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## **The Educational Profile of People Living in Aboriginal Friendship Centre Catchment Areas Across Canada**

Amanda Parriag and Paul Chaulk

### **Background**

#### ***Education amongst Aboriginal People in Canada***

The success of Aboriginal people in our post-secondary education (PSE) system is, or should be, of vital interest to all Canadians ... It is vital to understand how well we are now doing in achieving these goals and what we need to do better.

Mendelson 2006, 1

Increasingly, researchers, academics, and others are echoing Mendelson's concern that in order for Canada to succeed, Aboriginal people also must succeed (Parriag et al. 2010). This concern is underscored by the substantial difference in educational attainment between Aboriginal and non-Aboriginal populations in Canada (Avison 2004). The 2006 census showed that 35% of the Aboriginal population age fifteen and older had completed a post-secondary certificate, diploma, or degree, compared to 51% of the non-Aboriginal population (Statistics Canada 2008). For the Aboriginal population, achieving higher levels of PSE provides increased opportunities for employment and income. For Aboriginal communities, a more highly educated membership provides a stronger base for community development (Mendelson 2006).

In terms of academic preparation and graduation rates, the difference in PSE completion between Aboriginal and non-Aboriginal populations is largest among those aged 25 to 34, smaller for those 35 to 44, and smallest among those aged 45 and older (Richards 2008).

The difference in PSE completion between Aboriginal and non-Aboriginal populations is largest for university degrees. The 2006 census showed that the proportion of Aboriginal people age 25 to 64 with a university degree is 8%, compared to 23% in the non-Aboriginal population (Statistics Canada 2008). The difference is smaller or non-existent when it comes to completion of non-university PSE credentials. In 2006, 19% of Aboriginal people and 23% of non-Aboriginal

Canadians between 25 and 64 years of age had a college diploma, and 14% of Aboriginal and 12% of non-Aboriginal people in the same age group had a trade certificate (Statistics Canada 2008).

There are gender differences in PSE attainment. Aboriginal women 15 years of age and over are more likely to graduate from university than are Aboriginal men, while Aboriginal men 15 years of age and older are more likely than Aboriginal women to graduate from a trades program (Kapsalis and Data Probe Economic Consulting Inc. 2006). In the 2001 census, the gender difference in university attainment was greater for Aboriginal people (10% of females versus 5% of males) than non-Aboriginal people (22% of females versus 20% of males) (Kapsalis et al. 2006).

Aboriginal people face challenges in increasing their PSE attainment. Challenges most frequently mentioned in the literature are limited funding for individuals to access PSE, lack of academic preparation, and lower high school graduation rates (Parriag et al. 2010). Limited funding particularly affects those Aboriginal people returning to PSE at a later age (of which there is a higher proportion than non-Aboriginal people). Older students face barriers to access housing, child care, transportation, and other necessities that enable PSE attendance and completion (R. A. Malatest and Associates Ltd. and Stonechild 2008). Lack of housing and movement between urban areas and reserves create other barriers to attendance and completion of PSE (Parriag et al. 2010). Family responsibilities were the main reasons for not completing PSE, according to the Aboriginal Peoples Survey conducted in 2001 (Association of Canadian Community Colleges 2007). In contrast, Hull (2009) found that Aboriginal women with dependants had higher completion rates than those without dependants, although the reverse was found with men. (It should be noted that this was a study of one First Nation.)

### ***Purpose***

An examination of the education levels of the Aboriginal and non-Aboriginal populations living in all friendship centre catchment areas across Canada in the context of gender, age, family status, mobility, and attendance in school will provide information to better understand the complex pattern of educational attainment among Aboriginal people. Furthermore, it will allow a comparison of Aboriginal and non-Aboriginal persons in the same geographic areas. This will eliminate comparisons of Aboriginal and non-Aboriginal persons who predominantly live in different (in terms of rural versus urban nature) geographical areas in Canada as a whole. It will also provide the NAFC with data that can be used to provide more targeted programming for its clients. Finally, this information will be useful in providing impetus to friendship centres for a greater policy focus in areas that are of greatest need to the specific populations that they serve—such as supports to education.

## **Method**

This analysis focused on the “U” (or “unique”) file containing data from unique (non-overlapping) catchment areas for all friendship centres across the country, which contains over 3,000 Aboriginal persons age 15 and older and over 12 million non-Aboriginal persons in the same age group. Any reference to findings across Canada is specifically to findings for people living in all friendship centre catchment areas across Canada.

## **Analysis**

Proportions of each demographic group or subgroup with each level of educational attainment were compiled from the total of all friendship centre catchment areas across the country. The proportions with each level of education attainment were analyzed using two-tailed z-tests of differences between two population proportions. These tests determine whether the difference between the two population proportions being compared is significantly different from zero. Due to the number of tests performed, a stringent criterion for significance of  $p \leq .01$  was used. Furthermore, given the volume of tests performed, individual z statistics are not presented, though the significant differences are noted in the tables. Only significant differences are discussed in the text. The education levels discussed in this chapter include:

- None: no secondary or post-secondary educational certificate or diploma
- High school diploma as the highest level of education
- Any PSE certificate, diploma, or degree (any of the credentials listed below)
- Trades certificate or college diploma\*
- Below bachelor’s degree: university certificate below bachelor’s degree\*
- Bachelor’s degree or above: university education at a bachelor’s degree or above\*

## **Currently Attending versus Not Attending School**

Each following section presents data for two populations: those currently attending school and those not attending school. We know the level of education each group has attained, but have no information on whether the education trajectory was broken or continuous.

A higher proportion of Aboriginal males and females in all friendship centre catchment areas are attending school compared to non-Aboriginal males and females. A total of 42,980 Aboriginal males (22.2%) are attending school and 150,690 (77.8%) are not attending school. A total of 56,015 Aboriginal females (24.9%) are attending school and 168,830 (75.1%) are not attending school. A total of 1,349,840 non-Aboriginal males (18.7%) are attending school and 5,855,905 (81.3%) are not attending school. A total of 1,518,385 non-Aboriginal

females (19.7%) are attending school and 6,186,180 (80.3%) are not attending school. (Note that there are rounding errors in the numbers presented above.)

While direct comparisons are not made between populations currently attending and not attending school, it is useful to note that the attending school population is substantially younger and, consequently, has lower completed levels of education. For the Aboriginal population in these catchment areas, 67.7% of males and 57.2% of females attending school are under age 25, compared to 14.7% and 12.6% of Aboriginal males and females, respectively, not attending school. The pattern is similar, though the proportions are lower, among the non-Aboriginal population. For the non-Aboriginal population in these catchment areas, 61.3% of males and 56.6% of females attending school are under age 25 compared to 7.0% and 5.6% of non-Aboriginal males and females.

## **Education by Gender**

Given the different paths that Aboriginal men and women may take toward their post-secondary education, as demonstrated in the literature, this section examines the data at the highest level: educational attainment by gender and population (Aboriginal and non-Aboriginal). Subsequent sections further break down these four groups by province/territory, age, family status, and mobility in the past year.

### ***Populations Attending School***

There was a larger gender difference in educational attainment between Aboriginal males and females than among non-Aboriginal males and females attending school at the time of the 2006 census. Aboriginal males are less likely to complete any form of post-secondary education compared to Aboriginal females (24.9% vs. 33.3%, a difference of 8.4 percentage points). In the same trend, Aboriginal males are less likely than Aboriginal females to have a high school diploma (22.3% vs. 25.0%), trade certificate, college certificate, or diploma (18.1% vs. 20.4%), university certificate below a bachelor's degree (1.8% vs. 4.2%), or a bachelor's degree or higher (4.9% vs. 8.7%).

The pattern is similar for non-Aboriginal people, where males attending school are less likely than non-Aboriginal females to have completed post-secondary education (42.1% vs. 47.6%, a difference of 5.5 percentage points). However, the non-Aboriginal gender difference in attainment of high school, trades/college, and university certificate below a bachelor's degree is quite small (1.1 percentage points or less). Non-Aboriginal males attending school are less likely than non-Aboriginal females to have a bachelor's degree and above (18.5% vs. 22.4%). This 3.9 percentage point gender difference among non-Aboriginal persons in bachelor's degree or above is nearly identical (in absolute terms) to the 3.8 percentage point difference seen with Aboriginal persons; however, the gender difference is much more important among Aboriginal persons given the low proportions of those who attain a bachelor's degree or above.

The data were examined from another perspective by comparing non-Aboriginal and Aboriginal persons of the same gender currently attending school. Aboriginal males are more likely than non-Aboriginal males and, similarly, Aboriginal females are more likely than non-Aboriginal females to indicate that they have no educational certificate, diploma, or degree. The size of the difference between the two groups is striking: 24.3 percentage points between Aboriginal and non-Aboriginal males (52.9% vs. 28.6%) and 17.8 percentage points between Aboriginal and non-Aboriginal females (41.7% vs. 23.9%).

The difference between Aboriginal and non-Aboriginal males who have completed any post-secondary certificate, diploma, or degree is 17.2 percentage points while that between Aboriginal and non-Aboriginal females with the same educational attainment is 14.3 percentage points. This difference is mainly due to a difference in attainment of a bachelor's degree between Aboriginal and non-Aboriginal populations for both genders—approximately 14 percentage points each. The difference between Aboriginal and non-Aboriginal populations is much smaller for high school, trades/college, and university certificate below a bachelor's degree—less than 4% for each gender with the exception of high school attainment among males, where proportionally fewer Aboriginal males than non-Aboriginal males (22.3% vs. 29.2%) have a high school diploma. These findings are presented in **Table 3.1** on page 36.

### ***Populations Not Attending School***

For both Aboriginal and non-Aboriginal people who are not in school, the magnitude of the gender difference, although statistically significant, is very small (less than 4 percentage points) for all levels of education examined. That being said, Aboriginal people who are not in school have lower levels of educational attainment, overall, in comparison to non-Aboriginal people who are not in school.

Looking at comparisons between Aboriginal and non-Aboriginal people by gender, Aboriginal males are slightly less likely than Aboriginal females to have completed high school (23.9% vs. 24.5%) or post-secondary education (38.3% vs. 41.0%). Slightly fewer Aboriginal males than females have university education below a bachelor's degree (2.2% vs. 3.2%) and while the proportions are higher, Aboriginal men are still outnumbered by Aboriginal women when it comes to completion of a bachelor's degree or above (6.0% vs. 8.5%). However, Aboriginal males are slightly more likely than Aboriginal females to have completed a trade certificate, college certificate, or diploma (30.1% vs. 29.2%), as is the case with non-Aboriginal males.

Non-Aboriginal males and females who are not attending school sometimes show a reverse trend, though the magnitude of gender differences is again quite small (less than 4 percentage points) for each level of education. Similar to the Aboriginal population, non-Aboriginal males (23.5%) are less likely than females (25.9%) to have a high school diploma, less likely to have a university certificate

**Table 3.1: Highest Level of Education by Gender for Aboriginal and Non-Aboriginal Populations (Currently Attending School) in All Aboriginal Friendship Centre Catchment Areas**

Population	Gender	Total (%)	None (%)	High school diploma (%)	Any PSE certificate, diploma, or degree (%)	Trades certificate or college certificate or diploma (%)	Below bachelor's degree (%)	Bachelor's degree or above (%)
Aboriginal	Male	100.0	52.9**	22.3**	24.9**	18.1**	1.8**	4.9**
	Female	100.0	41.7**	25.0**	33.3**	20.4**	4.2**	8.7**
Non-Aboriginal	Male	100.0	28.6**	29.2**	42.1**	18.9**	4.7**	18.5**
	Female	100.0	23.9**	28.5**	47.6**	19.4**	5.8**	22.4**

\* Significant difference between males and females within the same population ( $p < 0.01$ , two-tailed z-test)

† Significant difference between Aboriginal and non-Aboriginal populations within the same gender ( $p < 0.01$ , two-tailed z-test)

Source: Statistics Canada, 2009.

**Table 3.2: Highest Level of Education by Gender for Aboriginal and Non-Aboriginal Populations (Not Attending School) in All Aboriginal Friendship Centre Catchment Areas**

Population	Gender	Total (%)	None (%)	High school diploma (%)	Any PSE certificate, diploma, or degree (%)	Trades certificate or college certificate or diploma (%)	Below bachelor's degree (%)	Bachelor's degree or above (%)
Aboriginal	Male	100.0	37.8**	23.9**	38.3**	30.1*	2.2**	6.0**
	Female	100.0	34.5**	24.5**	41.0**	29.2**	3.2**	8.5**
Non-Aboriginal	Male	100.0	18.5**	23.5**	58.0**	29.9*	4.3**	23.8**
	Female	100.0	20.0**	25.9**	54.1**	27.0**	5.3**	21.8**

\* Significant difference between males and females within the same population ( $p < 0.01$ , two-tailed z-test)

† Significant difference between Aboriginal and non-Aboriginal populations within the same gender ( $p < 0.01$ , two-tailed z-test)

Source: Statistics Canada, 2009.

below a bachelor's degree (4.3% vs. 5.3%), and more likely to possess a trades certificate, college certificate, or diploma (29.9% vs. 27.0%). Unlike the Aboriginal population, non-Aboriginal males (58.0%) are more likely than non-Aboriginal females (54.1%) to have completed any PSE certificate, diploma, or degree, and more likely to have completed a bachelor's degree (23.8% vs. 21.8%).

Similar to those who are attending school, Aboriginal males (37.8%) are more likely than non-Aboriginal males (18.5%) to say that they have no education (difference of 19.3 percentage points); the same trend is seen for Aboriginal and non-Aboriginal females (34.5% vs. 20.0%). Similarly, Aboriginal males are less likely than non-Aboriginal males to have a university certificate below a bachelor's degree or a bachelor's degree or above. However, Aboriginal males are equally as likely to have a trades certificate, college certificate, or diploma and are more likely than non-Aboriginal males to have a high school diploma as the highest level of education attained (23.9% vs. 23.5%). Aboriginal females are less likely than non-Aboriginal females to have a high school diploma (24.5% vs. 25.9%), a university certificate below a bachelor's degree, or a bachelor's degree or above, but, as with males, are more likely than non-Aboriginal females to have a trades certificate, college certificate, or diploma (29.2% vs. 27.0%). These findings are presented in **Table 3.2** on page 36.

## **Education by Gender and Province**

The defining feature of the “unique” file is the presentation of data for all friendship centre catchment areas by province, allowing for comparisons between specific populations in each province and their counterparts in the total of all friendship centre areas in Canada (e.g., Aboriginal males in one province compared to all Aboriginal males). Z-tests were performed on differences between provincial populations and the total friendship centre population across Canada, but not on differences within a province. All statistically significant differences are identified in the tables, but only selected statistically significant differences greater than 5 percentage points will be discussed. Due to the number of comparisons, readers should refer to the tables for specifics.

### ***Populations Attending School***

Differences between Aboriginal males and females attending school in each province/territory in all friendship centre catchment areas across Canada are most frequently apparent in the Northern territories, Saskatchewan, Quebec, and Atlantic Canada. While there are significant differences between British Columbia, Alberta, Manitoba, and Ontario friendship centre catchment areas and all friendship centre catchment areas across Canada, none of those differences are large.

In the Northern territories, Aboriginal males attending school are more likely to have completed no education certificate or diploma and less likely to have

completed any post-secondary education or a high school diploma as their highest level of education when compared to Aboriginal males in all friendship centre catchment areas across Canada. This pattern is generally not the same for non-Aboriginal males, where differences with all friendship centre catchment areas are small.

In Saskatchewan catchment areas, Aboriginal males and females attending school had several differences in levels of education from those found in friendship centre catchment areas across Canada. They are more likely to have no educational certificate or diploma and less likely to have any post-secondary education. Additionally, Aboriginal males in Saskatchewan catchment areas are less likely to have a trades certificate than those in all friendship centre catchment areas. The same pattern of differences is found in the non-Aboriginal population in Saskatchewan friendship centre catchment areas, indicating it is not specific to Aboriginal persons.

In Quebec, there are several differences for Aboriginal males and females attending school when compared with the total in all catchment areas across the country. Aboriginal males and females are more likely to have completed a PSE certificate or diploma, and are more likely to have completed a trades or college certificate or diploma. Both patterns of difference are also seen with non-Aboriginal persons. Conversely, Aboriginal males and females in Quebec are less likely to have completed no educational certificate or diploma compared to those in catchment areas across the country, a pattern also found, but to a lesser degree, with non-Aboriginal persons.

Finally, in Atlantic Canada, Aboriginal males attending school are less likely than Aboriginal males across all friendship centre catchment areas in Canada attending school to have no education and more likely to have a high school diploma, any post-secondary education, and bachelor's degree or above. These patterns are not seen to the same extent with non-Aboriginal males. There are no large differences between Aboriginal and non-Aboriginal females in Atlantic Canada and the same populations in all catchment areas across the country. These findings are presented in **Table 3.3** on page 40.

### ***Populations Not Attending School***

Differences between Aboriginal males and females not attending school in each province/territory and all friendship centre catchment areas across Canada are most frequently apparent in the Northern territories, Saskatchewan, Ontario, Quebec, and Atlantic Canada. Among those who are not attending school, people in Alberta, British Columbia, and Manitoba have some significant differences from the population in friendship centre catchment areas across Canada, but none of the differences for Aboriginal persons are greater than 5 percentage points.

Aboriginal males and females in the Northern territories not attending school are significantly more likely than Aboriginal males and females, respectively, in friendship centre catchment areas across the country not attending school to



have no educational certificate or diploma. Furthermore, Aboriginal males in the Northern territories are less likely than Aboriginal males in all friendship centre catchment areas across the country to have a high school diploma. These patterns are not evident among non-Aboriginal males and females in the Northern territories versus all catchment areas in Canada.

Aboriginal males in Saskatchewan not attending school are significantly more likely than Aboriginal males across the country not attending school to have no educational certificate or diploma. Both Aboriginal males and females in Saskatchewan are less likely than their counterparts across the country to have any post-secondary education or to have a trades/college certificate or diploma. With the exception of non-Aboriginal male attainment of any PSE, these patterns are not evident among non-Aboriginal males and females in Saskatchewan.

Aboriginal males and females in Ontario not attending school are significantly less likely than Aboriginal males and females in friendship centre catchment areas across the country not attending school to have no educational certificate or diploma. These differences are not seen with non-Aboriginal males and females in Ontario versus all friendship centre catchment areas.

Aboriginal males in Quebec not attending school are significantly more likely than Aboriginal males in friendship centre catchment areas across the country not attending school to have any PSE certificate or diploma and less likely to have a high school diploma as their highest education level.

Finally, both Aboriginal males and females in Atlantic Canada not attending school are significantly less likely than Aboriginal males and females in friendship centre catchment areas across the country not attending school to have no educational certificate or diploma. Conversely, Aboriginal males and females in Atlantic Canada are more likely than Aboriginal males and females across the country to have any PSE certificate or diploma. This is mainly due to higher rates of trades/college certificate or diploma completion. These patterns are not evident or are smaller among non-Aboriginal males and females in the Atlantic provinces. These findings are presented in **Table 3.4** on page 42.

## **Education by Gender and Age**

The data were analyzed by age, with the age categories of 15 years, 16 to 19 years, 20 to 24 years, and 25 years and older used in order to capture the younger Aboriginal population as compared to the non-Aboriginal population. Z-tests were performed to determine whether there were significant differences between Aboriginal males and females and between non-Aboriginal males and females. A final set of tests was conducted to examine differences between Aboriginal and non-Aboriginal males as well as Aboriginal and non-Aboriginal females. Only differences greater than 5 percentage points are discussed in the text.

**Table 3.3: Highest Level of Education by Gender and Province/Territory for Aboriginal and Non-Aboriginal Populations (Currently Attending School) in All Aboriginal Friendship Centre Catchment Areas**

Province/ Territory of Catchment Area	Population	Gender	Total (%)	None (%)	High school diploma (%)	Any PSE certificate, diploma, or degree (%)	Trades certificate or college certificate or diploma (%)	Below bachelor's degree (%)	Bachelor's degree or above (%)
Northern Territories	Aboriginal	Male	100.0	66.1*	15.9*	18.0*	17.3	0.0*	0.7*
		Female	100.0	48.7	22.8	28.5	21.4	2.3*	4.8*
	Non-Aboriginal	Male	100.0	33.5	26.5	40.0	23.8*	1.9*	14.2*
		Female	100.0	23.0*	32.3*	44.7	16.8*	5.5	22.5*
BC	Aboriginal	Male	100.0	50.2*	24.5*	25.4*	18.0	2.2	5.1*
		Female	100.0	37.9*	25.5*	36.7*	22.4*	5.8*	8.5*
	Non-Aboriginal	Male	100.0	27.0*	30.8*	42.2*	17.8*	5.6*	18.8*
		Female	100.0	22.2*	29.6*	48.3*	17.5*	7.1*	23.7*
AB	Aboriginal	Male	100.0	52.8*	19.4	27.8*	22.5*	1.7*	3.6
		Female	100.0	43.8*	23.3	32.9*	22.4*	4.0	6.5*
	Non-Aboriginal	Male	100.0	29.8*	30.1*	40.1*	19.3*	3.8*	17.0*
		Female	100.0	25.9*	29.9*	44.2*	18.5*	5.3	20.4*
SK	Aboriginal	Male	100.0	62.9*	18.6	18.5*	12.6*	2.1	3.8
		Female	100.0	47.8*	25.4*	26.8*	15.9*	3.1*	7.9
	Non-Aboriginal	Male	100.0	34.1*	33.6*	32.3*	13.5*	3.1*	15.6*
		Female	100.0	27.8*	32.4*	39.8*	16.6*	4.1*	19.1

<b>MB</b>	<b>Aboriginal</b>	Male	100.0	53.6*	25.2*	21.2*	13.4*	1.8	6.0
	<b>Non-Aboriginal</b>	Female	100.0	42.9*	25.4*	31.7	17.1*	4.6	9.9*
<b>ON</b>	<b>Aboriginal</b>	Male	100.0	32.5	31.6*	35.9*	16.8*	4.0	15.2
	<b>Non-Aboriginal</b>	Female	100.0	26.8	31.1*	42.1*	16.5*	4.6*	21.0*
<b>QB</b>	<b>Aboriginal</b>	Male	100.0	51.0*	23.8*	25.2*	19.4*	0.8*	5.0*
	<b>Non-Aboriginal</b>	Female	100.0	38.9*	26.2*	34.9*	21.0*	3.4*	10.5*
<b>ATL</b>	<b>Aboriginal</b>	Male	100.0	29.7*	31.3*	39.0*	16.0*	4.5*	18.6*
	<b>Non-Aboriginal</b>	Female	100.0	24.5*	30.2*	45.3*	16.9*	5.3	23.0*
<b>All Catchment Areas</b>	<b>Aboriginal</b>	Male	100.0	41.9*	20.4	37.8*	24.3*	4.9*	8.6*
	<b>Non-Aboriginal</b>	Female	100.0	35.8*	21.8	42.4*	26.9*	5.4*	10.1*
<b>All Catchment Areas</b>	<b>Aboriginal</b>	Male	100.0	21.3*	22.8*	55.9*	27.0*	7.0*	21.9*
	<b>Non-Aboriginal</b>	Female	100.0	36.3*	30.6*	33.2*	20.7	2.1	10.4*
<b>All Catchment Areas</b>	<b>Aboriginal</b>	Male	100.0	38.2*	29.3*	32.5	17.9	3.2	11.4*
	<b>Non-Aboriginal</b>	Female	100.0	33.1*	29.8*	37.2*	15.3*	3.9*	18.0*
<b>All Catchment Areas</b>	<b>Aboriginal</b>	Male	100.0	26.1*	30.7*	43.2*	13.8*	4.5*	24.9*
	<b>Non-Aboriginal</b>	Female	100.0	52.9	22.3	24.9	18.1	1.8	4.9
<b>All Catchment Areas</b>	<b>Aboriginal</b>	Male	100.0	41.7	25.0	33.3	20.4	4.2	8.7
	<b>Non-Aboriginal</b>	Female	100.0	28.6	29.2	42.1	18.9	4.7	18.5
<b>All Catchment Areas</b>	<b>Aboriginal</b>	Male	100.0	23.9	28.5	47.6	19.4	5.8	22.4
	<b>Non-Aboriginal</b>	Female	100.0	23.9	28.5	47.6	19.4	5.8	22.4

\* Significant difference between province/territory and all Aboriginal friendship centre catchment areas ( $p < 0.01$ , two-tailed z-test)

Source: Statistics Canada, 2009

**Table 3.4: Highest Level of Education by Gender and Province/Territory for Aboriginal and Non-Aboriginal Populations (Not Attending School) in All Aboriginal Friendship Centre Catchment Areas**

Province/ Territory of Catchment Area	Population	Gender	Total (%)	None (%)	High school diploma (%)	Any PSE certificate, diploma, or degree (%)	Trades certificate or college certificate or diploma (%)	Below bachelor's degree (%)	Bachelor's degree or above (%)
Northern Territories	Aboriginal	Male	100.0	47.1*	14.9*	38.0	33.7*	1.2*	3.2*
		Female	100.0	41.9*	19.6*	38.5*	30.5	2.0*	6.0
	Non-Aboriginal	Male	100.0	13.7*	20.9*	65.3*	37.5*	3.2*	24.6*
		Female	100.0	10.7*	26.5	62.8*	30.6*	5.1	27.2*
BC	Aboriginal	Male	100.0	37.1	27.1*	35.8*	29.3	2.1	4.4*
		Female	100.0	32.7*	26.1*	41.2	29.5	3.9*	7.9*
	Non-Aboriginal	Male	100.0	16.7*	25.1*	58.3*	29.5*	4.8*	23.9*
		Female	100.0	17.4*	28.1*	54.6*	26.6*	6.3*	21.7
AB	Aboriginal	Male	100.0	40.2*	22.1*	37.7	30.6	2.2	4.9*
		Female	100.0	35.8*	24.3	39.9*	30.0*	3.2	6.6*
	Non-Aboriginal	Male	100.0	18.2*	23.6*	58.2	32.9*	3.7*	21.6*
		Female	100.0	18.6*	27.2*	54.2	28.4*	5.0*	20.8*
SK	Aboriginal	Male	100.0	44.4*	24.5	31.2*	23.0*	2.4	5.7
		Female	100.0	39.4*	24.7	35.9*	22.3*	4.0*	9.7*
	Non-Aboriginal	Male	100.0	20.6*	28.4*	51.0*	28.2*	3.6*	19.2*
		Female	100.0	19.6*	26.5*	54.1	29.8*	5.7*	18.6*

<b>MB</b>	<b>Aboriginal</b>	Male	100.0	40.3*	25.0*	34.7*	26.4*	2.5*	5.8
		Female	100.0	38.2*	24.4	37.4*	27.1*	2.7*	7.6*
	<b>Non-Aboriginal</b>	Male	100.0	21.2*	26.4*	52.3*	29.5*	3.8*	19.1*
		Female	100.0	21.4*	28.7*	49.9*	26.8	4.9	18.3*
<b>ON</b>	<b>Aboriginal</b>	Male	100.0	31.9*	25.2*	43.0*	33.7*	1.8*	7.5*
		Female	100.0	29.5*	25.6*	44.9*	32.1*	2.7*	10.1*
	<b>Non-Aboriginal</b>	Male	100.0	18.1*	23.9*	58.0	27.9*	4.4*	25.8*
		Female	100.0	20.0	26.1*	53.9*	25.7*	4.9*	23.2*
<b>QB</b>	<b>Aboriginal</b>	Male	100.0	34.6*	18.4*	47.0*	34.5*	3.2*	9.3*
		Female	100.0	33.7	21.4*	44.9*	30.2	4.0	10.7*
	<b>Non-Aboriginal</b>	Male	100.0	19.9*	20.5*	59.6*	32.0*	4.8*	22.9*
		Female	100.0	22.4*	23.4*	54.2	27.7*	6.0*	20.5*
<b>ATL</b>	<b>Aboriginal</b>	Male	100.0	27.6*	21.4*	51.0*	39.3*	2.8*	8.9*
		Female	100.0	27.4*	19.7*	52.9*	37.0*	3.1*	12.8*
	<b>Non-Aboriginal</b>	Male	100.0	19.3*	22.4*	58.4*	33.1*	3.7*	21.5*
		Female	100.0	18.4*	22.5*	59.1*	32.3*	5.1*	21.7
<b>All Catchment Areas</b>	<b>Aboriginal</b>	Male	100.0	37.8	23.9	38.3	30.1	2.2	6.0
		Female	100.0	34.5	24.5	41.0	29.2	3.2	8.5
	<b>Non-Aboriginal</b>	Male	100.0	18.5	23.5	58.0	29.9	4.3	23.8
		Female	100.0	20.0	25.9	54.1	27.0	5.3	21.8

\* Significant difference between province/territory and all Aboriginal friendship centre catchment areas ( $p < 0.01$ , two-tailed z-test)

Source: Statistics Canada, 2009

### ***Populations Attending School***

The only difference in educational attainment greater than 5 percentage points between Aboriginal males and Aboriginal females is among 16- to 19-year-olds, where Aboriginal males are more likely than Aboriginal females to have no educational certificate or diploma (80.3% vs. 74.2%). Among non-Aboriginal males and females, differences greater than 5 percentage points are seen within two age groups: those 16 to 19 and those 20 to 24 years old. A greater proportion of non-Aboriginal males than non-Aboriginal females (58.2% vs. 52%) 16 to 19 years old have no educational certificate or diploma. Among non-Aboriginal males and females 20 to 24 years old, males are less likely than females to have any post-secondary education (45.5% vs. 51.5%) and non-Aboriginal males are less likely than non-Aboriginal females to have a bachelor's degree or higher (15.7% vs. 22.1%).

Aboriginal males have lower educational attainment than non-Aboriginal males in every age group examined, with the exception of Aboriginal males who are 25 years and older with a trades/college certificate or diploma. Greater proportions of Aboriginal males than non-Aboriginal males in each age group have no educational certificate or diploma: between 16 and 19 years of age (80.3% vs. 58.2%), between 20 and 24 years of age (22.0% vs. 5.5%), and at 25 years and older (21.8% vs. 7.9%). Fewer Aboriginal than non-Aboriginal males 16 to 19 years old have a high school diploma (18.7% vs. 36.4%). Similarly, fewer Aboriginal than non-Aboriginal males 20 to 24 years old (4.3% vs. 15.7%) and 25 years and above (12.9% vs. 37.5%) have a bachelor's degree or higher. However, greater proportions of Aboriginal than non-Aboriginal males aged 25 years and older have a trades/college certificate or diploma (41.4% vs. 29.9%).

Aboriginal females have lower educational attainment than non-Aboriginal females in each age group except for those 25 years of age and older where Aboriginal females are more likely to have a high school diploma or trades/college certificate or diploma as their highest level of education. Greater proportions of Aboriginal females than non-Aboriginal females between 16 and 19 years of age (74.2% vs. 52%), between 20 and 24 years of age (21.4% vs. 4.2%), and at 25 years and older (17.4% vs. 7.9%) have no educational certificate or diploma. Aboriginal females 16 to 19 are less likely to have a high school diploma than are non-Aboriginal females (24.1% vs. 41.4%). However, Aboriginal females 25 years and older are more likely than non-Aboriginal females of the same age to have a high school diploma as their highest level of educational attainment (21.3% vs. 15.9%). Fewer Aboriginal females compared to non-Aboriginal females 20 to 24 years old (32.4% vs. 51.5%), and 25 years and older (61.3% vs. 76.2%) have any post-secondary education. Similarly, fewer Aboriginal females than non-Aboriginal females ages 20 to 24 years (8.6% vs. 22.1%) and 25 years and older (16.6% vs. 38.8%) have a bachelor's degree and above; however, similar to the finding for Aboriginal and non-Aboriginal males, greater proportions of Aboriginal females than non-Aboriginal females 25 years old and older

have a trades/college certificate or diploma (36.8% vs. 27.9%). These findings are presented in **Table 3.5** on page 46.

### ***Populations Not Attending School***

When comparing the educational attainment by age group and gender for those who are not in school, there are six significant comparisons where the difference between the age groups is greater than 5 percentage points. Generally, Aboriginal and non-Aboriginal males who are not attending school appear to have lower levels of educational attainment in comparison to their female counterparts across the various age groups. Greater proportions of Aboriginal males 16 to 19 years old have no educational certificate or diploma, compared to Aboriginal females (77.6% vs. 70.0%), and within the same age group, smaller proportions of Aboriginal males compared to Aboriginal females hold a high school diploma (21.6% vs. 29.4%). Among non-Aboriginal males and females aged 20 to 24 years, non-Aboriginal males are more likely to have no educational certification (22.1% vs. 16.1%) and to have a high school diploma (44.0% vs. 37.9%), but are less likely to have any post-secondary education (34.0% vs. 46.0%) and less likely to have a bachelor's degree or above (7.5% vs. 13.9%). Overall, males who are not attending school have lower levels of educational attainment than their female counterparts.

Aboriginal and non-Aboriginal males have significantly different education levels within and across different age groups, with Aboriginal males generally showing lower levels of educational achievement in comparison to non-Aboriginal males. Proportionally, more Aboriginal males have no educational certificate or degree than do non-Aboriginal males in every age group examined; for 16- to 19-year-olds, 77.6% vs. 53.2% (a difference of 24.4 percentage points); for 20- to 24-year-olds, 45.5% vs. 22.1% (a difference of 23.4 percentage points); and for those 25 years of age and older, 34.7% vs. 17.5% (a difference of 17.2 percentage points). Aboriginal males 16 to 19 years old are less likely than non-Aboriginal males in that age group to have a high school diploma (21.6% vs. 41.8%, difference of 20.2 percentage points). Similarly, Aboriginal males 20 to 24 years old and 25 years and older are less likely than their counterparts to have any post-secondary education (14.0% vs. 34.0%, a difference of 20 percentage points, and 43.2% vs. 60.5%, difference of 17.3 percentage points, respectively). The differences in post-secondary achievement can be seen in the smaller proportions of Aboriginal males aged 20 to 24 years, compared to non-Aboriginal males in the same age group, who have a trades/college certificate or diploma (13.2% vs. 24.5%), and in the Aboriginal males compared to non-Aboriginal males 20 to 24 years (0.3% vs. 7.5%) and 25 years and older (7.0% vs. 25.1%), with a bachelor's degree or above.

The pattern is similar for Aboriginal and non-Aboriginal females who are not attending school across the age spectrum. Aboriginal females in every age group are less likely than non-Aboriginal females to have any education, with

**Table 3.5: Highest Level of Education by Gender and Age for Aboriginal and Non-Aboriginal Populations (Currently Attending School) in All Aboriginal Friendship Centre Catchment Areas**

Population	Gender	Age (years)	Total (%)	None (%)	High school diploma (%)	Any PSE certificate, diploma, or degree (%)	Trades certificate or college certificate or diploma (%)	Below bachelor degree (%)	Bachelor's degree or above (%)	
Aboriginal	Male	15	100.0	99.8**	0.2**	0.0†	0.0†	0.0	0.0	
		16 to 19	100.0	80.3**	18.7**	0.9**	0.9**	0.0**	0.0†	
		20 to 24	100.0	22.0†	48.8*	29.2**	23.9**	1.0**	4.3**	
		25 and older	100.0	21.8**	20.1**	58.0**	41.4**	3.7**	12.9**	
	Female	15	100.0	99.3**	0.7**	0.0†	0.0†	0.0†	0.0	0.0
		16 to 19	100.0	74.2**	24.1**	1.6**	1.6**	0.1**	0.0†	0.0†
		20 to 24	100.0	21.4†	46.2**	32.4**	21.9**	2.0**	8.6**	
		25 and older	100.0	17.4**	21.3**	61.3**	36.8**	7.9**	16.6**	
Non-Aboriginal	Male	15	100.0	96.5†	3.2†	0.4†	0.4†	0.0	0.0	
		16 to 19	100.0	58.2**	36.4**	5.4**	4.6**	0.6**	0.2**	
		20 to 24	100.0	5.5**	49.1*	45.5**	24.1*	5.6**	15.7**	
		25 and older	100.0	7.9†	16.6**	75.4**	29.9**	8.0**	37.5**	
	Female	15	100.0	96.6†	3.0†	0.4†	0.4†	0.4†	0.0	0.0
		16 to 19	100.0	52.0**	41.4**	6.5**	5.5**	0.8**	0.2**	
		20 to 24	100.0	4.2**	44.3**	51.5**	23.5*	5.9**	22.1**	
		25 and older	100.0	7.9†	15.9**	76.2**	27.9**	9.5**	38.8**	

\* Significant difference between males and females within the same population ( $p < 0.01$ , two-tailed z-test)

† Significant difference between Aboriginal and non-Aboriginal populations within the same gender ( $p < 0.01$ , two-tailed z-test)

Source: Statistics Canada, 2009



**Table 3.6: Highest Level of Education by Gender and Age for Aboriginal and Non-Aboriginal Populations (Not Attending School) in all Aboriginal Friendship Centre Catchment Areas**

Population	Gender	Age (years)	Total (%)	None (%)	High school diploma (%)	Any PSE certificate, diploma, or degree (%)	Trades certificate or college certificate or diploma (%)	Below bachelor's degree (%)	Bachelor's degree or above (%)	
Aboriginal	Male	15	100.0	100.0†	0.0†	0.0†	0.0	0.0	0.0	
		16 to 19	100.0	77.6**	21.6**	0.8†	0.0†	0.8†	0.0†	
		20 to 24	100.0	45.5†	40.5†	14.0**	0.5**	13.2**	0.5**	0.3**
		25 and older	100.0	34.7**	22.1*	43.2*	33.7**	2.4**	7.0**	
	Female	15	100.0	100.0†	0.0†	0.0†	0.0†	0.0	0.0	0.0
		16 to 19	100.0	70.0†	29.4**	0.6†	0.0†	0.6†	0.0†	0.0†
		20 to 24	100.0	40.5†	40.2†	19.3**	0.1**	17.5**	0.1**	1.7**
		25 and older	100.0	32.1**	22.8*	45.0**	31.8**	3.6**	9.6**	
	Non-Aboriginal	Male	15 years	100.0	95.2**	3.9**	0.9**	0.9*	0.0	0.0
			16 to 19	100.0	53.2**	41.8**	5.0**	4.6†	0.2**	0.2**
			20 to 24	100.0	22.1**	44.0**	34.0**	24.5**	2.0**	7.5**
			25 and older	100.0	17.5**	22.1*	60.5*	30.7**	4.6**	25.1**
Female		15	100.0	93.1**	5.5**	1.4**	0.0	1.4*	0.0	
		16 to 19	100.0	50.8**	43.7**	5.5**	4.9†	0.3**	0.4**	
		20 to 24	100.0	16.1**	37.9**	46.0**	29.3**	2.8**	13.9**	
		25 and older	100.0	19.5**	25.2*	55.3**	27.3**	5.5**	22.5**	

\* Significant difference between males and females within the same population ( $p < 0.01$ , two-tailed z-test)

† Significant difference between Aboriginal and non-Aboriginal populations within the same gender ( $p < 0.01$ , two-tailed z-test)

Source: Statistics Canada, 2009

differences of between 6.9 and 24.4 percentage points. Aboriginal females 15 years of age (0% vs. 5.5%) and those between 16 and 19 years of age (29.4% vs. 43.7%, difference of 14.3 percentage points) are less likely than their non-Aboriginal counterparts to have a high school diploma. Aboriginal females are also less likely than non-Aboriginal females to have any post-secondary education among those aged 20 to 24 years (19.3% vs. 46.0%) and those 25 years of age and older (45.0% vs. 55.3%). These differences appear to result from the smaller proportions of Aboriginal versus non-Aboriginal females aged 20 to 24 years with a trades/college certificate or diploma (17.5% vs. 29.3%), and the proportion of Aboriginal to non-Aboriginal females 20 to 24 years (1.7% vs. 13.9%) and 25 years and older (9.6% vs. 22.5%) with a bachelor's degree or above. These findings are presented in **Table 3.6** on page 47.

## **Education By Gender and Family Status**

Z-test comparisons were made between each of four categories of family status compared to the category of persons not in census families (i.e., single adults) to determine the differences in education levels between families and single adults. Z-tests were also conducted on comparisons between Aboriginal males and females and non-Aboriginal males and females. Significant differences of more than 5 percentage points are discussed.

### ***Populations Attending School***

For those people attending school, most comparisons between each of the family statuses (spouses/common-law partners with children at home, spouses/common-law partners without children at home, lone parents, and children living with census families) and the category of persons not in census families are statistically significant and greater than 5 percentage points. The exceptions to this are in the category of trades/college certificate or diploma, where there is no statistically significant difference for each of the census family categories for non-Aboriginal females and males, and below a bachelor's degree where there are no statistically significant differences for either Aboriginal males and females or non-Aboriginal males and females.

Among those who are attending school, Aboriginal males who are lone parents are more likely than their female counterparts to have no education (61.1% vs. 30.7%), as are those who are not in census families (37.5% vs. 29.1%). Aboriginal male lone parents are less likely than Aboriginal female lone parents to have a high school diploma (15.9% vs. 24.9%). Aboriginal male lone parents (23.0% vs. 44.4%) and Aboriginal male persons not in census families (35.9% vs. 41.8%) are less likely to have any post-secondary education in comparison to their Aboriginal female counterparts. Aboriginal male lone parents and those not in census families generally have lower educational attainment when compared to their female counterparts.

More Aboriginal males with spouses/common-law partners without children at home (45.7% vs. 34.9%) and Aboriginal males with spouses/common-law partners and children at home (49.0% vs. 37.7%), compared to Aboriginal females in the same family status groups, have a trades/college certificate or diploma. However, fewer Aboriginal male lone parents have trades or college certification in comparison to their Aboriginal female counterparts (23% vs. 32.8%). Examining groups that have bachelor's degrees or above, Aboriginal males in every census family category examined other than "children" are less likely than Aboriginal women to hold this certification.

There are no comparisons between non-Aboriginal men and women in each of the family status categories that are statistically significant and with a difference greater than 5 percentage points. These findings are presented in **Table 3.7** on page 50.

### ***Populations Not Attending School***

There are a number of significant educational attainment differences among people in the friendship centre catchment areas who are not attending school in terms of their family status. Aboriginal male lone parents have lower educational levels than Aboriginal males not in census families in every level of educational attainment other than any post-secondary education certificate, diploma, or degree. Aboriginal males with spouses/common-law partners with children (45.6%) and without (43.1%) are more likely than males not in census families (35.3%) to have any post-secondary education, primarily driven by those with a trades/college certificate or diploma (36.1%, 35.0%, and 28.3%, respectively). Aboriginal females with children at home and spouses/common law partners (46.3%) are more likely than persons not in census families (38.4%) to have a post-secondary education—generally a trades/college certificate or diploma (33.6% vs. 27.8%, respectively). Therefore, Aboriginal males or females with spouses are more likely to have post-secondary education, primarily a trades/college certificate or diploma, in comparison to Aboriginal people who are not in census families.

In a similar trend, among non-Aboriginal males and females, those with children and spouses/common-law partners are more likely than their counterparts who are not in census families to have post-secondary education, generally a bachelor's degree. Differences between these two groups range from 0 to 14 percentage points.

Aboriginal male lone parents are more likely than Aboriginal female lone parents to have no educational certificate or degree (49.9% vs. 38.4%), and are less likely to have a high school diploma (15.2% vs. 21.2%) or any post-secondary education (34.9% vs. 40.4%). Generally, Aboriginal male lone parents have lower levels of educational attainment when compared to their female counterparts. Aboriginal males without children at home and with spouses/common-law partners are more likely than their Aboriginal female counterparts to have a trades/college certificate or diploma (35.0% vs. 30.0%).

**Table 3.7: Highest Level of Education by Gender and Family Status for Aboriginal and Non-Aboriginal Populations (Currently Attending School) in All Friendship Centre Catchment Areas**

Population	Gender	Family Status	Total (%)	None (%)	High school diploma (%)	Any PSE certificate, diploma, or degree (%)	Trades certificate, college certificate, or diploma (%)	Below bachelor's degree (%)	Bachelor's degree or above (%)
Aboriginal	Male	Without children at home: Spouses/common-law partners	100.0	17.1*	22.9 <sup>†</sup>	59.9**	45.7**	2.2	12.1**
		With children at home: Spouses/common-law partners	100.0	19.8*	20.9**	59.3**	49.0**	3.1**	7.2*
		Lone parents	100.0	61.1**	15.9**	23.0**	23.0*	0.0*	0.0**
		Children	100.0	71.2**	21.8**	7.0**	6.1*	0.0**	1.0**
		Persons not in census families	100.0	37.5*	26.6*	35.9*	24.8	1.4*	9.7*
	Female	Without children at home: Spouses/common-law partners	100.0	19.0*	25.6*	55.4**	34.9**	3.0*	17.5**
		With children at home: Spouses/common-law partners	100.0	20.1*	24.5**	55.4**	37.7**	6.6**	11.2**
		Lone parents	100.0	30.7**	24.9**	44.4**	32.8**	4.4*	7.2**
		Children	100.0	68.0**	23.8**	8.2**	5.6*	0.4**	2.2**
		Persons not in census families	100.0	29.1*	29.1*	41.8*	22.9	4.6*	14.3*

<b>Non-Aboriginal</b>	<b>Male</b>	<b>Without children at home: Spouses/common-law partners</b>	100.0	9.3**	18.0**	72.7*	30.4**	6.7**	35.6**
		<b>With children at home: Spouses/ common-law partners</b>	100.0	6.7**	13.9**	79.4**	31.9**	8.5**	39.0**
		<b>Lone parents</b>	100.0	16.7**	22.7*	60.6*	33.5**	7.0**	20.0*
		<b>Children</b>	100.0	42.3**	34.6**	23.1**	12.1**	3.0**	8.0**
		<b>Persons not in census families</b>	100.0	10.5	29.6*	59.9*	25.2*	5.9*	28.8*
		<b>Without children at home: Spouses/common-law partners</b>	100.0	8.0**	19.2**	72.8*	26.3**	7.7**	38.8**
	<b>Female</b>	<b>With children at home: Spouses/ common-law partners</b>	100.0	6.2**	16.6**	77.2**	30.0**	10.6**	36.7**
		<b>Lone parents</b>	100.0	14.7**	22.3*	63.0*	35.3**	7.9**	19.8*
		<b>Children</b>	100.0	38.6**	35.5**	25.9**	11.7**	3.2**	11.0**
		<b>Persons not in census families</b>	100.0	10.3	26.9*	62.8*	22.9**	7.0*	32.9*

\* Significant difference between males and females within the same population ( $p < 0.01$ , two-tailed z-test)

† Significant difference from persons not in census families ( $p < 0.01$ , two-tailed z-test)

Source: Statistics Canada, 2009

**Table 3.8: Highest Level of Education by Gender and Family Status for Aboriginal and Non-Aboriginal Populations (Not Attending School) in All Aboriginal Friendship Centre Catchment Centre Areas**

Population	Gender	Family Status	Total (%)	None (%)	High school diploma (%)	Any PSE certificate, diploma, or degree (%)	Trades certificate or college certificate or diploma (%)	Below bachelor's degree (%)	Bachelor's degree or above (%)
Aboriginal	Male	Without children at home: Spouses/common-law partners	100.0	34.6**	22.4**	43.1**	35.0**	1.6**	6.4**
		With children at home: Spouses/common-law partners	100.0	32.4**	22.0**	45.6†	36.1**	2.1*	7.4**
		Lone parents	100.0	49.9**	15.2**	34.9*	32.3†	0.4**	2.2**
		Children	100.0	53.7**	31.2**	15.1†	14.0**	0.2†	0.9**
		Persons not in census families	100.0	39.6	25.1*	35.3*	28.3	1.9	5.1*
	Female	Without children at home: Spouses/common-law partners	100.0	32.7**	25.7**	41.6**	30.0**	2.7**	8.9*
		With children at home: Spouses/common-law partners	100.0	28.2**	25.5**	46.3†	33.6**	3.1**	9.6**
		Lone parents	100.0	38.4**	21.2**	40.4**†	31.2†	2.9**	6.2**
		Children	100.0	50.2**	35.0**	14.7†	11.8**	0.1†	2.8**
		Persons not in census families	100.0	38.8	22.8*	38.4*	27.8	2.1	8.5*

Non-Aboriginal	Male	Without children at home: Spouses/common-law partners	100.0	20.3**	21.0**	58.6**	31.5**	4.4**	22.8**
		With children at home: Spouses/common-law partners	100.0	13.8*	21.0**	65.1**	30.9**	4.9*	29.3**
		Lone parents	100.0	22.7**	23.7**	53.6**	31.7**	4.1**	17.8**
	Female	Children	100.0	25.8**	36.1**	38.1**	22.1**	3.3**†	12.7**
		Persons not in census families	100.0	20.5*	25.2*	54.3*	29.5*	3.7*	21.1*
		Without children at home: Spouses/common-law partners	100.0	21.0**	26.8**	52.1**	26.7**	5.6**	19.9**
		With children at home: Spouses/common-law partners	100.0	13.0**	25.6**	61.3**	28.7**	5.7**	27.0**
		Lone parents	100.0	24.4**	26.2**	49.3**	30.4**	4.7**	14.2**
		Children	100.0	21.7**	29.9**	48.4**	23.3**	3.9**	21.2**
Persons not in census families	100.0	26.8*	24.2*	49.0*	24.4*	5.1*	19.5*		

\* Significant difference between males and females within the same population ( $p < 0.01$ , two-tailed z-test)

† Significant difference from persons not in census families ( $p < 0.01$ , two-tailed z-test)

Source: Statistics Canada, 2009.

Non-Aboriginal males without children at home and with spouses/common-law partners are less likely than their non-Aboriginal female counterparts to have a high school diploma (21.0% vs. 26.8%), but are more likely to have post-secondary certification (58.6% vs. 52.1%). Non-Aboriginal males who are not in census families are less likely than non-Aboriginal females not in census families to lack an educational certificate or degree (20.5% vs. 26.8%). These findings are presented in **Table 3.8** on page 52.

## **Education by Gender and Mobility**

For these variables, comparisons are made between Aboriginal and non-Aboriginal males and females in the friendship centre catchment areas who moved in the previous year, and those who did not move.

### ***Populations Attending School***

Examining results for movers compared to non-movers, for Aboriginal males and females who are attending school there are no significant results with a difference of greater than 5 percentage points. For non-Aboriginal males and females, non-movers are more likely to have no educational certificate or degree (30.8% vs. 19.3% for males; 25.8% vs. 16.3% for females), less likely to have completed any post-secondary education (39.7% vs. 52.6% for males; 45.6% vs. 55.8% for females), and less likely to have a bachelor's degree or above (16.5% vs. 27.4% for males; 20.7% vs. 29.5% for females), in comparison to movers. Overall, non-Aboriginal non-movers have lower levels of educational attainment than their counterparts who have moved.

Aboriginal males are more likely than their female counterparts to have no educational certificate or degree, whether they have moved in the past year (52.0% vs. 40.2%) or not (54.7% vs. 43.4%), suggesting that mobility is not a large factor in their overall educational attainment. Aboriginal male movers are also less likely than Aboriginal female movers to have a high school diploma (21.6% vs. 27.6%) or to have completed any post-secondary education (26.4% vs. 32.2%).

Non-Aboriginal male non-movers are less likely than non-Aboriginal female non-movers (39.7% vs. 45.6%) to have any post-secondary education. These findings are presented in **Table 3.9** on page 55.

### ***Populations Not Attending School***

Aboriginal male movers are less likely than those who have not moved to have any post-secondary education (32.8% vs. 39.4%). Non-Aboriginal females who have moved in the past year are more likely to have post-secondary certification (59.8% vs. 53.3%), and are more likely to have a bachelor's degree or above (27.2% vs. 20.9%), in comparison to non-Aboriginal females who have not moved. Similar to the pattern for those who are in school, Aboriginal males who



**Table 3.9: Highest Level of Education by Gender and Mobility for Aboriginal and Non-Aboriginal Populations (Currently Attending School) in All Aboriginal Friendship Centre Catchment Areas**

Population	Gender	Mobility in past year	Total (%)	None (%)	High school diploma (%)	Any PSE certificate, diploma, or degree	Trades certificate or college certificate or diploma (%)	Below bachelor's degree (%)	Bachelor's degree or above (%)
Aboriginal	Male	Non-movers	100.0	54.7**	22.4*	22.9**	17.1**	1.6**	4.2**
		Movers	100.0	52.0**	21.6*	26.4**	20.4†	0.7**	5.2**
	Female	Non-movers	100.0	43.4**	23.7**	32.9*	20.1**	4.1**	8.7**
		Movers	100.0	40.2**	27.6**	32.2*	21.8†	2.7**	7.7**
Non-Aboriginal	Male	Non-movers	100.0	30.8**	29.5**	39.7**	18.6**	4.6*	16.5**
		Movers	100.0	19.3**	28.1†	52.6**	20.4†	4.8*	27.4**
	Female	Non-movers	100.0	25.8**	28.6**	45.6**	19.0**	5.9**	20.7**
		Movers	100.0	16.3**	27.9†	55.8**	20.7†	5.7**	29.5**

\* Significant difference between males and females within the same population and mobility status ( $p < 0.01$ , two-tailed z-test)

† Significant difference between movers and non-movers within the same gender and population ( $p < 0.01$ , two-tailed z-test)

Source: Statistics Canada, 2009.

**Table 3.10: Highest Level of Education by Gender and Mobility for Aboriginal and Non-Aboriginal Populations (Not Attending School) in All Aboriginal Friendship Centre Catchment Areas**

Population	Gender	Mobility in past year	Total (%)	None (%)	High school diploma (%)	Any PSE certificate, diploma or degree (%)	Trades certificate or college certificate or diploma (%)	Below bachelor degree (%)	Bachelor degree or above (%)
Aboriginal	Male	Non-movers	100.0	37.4 **	23.2 **	39.4 **	31.3 **	2.0 **	6.1 **
		Movers	100.0	40.4 **	26.8 **	32.8 **	26.5 **	1.7 **	4.6 **
	Female	Non-movers	100.0	34.2 **	24.3 **	41.5 **	29.7 **	3.3 **	8.5 **
		Movers	100.0	36.1 **	25.5 **	38.4 **	28.4 **	2.1 **	7.9 **
Non-Aboriginal	Male	Non-movers	100.0	18.9 **	23.2 **	57.9 **	30.2 **	4.4 **	23.3 **
		Movers	100.0	16.5 **	24.7 **	58.8 **	28.0 **	4.1 **	26.7 **
	Female	Non-movers	100.0	20.5 **	26.2 **	53.3 **	26.9 **	5.4 **	20.9 **
		Movers	100.0	16.2 **	24.0 **	59.8 **	27.5 **	5.0 **	27.2 **

\* Significant difference between males and females within the same population and mobility status ( $p < 0.01$ , two-tailed z-test)

† Significant difference between movers and non-movers within the same gender and population ( $p < 0.01$ , two-tailed z-test)

Source: Statistics Canada, 2009.

have moved in the past year are less likely than Aboriginal females who have moved in the past year (32.8% vs. 38.4%) to have a post-secondary education. These findings are presented in **Table 3.10** on page 56.

## Conclusion

These results were analyzed at several levels—Aboriginal status, school attendance, gender, province, age, family status, and mobility. This created a fairly complex web of results, which, even when statistically significant, needs some reflection in order to determine meaningfulness and larger implications.

At the highest level, results show that there are some trends in the educational attainment of Aboriginal and non-Aboriginal males and females in the friendship centre catchment areas across the country by Aboriginal status and gender. As in the literature, Aboriginal males, whether attending school or not, tend to have lower levels of education than Aboriginal females. The exception to this trend is found in the area of trades/college certificate or diploma, where Aboriginal females are sometimes outnumbered proportionally by Aboriginal males.

Non-Aboriginal males who are attending school also have lower education levels than their non-Aboriginal female counterparts, but non-Aboriginal males not attending school have higher levels of education than non-Aboriginal females not attending school. As we know from the literature, Aboriginal men and women generally have lower educational attainment than non-Aboriginal men and women. What we see in these data is that the catchment areas, at their most basic level, include Aboriginal and non-Aboriginal men and women who are similar to the national picture in terms of their educational attainment.

Continuing through the layers of analysis, it was confirmed that residents of different regions differed in terms of educational attainment. Knowing that, for example, in Quebec, Aboriginal and non-Aboriginal men and women have higher educational attainment levels when compared to the national picture, as opposed to Aboriginal people in catchment areas in Saskatchewan, should help focus programs in regions of greater need. There is also an opportunity to do future analysis examining the factors in the regional catchment areas that might account for the regional differences seen here.

There were a number of consistent trends in educational attainment as a function of family status. Two particularly striking findings amongst those not attending school are that Aboriginal and non-Aboriginal people with spouses appear to have higher levels of educational attainment than their counterparts who are not in census families. As well, Aboriginal male lone parents seem to have the lowest educational attainment of all family status categories examined.

This paper presents a great deal of detail about gender and population differences by age category. What is perhaps most interesting is that a number of the population differences occur across all the age categories examined. For example,

for those not in school, while there are a large number of age breakdowns, Aboriginal males still have the lowest educational attainment across the age groups.

There were few differences of interest in the analysis of results for mobility. The findings outlined in this chapter provide a greater understanding of the educational attainment levels of different populations across catchment areas. They reveal nuances in individual experiences that could affect educational attainment.

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