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Aboriginal Youth – Socio Demographic Background

Supporting Aboriginal Youth Through Social Innovation
Roundtable


Public Policy Forum

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Presentation Overview

- ❖ Provide a sense of **the current realities** – including the challenges and opportunities–facing Aboriginal youth.
- ❖ Identify key gaps in Aboriginal well being on reserve and in northern communities.
- ❖ Discuss the types of education and employment programs that are available – and why these are important for Aboriginal youth and their communities.
- ❖ To identify obstacles and outline what we need to do – **moving forward** – to support Aboriginal youth and ensure they are able to benefit from and contribute to Canada’s economic and social development future.



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Context

- ❖ Aboriginal population is growing very quickly and while advances are being made, many Aboriginal youth still lag behind their non-Aboriginal counterparts.
- ❖ These factors coupled with projected labour market shortages in Canada over the coming years present a real opportunity.
- ❖ Aboriginal youth are at a critical crossroad with the potential to make significant contributions to Canada's GDP or conversely to increase demands on social programming.
- ❖ On the following slides, some key statistics are provided to lay the groundwork for our discussion today.



Current Realities

- ❖ Up to 50% of Aboriginal youth continue to drop out of high school.
- ❖ First Nations teenage girls giving birth at a rate 6 times that of the Canadian average.
- ❖ Aboriginal youth are 7-9 times more likely to be incarcerated.
- ❖ Among Inuit youth, the suicide rate is 135 per 100,000 compared to 11.8 per 100,000 for the non-Aboriginal population.
- ❖ Inuit Youth are the most challenged segment of this demographic group. Métis youth tend to fare the most positively.
- ❖ Urban Aboriginal youth experience higher levels of educational attainment, employment, etc.

Realities

Teen Fertility Rate (Women – Age 15-19)

The fertility of Registered Indian teenage girls is six to seven times higher than that of other Canadian teens and more than twice the rate of American teenagers, who have the highest teen fertility of all industrialized nations.

According to UN statistics, Registered Indian teenage girls have a fertility level comparable to that of teenage girls of Afghanistan and Ethiopia, and higher than Somalia and Haiti.

On the world stage, the fertility of Registered Indian teenage girls would rank 126th out of 156 countries.

Region, Country	Rate
Registered Indian	94
Canada (34)	15
Africa	104
Asia	40
Europe	18
Latin American	76
North America	40
Oceania	27
Most Developed Countries	23
Developing Countries	57
Least Developed Countries	116
Democratic Republic of Congo (156)	222
Afghanistan (132)	113
Ethiopia (126)	94
Brazil (123)	89
Occupied Palestinian Territory (115)	79
Somalia (106)	66
India (103)	62
Haiti (85)	46
United States (83)	42
Sweden (8)	5
Japan (3)	3

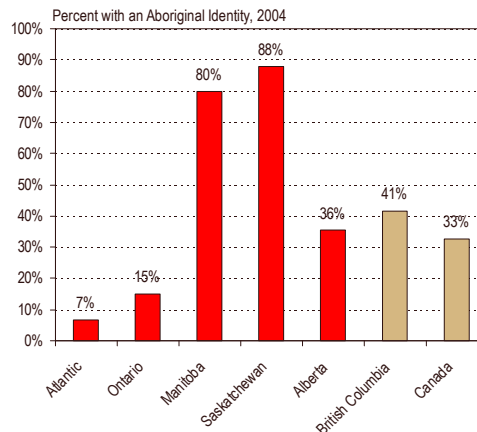
Sources:
 FNUAP (2008), 86-89 ;
 GUIMOND, E. and N.
 ROBITAILLE, 2009.
 "Mère à l'adolescence :
 analyse de la fécondité
 des Indiennes inscrites
 âgées de 15 à 19 ans,
 de 1986 à 2004",
 Cahiers québécois de
 démographie, Vol 38,
 No 2, 287-310.

Realities

Youth in Custody

While Aboriginal youth comprised 5% of the Canadian youth population, 33% of youth in custody were Aboriginal.

In Manitoba and Saskatchewan, 84 out of 100 youth incarcerated were Aboriginal.



Source:
 Department of Justice
 Canada,
<http://www.justice.gc.ca/en/ps/rs/rep/2004/snap2/3.html>



Realities

Aboriginal Youth Suicide

- According to WHO, the suicide rate for Canadians is 15 per 100,000 people.
- Among Aboriginal youth, the suicide rate is five to six times higher than among their non-aboriginal peers.
- Suicide rates vary significantly across communities. For some communities, suicide is essentially unknown, while others show rates 800 times the national average (Chandler and Lalonde).

Sources:
Canadian Mental Health Association,
http://www.ontario.cmha.ca/content/about_mental_illness/suicide.aps?clD=3965
Royal Commission on Aboriginal People,
<http://www.parl.gc.ca/information/library/PRBpubs/mr131-e.htm>
Chandler and Lalonde, Transcultural Psychiatry



A COMPLEX LANDSCAPE

A Young and Growing Population

- ❖ The Aboriginal population is growing twice as fast as the general Canadian population.
- ❖ By 2026, the Aboriginal population will rise to well over 1.5 million; 41% will be less than 25 years of age. By comparison, half of the general Canadian population is under 39 years of age.
- ❖ Every year for the next decade, there will be tens of thousands of potential labour market entrants among this population.
- ❖ In Saskatchewan and Manitoba, over the next 15 years, one in four entrants to the labour force will be Aboriginal.

Aboriginal Peoples

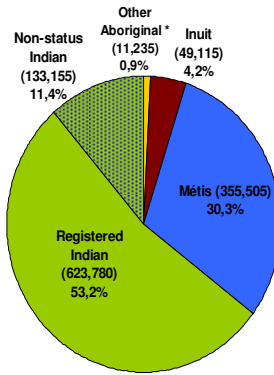
Population Definition and Size

Similar to Statistics Canada, most federal departments now use a blended definition of Aboriginal populations which includes:

- + Indian Registration ;
- + Aboriginal Identity ;
- + Band Membership.

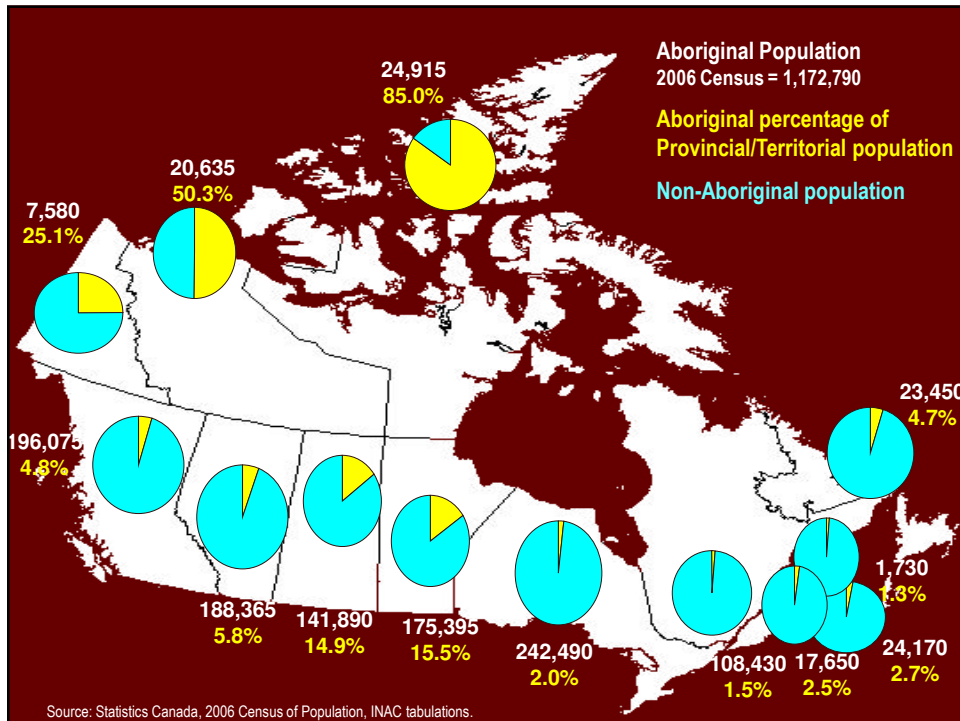
However, the distribution of Aboriginal groups used by INAC differs from Statistics Canada's, allowing for a more detailed monitoring of socioeconomic conditions of each Aboriginal group.

The size of the Aboriginal population was 1,172,790 in 2006.



Note:
* Other Aboriginal refers to respondents who reported more than one identity group, and those who reported being a Band member with no Aboriginal identity and no Registered Indian status.

Source:
Statistics Canada, 2006 Census of Population, INAC tabulations.



Aboriginal Peoples

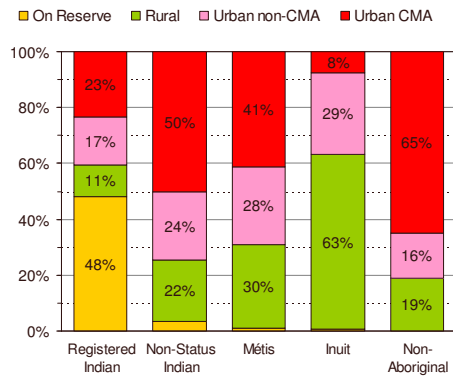
Distribution across Community Type, 2006

There is great variation in residential distribution between Aboriginal groups.

About half (48%) of Registered Indians live on-reserve.

The majority of Non-status (74%) and Métis (69%) live in urban areas.

Inuit live predominantly in northern rural communities (63%).



Notes:
Urban census metropolitan area (Urban CMA) is a large urban area and has a population of at least 100,000.

Urban non-census metropolitan areas (Urban non-CMA) are smaller urban areas with a population of less than 100,000.

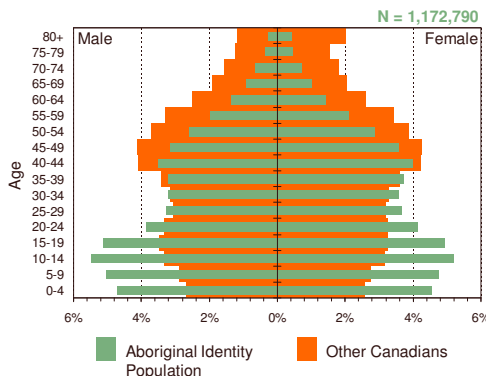
Source: Statistics Canada, 2006 Census of Population, INAC tabulations.

Aboriginal Peoples

Age Pyramid of Aboriginal Population, 2006

The age structure of the Aboriginal population is much younger than the rest of the Canadian population.

Amongst the Aboriginal population, 48% of individuals are under age 25, compared to less than 31% for the rest of the Canadian population.



Source: Statistics Canada, 2006 Census of Population, INAC tabulations.

Aboriginal Peoples

Population projections, 2006-2026

In the future, the Aboriginal population is expected to grow at a rate two times faster than the general Canadian population.

By 2026, an estimated 41% of the Aboriginal population will be less than 25 years old.

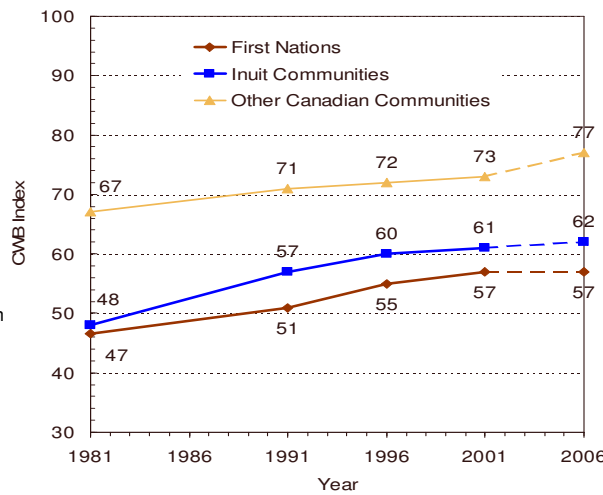
Average Annual Growth Rates, Aboriginal and Canadian Populations, Medium Growth Scenario, 2006-2026

	2006-2011	2011-2016	2016-2021	2021-2026
Total Aboriginal	1.7%	1.6%	1.4%	1.2%
Registered Indian	1.7%	1.5%	1.3%	1.1%
Non-Status Indian	2.5%	2.5%	2.3%	2.1%
Métis	1.4%	1.3%	1.2%	1.0%
Inuit	2.1%	2.0%	1.8%	1.6%
Canadian Population	0.8%	0.8%	0.7%	0.7%

Source: INAC Aboriginal Demographic Projections, 2007.

Community Well-Being

Three significant gaps exist in community well-being. The first is the gap between First Nations and Inuit communities and other Canadian communities . . .



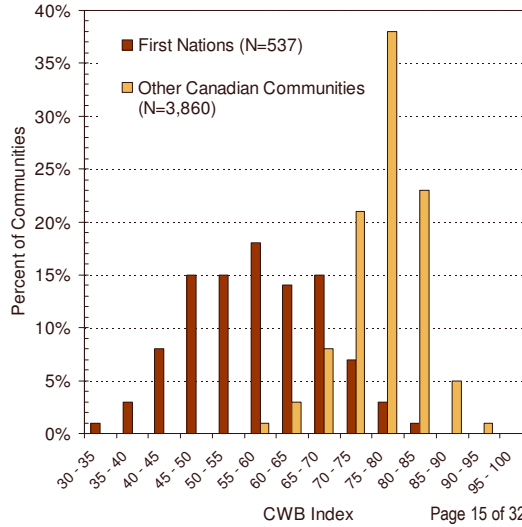
Source: Statistics Canada, 1981, 1991, 1996, 2001 and 2006 Census of Population.

Community Well-Being

The second gap is the one that exists between different Aboriginal communities . . .

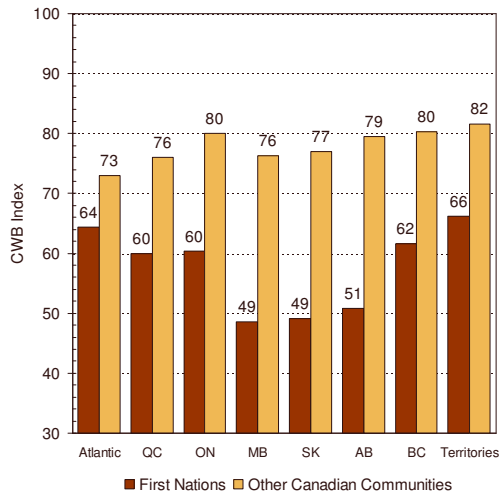
- 95% of other Canadian communities score within a CWB range of 23 points (from 64 to 87), while the same proportion of First Nations is spread over a range of 38 points (from 39 to 77).

- In comparison, 95% of Inuit communities score within a CWB range of 33 points (from 48 to 81).



Community Well-Being

And the third gap is the one between different Regions . . .



In 2006, First Nation communities showing the lowest CWB scores were located in the Prairies, where the largest segment of the Aboriginal population and the highest proportion of the population is located.

Highest scores are found in the Atlantic region and the North.



Aboriginal Peoples

A Fast Growing Segment of the Canadian Labour Market

- The Aboriginal working-age population (15-64 years) represents a small proportion of the total Canadian working-age population (about 4% in 2006), but comprises a relatively large proportion of the labour force in some regions.
- In Saskatchewan, Aboriginal people already account for a large share of the working-age population (14% in 2006), and it is projected to increase to 24% by 2026. In Manitoba, the Aboriginal share of the working-age population is projected to be 19% in 2026, while in Alberta it is expected to reach 7%.
- In northern Canada, Aboriginal people represent a large proportion of the working-age population - 23% in Yukon, 45% in Northwest Territories, and 80% in Nunavut in 2006.

Sources:
2006 Census of Population, INAC tabulations;
Aboriginal Population, Household and Family Projections (Medium Scenario), INAC, 2007;
Statistics Canada, Population Projections for Canada, the Provinces and Territories. (Catalogue no. 91-520-SCB).



Aboriginal Peoples

A Fast Growing Segment of the Canadian Labour Market

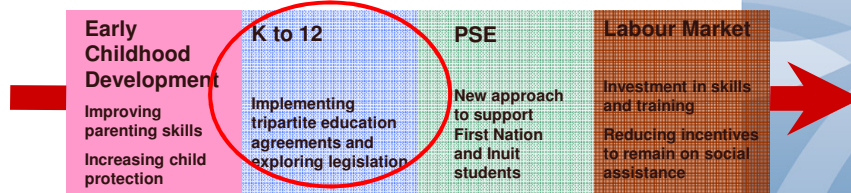
- Focusing solely on the younger working-age population (15-34), we see that Aboriginal people are expected to represent 33% of this population in Saskatchewan and 24% in Manitoba by 2026.
- Between 2006 and 2026, more than 500,000 Aboriginal youth will come of age to enter the labour market, with the potential to make a major contribution to the Canadian economy.
- In Ontario and each of the four Western Provinces, about 80,000 or more Aboriginal youth will turn 15 years of age between 2006 and 2026.

Sources:
Aboriginal Population, Household and Family Projections (Medium Scenario), INAC, 2007;
Statistics Canada, Population Projections for Canada, the Provinces and Territories. (Catalogue no. 91-520-SCB).



Learning Continuum

Addressing the current issues at different points along the learning continuum . . .



"Budget 2010 provides \$30 million over two years to support an implementation-ready tripartite K-12 education agreement. This agreement will ensure First Nation students benefit from comparable education and achieve comparable results whether the classroom is located on or off-reserve."

"The Government will work with First Nation groups and other willing partners to develop options, including new legislation to improve the governance framework and clarify accountability for First Nation elementary and secondary education".

. . . will enable First Nation and Inuit learners to more fully contribute to and benefit from Canadian society like other Canadians



Aboriginal Youth Key to Canada's Economic Future

If by **2026** the **Aboriginal education and labour market outcomes** equalled those of the non-Aboriginal population in 2001:

- ❖ Canada's GDP would increase by \$401 billion (cumulatively).
- ❖ Cumulative savings in the form of reduced demand for government programs and services would be \$77 billion.
- ❖ Federal and provincial governments would benefit from a cumulative increase in tax revenues of \$39 billion.
- ❖ Growth in the Aboriginal contribution to the labour force would be between 187,000 and 320,000 persons.

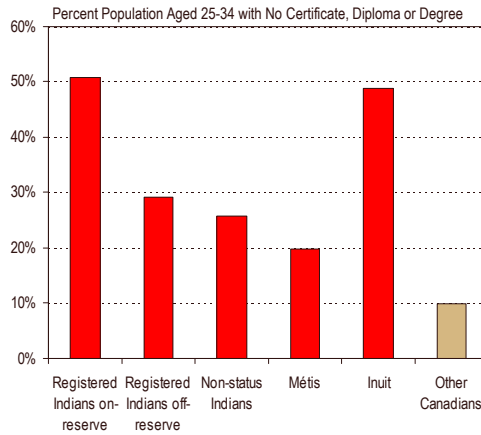


Educational Attainment of Young Adults (25-34)

Proportion with no Certification, Diploma or Degree, 2006

Aboriginal young adults are more likely to have no educational certification compared to other Canadian young adults.

Half of young adults amongst the Registered Indians living on reserve (50%) and Inuit (49%) do not have any formal educational certification, compared to one in nine (10%) other Canadian young adults on average.



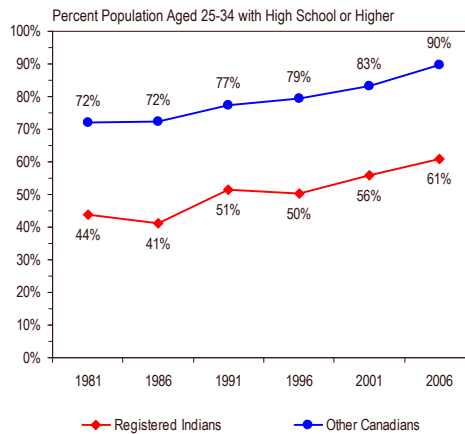
Source: Statistics Canada, 2006 Census of Population, INAC tabulations.

Educational Attainment of Young Adults (25-34)

High School Certification or Higher, 1981-2006

Analysis of historical trends in educational attainment statistics shows a steady improvement in the proportion of Registered Indian young adults obtaining high school or higher certification since 1996.

The gap between Registered Indians and Other Canadians young adults remained constant during the 1996-2006 period.



Note: The trend between 2001 and 2006 must be interpreted with caution due to changes in census education questions in 2006.

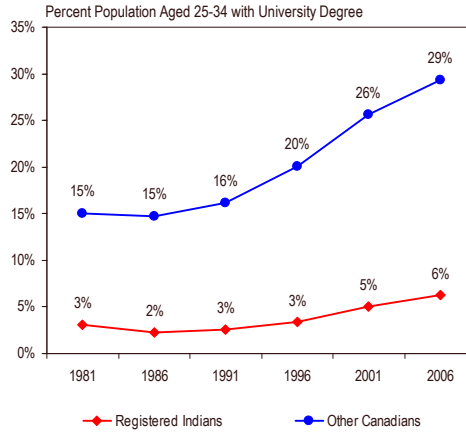
Source: Statistics Canada, 1981 to 2006 Censuses of Population, INAC tabulations.

Educational Attainment of Young Adults (25-34)

University Degree, 1981-2006

Analysis of historical census data shows a slight improvement from 1981 to 2006 to the proportion of Registered Indian young adults with a university degree.

The gap between Registered Indians and Other Canadians young adults in terms of university education has widened.



Note:
The trend between 2001 and 2006 must be interpreted with caution due to changes in census education questions in 2006.

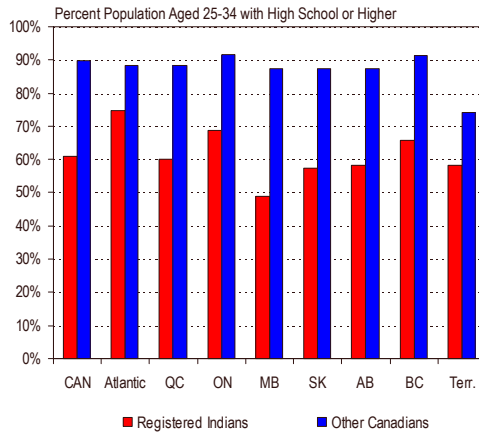
Source:
Statistics Canada, 1981 to 2006 Censuses of Population, INAC tabulations.

Educational Attainment of Young Adults (25-34)

High School Certification or Higher by Region, 2006

At the regional level, the Registered Indian young adult populations showing the lowest proportion with high school or higher certification are located in Manitoba and Saskatchewan.

The highest proportions are found in the Atlantic region and Ontario.



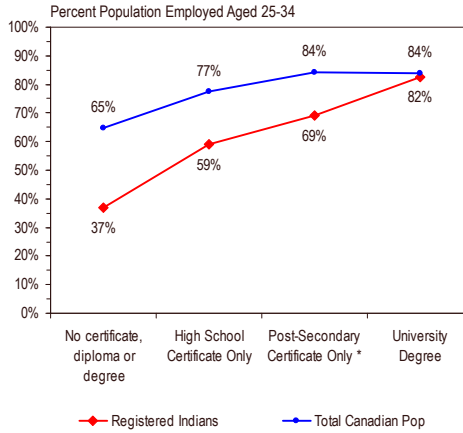
Source:
Statistics Canada, 2006 Census of Population, INAC tabulations.



Educational Attainment of Young Adults (25-34) Employment Rate by Level of Certification, 2006

Analysis of the 2006 Census data reveals that higher education increases labour force participation, therefore reducing dependency on government transfers.

Registered Indian and other Canadian young adults who have a university degree displayed similar levels of employment in 2006.



Note:
* "Post-Sec. Cert. Only" includes non-university post-secondary certifications (i.e., trades, apprenticeship, college) as well as university certifications below the bachelor level.

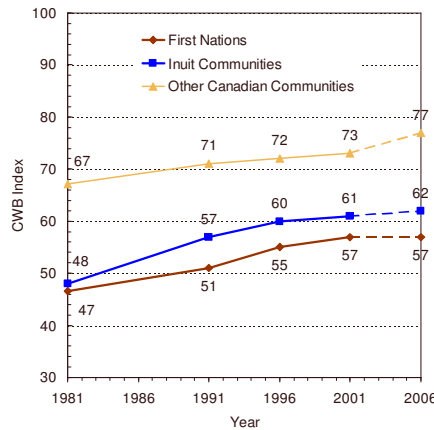
Source:
Statistics Canada, 2006 Census of Population, INAC tabulations.



Education and Well-Being Average Community Well-Being (CWB*) Scores, 1981-2006

The socio-economic well-being of First Nation and Inuit communities (measured by the CWB index) has been improving for most of the last twenty-five years.

Analysis of CWB components (education, labour force, income and housing) reveals that about 45% of the overall increase in the First Nation CWB score results from improvements in educational attainment.



Note:
* The Community Well-Being (CWB) Index was developed to help measure the quality of life of First Nations and Inuit communities in Canada relative to other communities and over time.

This tool uses Census data to produce 'well-being' scores for individual communities based on four indicators: Education, Labour Force, Income, and Housing.

Source:
Statistics Canada, 1981 to 2006 Censuses of Population, INAC calculations.



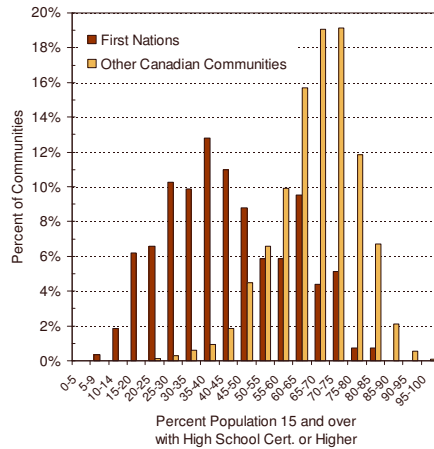
Education and Well-Being

Distribution of Communities by Education Level, 2006

First Nation communities show large disparities in terms of educational attainment.

Analysis of 2006 Census data on education for communities of 250 individuals or more reveals that :

- Among the "bottom 100" Canadian communities, 81 were First Nations;
- No First Nation community ranked among the "top 100" Canadian communities.



Source: Statistics Canada, 2006 Census of Population.

Recognizing the Challenges

- ❖ **Socio-Economic Challenges**
 - High levels of poverty, poor health outcomes.
 - Over-crowded and sub-standard housing.
 - Domestic violence, suicide, high rates of crime and incarceration.
 - Mobility on and off-reserve.
- ❖ **Historical Challenges**
 - Legacy of residential schools.
- ❖ **Systemic Challenges**
 - Need to align roles and responsibilities between federal government, provincial governments and Aboriginal people.
 - Chronic funding pressures.



An Economic Context with Opportunities for Aboriginal Youth

- ❖ Aboriginal people are becoming a growing presence in a shrinking and aging Canadian labour force.
- ❖ Aboriginal entrepreneurship is growing three times as fast as non-Aboriginal entrepreneurship.
- ❖ Institutional and financial investors are looking for ways to do business with Aboriginal companies and communities.
- ❖ Emerging opportunities in the mineral industry; with oil and gas pipelines; and on transportation, infrastructure and construction.
- ❖ The activation of Aboriginal lands and assets offers tremendous potential in a number of key sectors, in particular the resource sector.



Harnessing Opportunities

K-12 Education

- ❖ Making targeted program investments to overcome specific barriers (FN Student Success Program).
- ❖ Building tripartite partnerships (to address gaps in standards/services).
- ❖ Exploring repeal of the outdated and unused sections of the *Indian Act* on residential schools.
- ❖ Building legislative foundations for the future (Experts Panel).

Post-Secondary Education

- ❖ Exploring a new approach that is accountable, partnership-oriented and coordinated with other federal student support programs.

Labour Market Training

- ❖ Investing in skills and training (ASETS, ASEP, ASTIF).
- ❖ Creating incentives for labour force participation (active measures).



Emerging Opportunities to Partner

- ❖ **We** are at a critical crossroads, we need to do everything we can to ensure that Aboriginal youth benefit from and contribute to Canada's future economic and social development.
- ❖ **Provinces and territories:** Engaged as willing partners in social programs and service delivery for Aboriginal peoples.
- ❖ **Private sector:** Increasingly looking for ways to do business with Aboriginal companies and communities.
- ❖ **NGOs and foundations:** Turning their attention to pressing policy and program issues, opening up new paths to social innovation.
- ❖ **Universities and colleges:** Increasingly engaged in capacity building and policy development in addition to their traditional role as educators.



Moving Forward

- ❖ Three big challenges in moving forward:
 - First and foremost, **this is a Canadian challenge.**
 - There is **no easy solution or quick fix.**
 - **Lastly, as a country, we must succeed.**
- ❖ We need to work together to ensure that Aboriginal communities are successful and that Aboriginal youth can participate in and contribute to their communities and to Canadian society. I am looking forward to discussing social innovations that we can embark on together to assist Aboriginal youth to prosper.