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Indigenous Outcomes

1 Self Knowledge

Indigenous children and families have knowledge of, take pride in, and have opportunities to express their identity.

Individual cultural identity affects spiritual, social, emotional, mental, and physical aspects of health and well-being (Lavallee, 2007). Taking pride in, and having a strong sense of one's Indigenous identity has been linked to a number of positive outcomes for Indigenous youth (Hovey, Delormier, McComber, 2014). Similarly, the affirmation of linguistic and cultural traditions has been a factor in improving health outcomes for Indigenous communities (McIvor, Napoleon, & Dickie, 2009), and can contribute to community building and self-determination (Simpson, 2011). Indigenous identity is affirmed when Indigenous children and families have opportunities to learn and use traditional languages, practice culture, participate in ceremony, and learn from Elders. Identity affirmation is in turn key to individual and collective health and wellbeing

Traditional Language and Culture

5% of Indigenous children over the age of 2 can understand or speak an Indigenous language

42% of Indigenous adults speak an Indigenous language

85% of Indigenous adults think it is **very important or somewhat important** to speak or learn an Indigenous language



Context: Indigenous children are challenged in education systems with curricula that rarely incorporates their history, cultures, and language (IWGA, 2016)

The top 3 sources of cultural knowledge for children are: parents, grandparents, aunts/uncles.

Community Elders are a main source of cultural knowledge for 24% of children

Education

96%* of caregivers have talked to their child about important people or events in First Nations/Inuit and/or Métis history

76%* of children attended an early childhood development or preschool program

25%* of caregivers have been concerned about their child's development.

Notes and Definitions

Participants were selected using respondent-driven sampling to recruit Indigenous people living in the city.

Indigenous children: persons self-identifying as Indigenous such as First Nations, Métis, Inuit, or other Nation aged 0-14 years living or using services in the City of Toronto. Parent: biological and non-biological parent and/or caregiver.

*Indicates a 95% Confidence Interval between 10-20%.



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Action Areas:

Indigenous identity is affirmed when Indigenous children and families have opportunities to learn and use traditional languages, participate in cultural ceremonies, and learn from Elders. Self-knowledge through the acquisition of language, spirituality and culture are key protective factors that support individual's social and emotional well-being.

- Acknowledge that Indigenous rights include Indigenous language rights.
- Protect the right to Indigenous languages, including the teaching of Indigenous languages as credit courses.
- Post-secondary institutions create university and college degree and diploma programs in Indigenous languages.
- Provide sufficient funds for Indigenous-language revitalization and preservation.
- Draft new Indigenous education legislation with commitment to sufficient funding to develop culturally appropriate curricula, and enable parental and community responsibility.

Survey Question	RDS Prevalence Estimate (95% Confidence Interval)
Can your child understand or speak an Indigenous language?	
Yes	4.5% (1.2, 7.7)
Limited or beginning knowledge	53.8% (40.8, 66.8)
No	41.7% (28.8, 54.7)
Do you speak an Indigenous language or languages?	
Yes	41.5% (33.7, 49.4)
No	58.5% (50.7, 66.3)
How important is speaking or learning an Indigenous language to you?	
Very Important	44.9% (37.2, 52.6)
Somewhat Important	40.2% (32.7, 47.7)
Not Important	14.9% (8.5, 21.2)
Who helps [C1.1] understand their culture?	
Community Elders	23.7% (14.6, 32.9)
Never	4.5% (0.0, 10.0)
In the past 12 months, how often have you talked to your child about important people or events in First Nations/Inuit and/or Métis history?	
More than once	95.5% (90.0, 100.0)
Never	4.5% (0.0, 10.0)
Has your child attended an early childhood development or preschool program?	
Yes	75.6% (65.4, 85.7)
No	24.5% (14.3, 34.6)
Have you ever had a concern about the progress of your child's physical, mental, emotional, spiritual and/or social development?	
Yes	24.6% (16.4, 32.7)
No	75.4% (67.3, 83.6)

References

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