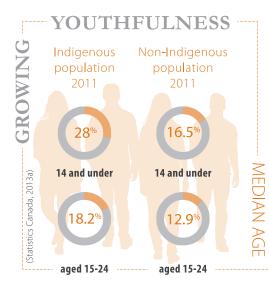
SOCIAL DETERMINANTS OF HEALTH

This infographic can be found in the NCCAH fact sheet Education as a Social Determinant of First Nations, Inuit and Métis Health (2017). This fact sheet examines some of the key factors contributing to or hindering academic success for Indigenous peoples in Canada, including historic and contemporary impacts of colonialism, socio-economic marginalization, educational funding inequities, and personal reasons. While current trends and levels of educational attainment are on the rise, there are multiple ways for improving Indigenous learning. Specifically, decolonizing approaches like land, language, culture, and Indigenous knowledge-based pedagogies and curriculum are addressed. The fact sheet concludes by highlighting some promising practices in advancing education among Indigenous peoples, from early learning and care initiatives to post-secondary studies.





Growing faster than any other segment of the Canadian population

31 Métis
26 First Nations

23 Inuit

For many Indigenous people, experience with Canada's formal education systems has been a traumatic one and despite improvements over the decades, Indigenous people continue to have significantly lower levels of education than the general population. Addressing these educational gaps is especially imperative given the youthfulness of the Indigenous population.

PERSONAL FACTORS

While Indigenous students dropped out of school at fairly high rates, this study showed that many went back and completed their high school at some later point in time.

An estimated 14% of off-reserve First Nations, 15% of Inuit and 9% of Métis had dropped out at least once before completing their high school diploma, highlighting the need for multiple pathways to pursue post-secondary education (Bougie et al., 2013).

UNDERFUNDING

Reported in 2011, First Nations schools on-reserve:

Need major repairs	74%
Health and safety concerns	72%
Lack clean drinking water	32%
(Chiefs Assembly on Education [CAE], 2012)	

31% of First Nations students attended off-reserve provincial schools. Having to attend secondary school some distance away from home communities is a significant barrier to high school completion for First Nations students living on reserve.

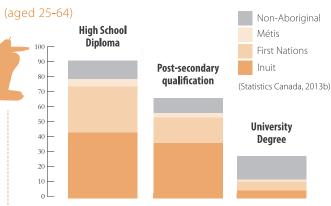
Despite population and inflationary pressures, increases in funding for INAC programs for First Nations and Inuit have remained capped at 2% annually since the mid-1990s (CAE, 2012).

18.3% decline since 1997 in the number of students funded through the Post-Secondary Student Support Program (Tasker, 2016).

--- ISOLATION BARRIERS

cap since 1990s

EDUCATIONAL ATTAINMENT



Please see pg. 7 of the fact sheet for the complete table of educational attainment levels of Indigenous Peoples compared to the general population.

First Nations schools offer approximately: (CAE, 2012)





some type of Indigenous language programming

DISPARITIES IN QUALITY AND ACCESS



regular and ongoing cultural programming



full Indigenous language immersion programming

There is a strong body of evidence that including Indigenous culture and language in education is associated with developmental and academic outcomes for Indigenous students (Findlay & Kohen, 2013).

CULTURAL PROGRAMMING



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