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

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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.
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.
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.
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.
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.
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.
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.
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.
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%).
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.
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.
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.
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

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<td>65.6%</td>
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traditional spirituality

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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.
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.
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

**73.3%** of these youth, 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%).
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.
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.
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 shoveling.
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.
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%).
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.
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.
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%).
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.
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.
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%).