

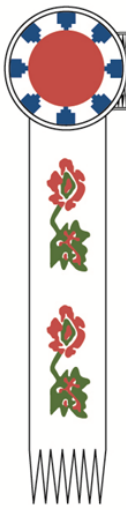


**Aboriginal Youth Employment and Training
Survey—Summary of Findings**

Prepared by:

**The Native Women's Association of Canada
Labour Market Development – Strategic Partnership Agreement**

October 2015



Native Women's Association of Canada

The Native Women's Association of Canada (NWAC) is founded on the collective goal to enhance, promote, and foster the social, economic, cultural and political well-being of First Nations, Métis, and Inuit women within First Nation, Métis, and Inuit Canadian societies. As a national organization representing Aboriginal women since 1974, NWAC's mandate is to achieve equality for all Aboriginal women in Canada.

The Native Women's Association of Canada would like to acknowledge contributions from the Aboriginal youth that responded to the online survey.

The Native Women's Association of Canada would also like to acknowledge contributions from Employment and Social Development Canada (ESDC) for this project.

Canada

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Introduction

From April to June 2015, the Native Women’s Association of Canada (NWAC) conducted a nation-wide survey. The purpose of this survey was to gather information on the experiences of Aboriginal youth when navigating the Canadian labour market. Targeted toward First Nations, Metis and Inuit youth between the ages of eighteen (18) and thirty (30), it was intended that the information from this survey would assist NWAC in the design and development of future programs for Aboriginal youth.

Methodology

The first step in gathering information on the employment and training experiences of Aboriginal youth was to develop a survey. Once the initial survey was designed, a preliminary test of the survey was conducted with a small sample of Aboriginal youth in order to uncover which questions:

- worked well;
- sounded strange;
- needed to be added; and
- needed to be eliminated.

Following the testing, the survey was refined accordingly and launched on FLUID survey. A copy of the survey can be found in Appendix A.

In order to reach as many Aboriginal youth as possible, the Labour Market Development-Strategic Partnership Agreement (LMD-SPA) department distributed the online survey through:

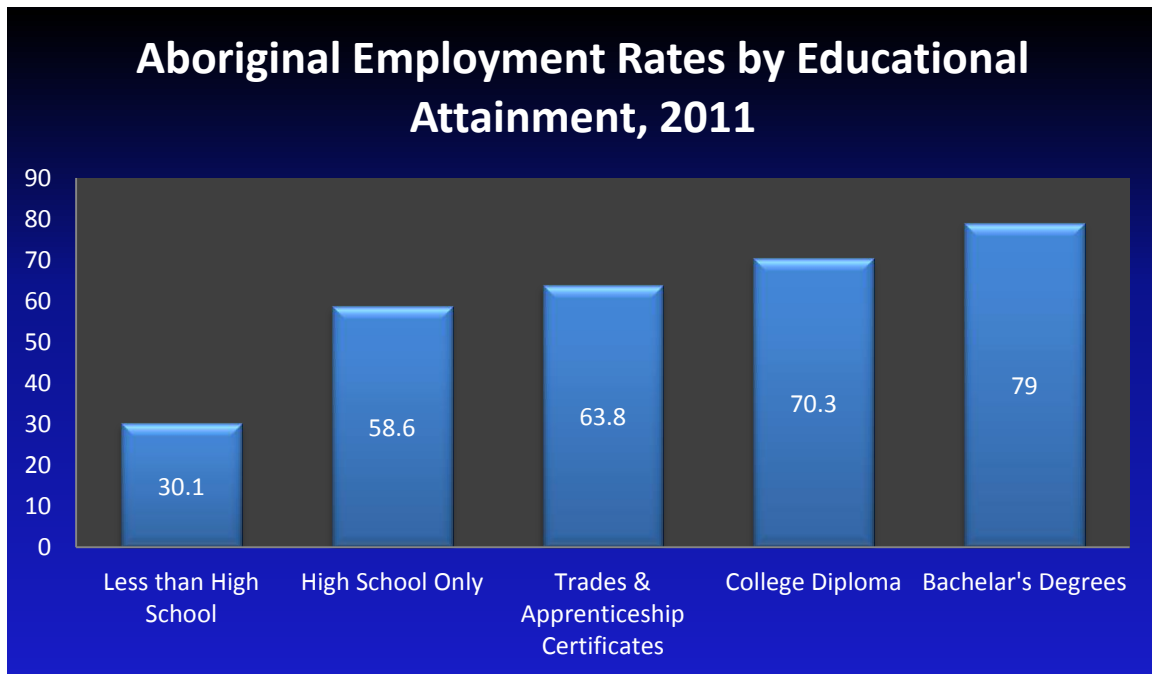
- NWAC’s Youth Engagement Network (YEN)
- Aboriginal Human Resource Council (AHRC) and social networks
- NWAC ASETS Sub-agreement holders
- Aboriginal Skills and Employment Training Strategy (ASETS) holders
- NWAC Facebook and Twitter accounts
- NWAC staff’s personal social networks
- Metis Nation of Ontario (MNO)

In an attempt to reach a larger audience, NWAC also contacted other National Aboriginal Organizations (NAOs) and asked if it was possible for the survey to be distributed to their youth membership. Unfortunately, some of these organizations could not see the benefits in distributing the survey and cited survey fatigue as the reason for not distributing the survey to their membership.

Research Limitations and Constraints

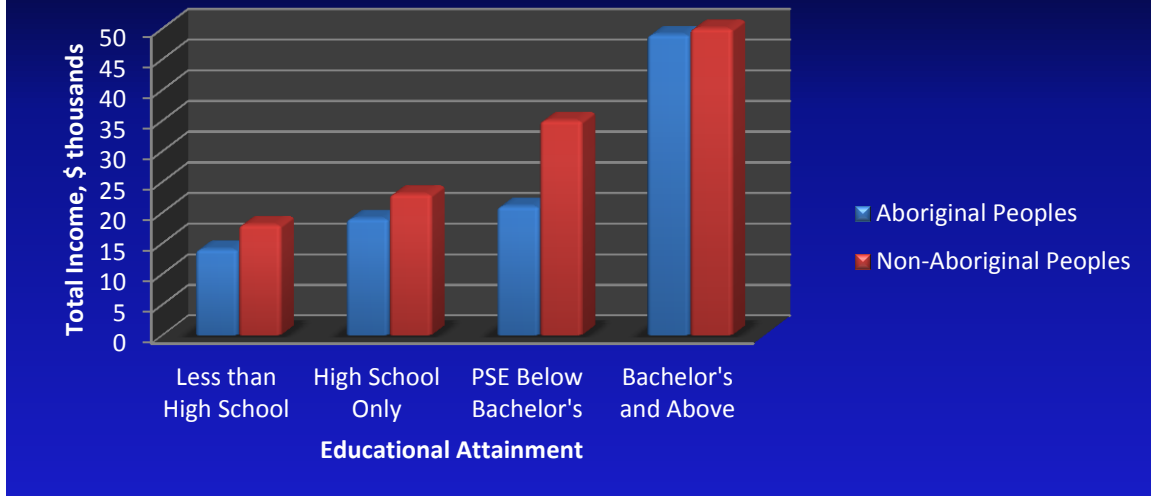
When reviewing the results of this study, one important aspect to consider is the education levels of the respondents. A significant percentage of the survey respondents indicated that they had either completed some college or university courses or had already graduated from these institutions. An explanation for the high percent of educated respondents could be the channels that the survey was distributed through. A network within NWAC called the Youth Engagement Network (YEN) was one of the primary distribution channels used to disseminate the survey. This network is comprised of Aboriginal centers in post-secondary educational institutions and other youth-targeted groups.

Another reason for the higher educational levels could be explained using the 2011 Aboriginal Household Survey (AHS). The data for this report shows there are increasing levels of Aboriginal educational attainment. While the increase bodes well for Aboriginal youth, the report also demonstrated that these higher levels do not necessarily translate into higher income levels and better labour market outcomes.



SOURCE: STATISTICS CANADA 2011 NATIONAL HOUSEHOLD SURVEY

Median Income by Aboriginal Identity and Educational Attainment, 2010



SOURCE: STATISTICS CANADA, 2011 NATIONAL HOUSEHOLD SURVEY

Although an attempt was made to reach all genders, there were significantly more females than males that responded to the survey. An explanation for the gender response differences may be because NWAC's mandate deals with Aboriginal women and therefore the networks are predominately female focused. In parts of the analysis, the data has been segmented to provide a comparison of male and female viewpoints. Since the male survey sample is smaller than the female, care needs to be taken when interpreting results.

While the intent of this survey was to be national in scope, there are some provinces/territories that are not adequately represented. Response rates for the East coast and northern territories were very low, despite attempts to distribute the survey to partners in these regions. It is for this reason that a provincial/territorial segmentation of the data could not be completed.

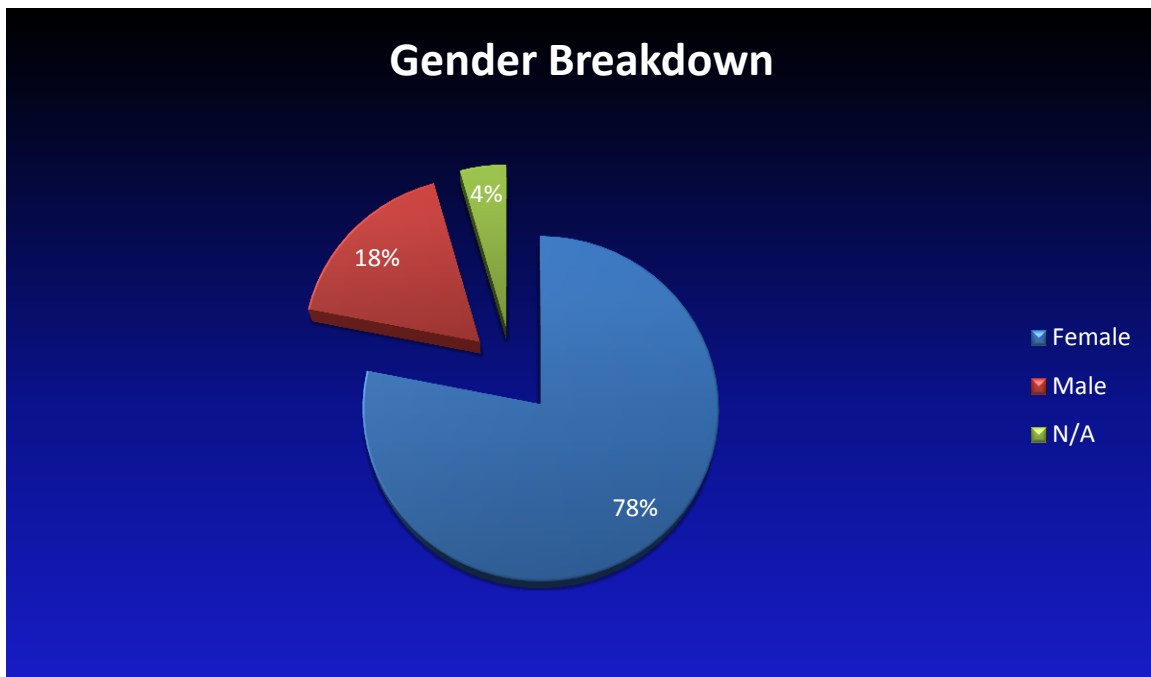
It should be noted that the survey was translated into French and also distributed through NWAC's primarily French-speaking channels. There were no respondents to the French survey, however there were respondents from the province of Quebec.

Results-General Analysis

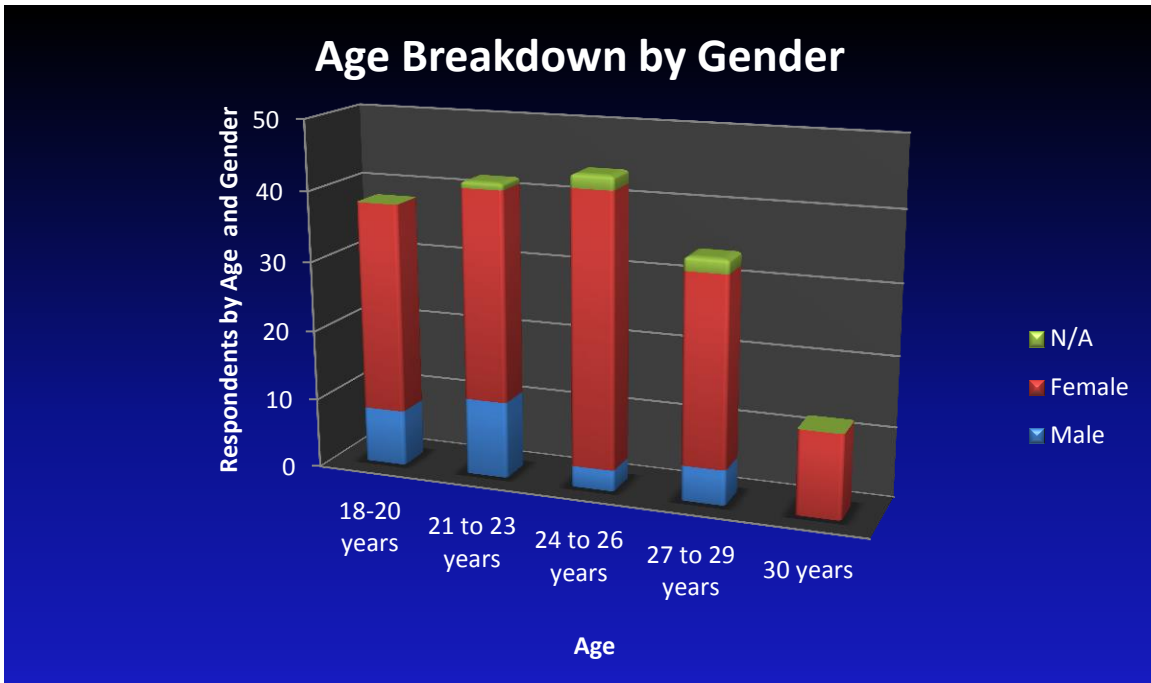
There were a total of 267 individuals who responded to NWAC's request to complete the Aboriginal youth survey. Out of these, a total of 30 individuals were disqualified. These individuals did not meet the age requirements for the survey, which restricted those under the age of eighteen (18) and over the age of thirty (30) from responding. There were a total of 209 respondents who completed portions of the survey, and based on this total, there was a completion rate of 67%. Out of the total of 209 respondents, there were 140 respondents who completed all the questions in the survey. Based on this information, the completion rate was 52%.

Overview of Respondents

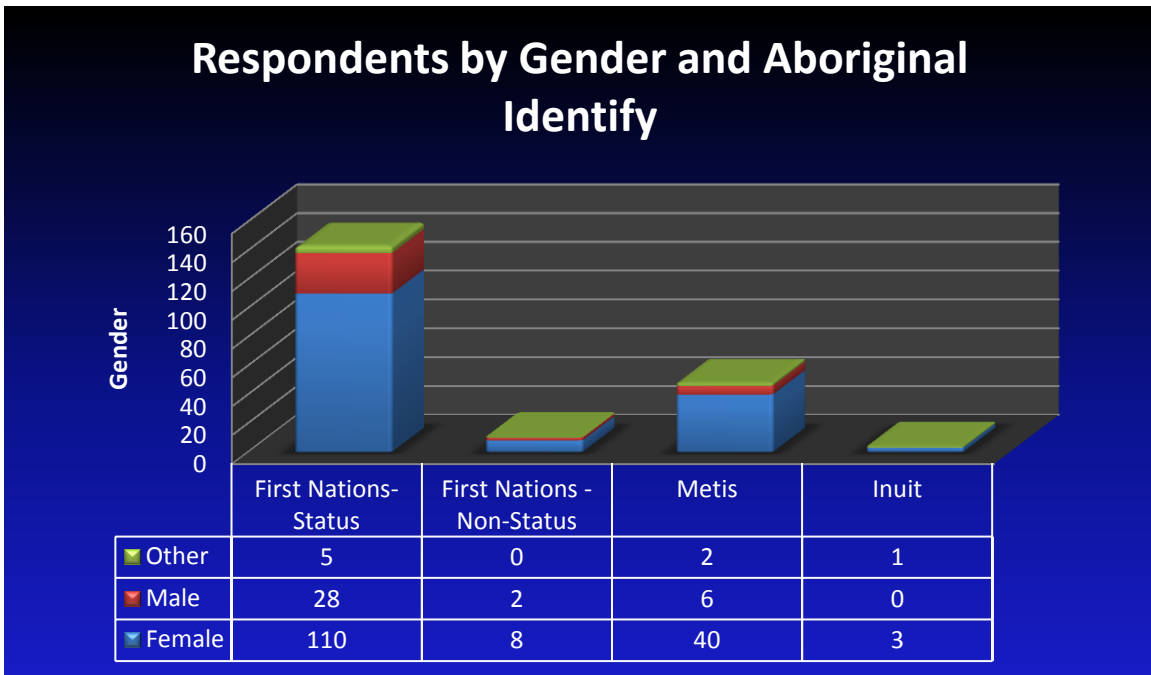
Out of a total of 208 respondents, nearly 80% of the respondents identified as female and just over 15% identified as male. A further 4.3% chose not to identify their gender.



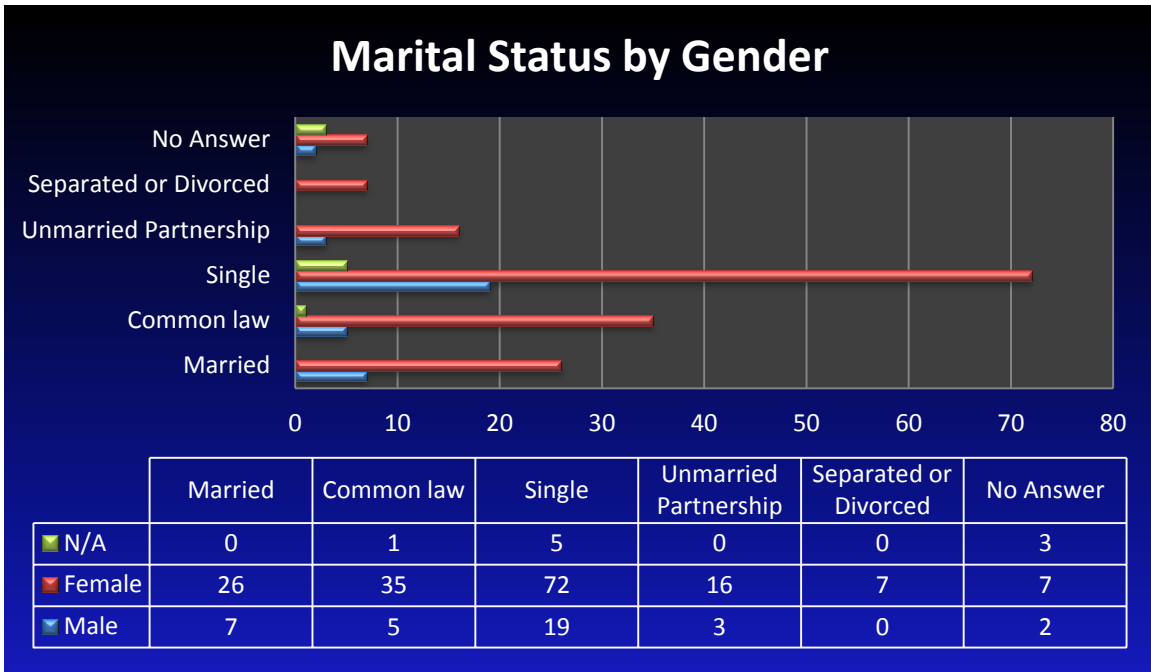
Of the 208 respondents, 16.3% were between the ages 27 to 29 years; 41% were between the ages 21 to 26 years; and 18.3% were between the ages of 18 to 20 years.



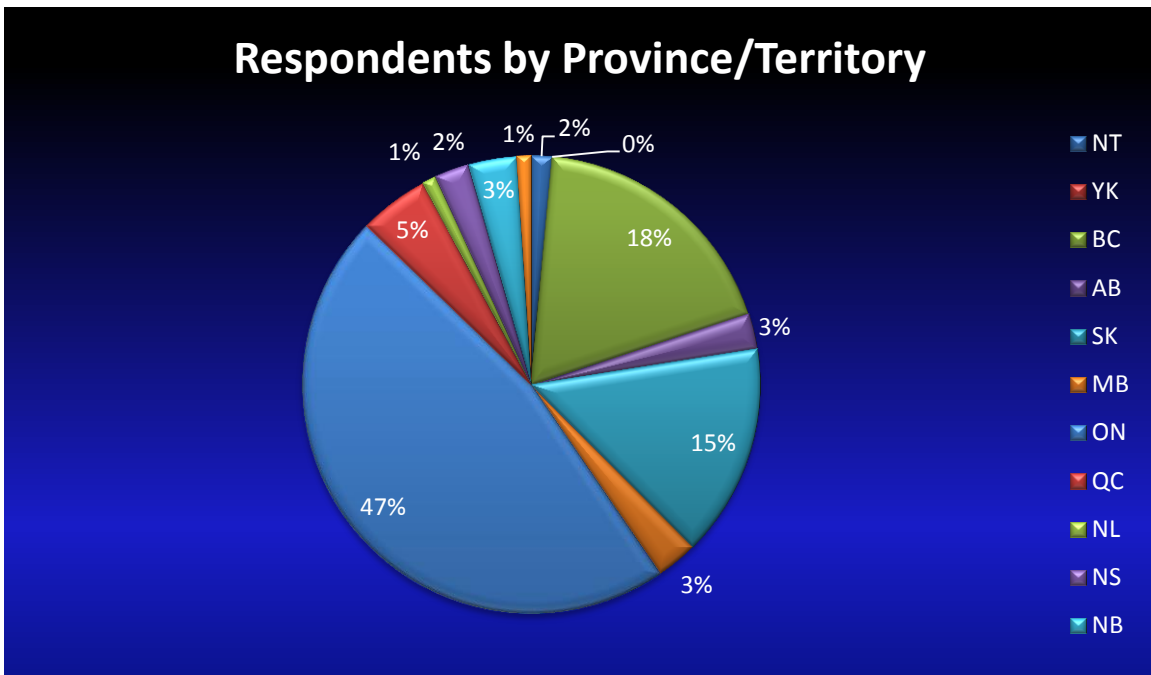
The majority of the respondents were First Nations-Status (68.8%) followed by another 23.1% that identified themselves as Metis.



Close to 50% of the respondents were single (46.2%) and a further 35.6% were either married or in a common law relationship. When asked whether they had dependents living with them, 66% responded no.

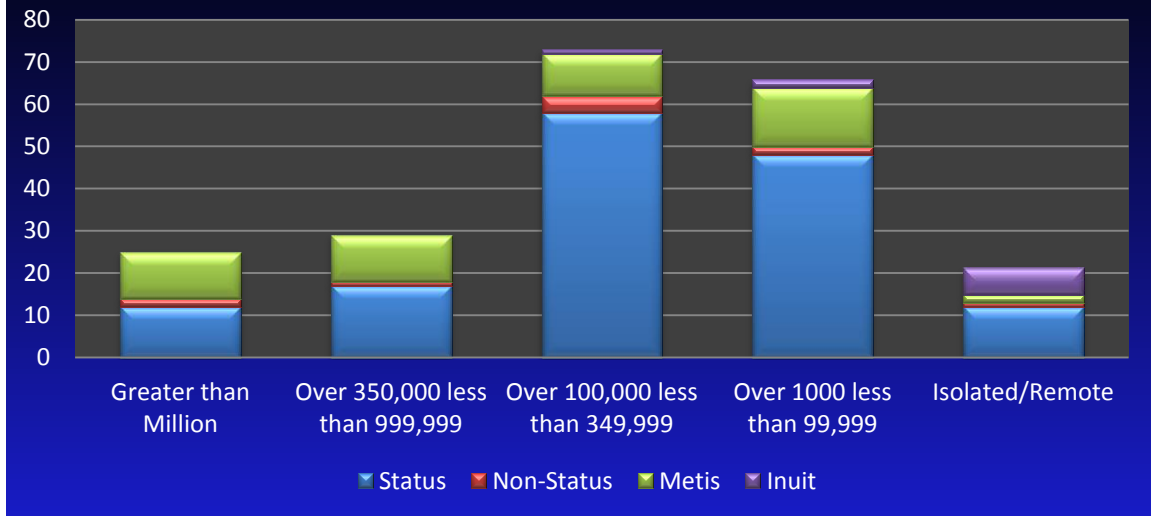


The majority of the respondents were from the province of Ontario (46.4%); followed by British Columbia (18.8%) and Saskatchewan (15%).



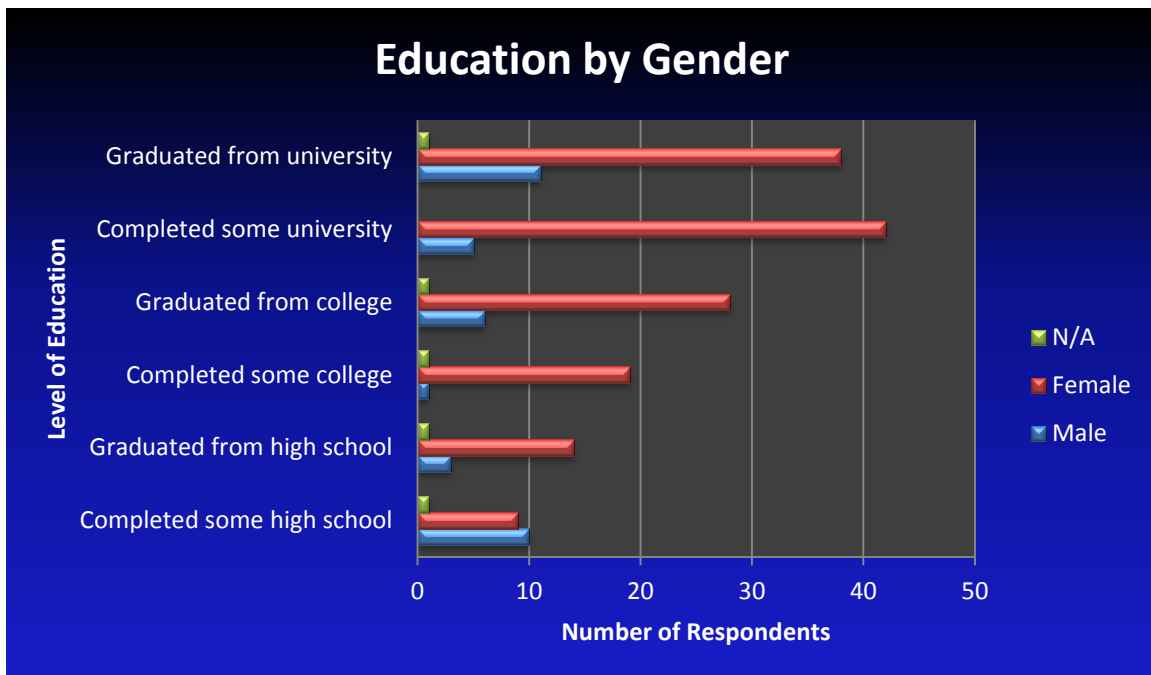
Just over 35% of the respondents lived in cities with populations over 100,000 but fewer than 349,999; and a further 30.4% lived in towns with populations over 1000 but fewer than 99,999.

Respondents by Size of Community and Aboriginal Identity



When asked about the highest level of education they have achieved, the majority of respondents indicated that they had either completed some college courses or graduated from college (27.2%) or had completed some university courses or graduated from university (47.1%).

Education by Gender



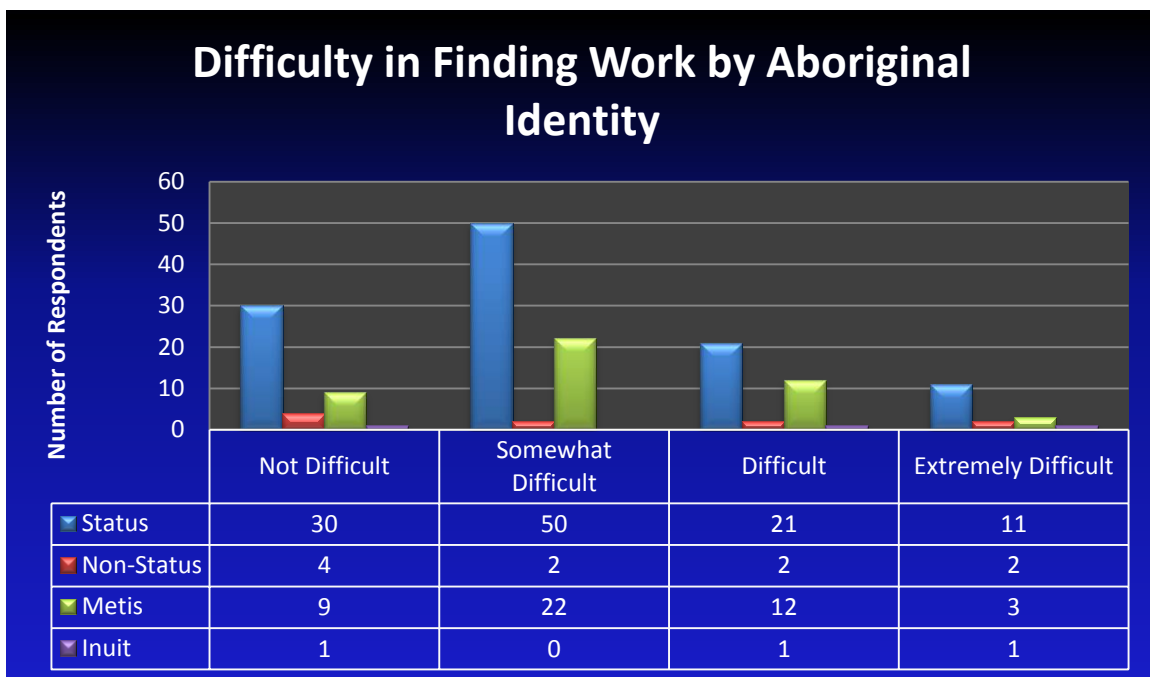
The majority of the respondents (53.5%) were either employed full-time (37.4%) or part-time (16.1%). A number of the respondents were students (21.3%) and not working. There was also a significant portion of respondents who selected the category 'other' (10.9%) and indicated that they were:

- students and looking for work;
- students and employed for the summer;
- employed part-time but looking for employment; and
- working multiple part-time jobs.

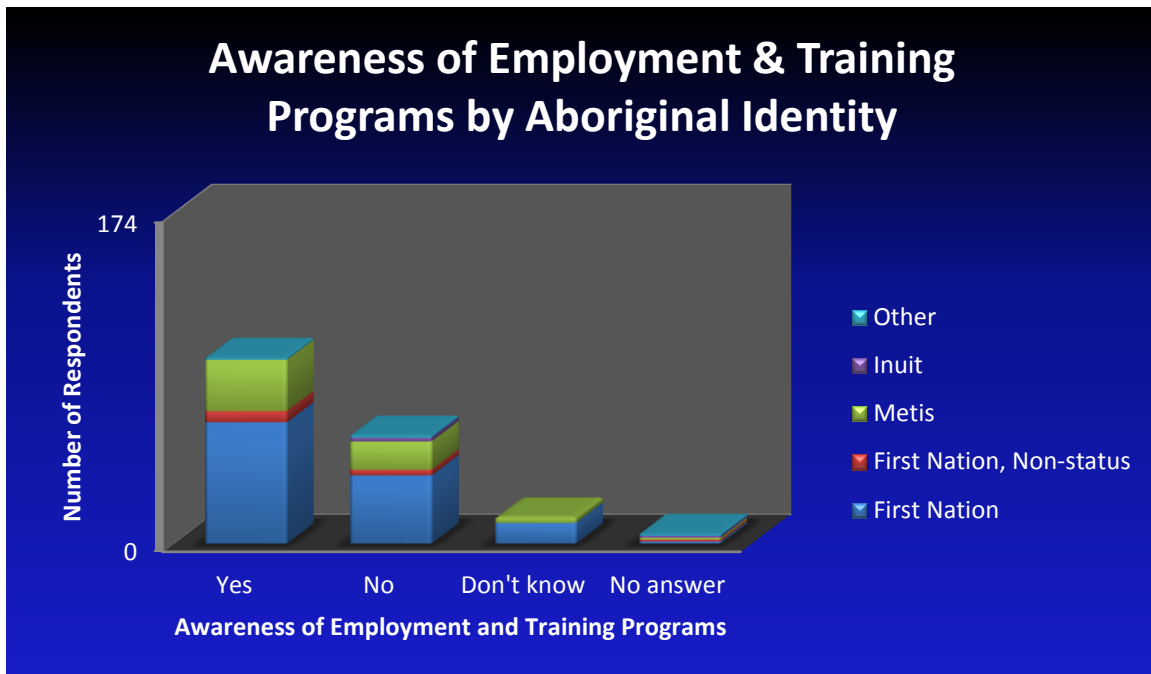
For those individuals that indicated they were employed, 50% had been employed for less than 2 years.

Job Search Experiences of Youth

When asked about the difficulty in finding work, 25.3% found no difficulty; 43.1% found it somewhat difficult to find work; and 20.7% found it difficult.



There were a significant percentage of the Aboriginal youth who were aware of employment and training programs (56.3%) but there were close to 33% of the respondents who did not know of any employment and training programs.



Of those Aboriginal specific employment and training programs, these were the types of programs identified:

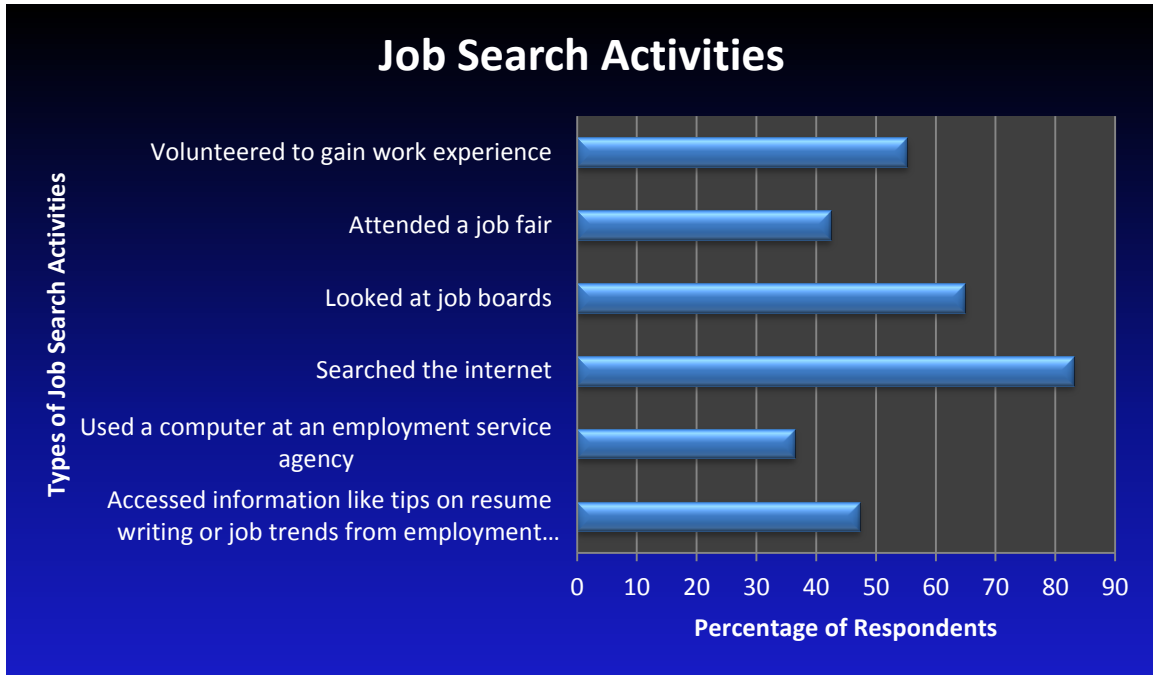
- Summer student programs (36.8%)
- ASETS (32.2%)
- Courses on resume and cover letter writing, job search techniques or interview skills (26.4%)
- Career counselling or coaching (19%)
- Wage subsidy programs (16.1%)

When asked to select a response that best reflects their experiences with youth programming, the responses were diverse. Close to 42% of the respondents found the statement: ***I have benefitted from an Aboriginal youth employment training program in the past***, to be non-applicable. This could indicate that they have never accessed Aboriginal programming or didn't find them beneficial. However, 35% of the respondents agreed or strongly agreed with this statement.

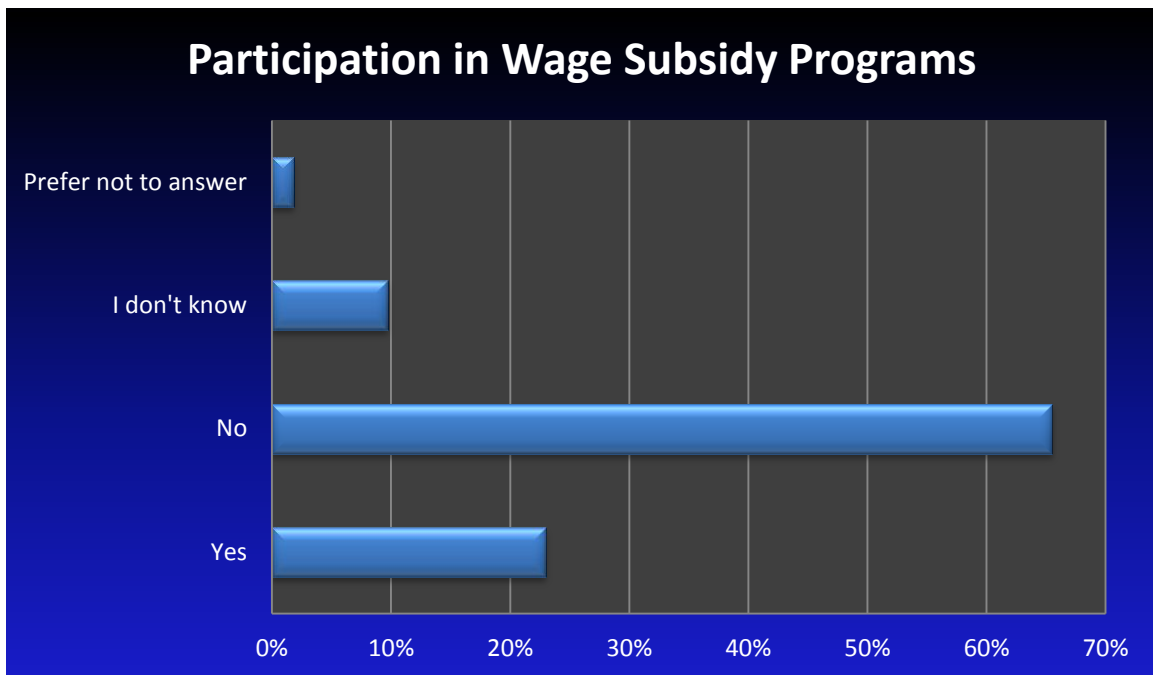
Close to 70% of the respondents either agreed or strongly agreed with the following statement, ***Employment training programs help prepare Aboriginal youth to enter the workforce***. Close to 55% of the respondents agreed or strongly agreed that, ***There are not enough employment training programs for Aboriginal youth***. A further 22.4% were ambivalent towards the statement. Just over 50% of the respondents agreed or strongly agreed with the statement: ***It is too difficult to know what programs are available***. Once again there was close to 25% of the respondents who neither agreed nor disagreed with the statement.

Aboriginal youth utilize a multitude of activities when searching for jobs. Their primary tool appears to be the searches on the internet. They also volunteered to gain work experience and looked to

employment service agencies to gain access to computers or to find resume writing tips and job trends. In addition, the youth looked at job boards and attended job fairs.



When asked if they have ever participated in a government operated wage subsidy program, only 23% of the 165 respondents who answered this question had ever participated in these types of programs. In many instances, the programs these youth identified were summer student or work experience programs, ASETS or work study programs.



When choosing what programs to access, Aboriginal youth are influenced by:

- Program accessibility (60%)
- How well the program is tailored to my future career (53.9%)
- Program costs (49.1%)
- Friends or peers (41.2%)
- Parent or guardian suggestion (38.8%)

Supports and Barriers

The top nine (9) supports that Aboriginal youth identified as necessary to assist them in entering the workforce were:

- Provide information on the types of jobs available (64.4%);
- Provide programs that allow you to explore different jobs (62.4%);
- Provide incentives for employers to hire apprentices (62.4%);
- Transportation (63.8%);
- Childcare (62.4%);
- Create an employment database focused on Aboriginal youth (62.4%);
- Develop pre-employment training programs (61.1%);
- Provide information on the educational prerequisites of jobs (57.7%); and
- Provide mentorship programs (57.7%).

Aboriginal youth's responses to a series of questions that sought to understand potential barriers to employment were mixed. Out of a total of 148 respondents, 48.1% agreed or strongly agreed with the statement: ***I have experienced prejudice in the workplace.*** There were approximately 30.4% of the respondents who disagreed or strongly disagreed with this statement. It is interesting to note that there was 18.2% who were ambivalent with the statement.

The statement, ***Unsafe work environments would deter me from remaining at a job or seeking employment there,*** saw just over 70% of the Aboriginal youth either agreeing or strongly agreeing with the statement.

Close to 60% of Aboriginal youth agreed or strongly agreed with the statement, ***There is a lack of opportunity for Aboriginal youth in the job market.*** It is interesting to note that there was close to 25% of the respondents who neither agreed or disagreed with the statement.

Close to 60% of the youth who responded to the survey suggested that they were not interest in relocating for a job. Whereas, when asked if the ***stress of moving to a new location would prevent me from remaining at a job,*** just over 42% of the respondents either agreed or strongly agreed with the statement. There were 22.3% who disagreed with the statement and a further 23% who were neutral.

Close to 65% of the Aboriginal youth agreed or strongly agreed with the statement, ***There is a lack of housing supports for Aboriginal youth.*** 23% were on the fence with this statement and neither agreed or disagreed.

A significant portion of the Aboriginal youth (74.3%) agreed or strongly agreed with the statement, ***Lack of specific work experience prevents Aboriginal youth from becoming employed.*** In addition, 75% of the youth agreed or strongly agreed with the sentence, ***Lack of education prevents Aboriginal youth from becoming employed.*** Another 80% of the youth agreed or strongly agreed with the statement, ***Aboriginal youth are unaware of the job opportunities available to them.***

Aboriginal youth identified the following as the top barriers in keeping a job:

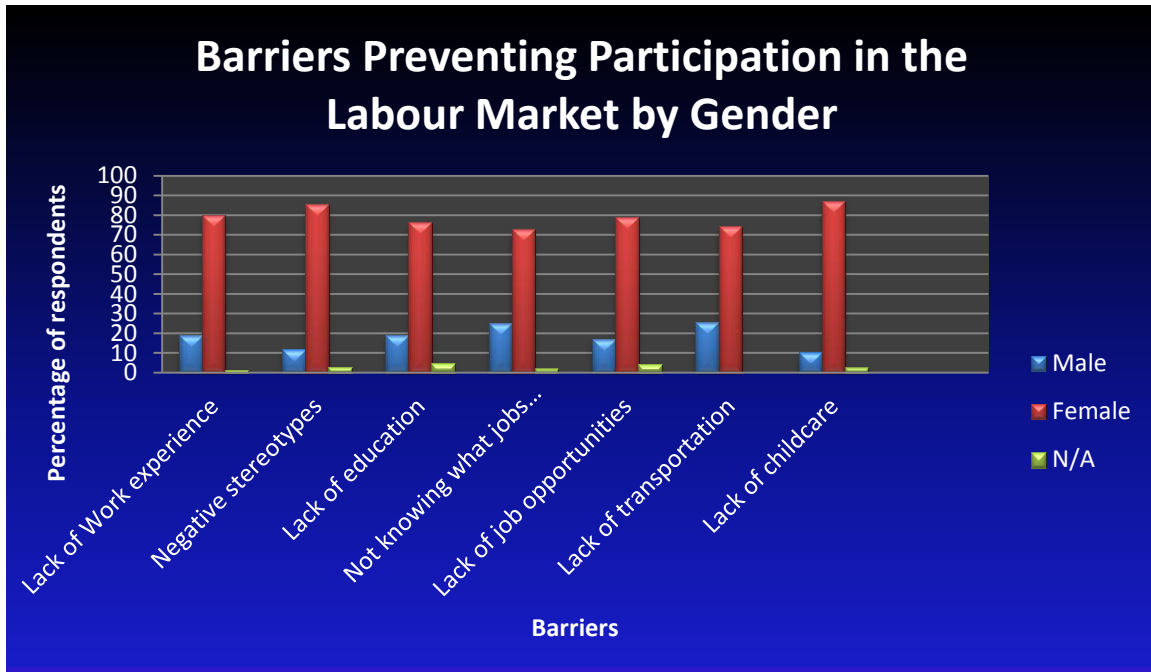
- Balancing work and home responsibilities (50.7%)
- No opportunities to advance my career (50.7%)
- Daily stresses associated with life or work (44.4%)
- Difficulty accessing transportation (37.3%)
- Difficulty forming relationships with coworkers or bosses (26.1%)
- Difficulty accessing childcare (22.5%)

The youth also added to the list that was supplied. Some of the themes that were identified as barriers in keeping a job dealt with the following:

- Contract-to-contract, short term employment is only available;
- No permanent positions available;
- Erosion of entry-level positions;
- Unpaid internships that never lead to career advancement;
- No opportunities to advance career;
- Mental health issues with no support mechanisms in the workplace;
- Lateral violence in the workplace;
- Unsubsidized daycare and minimum wage is not doable; and
- Difficulty in balancing school and work.

Aboriginal youth also identified the following barriers preventing them from participating in today's labour market:

- Lack of work experience (51%)
- Negative stereotypes (48.3%)
- Lack of education (43.4%)
- Not knowing what jobs are available (33.8%)
- Lack of job opportunities (33.1%)
- Lack of transportation (29.7%)
- Lack of childcare (26.9%)



When asked how we can assist youth in gaining meaningful employment, there was a diversity of suggestions.

Employment Supports

- Mentorship programs;
- Job shadowing opportunities;
- Wage subsidies;
- Create paid internships;
- Training in various fields to provide an understanding of the various jobs in the labour market;
- Create pre-employment programs;
- Create more job opportunities for those with low education and experience.

Job Search Supports

- Career planning;
- Teach what types of careers are available;
- Provide information sessions on careers;
- Teach interviewing techniques through mock interviews;
- Provide funding for certificate programs such as: SMART Serve, safe food handling, ASIST training, CPR, WHIMS, etc.

Job Boards for Aboriginal Youth

- Create a database of jobs and opportunities specifically for Aboriginal youth;
- Create a job alerts service;

- Develop an app;
- Schedule career fairs;
- First Nations organizations should be hiring more Aboriginal youth.

General Support Systems

- Create programs that deal with mental/physical health issues and the labour market;
- Assist Aboriginal youth with basic needs such as: childcare, housing, transportation costs, etc.;
- Advertise the supports and opportunities available for Aboriginal youth.

When asked about recommending programs for other Aboriginal youth, there was a significant amount of respondents (60.5%) who didn't have any to recommend. Of those respondents who did recommend (21.8%) programs, many cited the Aboriginal Skills and Employment Training Strategy (ASETS) or summer student programs.

Close to 22% of the respondents answered the optional question: **Do you have any other comments you would like to make?** There was a variety of topics that were identified, and some of their answers were as follows:

“Aboriginal people have to learn to work with other kinds of people and not just with their own people. You can help in some ways but not so much to the point where you are spoon feeding them. Aboriginal youth need more confidence in themselves.”

“Orgs like First Nation Health Authority know they're planning on hiring but are horrible at communicating to youth on the jobs and how to attain them. Need more HR planning and coordination.”

“I have experience a very prejudice workforce towards Aboriginal people. When I was on placement from my Aboriginal Teacher Education Program I was told by my associate teacher that the program is a joke and it's basically crap. The government gives everything the First Nations people and now they are giving them an easy education, and giving Aboriginals teaching jobs. People are very racist and something dramatically needs to change, otherwise I could see the prejudice getting worse to us First Nations people.”

“It would be nice if NWAC better represented Metis women instead of paying lip service then only having First Nations content.”

“Youth are forced to take what is available in the local job market, i.e. hospitality tourism industry, trades, when there is a bust in the market, Aboriginals are the first to be let go. More employer incentives to hire and retain Aboriginal youth would be helpful like wage subsidies, training support. Labour Market Agreement holders i.e. SITAG in Saskatchewan are a closed group, they only help their own families there is no independent oversight.”

“Indigenous learners require consistent extra-curricular cultural options. Arts and crafts. Language tables. Cleansing ceremonies (e.g. Smudging, sweatlodges, baths). Feasts. They absolutely require access to healthy Elders, role models, and knowledge keepers.”

“The most difficult thing about finding employment in First Nation communities is that there is a lack of opportunities that are specific to my postsecondary endeavours in my rural first Nation community. Any opportunity to advance my job experience would have to take place off reserve. The organizations that are available do not participate in summer employment programs.”

“Finding a way where the government would allow FREE Childcare or fully subsidized housing for a year just get the first year of school or training completed for single parents.”

“Help the youth with subsidized housing.”

“Not able to afford child care before and after school for my child in order to work.”

Conclusions and Recommendations

Just over 200 Aboriginal youth responded to NWAC’s call to participate in our Aboriginal youth survey. Although there are research limitations, the survey results do offer some very important insights into the labour market experiences of the Aboriginal youth.

The demographic profile of the youth who responded to this survey appears to deviate from the generally held assumptions that Aboriginal youth have lower educational levels and are single parents. Within this survey, there was a significant portion of respondents who were over the age of 21 and had either completed courses and/or graduated from post-secondary institutions. Many of these youth were single and nearly 70% did not have dependents. Nearly a third of the respondents were from communities with population bases over 100,000 and less than 349,999. An additional third were from communities with population bases over 1000 and less than 99,999. Over 50% of the Aboriginal youth in this survey were employed in either full or part-time jobs.

Aboriginal youth recognize that employment training programs can assist in facilitating their entrance into the labour market. There were, however, a significant number of youth who indicated that it is either difficult to find these programs or they do not know what programs were available to them. Further complicating this problem is the fact that, although there are wage subsidy programs like ASETS or work experience, only a small number of youth seem to be accessing these programs. It may also mean that employers are not aware of these programs.

When searching for work opportunities, the primary tool that Aboriginal youth utilize is the internet. Yet, many cited that they lack information on the types of jobs available to them and the educational requirements for these jobs. Many of the respondents also stated that they wanted to be able to explore different jobs. These findings would suggest that Aboriginal youth require direction on where to

find the specific tools and programs that would allow them to acquire more knowledge about the labour market.

Aboriginal youth recognize that volunteering can provide them with work experience, but they also recognize that there is a need for specific job-related training. Without this specific work experience, employers are hesitant to hire recently graduated students.

Recommendation One:

Further research needs to be conducted to address what types of marketing initiatives need to be utilized to reach Aboriginal youth. This marketing strategy needs to take into consideration the variety of avenues which Aboriginal youth employ to search for jobs or labour market information.

Recommendation Two:

In order for Aboriginal youth to access wage subsidy programs, it is important for them to know about them. It is equally important for potential employers to know what programs exist and how they can utilize these programs to hire Aboriginal youth. Additionally, these programs need to be easily accessible and have clear definitions on who is eligible, which employers are involved in the programs, and how to apply.

Recommendation Three:

Aboriginal youth are interested in finding out about and exploring different jobs. Programming needs to be developed which allow for job shadowing or mentoring. In addition, supports which demonstrate the types of activities associated with various jobs need to be digitally developed. An example of this can be found on the following website: www.aboriginalconstructioncareers which allows a user to download a game to learn about the industry. This type of easily accessible information allows youth to preview different types of employment without taking too much time away from studies, work, or family.

Appendix A—Survey

Introduction

The following questionnaire was created to assist NWAC in understanding Aboriginal youth's experiences when navigating the Canadian job market and seeking employment. The information gathered will provide insight on the employment and training needs of Aboriginal youth. Any personal information you provide will be used solely for this study. Thank you for your feedback.

Personal Information

In order to understand the employment and training needs of Aboriginal youth, we need to ask you some questions about your background. Please complete the following questions as instructed.

1. Please indicate your gender.

- Male
- Female
- Prefer not to answer.

2. What age category do you fit into?

- 18 to 20 years old
- 21 to 23 years old
- 24 to 26 years old
- 27 to 29 years old
- 30 years old
- Over 30 years old
- Prefer not to answer.

3. Of the following, which best expresses your Aboriginal ancestry?

- First Nations (Status)
- First Nations (Non-Status)
- Métis
- Inuit
- Other (Please specify): _____

4. Please indicate your marital status.

- Married
- Common law
- Single
- Unmarried partnership
- Separated or widowed
- Prefer not to answer

5. Do you have any dependents currently living with you?

- Yes (please specify the number): _____
- No
- Prefer not to answer

6. Which province or territory do you currently reside in?

- Yukon
- Northwest Territories
- British Columbia
- Alberta
- Saskatchewan
- Ontario
- Quebec
- Newfoundland and Labrador
- Nova Scotia
- Prince Edward Island
- Manitoba
- New Brunswick
- Nunavut

7. Please indicate the size of the community you live in.

- Metropolis (Population over one million, e.g. Greater Toronto Area)
- Large city (Population over 350, 000 but under 999,999)
- City (Population over 100, 000 but under 349,999)
- Town (Population over 1,000 but under 99,999)
- Isolated/remote community

8. What is the highest level of education you have achieved?

- Some High School
- Graduated from High School
- Completed some college or similar courses
- Graduated from college or similar courses
- Completed some university courses
- Graduated from university
- Other (Please specify): _____
- Prefer not to answer

Section Two

1. What is your current employment status?

- Employed full-time (30 hours/week or more)
- Employed part-time (less than 30 hours/week)
- Student and not working
- Unemployed and job searching
- Unemployed but not searching for work
- Other (Please specify): _____
- Prefer not to answer

1b. If employed, how long have you been at your current position?

- Under 1 year
- 1 to 2 years
- 3 to 4 years
- Over 5 years
- Prefer not to answer
- Not applicable

2. How difficult has it been for you to find work?

- Not difficult
- Somewhat difficult
- Difficult
- Extremely difficult

3a. Are you aware of any Aboriginal youth employment and training programs?

- Yes
- No
- I don't know
- Prefer not to answer

3b. If you answered yes, what types of programs are you aware of? (Check all that apply)

- Summer student program
- The Aboriginal Skills and Employment Training Strategy (ASETS) program
- Career counseling or coaching
- Mentorship program
- Job shadowing
- Courses on resume and cover letter writing, job search techniques, or interview skills
- Wage subsidy program
- Labour market information
- Stress and time management
- Other (Please specify): _____

- None
- Prefer not to answer

Section Three

1. Please select the response that best reflects your opinion or experiences.

	Strongly disagree	Disagree	On the fence	Agree	Strongly agree	N/A
I have benefitted from an Aboriginal youth employment training program in the past.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employment training programs help prepare Aboriginal youth to enter the workforce.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are not enough employment training programs for Aboriginal youth.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is too difficult to know what programs are available.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. From the following list, please select which job search activities you have tried in the past (Select all that apply)

- Accessed information like tips on resume writing or job trends from employment service agencies.
- Used a computer at an employment service agency .
- Searched the internet.
- Looked at job boards.
- Attended a job fair.
- Volunteered to gain work experience.
- Other (Please specify): _____
- None
- Prefer not to answer.

3. Have you ever participated in a government operated wage subsidy program? These programs help employers cover a portion of the salary for an employee for a short period (12-16 weeks).

E.g. summer work experience programs, the Aboriginal Skills and Employment Training Strategy (ASETS) program, etc.

- Yes (Please specify): _____
- No
- I don't know
- Prefer not to answer

4. Who or what influences which programs you choose to access? (Check all that apply)

- Parent or guardian suggestion
- Friends or peers (e.g. others have had success in the program)
- Spouse or partner
- Teacher or professor suggestion
- Program accessibility (online, local, or have to travel to attend)
- How well the program is tailored to my future career
- Program costs
- Other (Please specify): _____
- Prefer not to answer

Section Four

1. What supports are needed to assist Aboriginal youth in entering the workforce? (Check all that apply)

- Develop pre-employment training programs
- Deliver financial literacy workshops
- Provide programs that allow you to explore different jobs
- Provide incentives for employers to hire apprentices
- Wage subsidies
- Clothing or tool supports
- Childcare
- Transportation
- Provide examples of role models in different industries
- Provide information on types of jobs available
- Create an employment database focused on Aboriginal youth
- Provide information on the educational prerequisites of jobs
- Provide mentorship programs
- Other (please specify): _____
- I don't know

2. Barriers faced by Aboriginal Youth when seeking employment.

For the following statements, please indicate the response that best reflects your opinion.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	N/A
I have experienced prejudice in the workplace.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Unsafe work environments would deter me from remaining at a job or seeking employment there.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is a lack of opportunity for Aboriginal youth in the job market.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I do not want to relocate for a job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The stress of moving to a new location would prevent me from remaining at a job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is a lack of housing supports for Aboriginal youth.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of specific work experience prevents Aboriginal youth from becoming employed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of education prevents Aboriginal youth from becoming employed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aboriginal youth are unaware of the job opportunities available to them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. In your opinion, what are the top 3 barriers you face in keeping a job? (Check all that apply)

- Difficulty waking up on time.
- Difficulty accessing transportation.
- Difficulty learning in new work environments.
- Daily stresses associated with life or work.
- Balancing work and home responsibilities.
- Difficulty forming relationships with co-workers or bosses.
- Difficulty accessing childcare.
- No opportunities to advance my career.
- Other (Please specify): _____
- None of the above.
- Prefer not to answer.

4. In your opinion, what are the top 3 barriers that prevent Aboriginal youth from participating in today's labour market?

- Negative stereotypes.
- Unsafe or unappealing work environments.
- Having to relocate for a new job.
- Lack of childcare.
- Lack of transportation.
- Lack of job opportunities.
- Not knowing what jobs are available.
- Lack of education.
- Lack of work experience.
- Other (please specify): _____

5. How can we assist Aboriginal youth in gaining meaningful employment?

6. Are there programs that you would recommend to other youth?

- Yes (Please specify): _____
- No
- I don't know.
- Prefer not to answer.

7. Do you have any other comments you would like to make? (Optional)

Thank you for taking the time to complete this questionnaire. Your answers are greatly appreciated and will be closely considered.