

2016

Final Research Report: Needs and Gaps Analysis of Aboriginal Youth Employment



CENTRE FOR ABORIGINAL
AND RURAL EDUCATION STUDIES



**BRANDON
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The Centre for Aboriginal and Rural Education Studies (CARES) is an applied research institute of the Faculty of Education at Brandon University. Its role is to promote and facilitate research activities that are of interest to rural, northern, aboriginal and rural school divisions, communities and related organizations. The Centre also offers research training and networking opportunities for educational researchers actively involved in aboriginal and rural education research.

**Final Research Report: Needs and Gaps Analysis of Aboriginal Youth
Employment in Brandon**

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- Brandon Neighbourhood Renewal Corporation
- Career and Employment Services
- Manitoba Métis Federation
- Neelin Off-Campus High School, Brandon School Division
- Westman Employment Services
- Youth for Christ

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Executive Summary

All residents living in or near Brandon, Manitoba have a vested interest in economic growth and development. This includes fostering a variety of employment opportunities for Aboriginal youth aged 18-30. Successful education achievement coupled with access to employment opportunities are keys to achieving positive labour force outcomes, employment incomes and a healthy community dynamic.

The focus of this research was Aboriginal youth (18-30) employment in Brandon, Manitoba. The objectives of this research were to (1) identify barriers to Aboriginal youth employment; (2) recommend actions to overcome barriers and challenges; and (3) suggest potential partnerships. These objectives were addressed by the following key questions:

1. What are the levels and trends of education achievement?
2. What are the trends, barriers and challenges for Aboriginal youth employment?
3. What are some recommendations to address these barriers and challenges?

The research involved (1) a survey of Aboriginal youth aged 18-30 in Brandon who participate in adult education programs or use training and employment services and (2) a comparison of data from a similar survey conducted in 2011. Major findings from the research include:

- an increase from 2011 in the number of respondents with a high school graduation; however, most of the graduates are mature students;
- participation in, and completion of postsecondary education remains low;
- more than 90% of respondents appear to be considered as low income or living below or near the poverty line;
- participation in employment increased from 8.8% in 2011 to 36% of survey respondents in 2016.

Several recommendations are included in this report. These include increasing cooperation between education institutions and employers; establishing Aboriginal education and employment as a priority for the City of Brandon; and encouraging more education / workplace training opportunities for Aboriginal youth.

The report is organized into a short introduction followed by the major findings and recommendations. Appendix A (pages 18 -63) presents the complete findings from the 2016 survey as well as comparisons to data from the 2011 Youth Employment survey.

Introduction

Background

In 2016, the Brandon Urban Aboriginal Peoples Council (BUAPC) commissioned the Centre for Aboriginal and Rural Education Studies (CARES) at Brandon University to examine Aboriginal youth employment in Brandon, Manitoba. The objective of the *Needs and Gaps Analysis on Aboriginal Youth Employment* research was to provide information to the BUAPC that would help the Council identify barriers that prevent Aboriginal youth from participating in the economy. The Council will use this information to create a youth specific plan of action for Aboriginal youth in the City of Brandon.

The focus of this research was Aboriginal youth (18-30) employment in Brandon, Manitoba. The objectives of this research were to (1) identify barriers to Aboriginal youth employment; (2) recommend actions to overcome barriers and challenges; and (3) suggest potential partnerships. These objectives were addressed by the following key questions:

- What are the levels and trends of education achievement?
- What are the trends, barriers and challenges for Aboriginal youth employment?
- What are some recommendations to address these barriers and challenges?

Methodology

Research process

In 2011, the Centre for Aboriginal and Rural Education Studies (CARES) at Brandon University undertook the facilitation and coordination of 12 community organizations to carry out their own community-based survey on youth aged 15-29 who were not in full-time education, employed or in training. The project yielded survey data for Aboriginal and non-Aboriginal youth as well as community-based strategic plans for these communities. The City of Brandon was one of the communities involved in the project.

This 2016 research, *Needs and Gaps Analysis on Aboriginal Youth Employment*, asked for similar information on employment needs and gaps particularly for Aboriginal youth. As a result, the research provided the BUAPC with the opportunity to revise and re-administer the 2011 survey to look for changes since 2011 as well as current education and employment variables.

Participants

The research participants for the survey were youth aged 18-30 in the City of Brandon. The Brandon Urban Aboriginal Peoples Council (BUAPC), funder of the research, has a particular interest in the Aboriginal youth population in Brandon. Our primary participant pool was therefore Aboriginal youth; however we did not use Aboriginal ethnicity as a criteria for participation. We have disaggregated the survey data by Aboriginal or non-Aboriginal ethnicity.

Before proceeding with data collection and analysis, the CARES received ethics certification from Brandon University Research Ethics Committee. This ethics certification included the conditions that respondents to the survey would voluntarily give their consent to participate in the survey. Participants received a \$10 gift certificate for their participation. Education providers, employment services organizations, cultural organizations and youth groups helped distribute the surveys and disburse the gift cards to respondents. All surveys are anonymous.

In total, 230 surveys were completed by a mixture of Aboriginal and non-Aboriginal respondents. In addition, 16 of the respondents fell outside of the targeted age group of 18-30 year olds. Of the remaining 214 respondents, 64% or 136 of the respondents self-declared as Aboriginal. The average age of Aboriginal respondents was 24 years old. Approximately fifty-five percent of the youth surveyed were male (55.45%) and 44.08% were female with one respondent self-identified as transgender.

Survey locations

Seven community organizations in Brandon assisted with the distribution of the surveys. These centres were:

- Assiniboine Community College Adult Learning Centre
- Brandon Friendship Centre
- Brandon Neighbourhood Renewal Corporation
- Career and Employment Services
- Manitoba Métis Federation
- Neelin Off-Campus High School, Brandon School Division
- Westman Employment Services
- Youth for Christ

Data collection and analysis

The community organizations distributed print copies or provided the online, anonymous web-based link to potential respondents between February and April 2016.

Only descriptive data analysis processes, such as measures of central tendency and frequency distributions were used to analyze the data and to compare 2011 survey results.

Limitations of this Research

Readers should be mindful of the following limitations of this research:

- The survey was distributed through employment, education and cultural organizations that normally serve youth clients aged 18-30 who are in need of employment, training or education. Therefore, the respondents of this survey should not be considered as being representative of the entire Aboriginal youth population in Brandon.
- In research terms, the population of Aboriginal youth in Brandon with employment and education aged 18-30 is not known. Therefore, the number of respondents (N=136) should not be considered as an accurate sample size of a larger population.
- Census data for 2016 is not yet available.

In spite of these limitations, we believe that the information contained in this report is an accurate and comprehensive source of quantitative information about Aboriginal youth employment in Brandon in 2016.

Brandon Community Profile¹

The population of Brandon was 53, 229, according to the most current Canada census (Statistic Canada, 2011). Youth ages 15-29 years made up 23.2% of Brandon's total population (Appendix A). The percentage of females between the age of 15 and 24 was slightly larger than males. The percentage of males was slightly greater than females between the ages of 25-29 years.

¹ The most recent, publicly available data is from the 2011 census.

Of the total Brandon population, 28% was single (never legally married). Additionally, 48% of the population aged 15 years and older was legally married. Approximately 14.5% of the total Brandon population 15 years and older was separated, divorced or widowed. Lastly, 10% of Brandon's population age 15 years and older was in a common-law relationship.

Lone-parent families made up 16.5% of the total number of census families. A female heads approximately 81.3% of single parent families.

Approximately 10% of the total population self-identifies as Aboriginal. Less than 10% of the total population of Brandon was a member of a visible minority.

Educational Attainment (15 years and over)

Nearly twenty percent (19.9%) of the total population age 15 years and over had no certificate, diploma or degree at the time of the 2011 census. The percentage of the population that had a high school certificate or equivalent was 30.5%. Approximately twelve percent (11.8%) had an apprenticeship or trades certificate/diploma. Nearly thirty-eight percent (37.8%) of the total population age 15 years and over had some post-secondary education.

Labour Force Activity and Modes of Transportation (15 years and over)

Of the total population, 72% of participants age 15 years and over were in the labour force. Of these, approximately six percent were unemployed at the time of the 2011 census. In addition, 28% (11,810) were not in the labour force (Appendix A). Of the total employed labour force age 15 years and over, 78.4% drove themselves to work. The remaining 21.5% used other modes of transportation such as public transit, walk, bike, or get a ride in a vehicle.

Mobility Status

Of the total population (51,275), 82.7% of individuals lived in the same address one year ago. A slightly greater percentage of women (51.8%) had a stable residence (one year or more) than men (48.2%).

More statistical information can be found in Appendix B.

Major Findings

As evidenced in Appendix A, this report contains extensive quantitative, descriptive data on variables of relevance to Aboriginal youth employment in Brandon. That said, the authors of this report have reviewed this information individually and collectively and have drawn the following responses to three key research questions:

- What are the levels and trends of education attainment?
- What are the trends, barriers and challenges for Aboriginal youth employment?
- What are some recommendations to address these barriers and challenges?

This section of the report identifies the trends, barriers and challenges for Aboriginal youth employment. The next section responds directly to recommendations for action.

Levels and Trends of Education Attainment

- In 2016, 51.8% of respondents did not graduate from high school. However, when percentages from high school graduation, GED graduates and mature student graduates were aggregated, there is an approximate 13% increase in education attainment from 2011 to 2016. There were also subtle increases in the number of respondents completing college, some university courses and completing university (See Figure 10).
- The majority of the Aboriginal population is completing high school around the age of 22 years. Trends in the data also show that the Aboriginal population is starting post-secondary studies at a later than typical age (approximately age 21) (See Table 8). These measures indicate that Aboriginal youth are not likely to follow a sequential K-12, post-secondary education.
- Participation in, and completion of post-secondary education remains low (See Table 8).
- A significantly fewer number of 2016 respondents indicated lack of school support as a reason for not working or changing jobs than in 2011 (34.1% to 5.4%). This appears to be a positive endorsement of the educational institutions in Brandon.

Trends, Barriers and Challenges for Aboriginal Youth Employment

- Notably, more than 90% of respondents could be considered as low income or living below or near the poverty line (See Table 4).

- The percentage of Aboriginal youth who indicated employment as their source of income more than quadrupled from 8.8% in 2011 to 36.6% in 2016 (See Figure 4).
- Notably, as a contributing factor to unemployment, the lack of qualifications or experience decreased in 2016 but still remains relatively high at 42% of respondents. Lack of transportation as a factor increased significantly in 2016 (See Figure 25).
- Almost 70% of respondents indicate being paid between \$11-15 an hour at their job (See Table 11). In addition, the number of held jobs reported by survey respondents was between one and 20. The analysis of the survey results suggest that youth must work more than one job to achieve full time work, and because most get paid around minimum wage, more than one job might be necessary for living expenses. Moreover, since only 12.9% of respondents report year-round work, more than one job would be necessary in order to achieve year-round employment (See Figure 24).
- More than half (61.4%) of respondents indicate that employers should provide on-site training to attract more youth workers. Additionally, 55.1% indicate that employers should hire without a driver's license. This could be suggestive of a large percentage of respondents reporting not having transportation and not having the right qualifications or experience to obtain a job (See Figure 29).

Recommendations

This study provides some insights into Aboriginal youth employment in Brandon in 2016. However, the various factors that contribute to, and result from, gaps in education attainment and employability are not single events but rather part of a long process of educational failures, social and employment disengagement, and family history. Furthermore, each individual reacts differently to these events. In spite of multiple contributing factors, much can be done to close the education and employment gap between Aboriginal and non-Aboriginal youth.

The information contained within this document will assist the BUAPC in planning for programs, initiatives and partnerships that encourage the education attainment and employment of Aboriginal youth in Brandon. To aid the BUAPC in its discussions we offer the following recommendations.

Recommendations for Educational Institutions

We recommend that Brandon's K-12 and post-secondary institutions:

- Involve all educational partners in making an explicit, planned, measurable and public commitment to closing the education attainment gap of Aboriginal youth;
- plan for, and provide an integrated program for mature student/postsecondary education program;
- work with potential employers to integrate work placement (not work experience) and high school credits for Aboriginal students;
- take a coordinated approach to the shared transfer of information between all partners and that the information be regularized, uniform and consistent;
- establish a mentoring program for Aboriginal students focused on the benefits of education and employment. The program should begin at the elementary level and continue through high school. Mentors for the program should be Aboriginal students who can talk about their experiences and positive benefits associated with staying in school;
- develop education and career training programs that echo available opportunities for Aboriginal youth in the community. In other words, offer educational programming in areas where Aboriginal youth can find employment.
- develop awareness that many Aboriginal youth who are not attending school or working do so as a result of a lack of childcare. Educators and employers should be cognizant of these barriers and how they relate to Aboriginal youth perceptions of school and work.
- provide a range of career counselling services at an early age to Aboriginal youth.

- encourage and/or establish an inter-agency group for rapid responses to Aboriginal youth who drop out of school. The purpose of the rapid response group would be to have a high school dropout go back to school or find employment within six months of dropping out of school.

Recommendations for the BUAPC/ City of Brandon

We recommend that the BUAPC/ City of Brandon:

- take a leadership role to make Aboriginal education and employment a priority in the city
- bring education and business community together to discuss, plan and implement a strategy to attract and retain Aboriginal youth employees;
- encourage the involvement of Aboriginal youth (in fact all youth) in decision-making;
- emphasize partnerships between Aboriginal youth, family, community, organizations, schools, and work places. Establishing partnerships takes advantage of the experiences of those directly involved with Aboriginal youth, and who understand what types of ideas work for achieving educational and employment success;
- recognized that a high value is placed on family and community among Aboriginal people. Therefore, community celebrations, events and organizations aimed at Aboriginal youth should include and recognize Elders and family;
- establish a communication network to tell Aboriginal youth and potential employers about education options, career choices, wages, or funding opportunities;
- establish a recognition-based award, or strive for Brandon businesses to be recognized as one of Canada's Best Diversity Employers to encourage the adoption of best practices with Aboriginal employees.

Recommendations for Employers

We recommend that employers:

- become more knowledgeable about the barriers that impede Aboriginal youth in the workplace;
- establish partnerships with Aboriginal communities;

- establish a progression of workplace skills that lead to advancement and/or further education attainment;
- become more attentive to workplace discrimination.

Recommendations for Future Research

We recommend the following topics would be of benefit to the BUAPC.

WHAT ARE THE PULL FACTORS THAT INFLUENCE ABORIGINAL YOUTH?

Further research is warranted on the 'pull' factors that bring Aboriginal youth to Brandon using a community economic development lens. These factors include access to affordable housing, employment and educational opportunities, health and family services, and other quality of life indicators.

HOW CAN PROGRAMS AND SERVICES COOPERATE AND ADDRESS MULTIPLE NEEDS?

Research indicates that Aboriginal youth have multiple risk factors that impede their ability to obtain and maintain employment. In a perfect world, programs and services would simultaneously address as many of the factors as possible. For example, training programs should also need to address housing, social and economic needs.

HOW CAN WE INCREASE THE SOCIAL CAPITAL OF ABORIGINAL YOUTH?

Many Aboriginal youth suffer from social marginalization or isolation. Social capital, that is, the collection of an individual's social networks, holds great potential to mitigate the negative influence of education or employment failures. Active participation in community activities exposes Aboriginal youth to positive social networks and encourages employment and skill development. Community groups in Brandon should pay particular attention to the participation of Aboriginal youth in community activities.

Appendix A: Youth Employment Survey Results

Characteristics of Youth Surveyed

Q1. WHAT IS YOUR AGE? (N=126)

The average age of the youth surveyed was 23.8 years. The survey respondents' ages ranged between 18 and 30 years (Table 1).

Table 1: The percentage of respondents by their age (2016)

Age	Percentage
18	6.3%
19	7.1%
20	10.0%
21	11.1%
22	8.0%
23	8.0%
24	7.1%
25	11.1%
26	9.0%
27	3.2%
28	5.0%
29	13.0%
30	2.0%

Q2. WHAT IS YOUR GENDER? (N=135)

Of the 135 respondents, 48.2% were male and 51.8% female. None of the respondents self-identified as transgender (Table 2).

Table 2: Gender (2016)

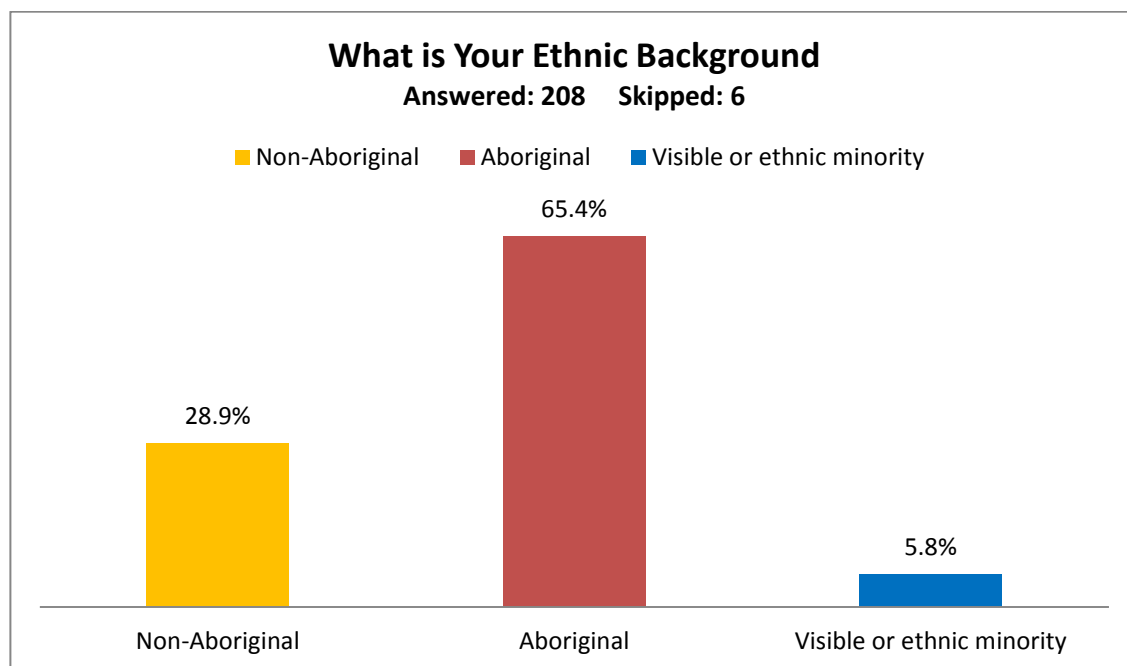
Gender	Responses	Number of Respondents
Female	48.2%	65
Male	51.8%	70
Transgender	0%	0

Q3. What is your ethnic BACKGROUND? (N=208)

In total 208 youth responded to this question. Of that number, just over 65% or 136 individuals self-identified as Aboriginal (Figure 1). It should be noted that self-identification with ethnic or racial groups is a personal choice. The literature and Statistics Canada suggest that the true Aboriginal population may be under-reported (Raham 2009; NHS Aboriginal Identity 2011).

NOTE: This is the only question that contains data from all respondents. The remainder of this report contains information for Aboriginal youth respondents only. Responses from non-Aboriginal youth for some of the questions have been added for comparison purposes only.

Figure 1. Percentage of Youth Identifying as Aboriginal, Non-Aboriginal and Visible or Ethnic Minority (2016)



Q4. HOW LONG HAVE YOU LIVED IN CANADA? (N=136)

All of the Aboriginal youth indicated that they had lived in Canada all of their life.

**Q5. WHAT ARE THE FIRST THREE CHARACTERS OF YOUR POSTAL CODE?
(N=124)**

In total, more than 90% of the respondents listed Brandon and area postal codes.

**Q6. IN THE PAST YEAR, HOW MANY COMMUNITIES HAVE YOU LIVED IN?
(N=132)**

Mobility has been identified as a contributing factor to dropping out of school and obtaining steady employment.

Question 6 investigated youth mobility. Of the 132 youth surveyed, 74.2% responded that they lived in 1-2 communities during the past year. Approximately 17 percent (17.4%) reported that they have lived in 3-4 different communities. The percentage of respondents that reported they had lived in 5-6 communities was 4.5% and 2.3% reported living in 7 or more communities in the previous year.

Table 3. Number of Communities That Respondents Have Lived in During the Past Year (2016)

Number of Communities	Responses	Number of Respondents
1-2	74.24%	98
3-4	17.42%	23
5-6	4.55%	6
7 and over	2.27%	3
Other	1.52%	2

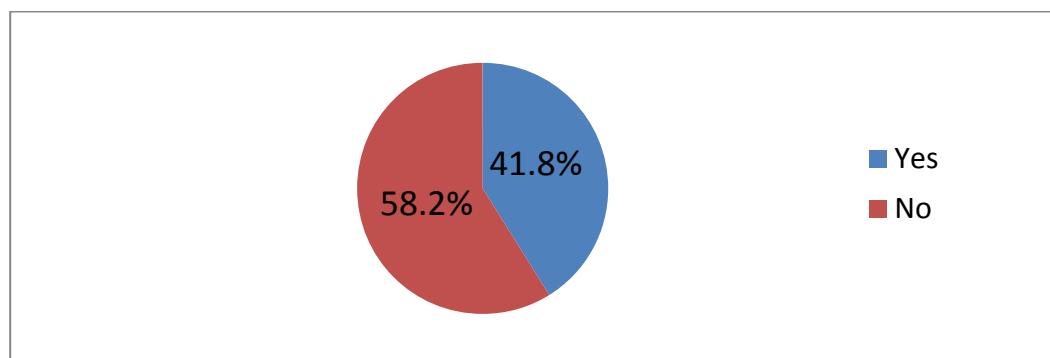
**Non-Aboriginal respondents to this question:* 85% of non-Aboriginal respondents indicated that they had lived in 1-2 communities in the last year, indicative of a lower rate of mobility. Just over 8% had lived in 3-4 communities.

Income

Q7. DO YOU HAVE A STEADY SOURCE OF INCOME? (N=136)

More than half of the youth in the survey reported that they had a steady source of income (58.2%). The percentage of respondents that reported they did not have a steady source of income was 41.8% (Figure 2).

Figure 2. Percentage of Youth Surveyed With a Steady Source of Income (2016)



**Non-Aboriginal respondents to this question: A slightly higher percentage (61%) indicated that they had a steady source of income.*

Q8: IF YES, HOW MUCH ON AVERAGE DO YOU EARN PER WEEK? (N=108)

Nearly half (44.4%) of the respondents surveyed had a weekly income of \$0-150. The income per year was computed by multiplying weekly income by 52 weeks per year (Table 4). There was not a significant difference between the weekly income of Aboriginal and non-Aboriginal respondents. Notably, more than 90% of respondents could be considered as low income or living below or near the poverty line.

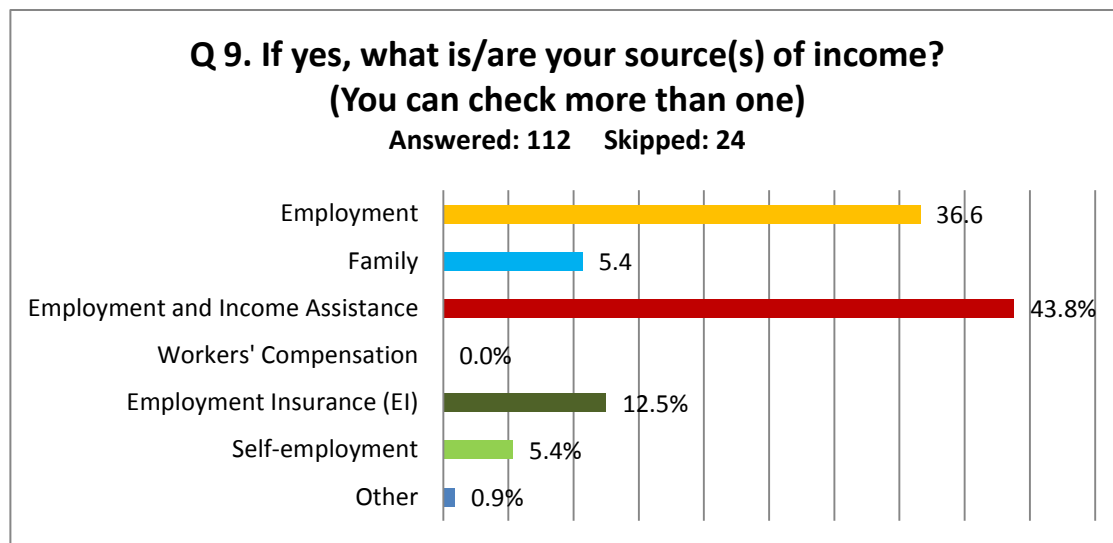
Table 4: Average income per week (2016)

Income per Week	Income per year	Responses	Number of Respondents
\$0-150	\$0-7,821	44.4%	48
\$151-300	\$7,875-15,643	21.3%	23
\$301-450	\$15,695-23,464	18.5%	20
\$451-600	\$23,516-31,286	6.4%	7
\$601 and over	\$31,286+	9.6%	10

Q9: IF YES, WHAT IS/ARE YOUR SOURCE(S) OF INCOME? (N=106)

More than 56% of the youth surveyed reported that their main source of income came from Employment Insurance (EI) or Employment and Income Assistance (EIA). Approximately 42% reported that their main source of income was Employment or Self-employment (See Figure 3).

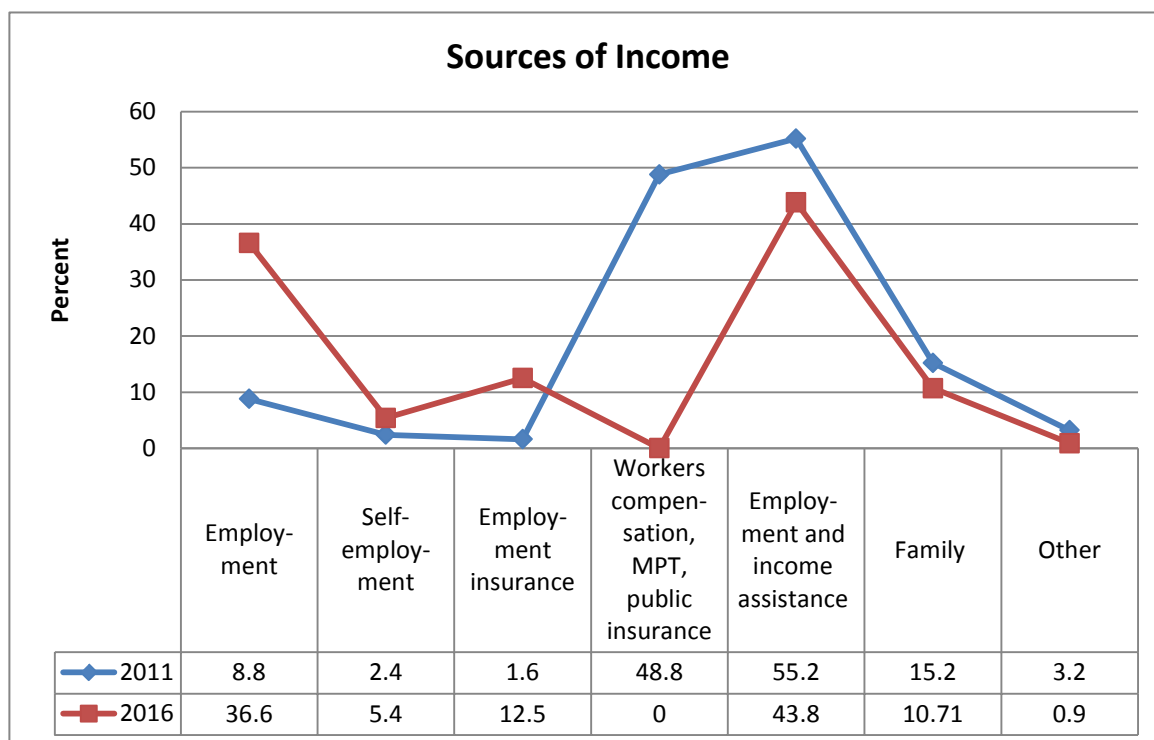
Figure 3. Source(s) of Income (2016)



* *Non-Aboriginal respondents to this question:* 46% of non-Aboriginal respondents to this question indicated that they had employment income. However, the combined percentage of respondents with income from Employment Insurance (EI) and Employment and Income Assistance was in the range of 54-56% for both groups.

* *In comparison to the 2011 survey:* The percentage of Aboriginal youth employed in 2016 rose significantly as compared to the Aboriginal youth surveyed in 2011. In addition, the percentage of youth receiving employment and income assistance slightly decreased in 2016. (Figure 4).

Figure 4. Comparison of Youth Surveyed Source(s) of Income in 2011 and 2016

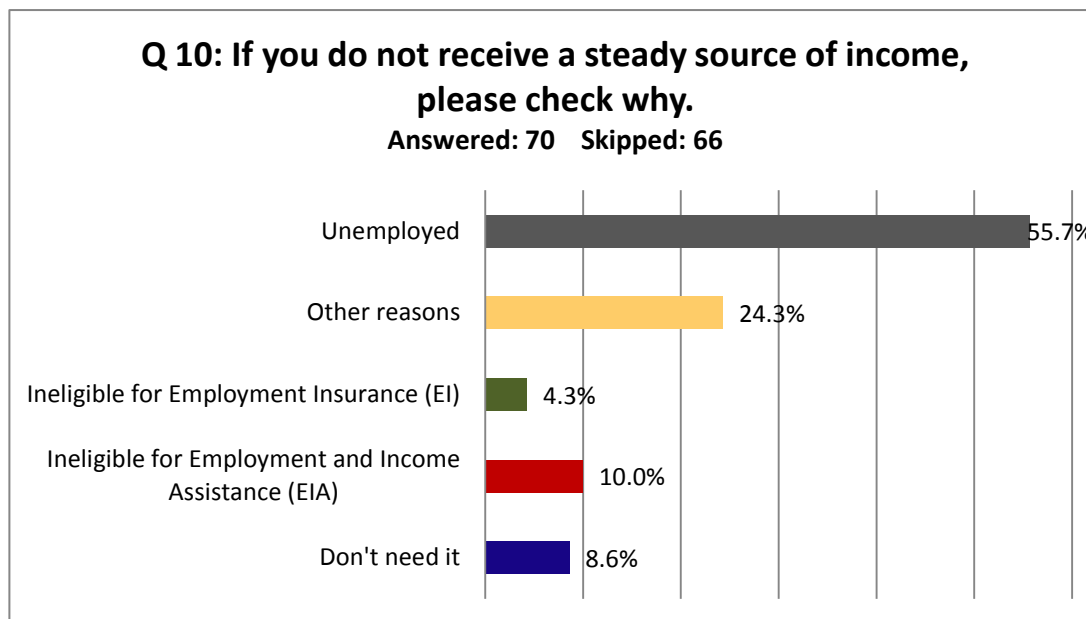


The response provided to the 'Other' category was 'sponsored for school'.

Q10: IF YOU DO NOT RECEIVE A STEADY SOURCE OF INCOME, PLEASE CHECK WHY. (N=106)

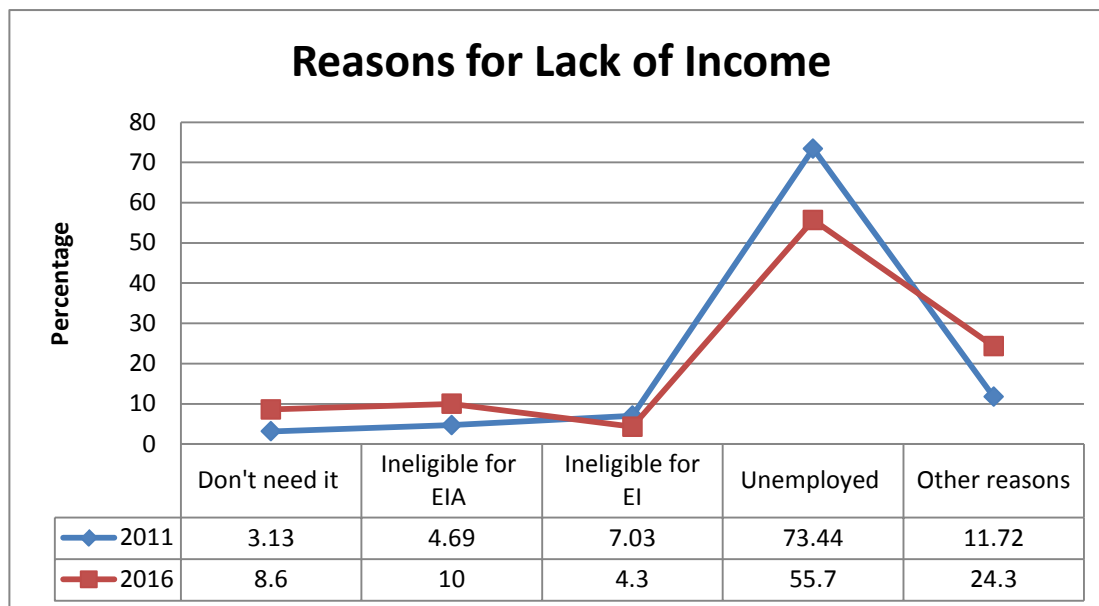
Just over 55% of the Aboriginal youth surveyed reported that they were unemployed. Additional reasons cited for not having a steady income were ineligibility for Employment Insurance (4.3%), ineligibility for Employment and Income Assistance (10%) and other (24.3%). Survey respondents did not specify the other reasons nor why they responded that they did not need a steady income (Figure 5).

Figure 5. Reasons for a Lack of Steady Income (2016)



* In *comparison to the 2011 survey*: The percentage of Aboriginal youth respondents that cited Unemployment as a barrier to a steady income declined by 17.74% between 2011 and 2016. The percentage of youth surveyed that were ineligible for EI also slightly declined by 2.73%. The percentage computed for all of the other reasons surveyed (e.g., Ineligibility for Employment and Income Assistance, Other, and Don't need it) rose between 2011 and 2016 (Figure 6). The comparison suggests that more Aboriginal respondents in 2016 are receiving Employment Income.

Figure 6. Comparison of Reasons for a Lack of Steady Income (2011 and 2016)



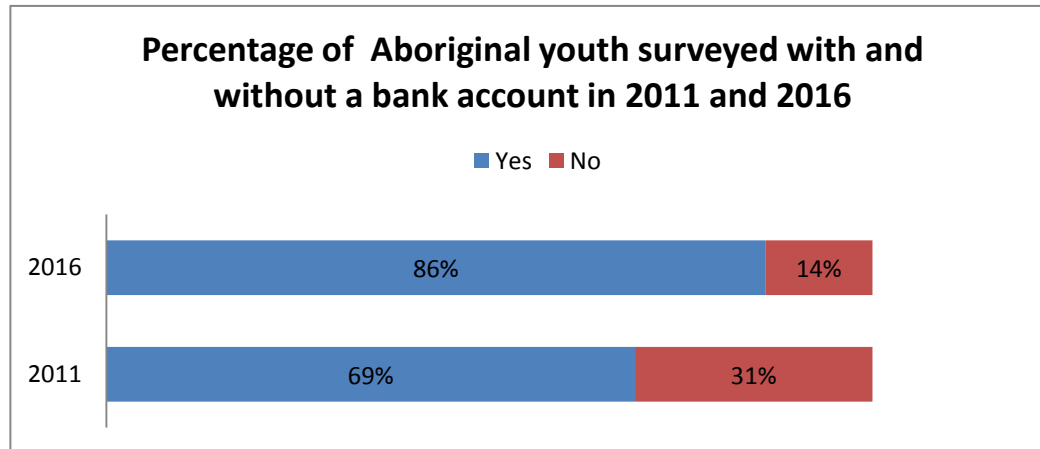
Q11: DO YOU HAVE A BANK ACCOUNT? (N=136)

When respondents were asked if they had a bank account, 86% reported yes.

* *Non-Aboriginal respondents to this question:* 93% of non-Aboriginal respondents to this question indicated that they had a bank account.

* *Comparison to the 2011 survey:* There appears to be an increase in the use of bank accounts by Aboriginal youth. In 2011, 69% of Aboriginal youth respondents indicated that they had a bank account. In 2016 this number grew to 86% (Figure 7).

Figure 7. Percentage of Youth With and Without a Bank Account in 2011 and 2016



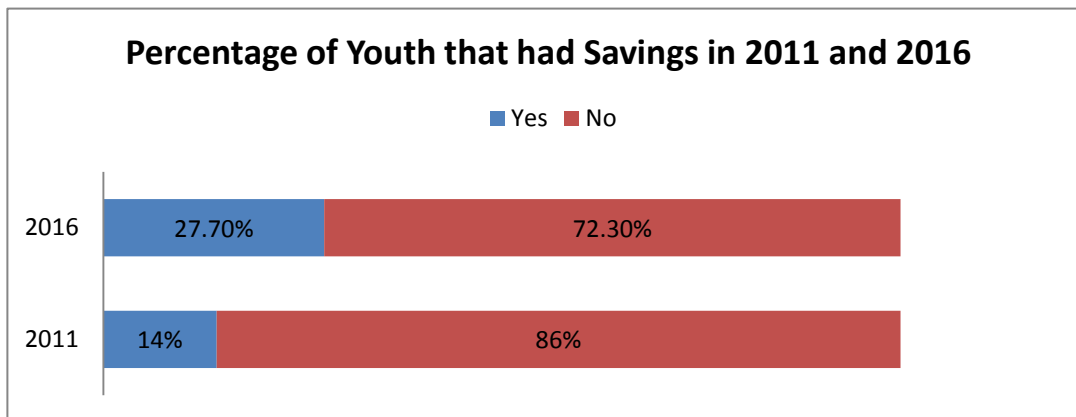
Q12: DO YOU HAVE ANY SAVINGS? (N=134)

Although the majority of the Aboriginal survey respondents had a bank account, few had savings. Only 27.7% responded that they had savings. Most of the respondents (72.3%) did not have any savings.

**Non-Aboriginal respondents to this question:* Approximately 37% of the non-Aboriginal youth respondents to this question indicated that they had savings.

**In comparison to the 2011 survey:* When compared to 2011, the percentage of youth surveyed that did not have savings declined from 86% to 72.3% (Figure 8).

Figure 8. Percentage of Youth Surveyed That Had Savings in 2011 and 2016

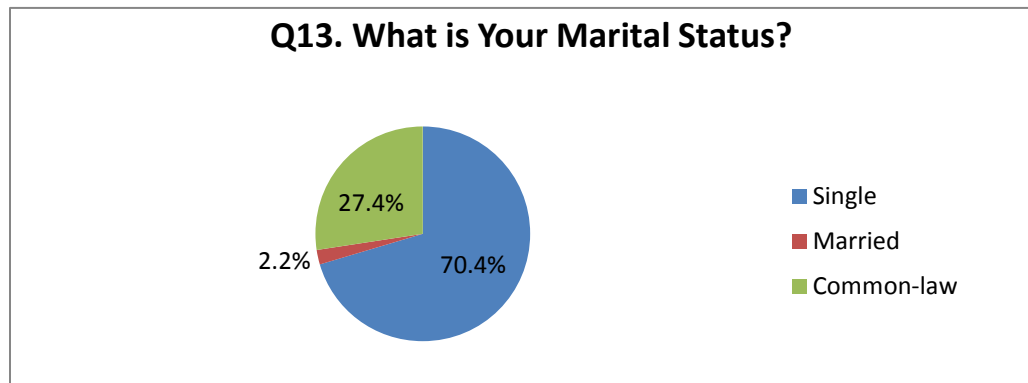


Household

Q13: WHAT IS YOUR MARITAL STATUS? (N=135)

The majority (70.4%) of respondents reported that they were single, 2.2% were married, and 27.4% were in a common-law relationship. The median age of the respondents was 24 years; therefore it is logical that the largest percentage of the survey respondents were single (Figure 9).

Figure 9. Marital Status



Q14: DO YOU HAVE CHILDREN? (N=132)

More than half of those surveyed (53.8%) in 2016 reported that they did not have children. Of the 46.2% that reported having children, only 29.5% stated that their children lived with them. The number of children living with them ranged from zero to five (Table 5).

Table 5: Percentage of Youth Surveyed That Had Children in 2016

Number of Children	Responses	Number of Respondents
0	25.6%	10
1	28.2%	11
2	15.4%	6
3	25.6%	10
5	5.1%	2

**Non-Aboriginal respondents to this question: 71% of the non-Aboriginal youth respondents to this question indicated that they did not have children.*

Q15: ARE YOU LIVING WITH YOUR FAMILY? (N=133)

Nearly half of the respondents (50.4%) reported that they lived with their family. Survey results showed that number of family members living in the respondents household ranged between one and six individuals. Of the individuals living with family, more than three-fourths lived in households with two (35.7%), three (23.8%) or four (19.1%) family members (See Table 6).

Table 6: Number of family members living in one household (2016)

Number of family members living in household	Percentage
1	4.76%
2	35.7%
3	23.8%
4	19.1%
5	9.5%
6	4.76%
6.5 (one child part time)	2.4%

Q16: HOW MANY OF THESE ARE ADULTS OVER THE AGE OF 18? (N=87)

The majority of households had between one and three adults (26.1%, 29.6%, and 15.9%, respectively). Of the youth surveyed, 14.8% reported that no adults lived in the household. One explanation is that the respondents did not include themselves as an adult living in their household (Table 7).

Table 7: Number of adults per household (2016)

Number of adults in household	Percentage
0	14.8%
1	26.1%
2	29.6%
3	15.9%
4	8%
5	3.4%
6	1.1%

Q17: HOW MANY OF THESE ADULTS ARE CURRENTLY WORKING? (N=86)

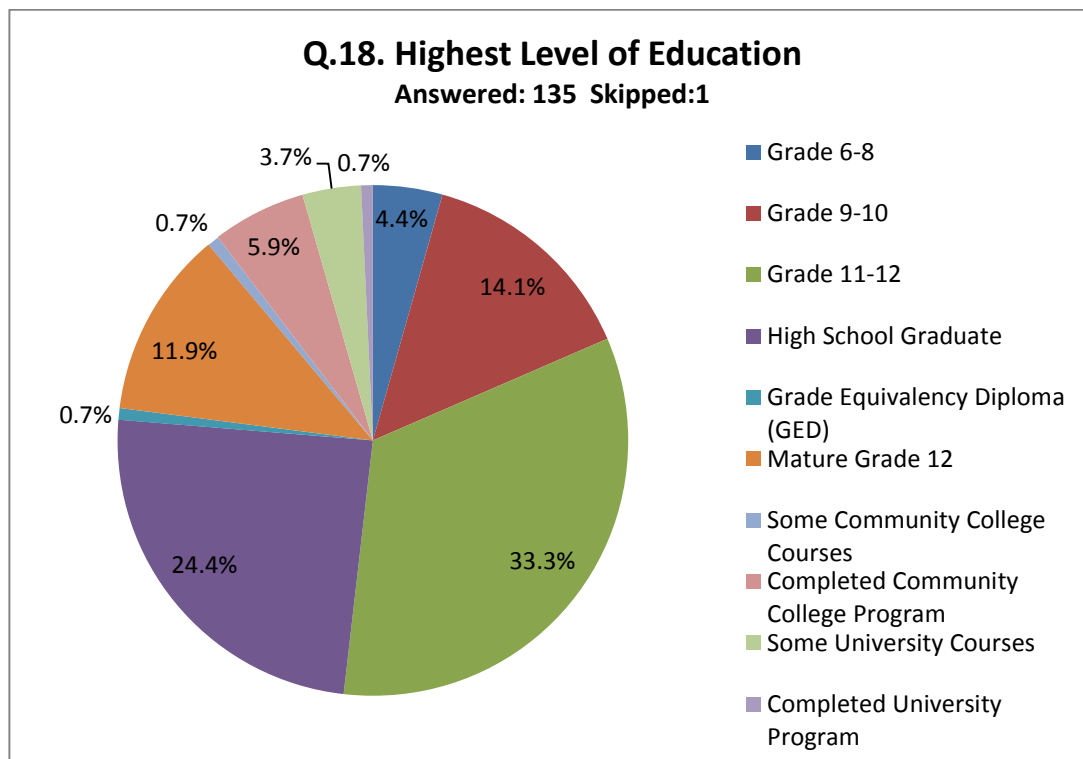
Both men and women surveyed reported that 65% of the adult(s) in their household were working. The women surveyed reported that one (45%) or two (12.5%) of the adults in the household were working. The men surveyed reported that one (39.1%) or two (21.7%) of the adults in the household were working. Of the women surveyed, 2.5% reported that 3-5 adults in their household were working. Of the men surveyed, 2.2% reported that 3-4 adults in their household were working.

Education and Training**Q18: WHAT IS YOUR HIGHEST LEVEL OF EDUCATION? (N=135)**

The most significant finding for this question was that 51.8% of respondents did not graduate from high school. The percentage of youth completing grade 6-8 was 4.4%. The percentage of youth completing grade 9-10 was 14.1%. The percentage of youth completing grade 11-12 was 33.3%. Approximately 37% of the respondents had completed high school, GED or mature grade 12. In addition, eleven percent of respondents indicated community college courses; however, only 5.9% indicated that they had completed a community college program. Approximately 3% reported some

university courses; however, less than 1% (that is one person) indicated that they had completed a university program. These findings are depicted in Figure 10.

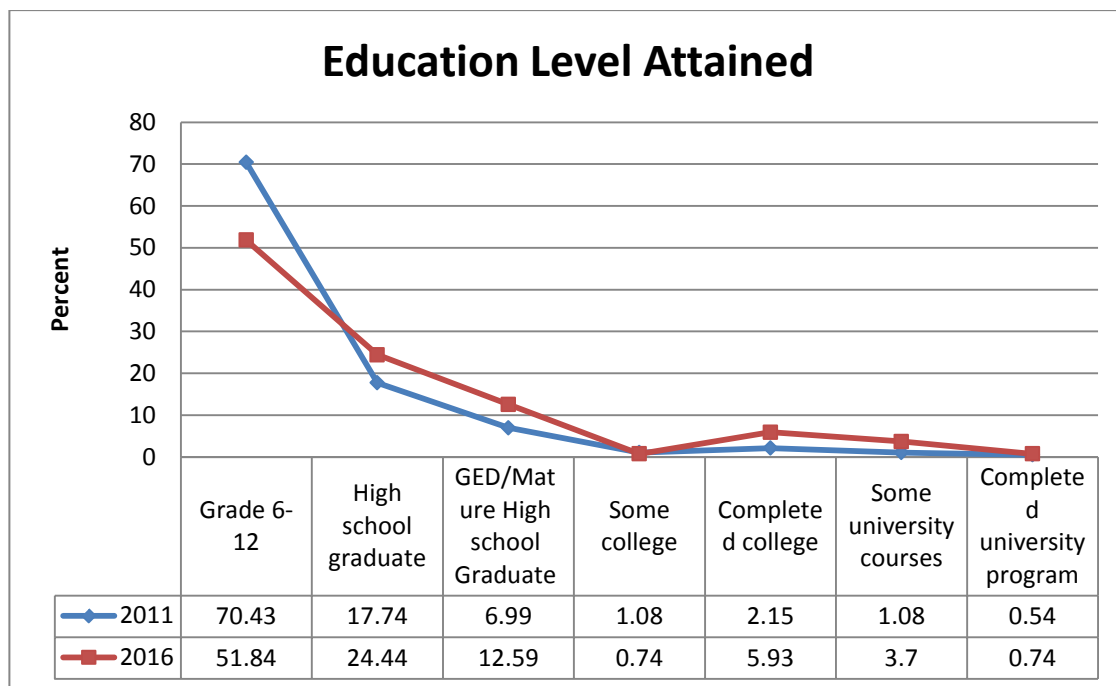
Figure 10. Highest Level of Education for Youth Surveyed (2016)



**Non-Aboriginal respondents to this question:* 31% of non-Aboriginal youth respondents to this question had less than a high school education. Just over 8% had completed a community college program and 4% had completed a university program.

**In comparison to the 2011 survey:* The pattern of educational achievement in 2016 shows slight increases in the level of achievement since 2011. Importantly, the number of respondents whose highest educational attainment was between grades 6-12 decreased. In addition, the high school graduation percentage increased by 7.7%, and the percentages of respondents who completed college, some university courses and/or completed university all increased between 2011 and 2016 (Figure 11).

Figure 11. Comparison of Highest Level of Education Achieved in 2011 and 2016



The data in Table 8 suggests that the majority of the Aboriginal population is completing high school around the age of 22 years. Trends in the data also show that the Aboriginal population is starting post-secondary studies at a later age (approximately age 21), than what is typical (age 18).

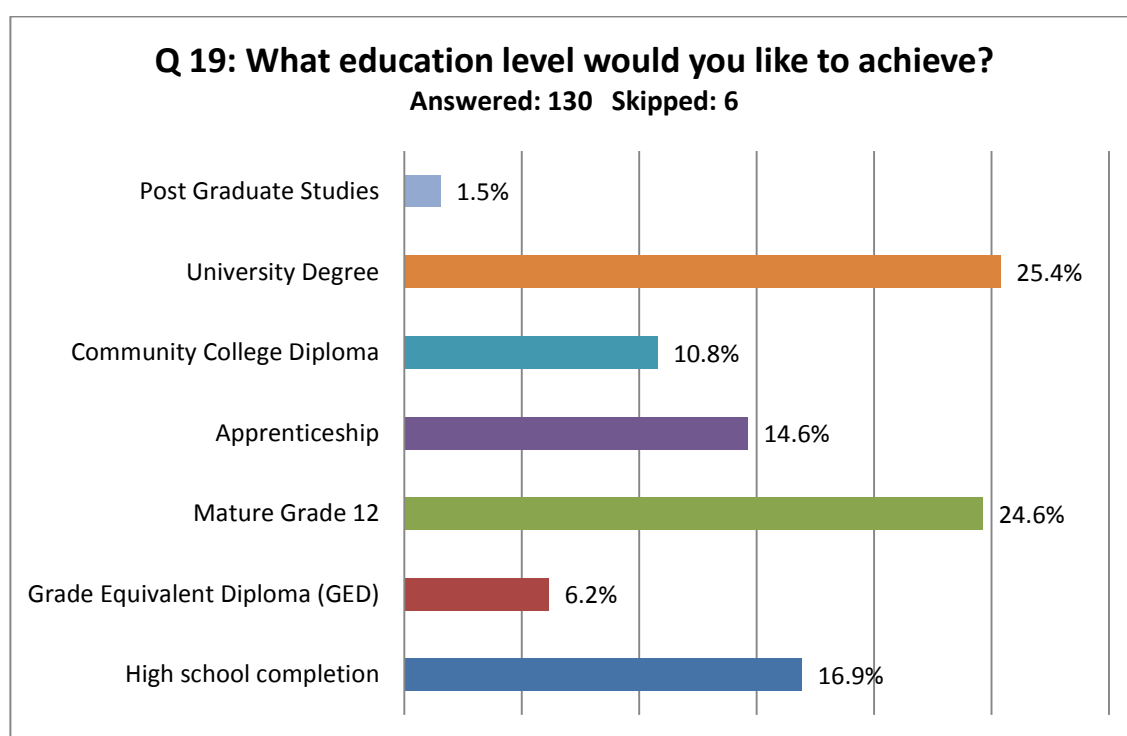
Table 8: Education Level Attained for Aboriginal Population by Age Group

	18 years old	19 years old	20 years old	21 years old	22 years old	23 years old
Grades 6-12	87.5%	55.7%	75%	28.6%	20%	50%
High school graduate	-	33.3%	8.3%	35.7%	50%	20%
GED/Mature grade 12	12.5%	11.1%	8.3%	28.6%	10%	20%
Some college courses	-	-	-	-	-	-
Completed college program	-	-	8.3%	-	10%	10%
Some university courses	-	-	-	7.1%	10%	-
Completed university	-	-	-	-	-	-

Q19: WHAT EDUCATION LEVEL WOULD YOU LIKE TO ACHIEVE? (N=130)

Survey results showed that the percentage of respondents that enrolled in post-secondary education courses was 11%. In contrast, greater than three times that percentage (37.7%) reported that they aspired to achieve a university degree (25.4%), community college diploma (10.8%) or post-graduate education (1.5%) (Figure 12). An additional 14.6% aspired to attain an apprenticeship. Slightly less than half of the respondents surveyed (47.7%) reported that they desired to achieve a high school or equivalent education.

Figure 12. Highest level of education desired by youth surveyed (2016)

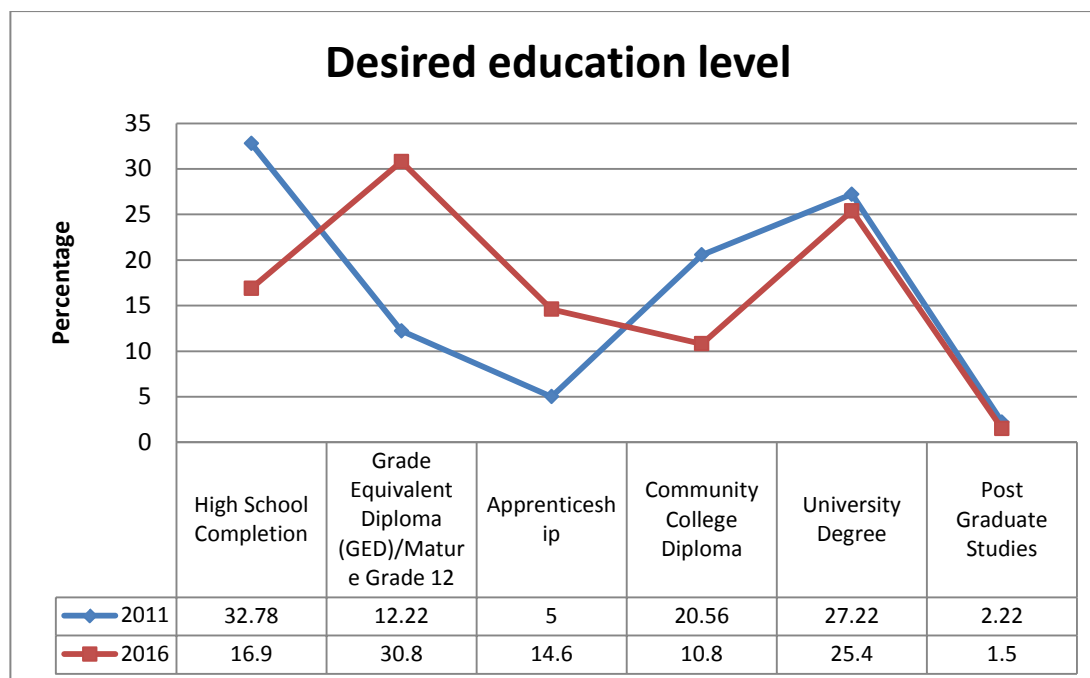


**In comparison to the 2011 survey:* The percentage of respondents desiring successful completion of high school as their terminal degree declined by 15.88% between 2011 and 2016 from 32.78% to 16.9%, respectively (Figure 13). In addition, the percentages of those who desired to achieve a mature grade 12 diploma and/or a GED doubled between 2011 and 2016.

The percentage of respondents seeking an apprenticeship nearly tripled from 5% (2011) to 14.6% (2016). The number of respondents desiring to achieve a community

college diploma declined from 20.56% (2011) to 10.8% (2016), while the percentage desiring to achieve a university education remained approximately the same.

Figure 13. Comparison of Highest level of Education Desired in 2011 and 2016



Employment Experience

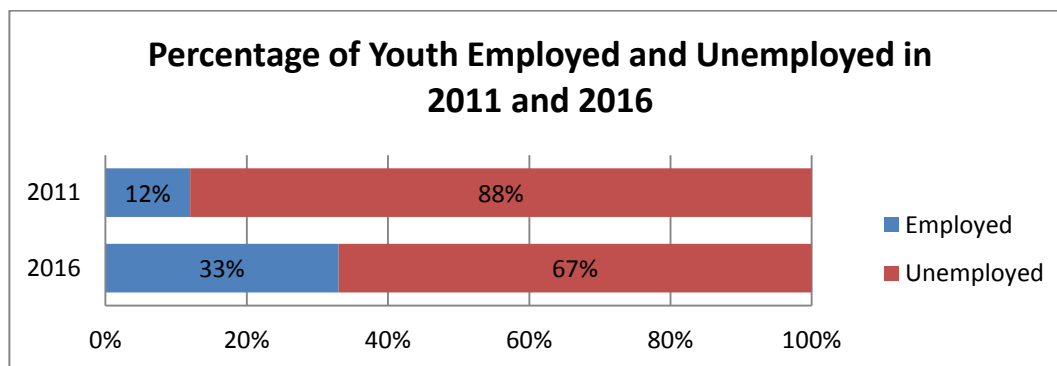
Q20: DO YOU CURRENTLY HAVE A JOB? (N=135)

2016 survey results show low (33%) youth employment of the Aboriginal youth respondents.

**Non-Aboriginal respondents to this question:* Nearly 60% of non-Aboriginal youth respondents to this question did not have a job.

** In comparison to 2011 survey:* Although the percentage of employed youth nearly tripled since the 2011 survey, only 33% of the respondents had a job at the time of the survey in 2016. The percentage of youth employed in 2011 was only 12% (Figure 14).

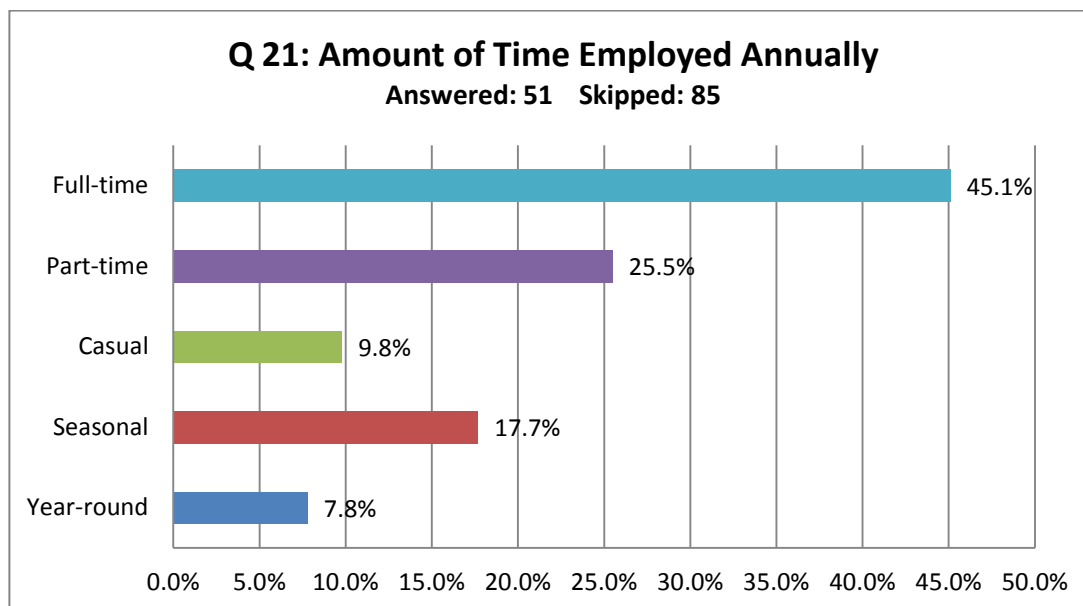
Figure 14. Percentage of Youth Employed and Unemployed in 2011 and 2016



Q21: PLEASE CHOOSE FROM THE FOLLOWING THE AMOUNT OF TIME EMPLOYED ANNUALLY: (N=87)

Nearly half of respondents (45.1%) indicated that they had a full-time position when the survey was done. Nearly 26% had a part-time position and 9.8% had a casual position, 17.7% had a seasonal position. Only 7.8% of the youth surveyed reported that they had a year-round position (See Figure 15).

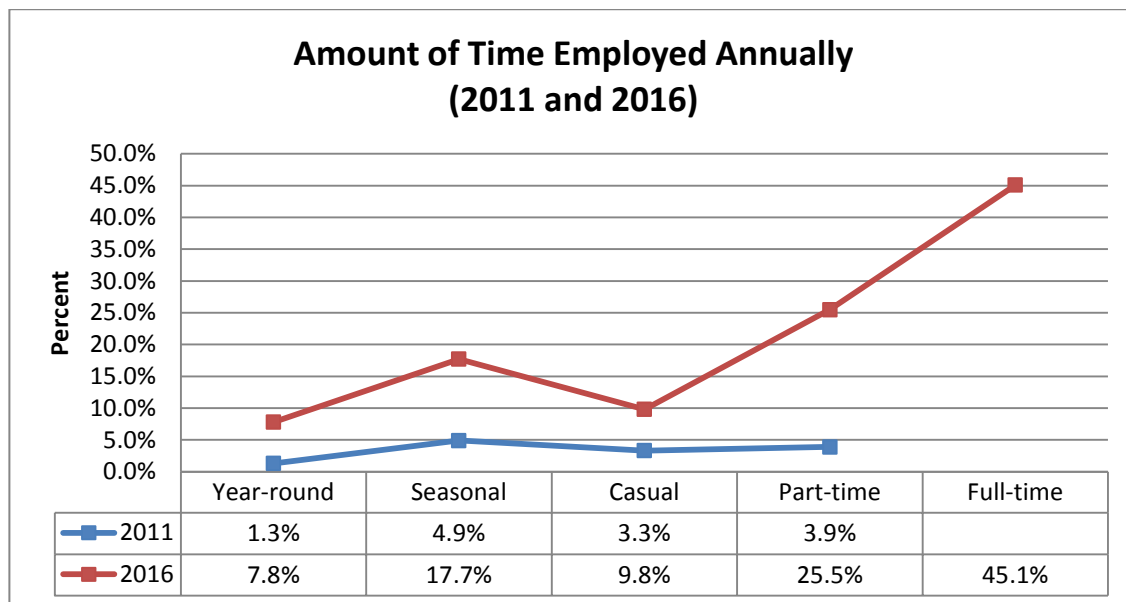
Figure 15. Percentage of Time Youth Surveyed Were Employed Annually in 2016



**In comparison to the 2011 survey:* In all categories surveyed, the percentage of youth employed rose between 2011 and 2016 (Figure 16). There was a significant rise in the percentage of youth employed part-time, increasing from 3.9% in 2011 to

25.5% in 2016. The 2011 survey did not ask respondents to report full time work therefore no comparative data is available.

Figure 16. Percentage of Time Employed Annually in 2011 and 2016



Q22: HOW LONG HAVE YOU BEEN WORKING AT THIS JOB? (N=47)

The majority of respondents that were surveyed (63.41%) reported that employment at their current position has been for more than 12 weeks (see Table 9).

Table 10: Duration of employment at current position (2016)

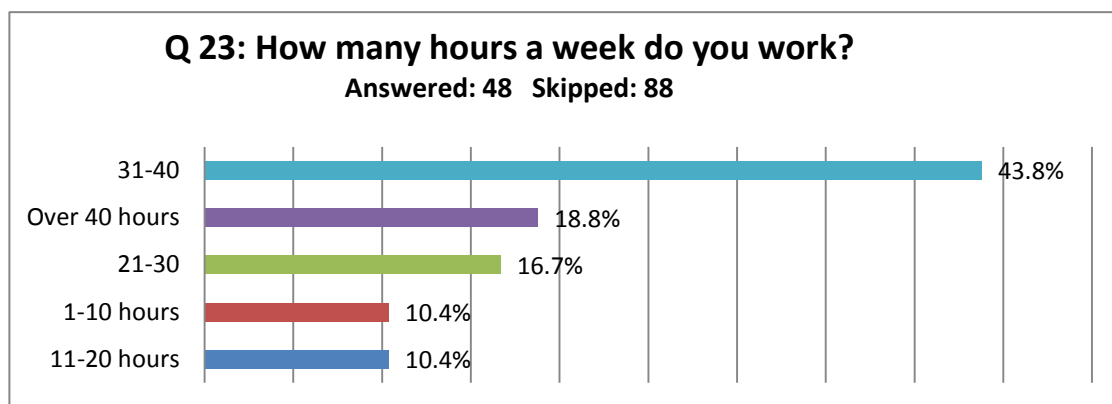
Duration of Current Employment	Percentage of Respondents
1-3 weeks	14.9%
4-6 weeks	12.8%
7-9 weeks	2.1%
10-12 weeks	12.8%
12 weeks and over	57.5%

Q23: HOW MANY HOURS DO YOU WORK? (N=48)

Nearly half of respondents (43.8%) reported working between 31-40 hours per week (See Figure 17). The second highest percentage of respondents (18.8%) reported they

worked more than 40 hours per week. Approximately 38% of the youth surveyed worked less than 30 hours per week. On average, the respondents surveyed worked approximately 27 hours per week.

Figure 17. Number of Hours Worked per Week in 2016

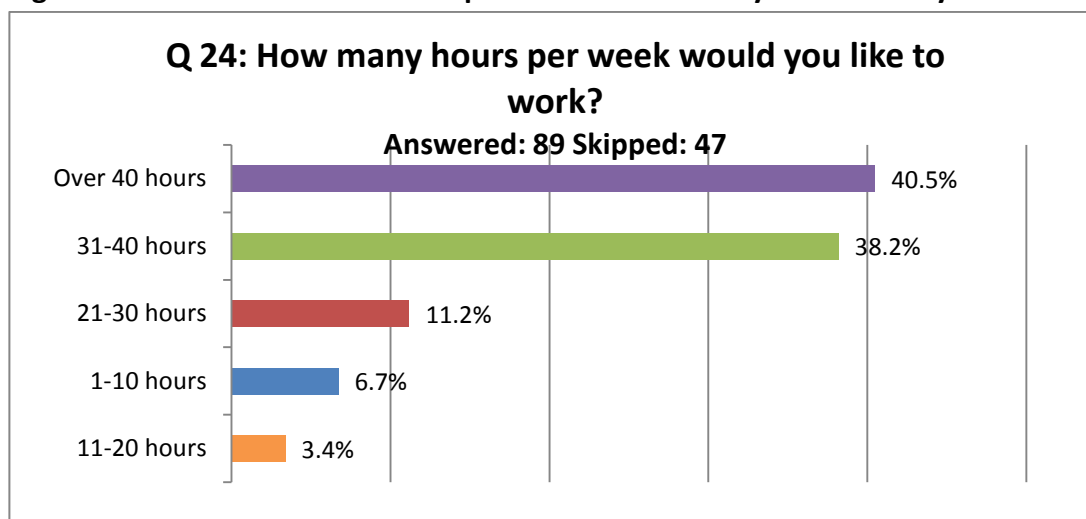


Q24: HOW MANY HOURS PER WEEK WOULD YOU LIKE TO WORK? (N=89)

The analysis of the survey results show that many youth were unable to work as many hours per week as they would like. The majority of survey respondents (40.5%) reported that they would like to work more than 40 hours per week (Figure 18). In contrast, only 18.8% of youth surveyed were actually working more than 40 hours per week (Figure 17). Only 10.1% of the youth surveyed wanted to work less than 20 hours per week. The percentage of youth working less than 20 hours per week was more than double the percentage reporting that their preference was fewer than 20 hours weekly (20.8%) (Figure 18).

The percentage of respondents that desired to work between 31-40 hours per week (38.2%) compared favourably to the percentage actually working 31-40 hours per week (43.8%).

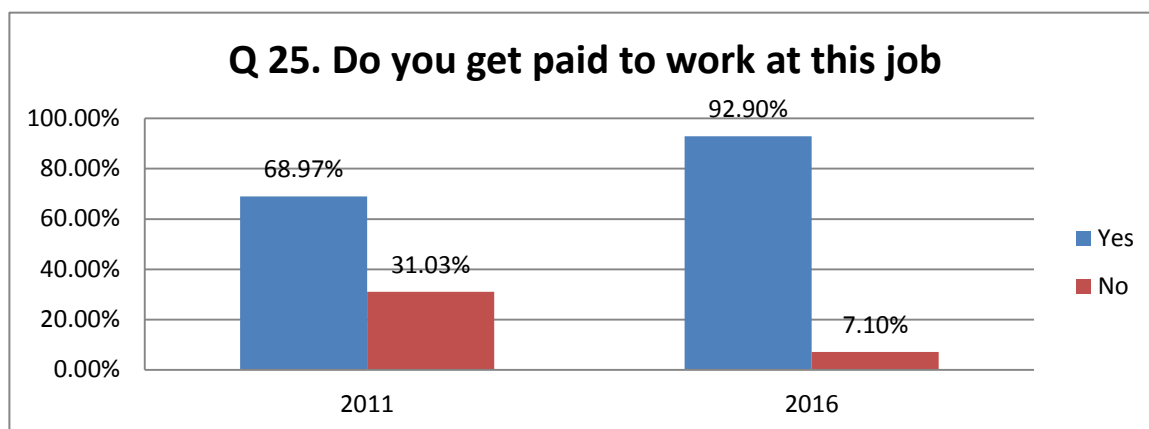
Figure 18. Number of Work Hours per Week Preferred by Youth Surveyed in 2016



Q25: DO YOU GET PAID TO WORK AT THIS JOB? (N=56)

**In comparison to the 2011 survey: Nearly 93% of the youth surveyed indicated that they are being paid to work at their job. This is a sharp increase from 2011 survey results. In 2011, approximately 69% of respondents reported that they were paid for the work they performed (See Figure 19).*

Figure 19. Percentage of Youth Surveyed Paid for Work Performed in 2016



Q26: IF YES, WHAT IS YOUR HOURLY WAGE? (N=90)

The hourly wages of the youth surveyed ranged from under \$10 to over \$25 per hour. Nearly 70% of respondents earned an hourly wage between \$11-15 (Table 11). However, none of the female survey participants reported earning greater than \$20

per hour, whereas 7.4% of the male respondent reported greater earnings (Figure 20). None of the males surveyed reported earning less than \$10 per hour whereas 1.9% of the females surveyed earned under \$10 per hour.

* *Non-Aboriginal respondents to this question:* Non-Aboriginal respondents to this question indicated similar percentages of hourly wages.

Table 11: Hourly wages (2016)

Hourly Wage	Percentage of Respondents	Males	Females
Under \$10	1.85%	0	1
\$11-15	68.5%	20	17
\$16-20	22.2%	7	5
\$21-25	3.7%	2	0
Over \$25	3.7%	2	0

Figure 20. Hourly Wages Reported by Youth Surveyed in 2016, by Gender

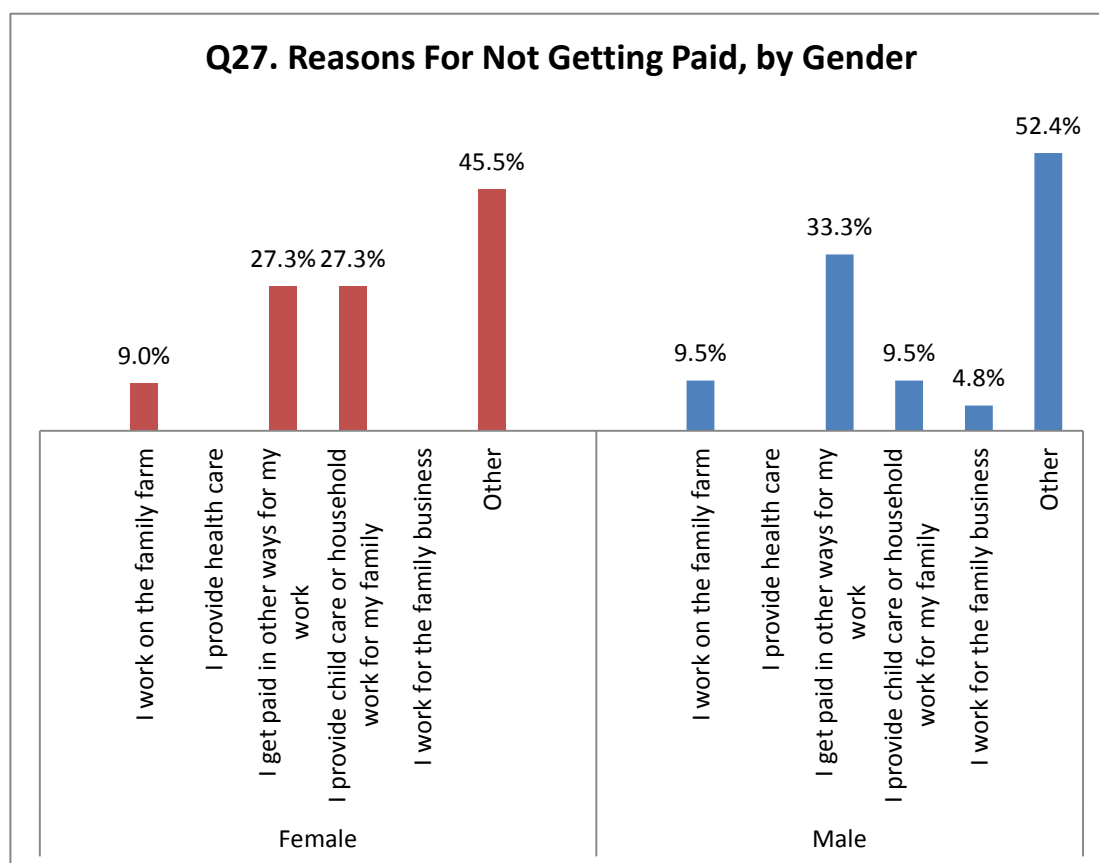


Q27: IF YOU DO NOT GET PAID, WHY NOT? (N=47)

The percentage of women reporting that they did not get paid because they provided childcare was 3:1 more than males surveyed. None of the women surveyed reported working for a family business as compared to 4.8% of males surveyed.

Approximately half of the women and men surveyed responded that they did not receive pay for 'Other' reasons. In the 2016 survey, respondents were not asked to provide examples of other reasons; however, examples provided in 2011 included no job, welfare, child support, maternity leave, unemployed and laid off. The percentage of women that reported providing childcare or household work for family (26.2%) was significantly higher than for men (6.2%). Interestingly, 20% of women and 37.5% of the men surveyed responded that they received pay in other ways for work performed. This suggests that there may be an underground economy in which work is exchanged for other services or goods (Figure 21).

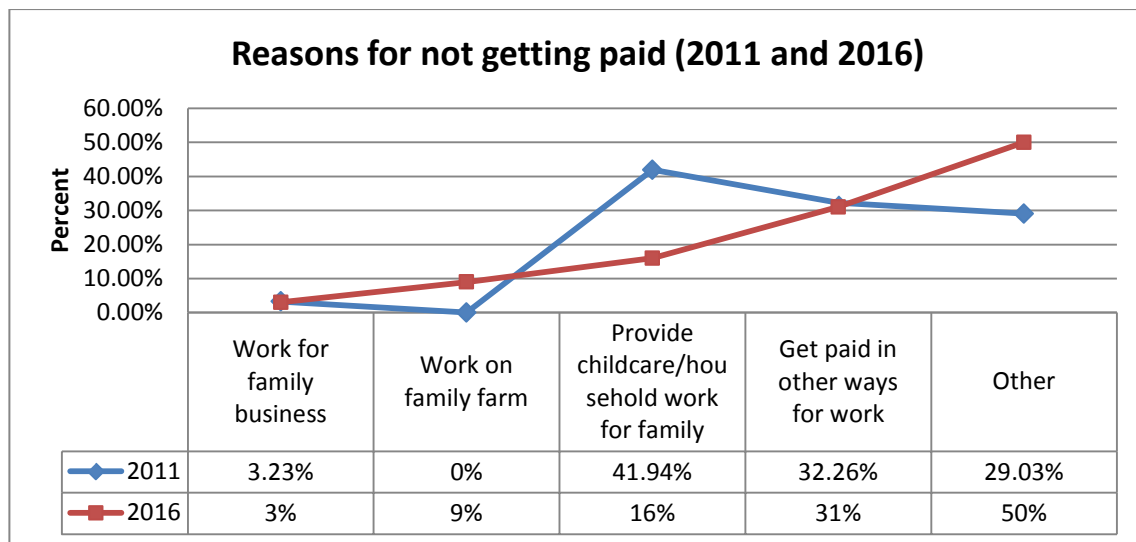
Figure 21. Reasons Given by Youth Surveyed for Not Getting Paid in 2016



* *In comparison to the 2011 survey:* The analysis of survey results in 2011 and 2016 shows a major decline in the percentage of individuals that provided childcare and

household work for family (Figure 22). There was also an increase in the percentage of individuals reporting 'Other' reasons why they did not get paid.

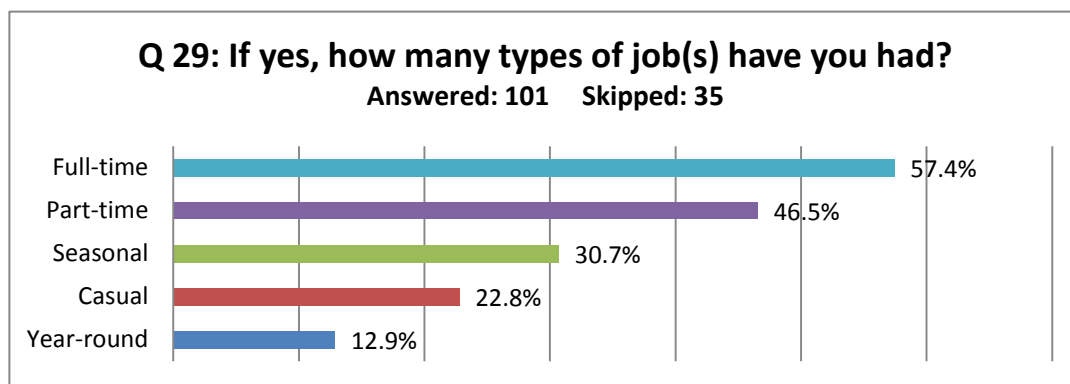
Figure 22. Comparison of Reasons for Not Getting Paid in 2011 and 2016



Q28: IF YOU ARE NOT WORKING, HAVE YOU HAD A JOB IN THE PAST? (N=101)

Of the Aboriginal respondents who responded to this question (and therefore assumed to be employed), slightly less than 60% of respondents reported that they had full time positions. Only 12.9% of respondents reported year-round employment (See Figure 23).

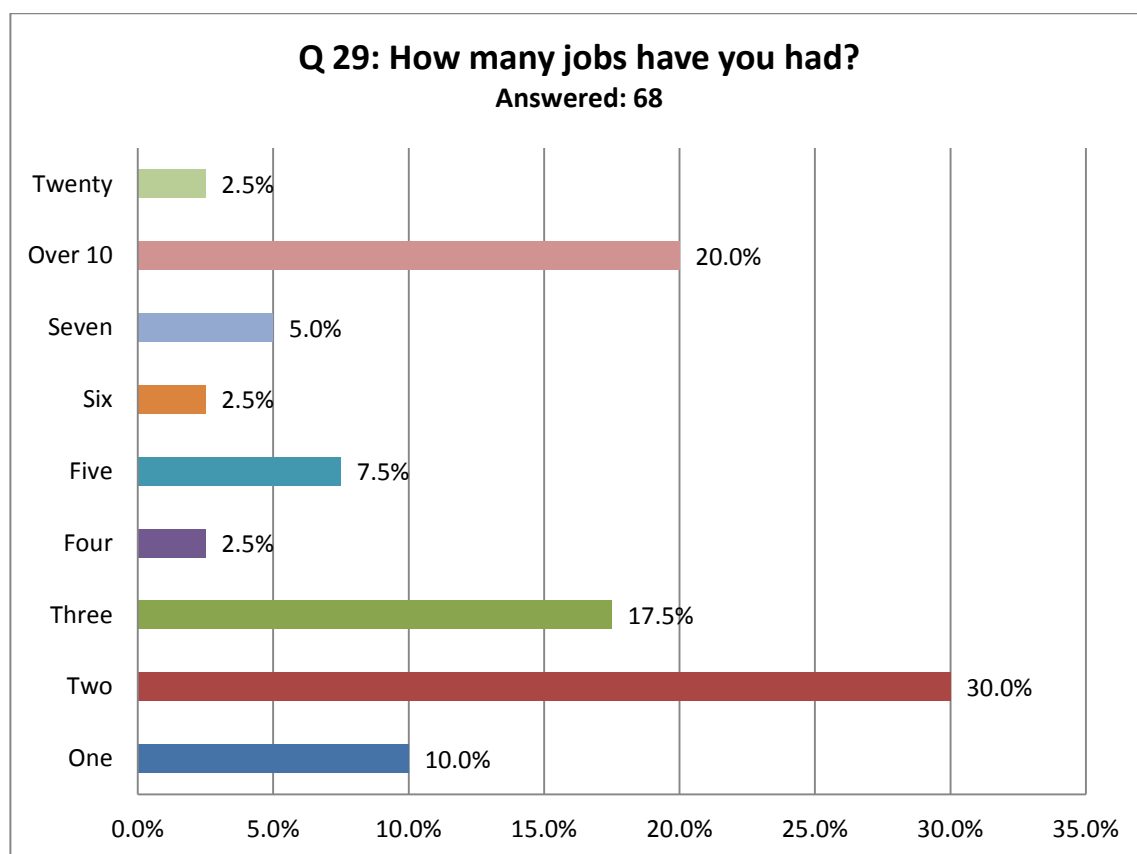
Figure 23. Types of Employment held by Youth Surveyed in 2016



Q29: IF YES, HOW MANY JOB(S) HAVE YOU HAD? (N=68)

The number of held jobs reported by survey respondents was between one and 20. The analysis of the survey results suggest that youth must work more than one job to achieve full-time work. Moreover, since only 12.9% of respondents reported year-round work, more than one job would be necessary in order to achieve year-round employment (See Figure 24).

Figure 24. Number of jobs held by Youth Surveyed in 2016

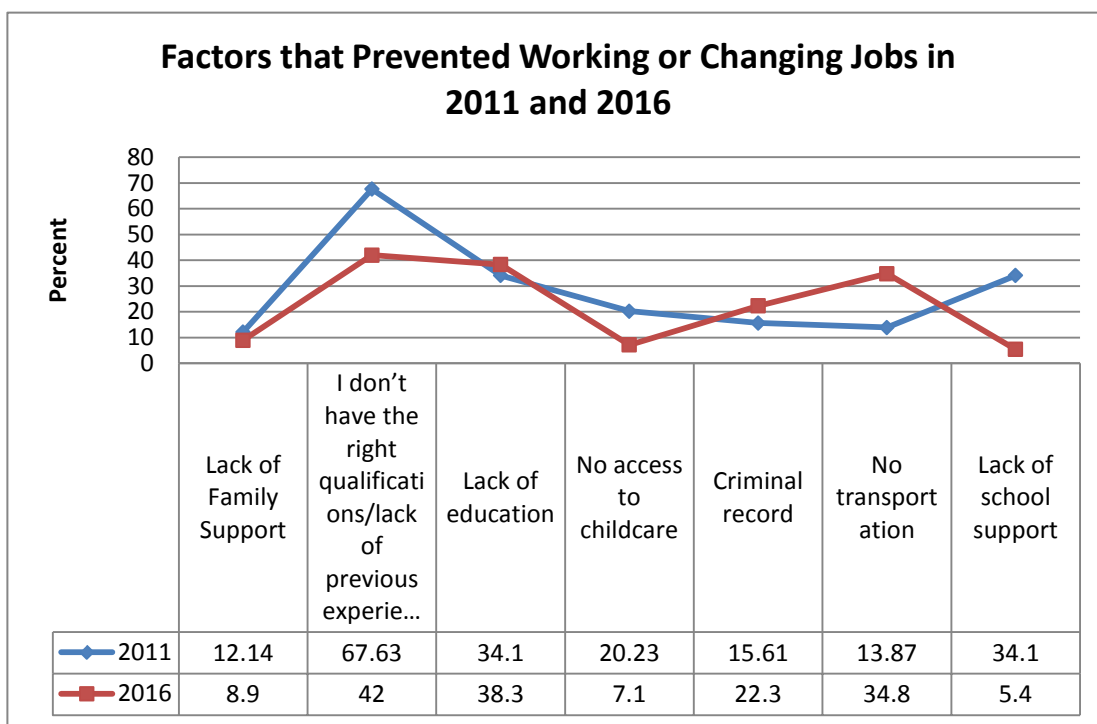


* *Non-Aboriginal respondents to this question:* This group of respondents reported similar high numbers of jobs.

Q30: WHAT FACTORS ARE PREVENTING YOU FROM WORKING OR GETTING A DIFFERENT JOB? (N=177)

** In comparison to the 2011 survey:* There was some change in the factors that prevent youth from working or getting a different job in 2016 than was reported in 2011. There was a significant decrease in lack of school support between 2011 and 2016. This number dropped from 34.1% to 5.4%. In addition, no access to childcare as a reason for prevention of working decreased by approximately 13% and no transportation increased by approximately 20% (Figure 25).

Figure 25. Factors that Prevented Working or Changing Jobs in 2011 and 2016



The top three reported factors preventing employment in 2016 were lack of education, lack of transportation and lack of qualifications or previous experience. In 2011, the top three reported factors preventing employment were not having qualifications or previous experience, lack of education and/or lack of school support. The male response that a criminal record impeded employment was 5:1 over female survey participants.

A criminal record did not decline between the 2011 and 2016 survey periods. In this survey, it appears that employers are more reluctant to hire youth with a prior criminal record than in 2011.

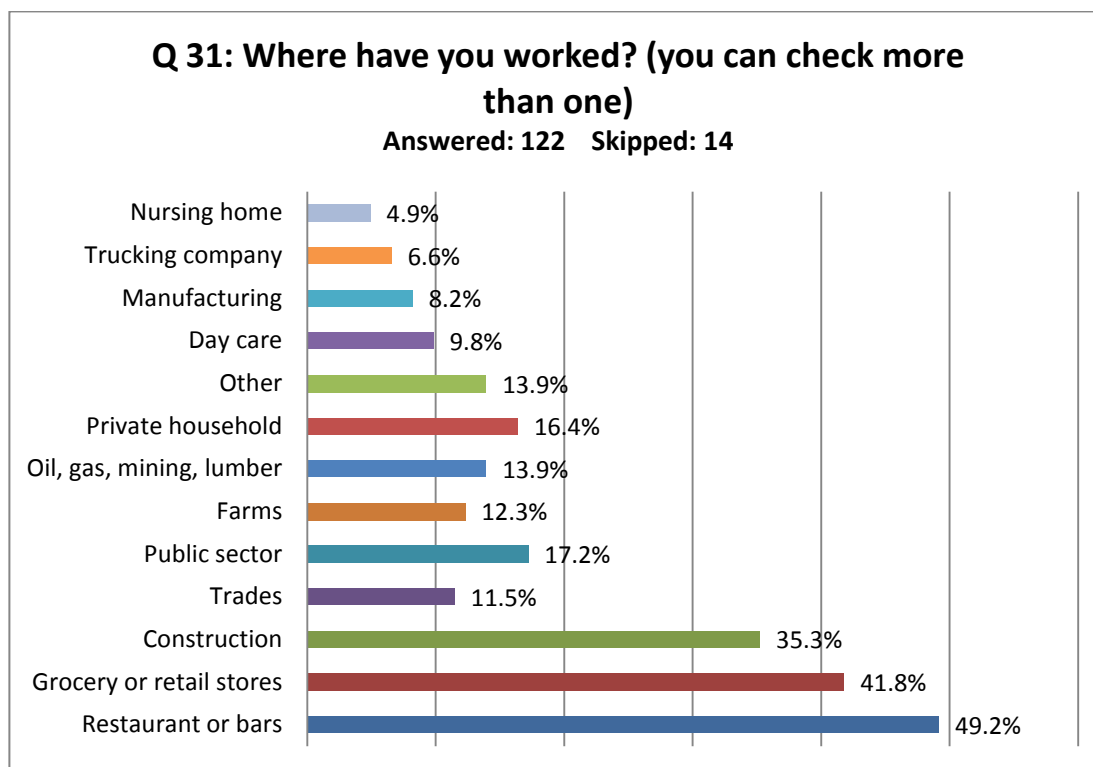
Although not included in the graph, there was a decline in the perception that training costs were too high from 19.7% in 2011 to 8.7% in 2016, which could indicate prices have dropped or training subsidies increased access to needed employment skills. Another interesting finding is that respondents reported the lack of affordable housing was an impediment to work or getting a different job. One explanation for this finding is the fact that 35% of respondents in 2016 did not have access to transportation. Therefore, work would need to be close to their residence.

Five of the respondents surveyed in 2016 listed additional factors for not working. Three out of five indicated that they were in school. One respondent stated they had an injury that prevented working and one responded that drugs impeded work.

Q31: WHERE HAVE YOU WORKED? (N=122)

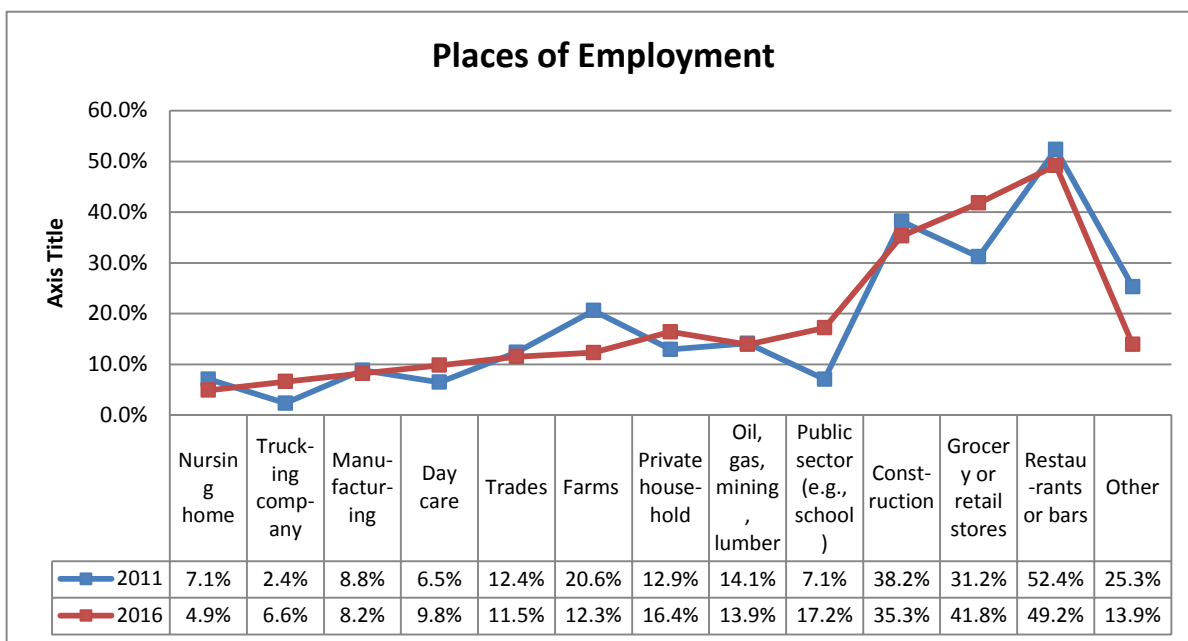
Most of the youth surveyed held jobs that were low skilled. More than 90% currently or previously worked in grocery/retail sales or a restaurant/bar. In addition, 35% reported they worked in construction (See Figure 26). Respondents could provide one or more answers to this question.

Figure 26. Places Where Youth Surveyed Were Employed in 2016



* *In comparison to the 2011 survey:* Little changed regarding types of youth employment in 2011 and 2016. The major areas of employment in 2016 were retail sales (41.8%) and the food service sector (49.2%). The percentage of survey participants listing these two sectors of employment in 2011 was nearly identical to the percentage reporting employment in those sectors in 2016. There was a slight increase of approximately 10% in the percentage of those who work at a grocery or retail store in 2016 (Figure 27).

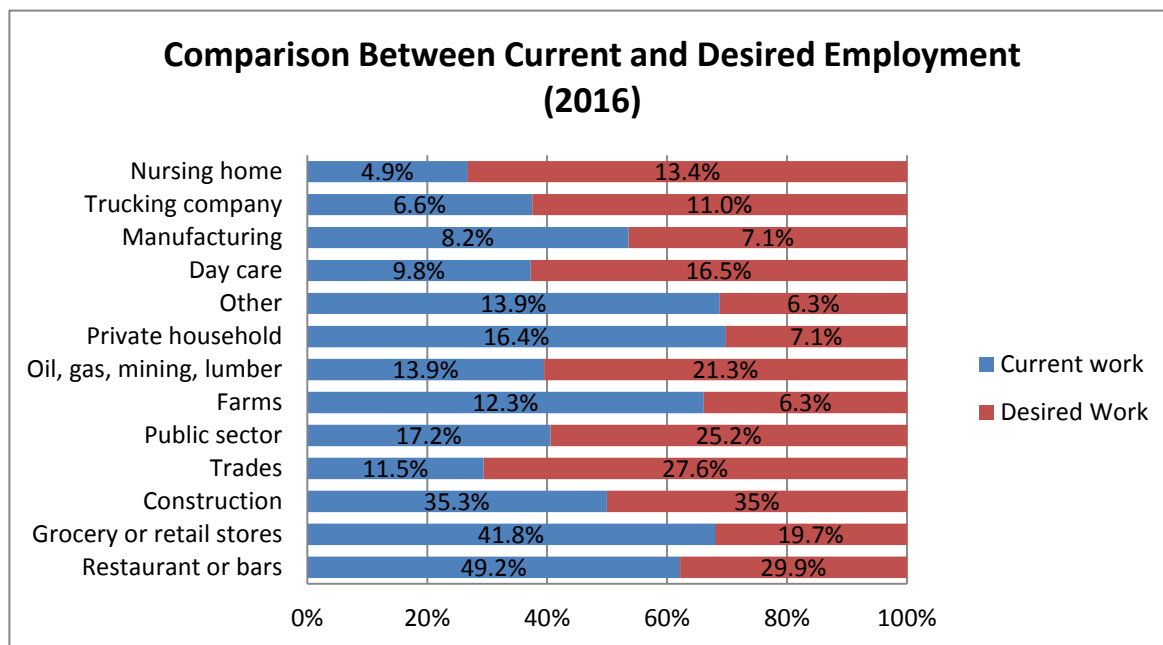
Figure 27. Comparison of Places of Employment in 2011 and 2016



Q32: WHERE WOULD YOU LIKE TO WORK? (N=127)

Figure 28 depicts the gap between where youth surveyed have worked and where they would like to work. In nearly all cases, youth surveyed have held low skilled and low paying jobs (e.g., retail sales, restaurant and bars). Preferred employment was in the skilled trades and professional sector (e.g., gas, oil, mining, public sector, trades (unspecified)). The percentage of youth surveyed that have worked in construction and want to work in construction is approximately one third of the individuals surveyed. Respondents could provide one or more answers to this question.

Figure 28. Comparison between Current and Desired Employment (2016)

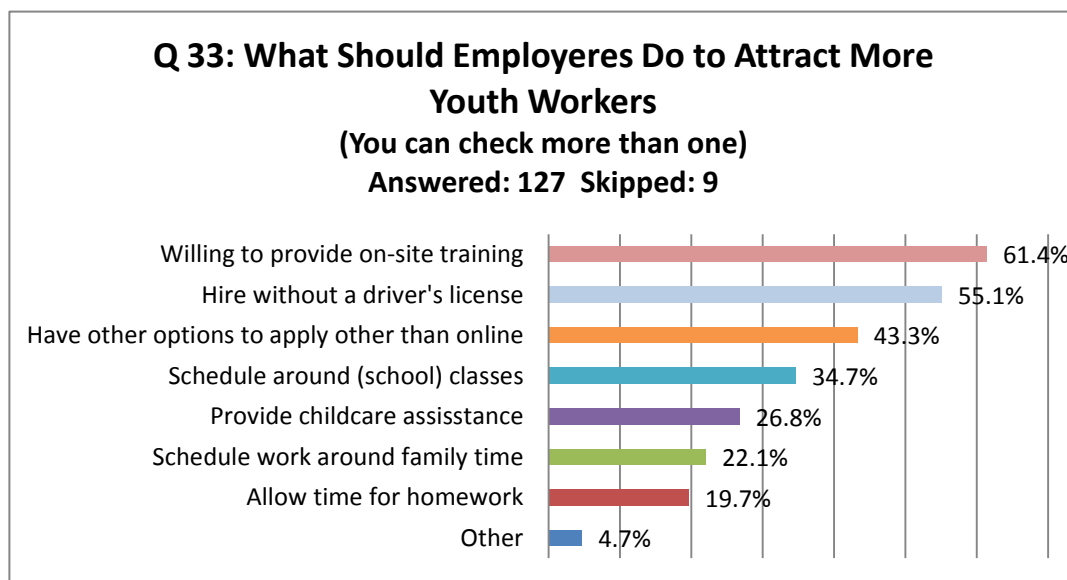


Experience with Employers

Q33: WHAT SHOULD EMPLOYERS DO TO ATTRACT MORE YOUTH WORKERS? (N=127)

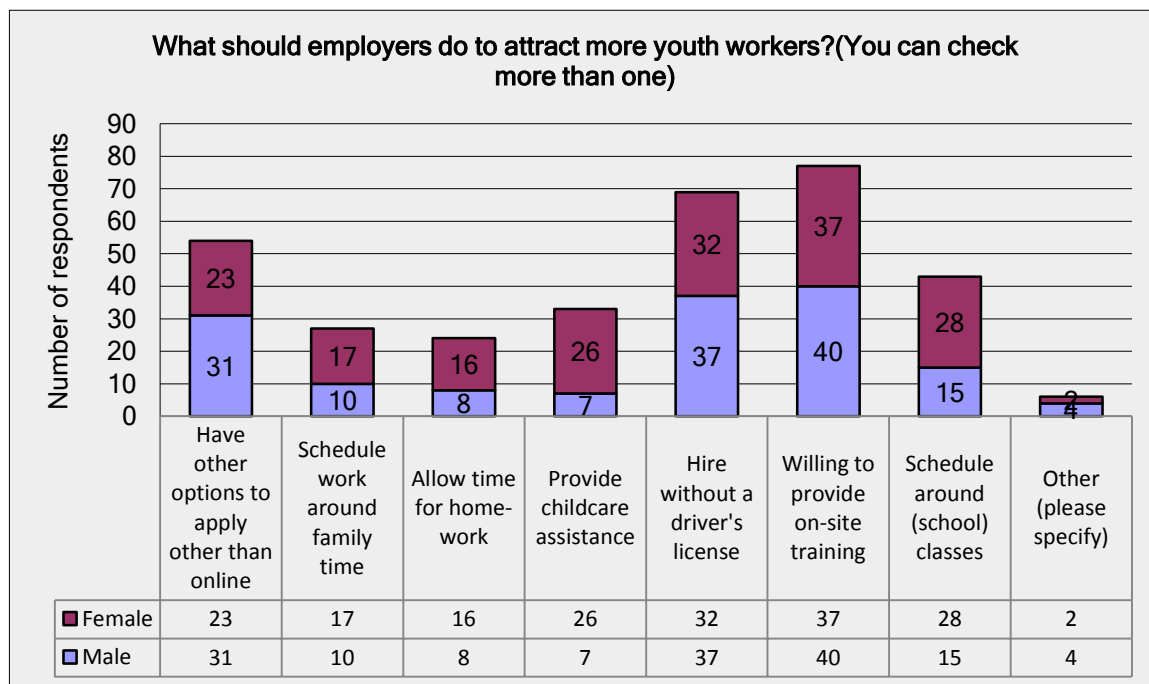
The responses that youth surveyed gave to the question regarding how employers can attract more youth workers reflects what they perceive as obstacles to employment. In Question 30, the factors most commonly listed as obstacles to employment were not having the right qualifications (25.9%), lacking experience (16.1%), no transportation (34.8%) and a prior criminal record (22.3%). Therefore, it is not surprising that the two largest responses to the question about recruitment strategies were to provide on-site training (61.4%) and hire without a driver's license (55.1%)(See Figure 29).

Figure 29. How Employers can Attract More Youth Workers



The response that employers should provide alternatives to an online application process is interesting. It suggests that potential applicants do not have ready access to a computer or the internet. There were major differences between male and female responses to this survey question. The number of women responded that employers should provide childcare was nearly 4:1 (26 versus 7). The number of women responded that employers should schedule around school was nearly 2:1 (28 versus 15) and family time 1.5:1 (17 versus 10). There was little difference between male (40) and female (37) respondents that suggested that employment should not be conditional on having a driver's license. The number of male and female youth surveyed that responded that employers should provide onsite training was also similar (Figure 30).

Figure 30. What Employers Can Do to Attract More Youth, by Gender



'Other' recommendations provided by survey participants were:

- Give them a chance
- Schedule around other job
- Hire with record
- Less discrimination on illnesses and sick time
- Benefits
- Take chances
- Small shifts
- Willing to accept someone without experience and train them

Q34: HAVE YOU HAD (A) BAD EXPERIENCE(S) AT WORK? (N=129)

More than one-third of the youth surveyed (35.7%) responded that they had a bad experience(s) in the workplace. This percentage is an increase from the 2011 survey in which 28% of youth surveyed indicated they had a negative experience. The bad experiences comprised five core themes that included sexual harassment; racism and discrimination; employer and co-worker relations; uncompensated salary; and benefits and illness/injury (Table 12).

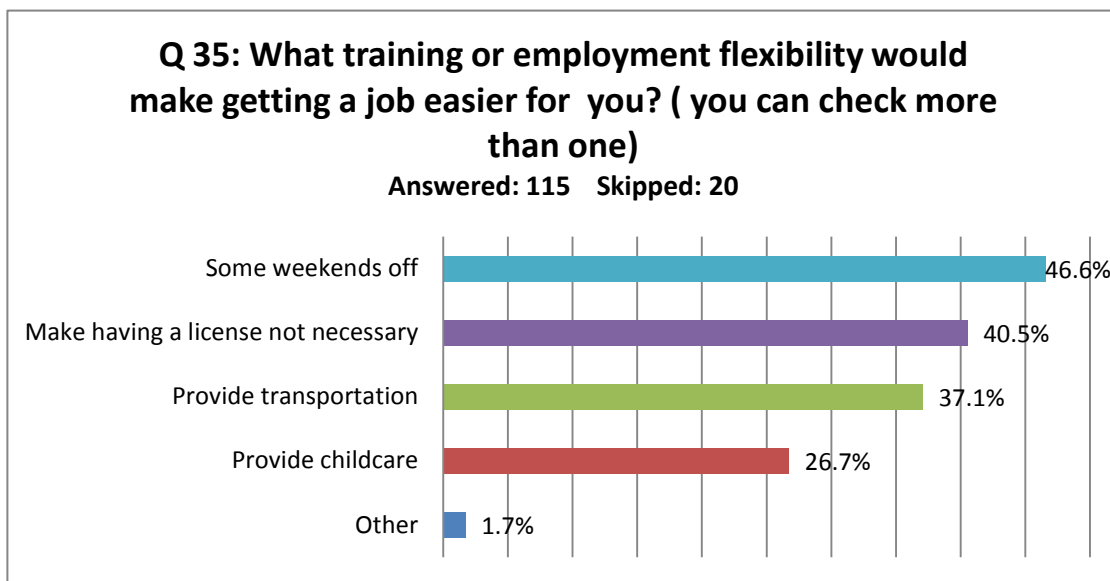
Table 12. Types of Negative Experiences in the Workplace Reported by Youth Surveyed (2016)

Sexual Harassment	Racism and Discrimination	Employer/Co-worker relations	Uncompensated Salary and Benefits	Illness/injury
<ul style="list-style-type: none"> • Sexual harassment • Sexual harassment and racism 	<ul style="list-style-type: none"> • Violating rights • Racism • Unsolved harassment complaint • Boss was racist • Discrimination, racism • Racial discrimination 	<ul style="list-style-type: none"> • Working with childish people • Rude boss • Manager just not a nice person • When I was teaching, I had an Elder mistreat me in class • Terrible head boss • Co-workers didn't get along I felt uncomfortable • Co-worker drug use • Poor management • Bad bosses • Horrible boss 	<ul style="list-style-type: none"> • Having hours cut, hours missing on cheques • Worked 130 hours [employer] took 60 hours for over pay • Staff shortage • No worker's compensation • Not getting paid • Wasn't getting paid • Got ripped off 	<ul style="list-style-type: none"> • Serious work accident/injury • I have anxiety, many places don't see that as an illness • I was an addict before

Q35: WHAT TRAINING OR EMPLOYMENT FLEXIBILITY WOULD MAKE OBTAINING A JOB EASIER FOR YOU? (N=115)

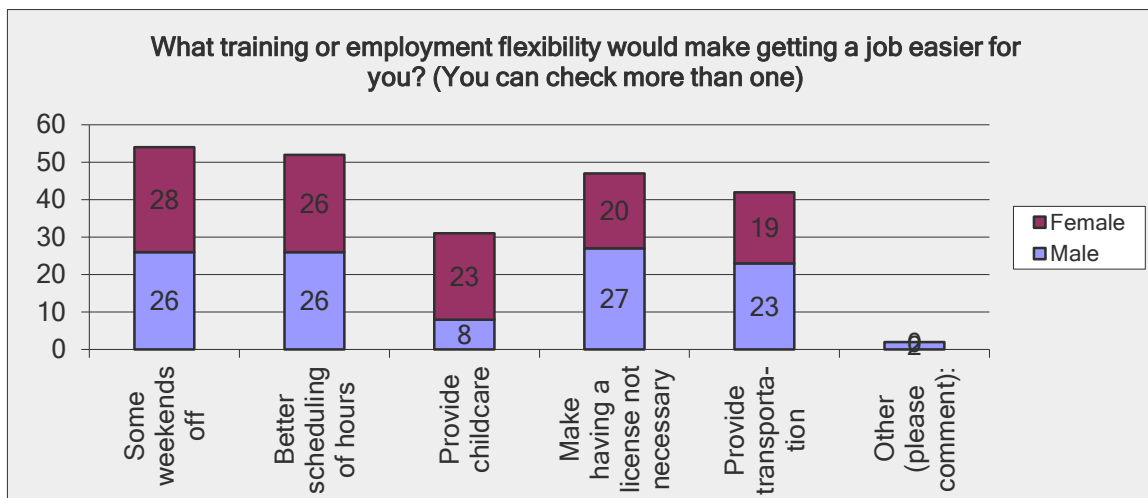
Youth surveyed responded that getting a job would be easier if the work schedule was less restrictive. They preferred 'better scheduling of hours' (45.7%) and 'some weekends off' (46.5%). Their response to questions about obstacles to employment showed that requirement for a driver's license and transportation were an impediment. As such, it is understandable that they would suggest that making a license unnecessary (40.5%) or providing transportation (37.1%) would make getting a job easier (Figure 31). Nearly 26.7% responded that access to childcare would improve their ability to get a job. One youth that selected 'other' suggested that "giving opportunities for school" would make getting a job easier.

Figure 31. Training or Employment Flexibility



There were differences between the responses provided by male and female survey participants. The number of women responding that childcare would make getting a job easier (23) was four times greater than the males (8). The number of males responding to make a license unnecessary was approximately 25% greater than females surveyed (Figure 32). Males surveyed suggesting that transportation should be provided was 20% greater than females surveyed.

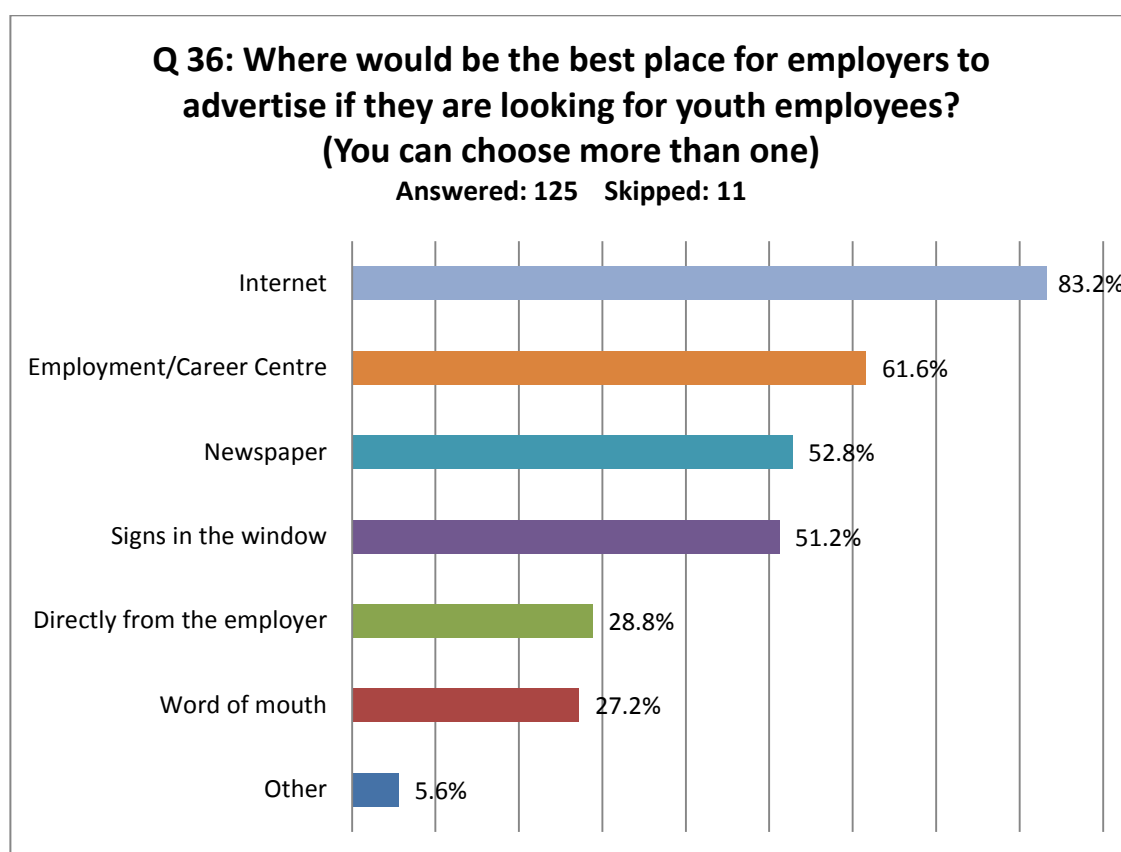
Figure 32. Training or Employment Flexibility, by gender



Q36: WHERE WOULD BE THE BEST PLACE FOR EMPLOYERS TO ADVERTISE IF THEY ARE LOOKING FOR YOUTH EMPLOYEES? (N=125)

The top ranked places to advertise job opportunities were the internet (83.2%), employment or career centre (61.6%), newspaper (52.8%) and signs in the window (51.2%), according to youth surveyed (Figure 33). The preference for advertising on the internet is interesting because 43.3% of youth surveyed responded that employers should provide alternatives to an online application process (see question 33).

Figure 33. Best Places to Advertise Job Opportunities

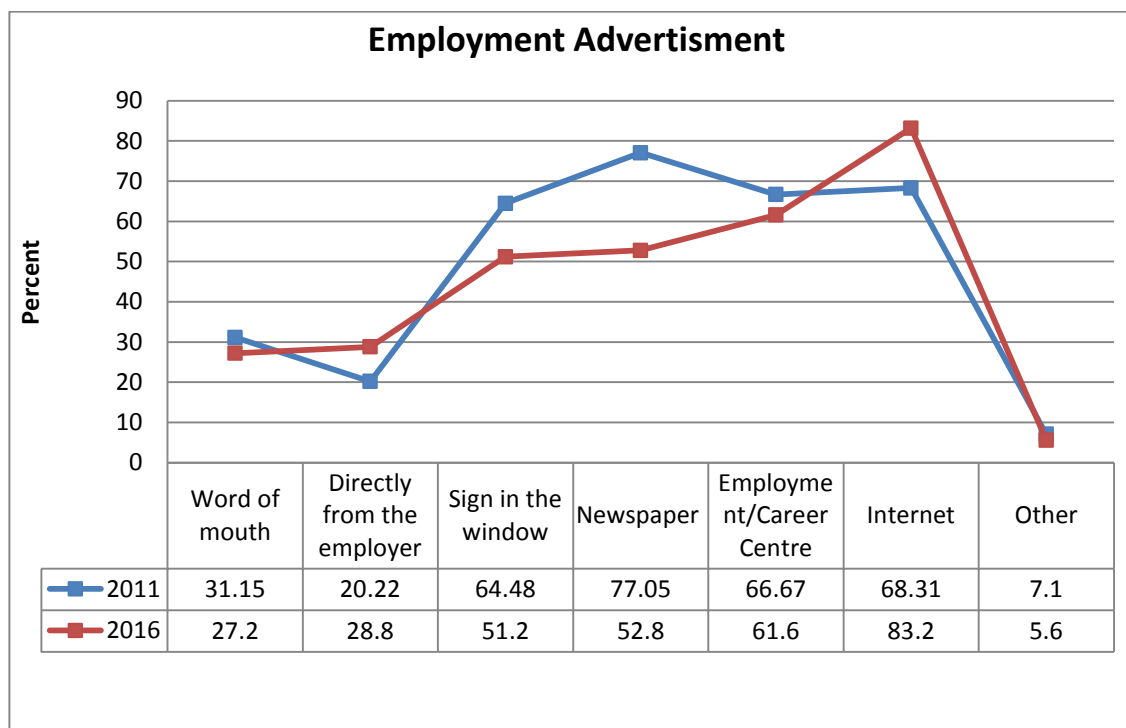


The results of the 2016 survey reveal a significant change in the preferences for places to advertise job opportunities.

** In comparison to the 2011 survey:* In 2011, the newspaper (77.05%) ranked slightly higher than the internet (68.31%) as the best place to look for job advertisements. A sign in the window was also top ranked (64.48%). Employment/career centres remain unchanged since 2011 (Figure 34). The internet and other social media have

now replaced other methods of advertising. Youth surveyed selecting 'other' also suggested advertising on Facebook, in schools and on bulletin boards.

Figure 34. Comparison of Best Places to Advertise Jobs (2011 and 2016)

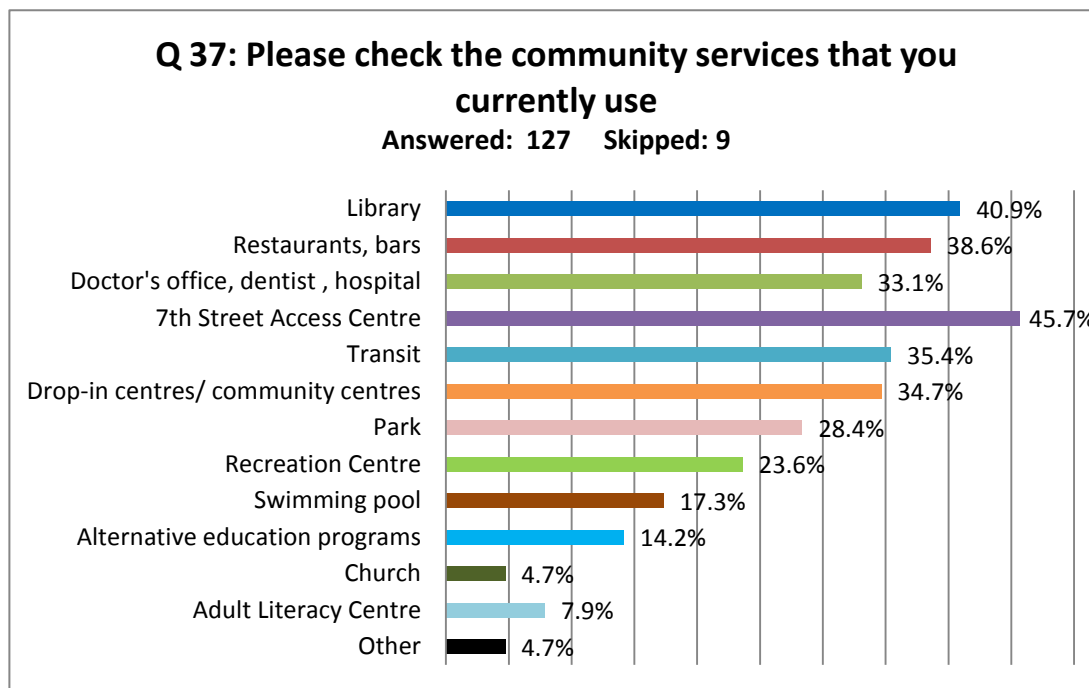


Community Involvement

Q37: PLEASE CHECK THE COMMUNITY SERVICES THAT YOU CURRENTLY USE (N=127)

The 7th Street Access Centre was the most commonly utilized community service by 45.7% of youth completing the employment survey (Figure 35). The library was the second most used community service (40.9%). More than one third of the youth surveyed used restaurants and bars, medical/dental services, public transit and local drop-in access centres. Alternative education programs and adult literacy centres were under-utilized by youth surveyed. Youth selecting 'other' reported using the Friendship Centre, BAYAC Youth Centre and YFC.

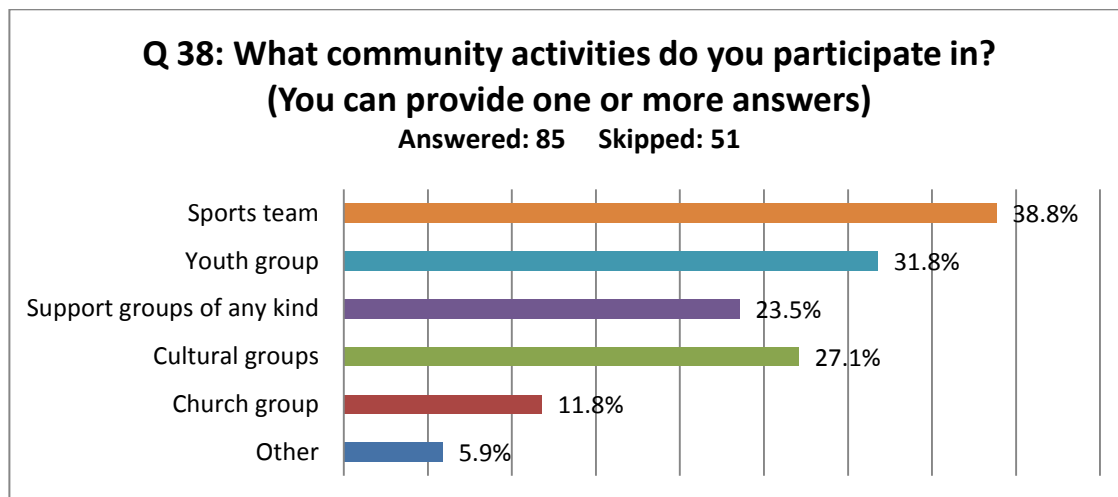
Figure 35. Community Services Currently Used by Youth Surveyed (2016)



Q38: WHAT COMMUNITY ACTIVITIES DO YOU PARTICIPATE IN? (N=123)

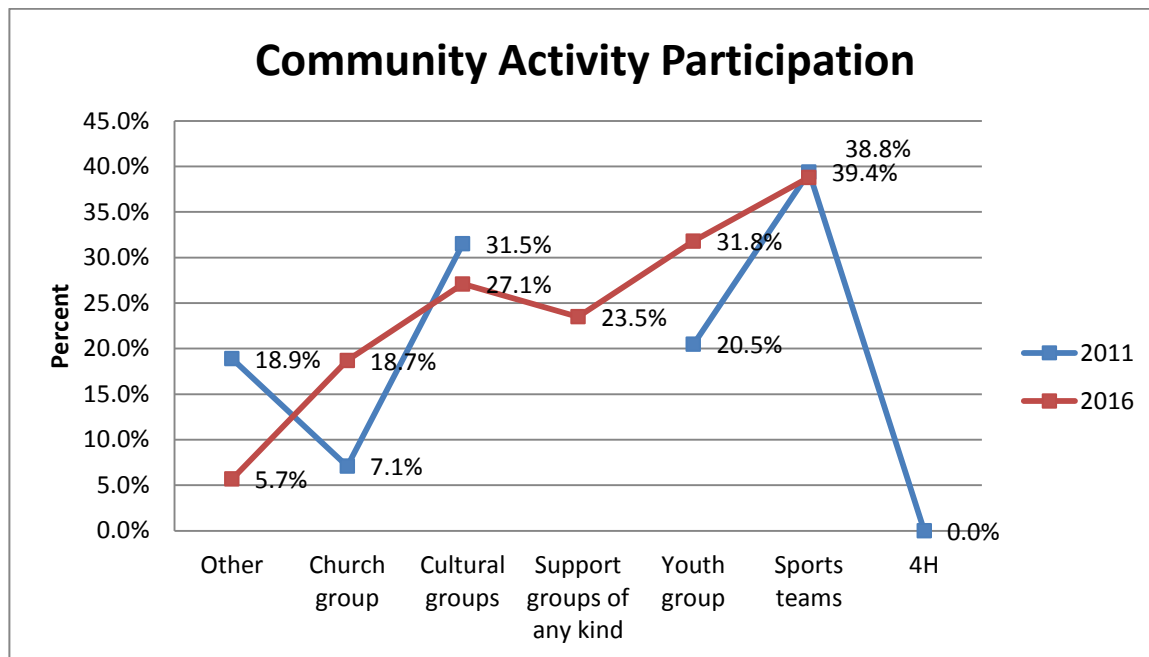
The purpose of Question 38 was to identify the percentage of youth surveyed that actively engage in community activities. Community engagement is important for building social networks in the community. The results show that less than 40% of the youth surveyed participated in community activities (See Figure 36).

Figure 36. Percentage of Participation in Community Activities



**In comparison to 2011 survey:* Although community activity participation was low, the percentage of youth participating in activities in 2016 was higher than 2011 levels. Participation in cultural groups surpassed church groups; participation in both groups exceeded 2011 levels. The break in the data line in 2011 indicates that the response ‘support groups of any kind’ was not an answer choice on the 2011 survey (Figure 37). Participation in 4H was not an answer choice in the 2016 survey.

Figure 37. Comparison of Community Activity Participation in 2011 and 2016

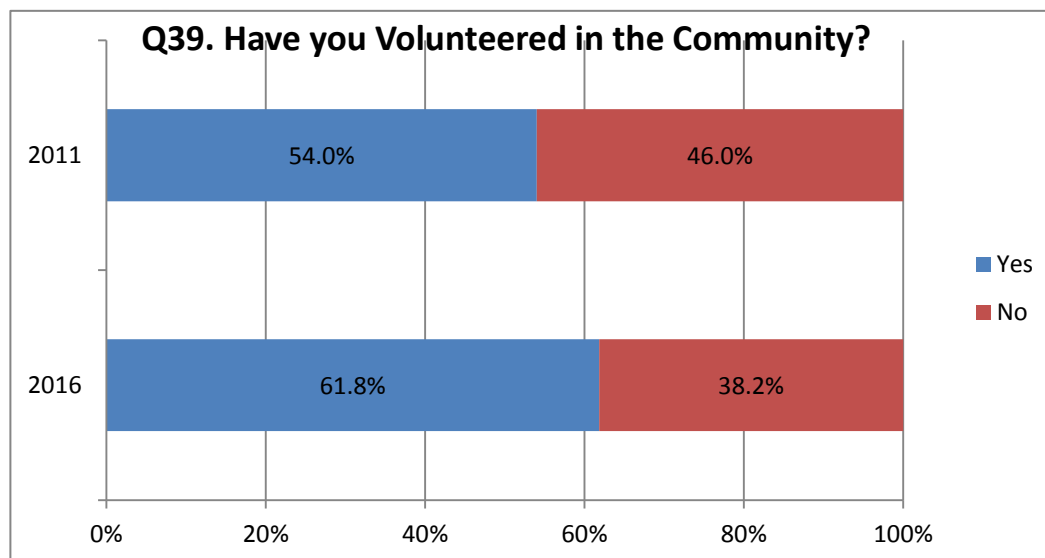


Youth surveyed that selected ‘other’ listed the following activities that they participate in: Sundance and Spiritual ceremonies, gym, how to take care of baby classes and participation in activities with children (e.g., swimming lessons and music lessons).

Q39: HAVE YOU VOLUNTEERED IN YOUR COMMUNITY? (N=204)

Volunteerism is a key form of social networking that may assist youth facing barriers in gaining employment. Nearly 62% of respondents reported that they volunteered in their community, which was a 7% increase above 2011 levels (Figure 38).

Figure 38. Percentage of Youth Surveyed that Volunteered in Their Community (2011 and 2016)



Youth surveyed volunteered in a broad range of activities. They reported volunteering in community service agencies, at community events, Aboriginal cultural activities and fundraisers. Examples of volunteer activities are shown in Table 13.

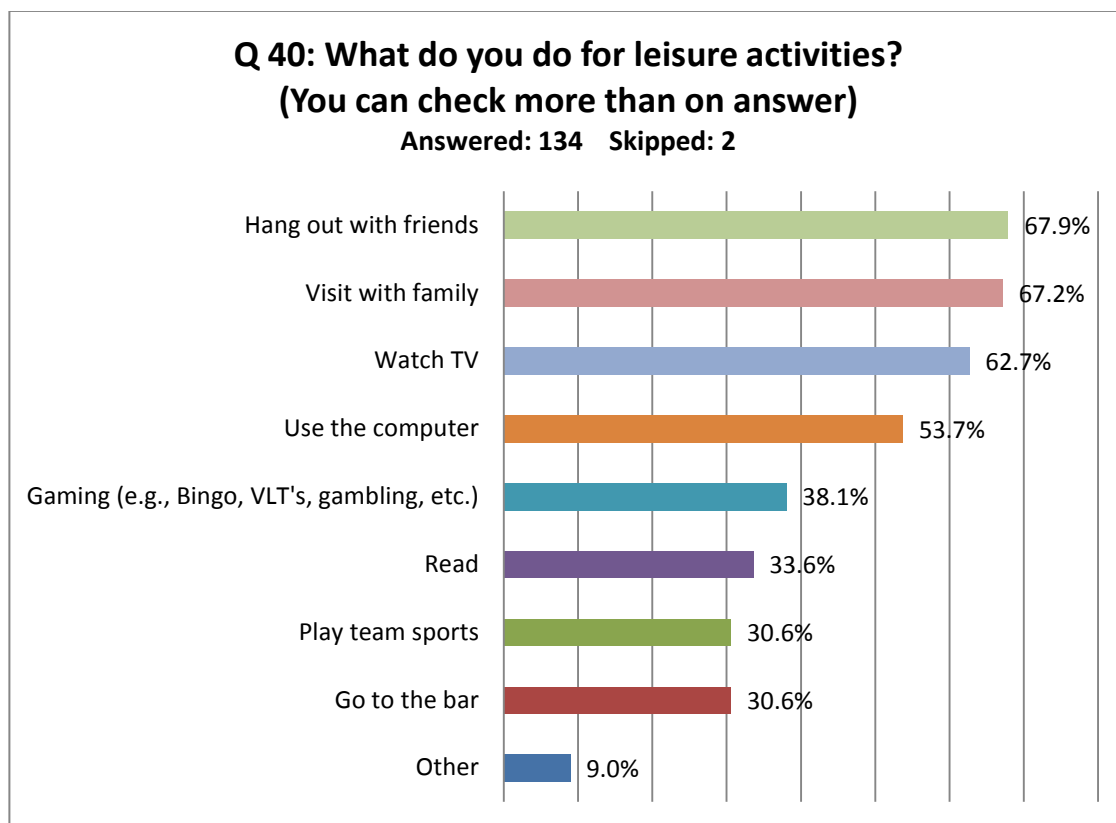
Table 13. Volunteer Activities Reported by Youth Surveyed in 2016

Community Service Agencies	Community Events	Aboriginal Cultural Activities	Other
<ul style="list-style-type: none"> • Samaritan House • Habitat for Humanity • Meals on Wheels • Big Brother • Boys and Girls Club • Heart and Stroke Foundation • Humane Society • Helping hands • Food Bank • Soup kitchen • Society for Manitobans with Disabilities 	<ul style="list-style-type: none"> • Winter Festival • Event volunteer • Walk-A-Mile in Her Shoes • Stick it to Cancer • Jump Rope for Kids 	<ul style="list-style-type: none"> • Aboriginal Day • Métis pavillion • MMF Bingo • Culture camp • Friendship Centre • BAYAK 	<ul style="list-style-type: none"> • Youth Councils • WWOS exhibit • Assistant coach • Youth worker • Community gardening • Elections • Chamber of Commerce • Sand bagging • Church • Neelin Life Skills • Fire fighting

Q40: WHAT DO YOU DO FOR LEISURE ACTIVITIES? (N=134)

The most popular leisure activities were 'Hang out with friends' (67.9%), 'Visit with family' (67.2%) and 'Watch TV' (62.7%). These leisure activities were followed closely by 'Use the computer' (53.7%) (See Figure 39).

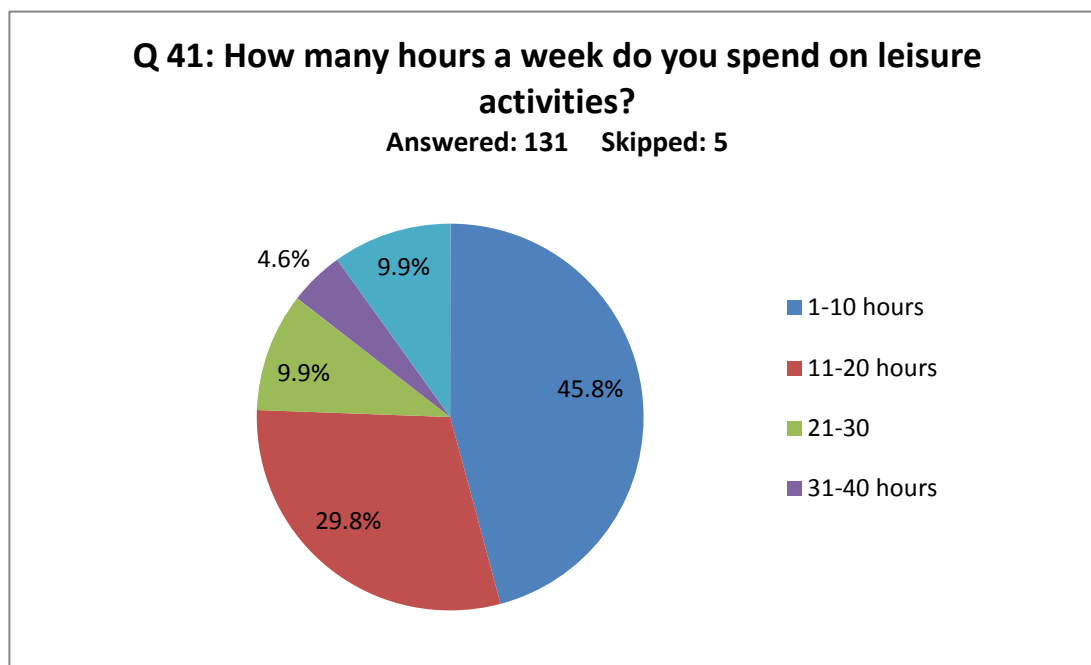
Figure 39. Leisure activities (2016)



Q41: HOW MANY HOURS/WEEK DO YOU SPEND ON LEISURE ACTIVITIES? (N=208)

More than 45% of youth surveyed spent 1-10 hours per week engaging in leisure activities. Nearly 30% spent 11-20 hours per week participating in leisure activities. Approximately 25% engaged in leisure activities for 21 or more hours per week. Over 60% of the youth surveyed reported that they were unemployed (Question 20) which may explain why youth surveyed were able to dedicate numerous hours per week on leisure activities. More research is necessary to investigate the relationship between hours spent on leisure activities and employment (See Figure 40).

Figure 40. Hours per week spent on leisure activities (2016)



Education, Training and Employment Services

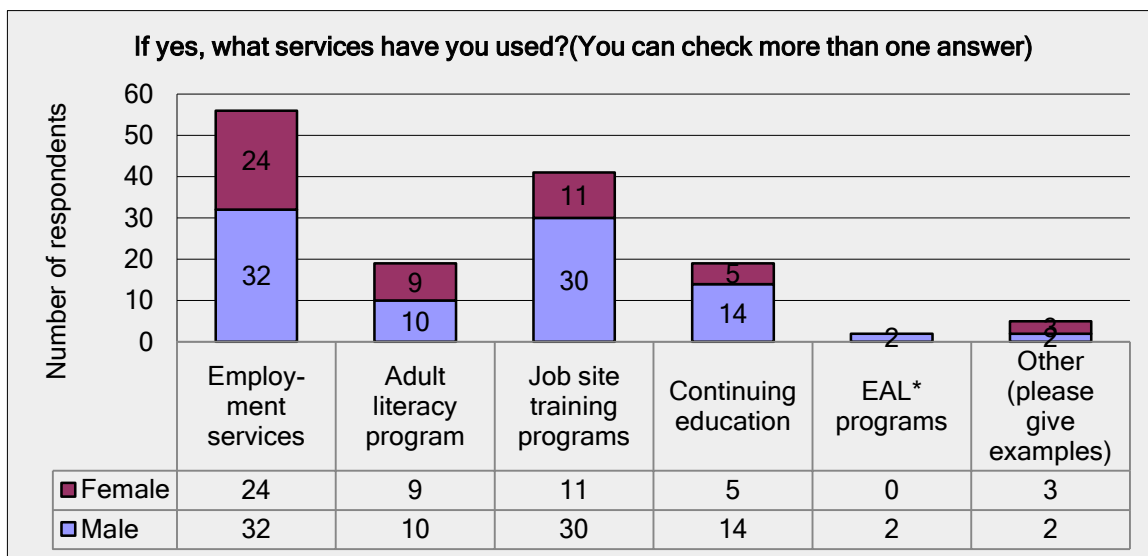
Q42: HAVE YOU USED ANY EDUCATION, TRAINING, OR EMPLOYMENT SERVICES IN YOUR COMMUNITY OTHER THAN SCHOOL? (N=131)

Of the 131 youth surveyed, 61.1% responded that they have used education, training or employment services. The types of services most commonly used are reported in Question 43.

Q43: IF YES, WHAT SERVICES HAVE YOU USED? (N=86)

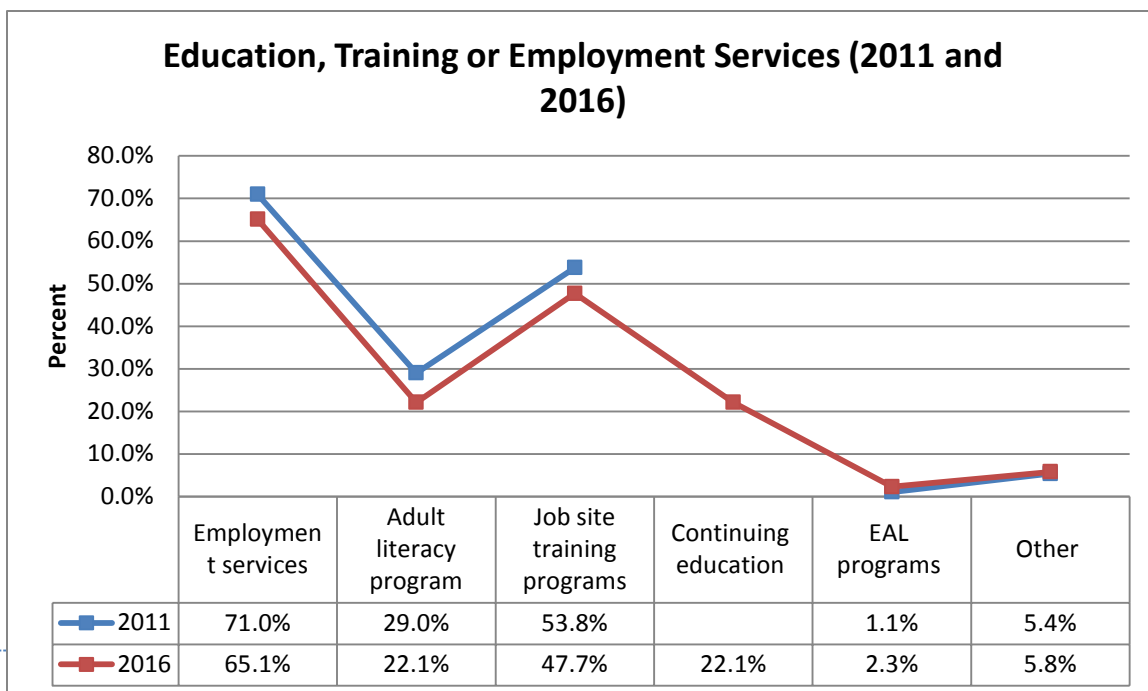
Overall, the most commonly used services were employment services (65.1%), and job-site training programs (47.7%). Continuing education (22.1%) and adult literacy programs (22.1%) were the next most commonly used services. The use of education, training and employment services varied between men and women. Men used more employment, training and continuing education services than did women (Figure 41). Other services that respondents reported were anger management, CEYS Employment Manitoba, Teen Challenge of Central Canada, Westbran and BAYAK.

Figure 41. Education, Training and Employment Services Used, by Gender (2016)



The use of employment services, adult literacy and jobsite training by youth surveyed was slightly below 2011 levels (Figure 42). In 2011, the survey did not include continuing education programs as an answer option hence the graph is broken and a comparison is not made.

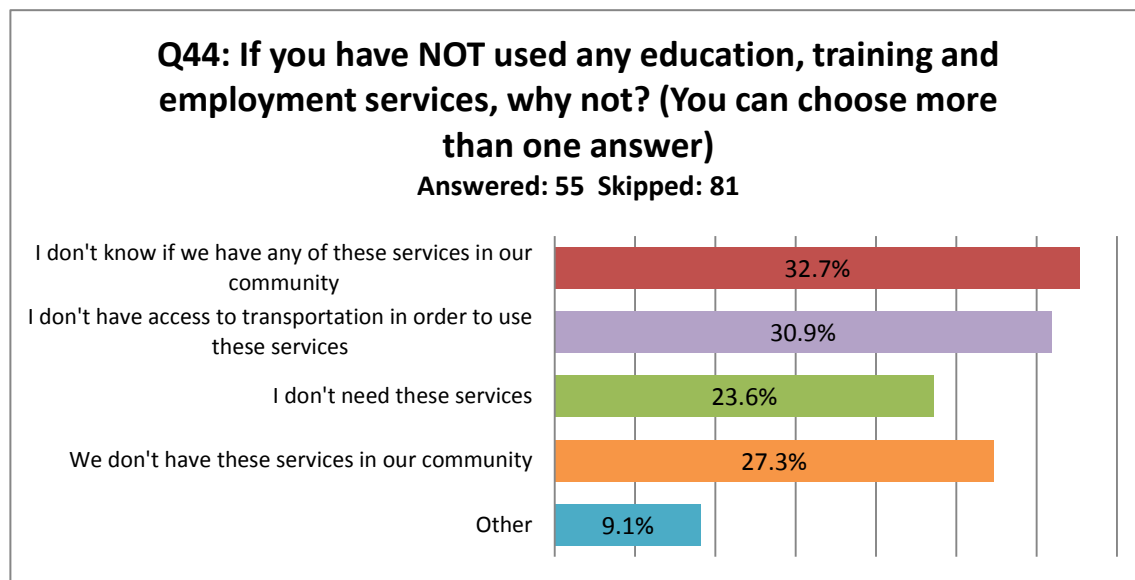
Figure 42. Education, Training or Employment Services used in 2011 and 2016



4: IF YOU HAVE NOT USED ANY EDUCATION, TRAINING AND EMPLOYMENT SERVICES, WHY NOT? (YOU CAN CHOOSE MORE THAN ONE ANSWER) (N=55)

The top reasons given by youth surveyed for not using education, training or employment services were: I don't know if we have any of these services in our community (32.7%); I don't have access to transportation in order to use these services (30.9%); and we don't have these services in our community (27.3%) (See Figure 43).

Figure 43. Reasons for Not Using Education, Training and Employment Services



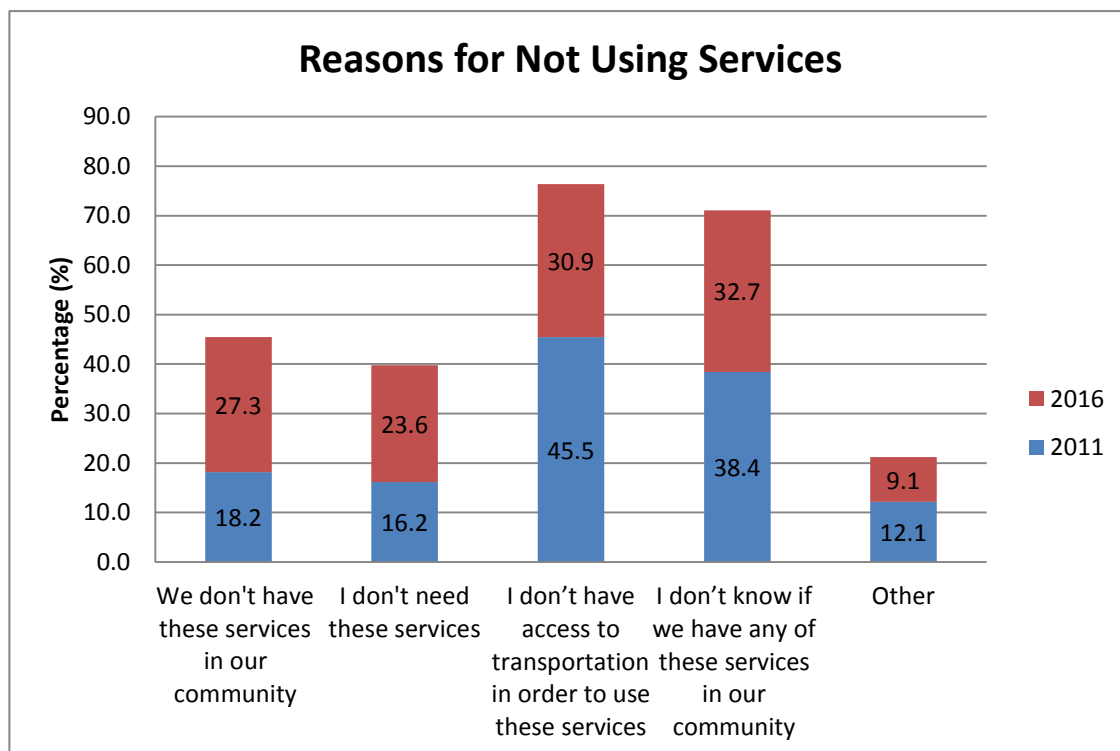
Other reasons given for not utilizing services were:

- Getting high school
- Usually don't have time
- Never find time
- No money
- No childcare
- Don't think they will help

**In comparison to 2011 survey:* The response to the question about why services were not utilizing changed little between 2011 and 2016 surveys (See Figure 44). It is troubling that the gap in access to services did not shrink between 2011 and 2016. In 2011, the percentage of youth surveyed that reported they did not have access to services because services did not exist in their community was 18% or they did not have transportation to get to the service (46%). In 2016, the percentage of youth surveyed that reported that they did not have access to services because that they did not exist in their community was (27.3%) or they did not have transportation to

get to the service (30.9%). There was a slight decrease in awareness of available education, training and employment services between 2011 and 2016. There was an approximate 6% decrease in youth reporting that they were unaware of the services in their community.

Figure 44. Reason Services Were Not Utilized (2011 and 2016)



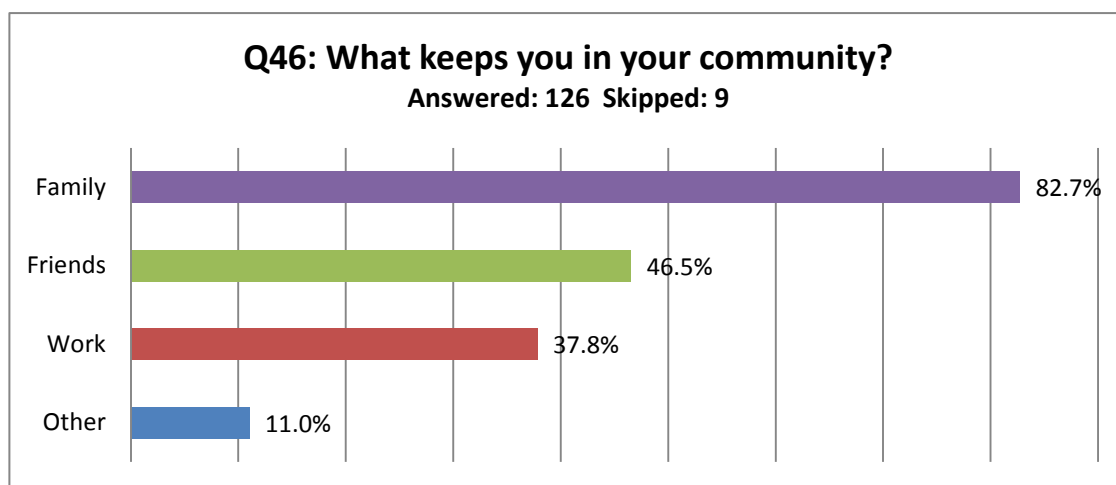
Q45: DO YOU PLAN TO STAY IN YOUR COMMUNITY? IF NOT, WHY NOT? (N=128)

A vast majority of respondents (78.9%) reported that they planned to stay in their community. Out of the 18 respondents that listed their reasons they did not plan to stay in their community, five respondents cited lack of jobs as the primary reason for leaving. Travel related reasons (4) and personal reasons (6) such as, 'I don't like it here', 'need better for family', 'lived here too long', 'too small' and 'to get away' were other reasons cited for plans to leave their community.

Q46: WHAT KEEPS YOU IN YOUR COMMUNITY? (N=126)

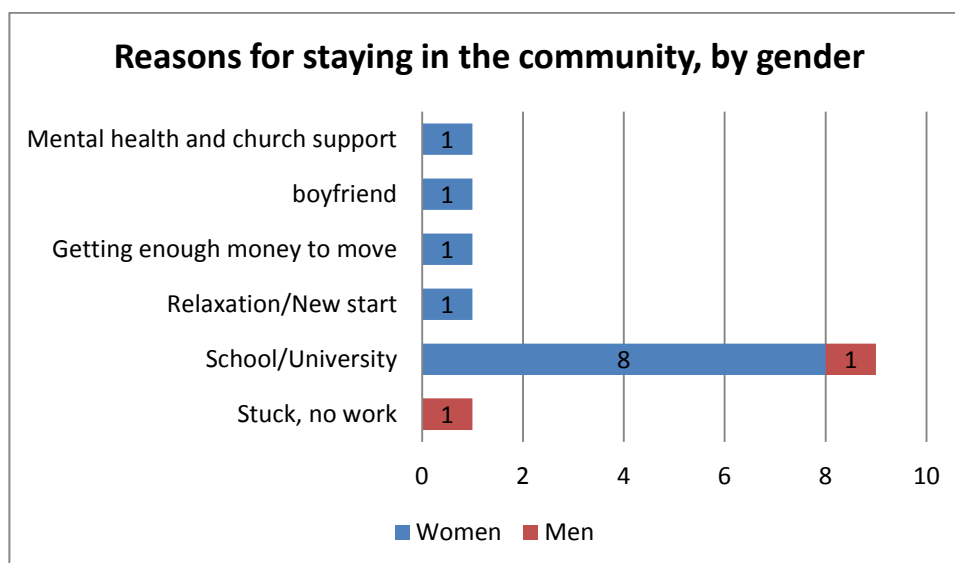
Youth surveyed provided responses to their reasons for staying in their community. The major reasons cited were family (82.7%), friends (46.5%) and work (37.8) (See Figure 45).

Figure 45. Reasons for Staying in Community (2016)



Nine of the 14 respondents (12 women and 2 men) that listed 'other' reasons for staying cited school as the major reason (Figure 46). The number of women that listed school as their reason for staying was eight times greater than men.

Figure 46. 'Other' Reasons for Staying in the Community, by Gender (2016)



Youth surveyed provided a number of reasons for not wanting to stay in their home community. The key reasons cited for wanting to leave included travel, jobs, family and personal dissatisfaction (Table 14).

Table 14. Reasons Given by Youth Surveyed For Wanting to Leave the Community

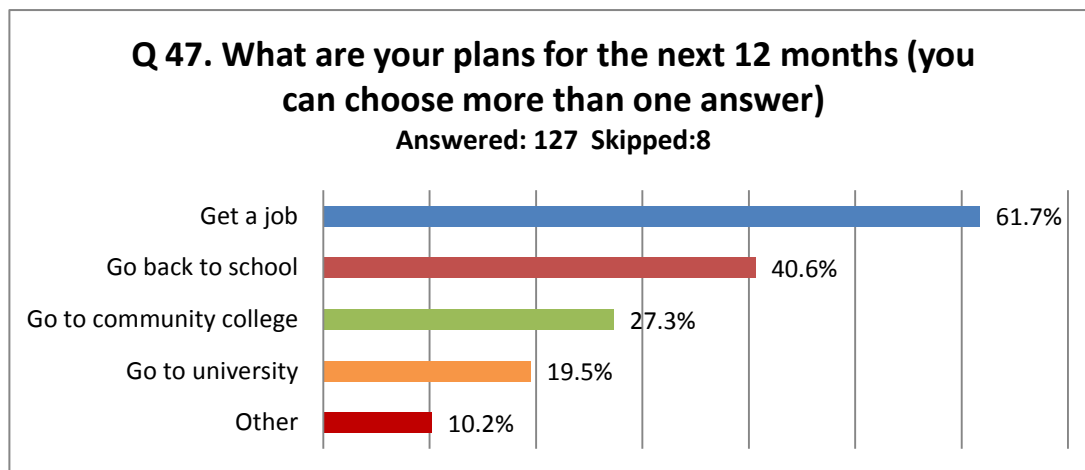
	Travel	Job	Family	Other
Women	<ul style="list-style-type: none"> • Explore other cities • I want to travel (3) 	<ul style="list-style-type: none"> • More jobs different places • No jobs 	<ul style="list-style-type: none"> • Need better for family 	<ul style="list-style-type: none"> • Personal reasons • Not too sure
Men	<ul style="list-style-type: none"> • To get away 	<ul style="list-style-type: none"> • Military • No good paying jobs • Not enough jobs No jobs • No opportunity 		<ul style="list-style-type: none"> • Don't like it here • Too small • Lived here too long

Looking Ahead

Q47: WHAT ARE YOUR PLANS FOR THE NEXT YEAR? (N=127)

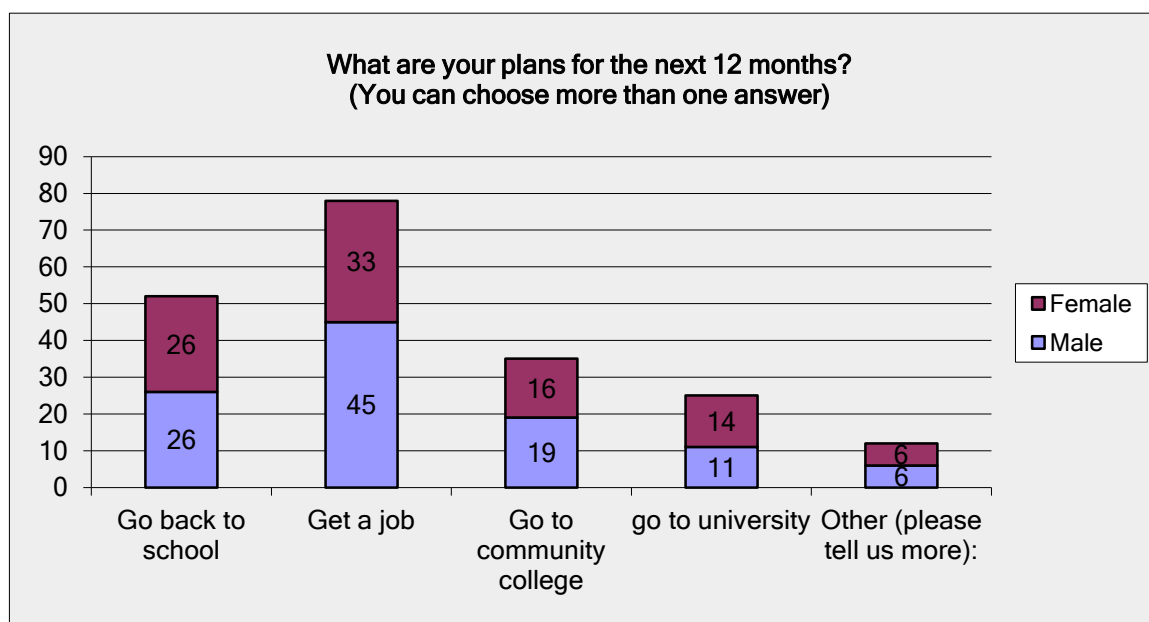
Nearly two-thirds of all youth surveyed (61.7%) reported that they planned to get a job in the coming year. Approximately 90% of the respondents reported that their plans for the next year included going back to school, college or university (87.4%). Almost half indicated that they had plans to go to community college (27.3%) or university (19.5%) (See Figure 47).

Figure 47. Plans for the Next 12 Months Reported by Youth Surveyed in 2016



There were significant differences between male and female respondents' plans for the future (Figure 48). The ratio of males planning to get a job in the next 12 months versus females was 3:2. Although equal numbers of men and women planned to return to school, slightly more men planned to attend community college than women. The number of women planning to attend university was slightly greater than men.

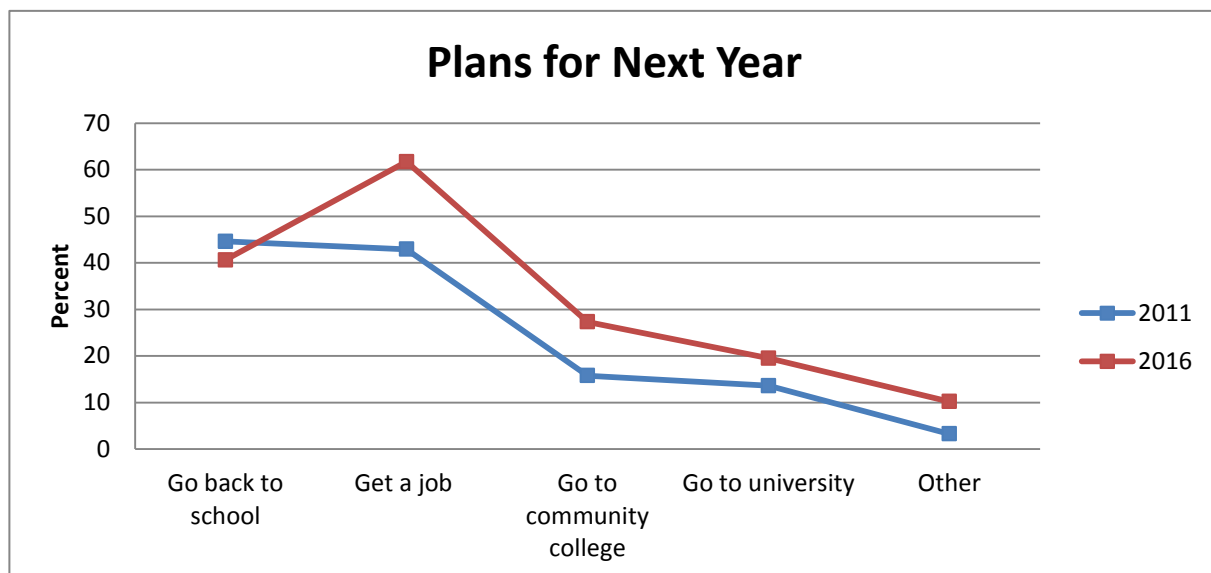
Figure 48. Plans for the Next 12 months, by Gender (2016)



Six women and six men cited other plans for the future. Their plans for the next 12 months included: continue in present job, finding a new job, moving, and travelling, finding housing, save money, getting married and taking care of their children.

* *In comparison to 2011 survey:* The survey data showed that expectations for work, college and university education were higher in 2016 than in 2011 (Figure 49). Survey results showed that the percentage of youth planning to get a college or university education increased between 2011 and 2016.

Figure 49. Comparison of Plans of the Next Year Reported by Youth Surveyed in 2011 and 2016



Personal and Life Skills

Q48: PLEASE CHECK WHICH OF THESE TASKS YOU ARE ABLE TO DO. (N=125)

The Youth Employment Survey asked respondents to self-assess their life skills. The life skills surveyed were household budgeting, time management, completing applications forms, income tax, cooking, childcare, elder care and mechanical skills. There were differences between men and women regarding proficiency in specific life skills (See Figures 50-57).

More than 50% of male respondents self-assessed that their life skills were good in the three areas. They self-assessed greatest proficiency in completing application forms (55%), time management (60%) and cooking (64%). Greater than 50% of males surveyed self-assessed that their competence was fair in household budgeting (55%). In contrast, the only areas that more than 50% of female respondents self-assessed 'good' proficiency were cooking (57%) and childcare (55%).

Male and female respondents self-assessed that they were least confident at the life skills 'Income tax' and 'Mechanical skills'.

Figure 50. Household Budgeting (2016)

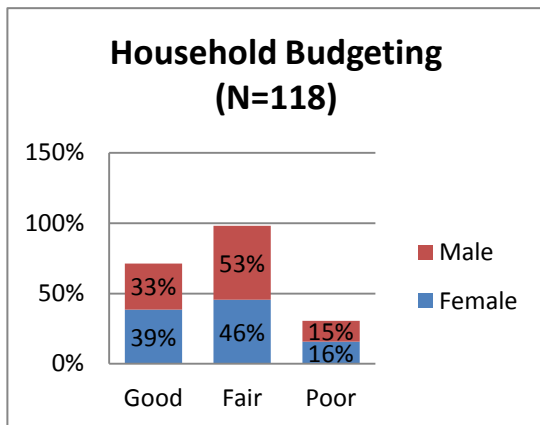


Figure 51. Time Management (2016)

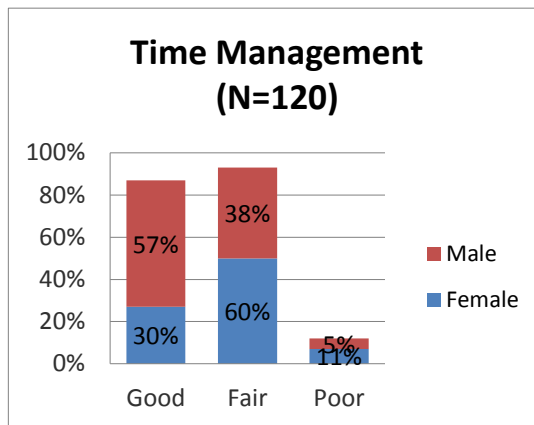


Figure 52. Completing Applications (2016)

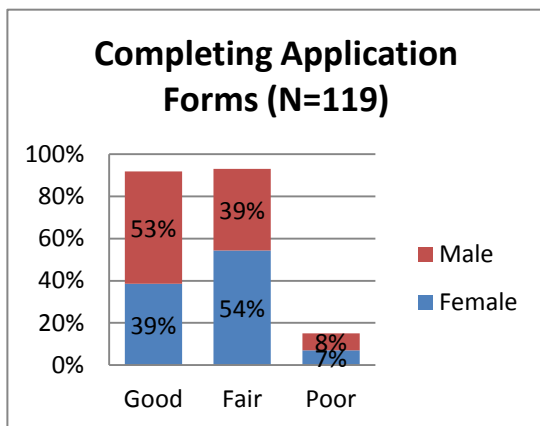


Figure 53. Income Tax (2016)

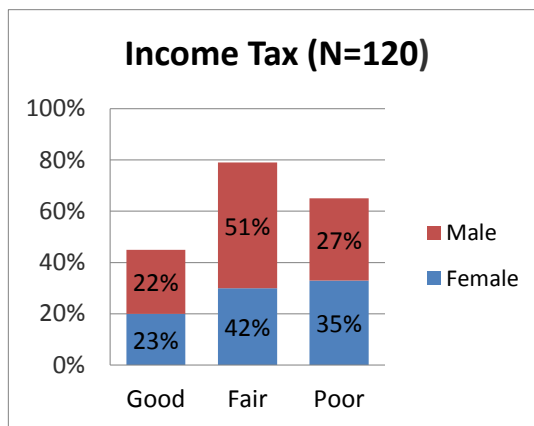


Figure 54. Cooking (2016)

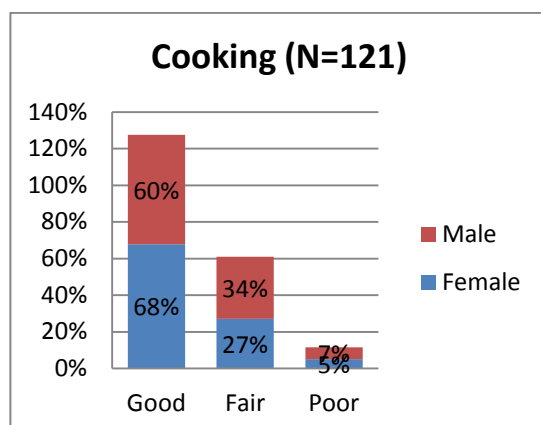


Figure 55. Childcare (2016)

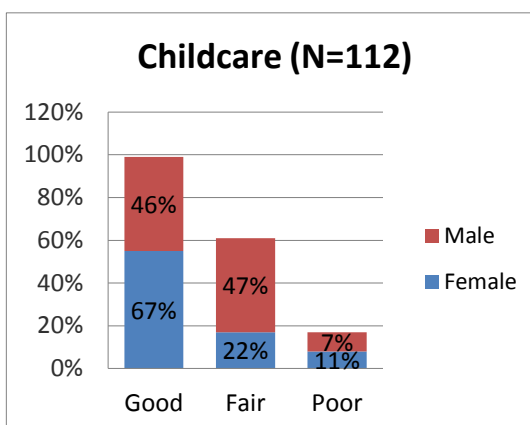


Figure 56. Elder Care

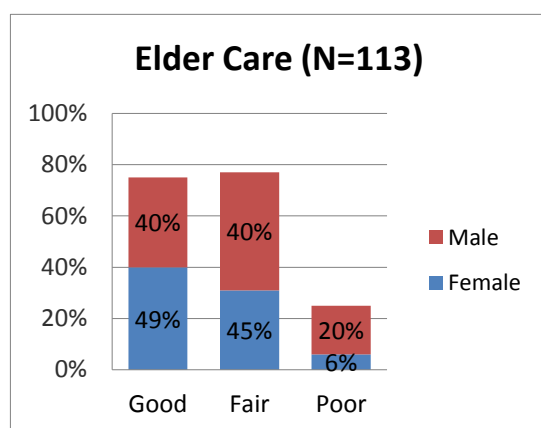
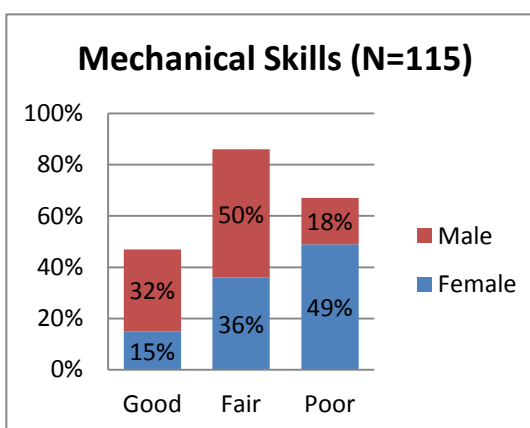


Figure 57. Mechanical Skills

**Q49: DO YOU HAVE A SOCIAL SECURITY NUMBER? (N=126)**

Having a Social Insurance Number is one requirement for employment in Canada. Nearly all the youth surveyed (97.6%) reported that they had a Social Insurance Number.

Q50: DO YOU HAVE ANY GOVERNMENT IDENTIFICATION? (N=129)

Of the youth surveyed, 86.9% responded that they had some form of government identification. The remaining 13.1% of respondents did not have government issued identification.

Q51: DO YOU HAVE A DRIVER'S LICENSE? (N=130)

Only 33.6% of the respondents reported that they had a driver's license. This may represent a barrier to employment because 55.1% of youth surveyed responded that employers should hire without a driver's license (Figure 29, Question 33).

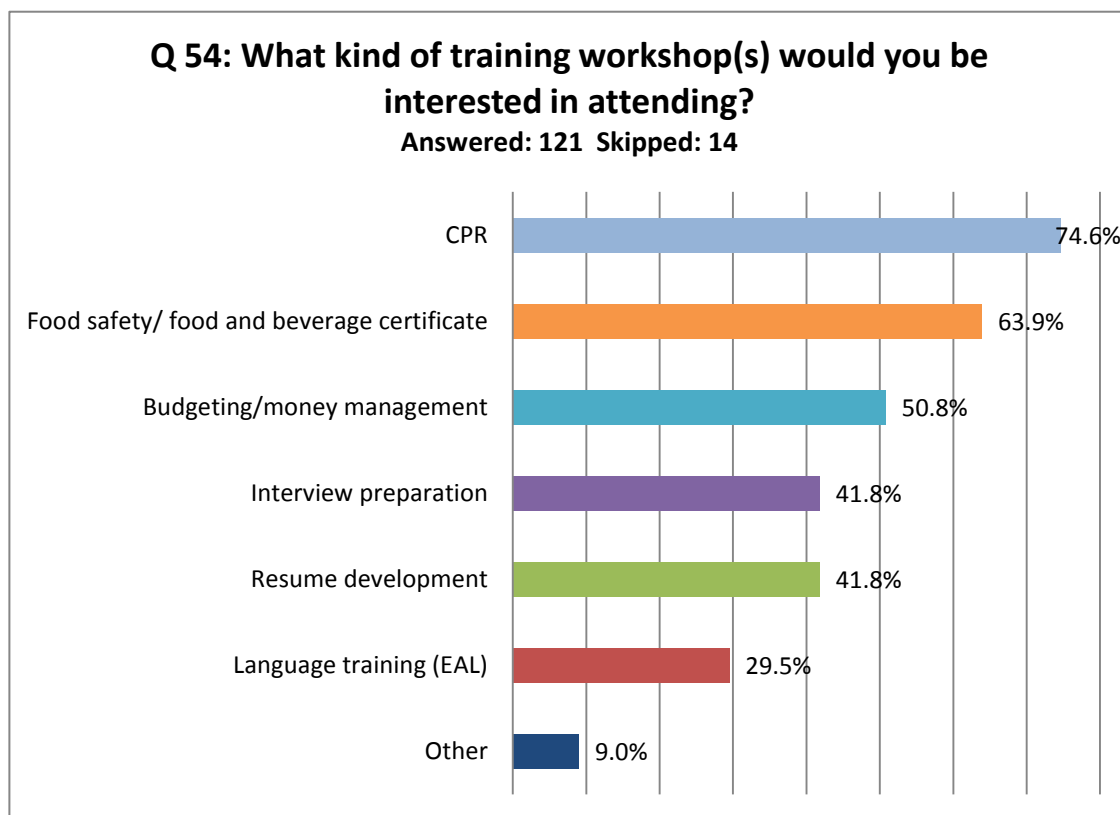
Q52: CAN YOU LIVE INDEPENDENTLY? (ARE YOU ABLE TO SUPPORT YOURSELF?) (N=126)

Nearly 90% of the youth surveyed (82.7%) reported that they were able to support themselves and live independently.

Q53-54: WOULD YOU BE INTERESTED IN ATTENDING ANY TRAINING WORKSHOPS? (N=206) IF YES, WHAT KIND?

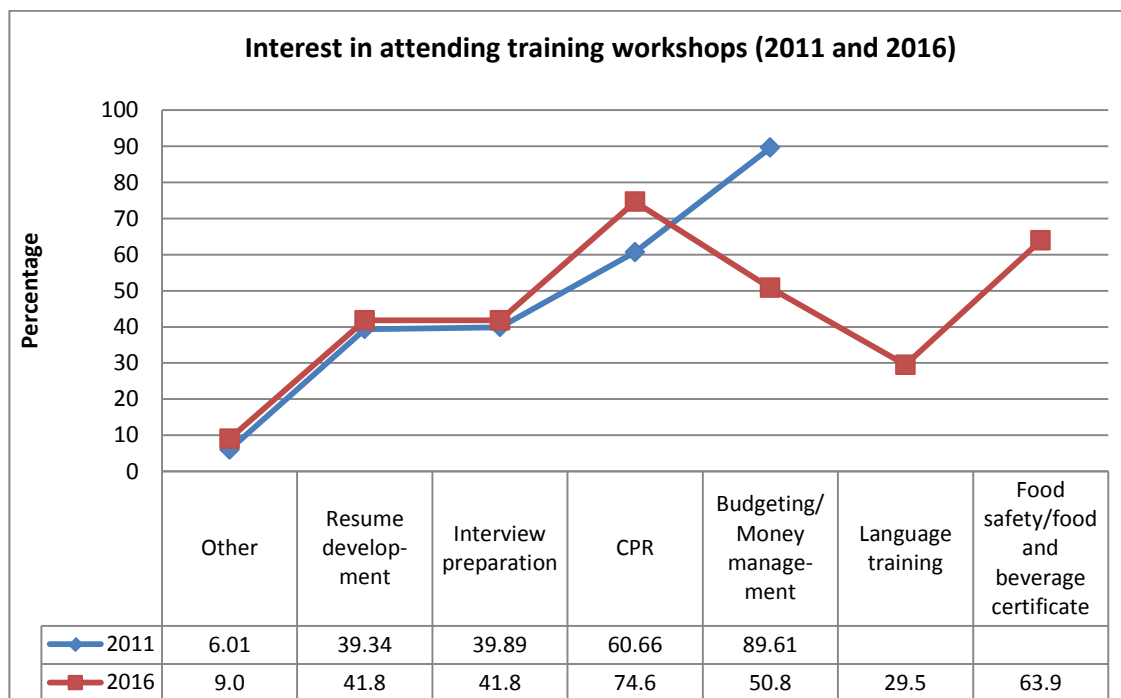
Nearly 90% of the youth surveyed responded that they would like to attend training workshops. Figure 58 shows the types of training with the greatest interest. Survey respondents could select more than one answer.

Figure 58. Type of Training Desired by Youth Surveyed in 2016



**In comparison to the 2011 survey:* There was a change in the type of training desired between 2011 and 2016 (Figure 59). There was a significant decline in interest in budgeting and money management training in 2016. The fact that greater than 50% of the youth surveyed self-assessed that they had fair to good proficiency in household budgeting (Figure 48) could account for the change. There was greater interest in CPR training in 2016 over 2011 levels.

Figure 59. Comparison of Training Interests in 2011 and 2016



**In comparison to 2011 survey:* The percentages for training interests in 2011 and 2016 were fairly similar, with the exception of budgeting/money management which decreased from 89% to 50% from 2011 to 2016.

Q55: WHAT PERSONAL SKILLS DO YOU ALREADY HAVE, NEED OR WOULD LIKE TO HAVE? (N=127)

The youth surveyed self-assessed their inventory of personal skills by identifying the skills they already have, would like to have, or need. See figures 60-69 for the results, by gender. In all skill areas except interview skills, technical skills, and budgeting/ money management, more than 50% of the males surveyed perceived that they were proficient. Their self-assessment of skills was greatest in the area of oral communication. For example, the males surveyed reported they already had communication skills (81%) and verbal skills (84%).

In contrast, the women surveyed had a lower self-assessment of their personal skills. The young women's self-assessment was lowest for interview skills (40%), math skills (39%), technical skills (32%) or budgeting and money management skills (35%). Their skills were also greatest in oral communication: verbal skill (71%), communication skills (71%), customer service (70%) and language skills (68%). Their self-assessment of writing skills was significantly better than the men surveyed (71% and 59% respectively).

More than one-third of men and women surveyed reported that further development of interview skills; interpersonal skills; math skills; technical skills; and budget and money management skills was needed.

Figure 60. Verbal Skills (2016)

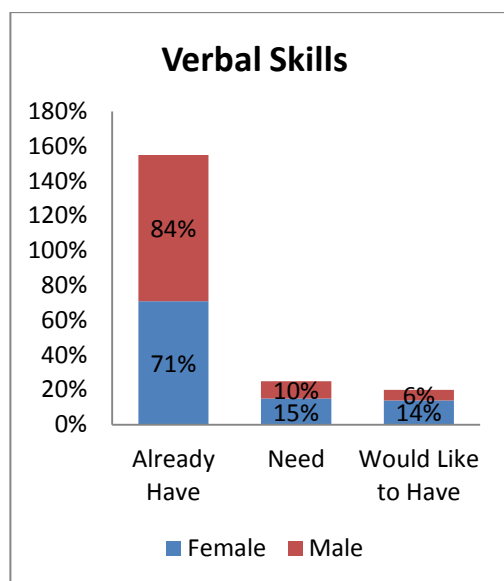


Figure 61. Customer Service Skills (2016)

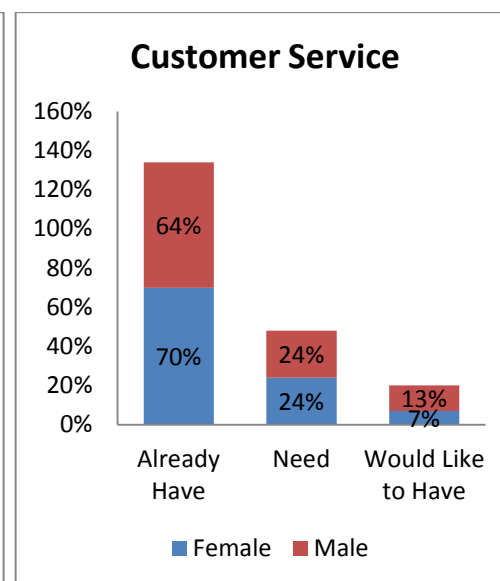


Figure 60. Writing Skills (2016)

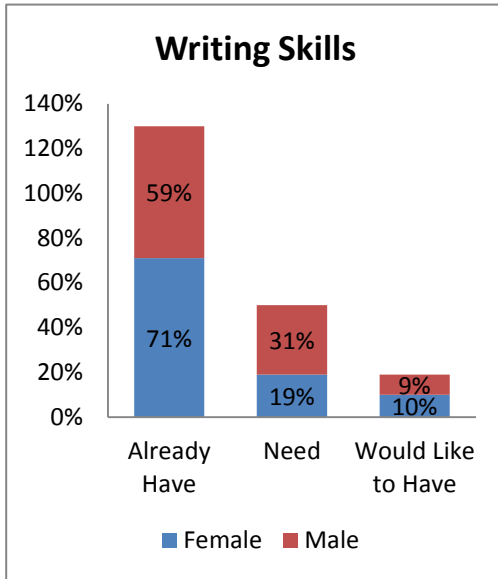


Figure 61. Interview Skills (2016)

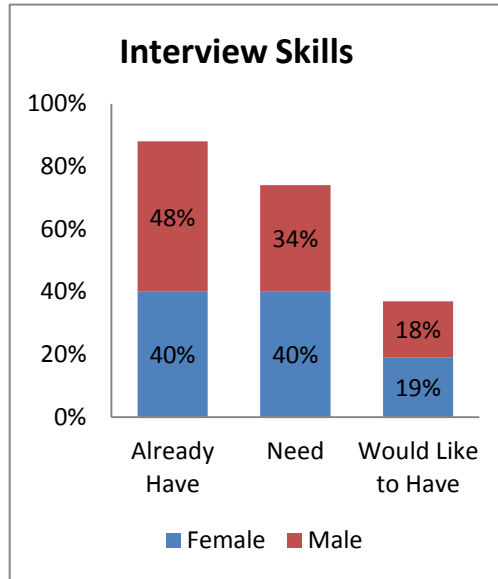


Figure 62. Computer Skills (2016)

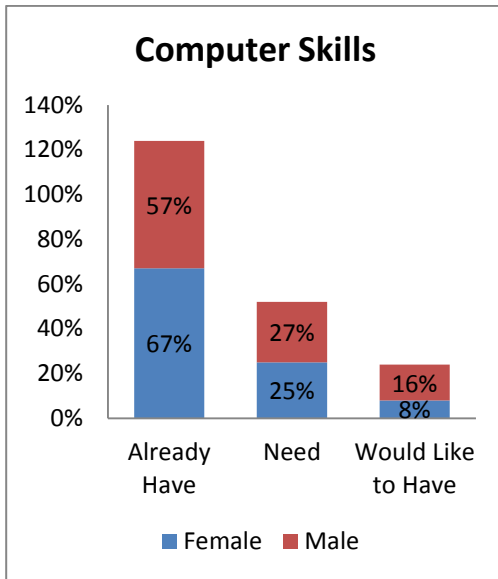


Figure 63. Organizational Skills (2016)

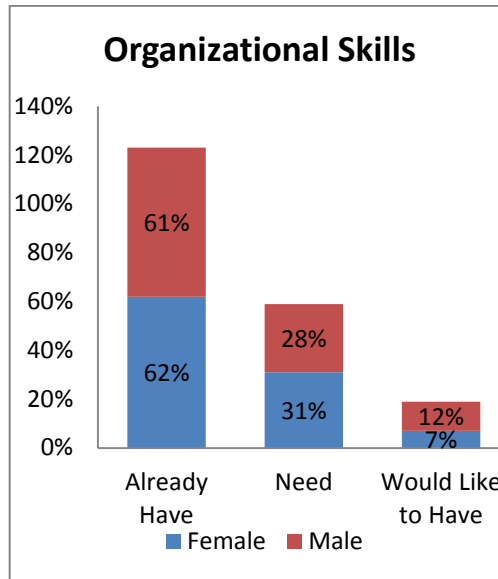


Figure 64. Interpersonal Skills (2016) **Figure 65. Communication Skills (2016)**

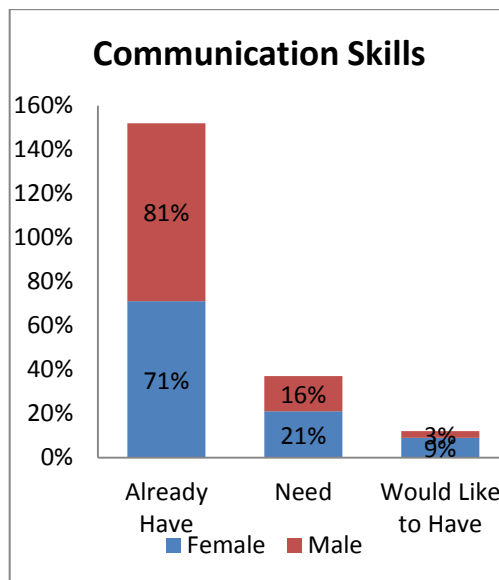
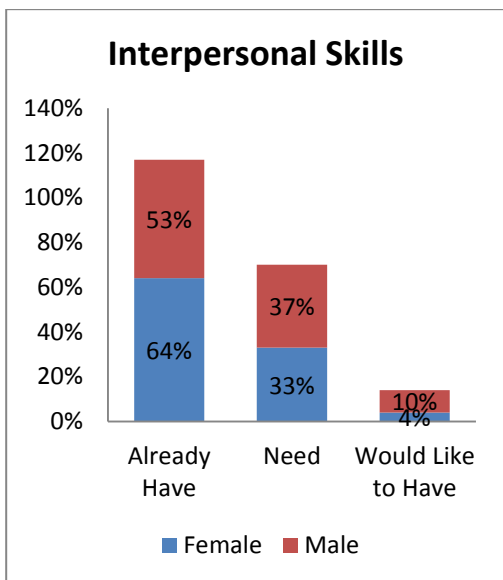


Figure 66. Technical Skills (2016)

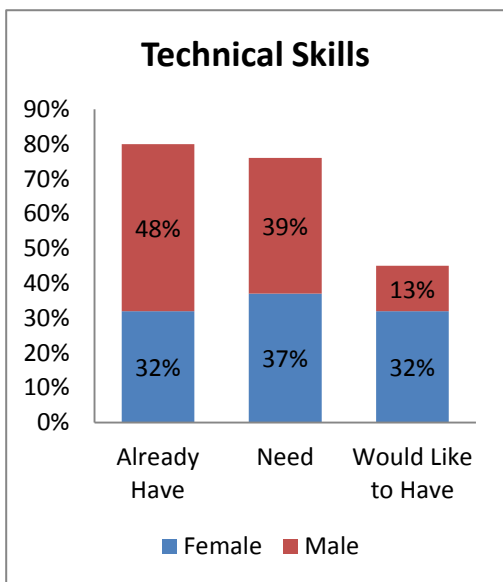


Figure 67. Math Skills (2016)

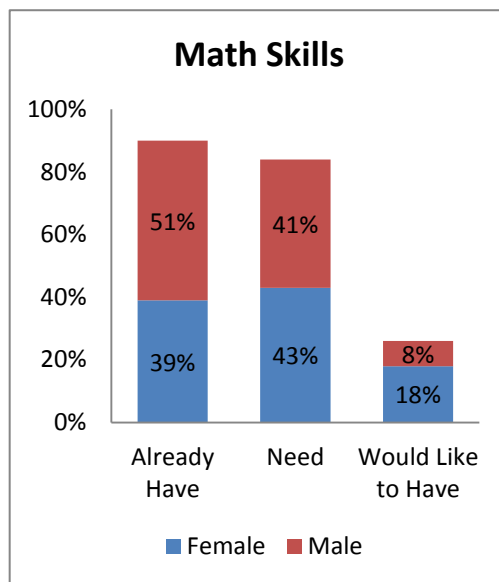


Figure 68. Language Skills (2016)

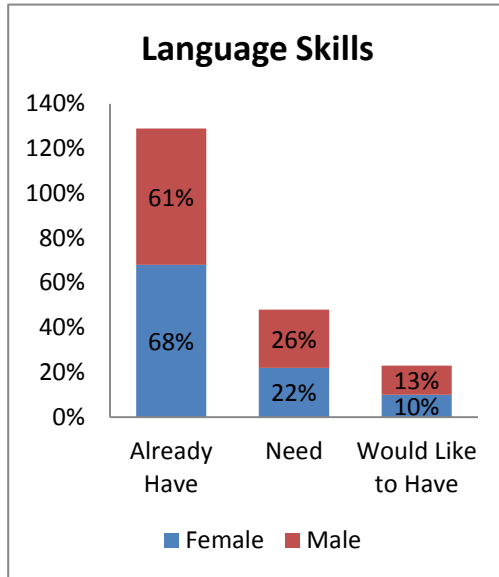
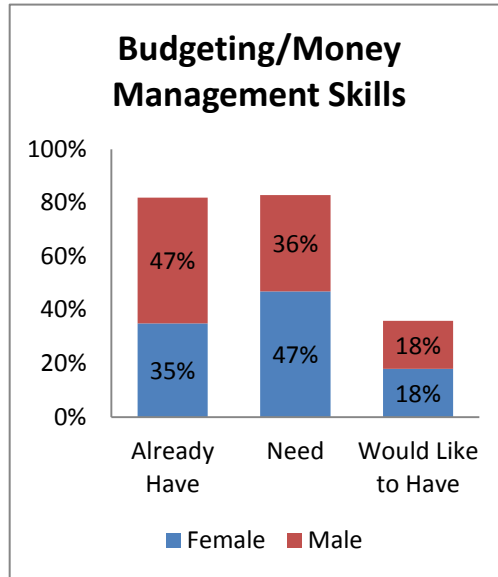


Figure 69. Budget/Money Management (2016)



Appendix B: Brandon Community Profile (2011)

The following data came from the Community Profile of Brandon from the 2011 Statistics Canada Census.

Population:

Total population in 2011: 53, 229

Age Characteristics:

	<i>Total</i>	<i>Male</i>	<i>Female</i>
Total population	53, 229	25, 890	27, 340
15 to 19 years	3,375	1,630	1,740
20 to 24 years	4,595	2,255	2,340
25 to 29 years	4,400	2,240	2,150
Median age of the population	35.5	34.5	36.5
% of the population aged 15 and over	81.4	80.6	82.1

Percentage of total population aged 15-29 years:

	<i>Total</i>	<i>Male</i>	<i>Female</i>
15 to 19 years	6.34%	48.30%	51.50%
20 to 24 years	8.63%	49.08%	50.92%
25 to 29 years	8.27%	50.90%	48.86%

Aboriginal Population:

	Total	Male	Female
Total Aboriginal and non-Aboriginal identity population	51,980	25,175	26,805
Aboriginal identity population	5,360	2,235	3,125
Non-Aboriginal identity population	46,620	22,940	23,680

Visible Minority Population

	Total	Male	Female
Total population	51,975	25,175	26,805
Total visible minority population	5,250	2,845	2,410

Legal Marital Status Characteristics (15 years and over):

	Total	Percent	Male	Percent	Female	Percent
Total population 15 years and over	43,320	100%	20,870	48.17%	22,455	51.83%
Never legally married (single)	12,075	27.87%	6,375	52.80%	5,700	47.20%
Legally married (and not separated)	20,600	47.55%	10,355	50.27%	10,265	49.83%
Separated, but still legally married	1,120	2.59%	490	43.75%	625	55.80%
Divorced	2,610	6.02%	1,010	38.70%	1,605	61.50%
Widowed	2,540	5.86%	460	18.11%	2,080	81.89%

Common-law (15 years and over)

		<i>Percent</i>	<i>Male</i>	<i>Percent</i>	<i>Female</i>	<i>Percent</i>
Total population 15 years and over	43,320	100%	20,870	48.17%	22,455	51.83%
Not in a common-law relationship	18,345	42.35%	8,340	45.46%	10,005	54.54%
In a common-law relationship	4,370	10.09%	2,190	50.11%	2,185	50.00%

Family Characteristics

Total number of census families	14,585
Number of lone-parent families	2,400
Number of female lone-parent families	1,950
Number of male lone-parent families	450

Mobility Status:

	Total	Male	Female
Total population 1 year and over	51,275	24,795	26,480
Lived at the same address 1 year ago	42,425	20,470	21,955

Educational Attainment (15 years and over)

	Total	Male	Female
Total population 15 years and over	42,125	20,285	21,840
No certificate, diploma or degree	8,375	4,270	4,105
High school certificate or equivalent	12,850	6,405	6,440
Apprenticeship or trades certificate or diploma	4,965	3,085	1,880
College, CEGEP or other non-university certificate or diploma	7,820	3,065	4,750
University certificate or diploma below the bachelor level	1,360	450	910
University certificate, diploma or degree	6,755	3,005	3,750

Labour Force Activity

	Total	Male	Female
Total population 15 years and over	42,120	20,285	21,835
In the labour force	30,310	15,495	14,810
Employed	28,595	14,625	13,965
Unemployed	1,720	870	850
Not in the labour force	11,810	4,785	7,025
Participation rate	72.0%	76.4%	67.8%
Employment rate	67.9%	72.1%	64.0%
Unemployment rate	5.7%	5.6%	5.7%

Mode of Transportation to work

	Total	Male	Female
Total employed labour force 15 years and over with a usual place of work or no fixed workplace address	27,225	13,925	13,300
Car, truck, van, as driver	21,355	11,480	9,870
Car, truck, van, as passenger	2,165	860	1,310
Public transit	820	405	420
Walked or bicycled	2,545	1,075	1,475
All other modes	330	105	225