



# Statistical Bulletin

Education of the school  
populations of the  
Indigenous communities  
within Québec in 2017



**Coordination and content**

Direction des indicateurs et des statistiques  
Direction générale des statistiques, de la recherche et de la géomatique  
Secteur des territoires, des statistiques et de l'enseignement privé

**Collaboration**

Direction des relations avec les Premières Nations et les Inuit et nordicité  
Secteur des relations interculturelles, autochtones et réseau éducatif anglophone

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Direction du soutien au réseau éducatif anglophone  
Services linguistiques en anglais  
Ministère de l'Éducation

**For additional information, contact:**

Renseignements généraux  
Ministère de l'Éducation  
1035, rue De La Chevrotière, 21<sup>e</sup> étage  
Québec (Québec) G1R 5A5  
Telephone: 418-643-7095  
Toll-free: 1-866-747-6626

This document may be consulted on the Ministère's web site at:

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## INTRODUCTION

The bulletin presents a general portrait of the school-aged Indigenous<sup>1</sup> population residing within Québec, based on the available data. It updates statistical bulletin no. 42 on the same subject, published in May 2013.<sup>2</sup> The study of developments in the situation begins with the description of this population and its context.

## 1. CHARACTERISTICS OF THE INDIGENOUS PEOPLES WITHIN QUÉBEC

### 1.1 CONTEXT

Within Québec, there are 11 Indigenous nations; one Inuit Nation and 10 distinct First Nations:<sup>1</sup> Abenaki, Algonquin-Anishinabeg, Atikamekw, Cree-Eeyou, Huron-Wendat, Innu, Maliseet-Wolastoqiyik, Mi'gmaq, Mohawk-Kanien:keha'ka, and Naskapi.

The First Nations are distinguished from Inuit under the *Constitution Act, 1867* and the first *Indian Act*, enacted in 1876 (R.S.C., 1985, c. I-5). Under these laws, an “Indian” is a person who is “registered as an Indian or is entitled to be registered as an Indian” in the “Indian Register.” This register distinguishes “registered Indians” who are members of a “band” and may live on a reserve, in an Indian settlement or on Crown land, from those who are not registered, i.e. “unregistered Indians.” The federal government is responsible for these members as long as they reside in a community.<sup>3</sup>

The Québec government recognizes that “Inuit and members of the First Nations are not only full-fledged Québec citizens but also constitute nations in the sociological and political sense.”<sup>4</sup>

Inuit were never subject to the *Indian Act*. In Québec, since the signing of the *James Bay and Northern Quebec Agreement* (JBNQA), they fall within the province’s jurisdiction. The Cree, who were the other signatories to the JBNQA, and the Naskapi, who signed the *Northeastern Quebec Agreement* (NEQA), also fall within the Québec public system. These agreements confer specific powers on these Nations in the area of education, including the management of instruction on their territory and the choice of educational programs that suit the people who live there.

### 1.2 GEOGRAPHICAL BREAKDOWN

Indigenous people live all over the province of Québec, from Nunavik to the St. Lawrence River valley and on the shores of the Gulf of St. Lawrence. The map in Appendix 3 shows the location of each of the communities within the province. Even today, a number of villages and communities are difficult to reach except by train, boat, airplane or seaplane.

Not only are the Nations dispersed geographically, they also face very different realities (see Graph 1). For example, in 2017, the 19 955 Innu accounted for 19.8% of the Indigenous people living in the

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<sup>1</sup> In Québec, the term “Indigenous peoples” refers to the First Nations and Inuit. The Canadian government uses the term “Aboriginal peoples.”

<sup>2</sup> [http://www.education.gouv.qc.ca/fileadmin/site\\_web/documents/PSG/statistiques\\_info\\_decisionnelle/bulletin\\_stat42\\_s.pdf](http://www.education.gouv.qc.ca/fileadmin/site_web/documents/PSG/statistiques_info_decisionnelle/bulletin_stat42_s.pdf).

<sup>3</sup> The words “Indians,” “reserve” and “Indian band” are used only in a legal context (e.g. *Indian Act*) and have otherwise fallen out of favour. The preferred terms are “First Nations,” “community” and “members of a First Nation.”

<sup>4</sup> Québec, Secrétariat aux affaires autochtones, *Government Action Plan for the Social and Cultural Development of the First Nations and Inuit 2017-2022*. (Québec, 2017).

province, while the 784 Naskapi accounted for 0.8% (see Appendix 1). This shows that the communities' realities vary widely, making it difficult to compare their data.

### 1.3 LANGUAGE SITUATION

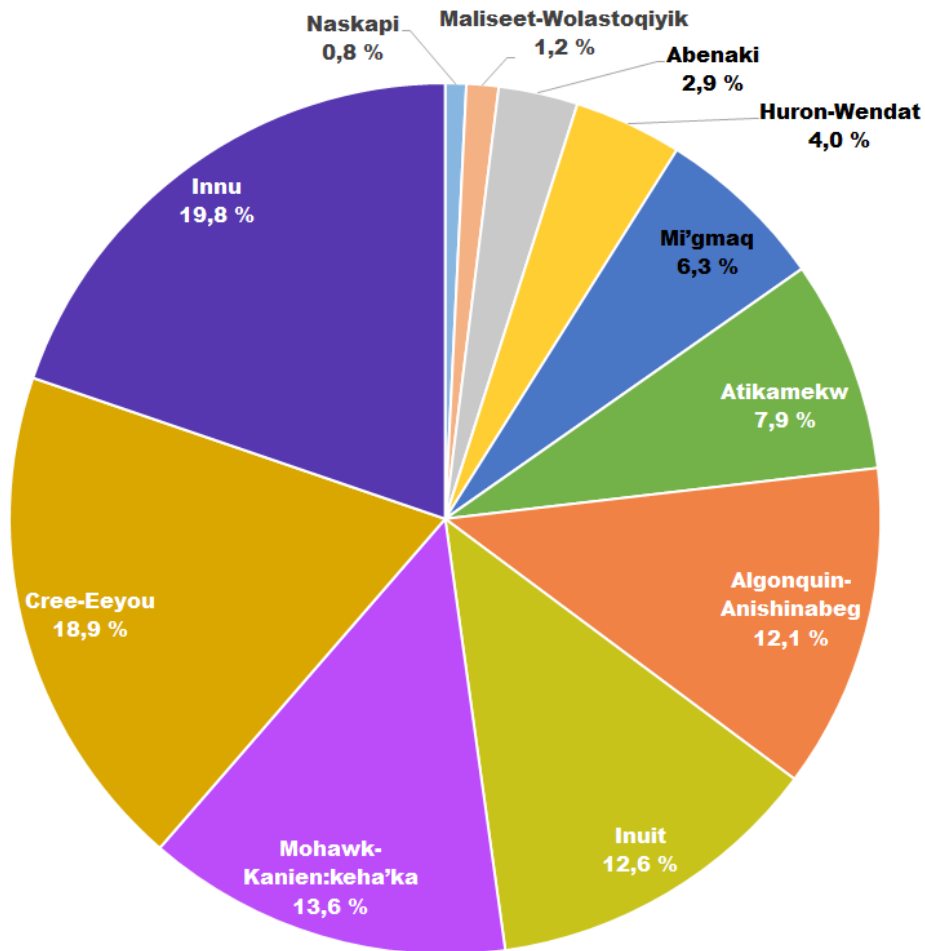
Indigenous languages are flourishing in Québec. For example, almost all Inuit and Atikamekw declare an Indigenous language as their mother tongue, and efforts are underway to revitalize Wendat and Abenaki. The situation differs greatly from one community to another. Most First Nations have taken initiatives to revitalize their languages, which are taught in school wherever possible. According to Statistics Canada, nearly one person in five who declares an Indigenous language as their mother tongue lives in Québec. In 2011, the highest percentages of Indigenous people in Canada who declared an Indigenous language as their mother tongue were living in Québec (20.9%), Manitoba (17.7%) and Saskatchewan (16.0%). In Québec, the Indigenous languages most frequently declared as a mother tongue were Cree, Inuktitut, Innu and Atikamekw.<sup>5</sup>

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<sup>5</sup> Source: Statistics Canada, *Aboriginal languages in Canada 2011*.

Very few of the numbers presented in this bulletin are taken from federal censuses. The changes to the questions asked on Indigenous ancestry and identity, among others, as well as the refusal of some communities to answer, make using that data risky and create uncertainty as to whether the answers from the different censuses are comparable.

**Graph 1** Indigenous population within Québec, by nation (%), at December 31, 2017



Sources: Ministère de la Santé et des Services sociaux du Québec (MSSS), Registers of Cree, Inuit and Naskapi beneficiaries of the *James Bay and Northern Quebec Agreement* and the *Northeastern Quebec Agreement*, December 31, 2017; Crown-Indigenous Relations and Northern Affairs Canada (CIRNAC), Indian Register, December 31, 2017. The main source of the First Nations data used in this document is the Indian Register,<sup>6</sup> which includes the Cree and Naskapi Nations. Data for Inuit is sourced from the MSSS registers of Indigenous beneficiaries.<sup>7</sup>

## 1.4 POPULATION DATA

In 2017, the Indigenous peoples accounted for 1.2% of Québec's total population, but their growth rate is markedly higher than that for Québec as a whole.

From 2008 to 2017, the Indigenous population increased by 23.0% while the population of province as a whole grew by 6.9%. The growth rate was highest for the First Nations, 23.4%, compared with 20.1% for Inuit. Of note is the fact that the growth rate was higher for members of First Nations who reside off-

<sup>6</sup> The data from the Indian Register does not represent an exhaustive census of members of First Nations.

<sup>7</sup> The data from the Register of beneficiaries does not represent an exhaustive census of Inuit. After 10 years, a person who lives outside the territories under agreement no longer appears in the Register of beneficiaries unless they are pursuing studies or are working for an Inuit community or organization. This situation can be reversed provided that the person in question returns to reside in one of the territories under agreement. These registers stem from the JBNQA and the NEQA.

community than for those who reside on-community, 44.8% compared with 14.4%. The situation is just the opposite for Inuit, with a growth rate of 13.2% for non-residents and 20.8% for residents.

However, 65.2% of the registered 2017 First Nations members live in a community compared with 92.3% of Inuit. The proportion of the Indigenous population that lives in a community has dropped from 73.1% in 2008 to 68.6% in 2017. This could be due to overpopulation in communities and the difficulty in expanding their territories.

**Table 1** Number of Indigenous persons living in Québec and their population growth rate, by place of residence, and for Québec as a whole, from 2008 to 2017

	2008 N	2013 N	2014 N	2015 N	2016 N	2017 N	Variation (%) from 2008 to 2017
<b>Inuit</b>	<b>10 601</b>	<b>11 730</b>	<b>11 944</b>	<b>12 200</b>	<b>12 510</b>	<b>12 737</b>	<b>20,1</b>
Residents	9 739	10 823	11 036	11 297	11 585	11 761	20,8
Non-residents	862	907	908	903	925	976	13,2
<b>First Nations</b>	<b>72 090</b>	<b>82 457</b>	<b>84 223</b>	<b>85 965</b>	<b>87 416</b>	<b>88 967</b>	<b>23,4</b>
Residents	50 726	54 846	55 847	56 651	57 369	58 030	14,4
Non-residents	21 364	27 611	28 376	29 314	30 047	30 937	44,8
<b>Total Indigenous</b>	<b>82 691</b>	<b>94 187</b>	<b>96 167</b>	<b>98 165</b>	<b>99 926</b>	<b>101 704</b>	<b>23,0</b>
Residents	60 465	65 669	66 883	67 948	68 954	69 791	15,4
Non-residents	22 226	28 518	29 284	30 217	30 972	31 913	43,6
<b>Québec as a whole</b>	<b>7 761 725</b>	<b>8 110 880</b>	<b>8 150 183</b>	<b>8 175 272</b>	<b>8 225 950</b>	<b>8 297 717</b>	<b>6,9</b>

Sources: MSSS, Register of Indigenous people and Inuit at December 31 of each year; CIRNAC, Indian Register at December 31 of each year; Institut de la statistique du Québec, estimate of the population on July 1 of each year.

The Indigenous population within Québec is not only growing rapidly, but is also concentrated mostly in the communities or on treaty lands. This situation is different from that observed in the other Canadian provinces and territories. Québec has the second largest proportion of registered First Nations members residing in a community or on treaty lands. The proportion is 51.5% for Canada, and 65.2% for Québec. In 2017, 9.0% of the registered First Nations population in Canada was living in Québec (Table 2).

**Table 2** Registered First Nations population, in Canada and by province, at December 31, 2017

	Registered First Nations population		Registered First Nations population residing on reserves and treaty lands		Registered First Nations population residing outside reserves and treaty lands	
	N	%	N	%	N	%
<b>Canada</b>	<b>987 520</b>	<b>100,0</b>	<b>509 016</b>	<b>51,5</b>	<b>478 504</b>	<b>48,5</b>
Ontario	213 232	21,6	97 626	45,8	115 606	54,2
Manitoba	159 023	16,1	94 200	59,2	64 823	40,8
Saskatchewan	156 828	15,9	76 698	48,9	80 130	51,1
British Columbia	146 952	14,9	62 928	42,8	84 024	57,2
Alberta	128 351	13,0	78 274	61,0	50 077	39,0
<b>Québec</b>	<b>88 967</b>	<b>9,0</b>	<b>58 030</b>	<b>65,2</b>	<b>30 937</b>	<b>34,8</b>
Atlantic Region	65 289	6,6	24 522	37,6	40 767	62,4
Northwest Territories	19 422	2,0	12 728	65,5	6 694	34,5
Yukon	9 456	1,0	4 010	42,4	5 446	57,6

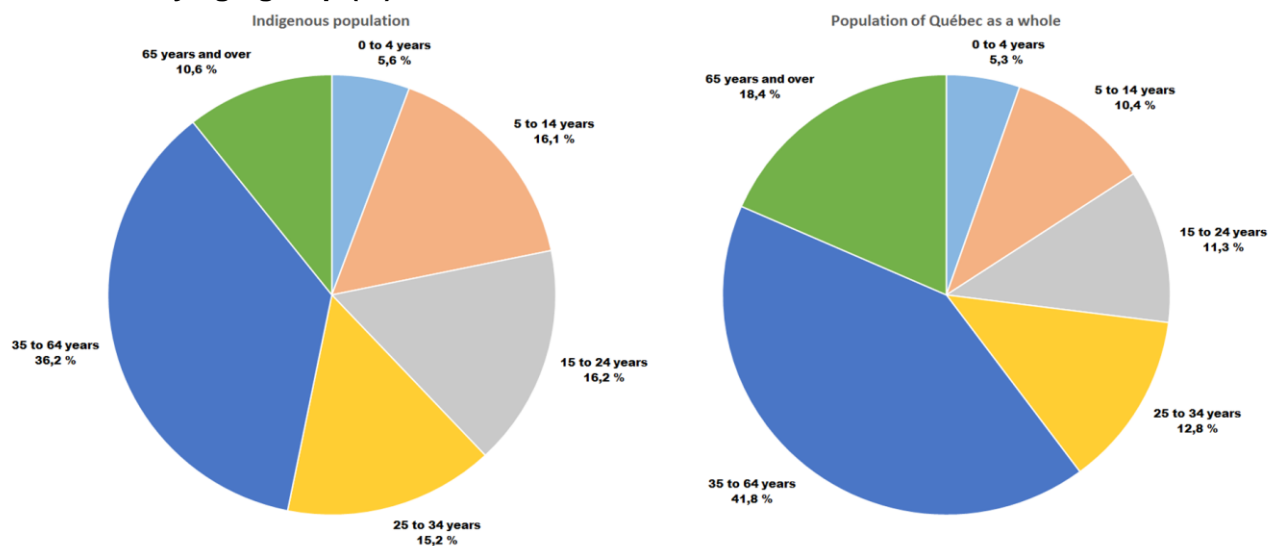
Source: CIRNAC, Indian Register, December 31, 2017.

## 1.5 DATA BY AGE GROUP

The age structure of the Indigenous population is clearly younger than that of the population of Québec. In 2017, 21.7% of the Indigenous population was under the age of 15, compared with 15.7% of the population of Québec (see Graph 2).

There are also differences between the Indigenous groups (see Appendix 2). The proportion of young people under the age of 15 is 30.7% for Inuit and 24.8% for First Nations members residing in the communities. For non-residents, the proportion of young people under the age of 15 (12.4%) is closer to that of the population of Québec (15.8%).

**Graph 2 Indigenous population and population of Québec as a whole, by age group (%), at December 31, 2017**



Sources: MSSS, Registers of Cree, Inuit and Naskapi beneficiaries of the *James Bay and Northern Quebec Agreement* and the *Northeastern Quebec Agreement*, December 31, 2017; CIRNAC, Indian Register at December 31, 2017; Institut de la statistique du Québec, estimate of the population on July 1, 2017.

## 2. INDIGENOUS SCHOOL POPULATION IN QUÉBEC

### 2.1 SCHOOL ORGANIZATION

Until 1978, the Department of Indian Affairs and Northern Development Canada constructed and ran schools in the communities and on treaty lands. In Québec, there were some thirty schools scattered throughout the different communities. Students who wished to pursue secondary and post-secondary studies had to register in Québec's public school system.

This situation changed following the signature of the JBNQA with the Inuit and Cree in 1975 and the NEQA with the Naskapi in 1978. These agreements conferred distinct powers on these three nations, including the right to manage education in their territories and choose programs that suit the people living there. These agreements gave rise to the creation of the Cree School Board for the communities on Eeyou Istchee Cree territory, the Kativik Ilisarniliriniq School Board for residents of Nunavik and the Naskapi Education Committee (Naskapi Skudinatuun Kamamowiiitonanooch). The latter supervises the Naskapi School, which is comprised of Jimmy Sandy Memorial School (general education, youth sector, for the young people of Kawawachikamach), and the James Chescappio Learning Centre for adult education. These non-ethnic organizations welcome both Indigenous and non-Indigenous students living in the communities they serve. The Cree and Kativik Ilisarniliriniq school boards have jurisdiction over elementary, secondary and adult education. The Cree and Inuit also have the power to sign agreements with postsecondary educational institutions. As for the Naskapi, the Naskapi Education Committee is responsible for managing the elementary, secondary and adult education offered to beneficiaries of the NEQA.



Under these agreements, the federal government is responsible for 75% of the operating and capital expenses of the Cree School Board and the Naskapi School and the provincial government is responsible for the remaining 25%. For the Kativik Ilisarniliriniq School Board, these percentages are reversed. The Naskapi School is managed by the community but is linked administratively to the Central Québec School Board.

As for the other Nations, under the *Indian Act*, the federal government funds education through the band councils. The allocated amounts are calculated in accordance with funding formulas and paid under agreements with the communities that manage all their own services, including educational services related to elementary and secondary instruction on their territory.<sup>8</sup> Each community is responsible for all aspects of education, from the construction of schools through the content of the programs of instruction to the hiring of teachers. Some First Nations have come together to share services through organizations such as the First Nations Education Council and the Institut Tshakapesh. The services provided vary from one organization to another and membership in them is voluntary. The Première Nation de Pessamit, for example, is not a member of any organization.

Under the powers granted to them, First Nations and Inuit educational institutions are responsible for the programs they wish to offer in their schools. Most of the schools have therefore integrated Indigenous Language courses and adapted certain courses to their culture.<sup>9</sup> Depending on the strength of the Indigenous language, it is the language of instruction for part of the curriculum, for example, in the Atikamekw, Naskapi, Inuit and Cree communities as well as in some Innu communities. Schools in communities that are not under agreement follow the Québec Education Program and, in addition, offer language and culture courses to all.

Adult general education falls under provincial jurisdiction. In certain communities that are not under agreement, services are provided by the Centre de développement de la formation et de la main-d'œuvre huron-wendat and the Regional Adult Education Centres (RAECs), grouped together under the First Nations Adult Education School Council. Although the RAECs offer services in the communities, they are still part of the Québec public education system. A profile of these centres will be presented in section 4.

It is important to mention that not all communities have both elementary and secondary schools. Indigenous students who are not registered members of First Nations, and registered members who live off-community or in communities that do not have schools must enrol in the Québec education system where it is difficult, if not impossible, to distinguish them from the other students because they are not identified as Indigenous.

In vocational training, certain programs are offered in some Cree and Inuit communities. Indigenous students have to register in the Québec education system to pursue college and university studies. There are some off-campus training programs that enable college, university and vocational training to be offered in the communities. In addition, the First Nations Collegial Studies Centre, Kiuna Institution, was founded to offer the members of First Nations an environment and services that are culturally adapted and meaningful.

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<sup>8</sup> *New Funding and Policy Approach for First Nations Kindergarten to Grade 12 Education*, Indigenous Services Canada, April 2019. <https://www.canada.ca/en/indigenous-services-canada/news/2019/01/new-funding-and-policy-approach-for-first-nations-kindergarten-to-grade-12-education.html>.

<sup>9</sup> Sources: <https://www.atikamekwsipi.com/fr/services/services-educatifs-linguistiques-et-culturels/materiel-pedagogique>; <https://pikogan.com/page/1024702>; <https://www.mashteuiatsh.ca/membre-de-la-communaute/ecoles.html>.

The education data used in this bulletin comes from the Ministère de l'Éducation (MEQ) et du Ministère de l'Enseignement supérieur (MES) for the Indigenous nations under agreement (the Cree, Inuit and Naskapi), and from Indigenous Services Canada<sup>10</sup> for the other Indigenous nations. The information on the Indigenous school population available at MEQ and MES refers mainly to people living in communities under agreement. The only information available on the situation of Indigenous people living outside these areas comes from the declaration of mother tongue upon registration. That data is fragmentary and is no longer published. In addition, the data collected by MEQ and MES does not contain any information on ethnic origin that would enable someone to be identified as an Indigenous person.

## 2.2 INDIGENOUS YOUNG PEOPLE IN QUÉBEC

The significant increase in the Indigenous population in Québec is reflected in its breakdown into age groups. In 2017, the Indigenous youth population aged 0 to 24 numbered 38 638 people and constituted 1.7% of Québec's youth population (see Table 3) and 38.0% of the entire Indigenous population. In that same year, this age group constituted 27% of the population of Québec as a whole.

**Table 3 Indigenous youth population in Québec, aged 0 to 24 years, 2017**

Age group	Indigenous population			Population for Québec as a whole N
	Inuit population N	First Nations population N	Total Indigenous population N	
0 to 4 years	1 092	4 622	5 714	440 150
5 to 9 years	1 483	6 726	8 209	453 806
10 to 14 years	1 335	6 879	8 214	411 665
15 to 19 years	1 331	6 613	7 944	424 063
20 to 24 years	1 251	7 306	8 557	510 936
<b>Total</b>	<b>6 492</b>	<b>32 146</b>	<b>38 638</b>	<b>2 240 620</b>

Sources: MSSS, Registers of Cree, Inuit and Naskapi beneficiaries of the *James Bay and Northern Quebec Agreement* and the *Northeastern Quebec Agreement*, December 31, 2017; CIRNAC, Indian Register at December 31, 2017; Institut de la statistique du Québec, estimate of the population on July 1, 2017.

## 2.3 PRESCHOOL, ELEMENTARY AND SECONDARY SCHOOL ATTENDANCE

In 2017-2018, the vast majority of students identified as Indigenous attended a school located in a community. As shown in Table 4, this percentage was 95.1% for preschool, 92.1% for elementary school and 81.8% for secondary school.

School attendance outside Indigenous communities has dropped a little over one percentage point since 2008-2009, from 13.2% to 11.4% in 2017-2018. It should be noted that this data is fragmentary because most Indigenous students in the Québec school system are not declared as such.

<sup>10</sup> Crown-Indigenous Relations and Northern Affairs Canada (CIRNAC).

**Table 4 School-aged Indigenous population in Québec, 5 to 19 years old, 2008 and 2017**

Level of instruction	2008-2009 school year								
	School attendance in the communities						Attendance outside the communities, public and private schools (data from CIRNAC)		Total
	Band schools N	Territories under agreement			Total in the communities		N	%	
		Cree SB N	Kativik Ilisarniliriniq SB N	Naskapi School N	N	%			
Preschool	1 082	655	257	20	2 014	95,3	100	4,7	2 114
Elementary	3 193	1 704	1 590	89	6 576	90,0	733	10,0	7 309
Secondary	2 684	1 410	1 267	98	5 459	80,7	1 302	19,3	6 761
<b>Total</b>	<b>6 959</b>	<b>3 769</b>	<b>3 114</b>	<b>207</b>	<b>14 049</b>	<b>86,8</b>	<b>2 135</b>	<b>13,2</b>	<b>16 184</b>

Level of instruction	2017-2018 school year								
	School attendance in the communities						Attendance outside the communities, public and private schools (data from CIRNAC)		Total
	Band schools N	Territories under agreement			Total in the communities		N	%	
		Cree SB N	Kativik Ilisarniliriniq SB N	Naskapi School N	N	%			
Preschool	1 032	655	276	34	1 997	95,1	102	4,9	2 099
Elementary	3 405	2 232	1 712	138	7 487	92,1	642	7,9	8 129
Secondary	2 057	1 633	1 279	67	5 036	81,8	1 120	18,2	6 156
<b>Total</b>	<b>6 494</b>	<b>4 520</b>	<b>3 267</b>	<b>239</b>	<b>14 520</b>	<b>88,6</b>	<b>1 864</b>	<b>11,4</b>	<b>16 384</b>

Sources: CIRNAC for the communities (bands) not under agreement and MEES, Secteur des territoires, des statistiques et de l'enseignement privé (TSEP), Direction générale des statistiques, de la recherche et de la géomatique (DGSRG), Direction des indicateurs et des statistiques (DIS), Information portal, Charlemagne system, data at January 24, 2019, for the Nations under agreement.

## 2.4 SCHOOL ATTENDANCE AT THE POST-SECONDARY LEVEL

Indigenous students generally attend institutions in the Québec school system to pursue their post-secondary studies. In addition, several CEGEPs and universities have instituted services, orientation structures and programs adapted to the needs of these students in order to help them integrate into college and university life.

For MES, however, the number of Indigenous students in post-secondary education remains incomplete because, in college and in university, the count is based on a voluntary declaration at registration. As a result, the data must be interpreted cautiously because Indigenous students may not systematically declare themselves as such. This situation makes interpretation difficult because there is no way to distinguish the real number of Indigenous students based on the declaration of “Indian” legal status.

Every year since 2001-2002, an average of approximately 570 students enrolled in the fall term in college declared their status as “Indian” (Table 5), which represents only 0.3% of the total student enrolment in college in that term. Every year since 2014-2015, an average of approximately 100 students enrolled in the fall term in college have Inuktitut as their mother tongue.

In 2011, Kiuna College opened its doors near Odanak. The only college institution designed for members of the First Nations, it offers pre-university programs and programs leading to the Attestation of College Studies. Since Kiuna opened, an average of slightly over 40 students a year have registered in the fall term. In 2019, Kiuna celebrated its 100th graduating student.<sup>11</sup>

Furthermore, in August 2017, the Tremplin-DEC (DCS springboard) Nunavik Sivunitsavut program, designed for Inuit students, was implemented at John Abbott College in Montréal. It is a one-year training

<sup>11</sup> Sources: <https://cepn-fnec.com/wp-content/uploads/Communique-kiuna.pdf>.  
<https://www.lecourriersud.com/un-100e-diplome-pour-linstitution-kiuna/>.

program that includes college courses that are geared to Inuit realities. Since this program was created, several Inuit students have decided to continue their college education. The French version of this program is slated to begin in the 2020-2021 school year.

**Table 5** College population, fall term, by legal status in Canada, from 2001-2002 to 2017-2018

School year	Legal status in Canada		
	Canadian citizen	"Indian" Canadian citizen	Total <sup>1</sup>
2001-2002	193 403	556	206 384
2002-2003	188 199	626	200 795
2003-2004	182 681	588	195 894
2004-2005	180 059	756	193 546
2005-2006	175 895	672	189 417
2006-2007	180 223	728	191 737
2007-2008	186 456	708	198 733
2008-2009	192 954	653	205 831
2009-2010	200 375	601	213 941
2010-2011	204 154	477	218 125
2011-2012	205 304	475	220 269
2012-2013	206 801	513	223 073
2013-2014	207 184	500	224 838
2014-2015	204 872	446	225 078
2015-2016	202 506	455	223 262
2016-2017	199 626	431	220 938
2017-2018	197 717	448	219 796

1. The total includes the following statuses: Canadian citizen, permanent resident, First Nations ("Indian"), temporary resident, recognized refugee and other legal status in Canada.

Source: MEES, TSEP, DGSRG, DIS, Socrate system, college population, fall term, data at February 23, 2019.

Every year, an average of approximately 220 students, or 0.08% of all university students in the fall term, declare "Indian" status (Table 6). However, since 2015-2016, the number of students who declare "Indian" status has increased significantly, by over 50%.

**Table 6** University population, fall term, by legal status in Canada, from 2001-2002 to 2017-2018<sup>P</sup>

School year	Legal status in Canada		
	Canadian citizen	"Indian" Canadian citizen	Total <sup>1</sup>
2001-2002	203 832	281	236 720
2002-2003	208 929	184	246 797
2003-2004	213 481	176	255 851
2004-2005	215 591	222	259 044
2005-2006	216 886	207	261 467
2006-2007	216 201	129	262 141
2007-2008	216 473	150	263 110
2008-2009	216 853	161	264 023
2009-2010	221 931	176	272 011
2010-2011	228 336	194	281 929
2011-2012	232 981	203	288 866
2012-2013	236 069	186	294 906
2013-2014	240 242	206	302 104
2014-2015	242 761	239	308 356
2015-2016	243 247	305	308 556
2016-2017	244 677	378	309 892
2017-2018 <sup>P</sup>	245 247	351	313 593

P: Provisional data.

1. The total includes the following statuses: Canadian citizen, permanent resident, First Nations ("Indian"), temporary resident, recognized refugee and other legal status in Canada.

Source: MEES, TSEP, DGSRG, DIS, Gestion des données sur l'effectif universitaire (GDEU) system, university school population, fall term, data at February 2, 2019.

### 3. PROJECTIONS FOR THE PRESCHOOL, ELEMENTARY SCHOOL AND SECONDARY SCHOOL POPULATIONS

Every year, MEQ produces projections for the preschool, elementary school and secondary school populations for each school board. The figures presented in Table 7 are for the last 10 years and the next 15 years<sup>12</sup> for the Cree and Kativik Ilisarniliriniq school boards as well as for Québec as a whole (public system).

Over the last 10 years, the school population in the Cree School Board has grown at essentially the same rate as that for Québec as a whole, with increases of 5.1% and 3.2% respectively. However, the school population of the Kativik Ilisarniliriniq School Board rose by 19.2% over the same period of time.

While these projections have been positive in recent years, they indicate that the school population of the Cree School Board will remain stable, with a slight increase of 1.0% by 2032 (i.e. fewer than 50 students). On the other hand, by 2032, the school population of the Kativik Ilisarniliriniq School Board is expected to increase by at least 7.4%, approximately 241 more students, compared with what was observed in 2017.

The projections for Québec as a whole are for general education, youth sector, in the public system. From 2017 to 2032, the school boards are expected to see their school populations gradually increase by 9.0%, or 81 797 more students. This is explained by the increase in Québec's birth rate in recent years.

<sup>12</sup> For more information on the projections for school populations (available in French only), visit the MEES web site at: <http://www.education.gouv.qc.ca/references/indicateurs-et-statistiques/previsions/effectif-scolaire-a-leducation-prescolaire-au-primaire-et-au-secondaire/>.

**Table 7** Projections for the school populations in preschool, elementary school and secondary school for the Cree and Kativik Ilisarniliriniq school boards, and for the Québec public system as a whole, from 2008 to 2032

### Cree School Board

Level of instruction	Observations			Prévisions					
	2008-2009 N	2017-2018 N	Variation (%) from 2008 to 2017	2022-2023 N	Variation (%) from 2017 to 2022	2027-2028 N	Variation (%) from 2017 to 2027	2032-2033 N	Variation (%) from 2017 to 2032
Preschool	655	655	0,0	647	-1,2	641	-2,1	662	1,1
Elementary	1 704	2 232	31,0	2 007	-10,1	2 008	-10,0	2 091	-6,3
Secondary	1 350	1 535	13,7	1 959	27,6	1 735	13,0	1 714	11,7
<b>All</b>	<b>3 709</b>	<b>4 422</b>	<b>19,2</b>	<b>4 613</b>	<b>4,3</b>	<b>4 384</b>	<b>-0,9</b>	<b>4 467</b>	<b>1,0</b>

### Kativik Ilisarniliriniq School Board

Level of instruction	Observations			Prévisions					
	2008-2009 N	2017-2018 N	Variation (%) from 2008 to 2017	2022-2023 N	Variation (%) from 2017 to 2022	2027-2028 N	Variation (%) from 2017 to 2027	2032-2033 N	Variation (%) from 2017 to 2032
Preschool	257	276	7,4	307	11,2	313	13,4	317	14,9
Elementary	1 590	1 712	7,7	1 769	3,3	1 752	2,3	1 823	6,5
Secondary	1 261	1 279	1,4	1 352	5,7	1 389	8,6	1 368	7,0
<b>All</b>	<b>3 108</b>	<b>3 267</b>	<b>5,1</b>	<b>3 428</b>	<b>4,9</b>	<b>3 454</b>	<b>5,7</b>	<b>3 508</b>	<b>7,4</b>

### Québec as a whole, public system, all languages of instruction

Level of instruction	Observations			Prévisions					
	2008-2009 N	2017-2018 N	Variation (%) from 2008 to 2017	2022-2023 N	Variation (%) from 2017 to 2022	2027-2028 N	Variation (%) from 2017 to 2027	2032-2033 N	Variation (%) from 2017 to 2032
Preschool	74 907	91 185	21,7	89 072	-2,3	93 836	2,9	90 406	-0,9
Elementary	435 298	505 765	16,2	522 483	3,3	514 451	1,7	527 932	4,4
Secondary	372 367	313 659	-15,8	370 110	18,0	383 418	22,2	374 068	19,3
<b>All</b>	<b>882 572</b>	<b>910 609</b>	<b>3,2</b>	<b>981 665</b>	<b>7,8</b>	<b>991 705</b>	<b>8,9</b>	<b>992 406</b>	<b>9,0</b>

Source: MEES, TSEP, DGSRG, DIS, Information portal, Charlemagne system, data at January 24, 2019, and the 2019 edition of the projections. Note: This data, limited to general education, youth sector, includes students with handicaps, social maladjustments or learning difficulties, as well as students in francization or welcoming classes. It does not include part-time or vocational education students. In addition, students in the Passe-Partout program are not included in kindergarten for four-year-olds. The long-term (more than five years) projections are simply predictions based on the assumption that the trends observed in recent years will continue.

## 4. DEVELOPMENTS IN ADULT GENERAL EDUCATION

During the October 2006 First Nations Socioeconomic Forum held in Mashteuiatsh, MEES made a commitment to work toward creating two Indigenous regional adult education centres, one French and one English. Since then, four regional centres have been established.

In September 2012, the first of these centres, Kitci Amik (043600), opened its doors. In its initial year, this French regional centre, located in the Algonquin-Anishinabe community of Lac-Simon, welcomed 85 students. By 2017-2018, that number had more than doubled to 206 students. This centre also offers services in the Pikogan community and in Val-d'Or.

In 2013, the Kahnawake (044600) and Listuguj (045600) English regional adult education centres opened. In 2016, a satellite of the New Richmond (institution code 882304) adult education centre officially opened in Gesgapegiag. The centre located in the Mohawk community of Kahnawake went from an enrolment of 167 students in 2013-2014 to 208 in 2017-2018. It also offers services in Kanesatake and Montréal. Under the 2015-2016 agreement, MEES recognized the English centre in the Mi'gmaq community of Listuguj, formerly a satellite of the Kahnawake centre, as a separate institution. In 2017-2018, the Listuguj centre had 91 students. In 2015-2016, the Gesgapegiag adult education centre had 20 students.

In January 2016, the Innu community of Uashat mak Mani-Utenam welcomed the second French centre in Québec. In 2017, 192 students attended this centre.

In addition to the four regional adult education centres mentioned above, the Centre de développement de la formation et de la main-d'œuvre huron-wendat (CDFM) offers adult education in the community of Wendake. In 2017-2018, it had 171 students.

The growth of these regional adult education centres (REACs) and the CDFM is presented in Graph 3.

In the Cree School Board, the Sabtuan Regional Vocational Training Centre has been offering adult general education in the nine Cree communities since 2008. The main campus in Waswanipi includes student residences (759400). Satellite centres have been set up in Waskaganish, Nemaska, Eastmain, Wemindji, Chisasibi, Whapmagoostui, Oujé-Bougoumou and Mistissini, in accordance with the infrastructures available in each of the communities (759401 and 759403).

In the Kativik Ilisarniliriniq School Board, six institutions offer this type of training: the Kajusivik Adult Education Centre in Kuujuaq (769302), the Puvirnituaq Adult Education Centre in Puvirnituaq (769310), the Sakivivik Centre in Kuujuaaraapik (769314 and 769330), the Nasivik Centre in Kangiqsujaq (769370), the Qaunnaq Centre in Salluit (769380) and the Nunavimmi Pigiursavik Centre in Inukjuak (769312). In addition, the virtual Umiujaq centre (769313) is still being used to offer adult general education to Inuit in the Saint-Jérôme detention centre and the Tasiujaq virtual centre (769330) offers distance education. This list provides an overview of the situation in 2017 but there were other centres in existence before the educational offer was concentrated in six communities. This means that the offer of services in adult general education within the jurisdiction of the Kativik Ilisarniliriniq School Board is evolving over time.

**Table 8** Adult general education school population, 2008-2009 and 2017-2018

Centres	2008-2009 school year				Total
	Secondary Cycle One	Secondary Cycle Two	Preparation for vocational training	Other types of training	
Regional Adult Education Centres in the communities Centre de développement de la formation et de la main-d'oeuvre huron-wendat (040600)	31	91	10	18	150
Cree School Board					
Adult education - Sabtuan Cree Adult Education (Mistissini - Inland) (759303)	0	49	11	6	66
Adult education - Sabtuan Cree Adult Education (Chisasibi - Coastal) (759301)	5	12	29	0	46
Vocational Training Center Waswanipi (759300)	0	0	7	0	7
<i>Total for the Cree School Board</i>	5	61	47	6	119
Kativik Ilisarniliriniq School Board					
Nunavik Nunavimmi Pigiursavik Vocational Training Centre (769312)	6	30	0	6	42
Kangiqsujuaq Adult Education Centre (769370)	0	11	0	1	12
Kuujuaq Kajusivik Adult Education Centre (769302)	0	22	0	14	36
Kuujuaapaik Adult Education Centre (769314)	2	18	0	5	25
Puvirnituaq Adult Education Centre (769310)	11	5	0	3	19
Salluit Qaunnaq Adult Education Centre (769380)	1	16	0	0	17
Tasiujaq Adult Education Centre(769330)	1	12	0	2	15
Umiujaq Adult Education Centre (769313)	10	18	0	36	64
<i>Total for the Kativik Ilisarniliriniq School Board</i>	31	132	0	67	230
<b>Total</b>	<b>67</b>	<b>284</b>	<b>57</b>	<b>91</b>	<b>499</b>

Centres	2017-2018 school year				Total
	Secondary Cycle One	Secondary Cycle Two	Preparation for vocational training	Other types of training	
Regional Adult Education Centres in the communities Centre de développement de la formation et de la main-d'oeuvre huron-wendat (040600)	27	111	7	26	171
Centre régional d'éducation des adultes de Uashat mak Mani-Utenam (046600)	65	112	7	8	192
Centre régional d'éducation des adultes Kici-Amik (043600)	16	146	6	38	206
Kahnawake Regional Adult Education Centre (044600)	1	194	5	8	208
Listuguj Regional Adult Education Centre (045600)	3	87	1	0	91
<i>Total band schools</i>	112	650	26	80	868
Cree School Board					
Adult Education - Sabtuan Cree Adult Education (Mistissini - Inland) (759303)	26	134	26	47	233
Adult Education - Sabtuan Cree Adult Education (Chisasibi - Coastal) (759301)	9	201	18	20	248
<i>Total for the Cree School Board</i>	35	335	44	67	481
Kativik Ilisarniliriniq School Board					
Nunavik Nunavimmi Pigiursavik Vocational Training Centre (769312)	1	8	0	0	9
Kangiqsujuaq Adult Education Centre (769370)	0	1	0	13	14
Kuujuaq Kajusivik Adult Education Centre (769302)	0	24	0	0	24
Kuujuaapaik Adult Education Centre (769314)	0	8	0	0	8
Puvirnituaq Adult Education Centre (769310)	3	9	0	0	12
Salluit Qaunnaq Adult Education Centre (769380)	5	16	0	0	21
Tasiujaq Adult Education Centre (769330)	5	22	0	3	30
Umiujaq Adult Education Centre (769313)	24	66	0	2	92
<i>Total for the Kativik Ilisarniliriniq School Board</i>	38	154	0	18	210
<b>Total</b>	<b>185</b>	<b>1 139</b>	<b>70</b>	<b>165</b>	<b>1 559</b>

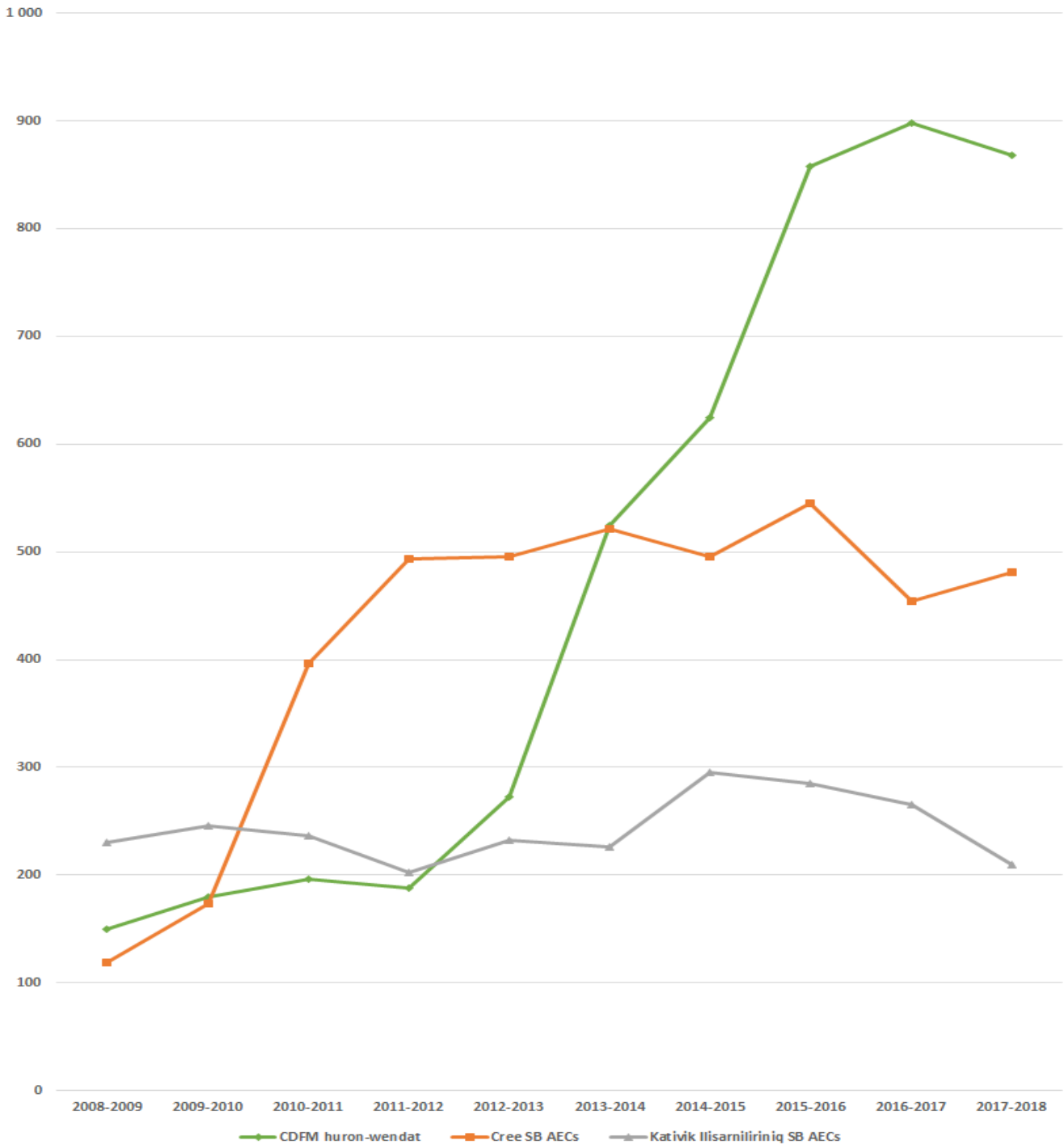
Source: MEES, TSEP, DGSRG, DIS, Information portal, Charlemagne system, data at January 24, 2019.

From a general perspective, there are different trends in adult general education, depending on the community. Starting in the 2012-2013 school year, the number of band school students enrolled in adult education rose dramatically. From 2008-2009 to 2017-2018, the number increased more than fivefold, climbing from 150 to 868. The Cree School Board experienced this jump starting in the 2010-2011 school year and then the number of students stabilized. Even so, this school board saw a fourfold increase in enrolment from 2008-2009 to 2017-2018, climbing from 119 students to 481. In the Kativik Ilisarniliriniq School Board, the enrolment in adult education averaged 240 students a year for the period (see Graph 3).



Through their adult education centres, the First Nations and Inuit seek to offer members of their communities new options for completing their secondary school studies. The ultimate goal of these options is to smooth the way to the job market, or to the pursuit of vocational training or post-secondary studies. This is the context in which Québec looks to increase employability and promote entry into the job market.

**Graph 3 Evolution of the school population in adult general education, from 2008-2009 to 2017-2018**



Source: MEES, TSEP, DGSRG, DIS, Information portal, Charlemagne system, data at January 24, 2019.

## 5. DEVELOPMENTS IN VOCATIONAL TRAINING

Public and private educational institutions dispense vocational training programs throughout Québec. Generally speaking, vocational training programs lead to the practice of a trade or occupation after a Diploma of Vocational Studies (DVS), an Attestation of Vocational Specialization (AVS) or a Skills Training Certificate (STC) is obtained. These programs are offered by 30 private educational institutions, 3 government schools and 70 school boards, including the Cree and Kativik Ilisarniliriniq school boards. No vocational training programs are offered in Indigenous communities that are not under a school board.

In the Cree School Board, three educational institutions offer vocational training: the Sabtuan Vocational Training Centre (Chisasibi – Coastal) (759401), the Sabtuan Vocational Training Centre (Mistissini – Inland) (759403) and the Waswanipi Vocational Training Centre (759400).

In the Kativik Ilisarniliriniq School Board, two educational institutions offer this type of training: the Nunavik Nunavimmi Pigiursavik Vocational Training Centre (769402) and the Kuujjuaq Kajusivik Vocational Training Centre (769402). This profile reflects vocational training offered by this school board in 2017, after most of the vocational training was concentrated in the Nunavimmi Pigiursavik centre.

**Table 9 Vocational training school population, 2008-2009 and 2017-2018**

Educational institution	2008-2009 school year				
	STC: Skills Training Certificate	AVS: Attestation of Vocational Specialization	DVS: Diploma of Vocational Studies	Other	Total
<b>Cree School Board</b>					
Vocational Training Centre (Chisasibi - Coastal) (759401) 2000	0	14	103	0	117
Vocational Training Centre (Mistissini - Inland) (759403)	0	7	4	0	11
Waswanipi Vocational Training Centre (759400)	0	6	62	0	68
<i>Total for the Cree School Board</i>	0	27	169	0	196
<b>Kativik Iisarniliriniq School Board</b>					
Nunavik Nunavimmi Pigiursavik Vocational Training Centre (769412)	0	0	99	0	99
Kuujuuaq Kajusivik Vocational Training Centre (769402)	0	0	23	0	23
<i>Total for the Kativik Iisarniliriniq School Board</i>	0	0	122	0	122
<b>Total</b>	<b>0</b>	<b>27</b>	<b>291</b>	<b>0</b>	<b>318</b>

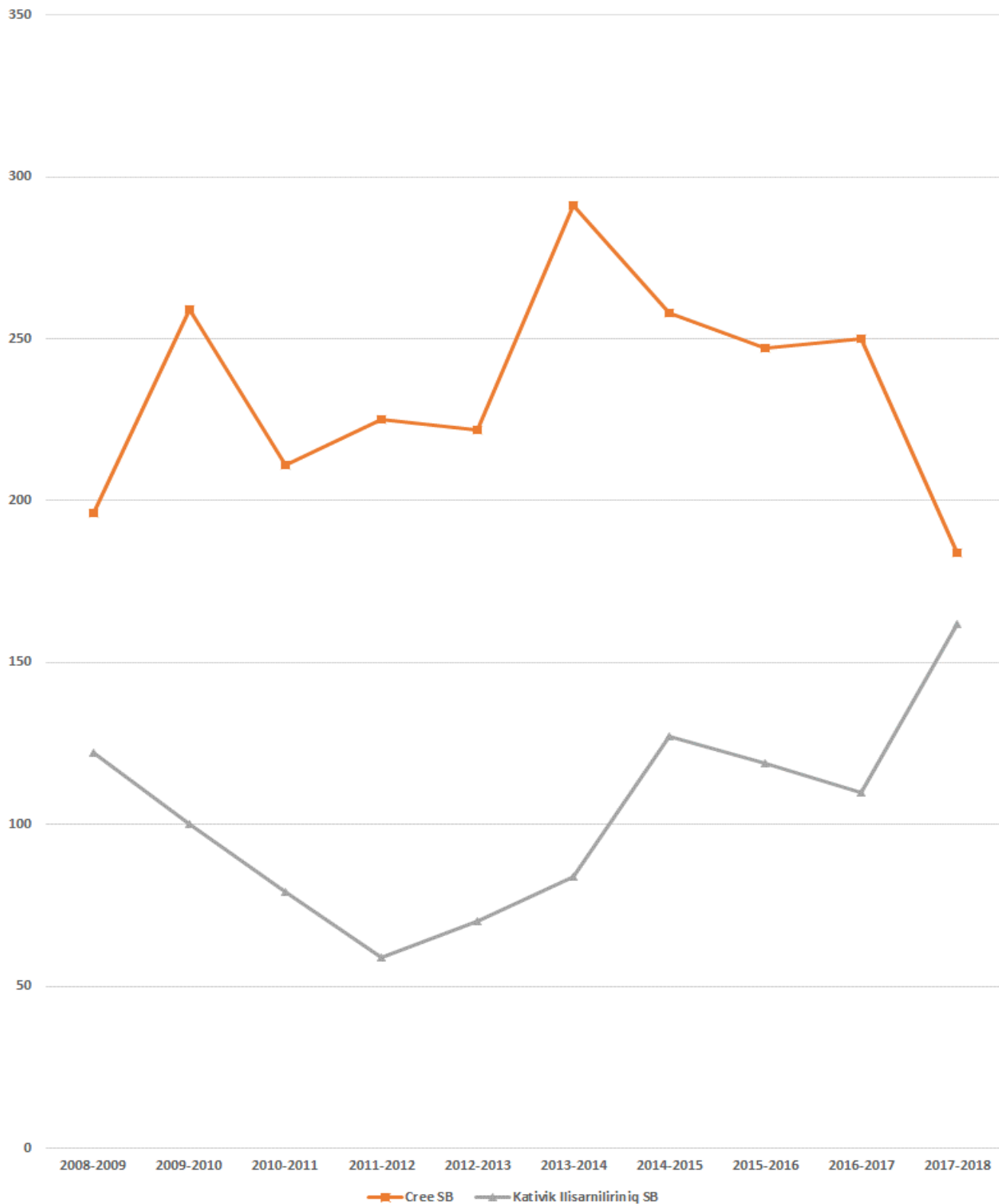
  

Educational institution	2017-2018 school year				
	STC: Skills Training Certificate	AVS: Attestation of Vocational Specialization	DVS: Diploma of Vocational Studies	Other	Total
<b>Cree School Board</b>					
Vocational Training Centre (Chisasibi - Coastal) (759401) 2000	25	0	69	2	96
Vocational Training Centre (Mistissini - Inland) (759403)	0	0	15	0	15
Waswanipi Vocational Training Centre (759400)	0	9	64	0	73
<i>Total for the Cree School Board</i>	25	9	148	2	184
<b>Kativik Iisarniliriniq School Board</b>					
Nunavik Nunavimmi Pigiursavik Vocational Training Centre (769412)	0	0	131	0	131
Kuujuuaq Kajusivik Vocational Training Centre (769402)	14	0	17	0	31
<i>Total for the Kativik Iisarniliriniq School Board</i>	14	0	148	0	162
<b>Total</b>	<b>39</b>	<b>9</b>	<b>296</b>	<b>2</b>	<b>346</b>

Source: MEES, TSEP, DGSRG, DIS, Information portal, Charlemagne system, data at January 24, 2019.

The number of students in vocational training in the Cree School Board remained relatively stable from 2008-2009 to 2017-2018, averaging 230. During the same time period, in the Kativik Iisarniliriniq School Board, this number has risen from 122 to 162. This growth trend seems likely to continue (see Graph 4).

**Graph 4 Evolution of the school population in vocational training, from 2008-2009 to 2017-2018**



Source: MEES, TSEP, DGSRG, DIS, Information portal, Charlemagne system, data at January 24, 2019.

## 6. TEACHERS IN THE CREE AND KATIVIK IISARNILIRINIQ SCHOOL BOARDS AND IN THE NASKAPI SCHOOL

When the communities, band schools and Cree and Kativik Iisarniliriniq school boards assumed responsibility for school organization, they also took charge of the teaching staff. This was part of an effort to harmonize the teaching of Indigenous languages and cultures with the teaching of regular curriculum subjects. The use of the Indigenous language as the language of instruction during the early years of elementary school and the continued teaching of that language and culture throughout elementary and secondary school opened the door to Indigenous teachers. Given that there is no data on teaching staff in the band schools, the situation in the Cree and Kativik Iisarniliriniq school boards is presented for information purposes only.

### 6.1 TEACHERS' MOTHER TONGUE

Based on the declarations of mother tongue by the teachers in the Cree and Kativik Iisarniliriniq school boards, the proportion of teachers who are Indigenous can be ascertained and presented (Table 10).

The available data reveals that the teachers declaring an Indigenous mother tongue are mostly found in preschools and elementary schools. In fact, in 2017-2018, 100% of the preschool teachers declared an Indigenous language as their mother tongue, in contrast to 49.8% of elementary school teachers and 29.1% of secondary school teachers.

However, from 2008-2009 to 2017-2018, the number of Indigenous teachers in the secondary schools increased. In the Cree School Board, the percentage rose from 15.7% in 2008-2009 to 25.4% in 2017-2018. In the Kativik Iisarniliriniq School Board, it rose from 27.4% to 32.5% during the same period.

In 2017-2018, the proportion of Indigenous teachers in the Kativik Iisarniliriniq School Board was slightly higher than that observed in the Cree School Board (46.5% versus 42.7%).

**Table 10 Teachers, by mother tongue and level of instruction, in the Cree and Kativik Iisarniliriniq school boards, 1998-1999, 2008-2009 and 2017-2018**

	1998-1999 school year			2008-2009 school year			2017-2018 school year		
	Preschool and Elementary %	Secondary %	Total %	Preschool and Elementary %	Secondary %	Total %	Preschool and Elementary %	Secondary %	Total %
<b>Cree School Board</b>									
Indigenous	59,5	35,3	46,4	61,2	13,1	46,0	56,5	27,9	48,3
Non-Indigenous	40,5	64,7	53,6	38,8	86,9	54,0	43,5	72,1	51,7
<b>Kativik Iisarniliriniq School Board</b>									
Indigenous	53,3	30,8	44,7	55,6	23,7	45,5	61,7	35,3	52,3
Non-Indigenous	46,7	69,2	55,3	44,4	76,3	54,5	38,3	64,7	47,7
<b>Cree and Kativik Iisarniliriniq school boards</b>									
Indigenous	55,4	33,1	45,4	58,6	18,1	45,8	58,8	31,7	50,2
Non-Indigenous	44,6	66,9	54,6	41,4	81,9	54,2	41,2	68,3	49,8

Source: MEES, TSEP, DGSRG, DIS, Personnel des commissions scolaires (PERCOS) system, data at March 6, 2019.

### 6.2 TEACHERS' AGE

The average age of the teachers in the Cree and Kativik Iisarniliriniq school boards has risen since 1998 and was approximately 39 years in 2017. The average age of teachers in all the school boards for Québec as a whole has always been slightly higher, reaching 41 in 2017-2018 (Table 11). The proportion of young teachers under 30 in the two school boards is much larger than that in the other school boards, i.e. one in three teachers as opposed to one in five in 2017-2018.

**Table 11 Age of teachers, 1998-1999, 2008-2009 and 2017-2018**

Age group	School year								
	1998-1999			2008-2009			2017-2018		
	Cree School Board %	Kativik Ilisarniliriniq School Board %	Québec as a whole %	Cree School Board %	Kativik Ilisarniliriniq School Board %	Québec as a whole %	Cree School Board %	Kativik Ilisarniliriniq School Board %	Québec as a whole %
Under 25 years	10,0	19,0	10,1	16,1	15,2	9,9	16,2	12,6	9,5
25 to 29 years	18,7	24,6	15,2	13,7	18,2	14,7	16,7	20,1	12,1
30 to 34 years	13,9	17,1	12,9	11,7	16,1	15,7	12,0	15,4	12,0
35 to 39 years	14,1	9,2	11,7	13,1	12,5	14,3	10,1	9,8	14,5
40 to 44 years	14,5	8,2	11,0	9,8	8,1	12,4	10,6	10,9	14,8
45 to 49 years	8,6	6,5	15,2	7,8	6,8	10,9	7,5	7,8	12,8
50 to 54 years	10,8	7,9	17,5	11,5	7,8	9,8	8,4	8,4	11,1
55 to 59 years	5,6	4,4	5,3	7,9	8,0	8,2	7,9	6,8	8,1
60 to 64 years	3,4	2,2	0,9	6,9	5,6	3,3	7,1	4,6	3,3
65 years and over	0,4	0,9	0,2	1,6	2,0	0,8	3,4	3,6	1,9
<b>Average age</b>	<b>38,6</b>	<b>35,0</b>	<b>39,8</b>	<b>39,7</b>	<b>38,3</b>	<b>39,7</b>	<b>39,8</b>	<b>39,0</b>	<b>41,0</b>

Source: MEES, TSEP, DGSRG, DIS, PERCOS system, data at March 6, 2019.

### 6.3 TEACHERS' YEARS OF EXPERIENCE

The younger age demographic of teachers in the Cree and Kativik Ilisarniliriniq school boards is also reflected in their years of experience which averaged out to just under 11 in 2017-2018, compared with 15 in the other school boards (Table 12).

Furthermore, the proportion of teachers with under 5 years' experience is remarkably greater in the Cree and Kativik Ilisarniliriniq school boards than in the other Québec school boards. In 2017-2018, it stood at 32.8% for the Cree School Board and 37.3% for the Kativik Ilisarniliriniq School Board compared with only 16.3% for the other school boards. The percentage of teachers with 15 years of experience or more seems to be growing over time, rising from 22.1% in 1998-1999 to 31.4% in 2017-2018 for the Cree School Board, and from 15.3% to 27.1% for the Kativik Ilisarniliriniq School Board. It should also be noted that, in general, the Kativik Ilisarniliriniq School Board has a teaching staff that is slightly less experienced than that of the Cree School Board.

**Table 12 Teachers' years of experience, 1998-1999, 2008-2009 and 2017-2018**

Years of experience	School year								
	1998-1999			2008-2009			2017-2018		
	Cree School Board %	Kativik Ilisarniliriniq School Board %	Québec as a whole %	Cree School Board %	Kativik Ilisarniliriniq School Board %	Québec as a whole %	Cree School Board %	Kativik Ilisarniliriniq School Board %	Québec as a whole %
1 year or less	19,1	20,1	7,2	13,4	14,4	6,0	13,7	13,2	6,2
2 to 4 years	27,5	33,5	17,6	17,0	21,3	12,9	19,1	24,1	10,1
5 to 9 years	19,1	19,4	15,9	19,1	22,5	21,0	22,8	25,2	15,3
10 to 14 years	12,2	11,7	12,7	16,6	17,6	21,0	13,0	10,4	17,2
15 to 19 years	12,0	8,5	11,0	15,5	8,1	14,3	10,6	11,1	18,5
20 to 24 years	9,9	4,1	12,1	9,4	5,5	10,5	8,2	9,0	16,3
25 to 29 years	0,3	1,7	14,8	5,2	3,7	6,9	7,6	3,8	9,9
30 years and over	-	1,0	8,7	3,8	6,9	7,4	5,0	3,2	6,6
<b>Average</b>	<b>8,0</b>	<b>6,9</b>	<b>14,5</b>	<b>11,3</b>	<b>10,4</b>	<b>13,4</b>	<b>11,1</b>	<b>9,8</b>	<b>15,0</b>

Source: MEES, TSEP, DGSRG, DIS, PERCOS system, data at March 6, 2019.

## 6.4 TEACHERS' YEARS OF SCHOOLING

In 2017-2018, 55.5% of the teachers in the Cree School Board and 42.6% of those in the Kativik Ilisarniliriniq School Board had less than 17 years of schooling, while, for the other school boards, the proportion was only 26.6% (Table 13).

**Table 13 Teachers' years of schooling, 1998-1999, 2008-2009 and 2017-2018**

Years of schooling	School year								
	1998-1999			2008-2009			2017-2018		
	Cree School Board %	Kativik Ilisarniliriniq School Board %	Québec as a whole %	Cree School Board %	Kativik Ilisarniliriniq School Board %	Québec as a whole %	Cree School Board %	Kativik Ilisarniliriniq School Board %	Québec as a whole %
14 years	5,3	15,5	7,0	10,5	12,8	6,7	34,1	28,7	6,1
15 years	6,2	3,2	4,7	4,9	2,1	2,6	3,3	1,6	1,6
16 years	39,6	35,9	32,5	31,3	26,9	24,1	18,1	12,3	18,5
17 years	25,4	26,4	25,1	32,1	35,5	38,5	26,7	29,9	45,2
18 years	12,4	11,6	15,8	10,5	15,6	16,5	10,0	14,6	17,8
19 years	7,4	6,3	13,0	5,9	5,5	9,3	5,1	6,9	7,6
20 years and over	3,7	1,1	1,8	4,9	1,5	2,3	2,7	6,0	3,2

Source: MEES, TSEP, DGSRG, DIS, PERCOS system, data at March 6, 2019.

To summarize, there has been an increase in the percentage of secondary school teachers whose mother tongue is an Indigenous language in the Cree and Kativik Ilisarniliriniq school boards, while the teachers' average age and number of years of experience is lower than that of teachers in the other school boards.

However, there has been a real narrowing of the gap between the teachers in the Cree School Board and those in the Kativik Ilisarniliriniq School Board with regard to average age. Despite this change, major differences remain with regard to the number of years of recognized experience and schooling.

The Central Québec School Board is responsible for teachers in the Naskapi School but does not produce specific data for the Jimmy Sandy Memorial School or the James Chescappio Learning Centre.

## 7. ACADEMIC PROGRESS AND SUCCESS

### 7.1 ACADEMIC PROGRESS AND THE CREE AND KATIVIK ILISARNILIRINIQ SCHOOL BOARDS: GAP OBSERVED WITH REGARD TO THE MODAL AGE

In terms of age and education cycle, a student's normal progress in the Québec school system is as follows:

- ages 4 and 5 in preschool
- age 6 in the first year of attending Elementary Cycle One
- age 8 in the first year of attending Elementary Cycle Two
- age 10 in the first year of attending Elementary Cycle Three
- age 12 upon starting secondary school
- age 14 in the first year of attending Secondary Cycle Two and age 17 on completion of the cycle

The ages with the largest number of students are designated as corresponding to the modal age. Students who follow this pattern form the modal cohort while those who are behind a year or more find themselves in a situation of academic delay. Students who are ahead with regard to the modal situation are counted among those with no academic delay.

In 2017-2018, prior to the first year of Elementary Cycle Three, there are few differences between the Québec school boards and Cree and Kativik Ilisarniliriniq school boards with regard to the proportion of students with no academic delays. The gap begins to become noticeable in Elementary Cycle Three and it widens in Secondary Cycles One and Two.

**Table 14** Percentage breakdown of the school population in general education, youth sector, by class, and the gap with regard to Québec's modal age, Cree School Board, Kativik Ilisarniliriniq School Board and Québec as a whole (public and private systems), 2017-2018 school year

Modal age	Level of instruction and class	2017-2018 school year											
		Cree School Board				Kativik Ilisarniliriniq School Board				Québec as a whole			
		None %	1 year %	2 years %	3 years or more %	None %	1 year %	2 years %	3 years or more %	None %	1 year %	2 years %	3 years or more %
5 years	Kindergarten for five-year-olds	99,7	0,3	0,0	0,0	99,3	0,7	0,0	0,0	98,7	1,3	0,0	0,0
6 years	Elementary Cycle One, year 1	95,9	4,1	0,0	0,0	96,8	3,2	0,0	0,0	95,2	4,0	0,4	0,4
8 years	Elementary Cycle Two, year 1	82,3	17,5	0,3	0,0	92,6	7,4	0,0	0,0	92,5	6,9	0,5	0,2
10 years	Elementary Cycle Three, year 1	85,0	14,2	0,8	0,0	79,6	20,1	0,4	0,0	90,4	9,3	0,4	0,0
12 years	Secondary Cycle One, year 1	69,7	27,4	1,3	1,6	34,1	40,5	18,2	7,2	82,6	12,9	3,3	1,2
14 years	Secondary Cycle Two, year 1	41,0	27,9	18,9	12,3	3,7	48,2	28,4	19,7	73,8	18,0	5,9	2,4

Source: MEES, TSEP, DGSRG, DIS, Information portal, Charlemagne system, data at January 24, 2019.

Graphs 5, 6 and 7 illustrate the evolution of this gap by presenting the proportion of students with no academic delays in the first year of Elementary Cycle Three, the first year of Secondary Cycle One and the first year of Secondary Cycle Two for the period from 2008-2009 to 2017-2018.

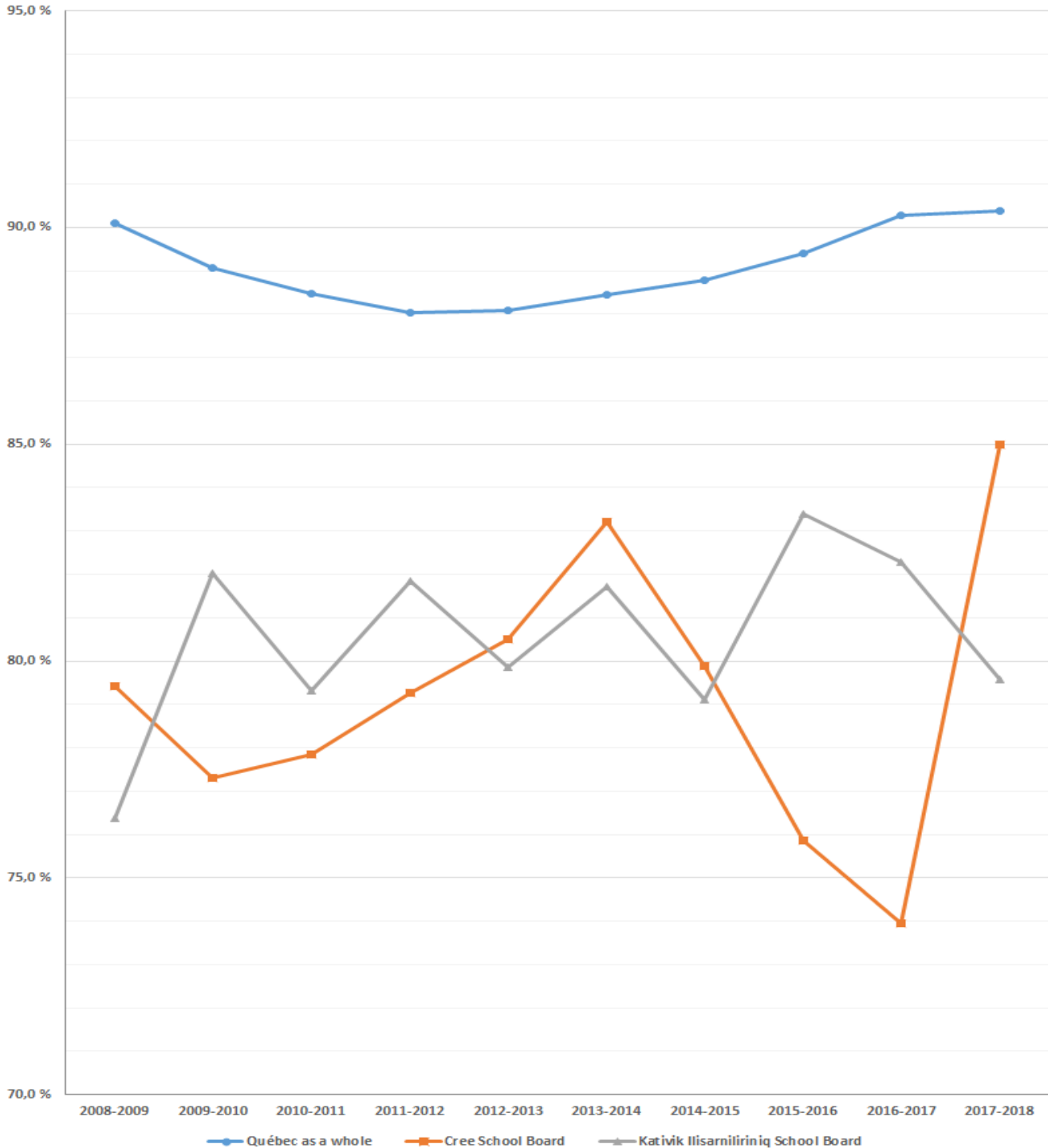
For Québec as a whole, the proportion of students with no academic delays in the first year of Elementary Cycle Three remained relatively stable at around 90% for the period from 2008-2009 to 2017-2018.

On the other hand, the Cree School Board shows significant fluctuations during this period, with a drop in 2009-2010, followed by an upward climb until 2013-2014 and then a huge plummet in 2016-2017 to under 74%. After this, the proportion of students with no academic delays increased to 85% in 2017-2018.



In the Kativik Iisarniliriniq School Board, there is an upward trend. In 2008-2009, the proportion of students without academic delays was 76.4%. In 2017-2018, it reached 79.6%.

**Graph 5** Proportion of students (%) with no academic delays in the first year of Elementary Cycle Three, Cree and Kativik Iisarniliriniq school boards, and Québec as a whole (public and private systems), from 2008-2009 to 2017-2018

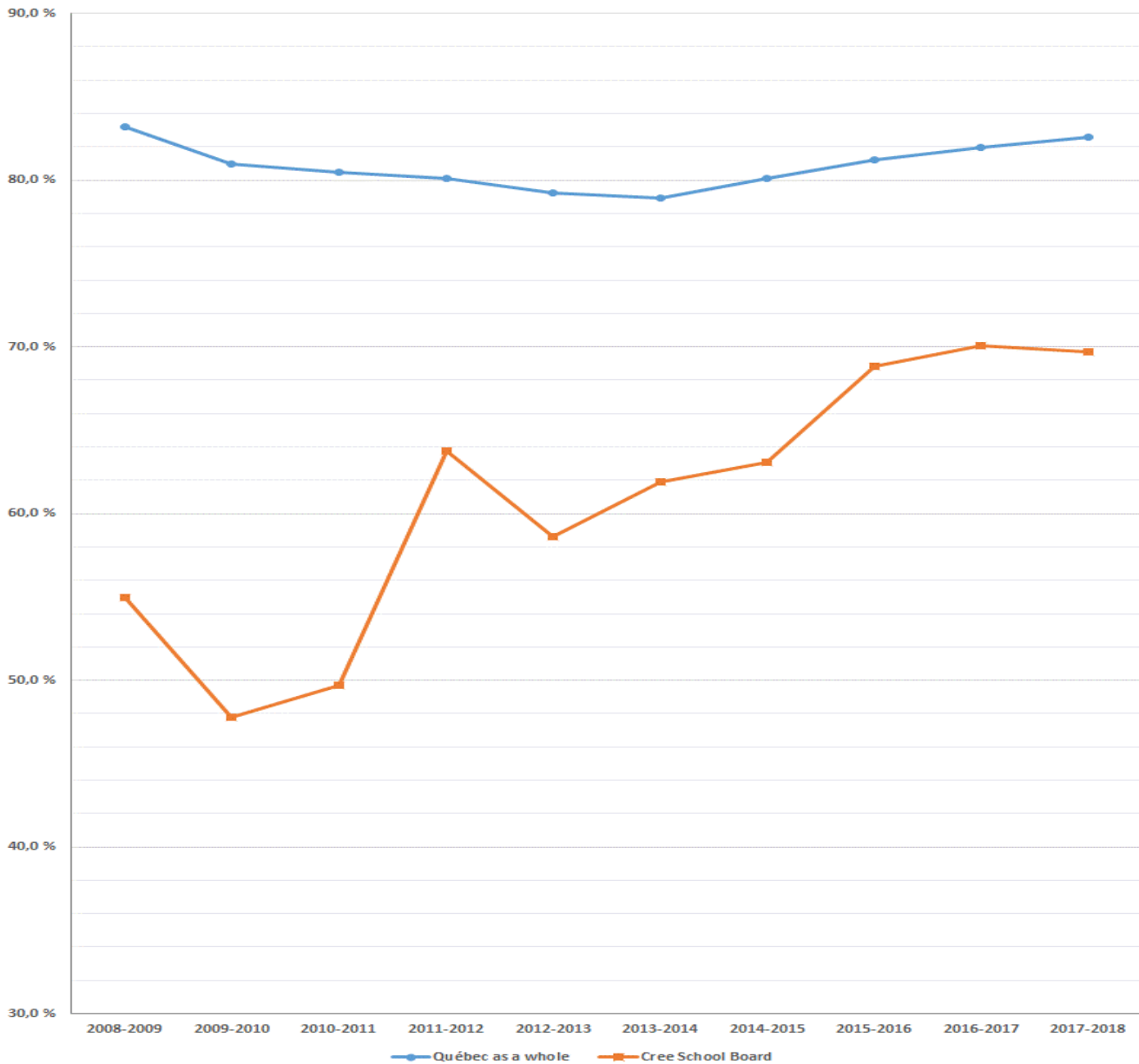


Source: MEES, TSEP, DGSRG, DIS, Information portal, Charlemagne system, data at January 24, 2017.

Given that students spend seven years in elementary school in the Kativik Ilisarniliriniq School Board, their age when starting secondary school and their academic delays cannot be compared to those of other students. For example, in 2017-2018, 70% of students in the Cree School Board started Secondary I at the age of 12 while, in the Kativik Ilisarniliriniq School Board, only 34% of the students did. The greatest proportion of students in the Kativik Ilisarniliriniq School Board began Secondary I at the age of 13 (41%).

At the start of secondary school (graph 6), the gap between the Cree School Board and Québec as a whole closed, dropping from 28% in 2008-2009 to 13% in 2017-2018.

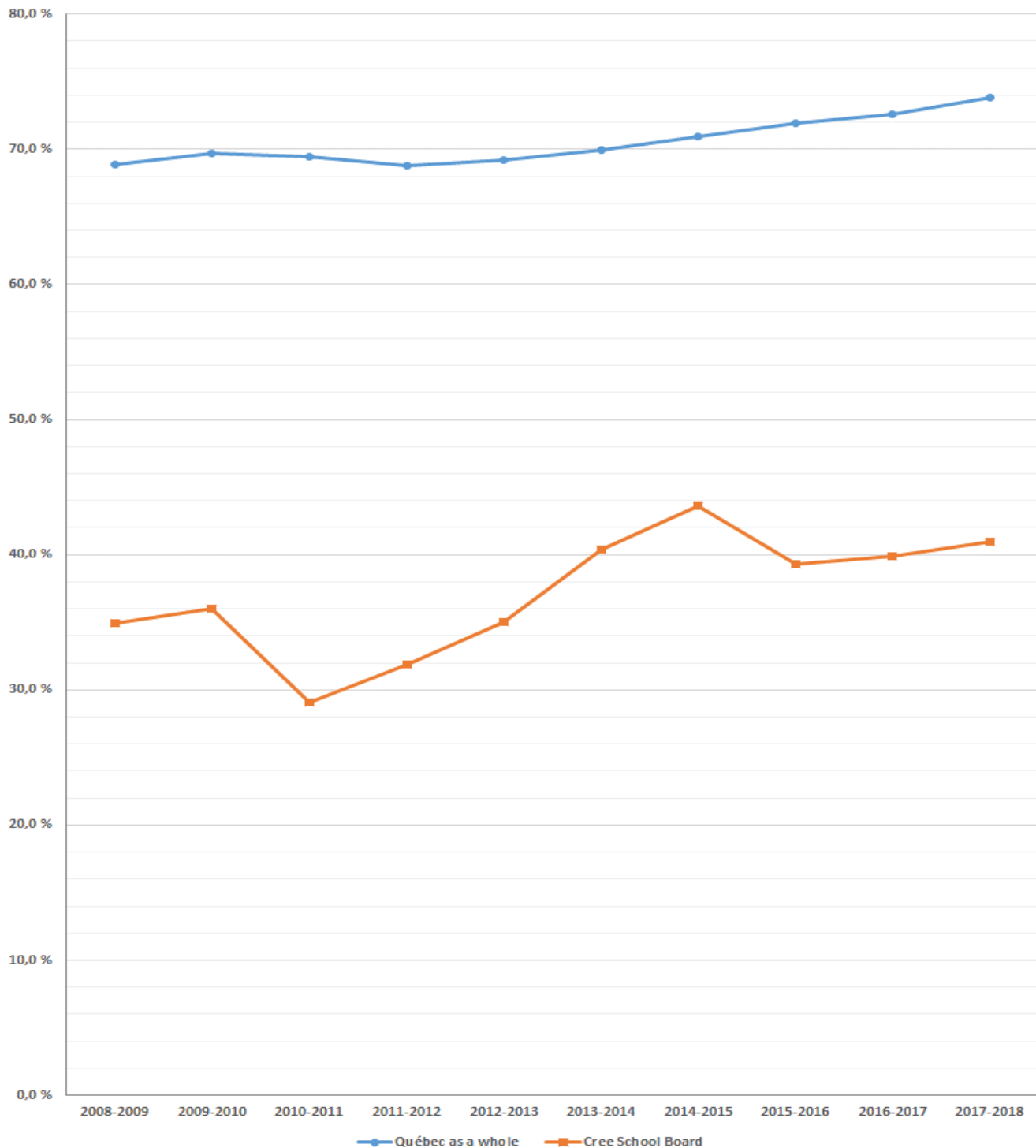
**Graph 6** Proportion of students (%) with no academic delays in the first year of attending Secondary Cycle One, Cree School Board and Québec as a whole (public and private systems), from 2008-2009 to 2017-2018



Source: MEES, TSEP, DGSRG, DIS, Information portal, Charlemagne system, data at January 24, 2017.

The proportion of students with no academic delays at the beginning of Secondary Cycle Two (graph 7) has risen for both Québec as a whole and the Cree School Board since 2008-2009.

**Graph 7** Proportion of students (%) with no academic delays in the first year of attending Secondary Cycle Two, Cree School Board and Québec as a whole (public and private systems), from 2008-2009 to 2017-2018



Source: MEES, TSEP, DGSRG, DIS, Information portal, Charlemagne system, data at January 24, 2017.

It is important to mention that academic delay is a determining factor in student educational success and one of the key contributors to students leaving school without a diploma or qualification.

## 7.2 STUDENTS WHO LEAVE SCHOOL WITHOUT OBTAINING A DIPLOMA OR QUALIFICATION

For any given year in general education, youth sector, the proportion of students who leave secondary school with a secondary school diploma or qualification during that year is calculated.<sup>13</sup> The students who leave secondary school are divided into two groups: those who leave with a diploma or qualification and those who leave without. The latter are designated as such when they did not obtain a diploma or qualification during the year they left and did not enrol anywhere else in Québec in general education (youth or adult sector), vocational training or college the following year.<sup>14</sup> It must also be emphasized that the number of students who left without a diploma or qualification also includes those who emigrated, died or left due for other reasons.

In Québec, the proportion of students who left without a diploma or qualification was 13.1% in 2016-2017, compared with 22.3% in 2001-2002. However, the situation was very different for students in the territories under agreement. In fact, the annual percentage of students in these territories who left without a diploma or qualification has fluctuated wildly over the last 16 years, going from 76.9% in 2001-2002 to its highest point of 87.9% in 2007-2008, then dropping to its lowest point of 66.0% in 2011-2012 and finally settling at 78.0% in 2016-2017. In other words, only 14 out of 100 students who left general education in the youth sector in 2008-2009 did so with a diploma or qualification.

In the Cree School Board, the annual percentage of students who left without a diploma or qualifications soared to nearly 92% in 2008-2009. However, it dropped over the next several years, settling at 70.7% in 2016-2017. The Kativik Ilisarniliriniq School Board saw some fluctuations during the period under study and its annual percentage of students who left without a diploma or qualifications remained high, averaging between 71% and 90%. During the last year under observation, this rate was 85.7%. For the Naskapi School, given that few students leave each year, the percentage of those who did so without a diploma or qualification varied widely from one year to the next but often exceeded 70%.

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<sup>13</sup> The diplomas and qualifications eligible for inclusion in this calculation are the Secondary School Diploma (SSD), Diploma of Vocation Studies (DVS), Attestation of Vocational Specialization (AVS), Skills Training Certificate (STC), Certificate in On-the-Job Training in a Recycling Facility, Training Certificate in the Sociovocational Integration of Adults (TCSIA), Training Certificate for a Semiskilled Trade (TCST), Attestation of Equivalence of Secondary Studies (AESS), PreWork Training Certificate (PWTC) and the Attestation of Competencies (AC).

<sup>14</sup> For the statistics for 2016-2017 and previous years, the calculation of the number of students who left without a diploma or qualification in a given school year was based on student enrolments up until the end of January of the subsequent school year. The advent of new computerized systems allowed the publication of statistics on students who left without a diploma or qualification that take into consideration all enrolments up until the end of the subsequent year. The methodology remains the same, and the only change is in the enrolment cut-off date that moved from the end of January to the end of August. This adjustment has resulted in a more realistic official rate for students who leave without a diploma or qualification. It was applied to all the years indicated in Table 15.

**Table 15** Students who left secondary school without obtaining a diploma or qualification in general education, youth sector, territories under agreement and Québec as a whole, from 2001-2002 to 2016-2017

School year	Territories under agreement				Québec as a whole %
	Cree School Board %	Kativik Ilisarniliriniq School Board %	Naskapi School %	Total %	
2001-2002	76,2	78,0	66,7	76,9	22,3
2002-2003	71,8	79,6	47,4	74,0	22,2
2003-2004	65,0	83,6	60,0	73,2	21,8
2004-2005	68,9	81,8	71,4	74,6	21,2
2005-2006	83,9	82,8	100,0	83,8	20,7
2006-2007	82,2	90,1	84,0	85,4	20,7
2007-2008	91,1	83,3	90,5	87,9	20,3
2008-2009	91,6	80,5	69,6	86,0	18,4
2009-2010	90,1	80,1	81,3	85,2	17,4
2010-2011	79,8	81,7	85,7	81,0	16,2
2011-2012	55,4	76,6	69,6	66,0	16,2
2012-2013	65,3	73,0	61,9	69,1	15,3
2013-2014	65,3	83,3	63,2	73,3	14,1
2014-2015	66,3	70,9	61,9	68,1	13,5
2015-2016	68,8	77,8	75,0	72,9	13,0
2016-2017	70,7	85,7	88,2	78,0	13,1

Source: MEES, TSEP, DGSRG, DIS, Provincial indicators, Charlemagne system, special compilation.

### 7.3 THE EARNING OF A DIPLOMA AFTER SEVEN YEARS OF SCHOOLING, FOR THE CREE SCHOOL BOARD

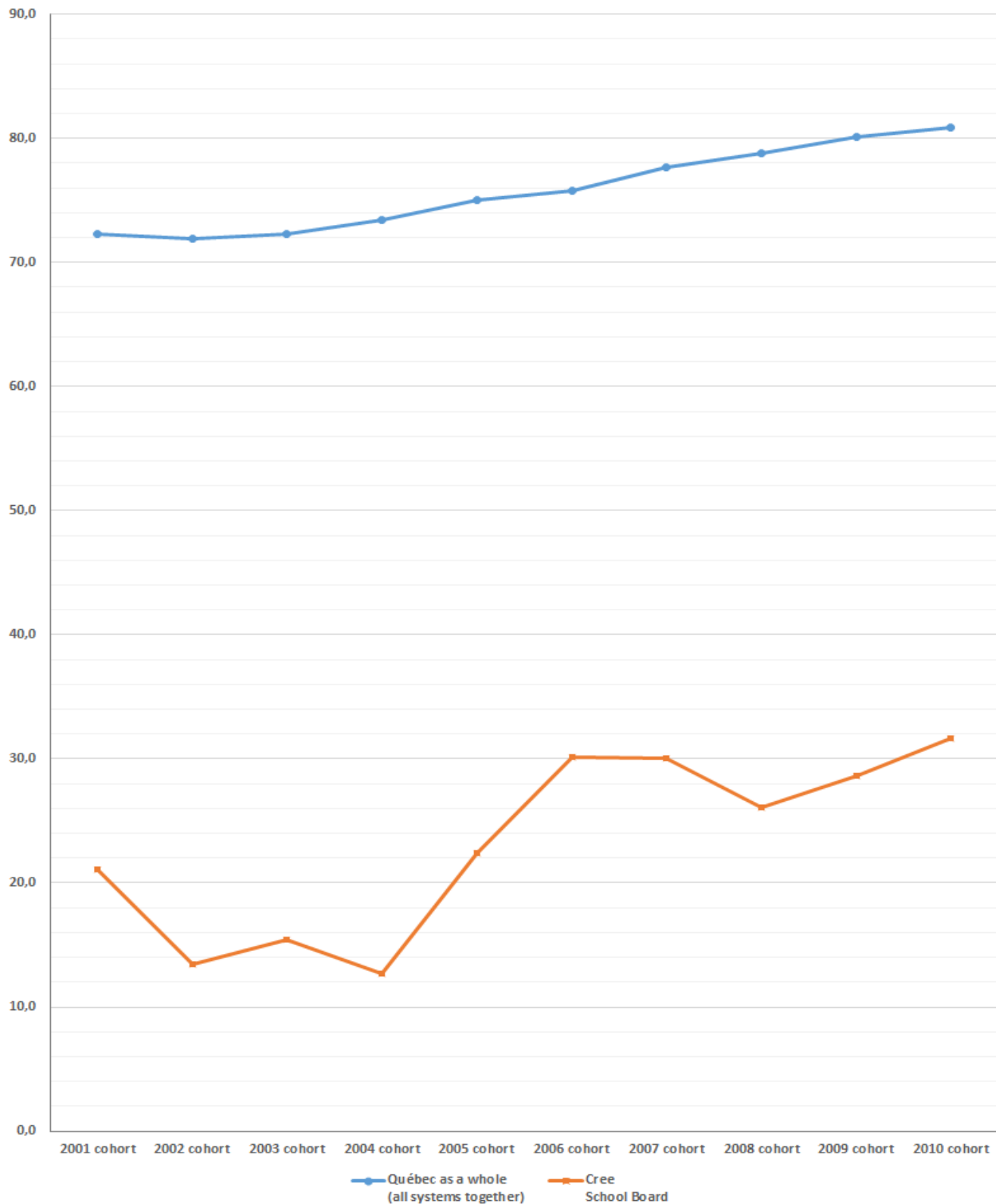
MEQ and MES data allows for a longitudinal study of the educational pathways, using, among other things, the calculation of the graduation rate by school board. The evolution of the rate is presented for the Cree School Board and for Québec as a whole in Graph 8. The graduation rate after seven years of schooling, for a cohort of students newly enrolled in Secondary I, corresponds to the proportion of students in this cohort who obtain a first diploma<sup>15</sup> after seven years or before the age of 20, in the youth or adult sector. Only the first diploma is taken into consideration, no matter where it was earned. Students are counted in the school board in which they enrolled in Secondary I for the first time.

Because students in the Kativik Ilisarniliriniq School Board receive a part of their instruction only in Inuktitut in their first years of schooling, they have had an additional year of secondary school since the 2006-2007 school year. This change has created an issue for the declaration of student enrolment for the 2006 and subsequent cohorts. For this reason, no data is presented for this school board in this section.

Graph 8 shows the evolution of the graduation rate after seven years of secondary school for students in the Cree School Board. While there has been a slight rise in this rate for Québec as a whole, from 72.3% in 2001 to 80.9% in 2010, the rate for the Cree School Board has been much lower, trending downward until it hit its all-time low in the 2004 cohort year, even further widening the gap with Québec as a whole. Since this nadir, the graduation rate appears to have gradually climbed.

<sup>15</sup> The diplomas eligible for inclusion in the calculation of the graduation rate per cohort are the Secondary School Diploma (SSD), Diploma of Vocation Studies (DVS), Attestation of Vocational Specialization (AVS), Skills Training Certificate (STC), Certificate in On-the-Job Training in a Recycling Facility, Training Certificate in the Sociovocational Integration of Adults (TCSIA), Training Certificate for a Semiskilled Trade (TCST), Attestation of Equivalence of Secondary Studies (AESS), PreWork Training Certificate (PWTC) and the Attestation of Competencies (AC).

**Graph 8 Graduation from secondary school with a diploma and qualification after seven years, Cree School Board, newly enrolled cohorts from 2001 to 2010**



Source: MEES, TSEP, DGSRG, DIS, Graduation and qualification rate by secondary school cohort, 2018 edition.

## 7.4 THE PERCENTAGE OF STUDENTS IN THE CREE AND KATIVIK ILISARNILIRINIQ SCHOOL BOARDS WHO TRANSITION IMMEDIATELY FROM SECONDARY V TO COLLEGE

Academic delays, the annual percentage of students leaving school without a diploma or qualification, and the low graduation rate prior to the age of 20 have a considerable impact on the number of students who pursue post-secondary studies. As there is no reliable data available on the number of Indigenous students who attend post-secondary educational institutions, Table 16 presents the percentage of students in the Cree and Kativik Ilisarniliriniq school boards who transition from Secondary V to college.

The rate for immediate enrolment in college is based on the proportion of full-time students in general education in Secondary V who enrolled for the first time in college in the fall term of the following year, in regular programs leading to a Diploma of College Studies (DCS). The data presented does not take into account students who enrolled in a part-time program in college or in adult general education, began post-secondary studies after an interruption of their education or enrolled in an educational institution in another Canadian province or territory.<sup>16</sup>

For Québec as a whole, 70.9% of Secondary V students were enrolled full-time in college in the fall 2017 term. In the Cree School Board, 3.4% were enrolled in college in the fall 2017 term. Even though the rate of immediate enrolment of Secondary V students in college for the Kativik Ilisarniliriniq School Board has almost always been higher than that of the Cree School Board since 2001, it has not exceeded 21% during the last 17 years. For the fall 2017 term, 7.1% of its students were enrolled full-time in college.

While, for Québec as a whole, the rate has been climbing steadily since 2001, there are no apparent upward or downward trends in the rates for the Cree and Kativik Ilisarniliriniq school boards which, with fluctuations, have remained fairly low.

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<sup>16</sup> For more information on the percentage of students who transition from secondary school to college (available in French only), please visit:  
[http://www.education.gouv.qc.ca/fileadmin/administration/librairies/documents/Ministere/acces\\_info/Statistiques/Effectif\\_etudiant\\_college/Faits\\_saillantsPrevColl\\_Ed2017\\_nouveau\\_montage.pdf](http://www.education.gouv.qc.ca/fileadmin/administration/librairies/documents/Ministere/acces_info/Statistiques/Effectif_etudiant_college/Faits_saillantsPrevColl_Ed2017_nouveau_montage.pdf).

**Table 16** Rate of immediate enrolment of Secondary V students (general education, full-time) in college (regular education, full-time, programs leading to a DCS), from fall 2001 to fall 2017

Fall term	Cree School Board %	Kativik Ilisamiliriniq School Board %	Québec as a whole %
2001	1,2	6,3	57,9
2002	0,0	20,8	58,1
2003	0,0	4,9	58,0
2004	1,8	10,7	59,4
2005	2,0	4,0	59,0
2006	3,3	13,0	59,8
2007	2,6	10,9	60,3
2008	0,8	10,3	63,8
2009	1,0	10,8	64,8
2010	5,3	4,8	67,0
2011	8,5	9,6	66,4
2012	5,1	5,3	66,4
2013	4,1	7,5	67,6
2014	1,4	10,8	68,5
2015	0,7	7,8	69,4
2016	3,8	8,7	70,0
2017	3,4	7,1	70,9

Source: MEES, TSEP, DGSRG, DIS.



## LIMITATIONS

The census of the Indigenous population covers Inuit and members of the First Nations. Indigenous peoples who are not First Nations or Inuit (e.g. Indigenous peoples from other countries) are not included in this study. The data on the population covered is based on the declaration of this population from two distinct sources: the Canadian Indian Register (for the First Nations) and the Ministère de la Santé et des Services sociaux's Register of beneficiaries by community of affiliation (for Inuit). Indigenous persons who have not declared themselves as such are therefore not included in the data presented.

With regard to the census of the Indigenous school population, because Indigenous students cannot be identified through a question on their ethnic origin, the study had to be limited to those living in an Indigenous community. Students living outside of such a community are not counted and this results in an undercount of Indigenous students studying in the Québec school system. In higher education, the census of students comes from their voluntary declaration on their legal status in Canada. This number is therefore likely to have been even more underestimated. Lastly, students who pursue their education outside the province of Québec are not included at all in the data presented in this bulletin.

For these reasons, and given the heterogeneous composition of Indigenous communities, it is very difficult to carry out a comparison of their data and it is impossible to generalize the data presented in this bulletin.

Furthermore, this data highlights the necessity of adapting the analytical tools in order to take into consideration a wider representation of the Indigenous presence in the Québec school system. For example, the data available shows that the study of the graduation rate over five years is not relevant for the Kativik Ilisarniliriniq School Board. As for the immediate enrolment of Secondary V students in college, this analysis does not take into account the diversity and non-linear nature of educational pathways taken by the Indigenous school population within Québec. Complementary studies would be needed in order to take into consideration data that is not presented in this bulletin.

## CONCLUSION

The Indigenous population within Québec is growing. Its age demographic is clearly younger than that of the population in general and, each year, it will make up a gradually increasing proportion of the school population of the province. As a result, it is absolutely essential that MEQ and MES consider the challenges faced by Indigenous students in order to support them on their educational path. On the other hand, MEQ does recognize that specific quality services must be provided to Indigenous students to meet their particular needs, “The advantages and benefits of greater student retention and educational success impact everyone. They not only encourage individual personal and professional development but also the cultural, social and economic development of Québec.”<sup>17</sup>

MEQ and MES wants to play an active role in searching for concrete solutions adapted to Indigenous realities while improving educational services and success for Indigenous students. For MEES, it is a priority that Indigenous people receive the guidance and support needed for them to achieve their educational goals through equitable treatment and by taking their specific situations into account. For this reason, the MEES 2019-2023 Strategic Plan includes the development of an approach tailored to the First Nations and Inuit in order to implement culturally meaningful and reassuring actions that will correspond to their specific issues and realities.<sup>18</sup> By bringing together data from various sources, we have drawn an overall portrait of the situation of the Indigenous population within Québec. The centralized nature of this data does not allow for an analysis of the specific situation in each Indigenous community, which differs from one nation to another due to language and culture or geographical location and economic situation. With regard to education data, one of the main challenges facing MEQ and MES remains its difficulty in determining the actual number of Indigenous students from territories not under agreement enrolled in the Québec education system at all levels of instruction. The only reliable data available to MEQ and MES are essentially those on Indigenous students in the territories under agreement (the Cree, Inuit and, to a certain extent, the Naskapi) who are enrolled in preschool, elementary school or secondary school at an educational institution in the Cree School Board or Kativik Ilisarniliriniq School Board or at the Naskapi School.

These students must still overcome several obstacles—the transition from elementary to secondary school, academic delays, annual dropout rate and the graduation before the age of 20 rate. A discontinuous educational pathway greatly compromises a student’s likelihood of graduating and moving on to post-secondary studies. As a result, action must be taken with regard to this pathway early, starting in elementary school, in order to prevent delays and encourage students to stay in school. Nevertheless, there have been significant upgrades in the teacher profile.

The control of educational services by the Indigenous communities is characterized by a lack of homogeneity in school organization: school boards and schools stemming from agreements, band schools, and schools in the Québec linguistic school system who welcome a varying number of Indigenous students. Nevertheless, the Indigenous communities within Québec have reaffirmed their desire to have a complete education system and they look to increase their level of schooling, reduce the proportion of students who leave school without a diploma or qualification and increase the skill level of the Indigenous work force, inside and outside of the communities.<sup>19</sup> MEQ also recognizes that,

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<sup>17</sup> *Plan stratégique 2009-2013* of the Ministère de l’Éducation, du Loisir et du Sport, 2009, 9 (Translation).

<sup>18</sup> *Plan stratégique 2019-2023* of the Ministère de l’Éducation et de l’Enseignement supérieur, 2019, 20 (Translation).

<sup>19</sup> *First Nations Socioeconomic Forum Report*, 2006, 2.28.

“Promoting Indigenous cultures and languages is a priority and, as such, is part of the government’s vision of educational success.”<sup>20</sup>

Furthermore, one of the orientations of the MEES 2019-2023 Strategic Plan is to support the acquisition of knowledge and the overall development of all individuals, while respecting their different pathways, the development of their areas of interest and their capacities (orientation 1). MEQ and MES are working with Indigenous education organizations, especially Kiuna College, the Centre de développement de la formation et de la main-d’œuvre huron-wendat, Cree School Board, Kativik Ilisarniliriniq School Board, Conseil de la Nation Atikamekw, First Nations Education Council, First Nations Adult Education Council, Naskapi School, Institut Tshakapesh, the Nunavik Sivunitsavut program team, etc.

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<sup>20</sup> MEES *Plan stratégique 2019-2023*, 2019, 20; MEES *Policy on Educational Success*, 2017, 27.

## APPENDIX 1: INDIGENOUS POPULATION WITHIN QUÉBEC, BY NATION AND BY COMMUNITY, AT DECEMBER 31, 2017

First Nations					
Nation	Communities (bulletin)	Communities (CIRNAC)	Residents	Non-residents	Total
Abenaki	Odanak	Odanak (072)	302	2 206	<b>2 508</b>
	Wôlinak	Première Nation des Abénakis de Wôlinak (071)	108	360	<b>468</b>
	<b>Total</b>		<b>410</b>	<b>2 566</b>	<b>2 976</b>
Algonquin-Anishinabeg	Hunter's Point (Wolf Lake)	Wolf Lake (068)	*	*	<b>235</b>
	Kebaowek (Kipawa)	Eagle Village First Nation - Kipawa (065)	293	711	<b>1 004</b>
	Kitcisakik	Communauté anicnape de Kitcisakik (062)	404	100	<b>504</b>
	Kitigan Zibi	Kitigan Zibi Anishinabeg (073)	1 628	1 662	<b>3 290</b>
	Lac-Rapide (Barrière Lake)	Algonquins of Barrière Lake (074)	627	166	<b>793</b>
	Lac Simon	Nation Anishnabe du Lac Simon (063)	1 783	410	<b>2 193</b>
	Pikogan (Abitibiwinni)	Conseil de la Première Nation Abitibiwinni (055)	610	465	<b>1 075</b>
	Timiskaming	Timiskaming First Nation (064)	650	1 541	<b>2 191</b>
Winneway (Long Point)	Long Point First Nation (067)	499	389	<b>888</b>	
<b>Total</b>		*	*	<b>12 173</b>	
Atikamekw	Manawan	Les Atikamekw de Manawan (078)	2 524	431	<b>2 955</b>
	Obedjiwan-Opitciwan	Atikamekw d'Opitciwan (079)	2 472	550	<b>3 022</b>
	Wemotaci	Conseil des Atikamekw de Wemotaci (077)	1 502	467	<b>1 969</b>
	<b>Total</b>		<b>6 498</b>	<b>1 448</b>	<b>7 946</b>
Cree-Eeyou	Chisasibi	Cree Nation of Chisasibi (058)	4 496	179	<b>4 675</b>
	Eastmain	Eastmain (057)	855	45	<b>900</b>
	Mistissini/Oujé-Bougoumou	Cree Nation of Mistissini (075)	3 802	252	<b>4 054</b>
	Nemiscau (Némaska)	Cree Nation of Nemaska (059)	780	24	<b>804</b>
	Oujé-Bougoumou	Oujé-Bougoumou Cree Nation (089)	770	121	<b>891</b>
	Waskaganish	The Crees of the Waskaganish First Nation (061)	2 429	456	<b>2 885</b>
	Waswanipi	Waswanipi (056)	1 763	486	<b>2 249</b>
	Wemindji	The Cree Nation of Wemindji (060)	1 466	140	<b>1 606</b>
	Whapmagoostui	Première Nation de Whapmagoostui (095)	901	99	<b>1 000</b>
	<b>Total</b>		<b>17 262</b>	<b>1 802</b>	<b>19 064</b>
Huron-Wendat	Wendake	Nation Huronne Wendat (050)	1 499	2 552	<b>4 051</b>
Innu	Bande des Innus de Pessamit (Betsiamites)	Bande des Innus de Pessamit (085)	2 900	1 086	<b>3 986</b>
	Essipit	Innu Essipit (086)	212	543	<b>755</b>
	La Romaine (Unamen Shipu)	Montagnais de Unamen Shipu (084)	1 145	51	<b>1 196</b>
	Mashteuiatsh (Lac Saint-Jean)	Montagnais du Lac St.-Jean (076)	2 096	4 617	<b>6 713</b>
	Matimekossh-Lac-John	La Nation Innu Matimekossh-Lac John (087)	885	119	<b>1 004</b>
	Mingan (Ekuanishit)	Les Innus de Ekuanishit (082)	608	38	<b>646</b>
	Natashquan	Première Nation des Innus de Nutashkan (083)	1 060	97	<b>1 157</b>
	Pakuashipi	Montagnais de Pakua Shipu (088)	*	*	<b>382</b>
	Innus Takuaiakan Uashat Mak Mani-Utenam	Innu Takuaiakan Uashat Mak Mani-Utenam (080)	3 588	1 078	<b>4 666</b>
	<b>Total</b>		*	*	<b>19 955</b>
Maliseet-Wolastoqiyik	Cacouna et Whitworth	Première Nation Malecite de Viger (054)	*	*	<b>1 203</b>
Mi'gmaq	Gaspé (Gespeg)	La Nation Micmac de Gespeg (053)	*	*	<b>820</b>
	Gesgapegiag	Micmacs of Gesgapegiag (052)	708	827	<b>1 535</b>
	Listuguj	Listuguj Mi'gmaq Government (051)	2 110	1 947	<b>4 057</b>
	<b>Total</b>		*	*	<b>6 412</b>
Mohawk-Kanien'keha'ka	Kahnawake	Mohawks of Kahnawá:ke (070)	8 055	3 099	<b>11 154</b>
	Kanesatake	Mohawks of Kanesatake (069)	1 404	1 156	<b>2 560</b>
	<b>Total</b>		<b>9 459</b>	<b>4 255</b>	<b>13 714</b>
Naskapi	Kawawachikamach	Naskapi Nation of Kawawachikamach (081)	716	68	<b>784</b>
Registered "Indians" who are not linked to a Nation					<b>689</b>
<b>Total First Nations population</b>			<b>58 030</b>	<b>30 937</b>	<b>88 967</b>

## APPENDIX 1 (CONT.)

<b>Inuit</b>					
<b>Nation</b>	<b>Communities (bulletin)</b>	<b>Communities (MSSS)</b>	<b>Residents</b>	<b>Non-residents</b>	<b>Total</b>
Inuit	Akulivik	Akulivik	648	35	683
	Aupaluk	Aupaluk	204	11	215
	Chisasibi (Inuit part)	Chisasibi I	70	18	88
	Inukjuak	Inukjuak	1 692	96	1 788
	Ivujivik	Ivujivik	338	32	370
	Kangiqsualujuaq	Kangiqsualujuaq	857	47	904
	Kangiqsujuaq	Kangiqsujuaq	727	53	780
	Kangirsuk	Kangirsuk	521	73	594
	Killiniq	Killiniq	*	*	36
	Kuujuuaq	Kuujuuaq	1 930	221	2 151
	Kuujuuarapik	Kuujuuarapik	623	64	687
	Puvirnituc	Puvirnituc	1 572	115	1 687
	Quaqtaq	Quaqtaq	386	37	423
	Salluit	Salluit	1 427	110	1 537
	Tasiujaq	Tasiujaq	*	*	333
Umiujaq	Umiujaq	439	22	461	
<b>Total Inuit population</b>			<b>11 761</b>	<b>976</b>	<b>12 737</b>
<b>Total Indigenous population (First Nations and Inuit)</b>					
			<b>Residents</b>	<b>Non-residents</b>	<b>Total</b>
			<b>69 791</b>	<b>31 913</b>	<b>101 704</b>

\* Data not available.

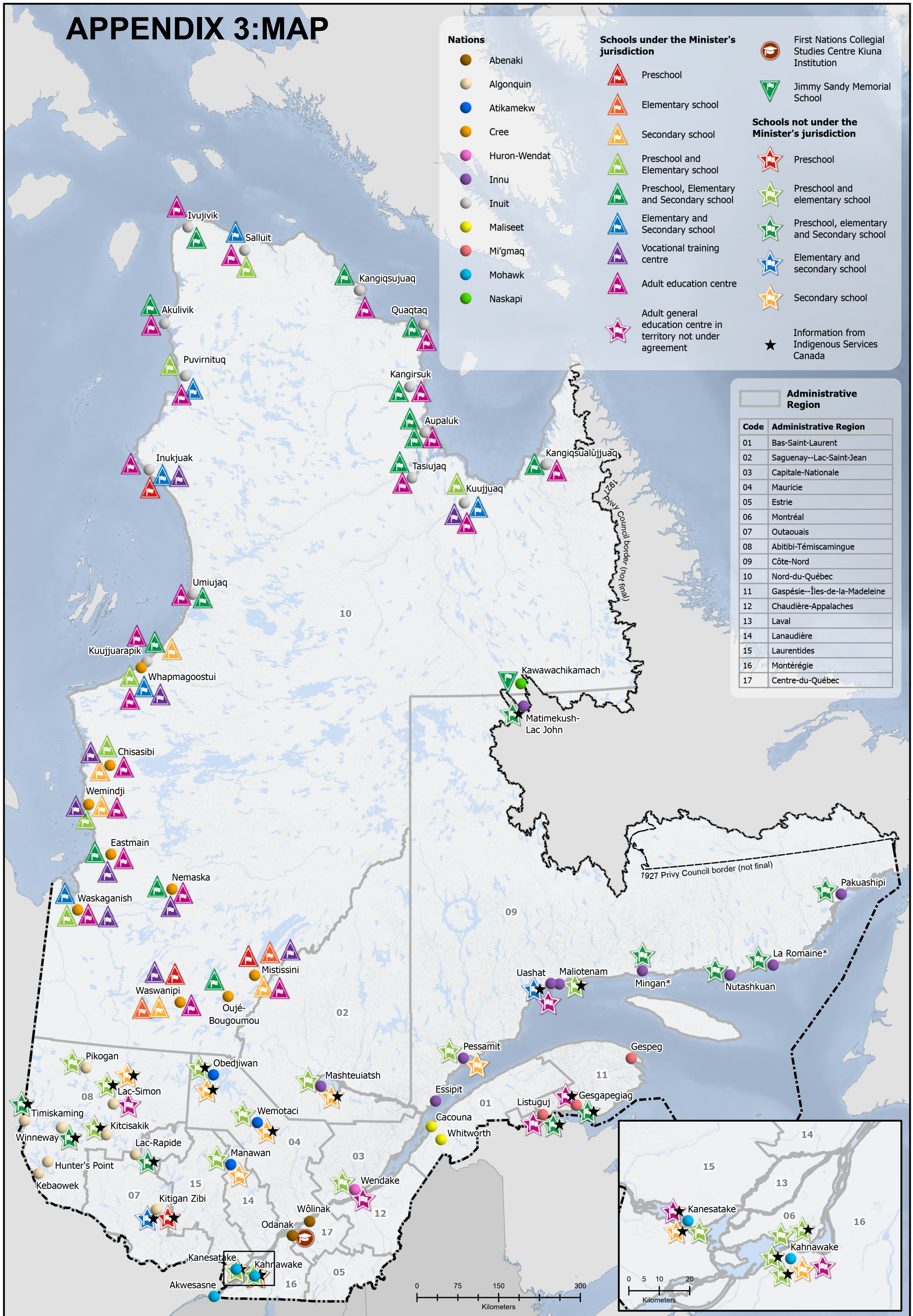
Sources: MSSS, Registers of Cree, Inuit and Naskapi beneficiaries of the *James Bay and Northern Quebec Agreement* and the *Northeastern Quebec Agreement*, December 31, 2017; CIRNAC, Indian Register, December 31, 2017.

## APPENDIX 2: INDIGENOUS POPULATION WITHIN QUÉBEC, BY AGE GROUP, AT DECEMBER 31, 2017

Age group	Indigenous population								Québec as a whole	
	Inuit		First Nations				Total		N	%
	N	%	Residents		Non-residents		N	%		
N	%	N	%	N	%	N	%	N	%	
0 to 4 years	1 092	8,6	3 697	6,4	925	3,0	5 714	5,6	440 150	5,3
5 to 9 years	1 483	11,6	5 291	9,1	1 435	4,6	8 209	8,1	453 806	5,5
10 to 14 years	1 335	10,5	5 383	9,3	1 496	4,8	8 214	8,1	411 665	5,0
15 to 19 years	1 331	10,4	4 914	8,5	1 699	5,5	7 944	7,8	424 063	5,1
20 to 24 years	1 251	9,8	5 122	8,8	2 184	7,1	8 557	8,4	510 936	6,2
25 to 29 years	1 213	9,5	4 845	8,3	2 291	7,4	8 349	8,2	535 318	6,5
30 to 34 years	949	7,5	3 990	6,9	2 148	6,9	7 087	7,0	529 496	6,4
35 to 39 years	749	5,9	3 545	6,1	2 105	6,8	6 399	6,3	572 896	6,9
40 to 44 years	733	5,8	3 516	6,1	2 047	6,6	6 296	6,2	533 288	6,4
45 to 49 years	686	5,4	3 622	6,2	2 216	7,2	6 524	6,4	524 160	6,3
50 to 54 years	604	4,7	3 428	5,9	2 589	8,4	6 621	6,5	610 330	7,4
55 to 59 years	454	3,6	2 982	5,1	2 609	8,4	6 045	5,9	643 217	7,8
60 to 64 years	323	2,5	2 362	4,1	2 230	7,2	4 915	4,8	580 660	7,0
65 years and over	534	4,2	5 333	9,2	4 963	16,0	10 830	10,6	1 527 732	18,4
<b>Total</b>	<b>12 737</b>	<b>100,0</b>	<b>58 030</b>	<b>100,0</b>	<b>30 937</b>	<b>100,0</b>	<b>101 704</b>	<b>100,0</b>	<b>8 297 717</b>	<b>100,0</b>

Sources: MSSS, Registers of Cree, Inuit and Naskapi beneficiaries of the *James Bay and Northern Quebec Agreement* and the *Northeastern Quebec Agreement*, December 31, 2017. CIRNAC, Indian Register, December 31, 2017; Institut de la statistique du Québec, population estimate on July 1, 2017.

# APPENDIX 3:MAP



Sources :  
 Ministère de l'Éducation (MEQ)  
 Indigenous Services Canada  
 © Gouvernement du Québec

## Educational Institutions in the Indigenous Communities 2017

\* This is the official name registered by the Commission de toponymie, but it is commonly called :

- Unamen Shipu (for La Romaine)
- Ekuanitshit (for Mingan)

Direction de l'intelligence d'affaires et de la géomatique

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