



Statistical Portrait of the Aboriginal School Population of Québec, 1981-96

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Table 1
Evolution of Québec's
Aboriginal Population
by Ethnic Group and
Source of Data

The Aboriginal Population

Québec's Aboriginal population comprises ten Amerindian nations plus the Inuit, who are considered a distinct nation.

The ten Amerindian nations are divided into two linguistic families: the Algonquian family (Abenaki, Algonquin, Attikamek, Cree, Maliseet, Micmac, Montagnais and Naskapi) and the Iroquoian family (Mohawk and Huron-Wendat). The Inuit belong to the Eskimo-Aleut linguistic family.

Some Amerindians are recognized as Registered, or Status, Indians, and according to the Indian Act of 1876, they are entitled to certain privileges: they have the right to live on reserves, and the federal government provides support for their education. This population is enumerated by the Department of Indian Affairs and Northern Development (DIAND).

The remaining Amerindians—Non-Status Indians and Métis—form a category of the Aboriginal population that is much more difficult to define. The only source of information on them is census data, and then only if they claimed Amerindian origin. Table 1 presents various estimates of the number of Native, or Aboriginal, persons in Québec in 1981, 1986, 1989, 1991, 1993 and 1996.

	Statistics Canada Censuses				DIAND and Register of Native Persons			
	1981	1986	1991 ¹	1996 ²	1981	1989	1993	1996
Inuit	4 875	6 470	6 850	8 300	4 868	6 354	7 541	8 490
Amerindians	34 400	37 150	49 995	47 600 ³	32 510	50 255	54 283	58 640
Métis	13 120	5 705	8 675	16 075	n.a.	n.a.	n.a.	n.a.
Total	52 395	49 325	65 410	71 415	37 368	56 609	61 824	67 130

This table shows that the Aboriginal population of Québec grew throughout the period in question. In addition to the 47 600 Amerindians enumerated in the 1996 census, the population includes that of the Wendake reserve (1462 persons according to Statistics Canada), Kahnawake (8544 persons, according to the DIAND), Kanesatake (1882 persons according to the DIAND) and the part of the Akwesasne reserve situated in

- In the 1991 census: population who reported at least one Aboriginal ancestor.
- In the 1996 census: persons who reported identifying with at least one Aboriginal group, i.e. North American Indian, Métis or Inuit.
- Includes the responses of 2055 persons who did not claim to be Aboriginal, but who reported being Treaty or Registered Indians or members of an Indian Band.

Québec (about 3500 persons), for a total Amerindian population of about 63 000. The Department of Indian Affairs and Northern Development gives a figure of 62 142 persons.

The 1996 census figure of 8300 Inuit is confirmed by the register of Cree, Naskapi and Inuit covered by agreements with the Québec government, which sets the Inuit population at 8490.

Thus, Québec's Aboriginal population, not counting the Métis, was 71 300 in 1996.

Although the age structure of the Aboriginal population is also growing older, it remains much younger than that of the non-Aboriginal population, as Table 2 shows.

Table 2
Aboriginal and Non-Aboriginal Populations of Québec by Age Group, 1981-96

Age Group	Aboriginal Population			Non-Aboriginal Population			
	1981	1986	1996	1981	1986	1993	1996
0 to 14	32.0	30.7	30.7	21.8	20.4	19.6	18.6
15 to 34	40.5	41.2	34.2	37.5	34.5	30.7	28.8
35 to 64	23.0	24.7	30.2	32.4	35.1	38.2	40.3
65 and over	4.5	3.4	4.9	8.3	10.0	11.5	12.3

Source: Statistics Canada

The Geographical Situation

Another important aspect of the demographic situation of Québec's Aboriginal population is its geographic dispersion. In 1996, as in 1986, the Aboriginal peoples accounted for about 1% of Québec's total population, yet they were present in every region of the province except the Estrie. There were 13 669 Montagnais scattered throughout the Côte-Nord and Saguenay regions. The next groups in order of size were the 13 426 Mohawk (including 3000 in the village of Akwesasne) concentrated in the area south of Montréal, and the 12 337 Cree around the periphery of James Bay. The fourth-largest Aboriginal population, with 8490 persons, was the Inuit, in the far north of Québec. The 7900 Algonquin were divided between the Outaouais and Abitibi-Témiscamingue regions. The Attikamek population of over 4850 lived in the Haute-Mauricie, and the 4351 Micmac in the Gaspé. The four remaining Aboriginal groups were smaller: there were 2782 Huron-Wendat near the city of Québec, 1878 Abenaki south of Trois-Rivières, 549 Naskapi near Schefferville, and, finally, 560 Maliseet on the south bank of the St. Lawrence River. The Maliseet do not live on reserves; there are some near Rivière-du-Loup, and others in the Longueuil area.

The geographic dispersion of the Aboriginal population is accentuated by the fact that the population of each nation, with the exception of the Huron-Wendat and the Naskapi, consists of a number of different communities. Indeed, the Amerindians of Québec are divided into 40 bands, each of which manages its own reserve.

Many of these reserves are only accessible by bush roads, some of which can hardly be used in winter or during thaws. Other reserves, which are not served by roads, must be reached by train, boat, airplane or seaplane. The following reserves are the most difficult to reach:

- the nine Cree reserves;
- the Algonquin reserve of Kitcisakik (Grand-Lac-Victoria);
- the Attikamek reserve of Wemotaci;
- the Naskapi reserve of Kawawachikamach;
- three Montagnais reserves: Matimekosh, Pakuashipi and La Romaine.

Information on the geographical location, population and customs of the Amerindian nations of Québec is available in the series of publications entitled *Les premières nations*, produced by the Ministère de l'Éducation du Québec in collaboration with the Musée de la civilisation du Québec.¹

There are about fifteen Inuit villages, located between James Bay and Ungava Bay.

The map in [Appendix 1](#), on page 12, illustrates the location of Inuit and Amerindian villages in Québec.

According to Department of Indian Affairs and Northern Development data, 85% of Status Indians lived on reserves or Crown lands in 1983. This proportion fell to 75% in 1988, (a drop attributable largely to the reinstatement of Registered, or Status, Indians under Bill C-31²), and then to less than 70% in 1993. As of 1996 it stood at 70.5%.

The Language Situation

The language situation of the Aboriginal peoples varies greatly. Each of the 11 nations has its own mother tongue and uses French, English or both to a considerable extent, either as the language of everyday life or as its second language. Among the Hurons, the Abenaki and the Maliseet, for example, French has even replaced the Aboriginal language as the language spoken at home. Many Abenaki and Maliseet also speak English.

In the Mohawk community of Kahnawake, English holds a place comparable to that of French among the Montagnais of Mashteuiatsh and Essipit. In other communities where the Aboriginal language continues to predominate, some members of the community use French as their second language (this is the case of the Attikameks and most of the Montagnais of the Côte-Nord region), while others use English, especially the Mohawk, the Cree, the Inuit and the Naskapi. Finally, among the Algonquin and Micmac, the use of French or English as a second language varies from tribe to tribe.

This cursory socio-demographic survey shows that Québec's Aboriginal population is very young, that it is growing and that it is very dispersed, both geographically and linguistically. It is important to bear in mind these characteristics, in addition to the obvious cultural specificity, in analyzing the educational situation of the Aboriginal population of Québec.

1. Only one of the eight publications in this series has been translated to date: *G'MTGIMINU - Our Land - The Micmac of Québec - The First Nations* (June, 1999).
2. On June 28, 1985, Bill C-31, *An Act to Amend the Indian Act*, restored Indian status and the right to belong to a band to women and children who had lost it due to discrimination and to other Indians who had lost their status due to voluntary or involuntary enfranchisement. For various reasons, many of the people reinstated by Bill C-31 have continued to live off-reserve.

The Schooling of the Aboriginal Population Aged 15 and Over

The census constitutes the sole source of information for purposes of evaluating the schooling of the Aboriginal population.

Certain questions in the census concerning people aged 15 and over can be used to establish a breakdown of the adult population by level of schooling and by mother tongue.

It should be noted that the population aged 15 and over includes both people who have not attended school for a long time and people who are still attending school.

Table 3
Aboriginal and Non-Aboriginal Population 15 years and Over by Highest Level of Schooling

Highest Level of Schooling	1991 Census				1996 Census			
	Aboriginal		Non-Aboriginal		Aboriginal		Non-Aboriginal	
	Number	%	Number	%	Number	%	Number	%
Less than Secondary III	7 880	45.6	1 077 120	20	8 320	40	1 014 955	18.1
Between Secondary III and Grade 13, no diploma ¹	5,070	29.4	1 014 150	18.9	6,505	31.3	975 210	17.4
Secondary school diploma, general or vocational	1 110	6.4	1 214 910	22.6	1 715	8.2	1 233 355	22
Postsecondary (non-university) with or without certificate	2,555	14.8	1 088 990	20.3	3 235	15.5	1 249 760	22.3
University without degree	310	1.8	270 055	5	285	1.4	87 975	1.6
University degree	340	2	698 890	13	760	3.6	1 039 090	18.6
Total	17 270		5 377 060		20 815		5 600 345	

Source: Statistics Canada, single responses only.

These findings must be interpreted with caution, as they are based on incomplete data.

Comparison of the 1991 and 1996 censuses (Table 3) suggests that the educational level of the Aboriginal population increased slightly over this period. In 1991, 45.6% of respondents aged 15 and over had less than 9 years of schooling, whereas the corresponding figure in 1996 was 40.0%. The proportion of the population with 9 to 13 years of schooling (but without a secondary school diploma) rose from 29.4% in 1991 to 31.3% in 1996, while respondents with some postsecondary education increased from 18.6% to 20.5%.

The Aboriginal Education System

The administrative situation of schools serving the Aboriginal population was relatively simple until the mid-1970s. The Department of Indian Affairs and Northern Development financed and administered about thirty elementary schools in the Aboriginal communities. Financial arrangements between the federal government and the educational institutions concerned enabled students at the secondary and postsecondary levels to enrol in Québec public schools.

Since then, the situation has become much more diversified, with the creation of the Cree and Kativik school boards after the conclusion of the James Bay and Northern Quebec Agreement with the Cree and Inuit in 1975, and the founding of the Naskapi

1. These figures are based on Statistics Canada data, which include Grade 13 because it is offered in Ontario. There is no secondary-level equivalent in Québec.

School following the Northeastern Québec Agreement with the Naskapi in 1978. The two school boards and the Naskapi School have been financed by the two levels of government but administered by the Aboriginal peoples. Although the Naskapi do not have their own school board, they handle the administration of their school within the framework of the Central Québec School Board (prior to July 1998, it was part of the Eastern Québec Regional School Board), relying on a Naskapi education committee with broad powers. The Québec government covers 25% of the operating and capital costs of the Cree School Board and the Naskapi School and 75% of those of Kativik School Board. The federal government handles the rest of their funding. In 1996-97, these organizations administered **nine** schools for Cree students, fourteen for Inuit students, and **one** for Naskapi students, respectively (See Table 4).

Table 4
Schools on Reserves
and in Aboriginal
Villages in Québec, by
Administrative
Situation 1977-78 to
1997-98

	Federal Schools	Band Schools	Cree School Board	Kativik School Board	Naskapi School	Total
1977-78	29	-	-	-	-	29
1978-79	16	2	7	13	-	38
1979-80	16	3	7	13	-	39
1980-81	13	8	7	13	-	41
1981-82	12	8	7	13	-	40
1982-83	12	9	7	13	-	41
1983-84	13	9	8	13	-	43
1984-85	11	13	8	13	-	45
1985-86	10	14	8	14	-	46
1986-87	10	14	8	14	-	46
1987-88	9	15	8	14	-	46
1988-89	7	18	8	14	-	47
1989-90	4	23	9	14	1	51
1990-91	2	29	9	14	1	55
1991-92	2	31	9	14	1	57
1992-93	2	31	9	14	1	57
1993-94	2	31	9	14	1	57
1994-95	2	n.a.	9	14	1	n.a.
1995-96	1	n.a.	9	14	1	n.a.
1996-97	1	n.a.	9	14	1	n.a.
1997-98	1	37	9	14	1	62

Sources: Department of Indian Affairs and Northern Development;
Direction des statistiques et des études quantitatives, Ministère de l'Éducation du Québec.

While these new structures were being set up, there was a movement in the Amerindian communities in favour of the management of schools on reserves by band councils. This movement gained momentum until, in 1996, there remained only **one** federal school (in the Mohawk community of Kanesatake), as compared with **37** band schools. Thus, during this period, 37 schools were either established or taken over by band councils.

As of September 30, 1996, the Aboriginal communities of Québec administered 62 schools, with a total student population of **14 334**. Of this number, **6280 students** attended schools administered by a band council or the federal government, **5974** attended schools in the Kativik or Cree school boards or the Naskapi School and **2080** attended schools that were part of other school boards or private schools outside the Indian reserves or Inuit villages (Table 5).

Table 5
Students Recognized
as Aboriginal by the
DIAND or the MEQ, by
Type of Educational
Institution Attended
(preschool, elementary
and secondary),
1977-78 to 1996-97

	Federal Schools	Band Schools	Cree School Board	Kativik School Board	Naskapi School	Other School Boards and Private Schools	Total
1977-78	4957	-	-	-	-	5162	10 119
1978-79	2853	321	2089	1808	-	3264	10 335
1979-80	2810	368	2162	1479	-	3123	10 334
1980-81	1803	1413	2363	1292	-	3147	10 567
1981-82	1746	1378	2367	1654	-	3240	10 725
1982-83	1661	1502	2489	1664	-	3184	10 795
1983-84	1764	1616	2533	1969	-	2903	10 700
1984-85	1668	1842	2723	1626	-	3107	11 344
1985-86	1527	2171	2731	2026	-	2886	11 326
1986-87	1538	2354	2651	1997	-	2748	11 299
1987-88	1496	2601	2750	2029	-	2775	11 651
1988-89	1056	2989	2946	2083	-	2655	11 708
1989-90	622	3452	3023	2178	128	2441	12 075
1990-91	359	4079	3020	2243	137	2508	12 360
1991-92	244	4996	2986	2283	142	2054	12 786
1992-93	240	5217	2982	2373	148	2149	13 197
1993-94	213	5536	2979	2464	149	2167	13 508
1994-95	206	5614	3020	2531	172	2142	13 685
1995-96	138	5891	3151	2653	175	2159	14 167
1996-97	126	6154	3146	2649	186	2080	14 334

Sources: Department of Indian Affairs and Northern Development;
Direction des statistiques et des études quantitatives, Ministère de l'Éducation du Québec,
Banque historique. These data are to be used for statistical purposes only.

The breakdown of students by type of school attended shows that few Aboriginal students attend elementary schools that are part of the Québec public school system. In 1996 there were 785 students in private schools or school boards other than the Cree or Kativik boards or the Naskapi School, on the basis of financial arrangements between the band councils and the school boards concerned. This figure has declined very little since September 1987 (929 students), notwithstanding the transfer to Aboriginal administration of l'école Amik-Wiche, in Lac-Simon, which had previously been part of the Commission scolaire de Val d'Or, and of l'école Olamen, in la Romaine, which had previously been part of the Commission scolaire du Littoral (Tables 6a and 6b).

Table 6a
Aboriginal Students in
Québec, 1987-88, by
Grade and Type of
Educational Institution

Grade and Level of Instruction	Federal Schools	Band Schools	Cree School Board	Kativik School Board	Provincial and Private Schools*	Total
Kindergarten for 4-year-olds	189	198	199	-	61	647
Kindergarten for 5-year-olds	188	215	218	213	113	947
Subtotal	377	413	417	213	174	1594
Elementary 1	203	215	283	192	156	1049
Elementary 2	162	221	251	158	135	927
Elementary 3	147	221	249	158	190	965
Elementary 4	147	206	245	171	144	913
Elementary 5	154	183	257	159	167	920
Elementary 6	141	202	242	161	135	881
Elementary 7	-	-	123	180	2	305
Subtotal	954	1248	1650	1179	929	5960
Secondary I	111	313	284	202	502	1412
Secondary II	47	240	152	171	317	927
Secondary III	7	164	124	126	339	760
Secondary IV	-	145	107	99	258	609
Secondary V and 6	-	78	16	39	256	389
Subtotal	165	940	683	637	1672	4097
Total	1496	2601	2750	2029	2775	11 651

* Students in Elementary 7 are grouped with students in Secondary I in the DIAND data.

Sources: Department of Indian Affairs and Northern Development, Aboriginal Students, December 31, 1987;

Ministère de l'Éducation du Québec, Banque historique. These data are to be used for statistical purposes only.

Thus, most Aboriginal people now have access to elementary and secondary schools in their own communities. In 1996-97, out of a total of 5032 Aboriginal secondary school students (including 418 enrolled in special programs), more than 3848 attended schools in their own communities: 2005, band schools; 1072, the Cree School Board; 723, the Kativik School Board and 48, the Naskapi School.

Table 6b
Aboriginal Students in
Québec, 1997-98, by
Grade and Type of
Educational Institution

Grade and Level of Instruction	Federal Schools	Band Schools	Cree School Board	Kativik School Board	Naskapi School	Provincial Schools	Private Schools	Total
Kindergarten for 4-year-olds	18	632	252	14	21	33	5	975
Kindergarten for 5-year-olds	14	532	291	269	16	65	8	1195
Subtotal	32	1164	543	283	37	98	13	2170
Elementary 1	21	611	281	267	18	111	12	1321
Elementary 2	18	527	262	216	16	117	15	1171
Elementary 3	11	488	284	271	14	108	17	1193
Elementary 4	20	476	238	253	16	123	14	1140
Elementary 5	12	461	229	208	19	124	11	1064
Elementary 6	12	417	237	421	18	116	17	1238
Elementary 7	-	5	-	-	-	-	-	5
Subtotal	94	2985	1531	1636	101	699	86	7132
Secondary I	-	654	374	239	13	270	94	1644
Secondary II	-	405	260	166	11	178	59	1079
Secondary III	-	259	210	154	11	184	47	865
Secondary IV	-	196	132	103	8	126	39	604
Secondary V and VI	-	107	96	58	5	132	24	422
Subtotal	-	1621	1072	720	48	890	263	4614
Special Programs	-	384	-	10	-	25	6	425
Total	126	6154	3146	2649	186	1712	368	14 341

Sources: Department of Indian Affairs and Northern Development, Aboriginal Students, December 31, 1996;

Ministère de l'Éducation du Québec, Banque historique. These data are to be used for statistical purposes only.

The Educational Paths of Aboriginal Students

In kindergarten for 4-year-olds, Aboriginal students account for over 5.6% of the Québec school population in their age group. In public schools, kindergarten for 4-year-olds is reserved for a certain type of student; also, the Ministère does not enumerate all children who attend kindergarten for 4-year-olds; children in private daycare centres are not counted, for example. This explains the high proportion of Aboriginal students in the statistics on kindergarten for 4-year-olds (see Table 7). Aboriginal students represent about 1.2% of Québec students in elementary school and at the beginning of secondary school. After rising slightly to 1.4% in Elementary 6 and to 1.5% in Secondary I, this proportion falls considerably, to 0.7% in Secondary IV, and 0.5% in Secondary V.

In Québec, students normally begin kindergarten at the age of 5, elementary school at 6, Elementary 2 at 7, and so on, entering Secondary I at 12. Students who maintain this rhythm constitute the modal group. We have established a breakdown of students whose age and grade are known, according to the deviation of their age from that of the modal group. This breakdown was done both for Aboriginal students and for the Québec school population as a whole (Tables 8a and 8b).

Table 8a

Distribution of Students at and above the Modal Age of the Québec School Population for each grade, 1996-97

The Aboriginal School Population of Québec

Grade	Percentage of Students at and above the Modal Age, by Number of Years				
	Modal Age	None	1 Year	2 Years	3 Years and Over
Kindergarten for 4-year-olds	4	78.9	20.7	0.4	0.0
Kindergarten for 5-year-olds	5	88.0	11.6	0.3	0.2
Elementary 1	6	77.7	19.6	2.4	0.2
Elementary 2	7	74.2	22.6	3.0	0.2
Elementary 3	8	66.0	27.6	4.4	2.0
Elementary 4	9	62.2	29.9	6.1	1.8
Elementary 5	10	56.4	33.6	7.3	2.7
Elementary 6	11	45.9	39.7	11.6	2.8
Secondary I	12	22.6	36.0	25.0	21.4
Secondary II	13	15.4	31.2	23.6	29.8
Secondary III	14	15.6	30.9	24.9	28.7
Secondary IV	15	13.6	28.0	29.6	28.8
Secondary V	16	15.2	27.5	19.2	38.2

Table 8b

Distribution of Students at and above the Modal Age of the Québec School Population for each grade, 1996-97

The School Population of Québec as a Whole

Grade	Percentage of Students at and above the Modal Age, by Number of Years				
	Modal Age	None	1 Year	2 Years	3 Years and Over
Kindergarten for 4-year-olds	4	100.0	-	-	-
Kindergarten for 5-year-olds	5	99.5	0.5	-	-
Elementary 1	6	93.3	6.2	0.4	-
Elementary 2	7	89.7	9.0	1.0	0.3
Elementary 3	8	86.0	11.9	1.4	0.8
Elementary 4	9	83.2	14.2	2.1	0.5
Elementary 5	10	81.4	15.9	2.6	0.1
Elementary 6	11	80.0	18.9	1.1	-
Secondary I	12	65.4	21.8	8.2	4.6
Secondary II	13	66.6	20.5	9.4	3.5
Secondary III	14	67.5	21.0	8.5	3.0
Secondary IV	15	71.0	19.9	7.5	1.6
Secondary V	16	71.4	20.1	6.2	2.3

Sources, Tables 8a and 8b:

Department of Indian Affairs and Northern Development;
Direction des statistiques et des études quantitatives, Ministère de l'Éducation du Québec.

According to the September 30, 1996 breakdown of enrolments, **four out of five Québec students** (80.0%) in Elementary 6 were at (or below) the age of the modal group (Table 8b). Among Aboriginal students, this was true of **slightly under half the students** (45.9%) (Table 8a). For Aboriginal students, as for the Québec school population in general, the probability of experiencing difficulties and repeating one or more years increases as they advance in the system. This is shown by the declining proportion of students at the modal age.

At the secondary level, there is an increase in the number of students whose age exceeds that of the modal group by not only one, but two or three years. This increase is apparent from the start of secondary school: among Secondary I students, only 65.4% of the Québec school population, and only 22.6% of Aboriginal students, were at or below the modal age.

In secondary school, grade repetition is associated with an increased tendency to drop out of school. Notwithstanding this phenomenon, only 15.2% of the Aboriginal students in Secondary V were not above the modal age, compared with 71.4% of Québec students in general.

Success Rates

Individual data are kept on students in the Cree and Kativik school boards, as in all Québec school boards. This data makes it possible to do a longitudinal analysis of school performance—to study the phenomenon of dropping out, for example, and compare the graduation rates of different cohorts of students.

The graduation rates presented in Table 9 cover a period of seven years. Thus, the cohort of 1984 graduated in 1991, and the cohort of 1989 graduated in 1996. “The graduation rate after seven years for the cohort of 1989-90 corresponds to the proportion of students **newly enrolled in Secondary I** in 1989-90, in a given school board, and earned a first diploma within a 7-year period. The first diploma may have been obtained at the same school board, at another school board or at a private school, either in the youth sector or in the adult sector (before the age of 20).”¹ The graduation rates observed for the cohort of 1989 in both the Cree and Kativik school boards were **23.3%**, which is much lower than the average graduation rate of **73.2%** for the Québec school population as a whole in this period.

Table 9
Graduation Rates after
Seven Years, School
Population of Québec
and Cree and Kativik
School Boards

	Québec as a Whole	Cree School Board	Kativik School Board
Cohort of 1984 (1984-91)	65.1	22.1	18
Cohort of 1985 (1985-92)	67.5	33.6	11.5
Cohort of 1986 (1986-93)	69.5	28.7	17.7
Cohort of 1987 (1987-94)	71.7	27.7	24.4
Cohort of 1988 (1988-95)	72.2	24.8	29.8
Cohort of 1989 (1989-96)	73.2	23.3	23.3

Sources: Direction de la sanction des études et Direction des statistiques et des études quantitatives, ministère de l'Éducation du Québec.

1. Ministère de l'Éducation du Québec, *RESULTS on the June 1996 Uniform Ministry Examinations by School Board and Private School and GRADUATION RATES by School Board (Québec, 1997)*, p. 71.

English translation of Bulletin statistique de l'éducation n° 7 *L'évolution de la situation scolaire de la population autochtone du Québec*

Conclusion

The assumption of administrative responsibility by the Aboriginal communities for their own education system, which began in 1978-79, is now essentially complete, since there remains only one Aboriginal school under federal administration. All the other schools located on reserves are administered by the Amerindian communities. During the same period, most Aboriginal communities introduced secondary-level instruction on their territories. Today, most Aboriginal secondary school students attend a school that is under Aboriginal administration.

The data presented here show, however, that despite the achievement by the Aboriginal communities of full responsibility for their education system, there is still a very high incidence of falling behind and dropping out of school among Aboriginal students.

This situation would be less worrisome if the transition from the elementary to the secondary level were less problematic and if the proportion of Aboriginal students earning a secondary school diploma—the door to occupational accreditation or to college and university studies—were not still a minority.

The geographical isolation of most Amerindian and Inuit communities doubtless plays a major role in the persistence of this educational dilemma. It must also be remembered that school in its present form is not part of the tradition of the Aboriginal peoples.

For information: Diane Foucault (418) 644-5712

Other [Education Statistics Bulletins](#) available

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- Demers, Marius. *Statutory Salaries and Teaching Time of Teachers in Public Elementary and Lower Secondary Schools: A Comparison of Québec and OECD Countries*, No. 2, November 1997.
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Appendix 1

Québec's Aboriginal Communities

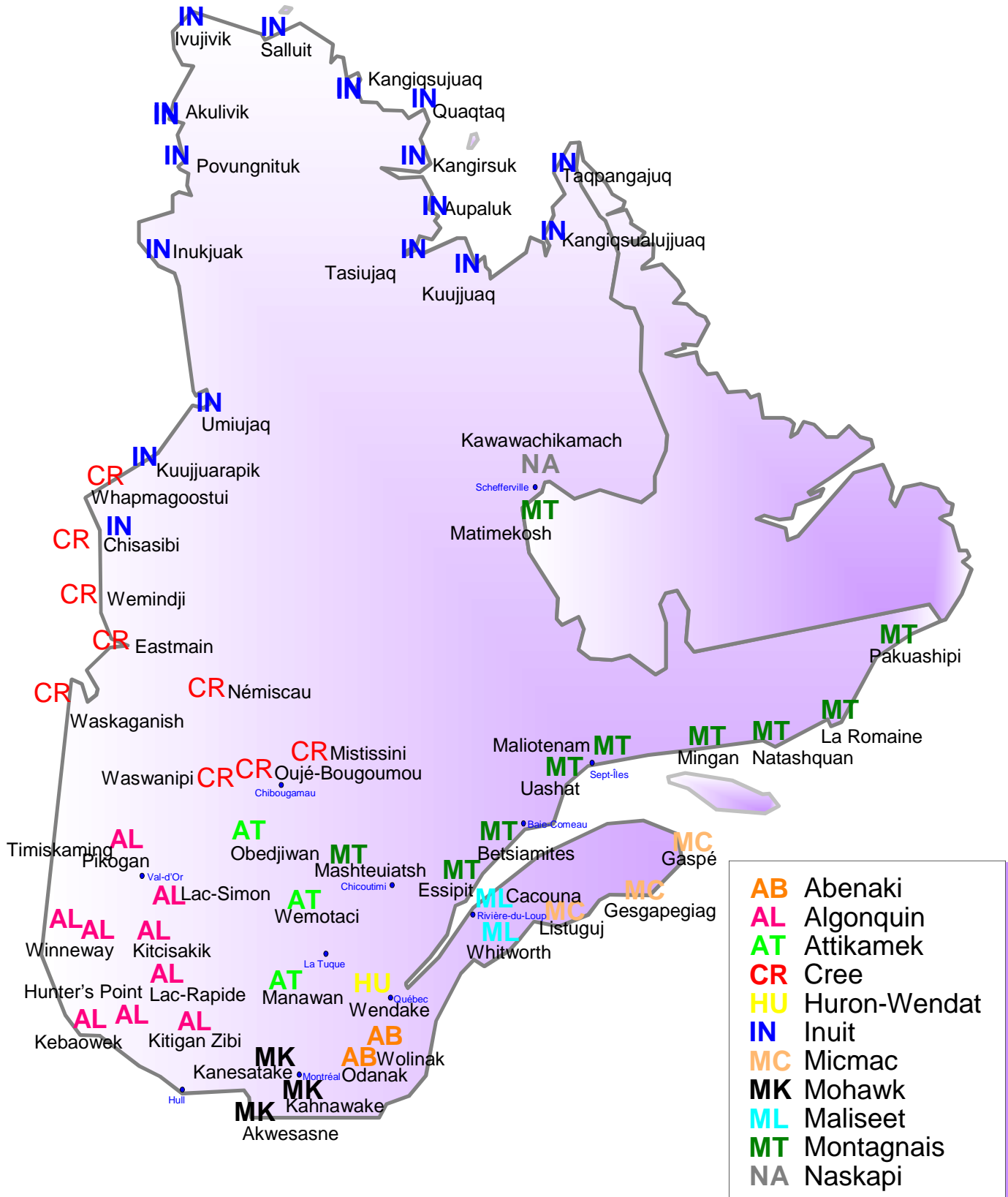


Table 7: The Aboriginal School Population of Québec by Age and Grade, 1996-97

Grade Age	Preschool		Elementary							Secondary					SP*	Total
	4 years	5 years	1	2	3	4	5	6	7	I	II	III	IV	V		
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
23 years	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total	975	1 195	1 321	1 171	1 193	1 140	1 064	1 238	5	1 644	1 079	865	604	422	418	14 334
% of Québec	5.6	1.2	1.2	1.2	1.3	1.3	1.2	1.4		1.5	1.1	0.9	0.7	0.5	-	1.25

*SP: Special programs

Sources: Department of Indian Affairs and Northern Development;

Direction des statistiques et des études quantitatives, Ministère de l'Éducation du Québec