

JOB SKILLS TRAINING AMONG INDIGENOUS PEOPLE: ITS CORRELATES, EFFECTS, AND UNMET NEEDS

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Abstract

This study examined Indigenous workers' participation in skills training, unmet needs for training, and their socio-demographic and labour market correlates. Specifically, it examines the prevalence, number, and types of skills training by Indigenous workers aged 15 years or older in the year prior to being interviewed in the 2017 Aboriginal Peoples Survey (APS). Participation rates in skills training were higher among Indigenous women than men; among workers with higher education, income, and skill levels; and among those with certain labour market conditions such as full-time positions, longer job tenure, white-collar occupations, employed (as opposed to self-employed) positions than other workers. Female Indigenous workers, especially those with post-secondary education, were more likely than their male counterparts to report unmet needs for skills training. Indigenous workers who reported job satisfaction, and positive overall and mental health were more likely than other workers to participate in skills training and less likely to report unmet needs of training.

Keywords: Indigenous, skills training, Aboriginal Peoples Survey, job satisfaction

Résumé

Cette étude analyse la participation des travailleur·se·s autochtones aux activités de formation en compétences, leurs besoins non satisfaites en matière de formation, ainsi que leurs corrélats sociodémographiques et liés au marché du travail. Plus précisément, elle examine la prévalence, le nombre et le type de formations suivies par les personnes autochtones de 15 ans et plus au cours de l'année précédant leur entrevue dans le cadre de l'Enquête auprès des peuples autochtones (EAPA) de 2017. Le taux de participation à la formation en compétences étaient plus élevés chez les femmes autochtones que chez les hommes, chez les personnes ayant un plus haut niveau de scolarité, de revenu et de compétences, ainsi que chez celles occupant certaines conditions d'emploi, notamment des postes à temps plein, une ancienneté plus longue, des emplois de cols blancs et des postes salariés plutôt qu'à leur compte. Les travailleur·se·s autochtones, en particulier celles et ceux titulaires d'un diplôme d'études secondaires, étaient plus susceptibles que leurs homologues masculins de déclarer des besoins non satisfaits en matière de formation. Les personnes autochtones ayant déclaré une satisfaction professionnelle ainsi qu'un état de santé général et mental positif étaient plus susceptibles que les autres de participer à des activités de formation et moins susceptibles de déclarer des besoins non comblés en matière de formation.

Mots clés : autochtone; formation en compétences; Enquête auprès des peuples autochtones; satisfaction au travail

Introduction

This study investigates job skills training among Indigenous workers aged 15 years or older. Specifically, it examines the prevalence, number, and types of skills training by Indigenous workers in the year prior to being interviewed in the 2017 Aboriginal Peoples Survey (APS). This study also examines how many Indigenous workers did not participate in skills training despite reporting a need for such training, including the main causes of unmet training needs. Associations between labour market conditions and participation in skills training are discussed.

Over their careers, workers upgrade their skills and knowledge through training to increase promotional opportunities, improve job security, or earn higher wages. The importance of job training has been enhanced in today's labour market where global competition increases and technological change intensifies. From the societal perspective, proper job training of workers increases economic growth, improves employment rates, and greatly reduces labour skill shortages and skill-to-job mismatches (Mahboubi & Zhang, 2025; CEDEFOP, 2010; Munro, 2014; Canada Council on Learning, 2009; Bailey, 2007; Miner, 2014; Halliwell, 2013). It is well-known that the provision of relevant job training contributes to improved productivity. Investment in human capital, that is, in education and skills training, is three times more important to economic growth than investment in physical capital, such as machinery and equipment (Coulombe et al., 2004). It has also been reported that organizations with strong learning cultures invest more in learning and development and as a result, realizing greater returns from their investment: they have superior employee performance, higher levels of customer satisfaction, and provide higher quality products and services to their customers compared with their competitors (Hall & Cotsman, 2015).

Skills training also helps individual workers to obtain the skill levels required for their job. It would provide people with greater employability as well as more matched employment. As a result, it leads to more satisfied employees and employers (Miner, 2014; National Collaborating Centre for Aboriginal Health, 2017; Jones et al., 2009; Siebern-Thomas, 2005; McGrandle, 2019; Schmidt, 2007). According to Jones et al. (2009), it was evident that having received training in the previous 12 months was positively and significantly related to many dimensions of job satisfaction such as an individual's satisfaction with the sense of achievement, scope for using own initiative, influence over the job, amount of pay, work itself. On the other hand, organizations with a lack of training led to organizational obstacles and/or constraints to doing one's job adequately, and thus were associated with lower levels of job satisfaction (Ellickson, 2002).

Also, the development of life skills through education and training has been considered a key factor that influences health (Burton, 2010; Canadian Public Health Association, 1997). A variety of on-the-job training including health and safety education, language and literacy, life skills as well as particular work skills is one important feature of a healthy workplace (Canadian Public Health Association, 1997).

In Canada, 36% of adults aged 25 to 64 participated in job-related education or training in 2008, an increase from 30% in 2002 (Knighton et al., 2009). According to the same study, 40% of employed education program participants received support from an employer while the vast majority (89%) of job-related training activities undertaken by employed Canadians were employer-sponsored. The same 2008 study also indicated that almost one-third of Canadians aged

18 to 64 reported that there was training or education that they had wanted or needed to take but did not. Family responsibilities, work requirements, and conflicts with work schedules were the most common reasons for not pursuing job-related education or training (Knighton et al, 2009). The proportion of Canadian workers participating in skills training has increased over time. According to a recent study, more than half of those in the labour force (56%) reported that they have participated in some form of training over the past 12 months (Environics Institute & Diversity Institute, 2023).

Opportunities to participate in skills training may not be equally distributed. For instance, older workers were significantly less likely to take job-related training than their younger counterparts. Between July 2007 and June 2008, 32% of workers aged 55 to 64 took some training compared to 45% of those aged 25 to 54, although the training gap between older and younger workers has narrowed compared to the data of 1991 (Park, 2012). This age gap persisted even after labour market factors and personal characteristics were taken into consideration. Also, Canadian-born employees were more likely to receive job-related training than their immigrant counterparts: 35% versus 31% for men and 37% versus 33% for women (Park, 2011). Furthermore, immigrant employees who immigrated to Canada as adults were 25% less likely to receive job training than their Canadian-born counterparts. For both the overall Canadian population and specific population groups, the receipt of skills training tends to be related to levels of income and education, with low-income or low-education workers being less likely to have job-related skills training (Park 2011; Park 2012; Environics Institute & Diversity Institute, 2023). In addition, individuals who are members of labour unions or employed in the public sector are more likely than average to access such training opportunities (Environics Institute & Diversity Institute, 2023). (Environics Institute & Diversity Institute, 2023).

It is important to pay attention to skills training among specific population groups, as their distinctive socio-economic conditions are related to their participation in skills training. Deliberate efforts are necessary to ensure that historically marginalized populations have equitable access to skills development opportunities, including training, networking, and mentorship (Mahboubi & Zhang, 2025; Canadian Council for Aboriginal Business & Diversity Institute at Toronto Metropolitan University, 2022). Particularly, job skills training has a special significance for the Indigenous working population (Canadian Council for Aboriginal Business, & Diversity Institute at Toronto Metropolitan University, 2022; Sharpe et al., 2009; National Collaborating Centre for Aboriginal Health, 2017; Canadian Council on Learning, 2009). One of the most common reasons for Indigenous peoples' challenge in employability is reported to be the lack of necessary training and education (Statistics Canada, 2015). A lower proportion of Indigenous workers reported attending any organized session for on-the-job training and other training provided by supervisors or co-workers, compared with non-Indigenous workers (Park, 2022). Compared to their non-Indigenous counterparts (75%), a significantly higher proportion of First Nations people who participated in training (84%) reported that their training was only partially covered or not covered at all by their employer (Bleakney et al., 2024).

However, there is a clear benefit to skills training. Indigenous workers with post-secondary education who had received job training in the previous year were more likely to be in a well-matched job as opposed to being in a job for which they were over-qualified (Park, 2022). Additionally, a higher proportion of Indigenous workers reported that their training was more helpful in securing a promotion or better job compared to other workers (Environics Institute & Diversity Institute, 2023).

Although there have been a number of statistical reports on the overall economic and educational conditions of Indigenous people, with some recent studies examining their skill levels, skills training among Indigenous workers has been rarely described, and its relationships with labour market characteristics are not well-known. This study attempts to fill that information gap by examining associations between the prevalence of job skills training for the past 12 months and various demographic and labour market characteristics. Demographic variables included in this analysis are sex, age, marital status, region, and education level. Characteristics related to labour market conditions included are employment income, self-employed/employed, job tenure, occupation, and part-time/full-time status. Also examined are the main type(s) of job training taken by Indigenous workers in the past year, as well as the prevalence of unmet needs for skills training and the specific barriers to obtaining needed training. Self-reported satisfaction with job skills training is also described. Wherever possible, findings are presented for specific Indigenous groups (Registered Indian, Non-status First Nations, Inuit, or Métis), by gender, and by age group.

This study attempts to answer the following research questions:

- What proportion of Indigenous workers have received job skills training in the past 12 months?
- What were the major types of training that Indigenous workers have received in the past 12 months?
- How many training opportunities (e.g., the number of courses, workshops, seminars, etc.) were taken in the past 12 months?
- What were the main reasons for taking job skills training?
- What were socio-demographic and labour market correlates of receipt of job skills training?
- How was the receipt of job skills training associated with job satisfaction and workers' health?
- What proportion of Indigenous workers reported barriers to taking job skills training -- unmet needs of skills training?
- What were socio-demographic and labour market correlates of unmet needs of skills training?
- What were the main reasons (types of barriers) for unmet needs of job skills training?

Methods

Data source

The data source of this project is the 2017 Aboriginal Peoples Survey (APS). APS is a national survey on the social and economic conditions of First Nations people living off-reserve, Métis and Inuit, aged 15 years and over. It is also a postcensal survey, designed to follow and complement the Census of Population. As the survey collects information concerning a wide range of social and economic indicators among Indigenous peoples, it allows for detailed analyses of job-related conditions and labour market characteristics. The special thematic focus of the 2017 cycle of the APS included job skills and training (Vongdara et al., 2018). The counts of individuals who participated in and did not participate in skills training, according to the 2017 APS, can be accessed online (Statistics Canada, 2021) at <https://doi.org/10.25318/4110005001-eng>.

Indigenous workers aged 15 or older living off-reserve were included for analysis in the present study. The sample size was 12,828 (weighted N was 550,484). See Table 1 for sample sizes for the various Indigenous groups.

Measures

Receipt of skills training

Respondents who reported that they had taken any courses, workshops, seminars or training in the past 12 months to develop their job skills were considered to have received skills training.

Unmet need for skills training

Among respondents who had not received skills training in the past 12 months, those who reported that they had wanted to take such training were considered to have unmet needs for skills training.

Workers

Workers were identified based on two questions: “Last week (reference week) did you work at a job or business?” (regardless of the number of hours) and “Last week, did you have a job or business from which you were absent?” The analytical sample was limited to respondents who reported working at a job or business or being absent from a job or business, in the reference week.

The 2017 APS used a floating reference week for the labour force and labour market activities questions. This was because the survey was conducted over a seven-month period (January 16, 2017, to August 15, 2017). The definition of the ‘reference week’ for the labour force and labour market activities questions was based on the date of the interview. It was the most recently completed seven-day period beginning on a Sunday and ending on the following Saturday (Statistics Canada, 2017a).

Indigenous group

In this analysis, based on self-reported Indigenous identity and Registered (or Treaty Indian) status, respondents were classified into four groups: Registered Indian, Non-status First Nations, Inuit, and Métis (Statistics Canada, 2017b). This analysis included individuals of a single identity. Those reporting multiple Indigenous identities or Indigenous identities not included elsewhere were excluded. The size of those excluded would be about 1% of the study population (N=310). In recognition of the uniqueness of each of the four Indigenous groups, analyses were performed separately by Indigenous identity and Registered status (where sample sizes allowed). Due to restricted sample sizes, however, some detailed analyses could not be conducted. In such cases, the estimates are not broken down separately by sex.

Marital/family status

Four mutually exclusive categories of marital/family status were identified:

1. Married or common-law
2. Lone parent
3. Widowed, divorced or separated
4. Never married

Educational attainment

In this analysis, educational attainment was classified into five groups:

1. Lower than secondary school graduation

2. Secondary school graduation
3. Some postsecondary education
4. Postsecondary graduation -- lower than bachelor level
5. University graduation -- bachelor level or higher

Employment income group

The employment income group was based on respondents' self-reported total employment income in 2016. Employment and self-employment income includes wages, salaries, tips, taxable benefits, research grants, royalties, commissions and gratuities. In this analysis, four employment income groups were classified: less than \$10,000; \$10,000 to \$29,999; \$30,000 to \$49,999; and \$50,000 or more.

Occupational group

Based on the 2016 National Occupational Classification (NOC) information, occupations were classified into three groups.

1. White-collar occupations included: management occupations; business, finance, and administration occupations; natural and applied sciences and related occupations; health occupations; occupations in education, law and social, community and government services; and occupations in art, culture, recreation and sport.
2. Service and sales occupations.
3. Blue-collar occupations include trades, transport and equipment operators and related occupations; natural resources, agriculture and related production occupations; and occupations in manufacturing and utilities.

Full-time/part-time status

This variable identifies whether a person who was employed during the reference week worked full-time or part-time. If the usual number of hours per week that the respondent works, excluding overtime was less than 30.0 hours, the respondent's work is classified as part-time employment; if it is 30.0 hours or more per week, then the respondent's work is classified as full-time employment.

Job tenure

This variable identifies a person's tenure at his/her current job or business. In this analysis, job tenure was divided into two groups: less than one year and one year or more.

Job satisfaction

Respondents were asked to rate their level of satisfaction with their business or job on a five-point scale: very satisfied, satisfied, neither satisfied nor dissatisfied, dissatisfied, or very dissatisfied. Respondents who reported being very satisfied or satisfied with their job were said to have job satisfaction.

Analytical strategy

Descriptive analyses (cross-tabulations with significance test statistics) were conducted to present the prevalence and frequency of skills training and unmet needs of skills training. Multivariate logistic regression analyses were conducted to examine associations between job skills training and socio-demographic factors and labour market conditions. Another set of multivariate regression analyses were conducted to examine associations between unmet needs of skills training

and socio-demographic factors and labour market conditions. When possible, analyses were conducted separately by sex and Indigenous group.

Results

Characteristics of Indigenous workers included in this analysis

Table 1 shows that 51% of Indigenous workers aged 15 or older included in this analysis were women. About half were younger than 40 (51% for Registered Indian; 53% for Non-status First Nations; 48% for Métis; and 53% for Inuit), and about 55% had a post-secondary diploma. On average, 41% reported their employment income as \$50,000 or more: this proportion was highest among Métis (46%).

In terms of labour market characteristics, more than 80% of Indigenous workers had full-time employment, and about 12% were self-employed. There were some significant differences across Indigenous groups. For instance, Inuit workers were more likely than Métis workers to have a short job tenure (less than 12 months); and Inuit workers were much less likely to be self-employed than their Métis counterparts.

Receipt of skills training

As indicated in Table 2, 45% of Indigenous workers received skills training in the past year (43% for men, 47% for women). Compared to workers aged 25-39, younger (15-24) and older (40) workers reported lower rates of participation in skills training.

There was considerable variation across Indigenous groups. The receipt of skills training was lowest among Inuit workers at 38%, while 49% of non-status First Nations workers received skills training in the past year. Registered Indian women were more likely to receive skills training than their male counterparts (46% vs. 39%): the odds of receiving skills training remained higher for Registered Indian women workers compared to Registered Indian men even after controlling for other socio-demographic and labour force characteristics (adjusted odds ratio=1.06; Table 2). On the other hand, the adjusted odds of receiving skills training for Inuit women were significantly lower than that of Inuit men (0.70).

A worker's likelihood of receiving skills training rises with their level of educational attainment. Less than 30% of workers with less than secondary school graduation received skills training compared with 67% of those with a university degree (Table 2), with men and women showing similar patterns (Chart 1). This pattern was also consistent across Indigenous groups (Chart 2), although participation rates were lower among Inuit workers with university education compared to other Indigenous groups.

Workers in the highest income groups were most likely to receive skills training (Chart 3). About 57% of those who earned \$50,000 or more reported that they received skills training in the previous year, compared to 32% of those who earned less than \$10,000. This trend of the association between income and job training was consistent for all Indigenous groups (Chart 4).

Chart 5 shows the association between the receipt of skills training and skill levels associated with workers' jobs. Professional workers were more likely to report having participated in skills training than workers in jobs requiring other skill levels (Chart 5). The consistent results showing a high participation rate for professional workers were found for each Indigenous group (data not shown). Participation in skills training for workers in management positions and those in jobs requiring college-level skills was higher than the average, while workers in jobs requiring lower than college-level skills were less likely than the average worker to receive skills training.

Some clear differences in receipt of skills training across specific labour market conditions were found. Compared to workers in sales & services (34%) and blue-collar occupations (37%), white-collar workers (56%) were more likely to receive skills training. Not surprisingly, full-time workers were more likely than part-time workers (48% vs. 35%); those with job tenure of at least 1 year were more likely than those with less than 1 year (48% vs. 40%), and employees were more likely than self-employed workers (47% vs. 35%) to receive skills training (Table 2). These patterns were consistent when examined separately by the Indigenous group, except that receipt of skills training did not differ by job tenure among Registered Indian workers (Table 2).

The average number of skills trainings among the receivers was 3.97 (3.79 for Registered Indians; 4.52 for Non-status First Nations; 3.95 for Métis; 2.81 for Inuit; Table 3). Similar to the participation rates of skills training, workers with high education and high employment income tended to have attended a greater number of trainings. Interestingly, the number of trainings attended by self-employed workers was greater than that by employees although the overall participation rate of training was lower among the self-employed.

Unmet needs for skills training

Among Indigenous workers who did not receive skills training in the past year, about a quarter indicated that they had wished to receive training but did not (Table 4). Compared to Métis workers (24%), Registered Indian (27%) and Inuit (26%) workers were more likely to report unmet needs for skills training whereas Non-status First Nations workers were less likely to report unmet needs.

Overall, female workers (26%) were more likely to report unmet needs for skills training compared to their male counterparts (23%). However, no differences in crude rates by sex were found for Métis or Inuit workers. After multivariate analyses, female Inuit workers were less likely than male Inuit workers to have unmet needs for skills training.

In terms of age, older workers aged 55+ (16%) were less likely to report unmet needs for skills training than workers aged 25-39 (28%; Table 4). This pattern was found consistently for each Indigenous group. Older workers also showed lower odds for unmet needs after controlling for other variables. Except for Inuit workers, lower odds for workers for those aged 55+ were found for all other Indigenous groups.

Indigenous workers living in Quebec, Prairie provinces, BC and the Territories were more likely to report unmet needs compared to their counterparts in Ontario. Results of multivariate analysis showed that the odds of reporting unmet needs among workers in Quebec were 1.8 times greater than those among workers in Ontario (OR for Registered Indian was 1.8; 1.5 for Non-status First Nations; 2.3 for Métis; 1.5 for Inuit).

The associations between employment income, education level, and unmet needs for skills training were inconsistent. For men, unmet needs for skills training did not differ by education level, whereas women with a university degree were more likely than others to report unmet needs (Chart 1). Among Registered Indian workers, education level was associated with unmet needs for skills training, with university graduates (35%) being more likely than all others to report unmet needs (Table 4). This pattern held for Métis workers but differed for Non-status First Nations and Inuit workers. For women, differences in employment income were not significantly associated with unmet needs for skills training, while unmet needs and income level were inversely related among men (Chart 3). Among Métis and Inuit workers, those in the highest income group (employment income great than \$50,000) showed lower odds of reporting unmet needs than others (Table 4). In terms of skill levels, professional workers were most likely to report unmet needs for

skills training (Chart 5). However, separate analyses showed that professional workers' higher rate of unmet needs was only found for Métis workers (data not shown).

Types of skills training

Among skills training taken, more than 80% of participants took job-specific training, followed by training related to personal development (11%; Table 5). Consistent patterns with close rates were found for all four Indigenous groups. A similar ranking was found for those who wished to take but did not take training. The most wanted yet missed training types were job-specific training (64%) and personal development (12%). Interestingly, compared to men, a lower proportion of women mentioned job-specific training (69% vs. 60%) whereas women were twice as likely as men to report personal development as the training they wished and yet missed (16% vs. 8%).

Reasons for training and reasons for not participating in training

The reasons most frequently reported by skills training participants were to have better performance (86%), to meet job requirements (61%), to obtain a certificate/license (35%), to increase income (20%), and to make career change/promotion (17%; Table 6). Whereas this rank order was the same for men and women and for most Indigenous workers, for Inuit workers the most common reason cited for taking skills training was to meet job requirements (72%) rather than better performance (69%).

Among those who wanted but did not take skills training, the most frequently reported reasons were that they were too busy (54%), that training was too expensive (52%), and that they had other responsibilities (41%; Table 6). Among women and Non-status First Nations workers, training cost (too expensive) was a more important reason than lack of time (too busy). For Inuit workers, the most important barriers to taking training were 'training not available' (42%), 'too busy' (41%), and 'other responsibilities' (34%).

Health and job satisfaction

As Chart 6 shows, job satisfaction and receipt of skills training were positively associated, with positive self-reported health and mental health being related to participation in skills training. Almost half of the workers who reported job satisfaction, and positive overall or mental health received skills training in the past 12 months. Significantly lower proportions of the workers reporting job dissatisfaction or fair/poor health received skills training.

On the other hand, job satisfaction is inversely associated with unmet needs for skills training. Less than a quarter of satisfied workers reported unmet needs for training compared to 38% of dissatisfied workers. Similarly, workers with positive self-rated health and mental health were less likely to report unmet needs for skills training.

Discussion

This study examined Indigenous workers' participation in skills training, unmet needs for training, and their socio-demographic and labour market correlates. Participation rates in skills training were higher among women than men; among workers with higher education and income; and among those with certain labour market conditions such as full-time positions, longer job tenure, white-collar occupations, and employed (as opposed to self-employed) positions than other workers.

Sex differences in the receipt of skills training were not found in previous studies of the Canadian population (Knighton et al., 2009; Park, 2011). Higher skills training participation rates among Indigenous women may be related to their higher level of education compared to Indigenous men (Park, 2022). When socio-demographic factors were controlled for, the sex difference disappeared.

High levels of education, skills and income were closely related to the probability of participation in skills training. This finding is consistent with previous research examining the Canadian workforce (Knighton et al., 2009; Park, 2011; Park, 2012; Desjardins & Rubenson, 2011), and may be related to the employer's tendency to invest. In general, employers' support of training is focused on skills that directly impact their employees' current jobs (Canadian Public Health Association, 1997). This may explain the finding that a vast majority (85%) of skills training attended was job-specific and that the most important reasons for participation were to improve job performance and to meet job requirements. Previous research has also shown that employers are most likely to invest in workers who already possess high skills and are working in jobs matching their level of skills (Desjardins & Rubenson, 2011; Halliwell, 2013). Moreover, many training opportunities were limited to those who already had a certain level of literacy and numeracy skills, and employers may not support education promoting basic levels of literacy or numeracy skills. Among training attended in this analysis, the proportion of basic reading, writing and mathematics was only 1.4%. As a result, consistent with the previous research, those workers with lower than post-secondary education were found less likely than those with post-secondary education to receive skills training (Halliwell, 2013).

In the current study, despite being more likely to participate in training, Indigenous women were more likely than Indigenous men to report unmet needs for skills training, a finding consistent with previous research (Knighton et al., 2009; Park, 2011). It was pointed out that one of the important barriers to training for women was family responsibilities (Park, 2011). APS did not specifically ask about family responsibilities as a reason. Instead, it collected information on 'personal or family' responsibilities. This analysis showed that, compared to Indigenous men, Indigenous women were more concerned about the cost of training, as this was the number one barrier to participation in skills training reported by women in the 2017 APS.

Interestingly, Indigenous women with a university-level education showed a higher rate of unmet needs for skills training than Indigenous women with lower levels of education, while there were no significant differences in unmet needs across education levels for Indigenous men. A previous study on the Canadian population found a high rate of unmet needs among those with post-secondary education compared to those with less than high school or high school graduation (Knighton et al., 2009). That study did not provide gender-specific statistics. Though the training participation among university-educated Indigenous female workers was higher than their male counterparts, the training opportunities for them may not be sufficient. More than 30 per cent of university-educated Indigenous women who did not receive skills training expressed unmet needs.

Policy and future research recommendations

This study shows significant differences in receipt of skills training among Indigenous workers and helps to identify some groups with unmet needs for training opportunities. Indigenous workers with less than post-secondary school education, or employment income lower than \$30,000, were less likely to receive skills training than others, with participation rates lower than 40%. Also, low participation was found for workers in non-white collar jobs, part-time arrangements, short job tenures, and those who were self-employed. These workers may need more

training opportunities, or different types of skills training, compared to workers with higher education and skills.

The most important barriers to skills training were the lack of training time (reported by 54% of respondents) and the high cost of training (52%). To improve training opportunities for Indigenous workers, the provision of training time and ways to defray expenses may be important.

Future research may wish to examine the effect of skills training on subsequent labour market performance, such as increases in employment income. Longitudinal analyses based on linked data sources may be useful in such studies. In addition to educational levels, the type of education could be included in future analyses. For example, investigating the relationship between skills training and the field of education (STEM vs. non-STEM) may offer useful information. Further investigation into the differential impacts of various types of training for Indigenous workers is warranted. For instance, the value of culturally relevant training materials and delivery methods has been emphasized (Canadian Council for Aboriginal Business & Diversity Institute at Toronto Metropolitan University, 2022; Employment and Social Development Canada, 2024). Future research should explore the extent to which such approaches are utilized and how effective they are in improving training outcomes.

It is also essential that future studies adopt a distinctions-based approach to better understand the specific challenges faced by First Nations, Métis, and Inuit peoples. This will help ensure that policies and recommendations are appropriately tailored to the unique needs of each group (Canadian Council for Aboriginal Business & Diversity Institute at Toronto Metropolitan University, 2022). While this analysis provided a substantial amount of statistical information for each Indigenous group, further research is needed to assess inter-group differences and to offer a more in-depth discussion of the distinct barriers faced and potential strategies for addressing them.

Limitations

The 2017 APS data provided an important opportunity to investigate Indigenous workers' participation in skills training and related factors. However, a few limitations are worth noting.

Due to the restricted sample size, it was not possible to conduct separate analyses for each Indigenous group (Registered Indians, non-Status Indians, Métis, Inuit) for detailed information on skills training, such as types of training participated in, reasons for participation, and non-participation.

As APS provides cross-sectional information, findings relate only to correlation, not causality. Relationships found in the present study could be bi-directional. For example, Indigenous workers' health and mental health were significantly related to their participation in skills training. One explanation is that healthy workers may receive more opportunities to engage in training. At the same time, skills training may positively affect workers' health. The current data cannot distinguish between these two possibilities.

As the target population for the APS is Indigenous people living off-reserve, this analysis did not have information on First Nations workers living on-reserve and provided only limited comparative information about non-Indigenous workers' skills training relying on secondary sources.

Also, it is important to note that this analysis uses broad definitions of skills training. Participation in any type of training in the past 12 months was considered equally. Thus, this variable did not fully reflect levels of training intensity. Only limited information was provided by the number of training. Also, this analysis did not have information as to whether or not skills

training events attended were funded or supported by the employer, or if they were independently supported.

Finally, the APS collected information on unmet needs of training only from respondents who did not participate in skills training. As a result, this analysis could not examine the levels of unmet needs among the training participants. Previous research showed that about one-third of training participants reported unmet needs of other training opportunities (Knighton et al., 2009).

Despite these limitations, this study, based on the 2017 APS, provides valuable insights into job skills training and unmet training needs among Indigenous workers aged 15 years or older. By examining differences across socio-demographic classifications and labor market conditions, it deepens our understanding of the distribution of opportunities and barriers faced by this group. The separate analyses conducted for Indigenous subgroups offer further insights into the specific needs and conditions that could inform the development of targeted skills training programs. While the overall patterns observed were not unexpected, this analysis draws on the most recent available data to offer a comprehensive examination of key aspects of skills training among Indigenous workers, including participation, unmet needs, and their associations with job satisfaction and self-perceived health. This breadth of coverage contributes meaningfully to the existing literature, highlighting critical areas for policy development and further research.

Table 1
Selected sample characteristics of Indigenous workers aged 15 or older, living off-reserve, 2017

	All		Registered Indian		Non-status FN		Métis		Inuit	
	N	%	N	%	N	%	N	%	N	%
Sample size	12,828	100.0	4,083	100.0	1,915	100.0	4,661	100.0	2,169	100.0
Weighted N	550,484	100.0	192,234	100.0	90,738	100.0	247,297	100.0	20,214	100.0
<i>Indigenous group</i>										
Registered Indian	192,234	34.9	...	...	...	...	...	...	...	...
Non-status First Nations (FN)	90,738	16.5	...	...	...	...	...	...	...	...
Métis	247,297	44.9	...	...	...	...	...	...	...	...
Inuit	20,214	3.7	...	...	...	...	...	...	...	...
<i>Sex</i>										
Men	267,459	48.6	91,765	47.7	41,703	46.0	124,451	50.3	9,540	47.2
Women	283,025	51.4	100,469	52.3	49,035	54.0	122,846	49.7	10,675	52.8
<i>Age group</i>										
15-24	91,251	16.6	34,286	17.8	17,526	19.3	35,925	14.5	3,513	17.4
25-39	182,064	33.1	62,814	32.7	30,159	33.2	81,975	33.2	7,115	35.2
40-54	186,028	33.8	65,141	33.9	29,541	32.6	84,549	34.2	6,797	33.6
55+	91,141	16.6	29,992	15.6	13,512	14.9	44,848	18.1	2,789	13.8
<i>Region</i>										
Atlantic	44,889	8.2	13,588	7.1	11,665	12.9	16,835	6.8	2,801	13.9
Quebec	60,601	11.0	18,175	9.5	11,709	12.9	26,365	10.7	4,352	21.5
Ontario	138,758	25.2	53,173	27.7	34,371	37.9	49,856	20.2	1,359	6.7
Prairie	197,392	35.9	65,501	34.1	14,629	16.1	116,355	47.1	907	4.5
BC	92,587	16.8	38,040	19.8	17,866	19.7	36,252	14.7	428	2.1
Territories	16,258	3.0	3,758	2.0	499	0.6	1,634	0.7	10,367	51.3
<i>Marital status</i>										
Married/common-law	309,710	56.3	102,459	53.3	51,275	56.5	143,844	58.2	12,132	60.0
Lone parent	49,431	9.0	20,140	10.5	6,458	7.1	20,155	8.2	2,679	13.3
Widowed/divorced/separated	37,126	6.7	11,234	5.9	6,548	7.2	18,808	7.6	537	2.7
Never married	154,167	28.0	58,352	30.4	26,457	29.2	64,491	26.1	4,867	24.1
<i>Educational attainment</i>										
Lower than secondary school graduation	57,146	10.4	21,663	11.3	8,249	9.1	21,047	8.5	6,187	30.6
Secondary school graduation	90,549	16.5	33,823	17.6	13,829	15.2	39,414	15.9	3,483	17.2
Some postsecondary education	99,661	18.1	35,675	18.6	17,170	18.9	44,437	18.0	2,378	11.8
Postsecondary graduation -- lower than bachelor level	218,172	39.6	74,696	38.9	34,932	38.5	101,764	41.2	6,780	33.5
University graduation -- bachelor level or higher	84,956	15.4	26,377	13.7	16,558	18.2	40,635	16.4	1,387	6.9
<i>Employment income group</i>										
Less than \$10,000	52,352	10.7	20,345	12.0	9,903	12.3	19,944	9.0	2,161	13.2
\$10,000-29,999	118,833	24.3	44,026	25.9	20,425	25.3	50,225	22.7	4,156	25.4
\$30,000-49,999	115,297	23.6	44,250	26.0	18,398	22.8	49,122	22.2	3,528	21.5
\$50,000 or more	202,018	41.4	61,496	36.2	31,918	39.6	102,056	46.1	6,547	39.9
<i>Occupational group</i>										
White collar occupations ¹ (Ref)	261,402	47.7	87,172	45.5	42,340	46.8	121,844	49.5	10,045	50.0
Sales and services	146,425	26.7	56,300	29.4	26,173	28.9	58,666	23.8	5,286	26.3
Blue collar occupations ²	140,601	25.6	48,155	25.1	22,019	24.3	65,682	26.7	4,745	23.6
<i>Full-time status</i>										
Yes: Full-time	449,329	82.6	157,522	82.9	72,469	80.4	203,031	83.2	16,306	82.2
No: Part-time	94,865	17.4	32,612	17.2	17,704	19.6	41,015	16.8	3,534	17.8
<i>Job tenure</i>										
Less than 1 year	114,504	22.1	41,882	23.2	20,732	24.3	46,153	19.7	5,737	31.2
1 year or more	404,201	77.9	138,914	76.8	64,566	75.7	188,043	80.3	12,678	68.8
<i>Self-employment status</i>										
Yes: Self-employed	66,391	12.1	19,552	10.2	10,927	12.1	34,794	14.1	1,118	5.5
No: Employee	482,945	87.9	172,252	89.8	79,746	88.0	211,895	85.9	19,053	94.5

¹Based on National Occupation Classification 2016, this group includes management; business, finance, and administration; natural and applied sciences related; health; education, law and social, community and government services; art, culture, recreation and sport occupations.

²Based on National Occupation Classification 2016, this group includes trades, transport and equipment operators and related; natural resources, agriculture and related production;

Source: APS, 2017

Table 2
Rates and adjusted odds ratios (AORs)¹ of skills training received in the past 12 months, Indigenous workers aged 15 or older living off-reserve, 2017

	All				Registered Indian				Non-status First Nations				Métis				Inuit			
	Rate (%) ¹	95% CI	AOR	95% CI	Rate (%) ¹	AOR	95% CI	Rate (%) ¹	AOR	95% CI	Rate (%) ¹	AOR	95% CI	Rate (%) ¹	AOR	95% CI				
All workers aged 15 or older	12,828				4,083				1,915				4,661				2,169			
Weighted N	550,484				192,234				90,738				247,297				20,214			
Sample size (those who received skills training)	5,702				1,826				916				2,137				823			
Weighted N	248,708				83,087				44,000				113,927				7,695			
Overall	45.2	44.8	45.5	...	43.2	42.6	43.8	...	48.5	47.7	49.3	...	46.1	45.6	46.6	...	38.1	37.1	39.0	
<i>Indigenous group</i>																				
Registered Indian	43.2	* 42.6	43.8	0.94	* 0.90	0.97	...	...	...	...	...	...	...	...	...	...	...	...	...
Non-status First Nations	48.5	* 47.7	49.3	1.17	* 1.12	1.23	...	...	...	...	...	...	...	...	...	...	...	...	...
Métis (Ref)	46.1	45.6	46.6	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Inuit	38.1	* 37.1	39.0	0.72	* 0.68	0.77	...	...	...	...	...	...	...	...	...	...	...	...	...
<i>Sex</i>																				
Men (Ref)	42.9	42.4	43.4	...	39.9	39.0	40.7	...	45.5	44.3	46.6	...	44.8	44.1	45.5	...	36.8	35.1	38.5	
Women	47.3	* 46.9	47.8	1.00	0.96	1.03	...	46.3	* 45.5	47.1	1.06	* 1.00	1.13	51.1	* 49.9	52.2	0.96	0.89	1.05	
<i>Age group</i>																				
15-24	40.6	* 40.0	41.2	1.28	* 1.22	1.34	...	39.0	* 38.1	40.0	1.17	* 1.07	1.28	37.9	* 36.7	39.2	0.83	* 0.74	0.92	
25-39 (Ref)	49.1	48.4	49.8	...	46.4	45.3	47.6	...	54.6	53.1	56.1	...	49.7	48.7	50.7	...	35.2	* 34.2	36.3	
40-54	47.4	* 46.7	48.1	0.84	* 0.81	0.88	...	44.4	43.3	45.6	1.21	* 1.12	1.32	52.9	51.3	54.4	0.96	0.87	1.06	
55+	37.4	* 36.8	38.0	0.66	* 0.63	0.69	...	38.6	* 37.7	39.6	1.04	0.97	1.12	39.0	* 37.3	40.8	0.77	* 0.69	0.86	
<i>Region</i>																				
Atlantic	49.3	* 48.3	50.4	1.28	* 1.21	1.35	...	46.7	44.8	48.6	0.88	* 0.81	0.96	53.6	* 51.4	55.9	1.67	* 1.48	1.88	
Quebec	42.7	* 41.8	43.6	1.03	0.98	1.09	...	46.7	* 45.2	48.2	1.37	* 1.27	1.47	43.2	40.8	45.6	1.16	* 1.03	1.31	
Ontario (Ref)	45.7	45.0	46.5	...	43.9	42.7	45.0	...	46.3	44.9	47.8	...	47.9	46.5	49.3	...	24.3	21.6	27.2	
Prairie	46.5	45.9	47.1	1.14	* 1.09	1.19	...	43.7	42.7	44.7	1.40	* 1.29	1.51	52.9	* 51.3	54.4	1.63	* 1.49	1.80	
BC	41.3	* 40.4	42.1	0.99	0.94	1.03	...	37.6	* 36.2	39.1	0.77	* 0.72	0.83	48.6	47.1	50.0	1.26	* 1.15	1.38	
Territories	44.4	43.7	45.1	1.26	* 1.19	1.33	...	53.7	* 52.7	54.7	0.62	* 0.58	0.67	70.3	* 67.7	72.8	1.88	* 1.62	2.18	
<i>Marital status</i>																				
Married/common-law (Ref)	47.3	46.9	47.7	...	44.8	44.0	45.6	...	50.2	49.2	51.3	...	48.6	48.0	49.3	...	40.0	38.8	41.2	
Lone parent	49.2	* 48.0	50.4	1.18	* 1.11	1.25	...	49.9	* 47.8	52.0	1.36	* 1.23	1.51	57.9	* 54.9	60.8	1.34	* 1.17	1.53	
Widowed/divorced/separated	39.8	* 38.4	41.1	0.94	0.88	1.00	...	43.6	41.4	45.8	1.13	* 1.00	1.26	41.5	* 38.4	44.8	0.96	0.83	1.11	
Never married	40.9	* 40.3	41.5	0.92	* 0.88	0.96	...	38.0	* 37.1	39.0	0.86	* 0.80	0.92	44.6	* 43.3	45.9	1.20	* 1.09	1.32	
<i>Educational attainment</i>																				
Lower than secondary school graduation	28.5	* 27.6	29.4	0.41	* 0.38	0.43	...	30.4	* 28.6	32.1	0.46	* 0.41	0.52	31.0	* 28.5	33.6	0.50	* 0.42	0.59	
Secondary school graduation	34.8	* 34.0	35.6	0.43	* 0.41	0.46	...	31.1	* 29.8	32.4	0.40	* 0.36	0.44	36.4	* 34.7	38.2	0.45	* 0.40	0.51	
Some postsecondary education	38.8	* 38.0	39.6	0.49	* 0.46	0.51	...	37.2	* 35.9	38.5	0.45	* 0.41	0.49	41.4	* 39.5	43.3	0.56	* 0.50	0.64	
Postsecondary graduation -- lower than bachelor level	48.5	* 47.9	49.0	0.64	* 0.61	0.67	...	47.0	* 46.1	48.0	0.60	* 0.56	0.65	51.6	* 50.4	52.8	0.71	* 0.64	0.80	
University graduation -- bachelor level or higher (Ref)	66.5	65.8	67.3	...	66.7	65.4	68.0	...	68.1	66.2	69.8	...	66.1	65.0	67.2	...	55.4	52.4	58.3	
<i>Employment income group</i>																				
Less than \$10,000	32.3	* 31.4	33.3	0.49	* 0.45	0.52	...	32.0	* 30.3	33.7	0.42	* 0.37	0.48	32.6	* 30.8	34.5	0.32	* 0.27	0.36	
\$10,000-29,999	35.8	* 35.2	36.5	0.52	* 0.50	0.55	...	33.3	* 32.2	34.4	0.42	* 0.38	0.45	36.1	* 34.7	37.6	0.38	* 0.35	0.43	
\$30,000-49,999	45.1	* 44.3	45.8	0.72	* 0.69	0.75	...	46.1	* 44.8	47.4	0.77	* 0.71	0.83	50.2	* 48.3	52.0	0.67	* 0.60	0.74	
\$50,000 or more (Ref)	57.4	56.8	58.0	...	55.5	54.5	56.5	...	62.3	61.0	63.7	...	57.4	56.6	58.3	...	51.8	50.2	53.4	
<i>Occupational group</i>																				
White collar occupations (Ref)	56.4	56.0	56.9	...	55.5	54.7	56.3	...	62.4	61.3	63.5	...	55.7	55.0	56.3	...	48.3	47.2	49.4	
Sales and services	33.5	* 32.9	34.1	0.55	* 0.53	0.57	...	32.3	* 31.3	33.3	0.57	* 0.53	0.61	35.7	* 34.2	37.2	0.45	* 0.41	0.49	
Blue collar occupations	36.5	* 35.8	37.1	0.49	* 0.46	0.51	...	34.2	* 33.1	35.3	0.46	* 0.42	0.49	36.7	* 35.2	38.2	0.36	* 0.32	0.40	
<i>Full-time status</i>																				
Yes: Full-time	47.7	* 47.3	48.1	1.15	* 1.10	1.20	...	45.5	* 44.9	46.2	1.22	* 1.12	1.32	51.1	* 50.2	52.0	0.93	0.85	1.02	
No: Part-time (Ref)	34.5	33.7	35.2	...	33.1	31.9	34.3	...	38.3	36.7	39.9	...	34.8	33.7	35.9	...	24.0	22.7	25.4	
<i>Job tenure</i>																				
Less than 1 year (Ref)	39.6	38.9	40.2	...	42.8	41.6	44.0	...	44.6	43.0	46.1	...	35.6	34.6	36.6	...	29.9	28.6	31.2	
1 year or more	47.9	* 47.5	48.3	1.04	* 1.00	1.08	...	44.2	43.5	44.9	0.77	* 0.72	0.83	51.1	* 50.1	52.1	0.74	* 0.67	0.80	
<i>Self-employment status</i>																				
Yes: Self-employed	34.7	* 33.8	35.7	0.68	* 0.64	0.72	...	34.6	* 32.9	36.3	0.86	* 0.79	0.94	32.9	* 30.9	34.9	0.45	* 0.40	0.50	
No: Employee (Ref)	46.7	46.3	47.0	...	44.2	43.6	44.8	...	50.6	49.8	51.5	...	47.9	47.4	48.5	...	38.6	37.6	39.6	

*Significantly different from estimates for reference group
Source: APS, 2017

¹ Adjusted for sex, age, region, marital status, education level, employment income, occupation, skill-level, full-time/part-time status, job tenure, self-employment status, job satisfaction, self-perceived health and mental health, chronic conditions.

Table 3
Average number of skills trainings,¹ past 12 months, for Indigenous workers who received skills training, aged 15 or older, living off-reserve, 2017

	Mean	SE	95% CI	
Sample size (those who received skills training)	5,635			
Weighted N	246,354			
Overall	3.97	0.02	3.92	4.01
<i>Indigenous group</i>				
Registered Indian	3.79	* 0.03	3.73	3.85
Non-status First Nations	4.52	* 0.06	4.40	4.64
Métis (Ref)	3.95	0.03	3.89	4.02
Inuit	2.81	* 0.04	2.73	2.89
<i>Sex</i>				
Men (Ref)	3.93	0.03	3.86	3.99
Women	4.00	0.03	3.95	4.05
<i>Age group</i>				
15-24	3.25	* 0.03	3.19	3.31
25-39 (Ref)	4.05	0.04	3.98	4.13
40-54	4.15	0.04	4.08	4.23
55+	4.03	0.04	3.94	4.11
<i>Region</i>				
Atlantic	4.48	* 0.06	4.35	4.60
Quebec	3.88	* 0.07	3.75	4.01
Ontario (Ref)	4.25	0.05	4.16	4.35
Prairie	3.79	* 0.03	3.73	3.85
BC	3.89	* 0.05	3.78	3.99
Territories	2.84	* 0.03	2.79	2.89
<i>Marital status</i>				
Married/common-law (Ref)	4.18	0.03	4.13	4.23
Lone parent	3.55	* 0.05	3.45	3.65
Widowed/divorced/separated	4.16	0.10	3.97	4.35
Never married	3.58	* 0.04	3.51	3.65
<i>Educational attainment</i>				
Lower than secondary school graduation	2.64	* 0.06	2.52	2.76
Secondary school graduation	3.15	* 0.05	3.05	3.25
Some postsecondary education	3.80	* 0.05	3.70	3.90
Postsecondary graduation -- lower than bachelor level	4.12	* 0.03	4.05	4.18
University graduation -- bachelor level or higher (Ref)	4.63	0.04	4.55	4.72
<i>Employment income group</i>				
Less than \$10,000	3.29	* 0.06	3.66	3.89
\$10,000-29,999	3.23	* 0.04	3.17	3.40
\$30,000-49,999	3.86	* 0.05	3.75	3.97
\$50,000 or more (Ref)	4.42	0.03	4.36	4.48
<i>Occupational group</i>				
White collar occupations (Ref)	4.12	0.02	4.08	4.17
Sales and services	3.68	* 0.05	3.57	3.78
Blue collar occupations	3.80	* 0.06	3.69	3.91
<i>Full-time status</i>				
Yes: Full-time	4.07	* 0.02	4.03	4.12
No: Part-time (Ref)	3.31	0.04	3.24	3.39
<i>Job tenure</i>				
Less than 1 year (Ref)	3.70	0.05	3.61	3.79
1 year or more	4.06	* 0.02	4.01	4.11
<i>Self-employment status</i>				
Yes: Self-employed	4.00	* 0.02	3.96	4.05
No: Employee (Ref)	3.59	0.05	3.49	3.68

*Significantly different from estimates for reference group

Source: APS, 2017

¹ Minimum number of skills training received is 1

Table 4
Rates and adjusted odds ratios (AORs) of unmet needs for skills training among workers who did not receive skills training in the past 12 months, Indigenous workers aged 15 or older living off-reserve, 2017

	All				Registered Indian				Non-status First Nations				Métis				Inuit								
	Rate (%)	95% CI	Odds ratios	95% CI	Rate (%)	95% CI	Odds ratios	95% CI	Rate (%)	95% CI	Odds ratios	95% CI	Rate (%)	95% CI	Odds ratios	95% CI	Rate (%)	95% CI	Odds ratios	95% CI					
Sample size (those who did not receive skills training)	7,126				2,257				999				2,524				1,346								
Weighted N	301,776				109,147				46,739				133,370				12,520								
Sample size (unmet needs)	1,740				619				229				867				325								
Weighted N	73,977				28,997				10,096				31,680				3,255								
Overall	24.6	24.3	25.0	...	26.7	26.1	27.4	...	21.6	20.8	22.5	...	23.8	23.2	24.4	...	26.3	25.1	27.5	...					
Indigenous group																									
Registered Indian	26.7	* 26.1	27.4	1.25	* 1.19	1.31	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Non-status First Nations	21.6	* 20.8	22.5	0.93	* 0.86	0.99	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Métis (Ref)	23.8	23.2	24.4	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Inuit	26.3	* 25.1	27.5	1.03	* 0.91	1.17	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Sex																									
Men (Ref)	23.2	22.7	23.7	...	24.2	23.3	25.1	...	18.7	17.5	20.0	...	23.5	22.7	24.3	...	27.5	25.3	29.8	...					
Women	26.1	* 25.5	26.7	1.22	* 1.15	1.28	...	...	...	...	...	...	24.2	23.3	25.1	0.94	0.86	1.03	...	25.1	24.1	26.2	0.85	* 0.76	0.96
Age group																									
15-24	23.4	* 22.7	24.1	0.69	* 0.64	0.74	...	...	...	...	...	...	19.1	* 18.3	19.8	0.51	* 0.45	0.57	...	25.7	24.5	27.1	0.68	0.60	0.77
25-39 (Ref)	28.4	27.6	29.2	...	...	...	...	...	...	...	...	...	29.5	28.3	30.8	...	...	...	...	28.0	25.8	30.3	...	...	...
40-54	26.9	26.1	27.6	0.90	* 0.85	0.96	...	...	...	...	...	...	27.8	26.5	29.0	0.94	0.85	1.03	...	25.9	24.2	27.8	0.99	0.88	1.13
55+	15.9	* 15.3	16.6	0.46	* 0.43	0.49	...	...	...	...	...	...	13.0	* 12.1	14.0	0.33	* 0.30	0.37	...	23.9	* 22.2	25.6	0.96	0.83	1.09
Region																									
Atlantic	21.0	19.7	22.3	1.02	0.93	1.12	...	...	...	...	...	...	24.6	* 22.6	26.8	1.80	* 1.55	2.10	...	29.7	* 24.6	35.3	2.02	* 1.50	2.72
Quebec	29.2	* 28.2	30.3	1.76	* 1.63	1.90	...	...	...	...	...	...	29.3	* 27.7	31.0	2.28	* 1.99	2.61	...	21.5	* 20.5	22.6	1.54	* 1.21	1.94
Ontario (Ref)	20.9	20.2	21.7	...	...	...	...	...	...	...	...	...	18.7	17.3	20.1	...	...	...	...	17.0	14.3	20.1	...	...	...
Prairies	27.1	* 26.4	27.8	1.44	* 1.36	1.53	...	...	...	...	...	...	25.6	* 24.7	26.5	1.80	* 1.63	1.99	...	34.5	* 31.4	37.7	2.47	* 1.89	3.23
BC	23.0	* 22.0	24.0	1.11	* 1.03	1.21	...	...	...	...	...	...	20.5	19.1	22.1	1.38	* 1.20	1.58	F	F	F	F	...	...	...
Territories	28.5	* 27.6	29.4	1.64	* 1.49	1.81	...	...	...	...	...	...	28.4	* 26.7	30.1	2.11	* 1.86	2.41	...	27.3	* 26.2	28.5	1.91	* 1.54	2.37
Marital status																									
Married/common-law (Ref)	23.6	23.1	24.2	...	25.7	24.8	26.6	...	21.3	20.0	22.5	...	22.8	22.1	23.6	...	24.4	23.3	25.6	...	...	...	...	...	...
Living parent	23.8	22.5	25.2	0.76	* 0.70	0.83	...	...	...	...	...	...	22.2	20.2	24.4	0.82	* 0.71	0.94	...	24.3	22.0	26.9	0.93	0.79	1.10
Widowed/divorced/separated	27.9	* 26.3	29.5	1.36	* 1.24	1.49	...	...	...	...	...	...	22.7	20.6	25.0	1.22	* 1.05	1.42	...	30.4	* 26.1	35.0	0.94	0.71	1.25
Never married	25.8	* 25.2	26.5	1.09	* 1.03	1.16	...	...	...	...	...	...	26.6	* 25.6	27.7	1.29	* 1.17	1.43	...	30.9	* 28.3	33.6	1.26	* 1.12	1.41
Educational attainment																									
Lower than secondary school graduation	25.2	* 24.1	26.4	0.88	* 0.78	0.98	...	...	...	...	...	...	25.4	23.2	27.8	1.00	0.82	1.22	...	26.8	* 25.5	28.0	0.85	0.66	1.09
Secondary school graduation	23.4	* 22.5	24.4	0.78	* 0.71	0.86	...	...	...	...	...	...	21.8	* 20.5	23.2	0.80	* 0.69	0.92	...	26.1	22.4	30.3	0.63	* 0.50	0.80
Postsecondary graduation – lower than bachelor level	23.9	* 22.9	24.9	0.73	* 0.66	0.82	...	...	...	...	...	...	22.9	* 21.2	24.7	0.70	* 0.59	0.84	...	30.4	* 28.2	32.8	0.88	0.68	1.15
University graduation – bachelor level or higher (Ref)	24.5	* 23.8	25.1	0.82	* 0.76	0.89	...	...	...	...	...	...	23.5	* 22.6	24.5	0.86	* 0.76	0.97	...	25.2	* 23.3	27.2	0.83	0.67	1.04
28.6	27.2	29.9	...	35.1	32.7	37.5	...	18.5	16.2	21.1	...	28.7	26.7	30.7	...	19.8	16.9	23.0	...	...	...	...	...	...
Employment income group																									
Less than \$10,000	26.9	* 25.8	28.1	1.34	* 1.22	1.47	...	...	...	...	...	...	23.1	21.3	25.0	1.68	* 1.43	1.99	...	28.4	* 26.3	30.6	1.30	* 1.10	1.53
\$10,000-29,999	26.8	* 26.1	27.6	1.28	* 1.19	1.37	...	...	...	...	...	...	24.7	* 23.5	25.9	1.45	* 1.30	1.63	...	34.1	* 31.4	36.9	2.06	* 1.75	2.42
\$30,000-49,999	24.5	23.6	25.4	1.02	0.94	1.09	...	...	...	...	...	...	27.0	* 25.4	28.7	1.42	* 1.27	1.58	...	27.0	23.2	31.1	1.29	* 1.11	1.50
\$50,000 or more (Ref)	22.8	22.1	23.6	...	26.4	25.0	27.7	...	19.6	17.9	21.4	...	21.5	20.4	22.7	...	22.5	21.0	24.2	...	...	...	...	...	...
Occupational group																									
White collar occupations (Ref)	25.7	25.0	26.3	...	29.1	28.0	30.2	...	20.0	18.7	21.4	...	24.9	23.9	26.0	...	25.6	24.3	26.9	...	...	...	...	...	...
Sales and services	23.7	* 22.9	24.4	0.87	* 0.82	0.93	...	...	...	...	...	...	23.0	21.6	24.4	0.92	0.83	1.03	...	25.9	23.6	28.3	0.78	* 0.70	0.86
Blue collar occupations	24.5	23.8	25.3	1.07	* 1.00	1.14	...	...	...	...	...	...	23.4	22.3	24.5	1.02	0.91	1.13	...	28.4	25.7	31.3	1.03	0.89	1.20
Full-time status																									
Yes: Full-time	25.5	* 25.1	26.0	1.50	* 1.41	1.59	...	...	...	...	...	...	25.6	* 24.9	26.4	1.73	* 1.56	1.91	...	26.4	24.9	28.0	1.02	0.91	1.15
No: Part-time (Ref)	21.2	20.4	22.0	...	25.7	24.2	27.2	...	21.5	19.9	23.2	...	17.0	16.0	18.0	...	25.7	24.1	27.3	...	...	...	...	...	...
Job tenure																									
Less than 1 year (Ref)	30.0	29.2	30.8	...	36.1	34.6	37.7	...	27.1	25.4	29.0	...	26.1	24.9	27.4	...	30.4	28.4	32.6	...	...	...	...	...	...
1 year or more	23.6	* 23.2	24.1	0.73	* 0.69	0.77	...	...	...	...	...	...	24.0	* 23.3	24.8	0.99	0.90	1.08	...	26.3	* 25.0	27.7	0.90	0.79	1.01
Self-employment status																									
Yes: Self-employed	23.2	* 22.2	24.3	1.12	* 1.04	1.20	...	...	...	...	...	...	22.6	21.2	24.1	1.08	0.97	1.20	...	22.3	* 19.7	25.2	1.11	0.92	1.32
No: Employee (Ref)	24.8	24.4	25.3	...	26.8	26.1	27.5	...	22.2	21.2	23.2	...	23.9	23.2	24.6	...	26.6	25.3	27.8	...	...	...	...	...	...

* Significantly different from estimates for reference group

F Suppressed due to small cell size (<10)

Source: APS, 2017

¹ Adjusted for sex, age, region, marital status, education level, employment income, occupation, skill-level, full-time/part-time status, job tenure, self-employment status, job satisfaction, self-perceived health and mental health, chronic conditions.

Table 5
Type of skills training taken and wished to take but not taken, Indigenous workers aged 15 or older, living off-reserve, 2017

	Type of training taken %					Type of training wished to take but not taken %				
	All	Non-Regist. status		Métis	Inuit	All	Non-Regist. status		Métis	Inuit
		Indian	FN				Indian	FN		
Reading/writing/mathematics	1.4	1.4	1.4	1.4	3.0	2.2	2.3	F	1.4	11.2
Computer	6.5	5.9	6.2	6.8	9.2	11.7	8.6	9.7	14.9	13.7
Job search	2.1	3.0	1.5	1.7	2.4	2.4	1.8	F	2.4	6.9
Start/run business	1.3	1.8	F	1.2	1.1	4.4	4.9	4.6	3.8	4.8
Job specific training	85.0	83.0	86.9	85.9	83.5	64.1	64.3	67.4	63.6	57.6
Personal development	11.3	12.1	10.0	11.0	12.5	12.4	12.3	10.4	12.8	14.8
Second language	1.5	1.5	2.4	1.0	1.5	4.3	4.7	4.4	3.7	7.0
Personal interests	4.6	3.8	4.5	5.3	4.8	12.2	10.2	13.4	13.5	13.4
Others	6.9	6.7	8.0	6.7	5.6	13.0	11.6	16.1	12.7	19.0

Note: Proportions add to more than 100 as multiple types of skills training can be reported.

F Suppressed due to small cell size (<10)

Source: APS, 2017

Table 6
Reasons for taking skills training and reasons for not being able to take skills training, Indigenous workers aged 15 or older living off-reserve, 2017

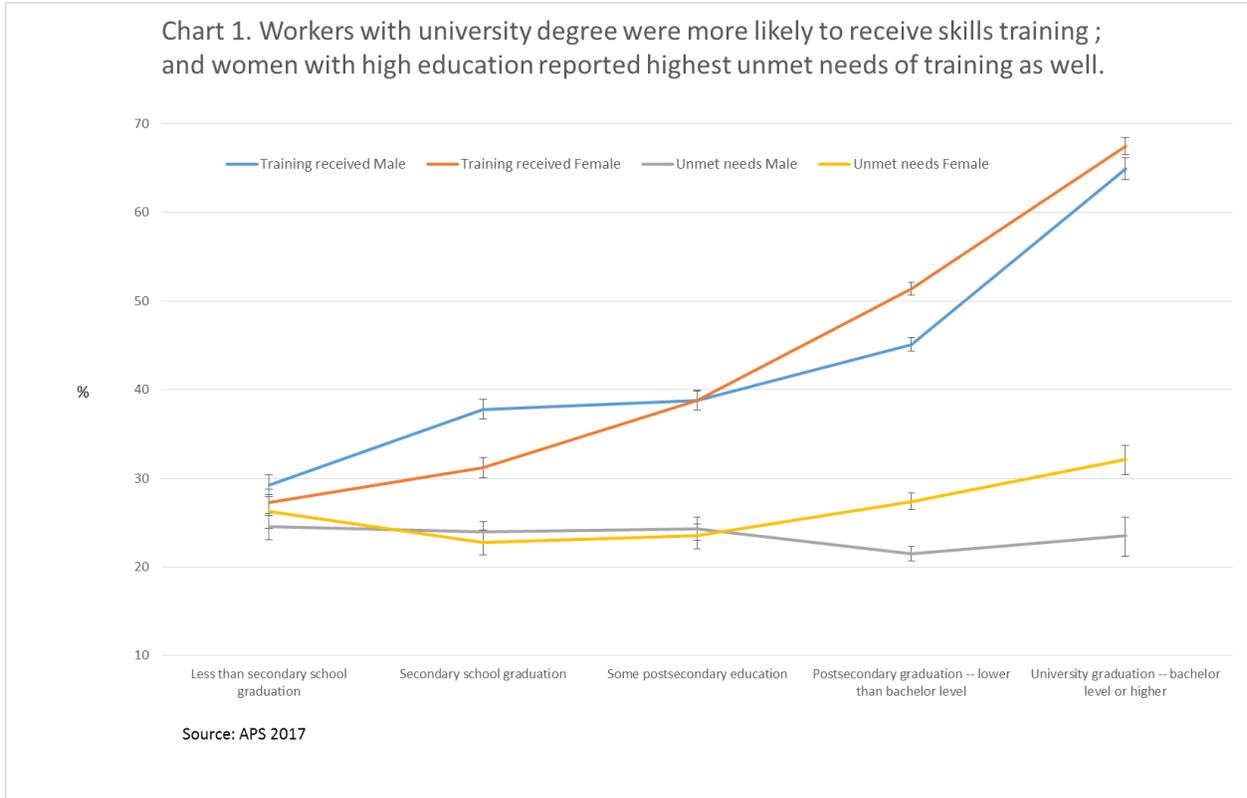
Reasons for training taken %	All	Men	Women	Non-Regist. status			
				Indian	FN	Métis	Inuit
Better performance	85.5	84.5	86.4	83.6	84.7	88.3	68.9
Required by employer	61.2	64.4	58.4	61.4	57.7	61.6	72.3
Certificate/license	34.5	38.1	31.4	34.0	33.8	35.8	24.3
Income increase	20.1	22.9	17.6	20.2	20.6	20.2	13.5
Career change/promotion	16.7	18.7	15.0	16.1	17.6	17.0	12.7
Others	4.0	3.0	4.8	4.8	4.2	3.4	2.6
Personal interests	3.9	2.9	4.7	3.4	3.8	4.3	2.7

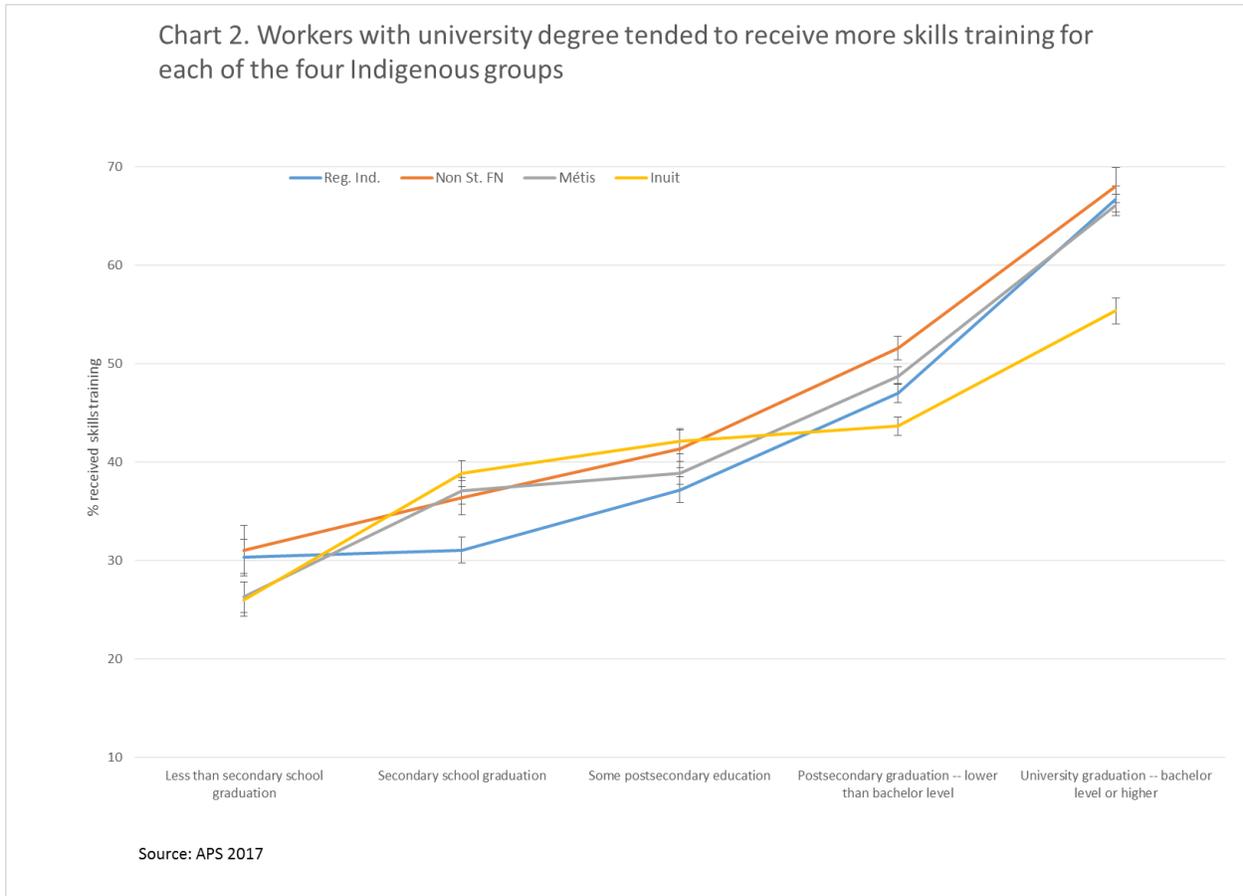
Reasons for training not taken %	All	Men	Women	Non-Regist. status			
				Indian	FN	Métis	Inuit
Too busy	54.0	58.6	49.8	55.3	51.2	55.0	40.5
Too expensive	51.5	45.7	56.8	50.3	57.6	53.0	28.5
Other responsibilities	40.9	43.0	39.0	43.9	36.9	40.1	34.1
Training not available	22.1	23.4	20.8	22.3	21.7	20.0	41.6
Lack of confidence	16.7	14.8	18.4	20.0	12.7	15.2	13.8
Health issues	2.5	1.5	3.3	2.8	F	2.1	F
Other reasons	8.1	8.0	8.2	8.1	6.0	8.7	9.4

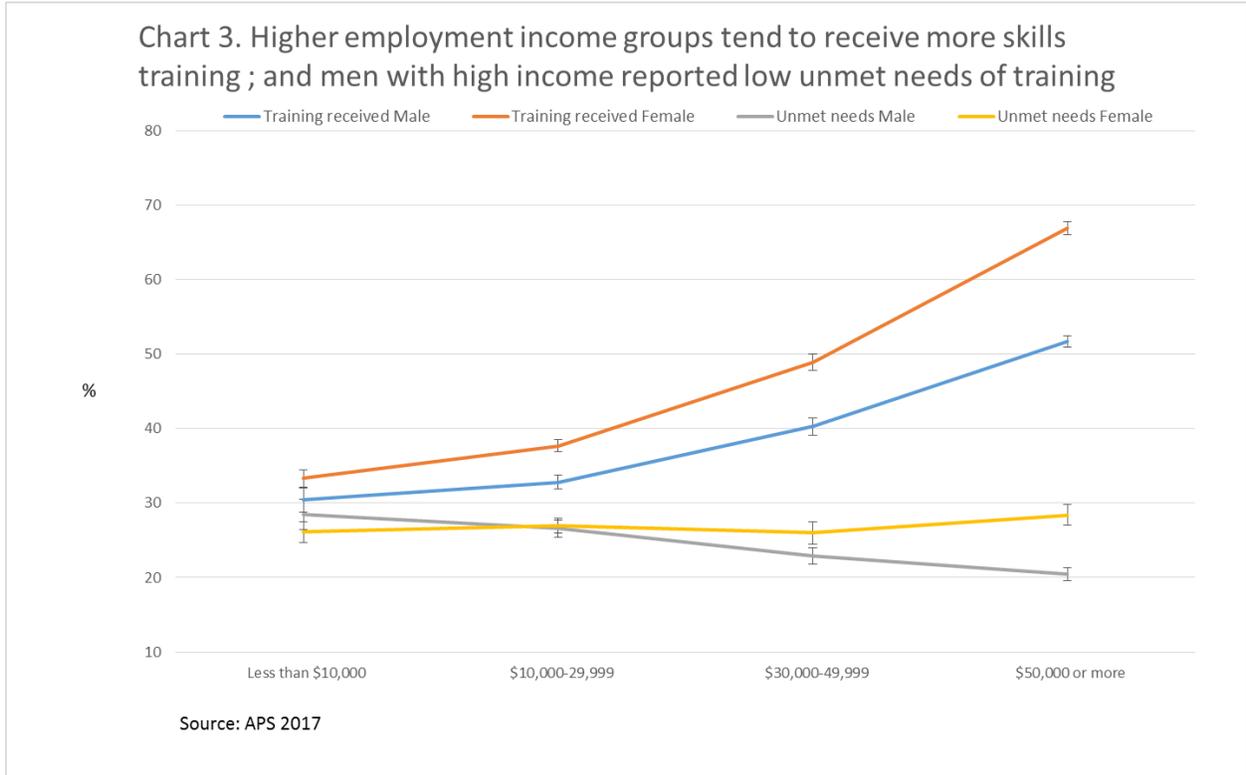
Note: Proportions add to more than 100 as multiple reasons can be reported.

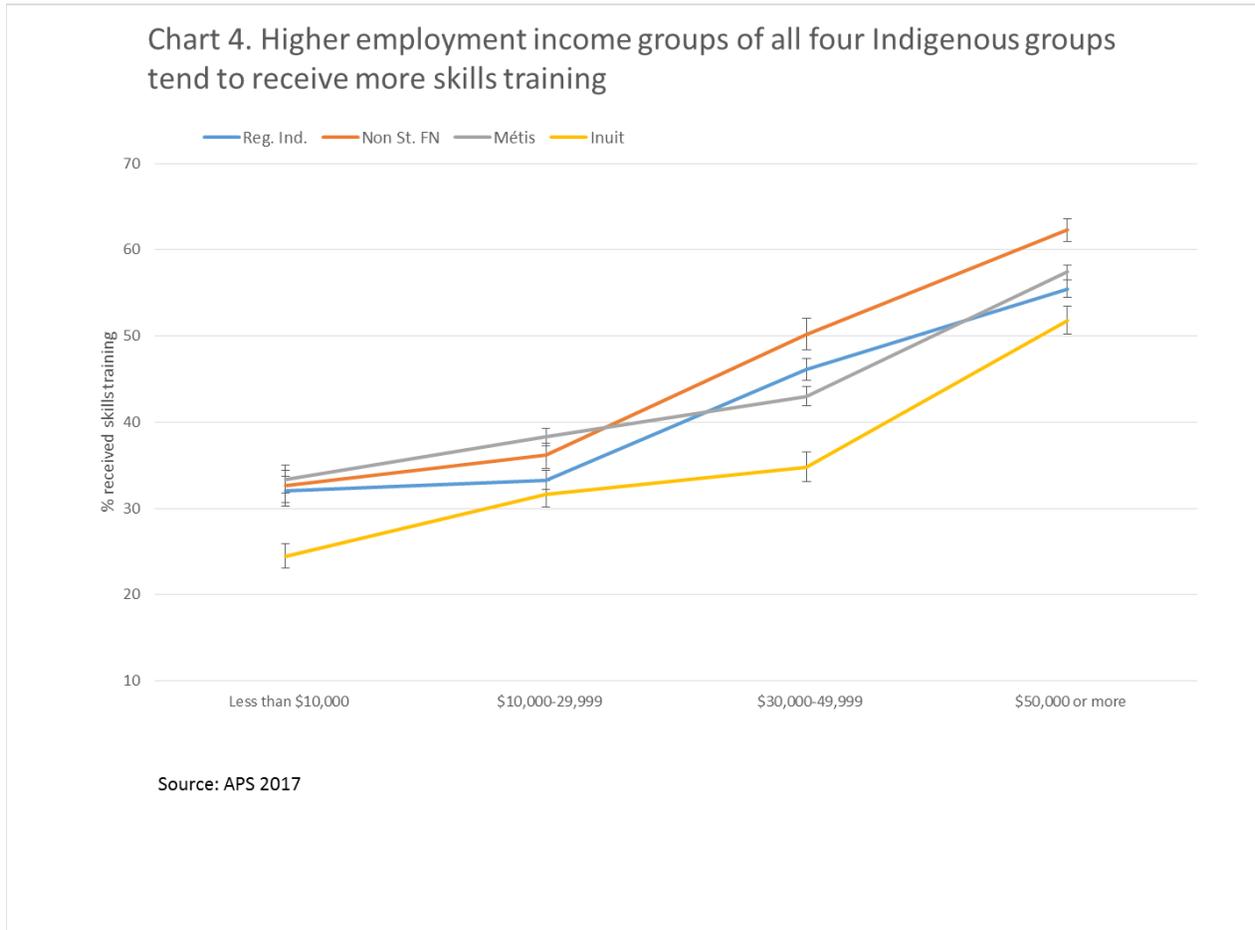
F Suppressed due to small cell size (<10)

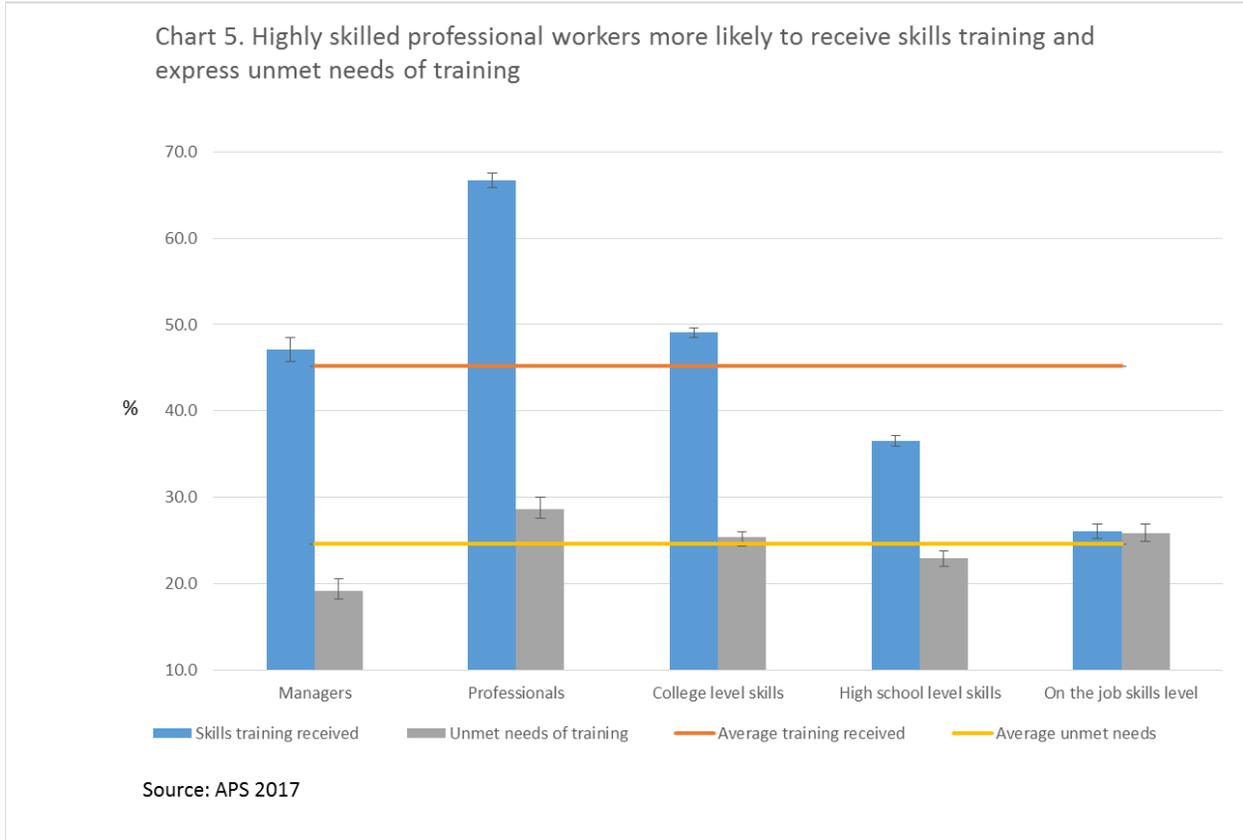
Source: APS, 2017

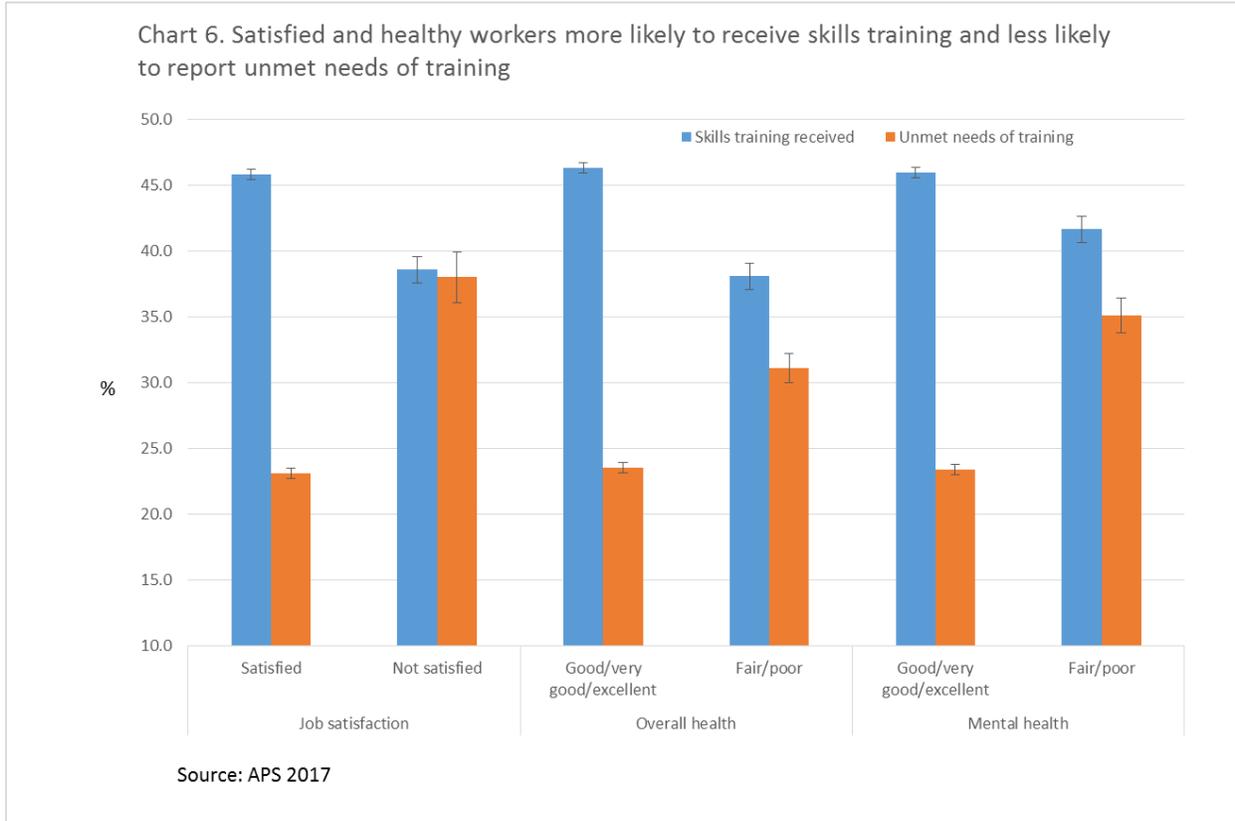












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