

## Statistical Portrait of School-Age Populations in Aboriginal Communities in Québec

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Based on available data, this bulletin gives a general indication of the evolution in education in Aboriginal populations that live on reserves or in Indian settlements or Inuit villages in Québec. This bulletin is an update of one published in September 1998. The examination of the state of the educational system and the enrollment situation begins with a presentation of the Aboriginal context.

### 1 Characteristics of the Aboriginal Population in Québec

In Québec, the First Nations population is divided between the Amerindian and Inuit groups. While the Inuit are considered a single nation, the Amerindian group is divided into 10 distinct nations: Abenaki, Algonquin, Attikamek, Cree, Huron-Wendat, Innu (Montagnais), Maliseet, Micmac, Mohawk and Naskapi. Québec's Aboriginal population resides primarily in 53 different communities.

Amerindians differ from the Inuit in that they are subject to the *Indian Act*. The *Constitutional Act, 1867*, and the first *Indian Act, 1876*, make the government of Canada responsible for these Aboriginal peoples. An Indian is a person who is registered as an Indian or is entitled to be registered as such (R.S. 1985, c. I-5). The names of these people are kept in the Indian Register. This register distinguishes Indians who reside on reserves, Indian settlements or Crown land from those who reside outside of these territories. These off-reserve Indians have blended in with the general Québec population.

Amerindian population data used in this text come from the Indian Register, including those regarding the Cree and Naskapi nations. Data on the Inuit population come from the Registers of Cree, Inuit and Naskapi beneficiaries; these registers are results of the James Bay and Northern Québec Agreement (JBNQA) and the Northeastern Québec Agreement (NEQA). Census data collected every five years include information on persons having declared an Aboriginal identity. However, changes made to census questions, such as those regarding Aboriginal descent and identity, as well as certain communities' refusal to be counted, make the use of these data risky and introduce inaccuracies when making comparisons from one census to another.

## 1.1 Population data

Since 1986, the ratio of Québec's Aboriginal population to the total Québec population has increased, growing from 0.7% in 1986 to 1.0% in 2001. Moreover, the growth rate in the Aboriginal population is clearly higher than that of Québec's population as a whole.

**Table 1** Number and growth rate of the Aboriginal population of Québec by residence and the total population of Québec for 1986, 1991, 1996 and 2001 (Note 1)

	1986 Number	Rate %	1991 Number	Rate %	1996 Number	Rate %	2001 Number
<b>Inuit</b>							
Residents	5 465	17.6	6 427	24.1	7 975	11.9	8 925
Nonresidents	448	-62.3	169	173.4	462	16.2	537
Total	5 913	11.6	6 596	27.9	8 437	12.1	9 462
<b>Amerindians</b>							
Residents	31 042	15.8	35 952	15.4	41 485	8.1	44 856
Nonresidents (off reserve)	7 913	84.5	14 600	16.2	16 967	14.6	19 448
Total	38 955	29.8	50 552	15.6	58 452	10.0	64 304
<b>Total Aboriginal Population</b>							
Residents	36 507	16.1	42 379	16.7	49 460	8.7	53 781
Nonresidents	8 361	76.6	14 769	18.0	17 429	14.7	19 985
Total	44 868	27.4	57 148	17.0	66 889	10.3	73 766
<b>Total for Québec</b>	<b>6 532 460</b>	<b>5.6</b>	<b>6 895 960</b>	<b>3.5</b>	<b>7 138 795</b>	<b>1.4</b>	<b>7 237 480</b>

Note 1: Population data presented in Tables 1 and 2 do not include numbers for the Akwasasne Mohawk reserve. A portion of this reserve is located in Québec; however, according to Indian and Northern Affairs Canada (INAC), this community falls under the jurisdiction of Ontario.

Sources: For the Inuit: MSSS, Registers of Cree, Inuit and Naskapi beneficiaries (December 31 of each year). For the Amerindians: INAC, Registered Indian Population by Sex and Residence (December 31 1982-2001). For Québec as a whole: Statistics Canada, Age Groups and Sex for Population, for Provinces and Territories, 1921 to 2001 Censuses – 100% data.

In addition to the birth rate, there are two factors that explain this growth in the period covered by Table 1. The first factor, in the case of Amerindians, was the adoption in 1985 of Bill C-31, which made it possible for Indian women who had married non-Indian men, and for their children to reclaim their Indian status. The second factor, in the case of the Inuit, was improvements in the quality of the registration process. The impact was particularly evident on Amerindian populations between 1986 and 1991, when resident populations grew at a rate of 16% and nonresident populations at a rate of 85%. In the case of the Inuit, the total population grew at a rate of 12% between 1996 and 2001.

For the Aboriginal population as a whole, the largest are those populations who reside on reserves, in settlements, in Inuit villages or in Agreement territories. In 2001, they represented 73% of the total Aboriginal population. For Amerindian populations, 70% of the people are considered residents, while the Inuit show a ratio of 94%.

## 1.2 Data by age group

The significant growth in the Aboriginal population in Québec is reflected in the distribution by age group. Compared with the general population of Québec in 2001, the Aboriginal population is characterized

by a large number of school-aged children. This holds for the total Inuit population, as well as for the Amerindians residing on reserves, in Indian settlements or in Agreement territories. The 5-14 age group alone represents 27.9% of the total Inuit population and 22.0% of the total resident Amerindian population.

**Table 2 Breakdown (%) of the Aboriginal populations of Québec and of Québec as a whole by age group, 2001 (Note 1)**

Age Group	Inuit	Amerindians		All of Québec
		Residents	Nonresidents	
0-4	10.7	8.5	3.5	5.2
5-14	27.9	22.0	12.1	12.7
15-24	19.2	17.0	13.5	13.1
25-34	16.1	16.1	15.9	12.7
35-64	23.0	29.8	43.4	43.0
65+	3.1	6.7	11.6	13.3

Note 1: Data by age group and residence are not available for the Inuit.

Sources: For the Inuit: MSSS, Registers of Cree, Inuit and Naskapi beneficiaries according to the file dated from July 1, 1977, to December 31, 2001. For the Amerindians: INAC, Registered Indian Population by Sex and Residence December 31, 2001. For Québec as a whole: Statistics Canada, Age and Sex for Population, for Canada, Provinces and Territories, 1921 to 2001 Censuses – 100% Data.

### 1.3 Location of Inuit villages, reserves and Aboriginal settlements

Aboriginal populations are dispersed throughout the province of Québec, from the far north to the St. Lawrence Valley and gulf shores. While dispersed throughout the territory, the various communities are formed on the basis of the nation to which each one belongs. The 14 Inuit communities are located around Ungava Bay, Hudson Straight and Hudson Bay. The Cree communities are mainly located around James Bay; the Naskapi community is located near Schefferville near the Québec-Labrador border. The Algonquin communities are situated in the Outaouais and Abitibi-Témiscamingue regions, while the Haute-Mauricie is home to three Attikamek communities. The nine Innu communities are dispersed throughout the Lac-Saint-Jean, Upper and Lower North Shore regions as well as near the Naskapi village. The three Micmac communities are in the Gaspé region. The Mohawk communities are concentrated in the Montréal area, while the single Huron-Wendat community is located near Québec City. The Abenaki and Maliseet territories and reserves are in the St. Lawrence Valley, south of Trois-Rivières and near Rivière-du-Loup. The map of Québec in the appendix shows the location of each community. Many Inuit villages, reserves or Agreement territories are difficult to reach. Those not served by road can only be reached by train, boat, airplane or seaplane.

In addition to this dispersion factor, we must add differences in the total numbers of registered individuals between communities of the same nation. Appendix 1 shows population data, as of December 31, 2001, for each community, according to nation affiliation and resident or nonresident status. The Innu (Montagnais) is the largest Amerindian nation, counting over 14 700 members, while the Naskapi nation numbers only about 580 individuals.

## 1.4 Language situation

The 11 Aboriginal nations are grouped into three linguistic families. The Inuit belong to the Eskimo-Aleut linguistic group. The 10 Amerindian nations are divided between two families: the Iroquoian family (Mohawk and Huron-Wendat) and the Algonquian family (Abenaki, Algonquin, Attikamek, Cree, Innu, Maliseet, Micmac and Naskapi). The ratio of individuals who can still speak their mother tongue varies from one community to another. The more remote the location, the more likely it is that individuals still speak their native Aboriginal language. The use of French or English as a second language also varies by community. The Mohawk, Naskapi, Cree, Algonquin, Innu and most Cree favour English as a second language.

## 1.5 Observations

The demographic, geographic and linguistic context of Québec's Aboriginal populations impacts the educational situation of these peoples. Small in numbers, this Aboriginal population has a high proportion of young people who live, for the most part, in isolated communities. The population is torn between wanting to maintain their native languages and learning Canada's main languages of communication, English and French. Providing education for this population is a monumental challenge, the conditions and results of which will be examined in the following sections.

# 2 Education System for Aboriginal Peoples

In this section, we will examine certain characteristics of the education system for Aboriginal peoples. The available information only deals with Aboriginal people living on reserves, in Indian settlements, in Agreement territories and Inuit villages. We have no information regarding the situation of Aboriginal peoples living outside these territories. The latter fall under the regular Québec education system.<sup>1</sup>

## 2.1 Aboriginal education system administration and funding

Until 1978, Indian and Northern Affairs Canada (INAC) built and administered the schools. In Québec, there were some 30 elementary schools spread throughout the various communities. Secondary and postsecondary Aboriginal students attended Québec institutions following financial agreements between the federal government and the institutions in question.

Since the end of the 1970s, the administration and funding of the Aboriginal education system have changed considerably. Resistance of the Cree and Inuit to the development of hydroelectric installations in the James Bay region in 1975 led to the signing of the JBNQA and NEQA in 1978. These agreements led to the creation of the Cree School Board, the Kativik School Board (for the Inuit), and a school for the Naskapi. The Cree and Kativik school boards are responsible for elementary, secondary and adult education. Under these agreements, the government of Canada is responsible for 75% of operating costs and investments for the Cree School Board and the Naskapi school, while the government of Québec contributes 25%. For the Kativik School Board, the proportions are reversed for the two levels of government.

1. Regarding this subject, see the results published by Statistics Canada, *Aboriginal Peoples Survey 2001 – Initial Findings: Well-Being of the Non-Reserve Aboriginal Population*, September 2003.

In the case of other nations, the federal government, by virtue of the *Indian Act*, provides the band councils with funding for the education of Status Indians living on the reserves. These funds are provided according to financing agreements whereby the communities manage educational services on their territory at the elementary and secondary levels.

## 2.2 Language of instruction in Aboriginal elementary and secondary schools

The *Charter of the French Language* (R.S.Q., c. C-11) stipulates that, except for cases provided for in the Charter, instruction is to be given in French in Québec kindergartens, and elementary and secondary schools. However, the language of instruction of Amerindians and Inuit is the subject of special provisions. Section 97 states that Indian reserves are not subject to this law. In the case of the Cree and Kativik school boards, Section 88 stipulates that the languages of instruction shall be Cree and Inuktitut, respectively, and the other languages of instruction in use in the Cree and Inuit communities in Québec on the date of the signing of the JBNQA. This provision also applies to the Naskapi of Schefferville. Currently, most Amerindian and Inuit children who study in their communities begin their schooling in their native Aboriginal language.

## 2.3 Evolution of local administration in Aboriginal schools and enrollment figures

The movement by Aboriginals toward taking charge of education on their lands began in 1972 with the National Indian Brotherhood's publication of *Indian Control of Indian Education*. In 1978, the Mohawk community of Kahnawake was the first to assume responsibility for education on its reserve. The creation of this first school administered by the band council had a ripple effect. Thus the 29 federal schools from the beginning of the period were progressively replaced with 39 band schools and 24 schools in the Agreement communities. Table 3 shows the evolution of this process of taking control of education, beginning with the 1978-1979 school year.

**Table 3** Number and distribution of schools on reserves, in Inuit villages and in Agreement territories according to administrative situation, 1977-1978 to 2002-2003

	Federal Schools	Band Schools	Agreement Territories			Total
			Cree S.B.	Kativik S.B.	Naskapi School	
1977-1978	29	–	–	–	–	29
1978-1979	16	2	7	13	–	38
1979-1980	16	3	7	13	–	39
1980-1981	13	8	7	13	–	41
1981-1982	12	8	7	13	–	40
1982-1983	12	9	7	13	–	41
1983-1984	13	9	8	13	–	43
1984-1985	11	13	8	13	–	45
1985-1986	10	14	8	14	–	46
1986-1987	10	14	8	14	–	46
1987-1988	9	15	8	14	–	46
1988-1989	7	18	8	14	–	47
1989-1990	4	23	9	14	1	51
1990-1991	2	29	9	14	1	55
1991-1992	2	31	9	14	1	57
1992-1993	2	31	9	14	1	57
1993-1994	2	31	9	14	1	57
1994-1995	2	31	9	14	1	57
1995-1996	1	32	9	14	1	57
1996-1997	1	34	9	14	1	59
1997-1998	1	37	9	14	1	62
1998-1999	–	39	9	14	1	63
1999-2000	–	39	9	14	1	63
2000-2001	–	39	9	14	1	63
2001-2002	–	39	9	14	1	63
2002-2003	–	39	9	14	1	63

Sources: INAC, and the MEQ for Agreement territories.

Table 4 shows the evolution in registration at the preschool, elementary and secondary levels for children living in an Inuit village, reserve or Agreement territory for the same period. Regarding secondary school, the data are those for students registered in full-time or part-time regular educational programs.

**Table 4 School enrollment (number of students recognized by INAC or the MEQ) according to school type, 1977-1978 to 2002-2003**

	School Enrollment in the Communities						School Boards and Private Schools	Total
	School Federal	Band Schools	Cree S.B.	Kativik S.B.	Naskapi School	Total for Communities		
			Agreement Territories					
1977-1978	4 957	–	–	–	–	4 957	5 162	10 119
1978-1979	2 853	321	2 089	1 808	–	7 071	3 264	10 335
1979-1980	2 810	368	2 162	1 849	–	7 189	3 123	10 312
1980-1981	1 803	1 413	2 363	1 862	–	7 441	3 147	10 588
1981-1982	1 746	1 378	2 367	1 980	–	7 471	3 240	10 711
1982-1983	1 661	1 502	2 489	1 909	–	7 561	3 184	10 745
1983-1984	1 764	1 616	2 533	1 883	–	7 796	2 903	10 699
1984-1985	1 668	1 842	2 723	1 999	–	8 232	3 107	11 339
1985-1986	1 527	2 171	2 731	2 038	–	8 467	2 886	11 353
1986-1987	1 538	2 354	2 651	2 031	–	8 574	2 748	11 322
1987-1988	1 496	2 601	2 750	2 029	–	8 876	2 775	11 651
1988-1989	1 056	2 989	2 946	2 083	–	9 074	2 655	11 729
1989-1990	622	3 452	3 023	2 178	128	9 403	2 441	11 844
1990-1991	359	4 079	3 020	2 243	137	9 838	2 508	12 346
1991-1992	244	4 996	2 986	2 283	142	10 651	2 054	12 705
1992-1993	240	5 217	2 982	2 373	148	10 960	2 149	13 109
1993-1994	213	5 536	2 979	2 464	149	11 341	2 167	13 508
1994-1995	206	5 614	3 020	2 531	172	11 543	2 142	13 685
1995-1996	138	5 891	3 151	2 653	175	12 008	2 159	14 167
1996-1997	126	6 154	3 146	2 642	186	12 254	2 080	14 334
1997-1998	(Note 1)	(Note 1)	3 279	2 769	213	–	(Note 1)	–
1998-1999	–	6 979	3 347	2 817	234	13 377	1 966	15 343
1999-2000	–	7 198	3 381	2 925	241	13 745	1 963	15 708
2000-2001	–	7 243	3 397	2 943	251	13 834	2 111	15 945
2001-2002	–	7 221	3 437	2 926	260	13 844	1 921	15 765
2002-2003	–	7 185	3 582	2 963	255	13 985	1 930	15 915

Note 1: Data for this year are not available from Indian and Northern Affairs Canada.

Sources: INAC, Report: Inscription by Band, School Type, Group and Grade (data as of September 30th of each year). For the Agreement Territories: MEQ, DRSI, Banque de cheminement scolaire (BCS) (SM3JS026) – Data as of February 19, 2003.

Since the 1977-1978 school year, total school enrollments have increased by 57.3%. We also see a shift from federal schools to band schools and to those in Agreement territories, as well as a reduction in the number of students enrolled, by special agreement, in other public school boards or private schools. The result of this movement is that educational initiatives are now concentrated within the various communities. Thus in 2001-2002, 87.8% of Amerindian and Inuit elementary and secondary school students were educated within the Aboriginal education system.

Examining the breakdown of Aboriginal students by school level over three school years confirms a progressive movement in favour of Aboriginal schools at all levels (Table 5). However, the increase in the total number of students between the 1987-1988 and 2001-2002 school years masks a decrease in kindergarten enrollment in the 2001 school year. This decrease as compared to 1996 raises a number of questions. Is it linked to the quality of enrollment records or rather to the reduced birth rate in all the communities? Is this situation temporary or does it represent a long-term trend? If the number of secondary school enrollments continues to grow, this phenomenon will not affect total enrollment in the short term.

**Table 5** Number of Aboriginal students by level and as a percentage of total enrollment, 1987-1988, 1996-1997 and 2001-2002

School Level	School Enrollment in the Communities						Total	Other Public and Private Schools	Total	Total	
	Federal Schools	Band Schools	Cree S.B.	Kativik S.B.	Naskapi School Agreement Territories	Total					
<b>1987-1988</b>											
Preschool	377	413	417	213	–	1 420	12%	174	2%	1 594	14%
Elementary	954	1 248	1 650	1 179	–	5 031	43%	929	8%	5 960	51%
Secondary	165	940	683	637	–	2 425	21%	1 672	14%	4 097	35%
Total	1 496	2 601	2 750	2 029	–	8 876	76%	2 775	24%	11 651	100%
<b>1996-1997</b>											
Preschool	32	1 164	543	283	37	2 059	14%	111	1%	2 170	15%
Elementary	94	2 985	1 531	1 636	101	6 347	44%	785	6%	7 132	50%
Secondary	–	2 005	1 072	723	48	3 855	27%	1 184	8%	5 032	35%
Total	126	6 154	3 146	2 642	186	12 254	85%	2 080	15%	14 334	100%
<b>2001-2002</b>											
Preschool	–	1 120	533	227	40	1 920	12%	93	1%	2 013	13%
Elementary	–	3 681	1 802	1 867	142	7 492	48%	752	4%	8 244	52%
Secondary	–	2 420	1 102	832	78	4 432	28%	1 076	7%	5 508	35%
Total	–	7 221	3 437	2 926	260	13 844	88%	1 921	12%	15 765	100%

Sources: For 1987-1988 and 1996-1997: MEQ, Education Statistics Bulletin No. 7, September 1998, p. 7-8.

For 2001-2002: INAC, Report: Inscription by Band, School Type, Group and Grade (data as of September 30, 2001).

For the Agreement Territories: MEQ, DRSI, Banque de cheminement scolaire (BCS) (SM3)S026) - data as of February 19, 2003.

## 2.4 Teaching staff

By taking control of their education system through band schools or the Cree and Kativik school boards, Aboriginal communities are now responsible for their teaching staff. The organization of the teaching staff has been done in an effort to reconcile the teaching of Aboriginal language and culture with that of other academic subjects. Use of Aboriginal language as the language of instruction in the lower elementary grades has opened the door to Aboriginal teachers who may not have the qualifications required for teaching in other regions of Québec, as was stipulated in the JBNQA.<sup>2</sup> Since we do not have data on the teaching staff in band schools, we will draw on the educational organization of the Cree and Kativik school boards<sup>3</sup> to describe the situation in Aboriginal schools.

2. JBNQA, sections 16 and 17, 1997 Edition.

3. These data come from annual reports of the Cree and Kativik school boards. They are used to illustrate the situation. A more in-depth study should be undertaken to ascertain the limits and reliability of these data.



By identifying the mother tongue of full- and part-time teachers in these two school boards, we obtain the proportion of Aboriginal teachers in the school boards in question. Table 6 shows data for the 1989-1990 and 2001-2002 school years. No prior data are available.

**Table 6 Proportion (%) of Aboriginal-mother-tongue teachers working full- or part-time in the Cree and Kativik school boards by school level, for the 1989-1990 and 2001-2002 school years**

Mother Tongue	1989-1990			2001-2002		
	Preschool/ Elementary	Secondary	Total	Preschool/ Elementary	Secondary	Total
<b>Cree School Board</b>						
Aboriginal	32%	29%	31%	61%	16%	41%
Non-Aboriginal	68%	71%	69%	39%	84%	59%
<b>Kativik School Board</b>						
Aboriginal	52%	26%	43%	51%	19%	40%
Non-Aboriginal	48%	74%	57%	49%	81%	60%
<b>Total for School Boards</b>						
Aboriginal	45%	27%	38%	56%	17%	41%
Non-Aboriginal	55%	73%	62%	44%	83%	59%

Source: MEQ, DRSI, Système PERCOS, Données annuelles, version 030220.

The proportion of Aboriginal teachers, with regard to the total of all three school-levels, increased from 38% to 41% in the two years studied. For the 2001-2002 school year, we note that Aboriginal teachers are most numerous at the preschool and elementary levels in both the Cree and Kativik school boards. While the proportion of Aboriginal teachers in the Kativik School Board varied somewhat during this period, according to the data, the proportion of Aboriginal teachers increased in the Cree School Board.

The following tables show certain characteristics of full-time teachers (Aboriginal and non-Aboriginal) in the Cree and Kativik school boards over 10 years. Obtained from the Ministère de l'Éducation's information system for managers on teacher employment (SIDE), these data present the general situation regarding teachers in these school boards. We have compared this portrait with that of teachers in other Québec school boards. The tables show differences in age, experience and recognized schooling. Although it has narrowed to a certain degree, a gap exists between the teaching staff of the Cree and Kativik school boards and that of other Québec school boards: the staff is younger, less experienced, and has a lower level of recognized schooling.

**Table 7** Age of full-time teachers in the Cree and Kativik school boards and in other Québec school boards, for the 1989-1990 and 1999-2000 school years

Age Group	1989-1990		1999-2000	
	Cree and Kativik	Other S.B.	Cree and Kativik	Other S.B.
Under 25	8.4%	0.7%	4.2%	0.9%
25 - 29	20.7%	3.8%	18.7%	10.0%
30 - 34	21.7%	6.4%	14.0%	12.7%
35 - 39	17.6%	14.7%	15.6%	11.7%
40 - 44	15.1%	30.3%	13.6%	11.5%
45 - 49	8.4%	24.7%	12.5%	17.4%
50 - 54	5.6%	12.9%	12.2%	26.9%
55 - 59	1.5%	5.2%	5.8%	7.8%
60 - 64	0.8%	1.2%	2.9%	0.9%
65 +	0.3%	0.1%	0.4%	0.1%
Average Age	36.1	44.0	40.0	43.9

Source: MEQ, DRSI, SIDE, PERCOS, as of March 15, 2003 – Panorama F160.

**Table 8** Years of experience of full-time teachers in Cree and Kativik school boards and in other Québec school boards, for the 1989-1990 and 1999-2000 school years

Years of Experience	1989-1990		1999-2000	
	Cree and Kativik	Other S.B.	Cree and Kativik	Other S.B.
1	7.4%	0.4%	8.5%	0.2%
2 - 4	34.9%	3.0%	30.9%	11.2%
5 - 9	24.7%	6.5%	22.2%	17.0%
10 - 14	14.0%	11.3%	14.7%	13.8%
15 - 19	16.8%	30.8%	10.4%	11.3%
20 - 24	1.8%	22.7%	9.8%	14.3%
25 - 29	0.0%	16.7%	2.2%	18.3%
30 +	0.3%	8.6%	1.3%	13.9%

Source: MEQ, DRSI, SIDE, PERCOS, as of March 15, 2003 – Panorama F140.

**Table 9** Recognized schooling of full-time teachers in Cree and Kativik school boards and in other Québec public school boards, for the 1989-1990 and 1999-2000 school years

Years of Schooling	1989-1990		1999-2000	
	Cree and Kativik	Other S.B.	Cree and Kativik	Other S.B.
14 and less	26.5%	15.5%	26.0%	5.5%
15	5.4%	12.9%	3.6%	4.7%
16	34.2%	19.8%	33.8%	28.3%
17	20.9%	21.8%	19.3%	25.9%
18	7.7%	15.3%	9.6%	17.7%
19	5.4%	14.6%	7.3%	17.7%
20 +	0.0%	0.1%	0.4%	0.2%

Source: MEQ, DRSI, SIDE, PERCOS, as of March 15, 2003 – Panorama F150.

## 2.5 Observations

Major changes have been seen over a 25-year period in the education services provided to Aboriginal people living on reserves, in Indian settlements or in Agreement territories. Firstly, the communities have progressively taken control of their own schools. Aboriginal administration has resulted in an increase in the number of Aboriginal schools, where students in the lower grades receive instruction in their native language in almost all communities, and the teachers who are hired speak the native language of the community in which they teach. Although Aboriginal schools tend to offer preschool and elementary education, the number of Aboriginal secondary schools that go up to Secondary V is constantly growing. With the creation of the Cree and Kativik school boards as well as the Naskapi school, these populations now have school systems comparable to that of the rest of Québec. However, if the portrait of the Cree and Kativik school boards is any indication, the teaching staff is younger, less experienced and less educated than their counterparts in other Québec school boards.

## 3 State of Education in the Aboriginal Population in Québec

Based on indicators such as the growth rate of the school-aged population and the educational paths according to age, we can present the general state of education in Aboriginal populations living on reserves, in Indian settlements, in Agreement territories or in Inuit villages.

### 3.1 Education within the school-aged population at the elementary and secondary school levels

Does the increase in enrollment between 1996 and 2001 correspond to an increase in schooling in Québec's Aboriginal populations living on reserves, in Indian settlements, in Agreement territories or Inuit villages? If we compare the growth rates for the 5-9, 10-14 and 15-19 age groups (groups that represent the school-aged portion of the total Aboriginal population) with school enrollments for 1996 and 2001, we see that the increase in total school enrollments (10.1%) is lower than the growth rate of the school-aged population (13.7%). The difference is particularly marked in the 15-19 age group.

**Table 10 Growth rate of school-aged groups and total school enrollment in Aboriginal communities for the 1996 and 2001 school years**

	1996-1997	Rate	2001-2002
School-Aged Population			
5-9 years	5 949	9.6 %	6 522
10-14 years	5 046	18.3 %	5 971
15-19 years	4 439	14.0 %	5 060
<b>Total</b>	<b>15 434</b>	<b>13.7 %</b>	<b>17 553</b>
School Enrollment (Note 1)			
5-9 years	5 771	9.4 %	6 314
10-14 years	4 906	13.6 %	5 575
15-19 years	2 738	5.1 %	2 876
<b>Total</b>	<b>13 415</b>	<b>10.1 %</b>	<b>14 765</b>

Note 1: Students enrolled in elementary and secondary school.

Sources: See Table 1 (School-Aged Population)

See Appendix 2, Table B (School Enrollment)

### 3.2 Educational paths by age of Aboriginal students in all native communities versus Québec as a whole

In Québec, students normally begin kindergarten at the age of four or five, elementary school at age six, Elementary 2 at age seven, and so on, entering Secondary I at twelve, and Secondary V at sixteen. The age at which students normally enter each grade is called the modal age. Students who maintain this rhythm constitute the modal group. Students who fall behind by one or more years find themselves behind their age group with regard to schooling. Students who are ahead are counted as part of the modal group.

Using the data presented in Tables B and G of Appendix 2, we have established a breakdown of Aboriginal student enrollments for each grade, and that of Québec as a whole, according to the deviation of their age from that of the modal group for the 2001-2002 school year. The results for the 1996-1997 school year were taken from a preceding Education Statistics Bulletin (No. 7).

**Table 11 Percentage of students in each grade at or above the modal age in Québec, 1996-1997**

Modal Age	Grade	Aboriginal Students (Communities)				Québec as a Whole			
		Number of Years Above (%)							
		None	1 Year	2 Years	3 Years and +	None	1 Year	2 Years	3 Years and +
4	Kindergarten for 4-year-olds	78.9	20.7	0.4	–	100.0	–	–	–
5	Kindergarten for 5-year-olds	88.0	11.6	0.3	0.2	99.5	0.5	–	–
6	Elementary 1	77.7	19.6	2.4	0.2	93.3	6.2	0.4	–
7	Elementary 2	74.2	22.6	3.0	0.2	89.7	9.0	1.0	0.3
8	Elementary 3	66.0	27.6	4.4	2.0	86.0	11.9	1.4	0.8
9	Elementary 4	62.2	29.9	6.1	1.8	83.2	14.2	2.1	0.5
10	Elementary 5	56.4	33.6	7.3	2.7	81.4	15.9	2.6	0.1
11	Elementary 6	45.9	39.7	11.6	2.8	80.0	18.9	1.1	–
12	Secondary I	22.6	36.0	25.0	21.4	65.4	21.8	8.2	4.6
13	Secondary II	15.4	31.2	23.6	29.8	66.6	20.5	9.4	3.5
14	Secondary III	15.6	30.9	24.9	28.7	67.5	21.0	8.5	3.0
15	Secondary IV	13.6	28.0	29.6	28.8	71.0	19.9	7.5	1.6
16	Secondary V	15.2	27.5	19.2	38.2	71.4	20.1	6.2	2.3

Source: MEQ, DRSI, Education Statistics Bulletin, No. 7, September 1998, p. 9.

**Table 12 Percentage of students in each grade at or above the modal age in Québec, 2001-2002**

Modal Age	Grade	Aboriginal Students (Communities)				Québec as a Whole			
		Number of Years Above (%)							
		None	1 Year	2 Years	3 Years and +	None	1 Year	2 Years	3 Years and +
4	Kindergarten for 4-year-olds	98.8	1.2	–	–	100.0	–	–	–
5	Kindergarten for 5-year-olds	98.2	1.7	0.1	–	99.0	1.0	–	–
6	Elementary 1	90.6	8.3	0.7	0.4	95.7	2.9	0.5	0.9
7	Elementary 2	85.3	11.7	2.4	0.7	89.9	7.5	1.3	1.3
8	Elementary 3	80.4	17.1	2.1	0.4	89.5	9.1	1.0	0.5
9	Elementary 4	72.3	22.1	4.7	0.9	86.4	11.5	1.6	0.5
10	Elementary 5	70.8	23.4	5.5	0.3	85.4	12.8	1.7	–
11	Elementary 6	58.5	31.5	7.7	2.3	84.3	15.0	0.7	–
12	Secondary I	28.1	35.3	21.2	15.3	71.3	19.5	6.4	2.8
13	Secondary II	26.2	31.2	20.5	22.2	69.6	18.9	8.2	3.2
14	Secondary III	22.3	30.4	22.9	24.4	69.6	20.0	8.0	2.3
15	Secondary IV	26.0	28.2	22.2	23.6	72.9	19.4	6.7	1.1
16	Secondary V	29.7	23.4	21.8	25.1	74.8	19.1	4.4	1.7

Sources: See Tables B and F, Appendix 2.

Between 1996-1997 and 2001-2002, the situation of Aboriginal students improved compared with that of Québec as a whole with regard to differences with the modal age. While not as pronounced, this difference is also observed in the first years of elementary school for the 2001-2002 school year. Thus among students in Elementary 3 who are at the modal age, the difference between Aboriginal students and those of the Québec school population in general is 9.1%. In many communities, Elementary 3 marks the transition from a native language to English or French as the language of instruction. The difference observed throughout elementary school reaches 25.8% in Elementary 6.

The trend continues among secondary school students. In 2001-2002, only 28.1% of Secondary I students were at the modal age compared with 71.3% of Québec students as a whole. The alarming drop in the percentage of students at the modal age between the end of elementary school and Secondary I reflects the incidence of grade repetition among Aboriginal students.

### 3.3 Educational paths by age of Aboriginal students in non-Agreement communities, in the Naskapi school and in the Cree and Kativik school boards

The educational paths by age discussed in the preceding section paints a general portrait of Aboriginal students in the communities. Since we have specific data for various Aboriginal school organizations (band schools, school boards and schools set up by government agreements), we can make specific observations concerning the particular educational paths of students in these communities. Based on Tables C, D, E and F of Appendix 2, we have been able to determine the deviations with regard to the modal age. Tables 13 and 14 present the results for the 2001-2002 school year.

**Table 13** Percentage of students in each grade at or above the modal age in Québec for non-Agreement communities and the Naskapi school, 2001-2002

Modal Age	Grade	Non-Agreement Communities (Note 1)				Naskapi School			
		Number of Years Above (%)							
		None	1 Year	2 Years	3 Years and +	None	1 Year	2 Years	3 Years and +
4	Kindergarten for 4-year-olds	98.3	1.7	–	–	100.0	–	–	–
5	Kindergarten for 5-year-olds	97.7	2.2	0.2	–	100.0	–	–	–
6	Elementary 1	87.1	11.1	1.0	0.8	95.8	4.2	–	–
7	Elementary 2	80.6	15.0	3.3	1.1	90.9	4.5	4.5	–
8	Elementary 3	76.3	21.0	2.2	0.4	85.3	11.8	2.9	–
9	Elementary 4	70.5	23.7	5.2	0.6	73.9	17.4	8.7	–
10	Elementary 5	70.9	23.7	5.4	–	57.1	42.9	–	–
11	Elementary 6	71.1	27.4	1.3	0.2	72.2	22.2	5.6	–
12	Secondary I	31.0	34.6	19.6	14.8	52.4	28.6	19.0	–
13	Secondary II	28.4	31.2	20.8	19.6	47.1	5.9	47.1	–
14	Secondary III	24.2	30.5	21.7	23.6	35.0	25.0	20.0	20.0
15	Secondary IV	29.8	26.9	19.8	23.6	40.0	40.0	20.0	–
16	Secondary V	29.1	23.1	21.9	25.9	60.0	20.0	20.0	–

Note 1: These students attend band schools and, by agreement, Québec public and private schools.

Sources: See Tables C and F, Appendix 2.

**Table 14** Percentage of students in each grade at or above the modal age in Québec for the Cree and Kativik school boards, 2001-2002

Modal Age	Grade	Cree School Board				Kativik School Board			
		Number of Years Above (%)							
		None	1 Year	2 Years	3 Years and +	None	1 Year	2 Years	3 Years and +
4	Kindergarten for 4-year-olds	100.0	–	–	–	–	–	–	–
5	Kindergarten for 5-year-olds	100.0	–	–	–	97.4	2.6	–	–
6	Elementary 1	98.3	1.7	–	–	91.3	8.4	0.4	–
7	Elementary 2	98.3	1.3	0.3	–	82.8	15.0	1.8	0.4
8	Elementary 3	91.3	8.4	0.3	–	78.7	17.0	3.5	0.7
9	Elementary 4	79.0	19.1	1.9	–	69.7	21.7	5.9	2.6
10	Elementary 5	76.5	20.8	2.7	–	65.4	23.9	9.2	1.5
11	Elementary 6	68.4	30.6	1.0	–	35.0	37.8	20.4	6.7
12	Secondary I	38.4	29.6	19.8	12.1	4.7	45.4	27.8	22.0
13	Secondary II	34.8	27.9	15.2	22.1	8.3	36.7	23.4	31.7
14	Secondary III	25.0	26.7	24.2	24.2	9.6	37.0	25.3	28.1
15	Secondary IV	25.7	24.3	27.6	22.4	9.1	38.4	24.2	28.3
16	Secondary V	37.8	17.1	19.5	25.6	18.6	32.9	24.3	24.3

Sources: See Tables D and E, Appendix 2.

Of the four groups, the Cree School Board demonstrates the best performance up to Elementary 6. We note that in all educational organizations studied, deviations from the modal group are seen as early as the start of elementary school. Furthermore, in all educational organizations studied, a high rate of grade repetition is evident between the elementary and secondary levels. The small number of students in the Naskapi School and in the two final years of secondary school in general impacts the results and can cause the percentages to vary. In the Kativik School Board, the admission of four-year-olds to kindergarten for five-year-olds influences the percentage of students who are at the modal age in kindergarten for five-year-olds. Likewise, the fact that band schools offer Elementary 7 partially explains the 40-point drop in students at the modal age between Elementary 6 and Secondary I.

Entering secondary school at a later age affects the rate of success of secondary school students. By quantifying the relationship between this phenomenon and secondary school graduation rates, we can observe that close to two-thirds of students who start secondary school at least one year late do not complete secondary school. Moreover, these students account for half of the total number of secondary school dropouts.<sup>4</sup>

### 3.4 Success rate of secondary school students in the Cree and Kativik school boards

Individual data are kept on students in the Cree and Kativik school boards, as in all Québec school boards. These data make it possible to do a longitudinal analysis of school performance including the calculation of graduation rates. As an example of the general situation that prevails among Aboriginal students in the communities, Table 15 presents the graduation rates after seven years of study for the students in the Cree and Kativik school boards and the delay entering secondary school for the cohorts

4. See Yves Brais, *Retard scolaire au primaire et risque d'abandon scolaire* (Québec: Ministère de l'Éducation, Direction générale de la recherche, 1991).

from 1990 to 1995. The graduation rate after seven years of study for a cohort of students newly enrolled in Secondary I corresponds to the proportion of students from that cohort who obtain a first diploma within a seven-year period. This first diploma may have been obtained from a public or private school, either in the youth or in the adult sector.

**Table 15 Graduation rates after seven years of study (%) and delay entering secondary school, for the Cree and Kativik school boards and Québec as a whole, 1990 to 1995 cohorts**

	Cree School Board		Kativik School Board		Québec as a Whole (public/private)	
	Graduation Rate	Delay Entering Secondary School	Graduation Rate	Delay Entering Secondary School	Graduation Rate	Delay Entering Secondary School
Cohort of 1990	31.5	61.2	22.8	90.1	73.7	23.1
Cohort of 1991	27.2	58.3	23.4	91.3	73.7	22.7
Cohort of 1992	19.9	61.9	19.4	91.7	72.8	23.8
Cohort of 1993	26.1	63.8	23.2	92.8	72.3	24.5
Cohort of 1994	35.5	56.6	21.7	94.9	72.2	24.5
Cohort of 1995	27.1	58.7	20.6	95.3	72.2	24.0

Source: MEQ. RESULTS on the June Uniform Ministry Examinations by School Board and by Private School and GRADUATION RATES by School Board.

In the case of students in the Cree and Kativik school boards, the average graduation rate for cohorts from 1990 to 1995 are 27.9% and 21.9%, respectively, compared with 72.8% for Québec as a whole. The variations observed in the rates for the Cree and Kativik school boards are caused by the small numbers of students newly enrolled in Secondary I for each cohort. These results, considered with the delay entering secondary school of these cohorts, confirm the link between success and delay entering secondary school.

One could postulate that the low graduation rates for students in the Cree and Kativik school boards impact the rate of enrollment in postsecondary studies, according to the Québec-wide standard educational path. Not having reliable data for the total number of Aboriginal students enrolled in postsecondary education, we refer to data concerning the immediate transition of students from the Cree and Kativik school boards to colleges in Québec to illustrate the situation. These students, who were enrolled full-time in the youth sector in the school year preceding college entry, are enrolled in regular, full-time programs leading to a diploma of college studies (DCS).



**Table 16 Rate of immediate transition from Secondary V (full-time, general education) to college (full-time, regular DCS programs), Fall 1995 to 2001**

	Immediate Transition to College (%) in the Fall							
	1995	1996	1997	1998	1999	2000	2001	Average
Cree School Board	7.9	8.9	7.9	3.5	5.0	5.7	1.2	5.7
Kativik School Board	8.1	10.1	7.0	11.7	14.7	5.5	6.3	9.1
Québec as a Whole	64.9	63.4	59.6	58.6	58.5	57.8	58.1	60.1

Source: MEQ, DRSI, Système informatisé des prévisions de l'effectif étudiant au collégial (SIPEEC).

From the fall of 1995 to the fall of 2001, the average rate of immediate transition from secondary school to college was 5.7% for students in the Cree School Board, 9.1% for students in the Kativik School Board, but 60.1% for Québec school boards as a whole. These results do not account for students enrolled in college-level adult education or part-time programs, or those who start their postsecondary studies after having interrupted their studies.

### 3.5 Level of schooling for the Aboriginal population 15 years and over, according to the 2001 Census

Finally we refer to 2001 Census data for individuals reporting an Aboriginal identity. In the 2001 Census, individuals having an Aboriginal identity include those who belong to at least one Aboriginal group (North American Indian, Métis or Inuit) and/or have been declared a treaty Indian or registered under the terms of the *Indian Act* of Canada and/or have declared themselves members of an Indian Band or a First Nation. Certain Aboriginal communities, such as those on the Mohawk reserves and establishments and the Algonquin community of Rapid Lake, refused to be counted in the 2001 Census.

Table 17 shows the highest level of schooling obtained, expressed as a percentage, for individuals reporting Inuit or Amerindian identity according to whether or not they live on a reserve. The data retained correspond to single responses regarding Aboriginal identity. Table 17 also presents results for the non-Aboriginal population.

**Table 17** Distribution of the population 15 years of age and over reporting an Aboriginal identity and the distribution of the non-Aboriginal population of Québec (%), according to the highest level of schooling attained, 2001 Census

Highest Level of Schooling Attained (%)	Inuit Identity	Amerindian Identity		Non-Aboriginal Population
		on reserve	off reserve	
Less than a secondary school diploma	67.9	62.5	40.1	31.5
Secondary school diploma only	6.5	5.7	15.8	17.2
Some postsecondary school education	10.2	9.4	10.3	8.6
Vocational school certificate or diploma	9.3	11.8	10.6	10.8
College diploma or certificate	4.3	6.5	13.7	14.6
University certificate or diploma (below Bachelor's degree)	0.9	1.3	2.1	3.3
Bachelor's degree or higher	0.9	2.8	7.5	14.0

Source: Statistics Canada. Selected Educational Characteristics, Aboriginal Identity, Age Groups, Sex and Area of Residence for Population 15 Years and Over, for Canada, Provinces and Territories, 2001 Census – 20% Sample Data, Table 97F0011XCB01042 (Single responses).

These data illustrate the general level of schooling in Aboriginal populations 15 years and over, according to the 2001 census. Some of these populations began their schooling in 1978, the year in which the Aboriginal communities took control of their own schools. The results confirm certain previous observations: a low graduation rate among the Inuit (6.5 %) and among Amerindians living on reserves (5.7%), as well as a gap between Aboriginal and non-Aboriginal populations in terms of individuals with a college diploma or university degree.

On the other hand, the percentage of individuals with some postsecondary education or with a vocational school certificate or diploma is similar for both populations. The adult Aboriginal population, like the Québec population in general, has access to higher education programs as adult students. Certain colleges and universities offer specific programs for Aboriginals, notably in the education and social services sectors. The 2001 Census data show the predominant fields of study among Aboriginal populations. Table 18 presents the fields of study used by Statistics Canada and their breakdown for this population.

**Table 18** Fields of study of the population 15 years of age and over who reported an Aboriginal identity and of the non-Aboriginal population in Québec, 2001 Census

Field of Study (%)	Inuit Identity	Amerindian Identity		Non-Aboriginal Population
		on reserve	off reserve	
Educational, recreational and counselling services	17.5	15.4	9.6	10.6
Fine and applied arts	2.9	3.0	6.3	6.2
Humanities and related fields	4.1	5.1	8.3	7.8
Social sciences and related fields	15.8	16.7	11.8	9.4
Commerce, management and business administration	9.9	17.9	23.1	23.0
Agricultural, biological, nutritional and food sciences	7.0	4.3	5.6	5.1
Engineering and applied sciences	1.2	0.9	2.2	4.1
Applied science technologies and trades	35.1	30.9	22.6	20.2
Health professions and related technologies	5.3	5.0	8.1	9.4
Mathematics, computer and physical sciences	0.0	0.5	2.4	3.7
No specialization	1.2	0.4	0.2	0.5

Source: Statistics Canada. Selected Educational Characteristics, Aboriginal Identity, Age Groups, Sex and Area of Residence for Population 15 Years and Over, for Canada, Provinces and Territories, 2001 Census – 20% Sample Data, Table 97F0011XCB01042 (Single responses).

Of the disciplines studied, *Applied science technologies and trades* rated first with population groups reporting an Aboriginal identity, exceeding by nearly 15% the figure for the non-Aboriginal population. Among the Aboriginal groups, *Commerce, management and business administration* rated second with individuals reporting an Amerindian identity (17.9% for on reserve and 23.1% for off reserve Amerindians), while *Educational, recreational and counselling services* rated second with individuals reporting an Inuit identity (17.5%). Social sciences and related fields rated third with individuals reporting an Aboriginal identity.

### 3.6 Observations

The current state of education in Aboriginal populations on reserves, in Indian settlements or in Inuit villages in Québec shows that almost all preschool and elementary school-age children are enrolled in school. However, in spite of observed improvements, secondary schools do not fare as well: deviations from the modal age for Québec, delayed entry into secondary school, and low graduation rates for students for whom data exist. The situation in secondary schools has an impact on enrollments in postsecondary institutions. According to data provided by the 2001 Census, the general level of schooling in Aboriginal communities is considerably lower than that of the non-Aboriginal population of Québec.

## Conclusion

By gathering data from various sources, we have attempted to draw a general portrait of the educational situation among Aboriginal populations living on reserves, in Indian settlements or in Inuit villages in Québec. The general nature of the data presented here does not allow us to analyze the specific situation in each of the Aboriginal communities, which differ from one nation to another by their language, culture as well as geographic and economic situation.

At the elementary level, Aboriginal students now have access to complete educational services including instruction in their native language in the early elementary school years. While secondary school programs are becoming increasingly accessible in Aboriginal communities, the transition from elementary to secondary school remains precarious. The educational path of Aboriginal students is longer than it is for their non-Aboriginal counterparts. Only a minority graduate from secondary school with vocational qualifications or pursue their studies in college or university.

The assumption of control by the Aboriginal communities over their own education system has resulted in an organizational situation that is far from homogeneous. It includes school boards and schools created by government agreements, autonomous band schools and schools in the Québec school system that integrate a minority of Aboriginal students. This situation naturally affects the content of programs, teacher training, and the availability of verification and evaluation mechanisms. Does such a situation promote the development of an overall strategy to provide Aboriginal students with complete educational services in general and vocational education and to help increase the perseverance and success rates of these students? How can the education of future generations best prepare them to reconcile their native traditions with the modern world, while preserving the specific characteristics and independence of each community?

In spite of the evident progress in education in the Aboriginal communities of Québec over the last 20 years, we must not forget that educational initiatives constitute major challenges for the First Nations. One such challenge is to reconcile the pursuit of higher education with respect for Aboriginal values and culture. Aboriginal peoples must take control of their schools, not only at the pedagogical or administrative level, but also at a symbolic level. The school must become a tool that they can use. The challenge is not so much to define an Aboriginal pedagogy as to create a pedagogical relationship based on the Aboriginal context in its entirety, as it is today, with of all its traditional and modern elements.<sup>5</sup>

Solanges Hudon

Direction de la recherche, des statistiques et des indicateurs (DRSI)

Tél. : (418) 646-4503

Jacqueline Dorman et Micheline Moore

Direction des affaires autochtones et des services administratifs (DAASA)

Tél. : (418) 643-6242

5. Robert Sarrasin, (1994) "Bilinguisme et biculturalisme chez les Atikamekw", *Canadian Journal of Education*, vol.19, No. 2, p. 179

# MAP 1 – LOCATION OF ABORIGINAL COMMUNITIES IN QUÉBEC



Ministère de l'Éducation, Direction de la recherche, des statistiques et des indicateurs

November 2003

## APPENDIX 1 – ABORIGINAL POPULATION IN QUÉBEC BY NATION AND COMMUNITY, AS OF DECEMBER 31, 2001

Nation	Community (Note 1)	Residents	Nonresidents	Total
<b>ABENAKI</b>	Odanak	300	1 496	1 796
	Wôlinak	65	148	213
		<b>365</b>	<b>1 644</b>	<b>2 009</b>
<b>ALGONQUIN</b>	Hunter's Point (Wolf Lake)	10	237	247
	Kebaowek (Kipawa)	239	402	641
	Kitcisakik	313	45	358
	Kitigan Zibi	1 475	1 011	2 486
	Lac-Rapide (Barrière Lake)	461	129	590
	Lac-Simon	1 112	246	1 358
	Pikogan (Abitibiwinni)	537	254	791
	Timiskaming	543	986	1 529
	Winneway (Long Point)	334	318	652
	<b>5 024</b>	<b>3 628</b>	<b>8 652</b>	
<b>ATTIKAMEK</b>	Manawan	1 727	245	1 972
	Obedjiwan	1 798	309	2 107
	Wemotaci	1 113	273	1 386
		<b>4 638</b>	<b>827</b>	<b>5 465</b>
<b>CREE</b>	Chisasibi	3 231	123	3 354
	Eastmain	579	27	606
	Mistissini/Oujé-Bougoumou	2 803	674	3 477
	Nemiscau (Némaska)	545	15	560
	Waskaganish	1 758	393	2 151
	Waswanipi	1 105	430	1 535
	Wemindji	1 105	133	1 238
	Whapmagoostui	721	7	728
	<b>11 847</b>	<b>1 802</b>	<b>13 649</b>	
<b>HURON-WENDAT</b>	Wendake	<b>1 251</b>	<b>1 676</b>	<b>2 927</b>
<b>INNU (MONTAGNAIS)</b>	Betsiamites	2 567	630	3 197
	Essipit	181	206	387
	La Romaine (Unamen Shipu)	877	56	933
	Mashteuiatsh (Lac Saint-Jean)	1 987	2 635	4 622
	Matimekossh-Lac John	712	74	786
	Mingan (Ekuanishit)	456	16	472
	Natashquan	773	61	834
	Pakuashipi	272	2	274
	Uashat-Malotienam	2 625	595	3 220
		<b>10 450</b>	<b>4 275</b>	<b>14 725</b>
<b>MALISEET</b>	Cacouna et Whitworth	<b>2</b>	<b>710</b>	<b>712</b>
<b>MICMAC</b>	Gaspé (Gespeg)	0	480	480
	Gesgapegiag	516	604	1 120
	Listuguj	1 710	1 349	3 059
		<b>2 226</b>	<b>2 433</b>	<b>4 659</b>
<b>MOHAWK</b>	Kahnawake	7 162	1 803	8 965
	Kanesatake	1 347	613	1 960
		<b>8 509</b>	<b>2 416</b>	<b>10 925</b>
<b>NASKAPI</b>	Kawawachikamach	<b>544</b>	<b>37</b>	<b>581</b>
<b>TOTAL – STATUS AMERINDIAN POPULATION</b>		<b>44 856</b>	<b>19 448</b>	<b>64 304</b>

<b>Nations</b>	<b>Community (Note 1)</b>	<b>Residents</b>	<b>Nonresidents</b>	<b>Total</b>
<b>INUIT</b>	Akulivik	467	6	473
	Aupaluk	149	0	149
	Chisasibi (partie inuite)	93	13	106
	Inukjuak	1 138	57	1 195
	Ivujivik	228	6	234
	Kangiqsualujjuaq	646	11	657
	Kangiqsujuaq	513	26	539
	Kangirsuk	448	36	484
	Kuujuaq	1 492	100	1 592
	Kuujuarapik	488	101	589
	Puvirnituq	1 284	71	1 355
	Quaqtaq	316	21	336
	Salluit	1 045	65	1 110
	Tasiujaq	232	0	232
	Killiniq	43	0	43
Umiujaq	343	24	367	
<b>TOTAL – INUIT POPULATION</b>		<b>8 925</b>	<b>537</b>	<b>9 462</b>
<b>GRAND TOTAL</b>		<b>53 781</b>	<b>19 985</b>	<b>73 766</b>

Note 1: Name in parentheses is that of the band council when it differs from the list of Québec municipalities as of January 1, 2003.

Sources: Indian Register, Indian and Northern Affairs Canada (INAC) and the Registers of Cree, Inuit and Naskapi beneficiaries, JBNQA and the NEQA, Ministère de la Santé et des Services sociaux du Québec, data as of December 31, 2001.

## APPENDIX 2 – DISTRIBUTION OF STUDENTS BY AGE AND GRADE

**Table A** Distribution of Aboriginal students in Québec by age and grade, 1996-1997

Age	Kindergarten		Elementary							Secondary						Total
	For 4-year-olds	For 5-year-olds	1	2	3	4	5	6	7	I	II	III	IV	V	SP <sup>1</sup>	
4 years	769	11	1													781
5 years	202	1 040	15												3	1 260
6 years	4	139	1 011	16											8	1 178
7 years		3	259	853	26										17	1 158
8 years		2	32	265	761	22									11	1 093
9 years			3	35	329	687	18	1							9	1 082
10 years				2	53	341	582	26							12	1 016
11 years					17	69	357	541		9					12	1 005
12 years					6	19	78	491	4	362	3				30	993
13 years						2	25	144	1	591	163	17	1		16	960
14 years							4	35		411	337	118	2		25	932
15 years					1					170	255	267	79	5	38	815
16 years										81	192	215	169	59	61	777
17 years										11	101	154	179	116	55	616
18 years										7	25	71	102	81	46	332
19 years										2	3	19	50	87	37	198
20 years												3	19	65	27	114
21 years													3	9	11	23
22 years+												1			1	
<b>Total</b>	<b>975</b>	<b>1 195</b>	<b>1 321</b>	<b>1 171</b>	<b>1 193</b>	<b>1 140</b>	<b>1 064</b>	<b>1 238</b>	<b>5</b>	<b>1 644</b>	<b>1 079</b>	<b>865</b>	<b>604</b>	<b>422</b>	<b>418</b>	<b>14 334</b>

1: Special programs.

Source: MEQ, DRSI, Education Statistics Bulletin No. 7, September 1998, Table 7, p. 13.



**Table B** Distribution of Aboriginal students in Québec by age and grade, 2001-2002 (Note 1)

Age	Kindergarten		Elementary							Secondary						Total
	For 4-year-olds	For 5-year-olds	1	2	3	4	5	6	7	I	II	III	IV	V	SP <sup>2</sup>	
4 years	834	16														854
5 years	8	1 130	32												6	1 176
6 years		20	1 204	37											21	1 283
7 years			114	1 087	43										22	1 268
8 years			9	154	1 067	55									26	1 313
9 years			5	31	237	921	50								28	1 274
10 years				6	29	298	826	39							32	1 231
11 years					5	63	290	768	15	20					31	1 192
12 years						11	68	435	97	413	18				61	1 104
13 years								106	60	545	276	5			52	1 045
14 years								32	25	327	350	205	8		52	1 003
15 years									9	172	230	286	169	13	58	937
16 years										44	163	215	192	130	70	815
17 years										17	69	158	151	113	91	601
18 years											13	50	85	105	73	329
19 years												16	52	69	54	194
20 years+												5	24	51	58	146
<b>Total</b>	<b>846</b>	<b>1 167</b>	<b>1 366</b>	<b>1 318</b>	<b>1 382</b>	<b>1 349</b>	<b>1 239</b>	<b>1 382</b>	<b>208</b>	<b>1 542</b>	<b>1 123</b>	<b>940</b>	<b>681</b>	<b>482</b>	<b>740</b>	<b>15 765</b>

Note 1: Numbers less than 5 have been masked.

2: Special programs.

Sources: INAC, Report: Students Irregular Age by level, dated September 30, 2001.

For the Agreement territories: MEQ. DRSI. Banque de cheminement scolaire (BCS) (SM3JS026) – data as of February 19, 2003. Regular sector, full- and part-time studies.

**Table C** Distribution of Aboriginal students enrolled in Band schools and public and private schools by age and grade, 2001-2002 (Note 1)

Age	Kindergarten		Elementary							Secondary						Total
	For 4-year-olds	For 5-year-olds	1	2	3	4	5	6	7	I	II	III	IV	V	SP <sup>2</sup>	
4 years	560															568
5 years	8	622	21												6	657
6 years		14	644	23											21	703
7 years			85	559	24										22	693
8 years			8	108	552	40									26	736
9 years			5	24	159	463	34								28	715
10 years				6	17	169	428	25							32	678
11 years						37	155	411	15	17					31	669
12 years							35	169	97	242	15				61	623
13 years								8	60	290	168				52	582
14 years									25	164	201	126	6		52	575
15 years									9	81	134	164	119	8	58	573
16 years										23	84	117	113	85	70	493
17 years										17	25	82	83	74	91	374
18 years											13	24	38	70	73	221
19 years												16	37	45	54	155
20 years+												5	24	37	58	128
<b>Total</b>	<b>572</b>	<b>641</b>	<b>765</b>	<b>722</b>	<b>756</b>	<b>713</b>	<b>653</b>	<b>616</b>	<b>208</b>	<b>838</b>	<b>644</b>	<b>538</b>	<b>420</b>	<b>320</b>	<b>736</b>	<b>9 142</b>

Note 1: Numbers less than 5 have been masked.

2: Special programs.

Source: INAC, Report: Students Irregular Age by level, dated September 30, 2001.

**Table D Distribution of Aboriginal students enrolled in the Cree School Board by age and grade, 2001-2002 (Note 1)**

Age	Kindergarten		Elementary							Secondary						Total
	For 4-year-olds	For 5-year-olds	1	2	3	4	5	6	7	I	II	III	IV	V	SP <sup>2</sup>	
4 years	256															257
5 years		276														276
6 years			297													297
7 years			5	295	8											308
8 years					275	6										285
9 years					26	238	7									272
10 years						59	217									279
11 years						6	61	195								265
12 years							8	88		146						243
13 years										115	84					203
14 years										77	68	58				205
15 years										36	37	63	37			177
16 years										11	39	57	37	27		171
17 years											15	43	42	14		114
18 years												14	26	16		56
19 years													8	13		21
20 years														8		8
<b>Total</b>	<b>256</b>	<b>277</b>	<b>302</b>	<b>300</b>	<b>310</b>	<b>309</b>	<b>293</b>	<b>288</b>	<b>0</b>	<b>388</b>	<b>244</b>	<b>236</b>	<b>152</b>	<b>82</b>	<b>0</b>	<b>3 437</b>

Note 1: Numbers less than 5 have been masked.

2: Special programs

Source: MEQ. DRSI. Banque de cheminement scolaire (BCS) (SM3JS026) – data as of February 19, 2003. Regular sector, full- and part-time studies.

**Table E Distribution of students enrolled in the Kativik School Board by age and grade, 2001-2002 (Note 1)**

Age	Kindergarten		Elementary							Secondary						Total
	For 4-year-olds	For 5-year-olds	1	2	3	4	5	6	7	I	II	III	IV	V	SP <sup>2</sup>	
4 years		11														11
5 years		210	11													221
6 years		6	240	14												260
7 years			23	213	11											247
8 years				41	211	9										262
9 years				5	48	203	9									265
10 years					10	66	169	12								257
11 years						18	65	149								234
12 years						7	25	174		14						222
13 years								94		134	17					246
14 years								31		82	80	14				211
15 years										55	51	54	9			169
16 years										10	40	37	38	13		138
17 years											29	30	24	23		106
18 years												11	21	17		49
19 years													7	11		18
20 years+														6	4	10
<b>Total</b>	<b>0</b>	<b>227</b>	<b>275</b>	<b>274</b>	<b>282</b>	<b>304</b>	<b>272</b>	<b>460</b>	<b>0</b>	<b>295</b>	<b>218</b>	<b>146</b>	<b>99</b>	<b>70</b>	<b>4</b>	<b>2 926</b>

Note 1: Numbers less than 5 have been masked.

2: Special programs.

Source: MEQ. DRSI. Banque de cheminement scolaire (BCS) (SM3JS026) – data as of February 19, 2003. Regular sector, full- and part-time studies.

**Table F Distribution of students enrolled in the Naskapi school by age and grade, 2001-2002 (Note 1)**

Age	Kindergarten		Elementary							Secondary						Total
	For 4-year-olds	For 5-year-olds	1	2	3	4	5	6	7	I	II	III	IV	V	SP <sup>2</sup>	
4 years	18															18
5 years		22														22
6 years			23													23
7 years				20												21
8 years					29											30
9 years						17										22
10 years							12									17
11 years							9	13								24
12 years									11							16
13 years									6	7						14
14 years											7					12
15 years										8	5					18
16 years														5		13
17 years																7
18 years																3
<b>Total</b>	<b>18</b>	<b>22</b>	<b>24</b>	<b>22</b>	<b>34</b>	<b>23</b>	<b>21</b>	<b>18</b>	<b>0</b>	<b>21</b>	<b>17</b>	<b>20</b>	<b>10</b>	<b>10</b>	<b>0</b>	<b>260</b>

Note 1: Numbers less than 5 have been masked.

2: Special programs.

Source: MEQ, DRSI. Banque de cheminement scolaire (BCS) (SM3)S026 – data as of February 19, 2003. Regular sector, full- and part-time studies.

**Table G Distribution of students for Québec as a whole by age and grade, 2001-2002**

Age	Kindergarten		Elementary							Secondary						Total
	For 4-year-olds	For 5-year-olds	1	2	3	4	5	6	7	I	II	III	IV	V	SP <sup>1</sup>	
4 years	15 774	745														16 519
5 years	4	83 046	958	1												84 009
6 years		833	85 314	1 283	5	4										87 439
7 years			2 593	85 635	1 374	10										89 612
8 years			442	7 231	82 864	1 519										92 056
9 years			305	1 245	8 549	84 073	1 754									95 926
10 years			234	635	899	11 367	81 769	1 857	60							96 821
11 years			234	408	337	1 600	12 562	79 407	2 073	62						96 683
12 years			67	254	139	523	1 680	14 410	71 710	2 226	109					91 118
13 years				7	2	9	31	629	20 181	63 336	2 109	95				86 399
14 years						1	6	47	6 633	17 842	58 487	2 346	112			85 474
15 years					1				2 169	7 731	17 477	56 143	2 594			86 115
16 years									700	2 268	6 946	15 566	53 331			78 811
17 years										761	1 795	5 381	14 263			22 200
18 years												248	650	3 317		4 215
19 years													205	619		824
20 years														559		559
21 years														73		73
22 years														2		2
<b>Total</b>	<b>15 778</b>	<b>84 624</b>	<b>90 147</b>	<b>96 699</b>	<b>94 170</b>	<b>99 106</b>	<b>97 802</b>	<b>96 350</b>	<b>0</b>	<b>103 526</b>	<b>94 226</b>	<b>87 171</b>	<b>80 386</b>	<b>74 870</b>	<b>0</b>	<b>1 114 855</b>

1: Special programs.

Source: MEQ, DRSI. Ref. PM2J0301. Tables 7.1 and 7.2 (elementary and secondary students in the youth sector, public and private systems).

