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Indigenous Outcomes

3 Vibrant Communities

Indigenous communities are diverse, vibrant, growing, and connected, and provide a source of strength for children and families.

The Indigenous community in Toronto is diverse and comes from many different nations and regions. The final report of the Toronto Aboriginal Research Project (2011)ⁱ identified community cohesion as an important aspect of strengthening communities and achieving positive outcomes at the community level. Because the Indigenous population is spread out across Toronto, and is very diverse in terms of economic status, cultural background, and service needs, finding ways to connect people to each other and to culturally appropriate services is an important aspect of building vibrant communities that can in turn provide a source of strength for families.

Income and Education



Below LICO (89%) Above LICO (11%)

89%* of parents are living below the before tax LICO (low-income cut-off)

10%* of parents have some or completed university

Context: Colonialism in Canada is a complex and ongoing process that has far-reaching effects and is linked to poor health, employment, and educational outcomes. (McCaskill et al, 2011)

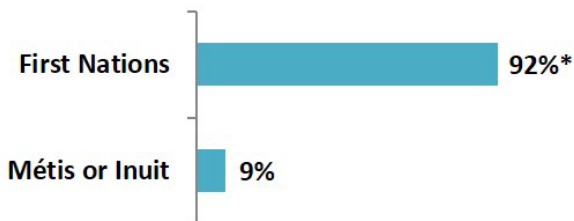
Cultural Background

21%* of parents identify as **Two-Spirit**

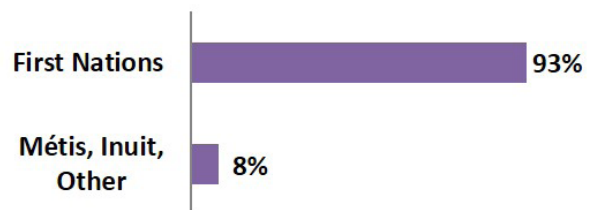


79% of parents felt **at least once** in the last month that they belong to community

Parents self-identify as:



Children self-identify as:



Notes and Definitions

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

Two-Spirit: Indigenous adults who identify as Two-Spirit to describe their identity and/or gender and/or sexual orientation; 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:

Toronto's Indigenous population is spread out across the city, and is very diverse in terms of economic status, cultural background, and service needs, finding ways to connect people to each other and to culturally appropriate services is an important aspect of building vibrant communities that can in turn provide a source of strength for families.

- Report on The educational and income attainments of Indigenous peoples in Canada compared with non-Indigenous people.
- Develop with Indigenous groups a joint strategy to eliminate educational and employment gaps between Indigenous and non-Indigenous Canadians.
- Draft new Indigenous education legislation with commitment to sufficient funding to close identified education achievement gaps within one generation, improve education attainment levels and success rates.

Survey Question	RDS Prevalence Estimate (95% Confidence Interval)
Below low income cut-off before tax	
Yes	88.8% (81.4, 96.1)
No	11.2% (3.9, 18.6)
What is the highest level of schooling you have completed?	
Some or completed university	10.0% (3.5, 16.5)
Some or completed college or specialized training	41.2% (26.2, 56.3)
Completed high school	19.0% (6.9, 31.2)
Some high school or less	29.8% (17.4, 42.2)
Do you identify as Two-Spirit?	
Yes	21.4% (10.8, 32.0)
NO	78.7% (68.1, 89.3)
Felt like you belonged to a community in past month?	
At least once	79.2% (63.9, 94.6)
Never	20.8% (5.5, 36.1)
How do you self-identify?	
First Nations	91.6% (85.5, 97.8)
Métis or Inuit	8.5% (2.3, 14.7)
How does your child self-identify?	
First Nations	92.8% (88.3, 97.3)
Métis or Inuit	7.6% (3.1, 12.2)

References McCaskill, D., FitzMaurice, K., & Cidro, J. (2011). Toronto Aboriginal Research Project: Final Report . Toronto Aboriginal Support Services Council

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