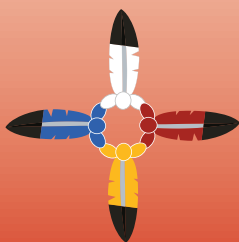




Preliminary Highlights

Manitoba First Nations Early Childhood Development, Education and Employment Survey (MFN REEES)

**First Nations Health & Social
Secretariat of Manitoba
(FNHSSM)
Research Department**



Nanaandawewigamig
First Nations Health and Social Secretariat of Manitoba

BACKGROUND

The REEES is a national survey that focuses on the wellbeing of First Nations living on reserve in 250 communities across Canada, coordinated nationally by the First Nations Information Governance Centre (FNIGC). The First Nations Health and Social Secretariat of Manitoba (FNHSSM) coordinates the Manitoba First Nations (MFN) REEES for First Nations in Manitoba.

Each First Nation controls its own data, which is kept securely on a server at Assembly of Manitoba Chiefs (AMC)/FNHSSM. AMC and FNHSSM continue to take the lead to ensure national surveys like the Regional Health Survey (RHS) and REEES meet the guidelines of our own Manitoba First Nations (MFN) research ethics as set out by the AMC Health Information Research Governance Committee (HIRGC).

Following the framework and methodology of the Regional Health Survey (RHS), the MFN REEES team worked with 36 MFNs who were randomly selected to participate in the REEES through collecting BCRs. The MFN REEES team works under the direction of the MFN Regional REEES Advisory Committee (RAC). The REEES RAC is composed of a variety of First Nations experts with knowledge in education, employment, early childhood development, research, service delivery and advocacy. The role of the RAC is to provide expert ongoing advice on various aspects to ensure the data collected is meaningful to Manitoba First Nations, organizations and all partners.

The MFN REEES team worked with each First Nation to interview 3837 people across the region, successfully training 95 data collectors in 36 MFN since data collection began in December 2013 and ended in June 2015. The sample for the FNREEES comprised 4.3% of the total On-Reserve First Nations population in Manitoba.



The MFN REEES team will be hosting a Lessons Learned Gathering in the fall 2015 to identify the challenges and successes of MFN who participated in the REEES.

MFN RESEARCH CENTRE

As a region we are now taking the First Nations principles of Ownership, Control, Access and Possession (OCAP) one step further by establishing our own regional FNREEES server that was installed at AMC by the MFN REEES and RHS team in 2010.

FNHSSM will contribute MFN data to the FNIGC national FNREEES report. A Manitoba regional report will also be written at the end of the data collection and community profiles will be returned to participating MFNs.

FOR MORE INFORMATION ON THE REEES

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SUMMARY OF INDIVIDUALS INTERVIEWED FOR MFN REEES:

Overall, 3837 individuals participated in the MFN REEES from 36 First Nations. Below is a further breakdown of participating individuals by age and gender categories.

Adults (ages 18yrs old and up)

Number of Adults interviewed: **1691**

- 44.1% are between the ages of 18-34
- 40% are between the ages of 35-54
- 16% are 55 and above
- 49% are females and 51% are males

Youth (between the ages 12-17yrs old)

Number of Youth interviewed: **750**

- 51% are between the ages of 12-14
- 49% are between the ages of 15-17
- 48% are females and 52% are males

Children (under the age of 12yrs old)

Number of Children whose parents or guardians were interviewed on their behalf: **1396**

- 46% are between the ages of 0-5
- 54% are between the ages of 6-11
- 49% are females and 51% are males



LANGUAGE

	ADULT	YOUTH
Do you have any knowledge of a First Nations language (even if only a few words)? (Yes)	89%	68%

	ADULT	YOUTH
How would you rate your ability to understand (when someone speaks to you) in your First Nations language? (Relatively well/Very well)	68%	30%

	ADULT	YOUTH
How would you rate your ability to speak in your First Nations language? (Relatively well/Very well)	60%	21%

	ADULT	YOUTH
Understanding a First Nations language (somewhat important / very important)	91%	76%

	ADULT	YOUTH
Speaking a First Nations language (somewhat important/very important)	90%	75%

83% of parents/caregivers reported that it was important (somewhat important/very important) that the child speak and understand a First Nations language.

Only 7% of children speak a First Nations language most often in their daily life.

Children learn or improve on a First Nations language with parents (66%), grandparents/aunts/uncles (58%), and teachers (42%).

Only 9% of youth used First Nations language most often in their daily life.

TRADITIONAL TEACHINGS, HISTORY, INHERENT RIGHTS, RESIDENTIAL SCHOOLS

	ADULT	YOUTH
How important is it to you that you know and learn about the traditional teachings of your people? (e.g. beliefs, values, etc)	Very important 49%	37%

	ADULT	YOUTH
How much do you know about the history of your people?		
Nothing	6%	16%
A little	28%	42%
Some	44%	34%
A lot	22%	8%

	ADULT	YOUTH
How much do you know about the inherent rights of your people (e.g. territory rights, treaty rights, etc.)?		
Nothing	13%	28%
A little	31%	36%
Some	42%	30%
A lot	14%	6%

	ADULT	YOUTH
How much do you know about the history of Indian Residential Schooling?		
Nothing	14%	36%
A little	32%	32%
Some	36%	24%
A lot	19%	8%



EDUCATION

Adult Education

When asked the highest level of elementary or high school education completed:

39% of adults had completed high school

11% of adults completed high school through an upgrading or a high school equivalency program

36% of adults had completed up to grade 9 to 11

10% of adults completed grade 1 to 8

4% had no schooling

Around 10% of adults that did not complete high school are currently attending high school or an upgrading or high school equivalency program. Those that did return to complete the high school equivalency program returned mostly because of family or because they realized the value of education.

12% of adults completed university education

Youth Education

Among youth currently attending school:

48% of youth were in grades 4 to 8

52% of youth were in grades 9 to 11

82% of youth never dropped out of elementary or high school

Of the 18% youth that dropped out of school, around 90% returned to elementary or high school. Around 65% of youth that dropped out of school did so more than once.



YOUTH SCHOOL ENVIRONMENT

	Current attendees (agree/ strongly agree)	Quit school (agree/ strongly agree)
Overall, I feel safe at school	95%	79%
Overall, I am happy at school	91%	82%
Most students in the school enjoy being there	81%	78%
My school supports First Nations culture (through teaching and/or activities)	87%	81%
Racism is a problem at school	33%	34%
Bullying (physical or emotional) is a problem at the school (including cyber-bullying)	59%	75%
The presence of alcohol is a problem at school	24%	15%
The presence of drugs is a problem at school	43%	38%
Physical violence is a problem at school	41%	54%



CHILD SCHOOL ENVIRONMENT

	Agree/ strongly agree)
Child feels safe at school	93%
Child is happy at school	95%
Most students in the school enjoy being there	93%
The school offers parents many opportunities to be involved in school activities	86%
School supports First Nations culture (through teaching/activities)	91%
Racism is a problem at school	22%
Bullying (physical or emotional) is a problem at the school (including cyber-bullying)	68%
The presence of alcohol is a problem at school	19%
The presence of drugs is a problem at school	27%
Physical violence is a problem at school	43%



CHILD CARE

87% of children were never in a child care arrangement and 90% of children are currently not in regular child care arrangements.

Among children that are receiving childcare or are in after school programs, 84% of these children receive these services on-reserve. 57% of children are attending licensed child care arrangements.

Children were mostly not attending childcare centres because parents (80%) had at least one at home parent or relative as caregiver.

CHILD EDUCATION

91% of the children were attending school on-reserve

97% of parents reported that the child never had to live away from the community to attend school

96% of parents reported that the child uses english most often at school

76% of parents reported that child had been taught a First Nations language at school

Around 94% of parents reported that there were First Nations teachers at the child's school

85% of children did not need additional help or tutoring. Among children that did need additional help/tutoring, 60% are currently receiving it.

75% of parents reported that teachers and school staff provide opportunities to be involved in the child's school activities



ADULT EMPLOYMENT

43% of adults are currently working at a job or business for pay (wages, salary, self-employed).

71% of the working adults are employed at a Band-owned workplace.

Of the working adults:

61% had permanent jobs,

9% had seasonal jobs,

16% were contractual or temporary employees, and

10% had a casual job

85% of the working population reported that their main workplace is on-reserve.

The main reasons for working on-reserve were:

To give back to the community (25%)

To be close to family (29%)

To create opportunities for others 5%)

To stay connected to my culture, language and traditions (6%)

To build capacity in my community/support community development (10%)

Financial reasons (21%)



ADULT EMPLOYMENT SKILLS

All adults were asked about the following abilities:

Ability to use computer	50%
Reading abilities	60%
Mathematical abilities	40%
Writing abilities	48%

JOB SEARCH PREPARATION

Type of Job Skill Training	Received Training	Did Not Receive Training
Resume Writing	52%	33%
Cover letter Writing	53%	33%
Job Interview Preparation	54%	33%

ADULT REGIONAL COMPONENT Housing

When asked who was responsible for maintaining and fixing their house:

44% of adults reported that it was their responsibility either as a tenant or as a home owner

13% of adults reported that it was their parent's or relatives' responsibility

55% reported that it was the Band's responsibility

96% of the houses have running water

94% of houses have indoor plumbing



TRADITIONAL ACTIVITIES

64% of the adults or their families hunt for traditional foods (such as moose, fish, deer, rabbits, ducks, etc)

26% of the adults have family living outside community that return home every year to hunt, trap, fish, gather medicines or berries

64% participated in traditional spiritual ceremonies (ie. sundances or sweatlodges)

45% of adults reported that their community protects the lands, waters and environment through advocacy and lobbying activities

58% of adults knew their family tree

54% of adults or their family members pass on teachings about your family history or community history

46% of adults reported that there are traditional places or cultural lodges within their community while 18% did not know if there was a traditional place or cultural lodge within their community.

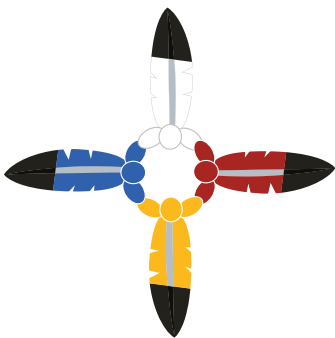
Only 31% of adults volunteer in community events



On behalf of the FNIGC and the MFN REEES Advisory Committee, we'd like to extend congratulations to all 36 MFN who agreed to participate in the FNREEES:

Berens River First Nation
Birdtail Sioux Dakota Nation
Bloodvein First Nation
Chemawawin Cree Nation
Dakota Plains Wahpeton Nation
Dakota Tipi First Nation
Ebb and Flow First Nation
Fisher River Cree Nation
Fox Lake Cree Nation
Garden Hill First Nation
God's Lake First Nation
Kinonjeoshtegon First Nation
Lake Manitoba First Nation
Long Plain First Nation
Manto Sipi Cree Nation
Marcel Colomb First Nation
Mathias Colomb Cree Nation
Mosakahiken Cree Nation
Nisichawayasihk Cree Nation
Northlands Denesuline First Nation
Norway House Cree Nation
O-Chi-Chak-Ko-Sipi First Nation
Opaskwayak Cree Nation
O-Pipon-Na-Pawin Cree Nation
Pauingassi First Nation
Peguis First Nation
Pimicikamak Cree Nation
Pinaymootang First Nation
Poplar River First Nation
Red Sucker Lake First Nation
Rolling River First Nation
Sagkeeng First Nation
Sandy Bay First Nation
Sioux Valley Dakota Nation
St. Theresa Point First Nation
Waywayseecappo First Nation





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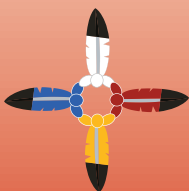
Nanaandawewigamig

Is Our Spirit Name

Our Logo

Was influenced by the spirit name that was given to the entity Nanaandawewigamig meaning “Healing Place”.

The goal of the First Nations Health & Social Secretariat of Manitoba (FNHSSM) is for First Nations in Manitoba to have increased opportunities to participate in: the planning & development of a Unified Health System in Manitoba; the influence of regional and national health policy, health systems and program development in areas including, but not limited to, health consultation, maternal child health, e-Health/Panorama, youth suicide, mental health, inter-governmental health, health & social determinants of health, health research, web-based home & community care training, health governance, and infrastructure support.



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