

Among the 16.1% of First Nations youth who had ever dropped out of school, 73.3% eventually returned. The most commonly reported reasons for returning to school were that parents or guardians suggested they return (53.6%) or that they realized the value of education and/or wanted a diploma (45.9%).

PARENTAL INVOLVEMENT

**at schools that...**

INVOLVE THE PARENTS

88.2%

Youth felt happy at school

DID NOT INVOLVE THE PARENTS

67.1%

Youth felt happy at school

**youth whose parents...**

SPOKE TO THEIR TEACHERS

11.2%

dropped out of school

DID NOT SPEAK TO THEIR TEACHERS

26.3%

dropped out of school



Among First Nations youth who reported that their school involves parents, 88.2% felt happy at school, compared to only 67.1% of those who did not think that their school involves parents.

Parental involvement in school was significantly associated with fewer school dropouts: among First Nations youth who reported that their parents spoke to their teachers, only 11.2% had ever dropped out of school, compared to 26.3% of those whose parents did not speak to their teachers.

INFLUENCE OF PARENTS AND CAREGIVERS

graduating from high school

IS VERY IMPORTANT

88.2%to their mother
or female guardian**81.1%**to their father
or male guardian**post-secondary education**

IS VERY IMPORTANT

75.2%to their mother
or female guardian**66.8%**to their father
or male guardian

88.2% of youth believed that their graduating from high school was very important to their mothers or female guardians, and 81.1% believed that their graduating from high school was very important to their fathers or male guardians.

Three quarters of First Nations youth (75.2%) believed it was very important to their mothers that they obtain post-secondary education compared to 66.8% who believed it was very important to their fathers.

YOUTH EMPLOYMENT FINDINGS

youth aged 12 to 17

17.6% of youth are employed

OF THESE,

43.7% worked less than 10 hours per week

youth aged 12 to 14

WHO ARE EMPLOYED

90.5% work odd jobs, such as babysitting or snow shovelling



Less than one fifth (17.6%) of First Nations youth aged 12 to 17 were working at the time of the survey.

Among employed First Nations youth, 43.7% worked less than 10 hours per week.

Among 12- to 14-year-olds who said they were working, the majority (90.5%) were working at “odd jobs” such as babysitting or snow shovelling.

YOUTH EMPLOYMENT FINDINGS



volunteering

WITHOUT PAY

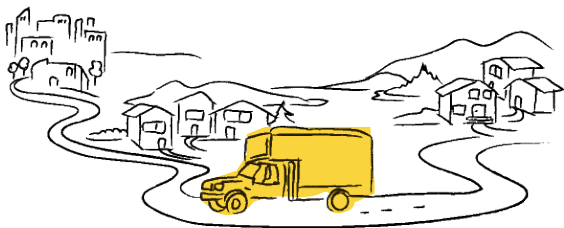
41.1%

of youth volunteer
in their community

EMPLOYED YOUTH AND willingness to move

60.4%

willing to move outside a First Nations community
to improve their job or career opportunities



A high percentage of First Nations youth (41.1%) volunteer without pay in their community.

Among First Nations youth who were employed 60.4% indicated a willingness to move outside a First Nations community to improve their job or career opportunities.

HOW MANY PEOPLE ARE WORKING?

FIRST NATIONS ADULTS IN THE LABOUR FORCE
working or looking for work**76.0%**

men

65.4%

women

FIRST NATIONS ADULTS
who are employed**48.3%**

men

49.2%

women

FIRST NATIONS ADULTS
who are unemployed**36.5%**

of all men

24.8%

of all women

47.3%

men 18 to 24

44.3%

women 18 to 24



Over three quarters (76.0%) of men and less than two thirds (65.4%) of women were in the labour force (either working or looking for work) at the time of the survey.

About half of First Nations adults (48.7%) were employed the week before the survey. Employment rates were similar for men (48.3%) and women (49.2%).

Unemployment rates were significantly higher for men (36.5%) than for women (24.8%). Unemployment rates were highest among young adults ages 18–24 for both men (47.3%) and women (44.3%).

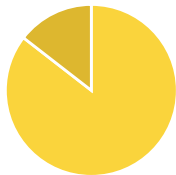
IS THE WORK FULL TIME AND PERMANENT?

EMPLOYED ADULTS,
hours worked**85.5%**

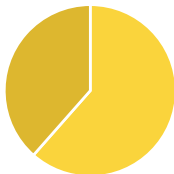
at least 30 hours per week

14.5%

fewer than 30 hours per week

EMPLOYED ADULTS,
job security**61.5%**

main job is permanent

38.5%main job is temporary,
seasonal or contractEMPLOYED ADULTS,
multiple jobs**20.0%**

have more than one job

Most First Nations adults who were employed worked at least 30 hours per week (85.5%). The remaining 14.5% worked fewer than 30 hours per week at their main job.

Of those who were employed, 61.5% reported that their main job was permanent and 38.5% reported that their main job was temporary, seasonal or contract.

One fifth (20.0%) of First Nations adults who were employed indicated that they had more than one job at the time of the survey.

WHERE DO PEOPLE WORK?



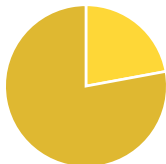
EMPLOYED ADULTS,
job location

22.1%

outside a First Nations community

77.9%

within a First Nations community



WORKING IN A
First Nations community

29.4%

to be close to family

22.9%

to give back to their community



Among First Nations adults who were employed, 22.1% had a main job that was located outside a First Nations community and 77.9% worked within a First Nations community.

Among those who worked in a First Nations community, 29.4% did so to be close to family and 22.9% did so to give back to their community.

MOVING AND COMMUTING

reasons for commuting

OUTSIDE FIRST NATIONS COMMUNITY

51.7%

because there were no suitable jobs available in the community

38.7%

because they felt they could receive higher wages, better training or education, or personal recognition and advancement

employed adults

WOULD MOVE...

54.2%

to improve job or career opportunities

WOULD NOT MOVE

47.0%

happy with their job situation



Among First Nations adults who commuted to work outside of a First Nations community, more than half (51.7%) did so because there were no suitable jobs available in the community, and more than a third (38.7%) did so because they felt they could receive higher wages, better training or education, or personal recognition and advancement.

More than half (54.2%) of adults who were employed indicated that they would move to another community to improve their job or career opportunities.

Of those First Nations adults who would not move to another community to improve their job or career opportunities, the main reason cited was they were happy with their job situation (47.0%).

life balance

A COMPOSITE MEASURE OF SELF-RATED PHYSICAL, MENTAL, EMOTIONAL, AND SPIRITUAL WELL-BEING

YOUTH 12 TO 17

self-rated balance

50.4%

high level of
life balance



self-rated mental health

90.5%

excellent,
very good, or good

FAMILY AND FRIENDS WHO HELP YOU

feel safe, secure and happy

95.8%

agree or strongly agree



Half of First Nations youth aged 12 to 17 (50.4%) reported a high level of life balance (a composite measure of self-rated physical, mental, emotional, and spiritual well-being).

The majority of First Nations youth (90.5%) reported having excellent, very good, or good self-rated mental health.

Among First Nations youth, 95.8% agreed or strongly agreed that they have family and friends who help them feel safe, secure, and happy.

life balance

A COMPOSITE MEASURE OF SELF-RATED PHYSICAL, MENTAL, EMOTIONAL, AND SPIRITUAL WELL-BEING



ADULTS

self-rated balance

56.0%

high level of
life balance



self-rated mental health

87.6%

excellent,
very good, or good



emotional well-being

71.3%

high

Over half of First Nations adults (56.0%) have reported a high level of life balance (a composite measure of self-rated physical, mental, emotional, and spiritual well-being).

The majority of First Nations adults (87.6%) reported having excellent, very good, or good self-rated mental health.

The majority of adults (71.3%) reported high emotional well-being.

CAREGIVERS WHO ARE biological parents

mothers

9.2%**8.0%**

fathers

ATTENDED RESIDENTIAL SCHOOL

58.9%

OF CHILDREN HAVE
grandparents
WHO ATTENDED RESIDENTIAL SCHOOL

**82.4%**

of all adults
EITHER ATTENDED OR HAVE AT LEAST
ONE FAMILY MEMBER WHO ATTENDED



Fewer than 10.0% of primary caregivers of First Nations children who are biological parents (9.2% of mothers and 8.0% of fathers) attended residential school as children.

More than half (58.9%) of First Nations children have one or more grandparents who attended residential school as a child.

The majority of First Nations adults either have attended or have at least one family member who has attended residential school (82.4%).