

# 4

## The Economic Development Capacity of Urban Aboriginal Peoples

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### Introduction

The Aboriginal population continues to grow to record highs. According to recent data (Statistics Canada 2008), in 2006 the number of people who self-identified as Aboriginal was about 1.7 million. In just ten years, between 1996 and 2006, the Aboriginal population increased by 45%, nearly six times faster than the rate for the non-Aboriginal population. There are a lot of hopes and dreams for this young population; in fact, half of the members of this population are children and youth 24 years and under, compared to 31% of the non-Aboriginal population. One of the most important determinants of the future well-being of Aboriginal peoples lies with the economic development capacity of this population (Royal Commission on Aboriginal Peoples 1996; White, Beavon, and Spence 2007; White, Maxim, and Beavon 2003).

In 2006, 54% of Aboriginal people lived in urban areas (Statistics Canada 2006). The needs of urban Aboriginal peoples are unique, and continue to grow with the population. Appropriate program and service delivery is a significant part of the foundation that will ensure their present and future success. This paper seeks to provide a means to further our understanding of economic development issues pertaining to urban Aboriginal peoples. The paper will examine this issue by taking a close look at the human-capital and labour-market outcomes of urban Aboriginal peoples via educational attainment, as well as employment by occupation and employment by industry. This work is focused on the skills and knowledge needed to thrive in the current economy, and the degree to which urban Aboriginal peoples can and do fill jobs in a range of sectors (occupational diversity), as well as actively participate in economic development activities. In examining these issues, this paper will explore how economic development potential varies by Aboriginal identity, gender, region, and age.

This paper is structured into three main parts: i) an overview of educational attainment; (ii) an analysis of labour-force activities; (iii) the implications for program and service delivery needs of Aboriginal peoples in friendship centre catchment areas.

### ***Data/Methods***

Statistics Canada has produced custom tables for the National Association of Friendship Centres. The data include demographic and socio-economic variables from the 2006 Canadian census. The results of this paper apply to the communities and regions for which the data are available, that is, 117 friendship centre catchment areas across Canada, including communities in the following regions: Quebec, Ontario, British Columbia, Alberta, Manitoba, Saskatchewan, the Atlantic, and the North (National Association of Friendship Centres and Indian Affairs Canada 2008).

This paper provides an extensive profile of educational attainment and labour-market participation for the identity groups used in the census, broken down by gender and region, as well as age in the education analysis. Intra-Aboriginal differences will focus on Registered Indians, the First Nation identity population, and the Métis and Inuit populations. The other groups, while important, comprise a small portion of the Aboriginal population in the data. The work focuses on the largest identity groups, although calculations include other smaller groups when speaking about the Aboriginal population as a whole.

This analysis will use descriptive statistics, with cross-tabulations provided where appropriate.

## **Education Profile of the Aboriginal Population**

Educational attainment is a key component of economic development. In fact, education is directly tied to mobility in the social milieu, given its role in determining occupational choices and related income-earning capacity of individuals (Baer 1999; Grabb and Guppy 2009). The importance of education for the future of Aboriginal peoples has been addressed in many publications (White et al. 2003; White, Peters, Beavon, and Spence 2009).

This section focuses on the current trends related to educational attainment. Economic development capacity is directly tied to rates of attainment for Aboriginal peoples. As the needs of the economy change, the stock of human capital will be the central determinant of future possibilities and well-being.

An examination of current levels of educational attainment is needed to understand the economic development capacity of Aboriginal peoples. First, a few comments on the data.

### ***Analytical Strategy***

This work will provide an extensive profile of educational attainment for the identity groups used in the census, broken down by gender, age, and region. The figures provide a variety of details that may be of interest to the reader. The paper will highlight some of the main findings in a systematic way. In terms of comparisons, the Aboriginal/non-Aboriginal distinction will be examined, followed by an examination of intra-Aboriginal differences.

The education data provided is grouped into four main age groups: 15 to 19 years, 20 to 29 years, 30 to 64 years, and 65 years and over. Most individuals will not have completed their highest level of education before 20 years of age; therefore, the paper will exclude individuals in the 15 to 19 year age group from the analysis.

Data are provided on the highest certificate, diploma, or degree obtained, which is closely related to the amount of time spent “in class.” The categories, in ascending order, of educational attainment are provided below:

- No certificate, diploma, or degree
- High school diploma or equivalent
- Some post-secondary (trade certificate, apprenticeship, college or university diploma/certificate—below the bachelor level)
- Bachelor’s degree or higher

Not having a certificate, diploma, or degree is a significant handicap in today’s economy. The minimum education required for access to a large part of the labour market, as well as post-secondary institutions, is high school. At the high end of educational attainment, a bachelor’s degree or higher is a key credential, associated with higher well-being largely through access to “good” jobs in the labour market, including full-time employment, benefits, high pay, work autonomy, and mobility (Baer 1999). Thus, the focus is on the two ends of the educational continuum.

### ***Aboriginal Identity and Educational Attainment***

The non-Aboriginal population has higher levels of educational attainment than the Aboriginal population (see “Total” in **Figures 4.1** and **4.2** on pages 64 and 65). At the lowest end of attainment, 19% of the non-Aboriginal population reports that they do not possess a certificate, diploma, or degree, which is approximately half the value reported for the Aboriginal population. At the high end of attainment, 20.2% of non-Aboriginals possess a bachelor’s degree or higher, compared to 6.8% of the Aboriginal population. The differences in attainment at the high school and some post-secondary levels are not nearly as large. Thus, the non-Aboriginal population has much higher levels of attainment at the top of the education hierarchy and much lower levels at the bottom of the hierarchy than the Aboriginal population.

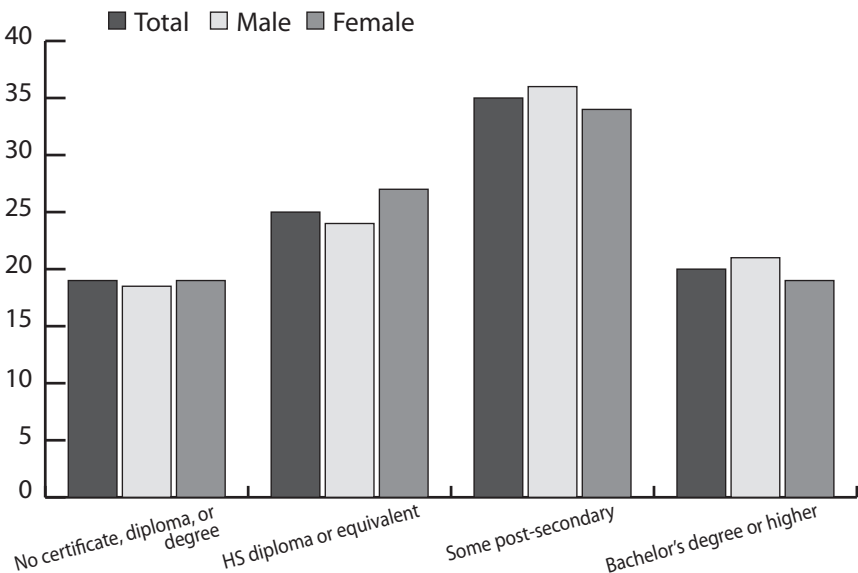
In terms of intra-Aboriginal differences (see “Total” in **Figures 4.3** to **4.6** on pages 65 to 67), the Inuit population fares the worst in terms of educational outcomes. Nearly 55% do not possess a certificate, diploma, or degree, and 3.1% percent have a bachelor’s degree or higher. The Métis are relatively successful in comparison, with 8.3% reporting a bachelor’s degree or higher, and 28.2% without a certificate, diploma, or degree. Overall, the First Nation identity is second to the Métis in terms of educational attainment, followed by the Registered Indian and Inuit populations.

### **Aboriginal Identity, Gender, and Educational Attainment**

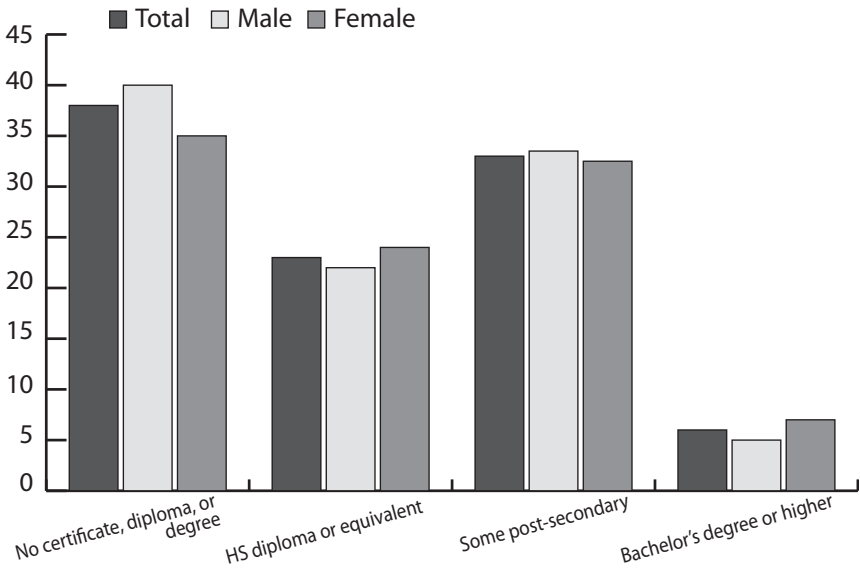
An examination of educational attainment by gender shows that the non-Aboriginal population is relatively equal in terms of attainment levels (see **Figure 4.1**). At the low end of attainment, 19.2% of males and 19.5% of females do not possess a certificate, diploma, or degree, while at the high end, 20.4% of males and 20.0% of females have a bachelor's degree or higher. Interestingly, in the Aboriginal population, males fare much worse than females; for example, 39.9% of males do not possess a certificate, diploma, or degree, compared to 35.4% of females, and 8.2% of females have graduated with a bachelor's degree or higher compared to 5.3% of males (see **Figure 4.2**). Thus, Aboriginal males tend to lag behind Aboriginal females in terms of educational attainment.

As seen in **Figures 4.3 to 4.6**, an examination of intra-Aboriginal differences by gender does not reveal anything new. The pattern does not change, with females in each identity group having higher levels of educational attainment than males.

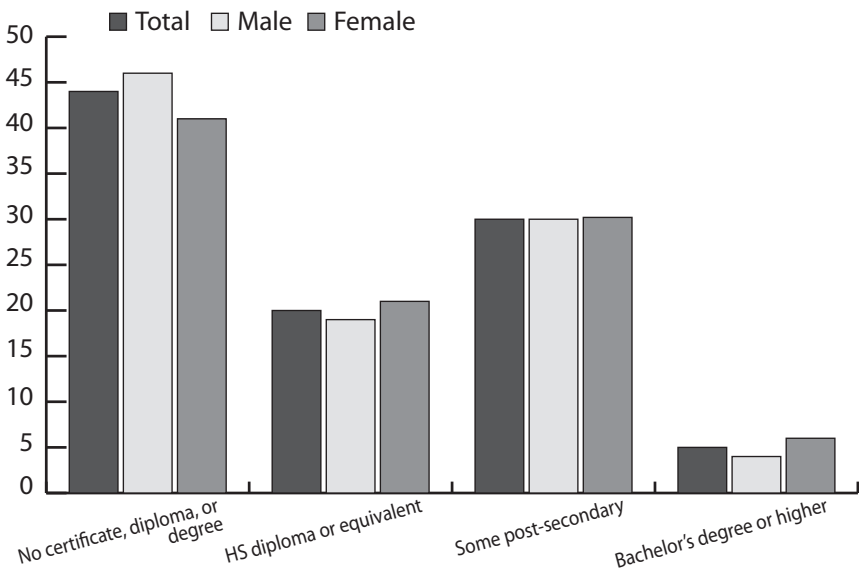
**Figure 4.1: Education Profile: Non-Aboriginal Population by Gender**



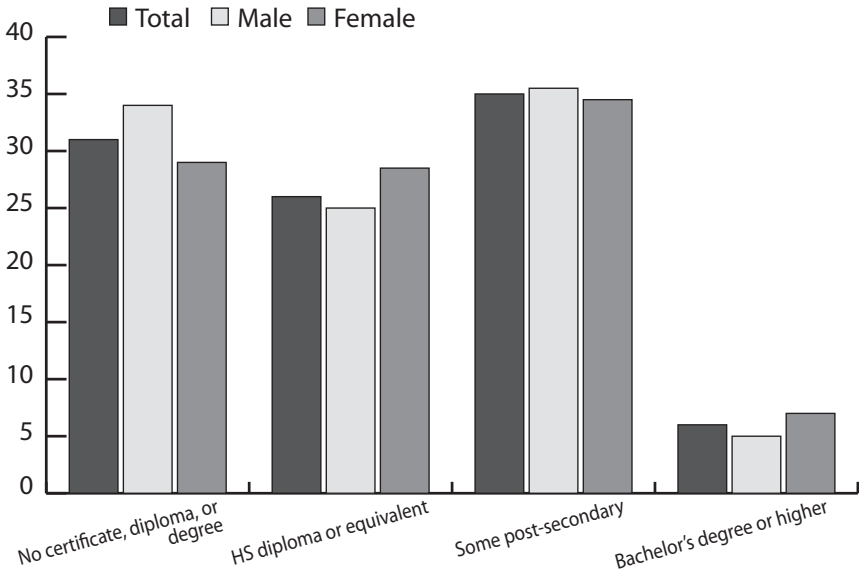
**Figure 4.2: Education Profile: Aboriginal Population by Gender**



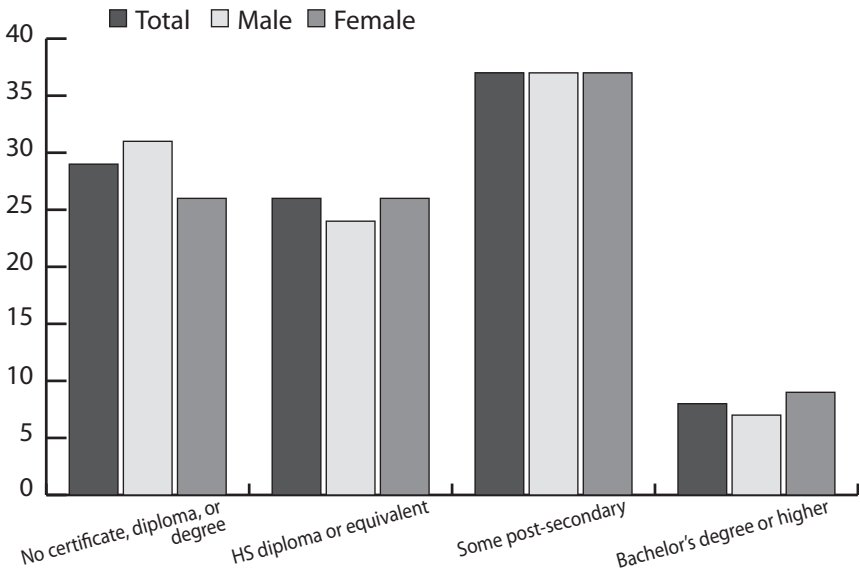
**Figure 4.3: Education Profile: Registered Indian Population by Gender**

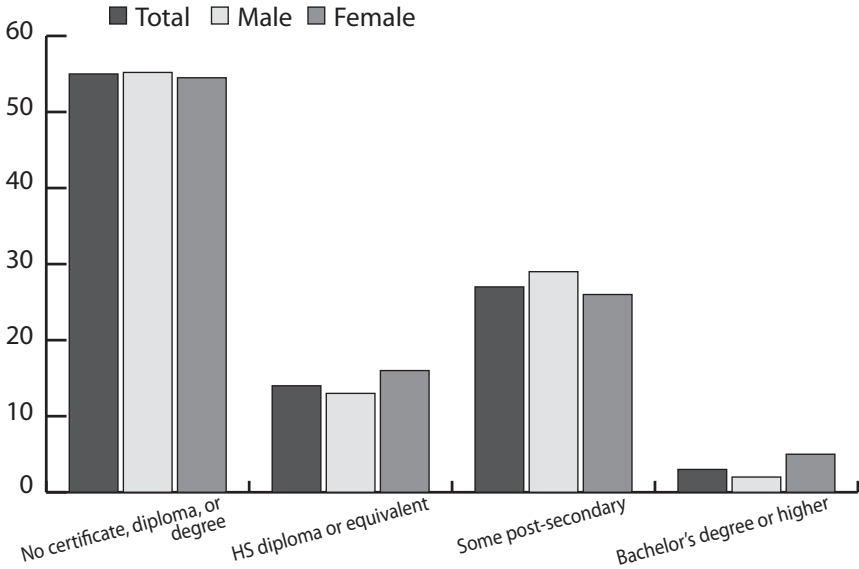


**Figure 4.4: Education Profile: First Nation Population by Gender**



**Figure 4.5: Education Profile: Métis Population by Gender**



**Figure 4.6: Education Profile: Inuit Population by Gender**

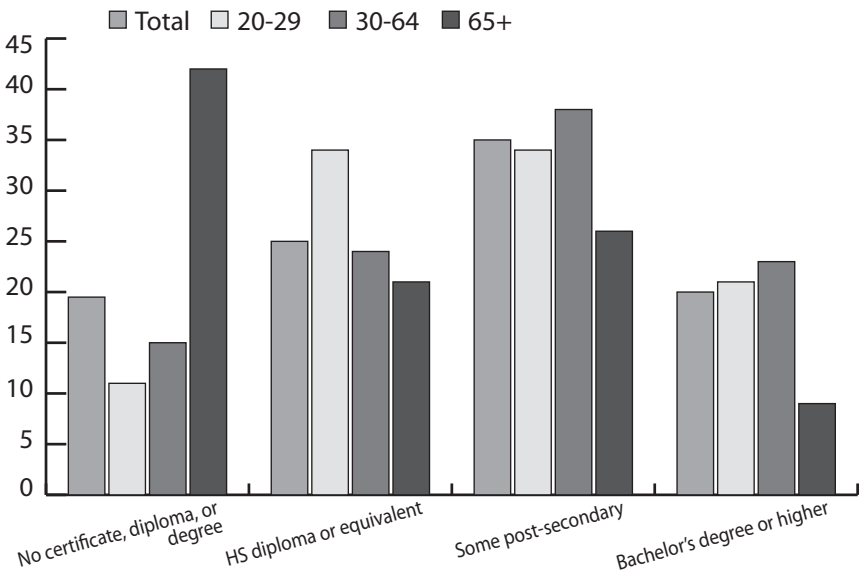
### ***Aboriginal Identity, Age, and Educational Attainment***

The intersection of identity with age shows that younger groups have higher educational attainment than their older counterparts (see **Figures 4.7** and **4.8** on pages 68 and 69). In the non-Aboriginal population, among the group 65 years and over, 42.2% do not possess a certificate, diploma, or degree, compared to 15.3% and 11.3% for the 30 to 64 and 20 to 29 age groups, respectively. Among the Aboriginal population, the pattern is somewhat different. For the age group 65 and over, 66.8% do not possess a certificate, diploma, or degree, compared to 34.2% and 37% for the 30 to 64 and 20 to 29 age groups, respectively. At the post-secondary level, for non-Aboriginals 65 years and over, 26.4% report some post-secondary education, compared to 37.8% for the 30 to 64 age group and 34.2% for the 20 to 29 age group. At the highest level of attainment, for non-Aboriginals 65 years and over, 9.8% have a bachelor's degree or higher, compared to 22.8% for the 30 to 64 age group and 20.9% for the 20 to 29 age group. A similar pattern emerges for the Aboriginal population. Among the 65 years and over age group, 19.8% have some post-secondary education, while these figures are 37.8% and 24.7% for the 30 to 64 and 20 to 29 age groups, respectively. At the level of bachelor's degree or higher among the Aboriginal population, 3% of the age group 65 and over possess this credential compared to 7.8% for the 30 to 64 age group and 5.4% for the 20 to 29 age group.

These findings indicate that educational attainment is increasing over time for both the Aboriginal and non-Aboriginal populations. Particularly at the post-secondary level of attainment, many of those in the 20 to 29 age group have not yet fully completed their schooling, which explains the higher levels of attainment for the 30 to 64 age group. The findings also indicate that Aboriginal peoples tend to achieve their highest credentials later than non-Aboriginals. This difference is particularly distinct at the post-secondary level, given the large discrepancy in attainment between the 20 to 29 and 30 to 64 age groups.

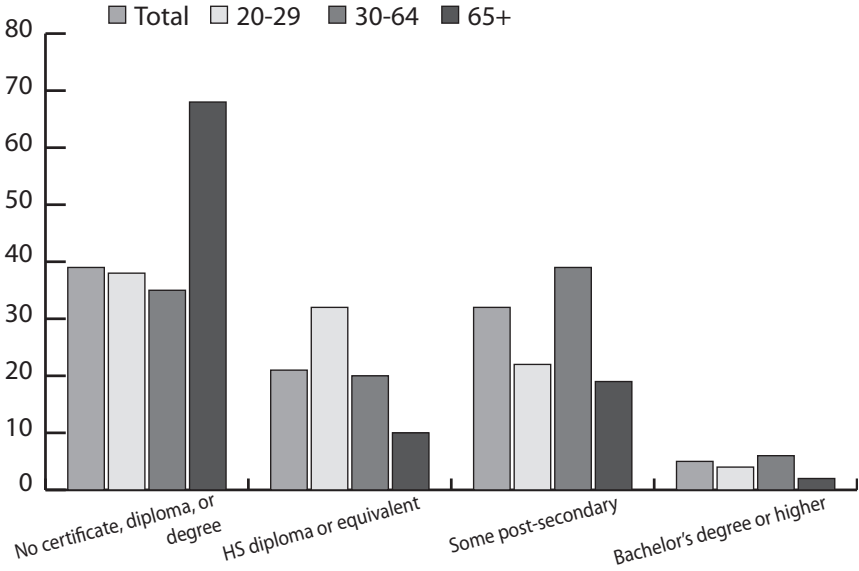
An analysis of intra-Aboriginal differences (as seen in **Figures 4.9 to 4.12** on pages 69 to 71) provides a picture similar to that described above with two noteworthy observations: (1) the 20 to 29 age group of the Métis population has a lower percentage of individuals with the lowest level of educational attainment at 22.9% vs. 26.4% for the 30 to 64 age group; and (2) at the highest level of educational attainment, the discrepancy between the 20 to 29 age group and the 30 to 64 age group is 0.1% percent. In sum, the young Métis population is progressing extremely well.

**Figure 4.7: Education Profile: Non-Aboriginal Population by Age**

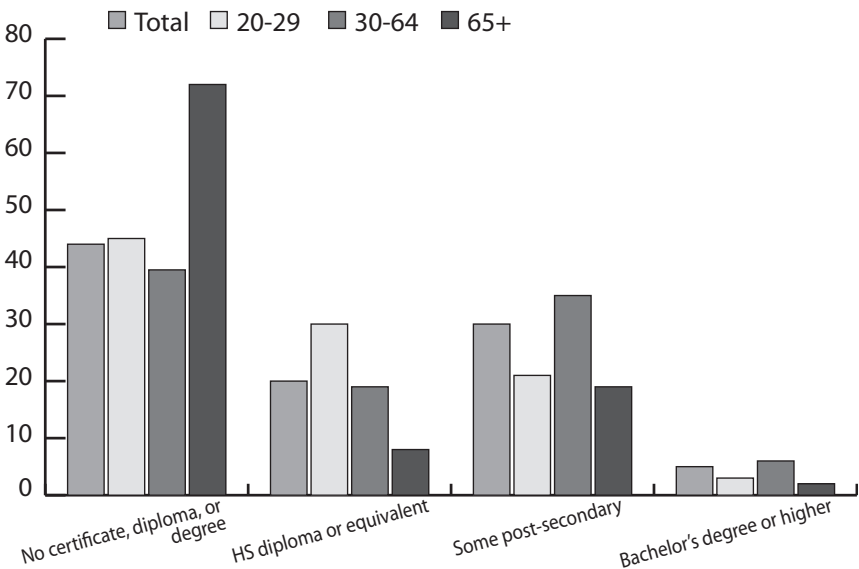




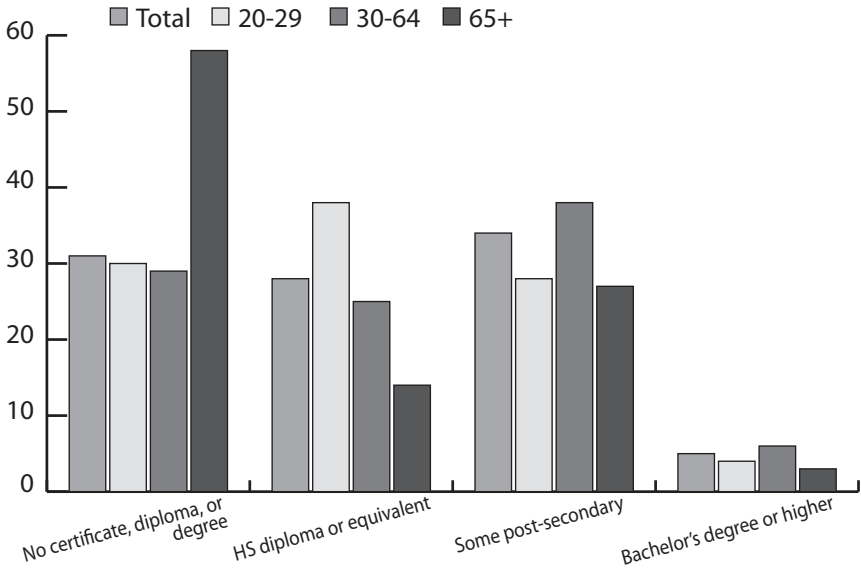
**Figure 4.8: Education Profile: Aboriginal Population by Age**



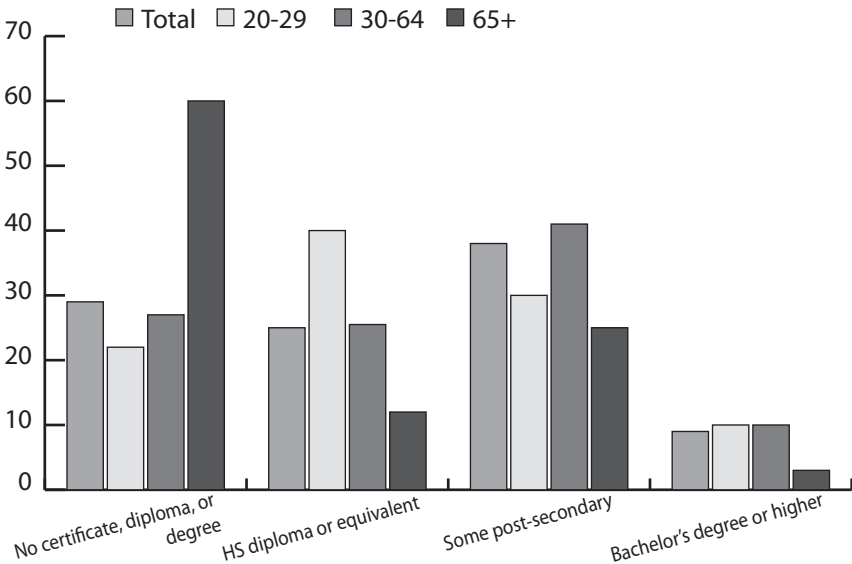
**Figure 4.9: Education Profile: Registered Indian Population by Age**

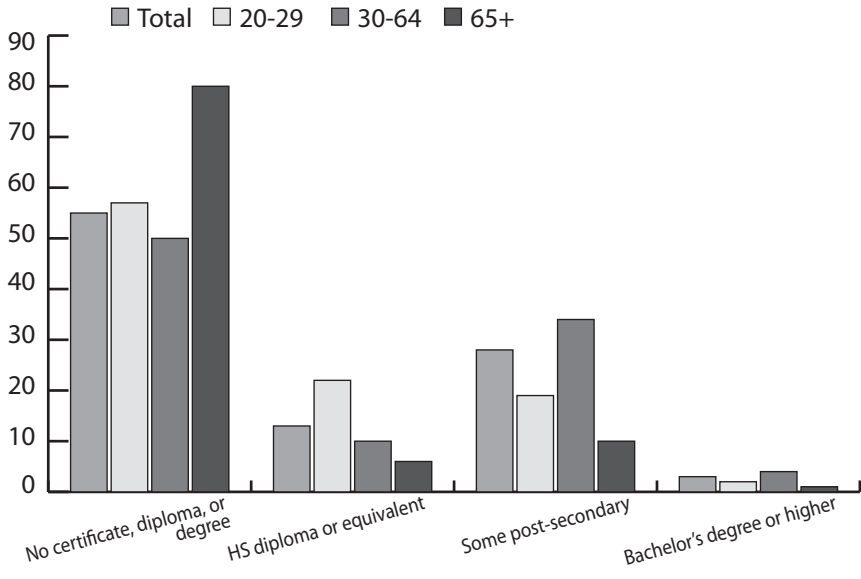


**Figure 4.10: Education Profile: First Nation Population by Age**



**Figure 4.11: Education Profile: Métis Population by Age**



**Figure 4.12: Education Profile: Inuit Population by Age**

### ***Aboriginal Identity, Region, and Educational Attainment***

Across all eight regions, the non-Aboriginal population has higher levels of educational attainment than the Aboriginal population (as seen in **Tables 4.1 to 4.9** on pages 72 to 74). Aboriginal peoples in the Maritimes, Quebec, and Ontario have the highest levels of university educational attainment (bachelor's degree or higher), with values of 12.9%, 11.0%, and 9.9%, respectively, while the North records the lowest levels of university educational attainment at 4.9%. The discrepancy in educational attainment at the lowest and highest ends of the continuum are observed in the North, where 40.1% of Aboriginal peoples report having no certificate, diploma, or degree, compared to 10.8% of the non-Aboriginal population. Just under 5% of Aboriginal peoples have a bachelor's degree or higher, compared to 26.8% of the non-Aboriginal population in the North. The smallest discrepancies between Aboriginals and non-Aboriginals, in terms of the two ends of the continuum, is in the Maritime provinces, where 23.5% of non-Aboriginals possess a bachelor's degree or higher, compared to 12.9% of the Aboriginal population, and 16.6% of non-Aboriginals have no certificate, diploma, or degree compared to 23% of the Aboriginal population.

An examination of intra-Aboriginal differences by region shows that, for the most part, the Métis population tends to have the highest levels of educational attainment, while the Inuit tend to have the lowest levels. There is, however, the exception of Quebec, where the Inuit have the second highest level of educational attainment compared to the Métis: 13.2% of the Inuit possess a bachelor's degree or higher and 24.5% report no certificate, diploma, or degree, compared with 14.1% and 22.9% respectively for the Métis.

**Table 4.1: Education Profile for Alberta by Identity**

Identity	No certificate, diploma, or degree (%)	High school diploma or equivalent (%)	Some post-secondary (%)	Bachelor's degree or higher (%)
Non-Aboriginal	16.1	25.6	35.6	22.6
Aboriginal	33.6	23.6	36.2	6.6
Registered Indian	38.2	20.9	34.8	6.1
First Nation	37.5	24.9	31.9	5.7
Métis	29.4	25.4	38.0	7.2
Inuit	27.0	30.0	37.0	6.0

**Table 4.2: Education Profile for British Columbia by Identity**

Identity	No certificate, diploma, or degree (%)	High school diploma or equivalent (%)	Some post-secondary (%)	Bachelor's degree or higher (%)
Non-Aboriginal	14.9	26.7	34.1	24.4
Aboriginal	30.9	26.8	34.9	7.5
Registered Indian	35.3	25.3	32.8	6.6
First Nation	30.3	27.7	35.7	6.3
Métis	23.9	28.7	37.7	9.6
Inuit	0.0	100.0	0.0	0.0

**Table 4.3: Education Profile for Manitoba by Identity**

Identity	No certificate, diploma, or degree (%)	High school diploma or equivalent (%)	Some post-secondary (%)	Bachelor's degree or higher (%)
Non-Aboriginal	18.9	28.1	32.8	20.2
Aboriginal	34.8	25.8	31.1	8.3
Registered Indian	42.7	22.6	27.4	7.3
First Nation	34.8	28.4	29.6	7.2
Métis	29.4	27.7	33.7	9.2
Inuit	41.9	32.3	25.8	0.0

**Table 4.4: Education Profile for Ontario by Identity**

Identity	No certificate, diploma, or degree (%)	High school diploma or equivalent (%)	Some post-secondary (%)	Bachelor's degree or higher (%)
Non-Aboriginal	16.7	25.7	31.8	25.9
Aboriginal	27.3	26.2	36.6	9.9
Registered Indian	31.1	23.7	35.8	9.4
First Nation	28.4	29.5	33.4	8.7
Métis	21.7	27.8	39.2	11.4
Inuit	34.2	21.5	36.7	7.6

**Table 4.5: Education Profile for Saskatchewan by Identity**

Identity	No certificate, diploma, or degree (%)	High school diploma or equivalent (%)	Some post-secondary (%)	Bachelor's degree or higher (%)
Non-Aboriginal	17.6	28.2	33.8	20.4
Aboriginal	36.9	26.1	28.1	8.9
Registered Indian	42.4	23.7	24.8	9.1
First Nation	47.6	26.9	18.6	6.9
Métis	29.9	28.8	32.5	8.8
Inuit	0.0	0.0	0.0	0.0

**Table 4.6: Education Profile for North (Three Territories) by Identity**

Identity	No certificate, diploma, or degree (%)	High school diploma or equivalent (%)	Some post-secondary (%)	Bachelor's degree or higher (%)
Non-Aboriginal	10.8	23.6	38.7	26.8
Aboriginal	40.1	18.8	36.2	4.9
Registered Indian	41.7	19.1	34.9	4.3
First Nation	32.4	20.0	40.0	7.6
Métis	23.3	21.3	45.6	9.8
Inuit	53.6	15.3	29.9	1.2

**Table 4.7: Education Profile for Quebec by Identity**

Identity	No certificate, diploma, or degree (%)	High school diploma or equivalent (%)	Some post-secondary (%)	Bachelor's degree or higher (%)
Non-Aboriginal	18.8	21.4	36.7	23.1
Aboriginal	31.2	19.8	38.1	11.0
Registered Indian	38.0	17.4	34.5	10.1
First Nation	27.9	21.4	41.1	9.5
Métis	22.9	21.1	42.0	14.1
Inuit	24.5	35.8	26.4	13.2

**Table 4.8: Education Profile for Atlantic Provinces by Identity**

Identity	No certificate, diploma, or degree (%)	High school diploma or equivalent (%)	Some post-secondary (%)	Bachelor's degree or higher (%)
Non-Aboriginal	16.6	23.4	36.5	23.5
Aboriginal	23.0	23.1	41.0	12.9
Registered Indian	24.3	23.5	36.3	15.8
First Nation	24.2	26.8	37.3	11.7
Métis	17.4	22.7	47.9	12.0
Inuit	32.0	19.1	40.1	8.8

**Table 4.9: Education Profile for Canada by Identity**

Identity	No certificate, diploma, or degree (%)	High school diploma or equivalent (%)	Some post-secondary (%)	Bachelor's degree or higher (%)
Non-Aboriginal	16.9	24.9	33.9	24.2
Aboriginal	32.0	25.0	34.5	8.4
Registered Indian	37.0	22.8	32.3	7.9
First Nation	30.8	27.0	34.3	7.9
Métis	26.7	27.0	37.0	9.4
Inuit	40.9	20.5	33.6	5.0

## Labour Markets: The Nature of Work

Canada's labour markets are an integral part of the economic fabric of our society. There are a number of dimensions to the labour market, with hundreds of industry and occupational groups. There are three main sectors that can be distinguished in the labour market: primary (resource extraction industries); secondary (manufacturing and construction); and tertiary (services). The distribution of jobs in each of these sectors has changed over time. The rise of the post-industrial society, characterized by a shift from industrialization and the production of goods to a service-based economy dominated by knowledge workers, including professionals such as doctors, lawyers, and scientists, has been identified since the early seventies (Bell 1973). No doubt the evidence supports such a shift in the economy; in fact, by the middle of the twentieth century, about half of all jobs were in the service sector, and by 2005 this figure increased to almost three-quarters of all jobs (Lowe and Lehmann 2009).

Although service industries have traditionally been associated with “white collar” jobs, which tend to have higher status than manual or “blue collar” jobs, this distinction has proven to be problematic. Three-quarters of employment can be defined as service jobs, but the differences within this sector are striking. There are vast differences in the education requirements, compensation, benefits, security, and nature of work within this area of the labour market (Krahn, Lowe, and Hughes 2007; Lowe and Lehmann 2009; Rinehart 2006). In this respect, one may distinguish between the “good jobs”—including highly skilled service providers, such as managers; health, science, and technical professionals; business, finance, and administrative workers; public administration workers; social science and government workers—and the “bad jobs”—including low-skilled service providers in areas such as office administration; sales and service; and trades. Research has documented the concentration of women in the low-level service or “pink collar” jobs (Creese and Beagan 2009; Lowe and Lehmann 2009).

The goods-producing industries (primary and secondary sectors), particularly manufacturing (e.g., car companies), have traditionally provided good, long-term,

unionized, stable employment. This has changed over the last 20 years, with a shift towards downsizing, outsourcing, and the use of temporary workers and labour in other countries, as opposed to domestic, full-time employees (Lowe 1999).

### ***Analytical Strategy***

This work will provide an extensive profile of the types of jobs held by identity groups used in the census, broken down by gender and region. The figures provide a variety of details that may be of interest to the reader. The main findings are presented in a systematic way. In terms of comparisons, the Aboriginal/non-Aboriginal distinctions will be examined, followed by a look at intra-Aboriginal differences. Given the high proportion of jobs in the service sector, the distribution of Aboriginal people holding good service jobs is of particular interest.

This examination of the labour force uses two measures provided in the census: the North American Industry Classification System 2002 and the National Occupational Classification for Statistics 2006.<sup>1</sup> Industry classifications are determined by the type of economic activities observed within the workplace, while occupations focus on the kind of work individuals perform in their jobs. The two measures provide a complementary look at labour markets in Canada. Given the vast amount of data provided, only the main trends will be discussed.

### ***Aboriginal Identity and Labour-Market Outcomes***

In terms of the upper-tier industries among the non-Aboriginal population, 6.7% are in professional, scientific, and technical services and 4.1% are in finance and insurance (see **Table 4.10** on page 77). In the Aboriginal population, only 2.8% are in the professional, scientific, and technical services and 1.6% in finance and insurance. Aboriginal peoples post a higher percentage in public administration than non-Aboriginal peoples, with about a 6% differential. Overall, Aboriginal peoples tend to occupy positions within government-related industries in the upper-tier industries of Canada, including education, health care and social assistance, and public administration, at a figure 8% higher than the non-Aboriginal population. With respect to lower-tier service industries, the differences are insignificant, as they comprise about 34% of all employment for both groups.

At 23%, both Aboriginal peoples and non-Aboriginal peoples are in the goods-producing or primary industries at about the same level. Non-Aboriginal peoples are, however, much more likely to be in the manufacturing sector than Aboriginal peoples, with a differential of about 4%. Aboriginal peoples report higher levels in construction, mining and oil and gas extraction, and agriculture, forestry, fishing, and hunting. Some of this segregation is likely due to the proximity of resources to Aboriginal peoples, as well as the distance to large manufacturing plants in larger centres.

Intra-Aboriginal differences show similar patterns. The Inuit and Registered Indian populations are particularly concentrated in government-related, upper-tier industries, as it comprises 43% and 36% of all employment for these groups,

respectively. On the other hand, government-related industries make up about 20% of all employment for First Nations and 23% of all employment for Métis. First Nations and Métis also report higher levels of employment in finance and insurance, and in professional, scientific, and technical services than the Inuit and Registered Indian populations. First Nation and Métis populations have higher levels of employment in lower-tier service industries (about 10% and 5% respectively), than Registered Indians and the Inuit. This can likely be attributed to the paucity of such services in areas where Registered Indians and the Inuit reside.

Only 16.1% of the Inuit are in primary industries, probably as a result of geography, while for Registered Indian, First Nation, and Métis populations these industries make up about 25% of all employment. The First Nation group reports levels in manufacturing similar to the non-Aboriginal population at 11.3% percent. Again, this may be a result of higher rates of urbanization than Registered Indian and Inuit populations.

A look at the occupational patterns reveals a similar story (see **Table 4.11** on page 78). Non-Aboriginal peoples are more likely to be in high-end occupations than the Aboriginal population. For example, 9.4% of non-Aboriginal peoples are managers compared to 6% of the Aboriginal population. A similar trend is observed for occupations in the natural and applied sciences, as well as professional health occupations. On the other hand, compared to non-Aboriginal peoples, Aboriginal peoples are much more likely to be in primary occupations, as well as lower-tier service jobs, such as sales/service, than non-Aboriginal peoples, with the differentials at rates of 2.7% and 5.3%, respectively. The rates for clerical and administrative jobs are actually higher for the non-Aboriginal population at 15.5%, compared to 13.1% for the Aboriginal population.

Intra-Aboriginal differences show that the Inuit tend to fare the worst out of all Aboriginal identity groups. The Inuit are least likely to be in high-end service occupations, such as management positions (5.6%) and business/finance (less than 1%). They are also most likely to be in social science/education/government/religion occupations at 13%, and 33% report being in sales/service. The occupational profile of Registered Indians is slightly better than the Inuit, although the two groups are similar in many respects. In contrast, the Métis fare the best with the highest levels in many high-end service jobs, with the First Nation population not far behind. The Métis and First Nation populations also report lower levels of employment in government-type jobs. Professional health occupations are about the same for all Aboriginal identity groups: very low.

### ***Aboriginal Identity, Gender, and Labour-Market Outcomes***

A gender-based analysis of the occupational sphere focuses on the concentration of men and women in different occupations. The consequences of this occupational segregation are profound, given the differential rewards of various occupations. Much literature has documented the unequal rewards of individuals in the labour market based upon the gender of the worker (Lowe and Lehmann 2009).



**Table 4.10: Industry Profile by Identity**

Industry	Non-Aboriginal	Aboriginal	Registered Indian	First Nation	Métis	Inuit
Transportation and Warehousing	4.8	4.6	4.0	5.3	5.2	5.3
Information and Cultural Industries	2.5	1.4	1.2	1.8	1.6	1.6
Finance and Insurance	4.1	1.6	1.0	2.0	2.3	0.6
Real Estate and Rental/Leasing	1.8	1.3	1.0	1.6	1.4	2.5
Professional, Scientific, and Technical Services	6.7	2.8	2.2	3.5	3.3	1.5
Management of Companies and Enterprises	0.1	0.1	0.1	0.1	0.1	0.1
Educational Services	6.9	6.5	7.6	4.2	5.5	9.3
Health Care and Social Assistance	10.0	11.5	12.9	8.9	10.4	12.8
Public Administration	5.6	11.7	15.6	6.4	7.4	20.7
Admin./Support, Waste Mngmt Remediation Services	4.4	5.1	5.4	6.1	4.5	3.4
Arts, Entertainment, and Recreation	2.2	2.6	3.0	2.4	2.3	2.4
Wholesale Trade	4.4	2.3	1.5	3.5	3.1	1.1
Retail Trade	11.6	10.7	9.1	12.8	11.7	13.1
Accommodation and Food Services	6.9	8.9	8.3	10.8	9.3	6.0
Other Services (Except Public Administration)	4.9	4.6	3.9	5.1	5.4	3.5
Agriculture, Forestry, Fishing, and Hunting	3.0	4.2	5.0	3.3	3.8	1.8
Mining, Oil and Gas Extraction	1.3	2.9	2.4	1.5	3.8	3.5
Utilities	0.8	0.9	0.9	0.5	1.0	1.8
Construction	6.2	8.7	8.5	8.6	9.1	6.2
Manufacturing	11.9	7.7	6.4	11.3	8.8	2.8

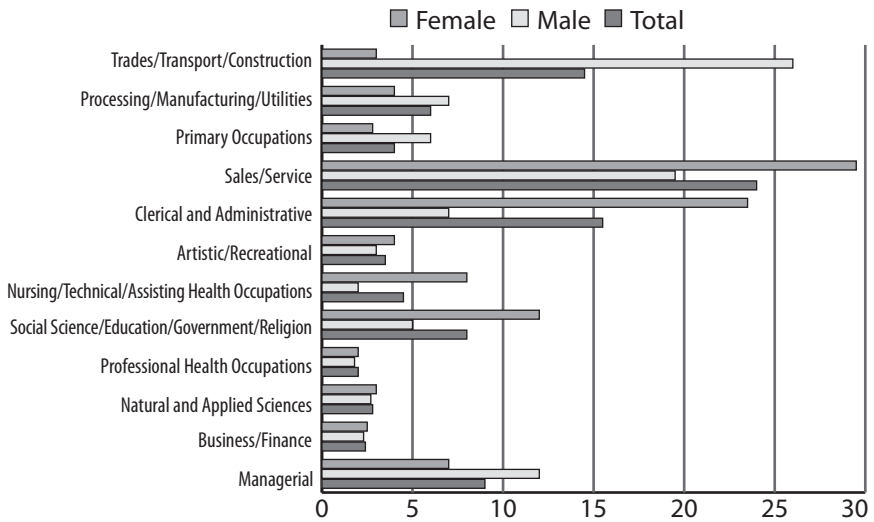
**Table 4.11: Occupation Profile by Identity**

Occupation	Non-Aboriginal	Aboriginal	Registered Indian	First Nation	Métis	Inuit
Managerial	9.4	6.0	5.7	6.2	6.3	5.6
Business/Finance	2.5	1.0	0.9	1.2	1.1	0.7
Natural & Applied Sciences	6.5	3.1	2.5	3.5	3.8	2.8
Professional Health	1.1	0.2	0.2	0.2	0.3	0.2
Social Science/ Education/Gov't/ Religion	8.4	9.4	11.6	5.8	7.3	13.0
Nursing/Technical/ Assisting Health	4.4	3.6	3.2	3.6	4.4	1.7
Artistic/Recreational	3.2	2.3	2.4	2.3	2.0	5.0
Clerical/Administrative	15.5	13.1	12.1	13.6	14.1	13.4
Sales/Service	24.6	29.9	30.1	32.0	28.8	33.0
Primary Occupations	3.8	6.5	7.6	4.6	6.0	3.4
Processing/ Manufacturing/Utilities	5.9	5.1	4.8	7.1	5.1	2.2
Trades/Transport/ Construction	14.7	19.7	18.9	19.8	20.7	19.2

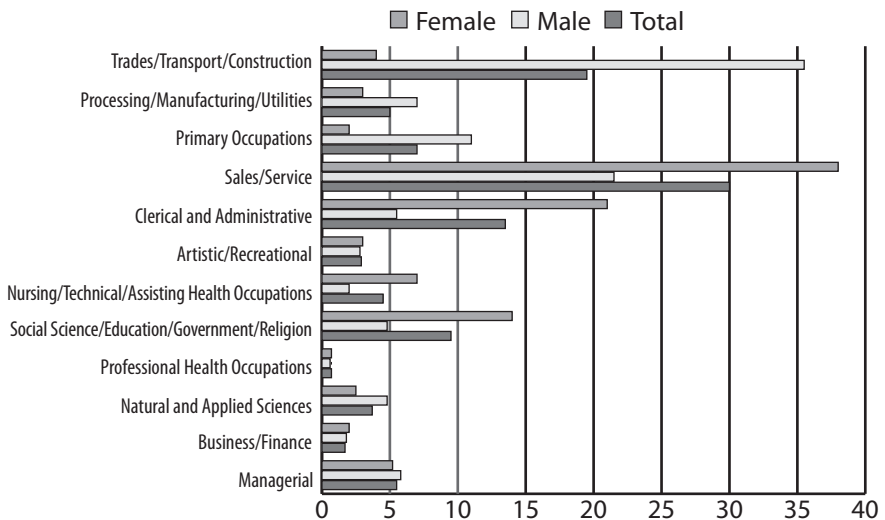
Gendered industry and occupational segregation tends to be strikingly similar across the non-Aboriginal and Aboriginal population (see **Figures 4.13** and **4.14** on page 79 and **Figures 4.19** and **4.20** on pages 82 and 83). Females in both groups tend to be concentrated in what some have termed “job ghettos” or lower-tier service employment including clerical and administrative jobs, accommodation and food services, and sales/service. Females are also concentrated in health care and social assistance, as well as teaching and other types of government jobs, which are not necessarily “bad jobs” in terms of education requirements, pay, benefits, and working conditions. On the other hand, males dominate the primary sector, management jobs, trades, transport, and construction, as well as professions in the natural and applied sciences.

Intra-Aboriginal gender differences follow the same patterns as those noted above (see **Figures 4.15** to **4.18** on pages 80 and 81 and **Figures 4.21** to **4.24** on pages 84 to 87).

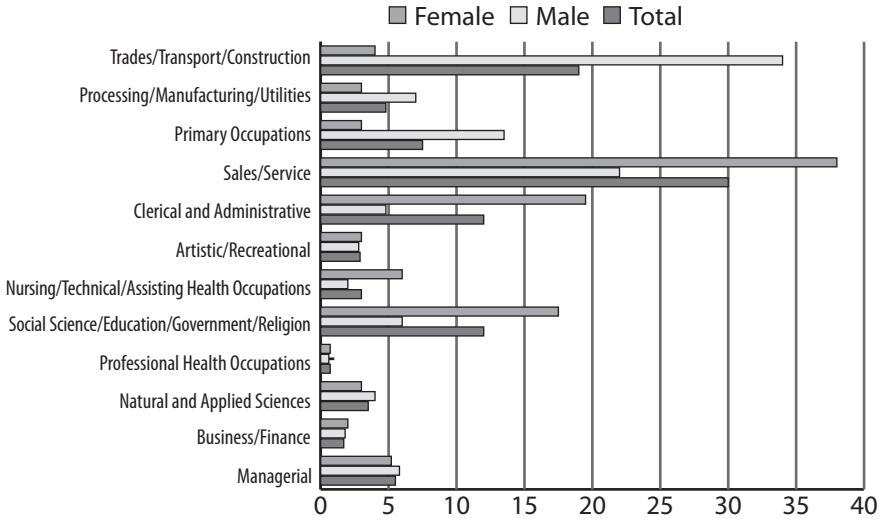
**Figure 4.13: Occupation Profile: Non-Aboriginal Population by Gender**



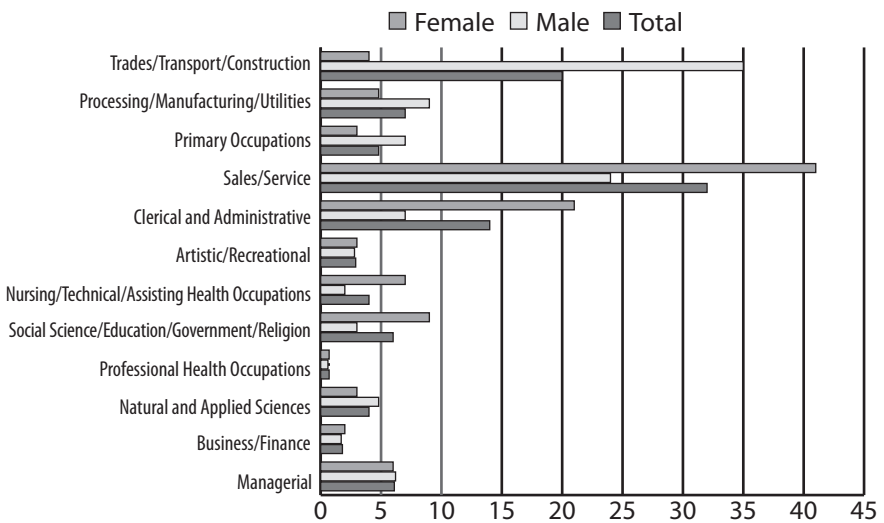
**Figure 4.14: Occupation Profile: Aboriginal Population by Gender**



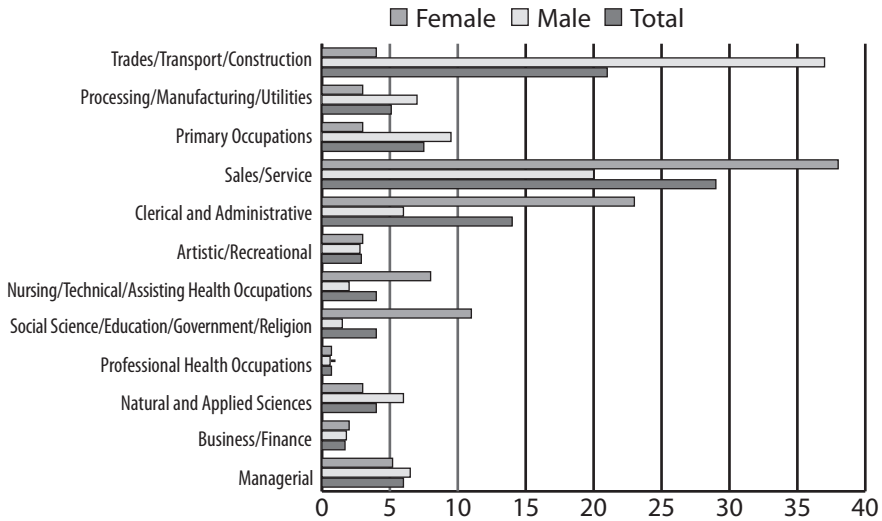
**Figure 4.15: Occupation Profile: Registered Indian Population by Gender**



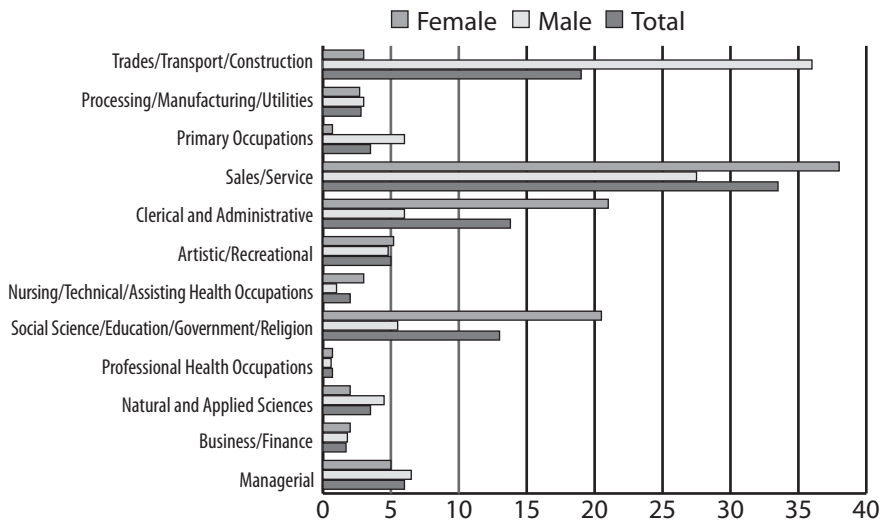
**Figure 4.16: Occupation Profile: First Nation Population by Gender**



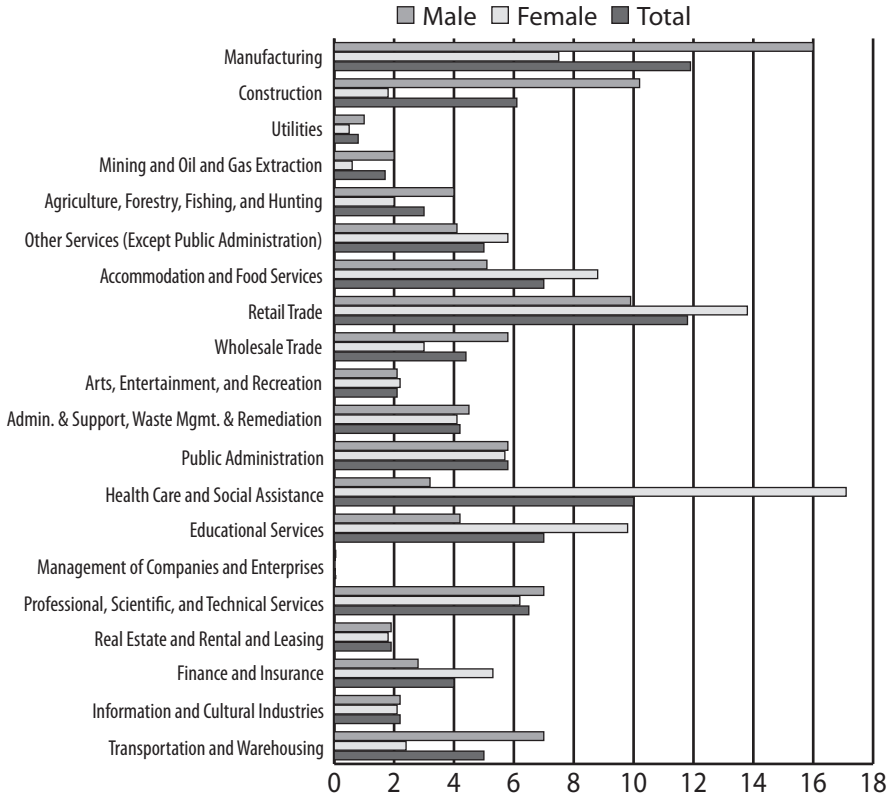
**Figure 4.17: Occupation Profile: Métis Population by Gender**



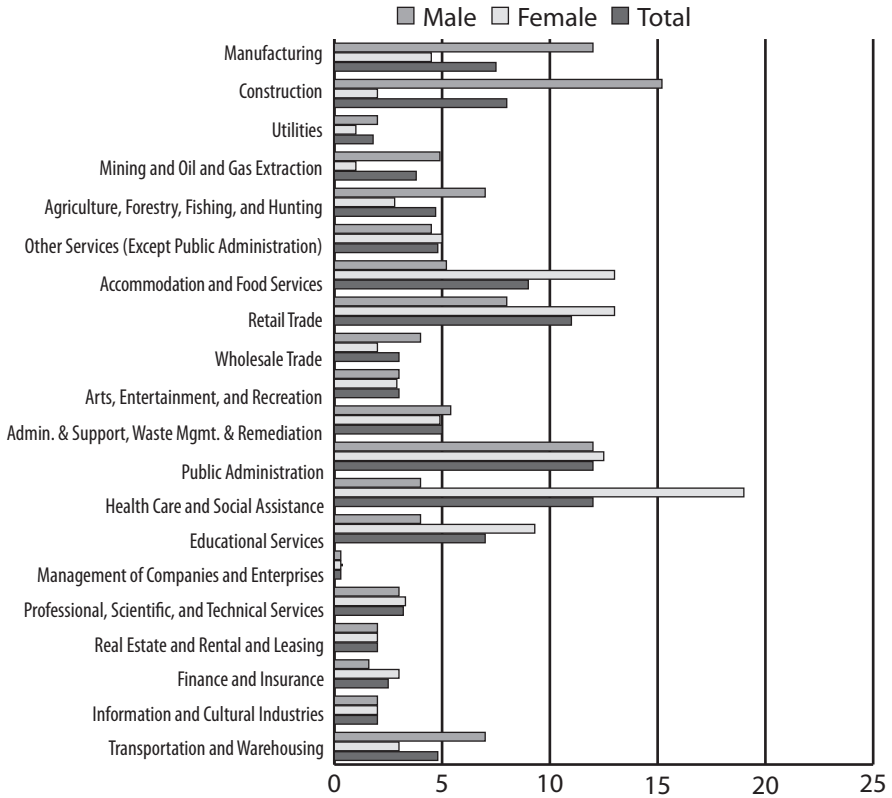
**Figure 4.18: Occupation Profile: Inuit Population by Gender**



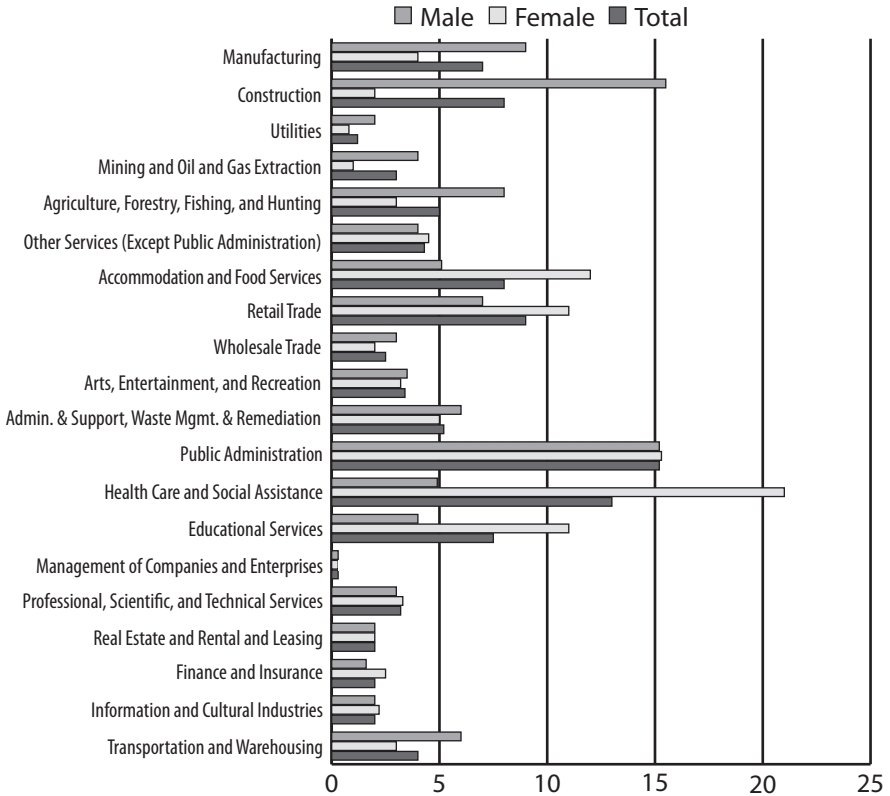
**Figure 4.19: Industry Profile: Non-Aboriginal Population by Gender**



**Figure 4.20: Industry Profile: Aboriginal Population by Gender**

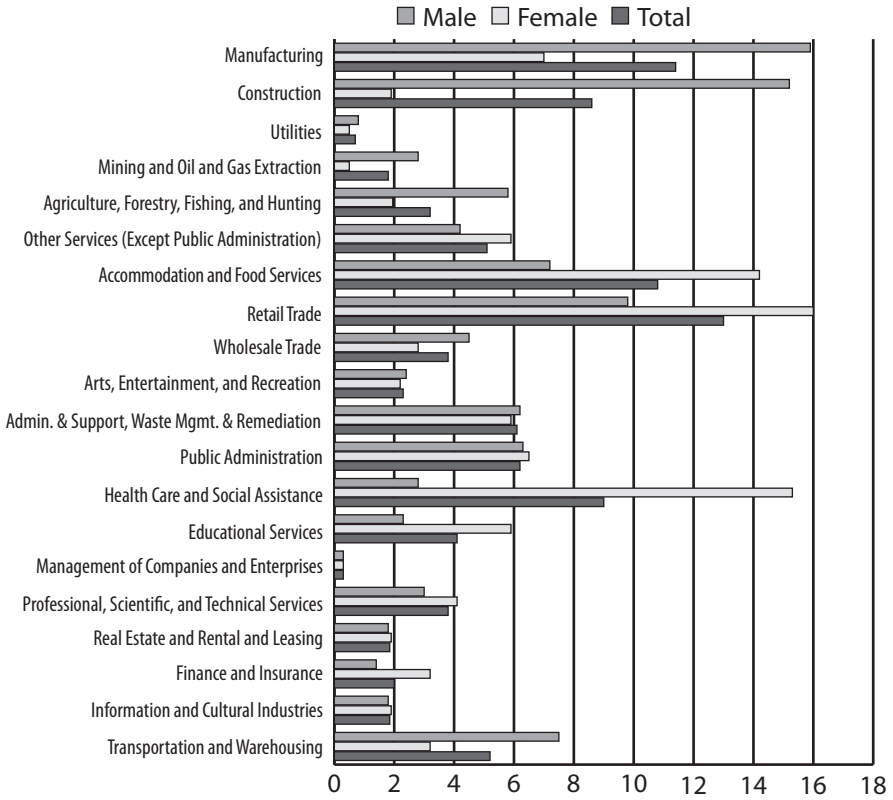


**Figure 4.21: Industry Profile: Registered Indian Population by Gender**

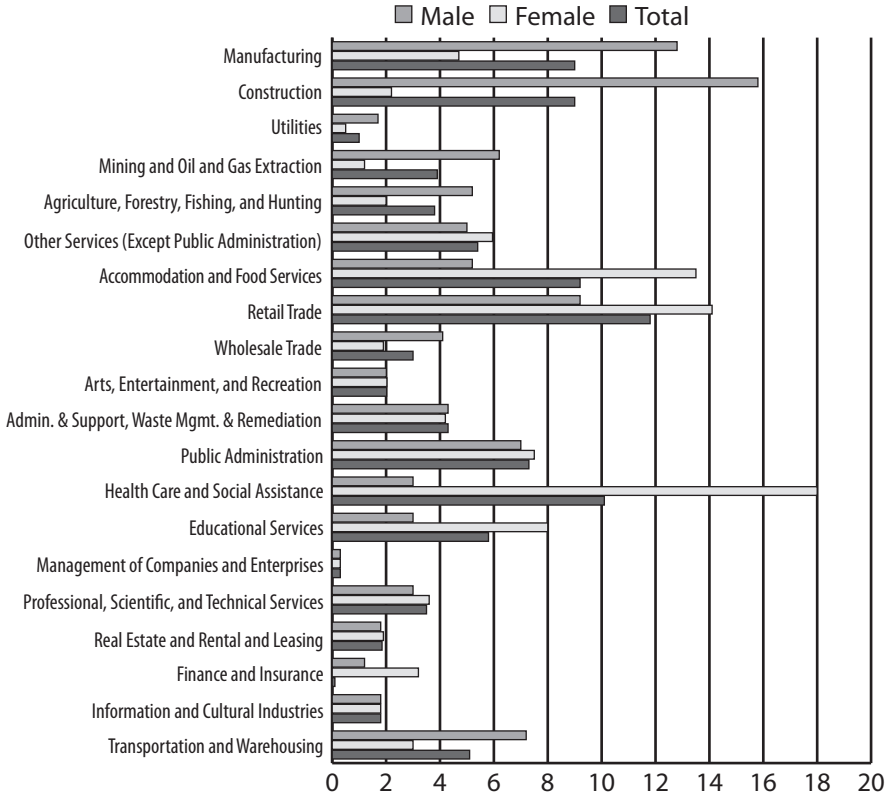




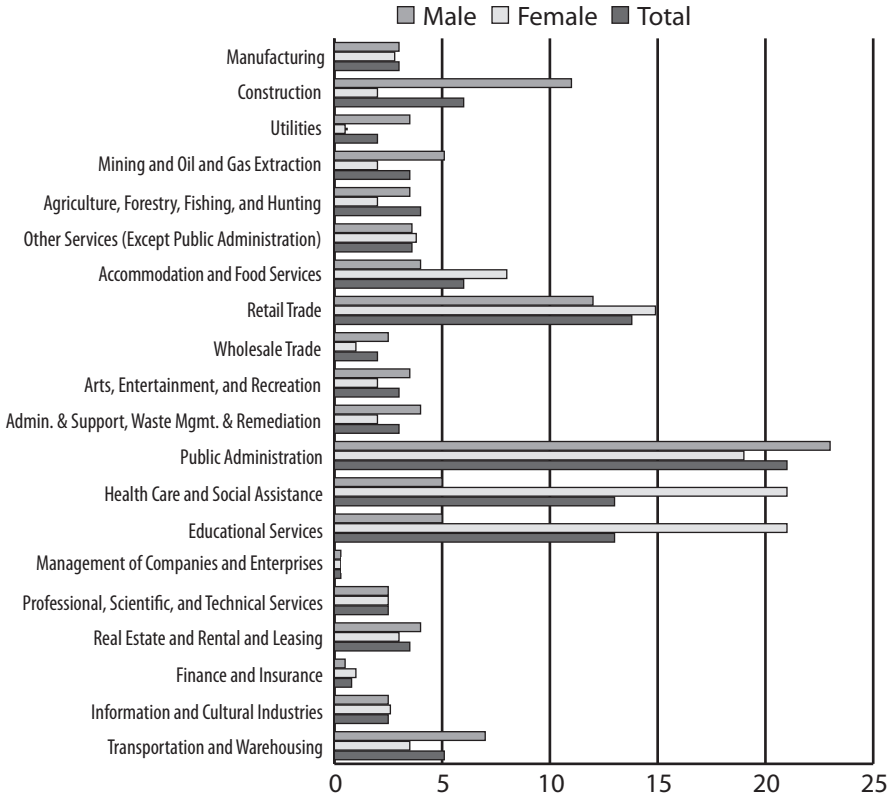
**Figure 4.22: Industry Profile: First Nation Population by Gender**



**Figure 4.23: Industry Profile: Métis Population by Gender**



**Figure 4.24: Industry Profile: Inuit Population by Gender**



### **Aboriginal Identity, Region, and Labour-Market Outcomes**

A regional analysis of the labour market by identity groups paints a picture similar to the one that has been described above (see **Tables 4.12 to 4.19** on pages 88 to 92).<sup>2</sup> Non-Aboriginal peoples are more likely to occupy the upper-tier jobs in the labour market across all regions, including managerial, business/finance, natural and applied sciences, professional health occupations, social science, education, government, religion, and nursing, technical, and assisting health occupations. About one-third of the employment of Aboriginal peoples is in sales/service provision although non-Aboriginal peoples tend to report higher rates of clerical and administrative work across most regions. Across all regions, Aboriginal peoples report higher participation in primary occupations as well as trades, transport, and construction. In Alberta, trades, transport, and construction is a significant portion of employment for Aboriginal peoples at about 26%, compared to the Canadian Aboriginal average of 17%. This is likely linked to the oil and gas industry. The Métis are more likely than other Aboriginal peoples to occupy the upper-tier service jobs across all regions, while the Inuit and Registered Indian groups tend to have the highest levels of employment in government-type jobs.

**Table 4.12: Occupation Profile for Alberta by Identity**

Occupation	Non-Aboriginal	Aboriginal	Registered Indian	First Nation	Métis	Inuit
Managerial	9.9	5.8	5.4	5.4	6.2	0.0
Business/Finance	2.8	0.9	0.6	0.7	1.2	0.0
Natural & Applied Sciences	8.5	3.3	2.4	3.0	4.1	0.0
Professional Health	1.2	0.2	0.1	0.0	0.3	0.0
Social Science/Education/ Gov't/Religion	7.5	7.2	9.3	4.8	6.1	0.0
Nursing/Technical/ Assisting Health	4.3	2.6	2.5	1.2	2.8	0.0
Artistic/Recreational	2.7	1.3	1.1	1.6	1.5	0.0
Clerical/Administrative	16.0	13.3	13.1	10.8	13.7	6.7
Sales/Service	23.7	30.6	31.2	37.3	28.7	65.3
Primary Occupations	3.7	5.2	5.3	3.5	5.5	0.0
Processing/ Manufacturing/Utilities	3.1	3.9	4.1	3.4	3.9	0.0
Trades/Transport/ Construction	16.5	25.7	24.9	28.4	25.9	28.0

**Table 4.13: Occupation Profile for British Columbia by Identity**

Occupation	Non-Aboriginal	Aboriginal	Registered Indian	First Nation	Métis	Inuit
Managerial	10.3	5.3	4.6	4.8	6.6	0.0
Business/Finance	2.7	0.8	0.8	0.0	1.3	0.0
Natural & Applied Sciences	6.8	2.6	2.6	1.6	3.0	0.0
Professional Health	1.4	0.1	0.1	0.0	0.2	0.0
Social Science/Education/ Gov't/Religion	8.8	9.7	11.2	6.5	8.8	0.0
Nursing/Technical/ Assisting Health	4.3	2.0	1.9	1.3	2.4	0.0
Artistic/Recreational	4.0	2.5	2.5	1.9	2.6	0.0
Clerical/Administrative	14.9	11.3	11.4	12.0	11.0	0.0
Sales/Service	26.2	33.6	31.1	40.2	34.2	0.0
Primary Occupations	3.3	6.5	8.3	4.6	4.6	0.0
Processing/ Manufacturing/Utilities	3.8	5.4	6.9	3.7	3.9	0.0
Trades/Transport/ Construction	13.3	20.2	18.5	23.4	21.5	0.0

**Table 4.14: Occupation Profile for Manitoba by Identity**

Occupation	Non-Aboriginal	Aboriginal	Registered Indian	First Nation	Métis	Inuit
Managerial	9.2	5.3	4.6	3.2	5.9	0.0
Business/Finance	2.5	1.2	1.2	0.0	1.3	0.0
Natural & Applied Sciences	5.7	3.2	2.6	3.2	3.6	0.0
Professional Health	1.4	0.3	0.2	0.0	0.3	0.0
Social Science/Education/ Gov't/Religion	9.1	9.8	12.1	8.5	8.7	0.0
Nursing/Technical/ Assisting Health	5.6	5.1	4.8	3.9	5.4	0.0
Artistic/Recreational	2.8	1.9	2.5	0.0	1.7	0.0
Clerical/Administrative	16.7	15.8	13.5	15.3	17.2	0.0
Sales/Service	25.7	31.2	34.1	43.1	28.8	100.0
Primary Occupations	2.5	3.7	3.9	3.9	3.6	0.0
Processing/ Manufacturing/Utilities	5.3	5.2	4.8	5.0	5.4	0.0
Trades/Transport/ Construction	13.6	17.2	15.8	13.9	18.1	0.0

**Table 4.15: Occupation Profile for Ontario by Identity**

Occupation	Non-Aboriginal	Aboriginal	Registered Indian	First Nation	Métis	Inuit
Managerial	10.1	6.3	6.2	6.3	6.6	0.0
Business/Finance	3.1	1.3	1.2	1.2	1.5	0.0
Natural & Applied Sciences	7.6	3.9	2.9	4.3	4.8	7.5
Professional Health	1.2	0.1	0.1	0.0	0.2	0.0
Social Science/Education/ Gov't/Religion	8.9	10.0	12.7	6.7	8.7	15.0
Nursing/Technical/ Assisting Health	4.0	3.2	3.6	1.6	3.8	0.0
Artistic/Recreational	3.7	2.3	2.5	2.6	1.9	0.0
Clerical/Administrative	16.6	14.3	13.7	14.9	14.7	15.0
Sales/Service	24.1	32.4	31.7	34.6	31.3	32.5
Primary Occupations	1.6	3.0	3.3	2.1	3.2	0.0
Processing/ Manufacturing/Utilities	6.5	5.5	5.2	6.2	5.5	0.0
Trades/Transport/ Construction	12.5	17.7	16.9	19.4	17.8	0.0

**Table 4.16: Occupation Profile for Saskatchewan by Identity**

Occupation	Non-Aboriginal	Aboriginal	Registered Indian	First Nation	Métis	Inuit
Managerial	8.8	5.6	5.4	3.1	6.0	0.0
Business/Finance	2.3	0.9	1.1	0.0	0.7	0.0
Natural & Applied Sciences	5.9	2.4	1.6	0.0	3.1	0.0
Professional Health	1.5	0.0	0.0	0.0	0.1	0.0
Social Science/Education/ Gov't/Religion	9.7	11.3	12.9	9.3	9.8	0.0
Nursing/Technical/ Assisting Health	5.3	3.1	2.3	1.6	3.9	0.0
Artistic/Recreational	2.8	1.9	3.0	0.0	1.1	0.0
Clerical/Administrative	16.3	12.1	11.2	7.0	13.2	0.0
Sales/Service	25.9	35.6	37.1	52.7	33.4	0.0
Primary Occupations	3.9	4.8	4.6	0.0	5.1	0.0
Processing/ Manufacturing/Utilities	2.9	3.8	4.5	4.7	3.1	0.0
Trades/Transport/ Construction	14.6	18.5	16.2	21.7	20.6	0.0

**Table 4.17: Occupation Profile for North (Three Territories) by Identity**

Occupation	Non-Aboriginal	Aboriginal	Registered Indian	First Nation	Métis	Inuit
Managerial	13.9	7.0	6.3	3.8	10.7	6.2
Business/Finance	2.4	1.7	1.4	0.0	3.5	1.1
Natural & Applied Sciences	8.5	3.1	3.1	0.0	5.1	1.6
Professional Health	1.2	0.0	0.0	0.0	0.0	0.0
Social Science/Education/ Gov't/Religion	11.3	10.3	10.5	16.3	10.2	8.3
Nursing/Technical/ Assisting Health	4.3	1.8	2.5	0.0	1.1	1.1
Artistic/Recreational	3.8	3.2	3.1	0.0	3.5	3.8
Clerical/Administrative	15.4	16.4	16.7	13.8	15.0	17.2
Sales/Service	22.2	30.2	28.5	27.5	28.1	37.5
Primary Occupations	1.6	4.6	5.8	7.5	4.0	1.3
Processing/ Manufacturing/Utilities	0.6	0.8	1.2	0.0	0.0	0.5
Trades/Transport/ Construction	14.7	21.0	20.9	31.3	19.0	21.4

**Table 4.18: Occupation Profile for Quebec by Identity**

Occupation	Non-Aboriginal	Aboriginal	Registered Indian	First Nation	Métis	Inuit
Managerial	9.3	7.8	7.5	8.6	7.2	24.1
Business/Finance	3.1	2.2	2.2	2.0	2.3	0.0
Natural & Applied Sciences	7.6	4.4	3.9	3.9	5.6	0.0
Professional Health	1.4	0.0	0.0	0.0	0.0	0.0
Social Science/Education/ Gov't/Religion	9.9	9.2	11.4	7.4	7.3	13.8
Nursing/Technical/ Assisting Health	4.6	3.4	3.2	4.2	3.0	0.0
Artistic/Recreational	4.4	4.2	5.7	2.8	3.4	0.0
Clerical/Administrative	17.2	17.4	16.0	17.5	19.2	24.1
Sales/Service	25.1	29.7	29.7	29.3	29.8	37.9
Primary Occupations	0.8	1.4	1.7	1.0	1.2	0.0
Processing/ Manufacturing/Utilities	5.0	3.9	3.8	3.0	4.9	0.0
Trades/Transport/ Construction	11.7	16.5	14.9	20.3	16.1	0.0

**Table 4.19: Occupation Profile for the Atlantic Provinces by Identity**

Occupation	Non-Aboriginal	Aboriginal	Registered Indian	First Nation	Métis	Inuit
Managerial	9.8	5.2	5.3	6.4	4.5	5.7
Business/Finance	2.4	0.0	0.0	0.0	0.0	0.0
Natural & Applied Sciences	7.1	5.3	3.6	3.6	8.1	4.3
Professional Health	1.5	0.0	0.0	0.0	0.0	0.0
Social Science/Education/ Gov't/Religion	9.6	10.2	13.4	5.0	9.2	10.5
Nursing/Technical/ Assisting Health	5.1	1.3	2.8	0.0	1.3	0.0
Artistic/Recreational	3.5	2.2	2.5	3.9	2.0	0.0
Clerical/Administrative	17.2	15.4	17.6	11.1	12.6	20.5
Sales/Service	26.6	37.7	37.4	46.4	36.4	33.8
Primary Occupations	2.3	3.7	2.3	4.3	2.7	8.6
Processing/ Manufacturing/Utilities	2.3	1.8	2.1	3.2	1.6	0.0
Trades/Transport/ Construction	12.5	17.1	13.0	16.1	21.6	16.7

**Table 4.20: Occupation Profile for Canada by Identity**

Occupation	Non-Aboriginal	Aboriginal	Registered Indian	First Nation	Métis	Inuit
Managerial	9.8	5.9	5.5	5.9	6.3	5.6
Business/Finance	3.0	1.1	1.0	0.9	1.3	0.5
Natural & Applied Sciences	7.5	3.3	2.6	3.3	4.0	2.4
Professional Health	1.3	0.1	0.1	0.0	0.2	0.0
Social Science/Education/ Gov't/Religion	9.0	9.4	11.5	6.6	8.1	8.4
Nursing/Technical/ Assisting Health	4.3	3.1	3.0	1.8	3.6	0.5
Artistic/Recreational	3.7	2.1	2.5	2.2	1.8	1.9
Clerical/Administrative	16.5	13.8	13.1	13.7	14.5	16.8
Sales/Service	24.7	32.2	32.3	36.6	30.7	42.2
Primary Occupations	2.1	4.4	4.9	2.9	4.3	3.1
Processing/ Manufacturing/Utilities	5.1	4.5	4.8	4.6	4.4	0.3
Trades/Transport/ Construction	13.1	20.0	18.6	21.4	21.0	18.2



### ***Future Labour-Market Needs***

Having looked at educational attainment and labour-market outcomes, questions about the future needs of the labour market arise. Indeed, the future of Aboriginal well-being is directly tied to strategic, human-capital attainment. The future labour-market demands in Canada will now be examined. Labour-market demand is a function of supply and demand of industries, as well as demographic factors, including an aging population (retirements).

It is estimated that between 2006 and 2015 the economy will generate about 1.9 million new jobs, with a growth rate of about 1.1% per year. According to projections from Human Resources and Social Development Canada (Lapointe, Dunn, Tremblay-Cote, Bergeron, and Ignaczak 2006), about 55% of all job openings between 2006 and 2015 will require a post-secondary education. Management occupations, which typically require some type of post-secondary education, will account for another 11% of all job openings. About one-quarter of all job openings will require a high school diploma, and a mere 7.6% of jobs will require only on-the-job training (see **Table 4.21** on page 94).

Canada's economy will continue to shift towards a knowledge-based economy. Service-providing occupations are expected to grow, particularly in the health sector due to the age structure of the population. Overall, computer and information systems professionals, physicians, engineers, nurses, and other professionals providing services will be in high demand. In terms of the goods-producing sector, growth will be low because of the rise in productivity although equipment industries, including computer and electronic, aerospace, and fabricated metals, will be in high demand globally. Primary industries will be plagued by reduced accessibility to natural resources, which will also affect related industries in the manufacturing sector (Lapointe et al. 2006). In the construction sector, demand for residential construction will decrease, but non-residential construction is projected to increase. Most notably for the western provinces, the energy sector (oil, gas, uranium, etc.) will continue to have a strong presence, with expansion in related industries such as non-residential construction, extraction, and processing.

Excess supply of labour has and will continue to occur disproportionately in low-skill occupations, particularly in primary sector manufacturing, sales and service occupations, and office-equipment operators.

Retirement among members of the baby boomer generation will create a strong demand for labour in the coming years. The annual retirement rate is expected to rise with each passing year, increasing from 2.1% in 2005 to 2.6% by 2015. In fact, 70% of all job openings will result from retirements, while the rest will result from the expansion of the economy.

**Table 4.21: Ten-year Outlook for the Canadian Labour Market (2006–2015)**

Skill Level (Occupation)	Expansion Demand (Non-student)	Retirements			Share (%)
		Level (000s)	Rate % (AAGR*)	Level (000s)	
<b>Total 1</b>	1,697	1.1	3,801	2.4	
<b>Skill Level</b>					
<b>Management</b>	170	1.2	433	2.8	11.0
<b>Occupations Usually Requiring:</b>					
<b>University Education</b>	445	1.6	726	2.5	21.3
<b>College Education or Apprenticeship Training</b>	560	1.1	1,288	2.4	33.6
<b>High School Diploma</b>	425	0.9	1,035	2.2	26.5
<b>Only On-the-Job Training</b>	97	0.6	320	2.1	7.6

\*AAGR: Average annual growth rate

\*\*AAR: Annual average retirement rates, which correspond to the ratio of retirement level to employment level for each forecast year

Skill levels are based on the 2001 NOC Matrix in which occupations are grouped according to the education and training normally required

Source: Lapointe 2006

## Program and Policy Implications

We have provided an elaborate examination of the economic capacity of the urban Aboriginal population. Let us briefly review some of the findings from the analysis before delving into the implications of this research.

- The non-Aboriginal population has much higher levels of educational attainment than the Aboriginal population.
- The Métis boast the highest levels of attainment, followed by the First Nation identity, Registered Indian, and Inuit populations.
- A gender-based analysis shows that the non-Aboriginal population is relatively equal in terms of educational attainment levels, but that in the Aboriginal population, males fare much worse than females. This largely holds true across all Aboriginal identity groups.
- Educational attainment is increasing over time for both the Aboriginal and non-Aboriginal populations. Particularly at the post-secondary level, a large number of individuals do not complete their highest level of educational attainment until they are over 30 years of age. This pattern is even more pronounced for the Aboriginal population, though the Métis population is a notable exception.
- In all regions, the Aboriginal population has lower levels of educational attainment than the non-Aboriginal population. Education inequality between Aboriginal and non-Aboriginal populations is largest in the

North and smallest in the Maritimes. Among Aboriginal peoples, those residing in the Maritimes, Quebec, and Ontario tend to have the highest levels of educational attainment particularly at the university level, while those individuals in the North have the lowest. The Métis tend to have the highest levels of educational attainment in each region, while the Inuit have the lowest levels of attainment.

- The non-Aboriginal population occupies a greater portion of the upper-tier service jobs in Canada.
- Aboriginals are much more likely to be in government-related jobs than non-Aboriginals.
- There appears to be a relatively similar level of concentration in lower-tier service industries for both groups.
- Aboriginal and non-Aboriginal peoples are in the goods-producing (or primary) industries at about the same level, although non-Aboriginal peoples are much more likely to be in the manufacturing sector than Aboriginal peoples. On the other hand, Aboriginal peoples report higher levels in construction, mining and oil and gas extraction, and agriculture, forestry, fishing, and hunting.
- The Métis fare the best in the labour market, followed by First Nations, Registered Indians, and finally, the Inuit. Also, the latter two identity groups are more likely to be in government jobs than the Métis and First Nations.
- Participation in professional health occupations is about the same for all Aboriginal identity groups, that is, extremely low.
- Gendered industry and occupational segregation is similar across the non-Aboriginal and Aboriginal populations. Females in both groups tend to be concentrated in lower-tier service employment, but also in relatively good jobs in health care and social assistance, as well as teaching and other types of government jobs. Males dominate the primary sector, management jobs, and trades, transport, and construction, as well as professions in the natural and applied sciences.
- Intra-Aboriginal gender differences in the labour market follow the patterns noted above.
- Regional labour-market outcome patterns are largely congruent with other findings. Non-Aboriginal peoples fare better than Aboriginal peoples in all regions.
- The Métis are the most successful Aboriginal group in the labour market across most regions.
- The Inuit and Registered Indians tend to have the highest levels of employment in government-type jobs across all regions.

### ***Program and Service Delivery Implications***

Given the findings noted above, there are a number of implications for program and service delivery to consider. High levels of educational attainment appear to be linked to better labour-market outcomes; this holds true for both the Aboriginal and non-Aboriginal populations. For example, the Métis population possesses the highest human capital of all Aboriginal groups, and this translates to superior outcomes in the labour market. Increasing educational attainment, particularly at the university level, will be necessary to take advantage of the growth in “good jobs” in future years. Interventions to address the needs of students at all levels of the educational system are needed. The determinants of educational attainment are varied (White et al. 2009). The Inuit and Registered Indians are particularly vulnerable. An emphasis on educational initiatives at the community level to increase attainment is imperative. Support mechanisms must be in place to address the needs of Aboriginal youth in urban centres.

In terms of education, Aboriginal men are not faring as well as Aboriginal women. There are noticeable gaps in attainment, including at the university level. The reasons for lower levels of attainment are multiple and must be identified. Services to address the unique needs of males and females in a culturally appropriate manner will be imperative to closing the Aboriginal/non-Aboriginal and gender gaps.

Aboriginal peoples are more likely to finish their education at older ages. Life course events, such as child birth or family problems, may interfere with educational attainment. At the high-school level, programs such as the Alternative Education Secondary School Program in Ontario, which provide services to students at high risk of dropping out, have been quite successful (Spence and White 2009). As well, support for students at post-secondary institutions is also important, such as Aboriginal drop-in centres.

Aboriginal peoples are under-represented in many of the high-end industries and service occupations, including management. On the other hand, there is a distinct overrepresentation in government-type jobs. This lack of occupational diversity in upper-tier service jobs is something of a threat to entrepreneurship and Aboriginal community sustainability. Links between Aboriginal peoples with high levels of human capital and private business must be forged in the labour market. As well, education and recruitment into a broader range of professional disciplines is required. The Inuit are particularly economically at risk.

All Aboriginal groups are equally under-represented in professional health occupations at less than half a percent. Given the increasing demand for labour in the health sector, particularly professional health occupations, strategies must be developed to link individuals with institutions that provide the means to increase Aboriginal enrollment in such areas of study. Moreover, besides recruitment, efforts to ensure successful completion of these demanding programs will be required.

Links between the educational system and the labour force are important. Excess supply of labour in low-skilled occupations is detrimental to Aboriginal peoples and the greater Canadian society. High educational attainment is the ultimate defence. Moreover, the connection between educational choices and matching the skills of workers to the demands of the labour market is essential. Services in areas with Aboriginal populations are critical to ensure that students pursue highly marketable careers and can be linked to the labour force. The development of social capital has been proven useful in this regard (White, Spence, and Maxim 2005).

The provision of programs and services for Aboriginal peoples in rural areas must address the unique needs of the diverse people it services. High rates of churn migration have been documented between reserve and urban areas, which can affect outcomes, including education (Beavon, Wingert, and White 2009). The development of social capital between Aboriginal and universal service providers is crucial to ensure that individuals do not fall between the cracks (Spence and White 2009).

Benchmarks must be established, and a clear documentation of the socio-demographic characteristics of the urban Aboriginal population are needed to provide adequate programming and servicing. As well, evaluation of initiatives using this data will be essential to monitor progress.

Service providers must solicit or engage in research to fully understand the specific mechanisms at work with respect to economic development in the urban Aboriginal population. A localized analysis that captures the idiosyncrasies of specific communities will be most efficient in informing programming and service delivery.

Finally, it is well known that Aboriginal peoples do not currently possess the human capital to flourish as the economy demands increasingly skilled labour. This is evidenced by their low levels of educational attainment and labour-market segregation. Overall, increased funding will be necessary to address the issues brought forth in this paper. It is of the utmost importance that resources be made available for a range of programs and service delivery to maximize the socio-economic outcomes of urban Aboriginal peoples.

## **Conclusion**

This chapter has provided an overview of the economic development capacity of urban Aboriginal peoples. Recent data paint a clear picture of the human capital and labour-market outcomes of urban Aboriginal peoples in friendship centre catchment areas.

The categories chosen for this analysis are useful; however, readers are cautioned that there is diversity within these categories. No doubt there is a great deal of economic, political, cultural, and historical variation within the Aboriginal identity groups. This paper has tried to take some of these issues into consideration

through an intra-Aboriginal analysis, as well as a focus on gender, age, and region, although it is far from comprehensive. Despite these limitations, the data provide a current view of the economic capacity of the urban Aboriginal population.

Identifying the needs of urban Aboriginal peoples must continue to be a priority. Despite the hardships and poor socio-economic outcomes documented so often, the future of this young, growing population has yet to be written. Strategic policy and program delivery will be the social lever for meaningful change.

## Endnotes

- 1 For the industry classification, the tables group industries into upper-tier (transportation and warehousing to public administration) and lower-tier (administrative and support, waste management, and remediation services) service industries, as well as primary industries (agriculture, forestry, fishing, and hunting to manufacturing). While distinctions between industries are not perfect, they serve as a useful way to examine the data.
- 2 To save space, no tables for industry classification are provided; instead, occupational data are made available. The industry classification data largely coincides with what has already been reported and is congruent with the occupational data provided in this section.

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