



Fall 2002 Survey of First Nations People Living On-Reserve

FINAL REPORT

Submitted to:

Indian and Northern Affairs
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December 17, 2002

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1. INTRODUCTION

This is the third large, national survey with First Nations people, living on-reserve in a series of surveys, conducted since August of 2001. Results of the first survey were released in the fall of 2001. The second survey was released in May of 2002. These surveys are the first of their kind in Canada. This survey of First Nations people living on-reserve in Canada was designed to provide research partners in this study with a representative assessment of the views of First Nations people living on-reserve on a number of key issue areas. These include: 1) general attitudes regarding priorities and views about performance of the Government of Canada; 2) patterns of contact with the Government of Canada, satisfaction with service delivery and best methods of communication with the Government of Canada; 3) views about education of Aboriginal youth (on and off-reserve); 4) attitudes related to Aboriginal identity, culture and language; 5) patterns of behaviour, awareness and attitudes on a number of health-related topics; and; 6) awareness and concern related to climate change.

Three eligibility requirements were set for the survey (as was the case in the previous two):

- » a member of an Indian Band or First Nation;
- » resident (for at least some part of the year) on a reserve in Canada; and
- » being 16 years of age or over.

The sample frame was built on the basis of selected postal codes in Canada. These postal codes were associated with all census sub-divisions (CSDs) identified by Statistics Canada as being a reserve or from the physical locations of the 630 or so Band offices across Canada. Once an exhaustive list of postal codes was created, the associated telephone numbers from all phone books in Canada were pulled. This list of telephone numbers included approximately 120,000 telephone numbers. When compared to the population distribution of 368,000 or so First Nations people living on-reserve (from the Indian and Northern Affairs 2000 Register for On-Reserve residents, excluding the Territories), the sample frame appears to under represent residents of Quebec, Manitoba and Saskatchewan and over represent residents of British Columbia. Beyond the primary construction of the sample frame, there has been some fine-tuning to exclude some postal codes that incurred particularly high ineligibility rates during the first few days of data collection. Also, cross-referencing was conducted to ensure that the CSDs of First Nations reserves that did not participate in the Statistics Canada 1996 Census (77 reserves) or in the 2001 Census (32 reserves) were included in the frame.

The survey sample contains a total of 1,507 completed interviews with First Nations residents of reserves. The maximum margin of error associated with the overall sample is +/- 2.5 per cent, at a 95 per cent confidence interval. The survey sample was stratified to

include roughly 200 completed interviews with residents in each of the Atlantic, Quebec, Saskatchewan, Alberta and British Columbia, whereas 250 cases were targeted in Ontario and Manitoba. From the sample frame built, telephone numbers were randomly drawn within the specified stratification. Each of the seven provincial/regional strata of 200 cases carries a margin of error of a maximum of +/- 6.9 per cent, while Ontario and Manitoba carry an error rate of +/-6.2 per cent.

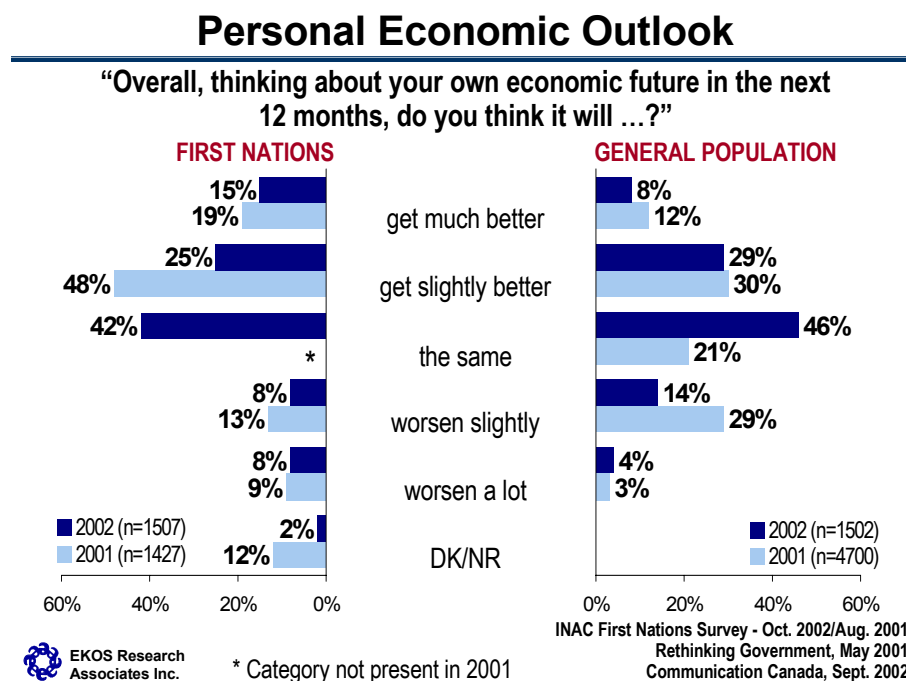
The questionnaire was designed in close consultation with each participating department (Appendix A). The questionnaire was thoroughly tested prior to starting data collection. This involved conducting over 30 interviews by telephone with First Nations respondents. The final questionnaire required an average of 21 minutes to complete over the telephone, using trained interviewers.

The survey was conducted between October 22 and November 5. Just over one in three cases (531) were completed with panel members of the sample (i.e., those who had participated in either the first or second surveys) and two-thirds (976) were completed with new sample members. The overall response rate for the survey was 50 per cent (44 per cent in the panel portion of the sample and 51 per cent in the new sample). This response rate is very high. In fact it is higher than obtained for most national, general public surveys conducted today, which typically range between 20 and 30 per cent. The rate of refusal was particularly low at 1.8 refusals per completed interview overall (and 2.4 refusals per complete in the new portion of the sample only). In the general public, there are typically three to four refusals per complete. In the first On-Reserve survey, the response rate was also 52 per cent and the rate of refusal was about 2.5 refusals per complete.

2. IMPRESSIONS OF GOVERNMENT OF CANADA

2.1 ECONOMIC FUTURE

First Nations people living on-reserve are generally optimistic or neutral about their future economic prospects over the next 12 months. Four in ten residents expect their economic future to improve (with 25 per cent indicating slightly better and 15 per cent much better). A similar proportion (42 per cent) believe their economic outlook will remain about the same over the next 12 months. A minority, 16 per cent, indicated that their economic future would worsen slightly or a lot.



The data from the 2001 and 2002 First Nations surveys are not strictly comparable on this item (owing to a change in the response categories in 2002 that included a “stay the same” option). If the middle category of responses in 2002 is excluded from the computation, the distribution of responses across the remaining categories is similar (i.e., within about five percentage points). Respondents in 2002 are slightly more likely to indicate their economic prospects as getting much better compared to those in 2001. In 2002, residents are less likely to have provided a “don’t know” response (perhaps because of having the option of choosing a “the same” category in 2002).

Comparing the 2002 First Nations data with general public perceptions, First Nations people are more likely to expect their economic future to stay the same compared to Canadians overall, whereas the general public are more apt to describe their future economic situation as worsening slightly. Overall, Canadians' sense of economic optimism has become more neutral between 2001 and 2002.¹

- » Men and youth (under age 25) are more optimistic about their economic future compared to other First Nations people.
- » Higher-educated and higher income residents are more apt to expect their economic prospects to be about the same over the next 12 months.
- » Those who are not in the labour force and indicated poorer levels of health tend to be more pessimistic about their economic future. Residents of British Columbia and Alberta are also more likely to think their economic future will worsen in the next 12 months.

2.2 IMPRESSIONS

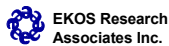
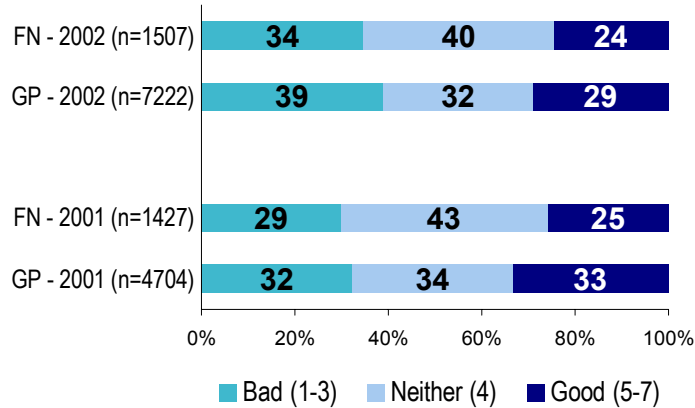
First Nations residents are divided in their assessment of the performance of both their federal and provincial governments, although neither level of government is rated very highly. Almost one quarter (24 per cent) of respondents rated the performance of the Government of Canada as good, while 34 per cent rated its performance as bad and the remainder (40 per cent) feel it is neither good nor bad. Roughly the same number (21 per cent) rated the performance of their provincial government as good, although a much larger proportion (42 per cent) rated their provincial government's performance as bad.

The assessment of the performance of the Government of Canada is very similar to that obtained in the first survey of First Nations people living on-reserve conducted in 2001. The rating of the performance of the federal government given by First Nations residents differs only somewhat from that of the general public in a recent survey. In this recent survey of the general public, 29 per cent rated the performance of the federal government as good and 39 per cent rated it as bad.

¹ Again, data are not strictly comparable as "Don't Know" responses have been removed from the general public data.

Federal Government Performance

“Generally speaking, how would you rate the performance of the Government of Canada?”

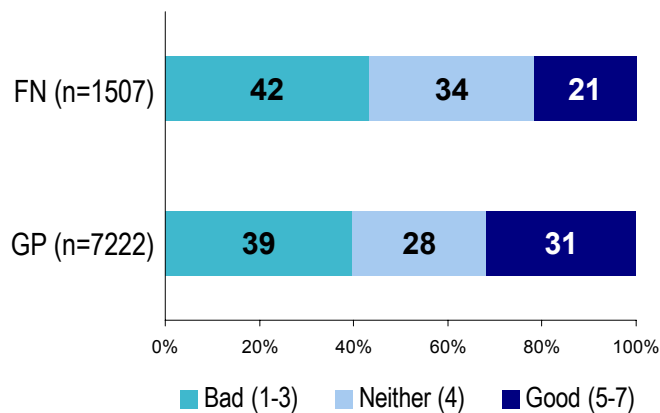


INAC First Nations Survey - Oct. 2002/Aug. 2001
Rethinking Government, May 2001
Communication Canada, Sept. 2002

A higher proportion of First Nations residents rated the performance of their provincial government as poor than the general public did. In a September survey of the general public, 31 per cent rated the performance of their provincial government as good and 39 per cent rated it as bad.

Provincial Government Performance

“Generally speaking, how would you rate the performance of your provincial government?”

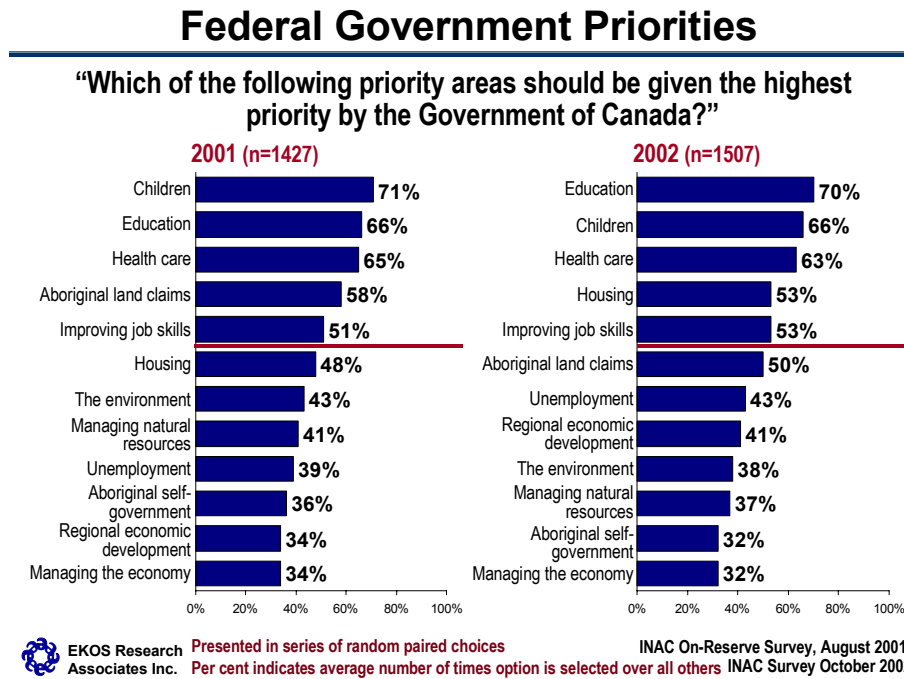


INAC First Nations Survey - Oct. 2002
Communication Canada, Sept. 2002

- >> The views of First Nations people on the performance of both levels of government vary by income, education and literacy levels, with more affluent individuals (with higher incomes, greater education and literacy) being more likely to rate government performance poorly, and less advantaged respondents more likely to rate government performance as good. Similarly, individuals from communities with a below average socio-economic status rating are more apt to say that federal and provincial government performance is good.
- >> The youngest residents (age 16 to 24) are the most positive in their ratings of the performance of both levels of government.
- >> Those who have contacted the Government of Canada in the three months preceding the survey and parents whose children attend schools off-reserve are more likely to have rated government performance poorly.
- >> The rating accorded to the performance of both the provincial and federal governments varies by region. Residents in Saskatchewan and Atlantic Canada are more favourable in their rating of both levels of government, while those in British Columbia and Ontario are more negative.

2.3 FEDERAL GOVERNMENT PRIORITIES

Survey respondents were offered a number of randomly paired priority areas and asked to choose the one that stands out as being the highest priority for the Government of Canada from the two choices offered. Overall, the area selected most frequently when paired against any other was education (selected 70 per cent of the time when randomly assigned into a pair). Children were selected as the second priority (selected 66 per cent of the time), followed by health care, job skills and housing. Land claims was chosen as a priority area for the federal government half of the time that it was paired against/support other areas. The remaining six areas were selected less than half of the time that they were paired against other areas.



A comparison of these results to the same question in 2001 indicates that there are few differences with respect to people’s ordering of federal government priorities. Education and children are still the top two priorities, however, they have switched places in terms of ordering. Health care is still ranked third. Housing has become a slightly more important priority, relative to last year, while the priority of land claims has slipped to some degree.

- >> Education is less likely to be seen as a priority by First Nations people with a lower socio-economic status, those between the ages of 45 and 54, individuals who rated their literacy level as below average, as well as residents of the Atlantic region.

- » Children are more likely to be a priority for those with a middle education level (i.e., high school diploma) and residents of Saskatchewan. On the other hand, those in the highest income brackets and 45 to 54 year old individuals are less apt to select children as a high priority.
- » Health care is an average to above average priority for all income groups except for those who make \$50,000 or more. It is also a priority for First Nations people with the lowest levels of education, as well as Francophones, older individuals (over 55 years of age), and those outside of the labour force. People rating their own health as poor and residents of communities with an above average socio-economic rating also selected health care as a priority more often.
- » Job skills are a high priority for proportionately more people with lower socio-economic status, as well as individuals with lower (self-rated) literacy skills, and residents of Manitoba. Residents of Quebec, however, are least likely to have selected job skills as a high priority area for the Government of Canada, as are individual living in the largest communities (with over 3,000 residents). Those coming from communities with an above average socio-economic rating are more likely to rate job skills as a high priority.
- » Housing is a significantly higher priority for First Nations people with children, compared with those who do not have children (selecting it 61 per cent of the time, compared with only 40 per cent of the time among those without children). Manitoba residents again stand out as valuing housing more than First Nations residents in other provinces, while those living in Quebec are least likely to feel this way. Those coming from communities that are assigned a rating of above average with respect to socio-economic status are less likely to rate housing as a high priority.
- » Land claims was selected as a priority by a proportionately higher number of individuals who rated their literacy level as below average.
- » Economic development was selected more frequently by Francophones and residents of Quebec than by other segments of First Nations communities.
- » Unemployment is more of a priority for residents of the smallest First Nations communities (with fewer than 750 people).

- >> The environment was selected by a higher proportion of individuals who rated their health as poor. It is also more likely to be viewed as a priority by residents of Ontario and the Atlantic, relative to residents of other parts of the country. Those residing in communities with an average socio-economic status rating are less likely to rate the environment as a high priority.
- >> Managing resources was selected as a priority by a larger proportion of people with lower income levels (under \$30,000) and those outside of the labour force. Those coming from communities that are assigned a rating of above average with respect to socio-economic status are less likely to rate managing resources as a high priority.

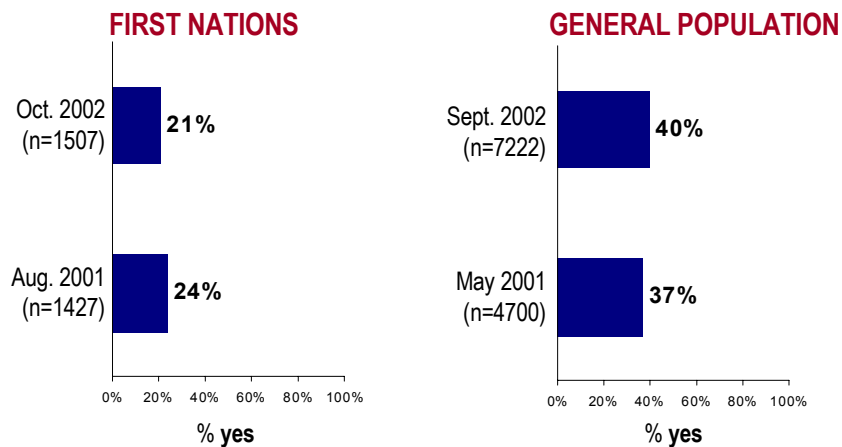
3. COMMUNICATIONS WITH GOVERNMENT OF CANADA AND INTERNET USE

3.1 CONTACT WITH GOVERNMENT

Survey respondents were asked to indicate whether they have contacted the federal government within the last three months. Less than a quarter (21 per cent) have made contact. This is comparable to results from August 2001. On the other hand, the level of contact with the federal government is significantly lower than reported by the general public at either of the time periods measured in the past year or so.

Contact with the Government of Canada

“In the past three months, have you contacted the Government of Canada?”



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Communication Canada, Sept. 2002
Rethinking Government, May 2001

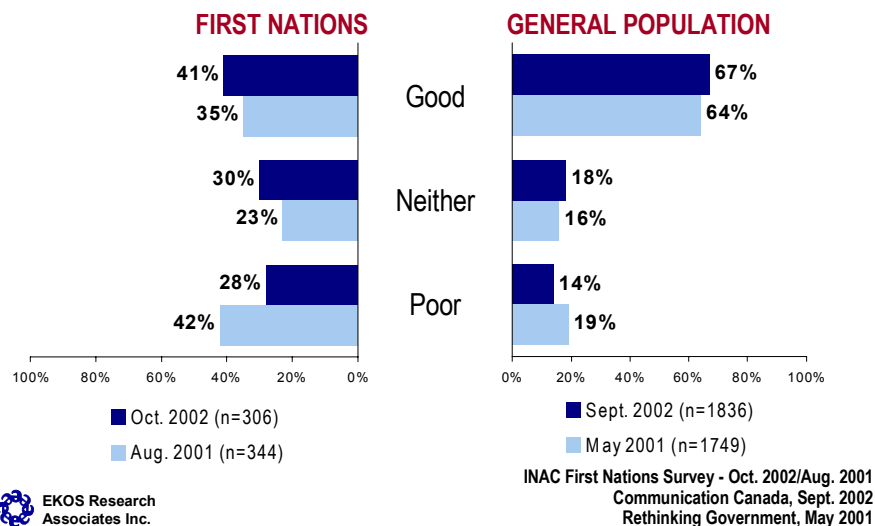
- >> Residents with low incomes (less than \$10,000) are far less likely to have contacted the federal government in the three months preceding the survey. Similarly, contact with the federal government is correlated with level of education and literacy levels
- >> Finally, those with Internet access are more likely to have made contact with the Government of Canada.

Respondents also rated the overall quality of service or information they received from the federal government in their most recent request. Results indicate that residents continue to be only moderately satisfied with the quality of service or information provided by the federal government: 41 per cent rated the quality as good, 28 per cent rated it as poor, and the remaining 30 per cent rated it as neither.

The quality of service or information received more positive ratings than in the August 2001 survey. First Nations residents are significantly less satisfied than the general public, however, based both on a recent survey (September 2002) and a previous survey conducted in May of 2001. In both surveys of the general public, close to two-thirds rated the quality of service or information as good.

Quality of Service/Information

“How do you rate the overall quality of the service or information you received?”



- >> Women rated the overall quality of service or information received more poorly than did men.
- >> Those with a university education are more likely to have rated the quality as poor and individuals with a college education are more likely to have rated the quality as neither good nor poor.
- >> Residents with Internet access are less likely to have rated the quality of service or information provided as good.

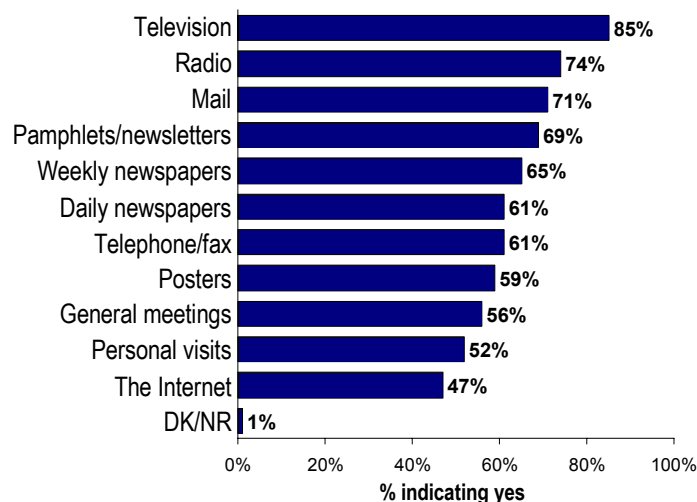
3.2 PREFERRED MODES OF CONTACT

Survey respondents were asked to comment on the usefulness of different ways that the Government of Canada can provide information to them. More specifically, they were asked to indicate whether or not a number of different methods of communication would be useful for them. As in previous surveys, television is the method identified as most useful by the greatest number of First Nations residents (85 per cent in this survey, 77 per cent in August 2001). Close to three-quarters identified radio and mail as useful means of communication (which is also similar to previous surveys). Pamphlets/newsletters also garner high levels of support (69 per cent consider this a useful method of communication) although this category was not tested in previous surveys.

Weekly newspapers, daily newspapers and telephone/fax (not tested previously) are also all considered useful by over 60 per cent of First Nations people, while posters, general meetings, and personal visits are considered useful by just over half of respondents. The Internet received more support than in August 2001 (47 per cent versus 40 per cent) although it continues to be useful to just under half the population.

Communications from the Government of Canada

“There are a number of different ways THE GOVERNMENT OF CANADA can provide information to Canadians. Tell for each one if it’s useful to you?”



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n=1507

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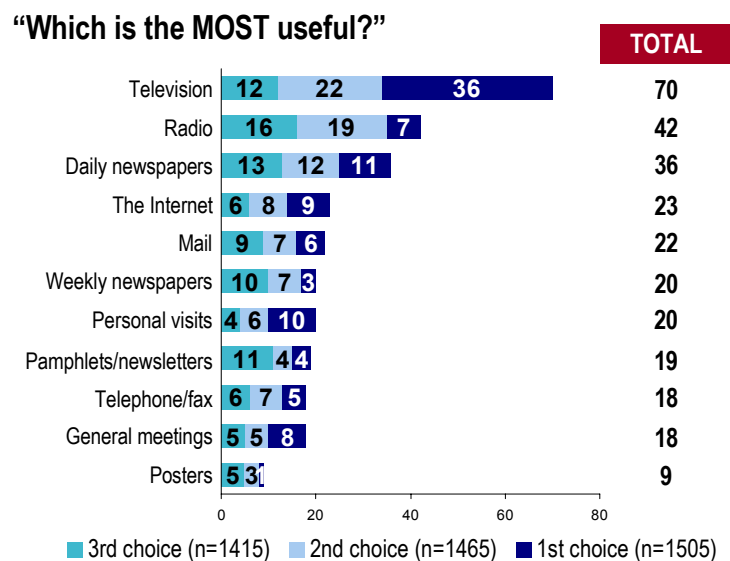
- >> Responses varied somewhat by level of education. Those with grade school education are more likely to consider direct methods such as telephone/fax, general meetings and personal visits as useful, while high school graduates are less likely to do so.

- » The Internet is considered most useful by people with a university education, those with Internet access, and young residents (the perceived usefulness of this means of communication decreases steadily with age).
- » Individuals who have contacted the federal government in the last three months are also more likely to consider most sources as useful than those who have not initiated any contact.

In order to gauge the relative usefulness and preferred means of communication with the Government of Canada, respondents were also asked to identify the first, second and third *most* useful means of receiving information from the federal government. Television is again rated as the most useful means of communication by a wide margin, with over one-third (36 per cent) selecting it as the most useful way to receive information from the federal government, 22 per cent rating it as the second most useful, and 12 per cent rating it as the third most useful. Radio is again the next most popular means of communication, with 42 per cent selecting it as the first, second or third most useful method of communication, followed by daily newspapers (selected first, second or third by 36 per cent).

While the order in which most methods of communication are rated most useful did not change from 2001, the overall rating accorded to each means declined from the previous surveys due to the addition of new methods being tested. Additional methods of communications tested include pamphlets/newsletters, telephone/fax, general meetings, and personal visits. While many of these methods were considered fairly useful to First Nations residents in general (particularly pamphlets/newsletters), these did not receive the highest ratings in terms of the most useful means of communication overall.

Most Useful Means of Communications



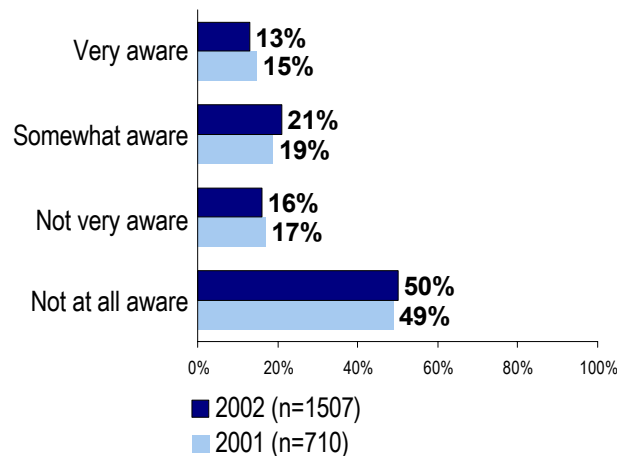
- >> Again, selection of the Internet as first, second or third most useful means of communication is positively correlated to income and education levels, and declines by age group.
- >> Daily newspapers were more likely to be selected as the most useful means of communication by residents with higher levels of education and by those residing in larger communities (population of 1,500 or more).
- >> Those who have *not* contacted the federal government within the last three months were more likely to select television as the most useful means of communication, and less likely to select the Internet, general meetings or personal visits as the most useful methods of communicating.

3.3 TOLL-FREE NUMBER

The level of awareness of the Government of Canada’s toll-free number was tested in the survey; respondents were asked to indicate whether they were not at all, not very, somewhat or very aware of the federal government’s toll-free number. The majority (66 per cent) are not aware of the existence of the toll-free number. Just over a third (34 per cent) are aware of the number, with 13 per cent indicating that they are *very aware* and 21 per cent *somewhat aware*. The level of awareness remains unchanged from the previous survey (August 2001).

Awareness of Toll-Free Number

“Would you say you are...of the toll-free number of the Government of Canada?”



- >> Awareness of the toll-free number is lowest among residents with some high school education and higher among those with a high school diploma, college or university education.
- >> Awareness is slightly higher among individuals who are not in the labour force.
- >> Not surprisingly, awareness is significantly higher among residents who have contacted the federal government within the last three months versus those who have not.

Awareness of the toll free number is higher among residents of B.C. and Alberta, and slightly lower in Atlantic Canada. Individuals living in communities with a below average socio-economic status rating are also less aware of the toll free number.

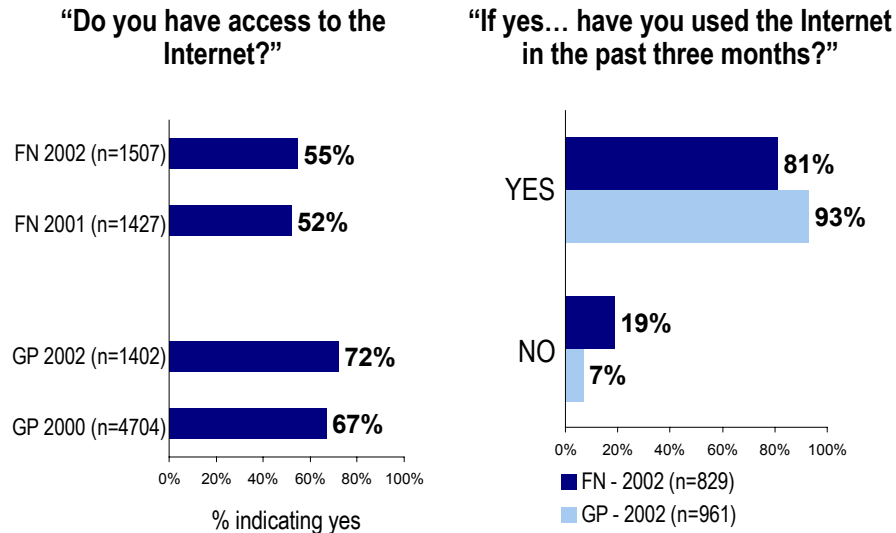
3.4 USAGE OF THE INTERNET


Access to the Internet and Internet usage was also explored through questions on Internet access, Internet use and usage of Government of Canada web sites in the three months preceding the survey. Over half the respondents surveyed (55 per cent) have access to the Internet. This is similar to results of the previous survey (August 2001) when 52 per cent indicated that they had such access. Access to the Internet continues to be much higher among the general public. In a September 2002 survey of the general public, 72 per cent of respondents indicated that they have access to the Internet.

Residents with access to the Internet were asked to indicate whether they have used the Internet in the past three months. The majority (81 per cent) reported that they have used the Internet in this time frame. Again, usage of the Internet is significantly higher among the general public.

Access and usage of the Internet is linked to several background variables including income, education, age, region and literacy.

Internet Access



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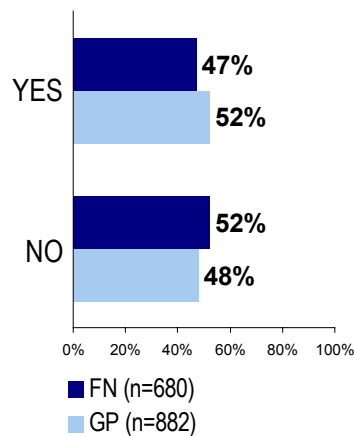
- >> Not surprisingly, access also varies by age; with a larger proportion of residents under 45 reporting access and a much smaller proportion of residents aged 55 and over reporting access.
- >> Households with children are more likely to have access to the Internet (61 per cent do) versus those with no children (45 per cent). Furthermore, those with children over the age of five are more likely to have access than those whose children are younger. Additionally, those whose children are in off-reserve schools are more likely to have Internet access versus those with children in schools on-reserve or who are not attending school.
- >> Access to and use of the Internet increases steadily with the income and education levels of residents, and a similar correlation exists with respect to literacy level and employment status.
- >> Those whose first language is an Aboriginal language are less likely to have access to the Internet.


- >> Access to the Internet is lower among residents in Saskatchewan and in below average socio-economic status communities, and higher among those living in Atlantic Canada.

Just under half of those surveyed (47 per cent) who have used the Internet within the last three months have also visited a Government of Canada web site in that time. This is similar to the level in the general public (where 52 per cent have visited a federal government web site based on a September 2002 survey).

Usage of Government Web Sites

“Have you visited any Government of Canada web sites in the past three months?”



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Communication Canada, Sept. 2002

- >> Use of federal government web sites is also correlated to education, literacy, age and employment status.
- >> Individuals living in larger mid-size communities (1,501 to 3,000 population) are more likely to have visited a Government web-site.
- >> Again, households with children in off-reserve schools are more likely to have visited a Government of Canada web site in the previous three months.

4. EDUCATION

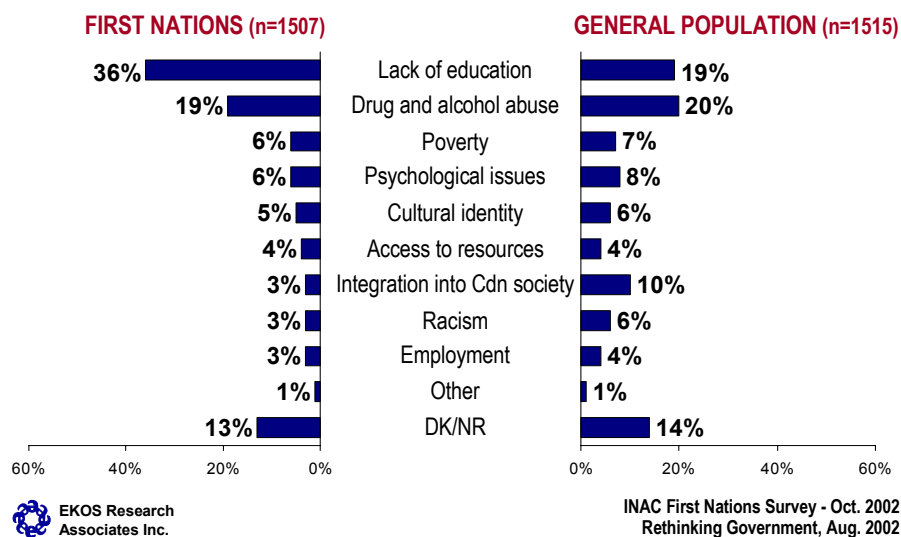
4.1 CHALLENGES FACING CHILDREN AND YOUTH

Reserve residents were asked what they believe to be the most important challenge facing Aboriginal youth and children today. There is relatively little difference in responses between First Nations respondents and the general public, with the exception of the perceived importance of education. A lack of education was seen as the most important challenge facing Aboriginal children and youth by more than one in three First Nations residents (36 per cent), while less than one in five (19 per cent) members of the broader general public indicated the same. The next most commonly cited challenge by both groups was drug and alcohol abuse (19 and 20 per cent for the First Nations population and Canadian public, respectively).

Social integration is the only other area where the two populations differ somewhat, with the general public placing more emphasis on this challenge than the First Nations community, followed by a similar (but more muted) contrast with respect to racism as a challenge faced by youth.

Challenges for Children and Youth

“What do you think is the most important challenge facing Aboriginal children and youth today?” (unprompted)



- » Lack of education is a more predominant response among First Nations people with a middle to upper-middle socio-economic status (including those reporting household incomes of \$20,000 to \$29,000 and a college education). It is also a more prominent response among those 45 to 54 years old, as well as residents living in British Columbia and Ontario, as well as residents living in communities with an above average socio-economic rating.
- » Drug and alcohol abuse is seen as the primary challenge by proportionately more youth (under 25 years of age) and residents of Saskatchewan, as well as those living in a community with a below average socio-economic rating.
- » Poverty is slightly more likely to be seen as the most important challenge among residents with an upper socio-economic status (including those with household incomes of \$50,000 or more and a university degree).
- » Cultural identity was cited more often as the most important challenge by people with a university-level of education, Francophones and residents living in Quebec.
- » Racism is seen as a challenge by a slightly higher proportion of Francophones. It is very interesting to see that parents of children attending schools off-reserve are twice as likely to say that racism is a key challenge (seven per cent versus three per cent overall)².
- » Employment is an issue that stands out as an important challenge with a higher proportion of Quebec residents (six versus three per cent overall).

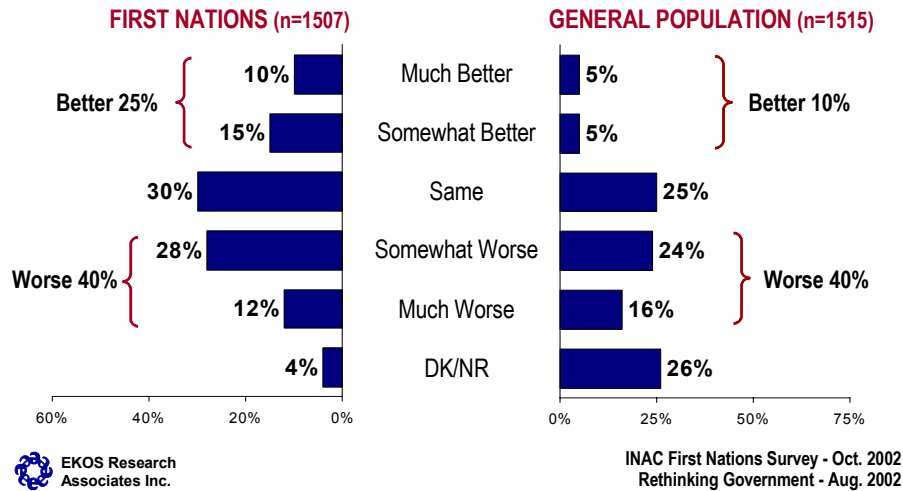
4.2 QUALITY OF EDUCATION

Reserve residents were asked to compare the quality of education received by Aboriginal children and youth (on-reserve) with that received by other Canadians. First Nations people have a similar, if slightly more positive, view of on-reserve education compared with other Canadians. One in four believe on-reserve education to be better than education received by other Canadians (compared with only one in ten in the general public). Four in ten (in both populations) believe it to be worse.

² The relatively small proportions and therefore cell sizes need to be kept in mind, and caution should be used in interpreting these results.

Quality of On-Reserve Education

“Please rate the quality of on-reserve education received by Aboriginal children and youth (Kindergarten to Grade 12) compared with that received by other Canadians. Would you say it is ...”



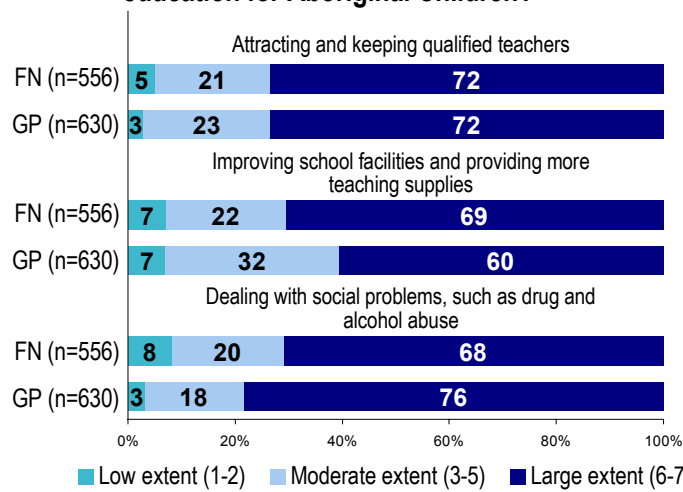
- >> Reserve residents who tend to believe that the on-reserve education system is better report a lower socio-economic status (including incomes of under \$10,000 and less than a high school-level education). They are also less likely to have access to the Internet, but more apt to have an Aboriginal mother tongue, be older (over 55 years of age), and be unemployed or out of the labour force. Atlantic residents are also more likely to view the on-reserve education system as better.
- >> Parents are more pessimistic about the comparative quality of on-reserve education, with 45 per cent believing it to be worse than the education received by other Canadians. This less positive view from parents also translates into proportionately more 35 to 44 year old residents having a negative view. Others with a more negative view of on-reserve education are higher socio-economic status respondents, those with access to the Internet, as well as residents of Manitoba and Ontario.

Those who indicated that the education received by Aboriginal children on-reserve is worse than that received by other Canadians were then asked to rate the extent to which different options would improve the on-reserve education system. Though a majority of First Nations people view all the suggested options as positive, a slightly higher proportion believe that attracting and keeping qualified teachers would improve the education of Aboriginal children to a large extent (72 per cent). In contrast, an approach that fosters a welcoming and supportive environment for First Nations children in off-reserve schools receives least support.

Improving school facilities and providing more teaching supplies is seen as a way to improve on-reserve education among both First Nations people and the general public, with residents of reserves being even more likely to view this factor as having a positive influence on improving the quality of education (69 versus 60 per cent). On the other hand, the First Nations population is less likely than the broader Canadian public to rate dealing with social problems such as drug and alcohol abuse and fostering a welcoming environment in off-reserve schools as major contributors to improving the quality of education for their children and youth.

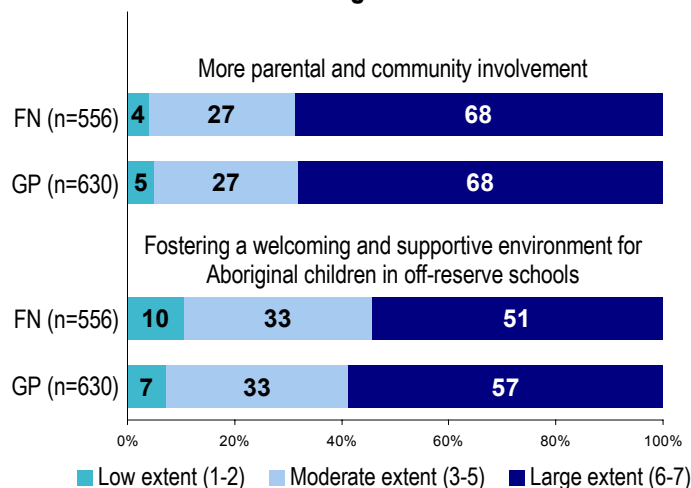
Improving Education On-Reserve (a)

“If worse... to what extent would each of the following improve education for Aboriginal Children?”



Improving Education On-Reserve (b)

“If worse... to what extent would each of the following improve education for Aboriginal Children?”



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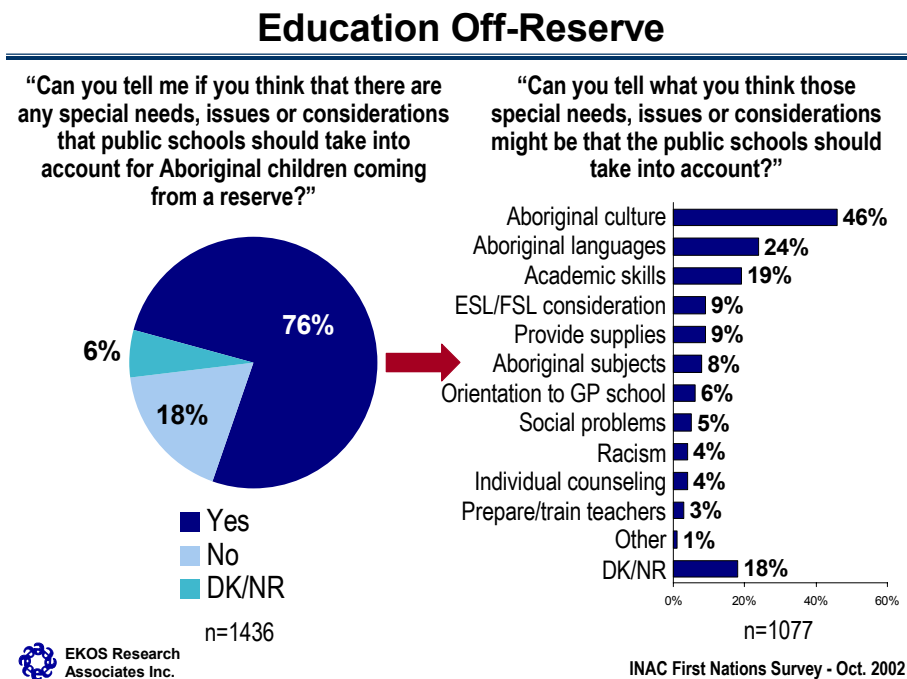
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- >> Attracting and keeping qualified teachers is rated a more important factor to improving education by reserve residents with a university-level education.
- >> Improving school facilities and providing teaching supplies is more apt to be seen as having a strong link to quality education by those with a middle level of education (with a high school diploma), as well as among Anglophones and residents of Manitoba.
- >> Dealing with social problems is more apt to have been rated as improving the education of Aboriginal children to a great extent by university-educated respondents. Of those who have recently contacted the government, eight in ten rated dealing with social problems as improving the quality of education on-reserve to a great extent (compared with 68 per cent overall).
- >> Increased parental and community involvement was rated as a way to improve education to a great extent by proportionately more women and those who have recently contacted the government. There is also a small, but significant segment of the First Nations population who believe that social problems have a very small role to play and these individuals typically have a lower socio-economic status and are between the ages of 45 and 54.

- » Fostering a welcoming environment off-reserve is more important to improving education for First Nations people with a university degree (70 per cent of those with the highest level of education believe this would contribute to improved education to a large extent). This is also the case for individuals who have recently contacted the government, households with children and, perhaps most importantly, parents who are currently sending their children to off-reserve schools. It is also more apt to be seen as important by residents of Quebec and residents of relatively small communities (with 750 to 1,500 people).

4.3 EDUCATION OFF-RESERVE

Residents of reserves were also asked to comment on whether they believe that Aboriginal students coming from a reserve have any special issues that should be taken into account in public schools. More than three in four members of First Nations communities responded in the affirmative (76 per cent). Fewer than one in five said that this was not the case and six per cent did not know.



- » More likely to believe that special needs of Aboriginal children should be taken into account by public schools are upper socio-economic status residents (with household incomes of \$50,000

or more and university levels of education), those with access to the Internet, individuals who have had contact with the federal government in the past year and residents of British Columbia.

- » Francophones and youth (under 25 years of age) are the only segments that are considerably more apt to indicate there is no need for public schools to account for the special needs of Aboriginal children from a reserve (32 and 27 per cent, respectively).

When asked what the special needs or considerations of Aboriginal children from a reserve might be, almost half (46 per cent) said sensitivity to Aboriginal culture. Another 24 per cent believe that Aboriginal languages should be taken into account. One in five (19 per cent) believe that academic skills are an issue for Aboriginal children coming from a reserve.

- » Those more apt to cite Aboriginal culture as a special consideration are upper middle and upper SES residents of reserves (including those from households earning \$30,000 or more and with a university-level education), as well as those who have recently contacted the Government. They are also somewhat more likely to report English as their mother tongue and live in Ontario.
- » Aboriginal languages are seen as a special consideration by proportionately more individuals with a college or university-level of education.
- » Academic skills are a greater concern for residents living in British Columbia, as well as the unemployed.
- » The provision of supplies was suggested as a special need by proportionately more residents with an Aboriginal first language (13 per cent) as well as those located in Saskatchewan (18 per cent).
- » Aid in adjusting into a mainstream education system was suggested by a larger proportion of Francophones (20 per cent), and consequently, residents of Quebec (15 per cent). This is also the pattern of responses concerning racism (mentioned by 25 per cent of Francophones and 16 per cent of Quebec residents).
- » Social problems are of concern to a slightly larger proportion of women (eight per cent versus three per cent of men).

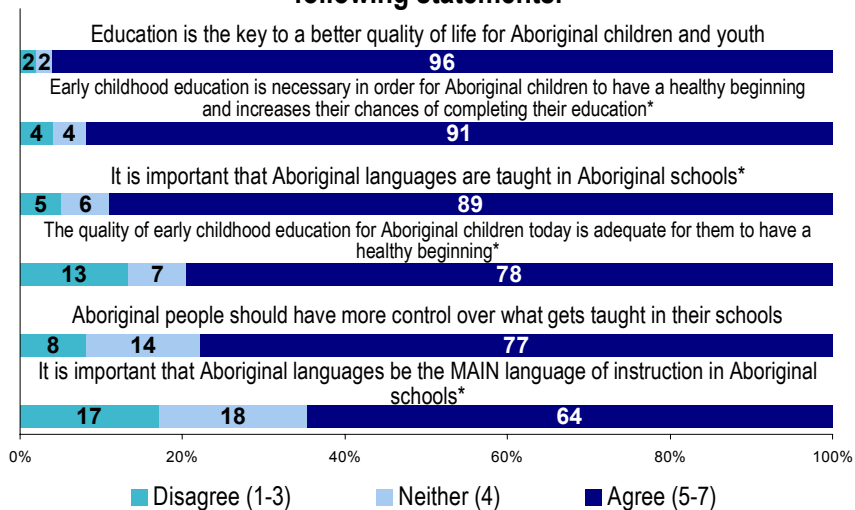
4.4 ATTITUDES RELATED TO EDUCATION

Virtually everyone (96 per cent of the First Nations population and 93 per cent of the broader Canadian public) thinks that education is the key to a better quality of life for Aboriginal children and youth. There is a similarly high level of agreement among First Nations people that early childhood education is necessary in order for Aboriginal children to have a healthy beginning and increases their chances of completing their education (91 per cent). Just over three in four (78 per cent) believe that the quality of early childhood education for Aboriginal children today is adequate.

Most residents of reserves (89 per cent) believe that Aboriginal languages should be taught in Aboriginal schools and two in three (64 per cent) agree it is important that Aboriginal languages be the main language(s) of instruction. Three in four (77 per cent) also believe that Aboriginal people should have more control over what gets taught in their schools.

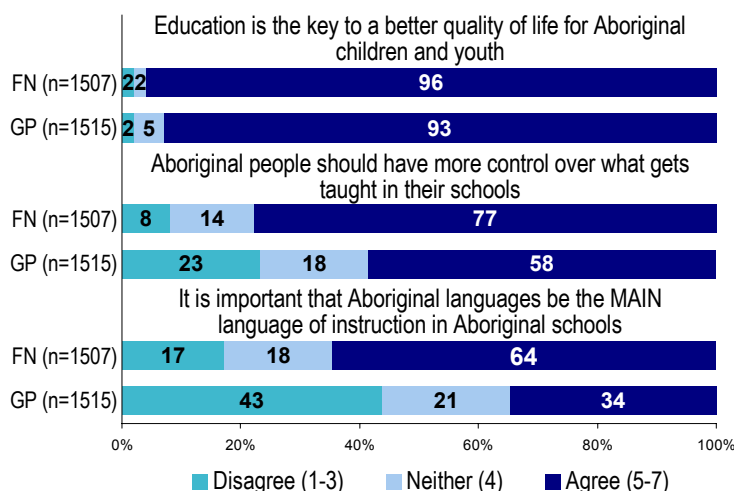
Key Principles of Education (a)

“Please rate the extent to which you agree or disagree with the following statements.”



Key Principles of Education (b)

“Please rate the extent to which you agree or disagree with the following statements.”



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Canadians overall are much less likely than First Nations people to agree that it is important that Aboriginal people have control over what is taught in their schools and, particularly, that the main language of instruction be Aboriginal.

- >> Reserve residents from Manitoba are more apt than others to expect education to lead to a better quality of life (99 per cent), while Quebeckers are least likely to agree (91 per cent).
- >> Those with a middle level of household income (\$20,000 to \$29,000) are more apt than residents in other income brackets to view early children education as necessary for a healthy beginning, as are 25 to 34 year old residents. On the other hand, those with a college level of education, those with access to the Internet and those rating their health as poor are least likely to agree with the statement. Regionally, residents of British Columbia, Alberta, and Manitoba are more likely to view early childhood education as necessary for healthy development, while residents living in Ontario are least likely to do so. It is interesting that parents are marginally less likely to agree with this statement compared with residents who do not have children in the home (85 versus 90 per cent).
- >> Residents with a middle level of household income (\$20,000 to \$29,000) are more apt than those in other income brackets to view current early childhood education for Aboriginal children as adequate, as are those who first learned an Aboriginal

language, young people (under 35 years of age), and those who gave themselves an “average” literacy rating. On the other hand, those with a university-level education, top income earners, those with access to the Internet and/or have had recent contact with the Government are more likely to disagree that early childhood education is adequate (17 to 25 per cent).

- >> Older residents (55 years of age and older), those without children, and residents of Quebec and the Atlantic are more apt to indicate that it is important Aboriginal people have more control over what is taught in their schools. Regionally, this issue is of least concern to residents of Manitoba.
- >> Having an Aboriginal language as the main language of instruction in the schools is of greater importance to lower socio-economic status residents, those with an Aboriginal first language, the employed and youth (under 25 years of age). In fact, 78 per cent of youth agreed with this statement. Proportionately more parents who are sending their children to on-reserve schools agreed with this statement (67 per cent versus only 55 per cent among those sending their children to off-reserve facilities). This is also a more popular idea in Alberta (where 76 per cent agreed) and least popular in Ontario (where only 57 per cent agreed).

4.5 POST-SECONDARY EDUCATION

The survey asked respondents to suggest possible reasons for Aboriginal youth not choosing to pursue post-secondary education (PSE). One in four (24 per cent) believe that the primary barrier is financial, with 20 per cent citing a lack of money specifically and another four per cent indicating the need for youth to start working. Just over one in five believe that the issue is one of lack of interest in or emphasis on education (12 and nine per cent, respectively). Just under one in five (18 per cent) believe that the predominant barrier is lack of academic qualifications. A slightly smaller proportion (16 per cent) believe that the issue is one of lack of self-esteem. A further one in ten see the primary obstacle as related to personal issues such as alcohol, drugs or teenage pregnancy. Taken together, this totals 44 per cent who think that the youth are ill-prepared in some way. One in five believes that the distance to or logistics of attending a PSE school facility are obstacles (with 13 per cent saying that youth would rather not have to live away from the community and six per cent saying that school is simply too far away).

Reasons for Not Pursuing Post-Secondary Education

“The number of Aboriginal young people who attend college or university is lower than you would find in other populations in Canada. Why do you think this is?”



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n=1507

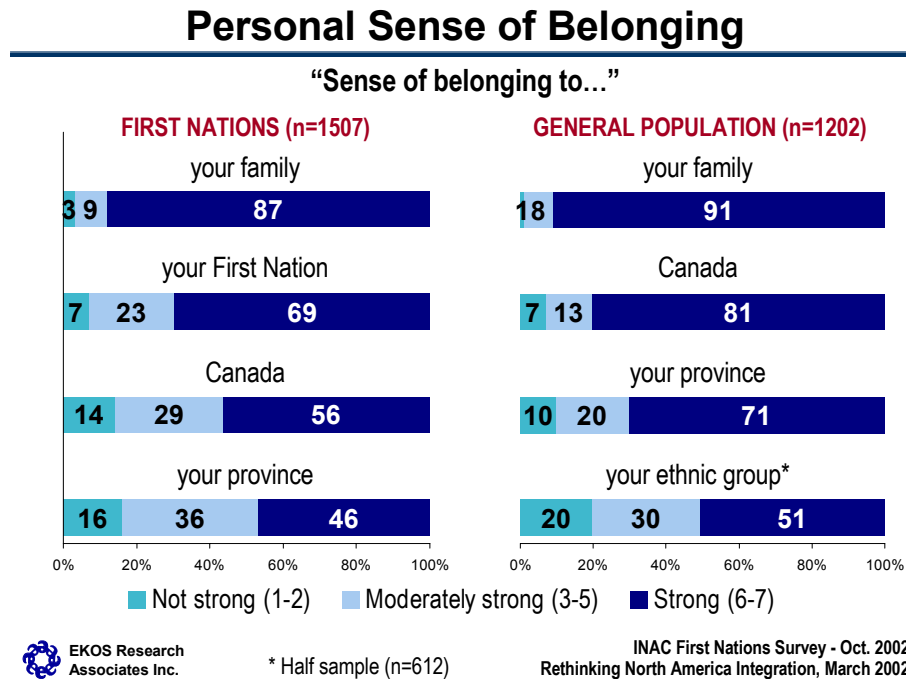
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- >> A lack of financial resources is more likely to be named as the primary obstacle to PSE by residents with a college-level education.
- >> Poor academic qualifications are seen as a stumbling block by proportionately more lower socio-economic status residents, those who rate their health as poor, and by residents of British Columbia.
- >> Low self-esteem was more likely to have been cited as a barrier by those with a college-level education and residents of British Columbia.
- >> Living away from the community is slightly more likely to be seen as a barrier by men, upper socio-economic status residents, and those with access to the Internet. This is also the case among those who rate themselves as having a high level of literacy and the employed. Manitoba residents also stand out (22 per cent cited difficulties living outside the community as a reason for not pursuing PSE).
- >> Lack of interest in PSE is more apt to have been cited by those with a lower level of education themselves (i.e., some high school), and also among Francophones, residents of Quebec, youth (under 25), and the unemployed.
- >> Alcohol, drugs and teenage pregnancy are more apt to be seen as reasons for not pursuing PSE by youth themselves.

5. COMMUNITIES

5.1 BELONGING

First Nations respondents were asked to rate the strength of their sense of belonging to a variety of groups. By far, the strongest sense of belonging is to one’s family – 87 per cent rated their sense of belonging to their family as strong. This is followed by attachment to one’s First Nation (69 per cent) and to Canada (56 per cent). The weakest affiliation is to an individual’s province, with 46 per cent rating this sense of belonging as strong.



The Chart further provides a comparison of the study results with those of the general public. Strongest sense of belonging for both First Nations people and for the general public is to family. Canadians in the broader public, however, tend to feel a stronger sense of belonging to Canada and their province, compared to First Nations people. On the other hand, First Nations people feel a stronger attachment to their First Nation than Canadians do to their ethnic group or race.

- >> Ratings of belonging to family and to one’s First Nation are quite consistent across sub-groups. Those with lower levels of

education and literacy and who are unemployed rate their sense of belonging to family somewhat lower than other First Nations people. Sense of belonging to one's First Nation is higher among Quebeckers.

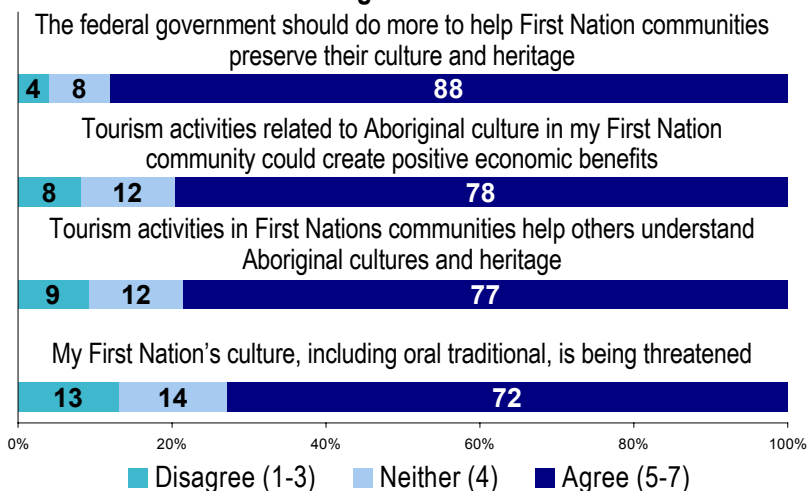
- >> Those with lower levels of education and literacy, whose mother tongue is an Aboriginal language, with children attending school on-reserve have a stronger sense of belonging to Canada than other First Nations people. Conversely, those with higher income level and Internet access provided a weaker rating. Across regions, residents of Ontario and Quebec provided weaker ratings of attachment to Canada, while those from Saskatchewan and Manitoba provided strongest ratings.
- >> Proportionately, more individuals with a lower socio-economic status rated their level of attachment to their province strongly, compared with the rating of attachment provided by those with middle to upper SES levels. Youth, those with average literacy skills, parents whose children attend school on-reserve and residents who live in smaller, less affluent communities also have a stronger sense of belonging to their province. Fewer residents of Ontario and Quebec rated their sense of belonging to their province as strongly as those in other regions.

5.2 ABORIGINAL COMMUNITIES

A series of items were examined relating to preserving First Nations culture and heritage. The vast majority of First Nations people on-reserve (88 per cent) agree that “the federal government should do more to help First Nation communities preserve their culture and heritage.” As well, most residents believe that tourism activities in First Nations communities could create positive economic benefits (78 per cent) and improve understanding of Aboriginal cultures and heritage (77 per cent).

First Nations Culture and Heritage

“What is the extent to which you agree or disagree with the following statements?”



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n=1507

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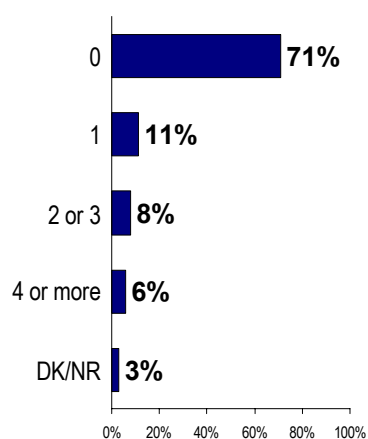
- >> Support for federal government assistance in preserving First Nation culture and heritage is consistent across various sub-groups.
- >> Those with higher levels of income and education and with access to the Internet are more likely to agree that tourism activities would have economic benefits for First Nations communities. Older residents and those with lower levels of education are more uncertain about the impact.
- >> Younger First Nations people (under 35 years) are more apt to believe that tourism activities would have a positive benefit on understanding of Aboriginal cultures and heritage.

5.3 LEAVING

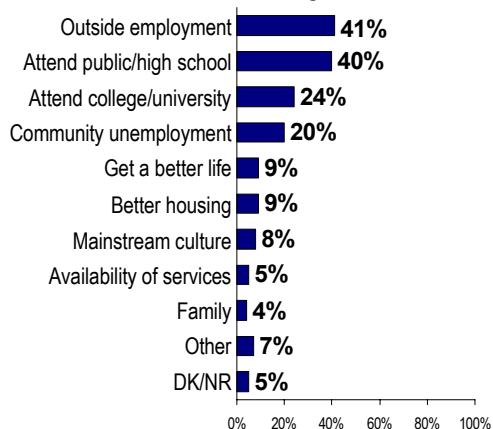
Seven in ten First Nations individuals on-reserve have not lived outside of their First Nation community in the last two years. One in ten have lived off their reserve once in the last two years and 14 per cent have lived off the reserve and returned to it more than once in the last two years.

Stability of Residence

“Over the past two years, how many times have you lived outside your First Nation community?”



“When young people you know move away from your First Nation community, what do you think is their main reason for leaving?”



- >> More likely to have lived off-reserve in the last two years are men and the more affluent, educated and literate portion of First Nation communities. Youth are also more likely to have left their community recently, likely for reasons related to education. Conversely, those who are older, do not have Internet access and are not in the labour force are less likely to have lived outside the community recently. Across regions, residents of Quebec and the Atlantic are least likely to have lived away from their community. Moving is more common among First Nations people living on the Prairies.

Respondents were asked to provide the main reason why young people move away from First Nations communities. The most frequently identified reasons are related to employment and education. Almost two-thirds mentioned reasons having to do with education (to attend public or high school (40 per cent) or to attend college/university (24 per cent)). Six in ten residents talked about employment-related reasons (to pursue employment (41 per cent) or to leave high rates of community unemployment (20 per cent)).

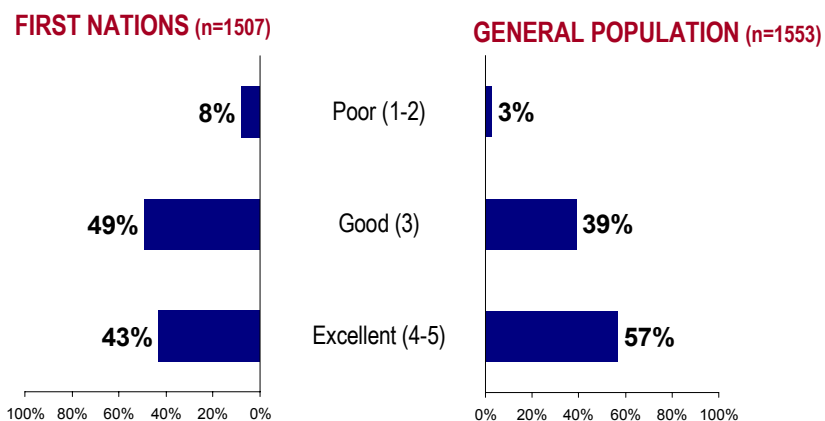
6. HEALTH ISSUES

6.1 HEALTH STATUS

First Nations people were asked to provide a rating of their current state of health. Just over four in ten (43 per cent) rated their health to be excellent and half provided a rating of fair. A small minority - eight per cent - indicated their health to be poor.

Self-Rated Health

“In general, how would you say your health is?”



- >> Men and those with higher levels of income and education (as well as Internet access) are more apt to characterize their health as excellent. Residents of Quebec also provided more positive ratings of their health. Older individuals (and consequently those more likely to be out of the labour force) and those with lower-rated literacy skills provided poorer ratings of their health.

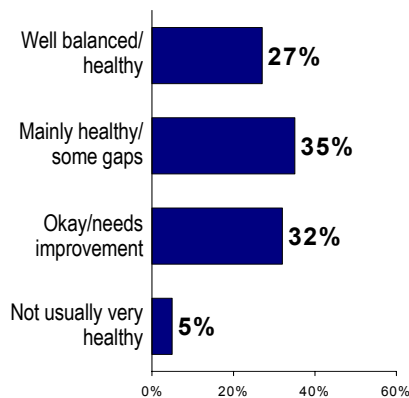
The rating provided by First Nations people on-reserve in terms of personal health is somewhat poorer than that provided by Canadians overall. The general public are more likely, for example, to provide a self-rating of their health that is excellent, compared with the rating provided by First Nations people (a difference of 14 percentage points).

6.2 EATING HABITS

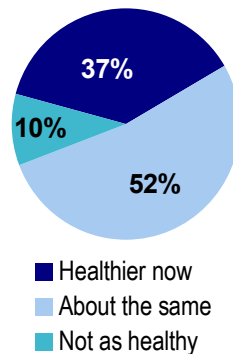
Most individuals describe their eating habits as healthy (27 per cent) or mainly healthy (35 per cent). One-third of First Nations people say their diet needs improvement and a minority (five per cent) say their eating habits are not usually very healthy.

Eating Habits

“Thinking about your usual eating habits, would you describe them as...?”



“Compared to two or three years ago, are your current eating habits...?”



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- >> Those more apt to describe their eating habits as well-balanced and healthy are older (55 years and over), not in the labour force, and living in higher socio-economic communities. Individuals without children and those without Internet access also rated their eating habits more positively.
- >> Individuals between 25 and 34 years of age, with Internet access and with a college-level education more often describe their eating habits as mainly healthy. This is less likely to be true for those with lower levels of education.
- >> Those who say their eating habits need improvement have income levels in the upper middle range (\$30,000 to \$49,000).
- >> Ratings of eating habits correspond with self-rated health: those who describe their eating habits as healthy are also more likely to rate their own health as excellent. They are also more likely to rate their literacy as above average, suggesting a generally positive view of themselves.

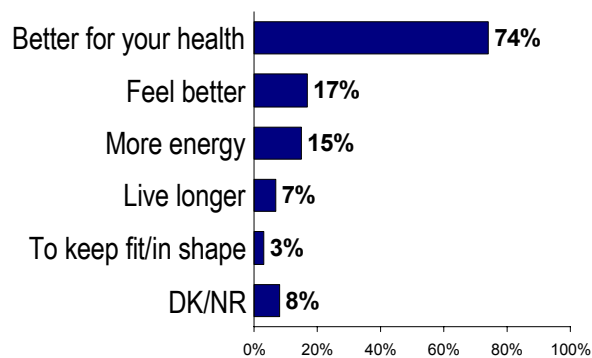
About half of First Nations individuals say their current eating habits are similar to two to three years ago and 37 per cent say their eating habits are healthier than they were then. Relatively few (one in ten) have seen their eating habits decline over the last two to three years.

- » Likelihood of indicating an improvement in eating habits increases with income and education levels. Similarly, residents with access to the Internet, higher-rated literacy skills and living in average or above-average socio-economic status communities are more apt to say they eat healthier now compared to two or three years ago. Improvement in eating habits is also related to excellent (self-rated) health.

According to respondents, the most important reason for healthy eating is because it is better for one's overall health (74 per cent). This is followed by reasons such as: to feel better (17 per cent); have more energy (15 per cent); live longer (seven per cent); and to keep fit and in shape (three per cent).

Reasons for Eating Healthy

“What are some of the reasons for eating healthy?”



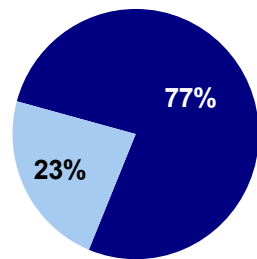
- » A well-balanced diet to improve one's overall health is more persuasive for older individuals compared to youth. Residents with lower levels of income and with an Aboriginal mother tongue are more likely than others to have provided a "don't know" response to this item.

6.3 EXERCISE

Over three-quarters of First Nations people on-reserve characterize themselves as physically active (28 per cent very active and 49 per cent somewhat active). One in five (18 per cent) say they are somewhat inactive and a minority (five per cent) say they are very inactive.

Physical Activity

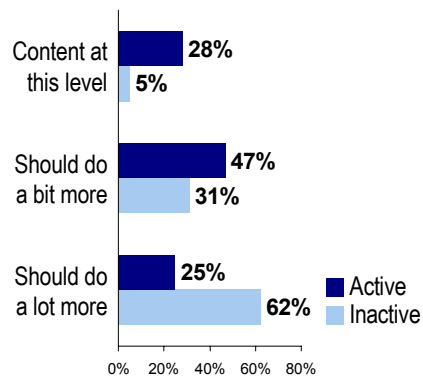
“Thinking about your usual level of physical activity, how would you describe your current level? Are you...?”



■ Active
■ Inactive

n=1507

“Would you say that you are content at this level, that you should do a little bit more, or that you should do a lot more?”



0% 20% 40% 60% 80%

n=454

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- >> More active individuals are residents who are employed, have higher levels of income and rated their literacy skills as above average. Men and those who characterize their health as excellent are also more apt to be active. Individuals who are physically inactive are more likely to be Francophone and to have earnings in the middle range (between \$20,000 and \$29,000).

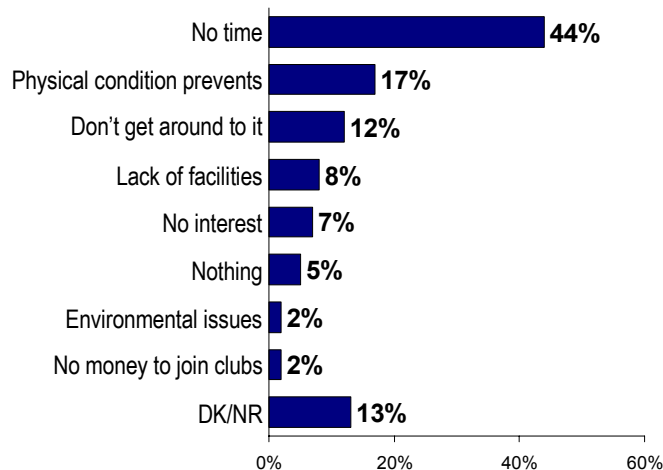
The majority of individuals feel that they should be more physically active - 35 per cent say they should be doing a lot more and another 43 per cent say they should be doing a bit more. Those who are currently physically active are more likely than those who are inactive to have indicated that they are content with their current level of activity (28 per cent versus five per cent). Conversely, those who are inactive more often indicated that they should be doing *a lot* more (62 per cent, compared to 25 per cent of those who are active).


- >> As with eating habits, those who are more likely to be content with their current level of physical activity are employed and have excellent levels of health (self-rated).

Lack of time is the predominant barrier to more physical activity (cited by 44 per cent). Another 12 per cent indicated that they “don’t get around to it”. For others, a physical condition prevents them from engaging in more physical activity (17 per cent). Eight per cent mentioned lack of facilities as a barrier to physical activity and seven per cent said they were not interested in more physical activity. Other reasons were mentioned by five per cent of individuals or fewer.

Obstacles to Increased Physical Activity

“And what, if any, are the main things that keep you from doing more physical activity?”



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n=1407

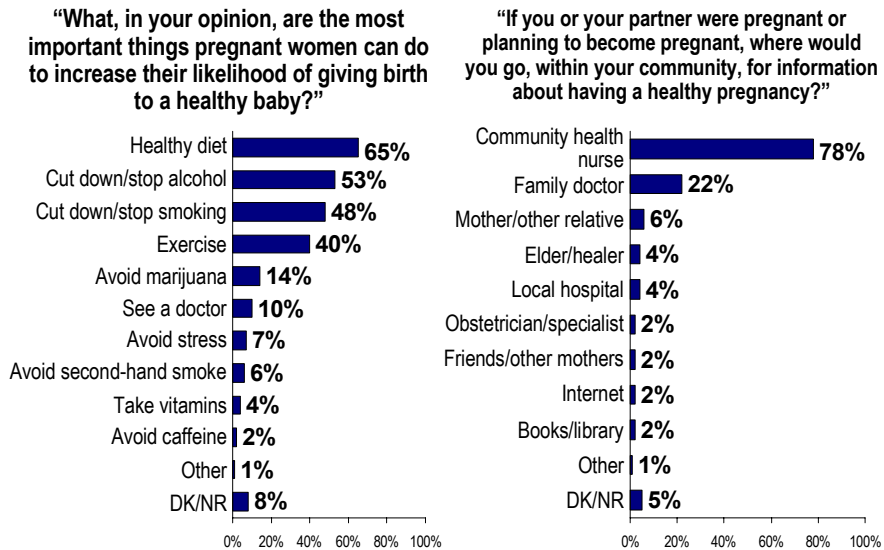
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- >> Lack of time is most likely to be a barrier to more physical activity for those with higher levels of income, education and literacy, people with Internet access, individuals in the younger/middle age categories (25 to 44 years), employed individuals, and parents with children. Those who are already physically active are more likely to cite lack of time as a constraint to more physical activity.
- >> Lack of exercise due to a physical condition was cited more often by older residents (55 years and older), those not in the labour force, residents with lower levels of education, income and literacy, Francophones and those who rated themselves to be in poor health.

6.4 HEALTHY PREGNANCY

According to First Nations residents under 40 years of age,³ the most important things pregnant women can do to increase their chances of having a healthy baby are: have a healthy diet (65 per cent); cut down or abstain from alcohol (53 per cent); cut down or abstain from smoking (48 per cent); and exercise (40 per cent). The remaining responses were mentioned by 14 per cent of respondents or fewer.

Healthy Pregnancies



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Associates Inc.

n=826 (respondents under 40 years of age) INAC First Nations Survey - Oct. 2002

- >> There were few significant differences in responses across sub-groups. In general, women and parents tended to be more knowledgeable about this issue (i.e., named more things pregnant women should do). Men, however, were more likely than women to note that pregnant women should cut down or abstain from smoking. Youth (16 to 24 years) were less able to provide a response to the question than their older counterparts.

³ Note that all questions concerning healthy pregnancy and FAS are asked only of respondents 40 years of age or younger.

The vast majority of First Nations individuals indicated that they would seek information about having a healthy pregnancy from their community health nurse (78 per cent). Another one in five (22 per cent) would seek information from their family doctor. Informal sources of information such as friends, family or community leaders were cited infrequently.

- >> Again, there are few notable sub-group differences. The exception is that residents of Quebec are more likely to seek information from their local hospital and less from a community health nurse. Residents in larger communities (3,001 or more population) and in more affluent communities more often indicated their family doctor as a source of information.

About two-thirds of residents indicated that consuming alcohol during pregnancy is likely to harm the unborn baby. There was little difference in responses based on whether the question indicated the level of alcohol consumption as being one alcoholic drink per week or three alcoholic drinks per week. Between eight and ten per cent of individuals believe that these levels of alcohol consumption are not likely to have an impact on the fetus.

- >> While the number of cases available for analysis of this variable is too small to thoroughly test sub-group differences,⁴ those with an Aboriginal mother tongue are less sensitive to this issue than Anglophones.

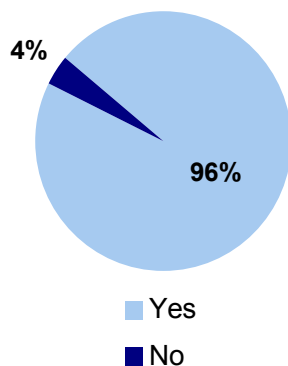
⁴ Note that the sample size is somewhat smaller as this item was eliminated mid-way through the survey due to constraints on the length of the interview.

6.5 FETAL ALCOHOL SYNDROME

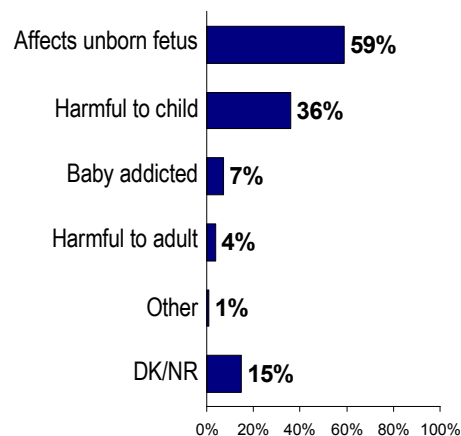
Virtually all First Nations people living on-reserve (96 per cent) have heard of Fetal Alcohol Syndrome (FAS) (somewhat lower in Quebec at 86 per cent). Moreover, most residents rightly indicated that FAS causes harmful effects to the unborn fetus (59 per cent) or to the child (36 per cent). Four per cent indicated FAS had harmful effects on the adult. Fifteen per cent responded “don’t know” when asked about the effects of FAS.

Awareness of Fetal Alcohol Syndrome

“Have you ever heard of Fetal Alcohol Syndrome or FAS?”



“Can you tell me what you think that Fetal Alcohol Syndrome (FAS) is?”



EKOS Research Associates Inc.

n=826
(respondents under 40 years of age)

INAC First Nations Survey - Oct. 2002

- >> Those who are less likely to have knowledge of the effects of FAS (i.e., provided a “don’t know” response) are unemployed/not in the labour force, between 16 and 24 years of age, and have lower levels of education and literacy. Those living in smaller and lower socio-economic communities, and residents of Saskatchewan are also more likely to have indicated a “don’t know” response.

When asked to name some of the specific effects of FAS, individuals provided a broad list of potential physical, mental and behavioural impacts. The most frequently mentioned impact was learning disabilities (43 per cent). Other impacts that came to mind were physical disorders (32 per cent) and mental disorders (26 per cent). About one in five residents of First Nations talked about birth defects, behavioural problems, delayed development and brain damage. Attention deficit disorder and cranial deformities were each

mentioned by 16 per cent. The remaining responses were noted by 13 per cent or fewer. Only thirteen per cent could not name any specific examples of effects of FAS.

- » People with higher levels of income (\$50,000 or more), a post-secondary education and higher-rated levels of literacy provided a broader list of impacts of FAS. Residents of Ontario were more likely to name many different effects. Youth (16 to 24 years) could name fewer specific effects of FAS. Individuals with a lower level of education and residents of Saskatchewan are more likely to have provided a “don’t know” response to the item compared to others.

7. ENVIRONMENT

7.1 AWARENESS AND CONCERN

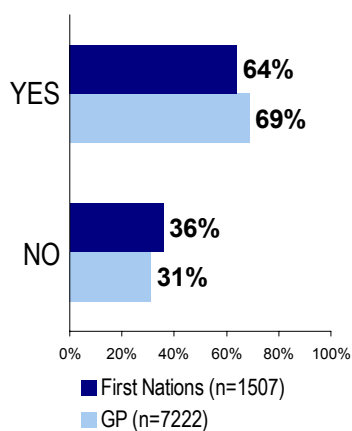
The survey included several items on the topic of climate change. Exposure to recent information on this topic was measured, as well as concern with this issue. Respondents were first asked whether they have recently heard, seen or read anything about climate change. Over two-thirds (64 per cent) indicated that they have. This level is very similar among the general public, as 69 per cent of respondents to a September survey of the public indicate they have recently heard, seen or read something about climate change.

First Nations residents who have been exposed to information on the topic of climate change were then asked to indicate the extent to which they are concerned with this issue. Residents demonstrated a fair amount of concern with this issue. Approximately one-third (34 per cent) are *extremely* concerned and an additional 26 per cent are *definitely* concerned, while a further 31 per cent are *somewhat* concerned. Only 10 per cent are *not very* or *not at all* concerned.

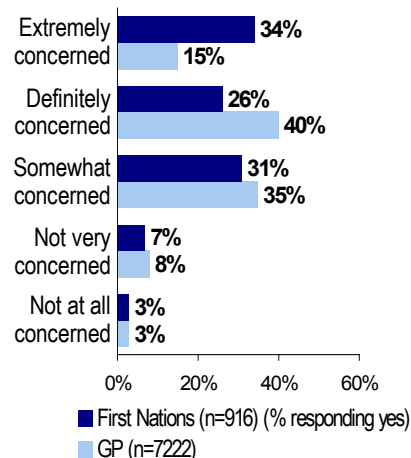
First Nations residents expressed greater concern on the issue of climate change than the general public. While the overall proportion of respondents in the general public concerned over the issue is similar, a much smaller proportion of the general public state that they are *extremely* concerned (only 15 per cent are *extremely* concerned, based on a September survey).

Climate Change

“Have you recently heard, seen or read anything about climate change?”



“How concerned are you about the issue of climate change? Would you say you are...”



- » Exposure to recent information on the topic of climate change is higher among men than women.
- » Exposure to information is linked to education levels (with the greatest exposure among individuals with college or university education). Exposure to recent information also increases with the literacy level of individuals, and is higher among the employed.
- » Exposure to information on this subject is also greater among residents with Internet access.
- » Exposure to and concern with the issue of climate change increases with age, and is also higher among those who have contacted the federal government within the last three months.
- » Concern over climate change is higher among residents whose first language is an Aboriginal language and lower among those whose first language is English or French.

7.2 SUPPORT FOR KYOTO

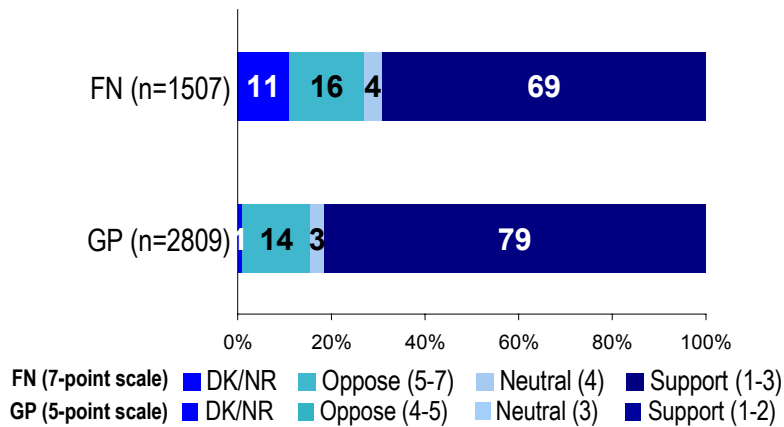
Survey respondents were also asked the extent to which they support or oppose Canada's commitment to the Kyoto agreement which will require a reduction in greenhouse gas emissions by the year 2010. Support for Canada's commitment is fairly strong; just over two-thirds (69 per cent) support Canada's commitment, while four per cent are neutral and 16 per cent oppose Canada's commitment. Only 42 per cent, however, indicated that they *strongly* support Canada's commitment and 27 per cent indicated they *somewhat* support this commitment.

Although First Nations residents expressed stronger concern with the issue of climate change than does the general public, they are somewhat less supportive of the Kyoto agreement. In a September survey of the general public, 79 per cent supported Canada's commitment to the Kyoto agreement and 14 per cent opposed it.

As with the questions on the topic of climate change, support for the Kyoto agreement varies by gender, income, education, Internet access, first language, age and literacy levels.

Support for Kyoto Agreement

“For Canada to reach its Kyoto targets will require a reduction in greenhouse gas emissions by the year 2010. Do you strongly support, support, oppose or strongly oppose Canada committing to the Kyoto Agreement?”



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Communication Canada, Sept. 2002

- >> Men demonstrate greater support for the Kyoto agreement than do women. Support is also linked to the income and education of residents; those with a university education and incomes over \$50,000 demonstrated the strongest support.
- >> Although First Nations residents whose first language is an Aboriginal language are more likely to express concern over the issue of climate change, this group is slightly more likely to oppose Canada's commitment to the Kyoto agreement
- >> Again, residents who have contacted the federal government in the last three months are more supportive.
- >> Opposition to Canada's commitment to the Kyoto agreement is higher among residents of Alberta, while support is highest in Quebec.
- >> Residents in poor health are less likely to support the agreement versus those in excellent health.

8. TYPOLOGY OF FIRST NATION'S COMMUNITY MEMBERS

A broad variety of items were included in the analysis of respondents' views regarding their identity and First Nation's culture, satisfaction with the government of Canada, and attitudes towards education, Aboriginal languages, health, and lifestyles. In order to present this extensive amount of information in a more cohesive way, a segmentation of surveyed individuals was performed. The methods used for this purpose involved factor, reliability, and cluster analyses. A description of these procedures is presented below.

In order to locate underlying dimensions (called factors) and to limit the redundancy of the measurement variables, all scale-based variables from the survey were included in a factor analysis. During the initial factor analysis, 27 composite variables were used for the further simplification of data and elimination of redundancy. Through additional factor analysis, a final set of five dimensions was created:

1. **Satisfaction with the federal and provincial governments and identification with a province and Canada:** Variables constituting this factor are: Generally speaking, how would you rate the performance of the government of Canada; Generally speaking, how would you rate the performance of your provincial government; How strong is your sense of belonging to Canada; How strong is your sense of belonging to your province;
2. **Identification with First Nations and family:** This factor summarizes respondents' Aboriginal identity: How strong is your sense of belonging to your First Nation; How strong is your sense of belonging to your family;
3. **Concern about First Nations culture:** This factor represents the perceived seriousness of cultural threat and assistance needed: My First Nation's culture, including oral traditions, is being threatened; The federal government should do more to help First Nation communities preserve their culture and heritage;
4. **Benefits of tourism:** This factor represents perceived benefits of tourism activities for First Nation communities: Tourism activities related to Aboriginal culture in my First Nation community could create positive economic benefits; Tourism activities in First Nations communities help others understand Aboriginal cultures and heritage;
5. **Role of Aboriginal languages at school:** This dimension summaries the following measures: It is important that Aboriginal languages are taught in Aboriginal schools;

It is important that Aboriginal languages be the MAIN language of instruction in Aboriginal schools; I think Aboriginal people should have more control over what gets taught in their schools;

The second step involved a reliability analysis of the computed factors. Alpha coefficients for all of the factors turned out to be higher than 0.60, suggesting that the scales computed on the basis of the listed dimensions are statistically reliable.

The third step involved cluster analysis, the purpose of which was to identify mutually exclusive, homogenous and coherent segments of individuals defined by their attitudes in regard to government, Aboriginal culture, and education. Five dimensions listed above were included in the segmentation analysis that resulted in the four-cluster solution. The description of these segments, the typology, is presented below.

8.1 SEGMENT ONE: CULTURALLY ATTACHED

This segment is comprised of 20 per cent of surveyed First Nations people. They demonstrate the highest level of dissatisfaction with both federal and provincial governments and have the strongest sense of identity with their First Nation and family. This group is deeply concerned about the future of Aboriginal culture, believes that Aboriginal languages must be protected and taught at school, and tend to be somewhat sceptical about tourism activities in their communities.

Compared with other First Nations people, *the Culturally Attached* are more likely to believe that supporting self-government and managing resources are first priorities and that cultural identity and integration are the most important challenges facing Aboriginal people. They are most pessimistic about their economic future. Compared to an average First Nations person, *the Culturally Attached* are most likely to contact the government, through Internet or otherwise. This group has no particular opinion about the quality of on-reserve education, but believes there are special needs that public schools need to consider for Aboriginal children and does not believe that early childhood education for Aboriginal children today is adequate to have a healthy beginning. Members of this segment are also concerned about the issue of climate change.

The Culturally Attached are generally equally distributed across various gender and age cohorts, with a slight over representation in the 41 - 44 age group. Among the members of this segment, a somewhat higher incidence of full-time and self-employed is further followed by highest educational and income levels. *The Culturally Attached* are more likely to have an English or French mother tongue and they are less likely to have lived outside the reserve within two last years. In many ways, this group is very similar to the Activist group profiled in the original First Nations survey, conducted in 2001, which comprised 20 per cent of the population.

8.2 SEGMENT TWO: SUPER CONTENT

This group is predominant among surveyed First Nations people, encapsulating 45 per cent of the population. These individuals have highest levels of satisfaction with the federal and provincial governments and identify themselves strongly with Canada, province, and their First Nation. This group also scores high in their concern with the future of Aboriginal culture, believes that Aboriginal languages must be protected and taught at school, and are notably enthusiastic about the benefits of tourism activities in their communities.

The *Super Content* are more likely to be concerned about education and environment and to think that drugs and alcohol abuse are the most important challenges facing Aboriginal people. They believe that the quality of on-reserved education is on par with that received by other Canadians and that early childhood education for Aboriginal children today is adequate to have a healthy beginning. While the *Super Content* are as likely to have access to the Internet as other First Nations people, they are least likely to have contacted the government using this tool. Finally, members of this segment are most likely to consider themselves healthy and strongly believe in a better economic future.

The *Super Content* are significantly over-represented by youth (under 35), typically with a high school or lesser level of education. No notable differences are observed in regard to their employment status, however, there is a slight tendency to belong to lower income groups. The *Super Content* are somewhat more likely to report French or an Aboriginal mother tongue. This group is very similar to the Super Content group (23 per cent) in the original segmentation in 2001, however, the current group is much larger and may be encapsulating more of the Middle of the Road (24 per cent) from that first typology.

8.3 SEGMENT THREE: MAINSTREAM INTEGRATIONISTS

This segment constitutes 22 per cent and includes First Nations people with a neutral position regarding the performance of federal and provincial governments, but slightly stronger than average sense of belonging to their province and Canada, and average level of affiliation with their family and First Nation. The distinctive feature of the group is their lower than average support for tourism activities in the community and generally weaker belief that their First Nation's culture is in danger and must be protected. These individuals also tend to be less supportive of Aboriginal languages being taught in on-reserve schools and that Aboriginal people should have more control over what is taught in schools.

Members of the *Mainstream Integrationists* group consider managing resources and economy as top priorities, and employment is thought to be the most important challenge facing Aboriginal youth. They tend to think that the quality of on-reserve education is somewhat worse than that received by other Canadians and that early childhood education for

Aboriginal children today is inadequate to have a healthy beginning. This group also tends to believe that there are no special needs that public schools should take into account for Aboriginal children coming from on-reserve schools. While *Mainstream Integrationists* have typical patterns of Internet usage, they are somewhat more likely to visit governmental websites. Finally, members of this segment are somewhat more likely to consider themselves unhealthy and they are not very concerned about the issue of climate change.

Mainstream Integrationists are equally represented across various gender, age, education, and income characteristics. This segment, however, is most likely to report a French and English mother tongue and have lived outside the reserve in past two years. This group is quite similar to the Concerned Insecure (17 per cent) from the 2001 typology, who were more positively disposed towards the federal government than they were towards their Band.

8.4 SEGMENT FOUR: SUPER DISCONTENT

This segment is comprised of 13 per cent of First Nations residents. These individuals have somewhat lower than average satisfaction with federal and provincial governments, lower than average sense of identification with Canada or the province, and very low sense of identification with their First Nation. They are neutral regarding the future of their First Nation's culture or in support of the teaching of Aboriginal languages in on-reserve schools. Finally, they are slightly below average in their support for tourism activities in First Nations communities.

The *Super Discontent* are more likely to view regional economic development as a top priority and poverty and integration as the most important challenges facing Aboriginal youth. According to the majority of this group, the quality of on-reserve education is much worse than that received by other Canadians, and early childhood education for Aboriginal children today is inadequate to have a healthy beginning. The *Super Discontent* are somewhat less likely to contact the government of Canada and to have access to the Internet. Finally, members of this segment are less likely to consider themselves healthy and they are not concerned about the issue of climate change.

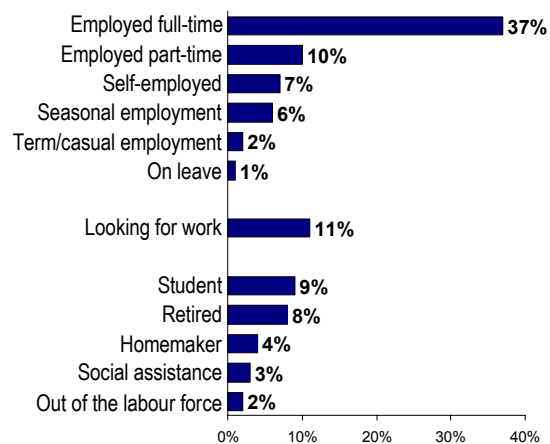
The *Super Discontent* are somewhat over-represented in the 45-54 age group and those with high school or lower education. The *Super Discontent* are more likely to be found among low income earners. There also is a slightly higher incidence of unemployed persons. Finally, this segment is considerably more likely to report an Aboriginal mother tongue. This group is very similar to the Super Discontent segment (15%) in the 2001 typology.

9. DEMOGRAPHIC CHARACTERISTICS

Approximately three in five respondents (63 per cent) indicated that they are currently employed in some capacity, whether it be full-time, part-time, self-employed, casual, or on leave. A total of 11 per cent are unemployed, and 26 per cent are not in the labour force. These figures do not vary significantly from on-reserve data collected in 2001 and 2002 INAC First Nations Surveys.⁵

Employment Status

“Which of the following categories best describes your CURRENT employment status?”



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n=1507

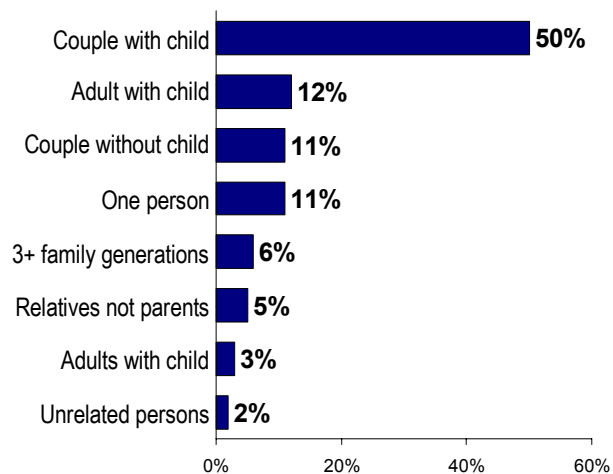
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⁵ .1996 Census population figures cite a smaller proportion of reserve residents who are employed (37 per cent), 15 per cent unemployed, and 48 per cent not in the labour force. Given the stability of the employment status measurement across the three surveys, it is suspected that there are some fundamental inconsistencies in how these terms are being defined and measured in the surveys versus the census data collection.

Regarding household composition, 65 to 71 per cent of respondents live in households with children at home⁶ and the majority of these (50 per cent) are part of a couple. Approximately one in eight respondents is either a sole adult living at home with a child, or part of a couple without a child. Relatively few respondents live in homes that include three or more generations, live with relatives other than their parents, or live with other unrelated persons. This overall picture of household composition mirrors that seen in March 2002, although the proportion of households that include more than one adult with a child(ren) may have increased (potentially owing to a change in categories between the two surveys).

Household Composition

“Which of the following types best describes your current household?”



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n=1507

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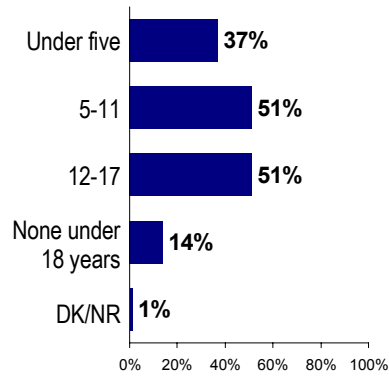
⁶ Actual number depends on what proportion of the three plus generation families include children. We have assumed in the analysis that all of them do.

Eighty-five per cent of the respondents who have children in their home have children under the age of eighteen. Nearly four in ten households with children (37 per cent) include children under the age of five, while one-half (51 per cent) have children in the home between the ages of five and seventeen.

Regarding the location of children’s schooling, two-thirds of respondents have children in their home who are attending a school on-reserve, while 37 per cent have children who attend public school off-reserve. One in ten respondents have children at home who are not attending school at all.

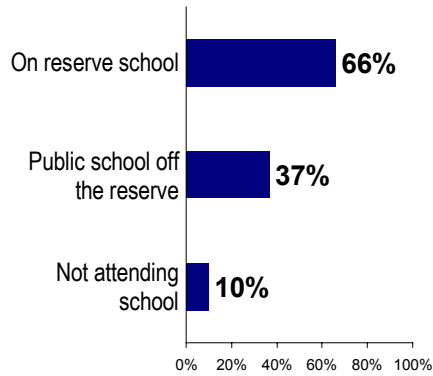
Children and Schooling

“Of the people in your household, are there any who are...?”



n=1111

“Do the children in the household currently attend...?”

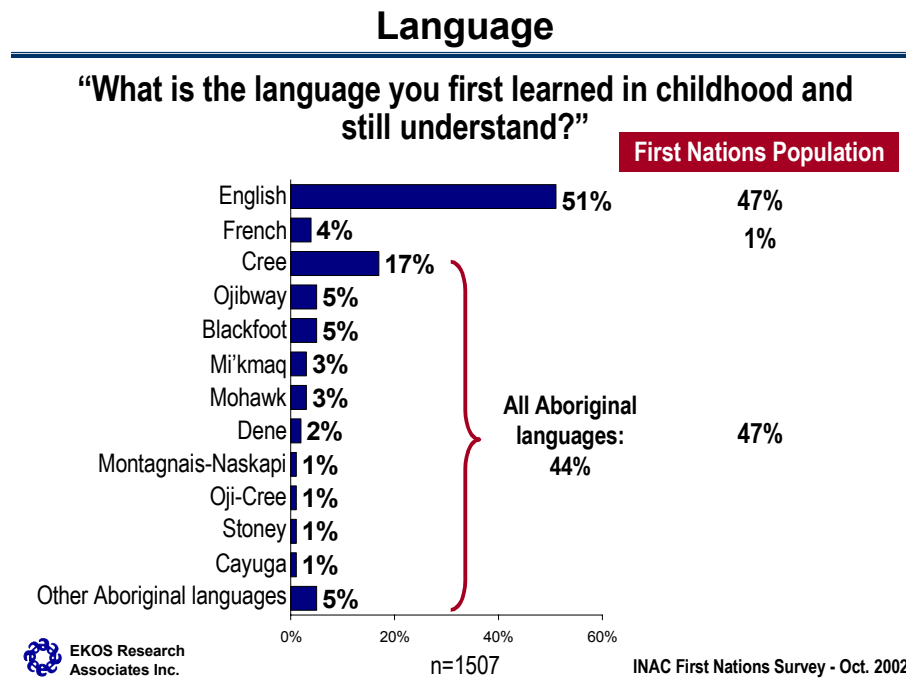


n=931, school age kids



INAC First Nations Survey - Oct. 2002

Approximately one-half (51 per cent) of respondents indicated that English is the language they first learned in childhood and still understand. Another 44 per cent of respondents reported an Aboriginal mother tongue (Cree is the most common Aboriginal language first learned and still understood). Essentially the same percentages were captured in the two earlier First Nations surveys. The similarities between current and recent on-reserve data also remain consistent with population data from the 1996 Statistics Canada Census⁷ previously provided by INAC. According to this data, equal proportions of the Aboriginal population (47 per cent) stated that English and Aboriginal languages were the languages first learned in childhood and still understood.

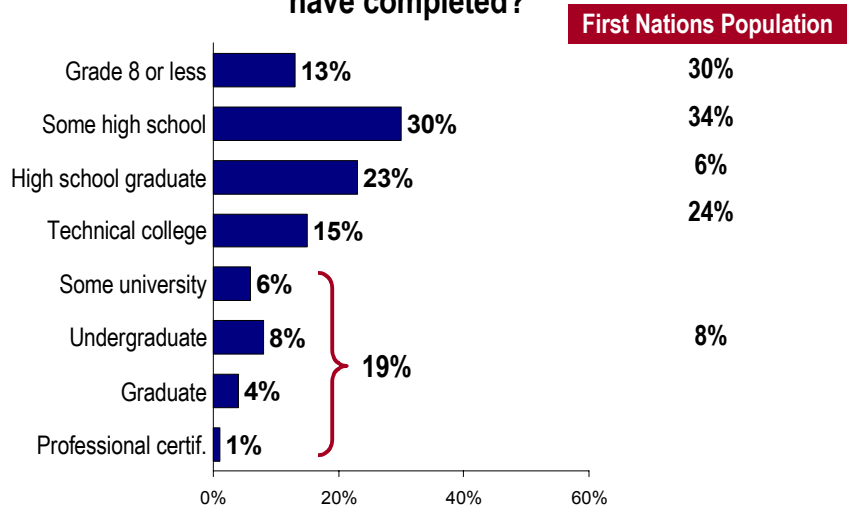



⁷ Note that percentages do not add to 100 as a result of multiple languages being reported by a small minority (who typically reported English and an Aboriginal mother tongue).

Overall, 43 per cent of survey respondents hold less than a high school diploma, while 34 per cent report some level of post secondary education. When compared to past results collected in 2001, the proportion of those with post-secondary education has increased by eight per cent (likely a function of self-selection bias in the panel portion of the sample, whereby the more educated survey respondents from the previous surveys were more apt to respond again in this survey). Based on 1996 Census figures the current survey sample under represents those with lower levels of education.

Education

“What is the highest level of formal education that you have completed?”



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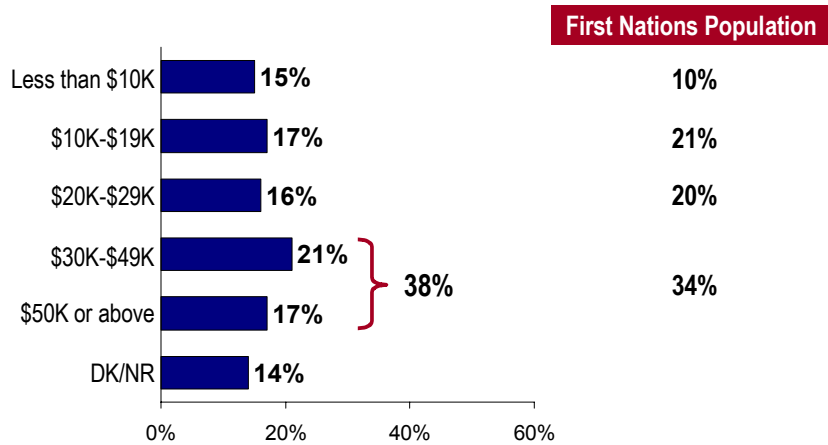
n=1507

INAC First Nations Survey - Oct. 2002

Nearly one-third of respondents (32 per cent) report an annual household income of \$20,000 or less. While approximately four in ten have an annual household income above \$30,000, most of these (21 per cent) earn between \$30,000 and \$40,000 annually. Although income figures from the previous two surveys have over-represented the lowest income earners⁸ (those under \$10,000), this most recent data is more consistent with Aboriginal population data.

Annual Household Income

“What is the total annual INCOME, from all sources, for the entire household before deductions?”



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Associates Inc.

n=1507

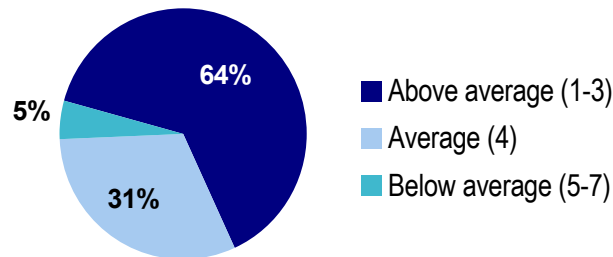
INAC First Nations Survey - Oct. 2002

⁸ INAC population data reports that 10 per cent of on-reserve residents earn less than \$10,000 annually. Data collected by EKOS has indicated that 20 to 22 per cent of respondents (March, 2002 and August, 2001, respectively) earn less than \$10,000 annually.

When asked to rate their own level of literacy compared with others, using the examples of reading a newspaper and filling out forms, two in three First Nations people living on-reserve rate themselves as above average (64 per cent). Only five per cent rate themselves as below average. While this distribution is statistically impossible, it indicates the level of comfort (and confidence) that people have with their literacy. By comparison, in a general public survey conducted in May of 2001, 90 per cent of Canadians rated their literacy skills as above average, ten per cent rated them as average and only one per cent rated them as below average.

Literacy

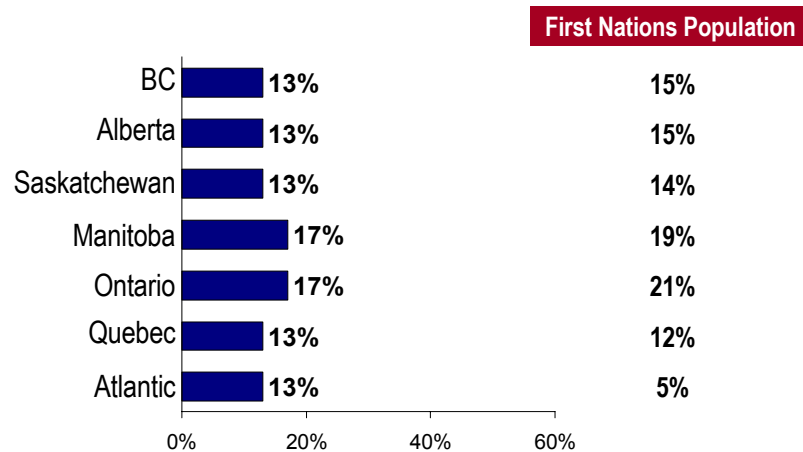
“How would you rate your ability to read things like a newspaper and fill in forms?”



- >> First Nations residents of reserves are more likely to rate their literacy as above average if they have higher levels of income and education, are under 41 years of age, have a French or English mothertongue, and/or are employed. It is also more likely among those who send their children to schools off-reserve, as well as among those who report having contacted the Government of Canada in the past three months.

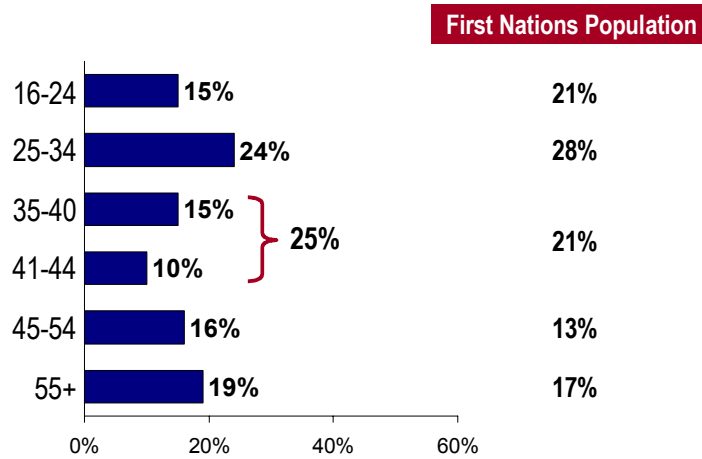
Given that the sample for the current survey was stratified to evenly represent all provinces/regions in the country, it is not surprising to see this type of even distribution. As indicated below, residents from the Atlantic are particularly over represented in the survey. As reported in the first chapter, the survey results were weighted to reflect the normal distribution of the population by province/region in the analysis.

Region (Unweighted)



The (unweighted) age distribution indicates that 15 per cent of respondents are under 25, 49 per cent are between the ages of 25 and 44, 16 per cent are between 45 and 54, and 19 per cent are over the age of 55. With the exception of slightly under-representing those between the ages of 16 and 24, these figures parallel population figures.

Age (Unweighted)



10. SUMMARY

10.1 GOVERNMENT AND COMMUNICATIONS

- » First Nations people are mixed in their assessment of the performance of both the federal and provincial levels of government. Neither level is seen to be performing well by a majority, although a much larger proportion view their provincial government's performance as poor. Higher socio-economic status individuals and those having recent contact with the federal government are among the most critical of government performance.
- » Ratings of government performance have remained stable since 2001. The views of First Nations people on the performance of the federal government are similar to the results of a recent survey of the general public, although First Nations people rate the performance of their provincial government more poorly than does the general public.
- » A minority of First Nations people have had recent contact with the federal government (higher among affluent residents and those with Internet access), and those who have are only moderately satisfied with the quality of the service or information they received. The level of contact with the federal government is much lower than that reported by the general public, as is the level of satisfaction.
- » The preferred means of communication with the federal government have not changed substantially from previous surveys, with television and radio continuing to be the preferred methods for receiving information. New methods of communication tested in this survey (pamphlets/newsletters, telephone/fax, general meetings and personal visits) were considered useful by a large number of respondents (particularly pamphlets/newsletters), but did not receive the highest ratings in terms of the most useful means of communication overall.

Awareness of the Government of Canada's toll-free number has not changed from the previous survey (August 2001), with the majority of First Nations people remaining unaware of this service, as is also the case with the general public.

10.2 CHALLENGES FACING CHILDREN AND YOUTH

- » Lack of education and substance abuse are most often identified as the challenges facing Aboriginal children and youth today. This view is held by both First Nations people (who place greater importance on the role of education) and the Canadian general public.
- » Within the First Nations population, lack of education is a more predominant response among those with a household income in the middle range, a college-level education and between 45 and 54 years of age. First Nations youth themselves more often identify substance abuse as a challenge compared to other respondents.

10.3 QUALITY OF EDUCATION

- » The on-reserve education received by Aboriginal children and youth is more often seen by First Nations residents and the general public to be of poorer quality compared to the education received by other Canadian children. First Nations people with greater exposure to the education system (i.e., who are parents) and those with a higher socio-economic status are more likely to rate on-reserve education as comparatively worse in quality.
- » While both residents of reserves and the general public provide comparatively poorer ratings of the quality of on-reserve education, First Nations people tend to be somewhat more optimistic about the quality of on-reserve education than Canadians overall. This may be due in part to the strong emphasis First Nations people place on the importance of Aboriginal culture and language in on-reserve schools.
- » According to First Nations residents, a key ingredient for improving the education for Aboriginal children is attracting and keeping qualified teachers. This is closely followed by improving facilities and teaching supplies, dealing with social

problems and more parental and community involvement. Providing a more supportive environment in off-reserve schools received least support.

- >> Three-quarters of First Nations residents believe public schools should consider the special issues of Aboriginal children coming from a reserve. The types of special issues that were indicated focused, for the most part, on enhancing sensitivity to Aboriginal culture, languages and subjects (particularly pertinent for upper socio-economic status residents). A secondary issue was academic skills. Based on the current findings, it is suggested that further exploration (perhaps through a series of focus groups) would be useful for a fuller understanding of this issue.
- >> Overall, there is a strong belief that education plays an important role in assuring a better quality of life for Aboriginal children and youth. Recall that one in five mentioned lack of education as the most important challenge facing Aboriginal youth and there is a clear lean to the view that education on-reserve is worse than that received by other Canadians. Early childhood education is also widely perceived to be important for healthy development. The majority of First Nations people, however, believe the current quality of early childhood education to be adequate.
- >> The majority of First Nations people believe that they should have more control over what gets taught in their schools. One expression of this control is the inclusion of Aboriginal languages. Nine in ten believe Aboriginal languages should be taught in the schools and almost two-thirds believe the main language of instruction should be Aboriginal. The views of Canadians overall are generally less supportive of these issues.
- >> According to First Nations people, key reasons that youth in their community do not pursue post-secondary education are: financial barriers; lack of interest or emphasis on education; lack of academic qualification; and distance to PSE in institutions/difficulties in living outside of First Nations communities.

10.4 COMMUNITIES

- » The majority of First Nations people living on-reserve are optimistic or at least neutral about their economic future over the next 12 months. Few feel their economic prospects will worsen over the coming year. While it is difficult to accurately track changes in attitudes over time (given differences in the measures used between the 2001 and 2002 First Nations surveys), economic optimism appears to be largely stable. First Nations people demonstrate less pessimism about their economic future over the next 12 months than Canadians overall.
- » Sense of belonging among First Nations people is strongest to their own family (as it is for Canadians overall). First Nations people feel a stronger sense of attachment to their First Nation, however, than they do to Canada or to their province. This is a striking difference from the general public who feel a comparatively weaker sense of belonging to their ethnic or racial group.
- » First Nations people support federal government involvement in preserving Aboriginal culture and heritage. Tourism activities are viewed as a way to encourage understanding of Aboriginal culture and heritage and are widely believed to have positive economic benefits for First Nations communities as well.
- » The majority of First Nations people have lived within their own community during the past two years. Those who have lived off-reserve, however, are drawn from the higher socio-economic strata of these communities. Most agree that, among youth, the primary reasons for leaving the reserve are to improve one's formal education or to pursue employment.

10.5 HEALTH ISSUES

- » First Nations people living on-reserve provide generally poorer ratings of their physical health than Canadians overall. At the same time, many claim to have a healthy or mostly healthy diet and most are also at least somewhat physically active (though the majority admit they should be exercising more).
- » Good health, improvements in diet and adequate levels of physical activity are more prevalent among those with higher levels of education and income.
- » Encouraging greater levels of physical activity presents challenges. As with most Canadians, commitments to work and family often create a time crunch that allows little room in individuals' daily schedule for exercise. There is also a significant minority (higher among older people) who suffer physical conditions that prevent regular exercise.
- » Awareness of factors contributing to a healthy pregnancy is quite high among First Nations people 40 years of age or younger. Most can name at least one thing pregnant women can do to increase the likelihood of having a healthy baby, although this is less true among those under 25 years of age. Most frequent suggestions focused on diet, avoiding alcohol and tobacco, and exercise.
- » Formal channels of health care, in particular, community health nurses are most often cited as the primary source of information about healthy pregnancies for those living in First Nations communities.
- » There is broad recognition of the potentially harmful effects of alcohol consumption during pregnancy. Awareness of FAS is also very high, with respondents mentioning a broad range of physical, mental and behavioural effects.
- » On the other hand, while virtually all First Nations people have heard of FAS, there is a substantial minority (about 15 per cent) who are unclear about the meaning of FAS or the specific effects on the child. Particular segments that are lacking specific knowledge of FAS include those in smaller and economically disadvantaged communities and individuals with lower levels of education and literacy. Youth between the ages of 16 and 24 are also in need of additional information on the subject, particularly as they are in or entering their child-bearing years.

10.6 ENVIRONMENT

- » Exposure to recent information on the topic of climate change among First Nations people is high and is very similar to levels recorded among the general public. Two-thirds of First Nations people have recently heard, seen or read something on this subject. Furthermore, most First Nations people are concerned with this issue and demonstrate a higher level of concern than do Canadians overall.
- » Concern about climate change does not necessarily translate into support for Canada's commitment to the Kyoto agreement - while the majority of First Nations people support this agreement, the level of support is slightly lower than in the general public. Support for Kyoto tends to be higher among men, upper socio-economic status individuals and those who had recent contact with the federal government. Albertans are more likely to oppose the agreement compared to those in other regions.

10.7 WEB USAGE

- » Access to the Internet remains at a stable level among First Nations people, albeit at a lower level than found in the general public. While the majority of First Nations people with access have used the Internet recently, usage levels are lower than that recorded by the general public. Just under one-half of Internet users visited a government web-site recently which is comparable to the general public.

APPENDIX A
ENGLISH QUESTIONNAIRE

SAMPL

Panel.....
Gen pop.....
«SAMPL »

ROT1

for Sta2a/sta2d
1.....
2.....
«ROT1 »

ROT2

for heal7
1.....
3.....
«ROT2 »

Hello, my name is...and I'm calling from EKOS Research Associates. We conducted a survey with someone in your household last spring. This person was a <isex >
>
of <iage >. We are calling back to see if they are willing to give us their opinions again on a number of issues facing First Nations communities today. This will tell the government of Canada what's REALLY important to people in First Nations communities.
We will be asking some easy questions to hundreds of people in each province and no one will know who said what. You don't have to do it if you don't want to, but lots of people liked having a chance to give their opinions to the government. It's really important that we can include as many people as possible

Answers from YOU PERSONALLY will NEVER be given to anybody. Your answers will be pooled with hundreds of others in our report. For example we might say that half of the people we spoke to in <iarea > said such and such.

It takes 15 to 20 minutes and we can do it right now, or I can call you back?
If person no longer there or refusesCan I do the interview with you?
@intra 1-original person 2-someone else
3-no one will do interview

INTRA

original person.....
someone else in household.....
no one.....
«INTRA »

Hello, my name is...and I'm calling from EKOS Research Associates. We are speaking to people 16 years of age or older to get their opinions on a number of issues facing First Nations communities today. This will tell the government of Canada what's REALLY important to people in First Nations communities.

We will be asking some easy questions of hundreds of people in each province and no one will know who said what. You don't have to do it if you don't want to, but lots of people liked having a chance to give their opinions to the government. It's really important that we can include as many people as possible

We are inviting people at random right across the whole country. Answers from YOU PERSONALLY will NEVER be given to anybody. Your answers will be pooled with hundreds of others in our report. For example we might say that half of the people we spoke to in <iarea > said such and such.

It takes 15 to 20 minutes and we can do it right now, or I can call you back?
@intro 1=yes
2-refused

INTRO

see screen

yes.....

refused.....

«INTRO »

SCR2

Are you registered as a status or treaty Indian, a member of an Indian Band or a First Nation?

Yes - continue.....

No -- thank and terminate.....

«SCR2 »

SCR3

Do you live on a reserve or in a First Nation community for at least some part of the year?

Yes - continue.....

No -- thank and terminate.....

«SCR3 »

SEX

Male.....

Female.....

«SEX »

AGE

READ CATEGORIES IF NECESSARY

What is your age, please?

- <16 years, TERMINATE
- 16-24 years
- 25-34 years
- 35-40 years
- 41-44 years
- 45-54 years
- 55-64 years
- 65+ years
- (DO NOT READ) DK/NR

«AGE »

FC11

I am going to read you a series of two possible priority areas and I would like you to tell me which one you think should be given highest priority by the Government of Canada.

- Unemployment
- Education
- The environment
- Health care
- Improving job skills
- Housing
- Regional economic development
- Settling Aboriginal land claims
- Supporting Aboriginal self-government
- Managing natural resources
- Managing the economy
- Children
- DK/NR

«FC11 »

FC12

And what between and?

- Unemployment
- Education
- The environment
- Health care
- Improving job skills
- Housing
- Regional economic development
- Settling Aboriginal land claims
- Supporting Aboriginal self-government
- Managing natural resources
- Managing the economy
- Children
- DK/NR

«FC12 »

FC13

- Unemployment
 - Education.....
 - The environment.....
 - Health care.....
 - Improving job skills.....
 - Housing
 - Regional economic development.....
 - Settling Aboriginal land claims
 - Supporting Aboriginal self-government.....
 - Managing natural resources.....
 - Managing the economy
 - Children.....
 - DK/NR
- «FC13 »

TOP1

DO NOT READ LIST

- What do you think is the most important challenge facing Aboriginal children and youth today?
- Poverty
 - Lack of education
 - Drug and alcohol abuse
 - Other (specify).....
 - DK/NR
 - CULTURAL IDENTITY
 - INTEGRATION INTO CANADIAN SOCIETY.....
 - RACISM.....
 - PSYCHOLOGICAL ISSUES I.E. SELF ESTEEM, MOTIVATION.....
 - ACCESS TO RESOURCES I.E. REMOTE COMMUNITIES.....
 - EMPLOYMENT/ESTABLISHING JOB.....
 - POOR PARENTING/ISSUES WITHIN THE HOME
- «TOP1 »
- «O_TOP1 »

Q2

- Overall, thinking about your own economic future in the next 12 months, do you think it will get much better, slightly better, the same, worsen slightly, or worsen a lot?
- Get much better
 - Get slightly better
 - the same.....
 - Worsen slightly.....
 - Worsen a lot.....
 - DK/NR
- «Q2 »

Q5

Generally speaking, how would you rate the performance of the government of Canada? Please rate on a 7 point scale, where 1 is terrible, 7 is excellent, and the midpoint, 4 is neither good nor bad.

- 1 Terrible
- 2
- 3
- 4 Neither good nor bad
- 5
- 6
- 7 Excellent.....
- DK/NR

«Q5 »

Q2X

Generally speaking, how would you rate the performance of your provincial government? Please rate on a 7 point scale, where 1 is terrible, 7 is excellent, and the midpoint, 4 is neither good nor bad.

- 1 Terrible
- 2
- 3
- 4 Neither good nor bad
- 5
- 6
- 7 Excellent.....
- DK/NR

«Q2X »

HER1

Using a scale of 1 to 7, where 1 is not strong at all and 7 is very strong, how strong is your sense of belonging to . . .

HR1A

Your family?

- 1.not strong at all
- 2
- 3
- 4
- 5
- 6
- 7.very strong.....
- DK/NR

«HR1A »

HR1B

Your First Nation?

- 1.not strong at all
 - 2.....
 - 3.....
 - 4.....
 - 5.....
 - 6.....
 - 7.very strong.....
 - DK/NR
- «HR1B »

HR1C

Your province?

- 1.not strong at all
 - 2.....
 - 3.....
 - 4.....
 - 5.....
 - 6.....
 - 7.very strong.....
 - DK/NR
- «HR1C »

HR1D

Canada?

- 1.not strong at all
 - 2.....
 - 3.....
 - 4.....
 - 5.....
 - 6.....
 - 7.very strong.....
 - DK/NR
- «HR1D »

HER2

Please rate the degree to which you agree or disagree with each of the following statements using a 7-point scale where 1 means you strongly disagree , 7 means you strongly agree and the mid-point 4 means you neither agree nor disagree.

«HER2 »

HR2A

The federal government should do more to help First Nation communities preserve their culture and heritage.

- 1.Strongly disagree
 - 2.....
 - 3.....
 - 4.neither.....
 - 5.....
 - 6.....
 - 7.Strongly agree.....
 - DK/NR
- «HR2A »

HR2B

My First Nation's culture, including oral traditions, is being threatened.

- 1.Strongly disagree
 - 2.....
 - 3.....
 - 4.neither.....
 - 5.....
 - 6.....
 - 7.Strongly agree.....
 - DK/NR
- «HR2B »

HR2C

Tourism activities related to Aboriginal culture in my First Nation community could create positive economic benefits.

- 1.Strongly disagree
 - 2.....
 - 3.....
 - 4.neither.....
 - 5.....
 - 6.....
 - 7.Strongly agree.....
 - DK/NR
- «HR2C »

HR2D

Tourism activities in First Nations communities help others understand Aboriginal cultures and heritage.

- 1.Strongly disagree
 - 2.....
 - 3.....
 - 4.neither.....
 - 5.....
 - 6.....
 - 7.Strongly agree.....
 - DK/NR
- «HR2D »

Q8

In the past three months, have you contacted the government of Canada?

Yes.....

No.....

DK/NR

«Q8 »

Q9

How do you rate the overall quality of the service or information you received?
Please use a 7-point scale, where 1 means very poor, 7 is very good and the midpoint 4 is neither good nor poor.

1 Very poor.....

2.....

3.....

4 Neither good nor poor

5.....

6.....

7 Very good.....

DK/NR

«Q9 »

PRQ13

I'd like to ask you a few questions about information that you receive from the government of Canada.

COMM

READ LIST; ACCEPT ALL ANSWERS THAT APPLY AS YOU READ LIST

There are a number of different ways THE GOVERNMENT OF CANADA can provide information to Canadians. I am going to read you a list of ways, and I'd like you to tell me for each one if it's useful to you.

Television.....

Radio

Weekly newspapers.....

Daily newspapers

Mail

The Internet

Posters

Telephone/fax.....

Pamphlets/Newsletters

General meetings.....

Personal visits/in-person.....

Other.....

DK/NR

«COMM_01 »

«COMM_02 »

«COMM_03 »

«COMM_04 »

«COMM_05 »

«COMM_06 »

«COMM_07 »

«COMM_08 »
«COMM_09 »
«COMM_10 »
«COMM_11 »
«O_COMM »

PREF1

ACCEPT ONLY ONE...AS A WAY OF GETTING INFO FROM GOVERNMENT OF CND

And of(READ LIST), which one is the MOST useful?

- Television
- Radio
- Weekly newspapers
- Daily newspapers
- Mail
- The Internet
- Posters
- Telephone/fax
- Pamphlets/Newsletters
- General meetings
- Personal visits/in-person
- Other
- DK/NR

«PREF1 »
«O_PREF1 »

PREF2

ACCEPT ONLY ONE...AS A WAY OF GETTING INFO FROM GOVERNMENT OF CND

And of(READ LIST), which one is the second MOST useful?

- Television
- Radio
- Weekly newspapers
- Daily newspapers
- Mail
- The Internet
- Posters
- Telephone/fax
- Pamphlets/Newsletters
- General meetings
- Personal visits/in-person
- Other
- DK/NR

«PREF2 »
«O_PREF2 »

PREF3

ACCEPT ONLY ONE...AS A WAY OF GETTING INFO FROM GOVERNMENT OF CND

And of(READ LIST), which one is the third MOST useful?

- Television
- Radio
- Weekly newspapers
- Daily newspapers
- Mail
- The Internet
- Posters
- Telephone/fax
- Pamphlets/Newsletters
- General meetings
- Personal visits/in-person
- Other
- DK/NR

«PREF3 »

«O_PREF3 »

Q10B

Would you say you are very aware, somewhat aware, not very aware, or not at all aware of the toll-free number of the Government of Canada? *****IF ASKED - THAT NUMBER IS 1-800-O-CANADA*****

- Very aware
- Somewhat aware.....
- Not very aware
- Not at all aware.....
- DK/NR

«Q10B »

PREIN

This next set of questions focuses on education for Aboriginal children.

QUAL1

READ LIST

Please rate the quality of on-reserve education received by Aboriginal children and youth (Kindergarten to grade 12) compared with that received by other Canadians.

Would you say that it is...

- Much better.....
- Somewhat better
- About the same.....
- Somewhat worse.....
- Much worse
- DK/NR

«QUAL1 »

QUAL2

To what extent would each of the following help improve the education that Aboriginal children and youth receive. Please use a 7 point scale where 1 means

an extremely low extent, 4 means a moderate extent and 7 means an extremely high extent.

QUA2A

To what extent would strengthening the school system on reserves by improving school facilities and providing more teaching supplies improve education for Aboriginal children?

- 1. extremely low extent
- 2.....
- 3.....
- 4. a moderate extent.....
- 5.....
- 6.....
- 7. extremely high extent
- DK/NR

«QUA2A »

QUA2B

To what extent would more parental and community involvement improve education for Aboriginal children?

- 1. extremely low extent
- 2.....
- 3.....
- 4. a moderate extent.....
- 5.....
- 6.....
- 7. extremely high extent
- DK/NR

«QUA2B »

QUA2C

To what extent would attracting and keeping qualified teachers improve education for Aboriginal children?

- 1. extremely low extent
- 2.....
- 3.....
- 4. a moderate extent.....
- 5.....
- 6.....
- 7. extremely high extent
- DK/NR

«QUA2C »

QUA2D

To what extent would fostering a welcoming and supportive environment for Aboriginal children in off-reserve schools improve education for Aboriginal children?

- 1. extremely low extent
- 2.....
- 3.....
- 4. a moderate extent.....
- 5.....
- 6.....
- 7. extremely high extent
- DK/NR

«QUA2D »

QUA2E

To what extent would dealing with social problems, such as drug and alcohol abuse improve education for Aboriginal children?

- 1. extremely low extent
- 2.....
- 3.....
- 4. a moderate extent.....
- 5.....
- 6.....
- 7. extremely high extent
- DK/NR

«QUA2E »

INAC1

I would like to turn now to the needs of Aboriginal children who attend public schools, off-reserve. Can you tell me if you think that there are any special needs, issues or considerations that public schools should take into account for Aboriginal children coming from a reserve?

- Yes.....
- No.....
- DK/NR

«INAC1 »

INAC2

Can you tell me what you think those special needs, issues or considerations might be that the public schools should take into account?

Do not read list

- Sensitivity to Aboriginal culture.....
- Consideration for English as a second language
- Sensitivity to Aboriginal languages.....
- Need to improve/upgrade academic skills/TUTORING.....
- Provide computers/equipment/supplies
- other (specify).....
- DK/NR
- TEACH ABORIGINAL SUBJECTS AND CULTURE
- TRAVELLING DISTANCE BETWEEN SCHOOLS AND RESERVES.....
- PRE-EXISTING SOCIAL PROBLEMS, IE. F.A.S., POVERTY, DRUG & ALCOHOL ABUSE RACISM.....
- AID ASSIMILATION/ORIENTATION INTO CITY/SCHOOL.....
- PSYCHOLOGICAL/PERSONAL PROBLEM COUNCELLING
- PREPARE/TRAIN TEACHERS.....
- «INAC2_01 »
- «INAC2_02 »
- «INAC2_03 »
- «INAC2_04 »
- «INAC2_05 »
- «O_INAC2 »

PSTA

Please rate the extent to which you agree or disagree with the following statements using a 7-point scale where 1 means you strongly disagree, 7 means you strongly agree and the mid-point 4 means you neither agree nor disagree.

STB1A

It is important that Aboriginal languages are taught in Aboriginal schools.

- 1 Strongly disagree.....
- 2.....
- 3.....
- 4 Neither agree nor disagree.....
- 5.....
- 6.....
- 7 Strongly agree.....
- DK/NR
- «STB1A »

STA1B

It is important that Aboriginal languages be the MAIN language of instruction in Aboriginal schools.

- 1 Strongly disagree.....
 - 2.....
 - 3.....
 - 4 Neither agree nor disagree.....
 - 5.....
 - 6.....
 - 7 Strongly agree.....
 - DK/NR
- «STA1B »

STA1D

I think Aboriginal people should have more control over what gets taught in their schools.

- 1 Strongly disagree.....
 - 2.....
 - 3.....
 - 4 Neither agree nor disagree.....
 - 5.....
 - 6.....
 - 7 Strongly agree.....
 - DK/NR
- «STA1D »

STA2A

Education is the key to a better quality of life for Aboriginal children and youth.

- 1 Strongly disagree.....
 - 2.....
 - 3.....
 - 4 Neither agree nor disagree.....
 - 5.....
 - 6.....
 - 7 Strongly agree.....
 - DK/NR
- «STA2A »

STA2D

Early childhood education is necessary in order for Aboriginal children to have a healthy beginning and increase their chances of completing their education

- 1 Strongly disagree.....
 - 2.....
 - 3.....
 - 4 Neither agree nor disagree.....
 - 5.....
 - 6.....
 - 7 Strongly agree.....
 - DK/NR
- «STA2D »

STA2E

The quality of early childhood education for Aboriginal children today is adequate for them to have a healthy beginning

- 1 Strongly disagree.....
 - 2.....
 - 3.....
 - 4 Neither agree nor disagree.....
 - 5.....
 - 6.....
 - 7 Strongly agree.....
 - DK/NR
- «STA2E »

INAC9

do not read list

The number of Aboriginal young people who attend college or university is lower than you would find in other populations in Canada. Why do you think this is?

- lack the money to go to college or university.....
- not very interested in college or university.....
- need to begin working right away/can get a job
- colleges and universities are too far away
- lack academic qualifications to attend college or university
- low self-esteem.....
- other (specify).....
- DK/NR

UNUSED TO LIVING OUTSIDE OWN COMMUNITY/CULTURE SHOCK.....

PROBLEMS WITH ALCOHOL, DRUGS, PREGNANCY

HIGHER EDUCATION NOT ENCOURAGED/SUPPORTED BY FAMILY, TEACHERS, RESERVE

- «INAC9_01 »
- «INAC9_02 »
- «INAC9_03 »
- «INAC9_04 »
- «INAC9_05 »
- «INAC9_06 »
- «O_INAC9 »

HER3

ENTER NUMBER FROM ZERO TO 8

Over the past two years, how many times have you lived outside your First Nation community?

- DK/NR
- «HER3 »

HER4

Do not Read List/Do not prompt

When young people you know move away from your First Nation community, what do you think is their main reason for leaving?

- Family.....
- Unemployment in First Nation community.....
- Employment outside First Nation community.....
- Access to mainstream culture.....
- To attend school (either public or post secondary).....
- To attend college or university.....
- Better housing.....
- Availability of services.....
- They don't leave community.....
- Other - specify.....
- DK/NR.....
- EXPERIENCE THE OUTSIDE WORLD.....
- GET A BETTER LIFE.....
- BOREDOM/NEED CHANGE.....

- «HER4_01 »
- «HER4_02 »
- «HER4_03 »
- «HER4_04 »
- «HER4_05 »
- «HER4_06 »
- «HER4_07 »
- «HER4_08 »
- «HER4_09 »
- «O_HER4 »

PREHC

Now I would like to ask you a few questions about health and lifestyles

HEAL1

READ LIST

- Thinking about your usual eating habits, would you describe them as ?
- Well balanced and healthy.....
 - Mainly healthy with some gaps.....
 - Okay but needs improvement.....
 - Not usually very healthy.....
 - DK/NR.....
- «HEAL1 »

HEAL2

Compared to two or three years ago, are your current eating habits healthier now, about the same, or not as healthy as before?

- Healthier now.....
 - About the same.....
 - Not as healthy as before.....
 - DK/NR.....
- «HEAL2 »

HEAL3

What are some of the reasons for eating healthy?

Feel better

More energy

Better for your health/sick less often

Other (specify).....

DK/NR

LIVE LONGER.....

TOO KEEP FIT/IN SHAPE

«HEAL3_01 »

«HEAL3_02 »

«HEAL3_03 »

«HEAL3_04 »

«O_HEAL3 »

HEAL4

READ LIST.

Thinking about your usual level of physical activity, how would you describe your current level? Are you.?

Very active

Somewhat active

Somewhat inactive

Very inactive

DK/NR

«HEAL4 »

HEAL5

DO NOT READ OR PROMPT ACCEPT ALL THAT APPLY

And what, if any, are the main things that keep you from doing more physical activity?

No interest

No time.....

No money to join clubs or gyms.....

Not very good at sports/physical activities

Lazy/Don't get around to it

Physical condition prevents/limits physical activity.....

Lack of facilities nearby

Other, Specify.....

DK/NR

ENVIRONMENT ISSUES - IE. WINTERS TOO COLD/SUMMERS TOO HUMID

«HEAL5_01 »

«HEAL5_02 »

«HEAL5_03 »

«HEAL5_04 »

«HEAL5_05 »

«HEAL5_06 »

«HEAL5_07 »

«HEAL5_08 »

«HEAL5_09 »
«HEAL5_10 »
«O_HEAL5 »

HEAL6

DO NOT READ OR PROMPT ACCEPT ALL THAT APPLY

What, in your opinion, are the most important things pregnant women can do to increase their likelihood of giving birth to a healthy baby?

- Healthy diet/Avoiding certain foods.....
- Avoiding caffeine /coffee/tea
- Cut down or stop smoking.....
- Avoid second-hand smoke
- Cut down or stop using alcohol.....
- See a doctor
- Exercise/stay physically fit.....
- Take vitamins/Folic Acid
- Avoid stress.....
- Avoid Marijuana/DRUGS
- Other (SPECIFY)
- Don't know/No answer

«HEAL6_01 »
«HEAL6_02 »
«HEAL6_03 »
«HEAL6_04 »
«HEAL6_05 »
«HEAL6_06 »
«HEAL6_07 »
«HEAL6_08 »
«HEAL6_09 »
«HEAL6_10 »
«O_HEAL6 »

HEA8A

Have you ever heard of something called Fetal Alcohol Syndrome or FAS?

- Yes.....
- No.....
- DK.....

«HEA8A »

HEA8B

DO NOT READ OR PROMPT ACCEPT ALL THAT APPLY

Can you tell me what you think that Fetal Alcohol Syndrome (FAS) is?
Effects of alcohol on an unborn fetus/child.....
Baby addicted / experiences withdrawal from alcohol.....
Harmful/ill effects of alcohol on unborn child.....
Harmful/ill effects of alcohol on adult.....
other, Specify.....
DK/NR

- «HEA8B_01 »
- «HEA8B_02 »
- «HEA8B_03 »
- «HEA8B_04 »
- «HEA8B_05 »
- «HEA8B_06 »
- «HEA8B_07 »
- «HEA8B_08 »
- «HEA8B_09 »
- «HEA8B_10 »
- «O_HEA8B »

HEA8C

DO NOT READ OR PROMPT ACCEPT AS MANY AS APPLY

Can you tell me what the EFFECTS of Fetal Alcohol Syndrome (FAS) are, from what you have heard?
Delayed development.....
Physical disorders.....
Learning disabilities.....
Causes birth defects/deformities.....
Brain damage.....
Mental disorders.....
Cranial/facial deformities.....
Lower I.Q./retardation.....
Behavioural problems.....
Low birth weight.....
Attention deficit disorder (may need to explain ADD).....
Born with alcohol in its system.....
Growth problems.....
Premature birth.....
Other (SPECIFY).....
DK/NA

- «HEA8C_01 »
- «HEA8C_02 »
- «HEA8C_03 »
- «HEA8C_04 »
- «HEA8C_05 »
- «HEA8C_06 »
- «HEA8C_07 »
- «HEA8C_08 »
- «HEA8C_09 »

- «HEA8C_10 »
- «HEA8C_11 »
- «HEA8C_12 »
- «HEA8C_13 »
- «HEA8C_14 »
- «HEA8C_15 »
- «O_HEA8C »

HEAL9

DO NOT READ OR PROMPT ACCEPT ALL THAT APPLY

If you or your partner were pregnant or planning to become pregnant, where would you go, within your community, for information about having a healthy pregnancy?

- Family Doctor.....
- Obstetrician/Specialist.....
- Community Health Nurse (CHN) / Community Health Representative (CHR) / Community Health Associate (CHA)
- Elder / Traditional Healer.....
- Mother/Grandmother/other relative.....
- Friends/Other mothers
- Midwife.....
- Library.....
- Magazines.....
- Books.....
- Internet
- Pharmacist.....
- Other (SPECIFY)
- DK/NA
- LOCAL HOSPITAL

- «HEAL9_01 »
- «HEAL9_02 »
- «HEAL9_03 »
- «HEAL9_04 »
- «HEAL9_05 »
- «HEAL9_06 »
- «HEAL9_07 »
- «HEAL9_08 »
- «HEAL9_09 »
- «HEAL9_10 »
- «HEAL9_11 »
- «HEAL9_12 »
- «HEAL9_13 »
- «HEAL9_14 »
- «HEAL9_15 »
- «O_HEAL9 »

PRENR

Now I would like to turn to questions about the environment

NRC1

Have you recently heard, seen or read anything about climate change?

Yes.....

No.....

DK/NR

«NRC1 »

NR1A

How concerned are you about the issue of climate change? Would you say you are:

Extremely concerned.....

Definitely concerned

Somewhat concerned.....

Not very concerned.....

Not at all concerned.....

DK/NR

«NR1A »

Q4X

As you may know, in 1997, the world's major industrialized countries agreed to specific targets of greenhouse gas reductions, known as the Kyoto Agreement or Protocol. For Canada to reach its Kyoto targets will require a reduction in greenhouse gas emissions by the year 2010. Do you strongly support, somewhat support, somewhat oppose or strongly oppose Canada committing to the Kyoto Agreement?

Strongly oppose.....

Somewhat oppose.....

(VOLUNTEERED) Neutral

Somewhat support

Strongly support

Don't know/ Refused

«Q4X »

DEMOS

These last questions will help us with our research and remember that no one will identify who you are or give your answers individually, only totals for each province.

NET1

Do you have access to the Internet?

Yes.....

No.....

DK/NR

«NET1 »

NET2

Have you used the Internet in the past three months?

Yes.....

No.....

DK/NR

«NET2 »

Q14X

Have you visited any Government of Canada web sites in the past three months?

Yes.....

No.....

DK/NR

«Q14X »

EMPLO

Which of the following categories best describes your CURRENT employment status?

Self-employed

Employed full-time.....

Employed part-time.....

Seasonal employment.....

Term or casual employment.....

Unemployed (but looking for work or expecting to return to a job).....

Student.....

Retired.....

Homemaker.....

Disability - out of the labour force.....

On leave from an employer (e.g., maternity, paternity, sick leave).....

Social assistance/welfare - out of labour force.....

Other (please specify).....

DK/NR

«EMPLO »

«O_EMPLO »

INAC3

READ CATEGORIES

In general, how would you say your health is? Please rate your answer on a five point scale where 1 is poor, 5 is excellent and the midpoint 3 is good.

1 Poor.....

2.....

3 Good.....

4.....

5 Excellent.....

DK/NR

«INAC3 »

LITER

How would you rate your ability to read things like a newspaper and fill in forms?

- 1. Well below average
- 2.....
- 3.....
- 4. Average
- 5.....
- 6.....
- 7. Well above average
- DK/NR

«LITER »

HOU16

Which of the following types best describes your current household? ** if they say they are living with their parent(s) then the household is either 02 (One adult with child/children) or 04 (Married or common-law couple, with children)

- One person, living alone.....
- One adult with child/children
- A married or common-law couple, without children.....
- A married or common-law couple, with children.....
- Two or more unrelated persons
- Living with relatives other than parents
- More than one adult with child/children (not common-law or married couple).....
- Three or more generations of family
- Other (specify).....
- DK/NR

«HOU16 »

«O_HOU16 »

KIDS

Of the people in your household, are there any who are

- under five.....
- 5-11.....
- 12-17.....
- [DO NOT READ] None under 18 years of age.....
- DK/NR

«KIDS_01 »

«KIDS_02 »

«KIDS_03 »

INAC5

CAN TAKE ALL POSSIBLE RESPONSES IF MORE THAN 1 CHILD

Do the children in the household currently attend school on the reserve, a public school off the reserve, or are they not currently attending school?

- On reserve school
- Public school off the reserve
- Not currently attending school
- DK/NR

«INAC5_01 »

«INAC5_02 »

«INAC5_03 »

LAN1

What is the language you first learned in childhood and still understand?

- English.....
- French.....
- OJIBWAY
- CREE.....
- MONTAGNAIS-NASKAPI.....
- MIC MAC
- MOHAWK.....
- BLACKFOOT
- DENE/CHIPAWAN.....
- ALGONQUIN
- OJI-CREE.....
- ATTIKAMEK
- SOUTH SLAVE.....
- Plingit
- Haida
- OTHER ABORIGINAL LANGUAGE (SPECIFY)
- DK/NR

«LAN1 »

«O_LAN1 »

EDUC

What is the highest level of formal education that you have completed?

- Grade 8 or less.....
- Some high school
- High school graduate.....
- Technical/Vocational-Trade School/College/CEGEP
- Some university.....
- Undergraduate university degree (e.g., BA, BSc).....
- Graduate or post graduate university degree (e.g., M.A., MSc., Ph.D.).....
- Professional certification (e.g., CPA, P. Eng.)
- Other (specify).....
- DK/NR

«EDUC »

«O_EDUC »

INCME

What is the total annual INCOME, from all sources, for the entire household before deductions? ****Your best guess is fine, we are only looking for a range****

- Less than \$10,000.....
- \$10-\$19K.....
- \$20-\$29K.....
- \$30-\$39K.....
- \$40-\$49K.....
- \$50-\$59K.....
- \$60-\$69K.....
- \$70-\$79K.....
- \$80K or above.....
- DK/NR

«INCME »

PANEL

We would like to be able to do a survey like this one, 3-4 times a year with citizens of First Nations communities. Could we call you again in 3-4 months for another 15 minutes or so?

- Yes.....
- No.....
- DK/NR

«PANEL »

NAME

I will need to get your first name or initials or something, so that we will know who to ask for the next time we call you.

«NAME »

THNK

End of Interview

Thank you for your cooperation and time!

Completion.....

«THNK »

F10

Choose among the following themes:

- Client.....
- Confidentiality.....
- Study topics.....
- Where did you get my name/number.....
- Why is this survey being done?.....
- Getting copies of the questionnaire or results.....
- Return to the interview

«F10 »

F10_1*Client*

The survey is being conducted by the government of Canada. IF you like I can give you a name and telephone number of someone you can speak to. The contact name is Michael Murphy, and he can be reached at (819)953-6616. ***If asked which department he works for tell them Indian and Northern Affairs Canada.

OK, return to the help menu

«F10_1 »

F10_2*Confidentiality*

The information collected will be used for research purposes only and all information is strictly confidential. Any answers will be reported overall. No comments will be attributed to any individual and no individual identities will be revealed. If you wish to discuss this survey you may talk to my supervisor, or to the survey coordinator at Ekos, Susan Galley at (613) 235-7215.

OK, return to the help menu

«F10_2 »

F10_3*Topics*

The questionnaire asks about communications and information that you receive from the government of Canada, as well as opinions about the priorities and performance of the government and quality of life on reserves in Canada today.

OK, return to the help menu

«F10_3 »

F10_4*Telephone number*

Your telephone number was randomly selected from an electronic telephone listing of First Nations across Canada. This listing was specifically built for this study.

OK, return to the help menu

«F10_4 »

F10_5*Why do the survey*

The Government of Canada regularly samples public opinion to better understand how to communicate with Canadians. This is one of the first times that the government of Canada has conducted a survey of citizens of First Nations on their attitudes about issues affecting them directly.

OK, return to the help menu

«F10_5 »

F10_8*Getting the questionnaire or results*

It is not possible to provide a copy of the survey while the interviews are still being conducted because this may influence the results of the survey. It will take some time for the results to be collected, collated and delivered to the Government

of Canada. Once the results are available to the government, you will have the ability to get the results under Access to Information.

OK, return to the help menu

«F10_8 »

F10_9

TYPE "ENTER" TO CONTINUE THE INTERVIEW

APPENDIX B
SURVEY RESPONSE
RATE

Survey Response Rate

Total Sample	18035
Numbers not in service	3644
Duplicates	37
Non-residential numbers	467
Numbers blocked by Phone companies	35
Total functional sample	13852
No answers	4068
Unavailable	50
Language difficulty	104
Retired	239
Other	0
Referred to Client	1
Total Asked	9390
Refusals	2531
Cooperative Callbacks	6859
Completes	1507
Non-status respondent	4863
Non-reserve resident	486
Quota filled	3
Response Rate	49.5%

