

NORTHERN SUSTAINABLE
DEVELOPMENT RESEARCH CHAIR



Monitoring Educational and Professional Success Amongst Inuit of Nunavut Who Have Registered in a Postsecondary Program



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EXECUTIVE SUMMARY

The results presented in this report are based on data collected between 2012 and 2013 for the project *Monitoring educational and professional success amongst Inuit of Nunavut who have registered in a postsecondary program*. The project sought to measure:

- The graduation rate of Nunavut Inuit students in postsecondary programs;
- The links between graduation and employment;
- The employment rate of Nunavut Inuit who have postsecondary experience;
- Whether jobs are related to postsecondary programs taken;
- The links between academic satisfaction and job satisfaction;
- The links between gender, and educational and job success;
- The links between the language spoken at home, and educational and job success;
- The relation with home community, gender, wage and language;
- Also unknown is the effectiveness of financial assistance programs on postsecondary education and the differences in regional funding.

The data was collected among 372 Nunavut Inuit with postsecondary experience. Two-thirds of respondents are women, one-third men. 48% of them were born in the Qikiqtaaluk, 39% in the Kivalliq, 9% in the Kitikmeot, and 4% are from outside of Nunavut. 45% of respondents use an Inuit language at home, 43% use English, and 12% use both. Finally, 65% of respondents live in their home community.

Here are the most important findings from the descriptive and bivariate analysis:

- The Inuit with postsecondary education are very likely to go back to their home community, 65% of the respondents are living in their home community, showing that contrary to patterns seen with Canadian students, educated Inuit are contributing to their communities. Amongst the one living outside their community, a vast majority (67%) wish they could work in their home community.
- Amongst students who didn't complete their program, the main reasons are in order: lack of motivation, financial reasons, family responsibility and homesickness.
- A vast majority of the Inuit with postsecondary education are willing to go back to school if they could; therefore access to postsecondary education is a key issue. In term of programs, business and public administration was by far the favoured choice, followed by education, and social sciences.
- Finally, Inuit with postsecondary education are in a strong majority satisfied by their educational experience and by their job, thus clearly contributing to their well-being.

Compared to the Inuit of Nunavut, the Inuit with postsecondary education are

- More likely to be employed and to have a better job status;
- More likely to have an higher income;

- Less likely to speak Inuit language.

Data thus indicates that education in Nunavut, like elsewhere, improves individual outcomes; it also shows that respondents who speak English at home or who claim they are fluent in English have more facility in getting a postsecondary education.

Finally, the statistical analysis allowed us to uncover the following statistically significant relations:

- There is a strong correlation between academic satisfaction and job satisfaction. Respondents who are satisfied academically are also satisfied by their jobs.
- **Women are more likely to be successful at the academic level, are more likely to want to further their education and are more likely to be full time employed, however men tend to have better job** (position and income).
- **Family matters:** you are more likely to attain an higher level of education if your parent have a higher level of education; you are more likely to attain an higher level of education if your brother/sister have a higher level of education and you are more likely to have an higher income if you parents have an higher education.
- **People who speak Inuktitut at home are more likely to have lower academic achievement, to feel not qualified for their job, to be unemployed.** However, looking closely at the data indicates that a **minority of Inuktitut speakers are very successful.**
- Most respondent consider that funding is not adequate, but the data indicates also **strong regional disparities.** People in Kivalliq are more likely to receive funding from Inuit organisation and less likely from FANS. The relation is reversed in Kitikmeot where you are more likely to receive funds from FANS and less from Inuit organisations. Respondent outside Nunavut have a very low access to FANS.

This study has thus clearly shown the individual and collective value of postsecondary education for Nunavut, most respondents are satisfied by their postsecondary educational experience, but more importantly, postsecondary education has greatly improved their income and job outcomes. Finally, postsecondary education clearly contributes to capacity building since half of the respondents work in their community, and a majority of the respondents who are not in their community want to work here. There is therefore a strong link between postsecondary education and community building.

However, some issues need to be addressed by policy-makers: the most notable being the gender inequality in term in job status, the systemic discrimination against Inuktitut speakers in the educational system and the need to provide more access to postsecondary education, since a vast majority of respondent wish to go back to school. Funding should also be looked at, since it is the second factor explaining the non-completion of a postsecondary program. The differing funding criteria amongst region also create an inequity in term of funding.

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1. INTRODUCTION

Postsecondary education is a priority of the Government of Nunavut. Ever since its creation in 1999, Nunavut has been funding Nunavut Arctic College, an institution that offers postsecondary programs in fields relating to the North (Nunavut Teacher Education Program, Nursing Program, Language and Traditional Knowledge, Human Resources, Environmental Technology and Translation). Through FANS (Financial Assistance for Nunavut Students, a federal funding administered by the Government of Nunavut which funds Nunavummiut students who desire to pursue postsecondary education inside or outside of Nunavut. Nunavut has also been assisting students who wish to pursue adult education and postsecondary programs within and outside Nunavut. Postsecondary education is also a priority for Inuit organizations. In June 2011, the National Strategy on Inuit Education released a report that outlined a vision for increasing graduation levels for more Inuit who are “confident in the Inuit language and culture.” Nunavut's regional Inuit organizations, including NTI (*Nunavut Tungavik Inc.*) and QIA (*Qikiqtani Inuit Association*), were quick to support this strategy and acknowledge the importance of graduating more Inuit students.

Despite its importance, access to postsecondary education is still very limited in Nunavut. Apart from the restricted number of fields available at Nunavut Arctic College, there is no permanent postsecondary institution in Nunavut. To pursue postsecondary education, many Inuit students study outside Nunavut. Some of the postsecondary programs offered outside of Nunavut are adapted to Inuit, like Nunavut Sivuniksavut (based in Ottawa), a training program designed for those who wish to work for the Government of Nunavut or for Inuit organizations. However, most Inuit attend programs of their own choosing in colleges, vocational institutes, or universities (undergraduate or graduate levels) that are not designed for them. Others might also take online courses, but these are poorly adapted to northern students who do not have access to pedagogical support and do not always have access to high speed internet. A few southern universities have also provided access, through specialized programs and/or supports for Northern students, to postsecondary programs. However, these initiatives have never been coordinated. Furthermore, they offer only specific fields of study (education, health, public policy, and Law), are only available in limited locations (mostly in the main regional centres), and are often not permanent because they are expensive to fund or because they are based on instable partnerships. In general, at the postsecondary level, transition programs to universities do not exist.

Because most Inuit pursue postsecondary education outside of Nunavut, no public data is available on the level of success enjoyed by students with postsecondary education. For this reason, there is no overall view of postsecondary education in Nunavut. Hence, little is known about the level of success enjoyed by Inuit students with postsecondary education. Specifically, little is known about:

- The graduation rate of students in postsecondary programs;
- The links between graduation and employment;
- The employment rate of Nunavut Inuit who have postsecondary experience;
- Whether jobs are related to postsecondary programs taken;
- The links between academic satisfaction and job satisfaction;
- The links between gender, and educational and job success;
- The links between the language spoken at home, and educational and job success;
- The relation with home community, gender, wage and language;

- Also unknown is the effectiveness of financial assistance programs on postsecondary education and the differences in regional funding.

This report presents data of the project *Monitoring educational and professional success amongst Inuit of Nunavut who have registered in a postsecondary program* which sought to bridge these knowledge gaps.

Such data is important since it is Nunavut specific. It will also contribute to decision making and capacity building in Nunavut by enabling decision-makers to understand and quantify the impact of postsecondary education on young Inuit. This research will thus provide data that could be used by the Department of Education to adapt its postsecondary programs or to adapt funding programs to student needs. As such, it complements education initiatives.

1.1 Objectives and Survey

The main objectives of the project *Monitoring educational and professional success amongst Inuit of Nunavut who have registered in a postsecondary program* was to collect Nunavut specific data on success of Inuit who are attending or have attended postsecondary programs. Specifically, the project sought to:

- 1) Collect data on postsecondary educational success among Inuit students within and outside Nunavut;
- 2) Collect data on professional success among Inuit with postgraduate education, depending on whether they have graduated or not;
- 3) Collect data on the financial assistance programs and compare their effectiveness in terms of postsecondary success and graduation.

The project also had broader goals, among which was gathering Nunavut specific information about post-secondary education. Often, as in the Statistics Canada's National Household Survey (NHS) Aboriginal Population Profile (2011), all Inuit are lumped together. Having Nunavut specific data is important because it can inform processes, policies and legislations in Nunavut.

To gather the data, a 70-question survey was designed by team researchers Thierry Rodon and Francis Lévesque. The questions were inspired by three existing surveys:

- The survey designed and carried by the ArcticNet project *Improving Access to University Education in the Canadian Arctic* (Rodon et al. 2014; Rodon et al. Submitted);
- *The Aboriginal Peoples Survey – 2012. Education and Employment* (Statistics Canada 2012);
- *Two Years On: A survey of Class of 2007 Maritime University Graduates* (Maritime Provinces Higher Education Commission 2011).

The survey dealt with several topics. The first section, made of twelve questions, dealt with personal and basic information about age, region, and language. The second section contained eight questions about high school education history (educational attainment, location of studies, siblings and parents' educational attainment). Ten questions about postsecondary education history made the third section. They dealt with the number of postsecondary programs taken and

completed, and pursuing postsecondary education when having children. The fourth section asked fourteen questions that dealt with employment history. They were about past and present work situation, working location, personal income before and after pursuing postsecondary education, etc. Satisfaction was the topic of the next seventeen questions. They touched upon satisfaction about work, income, postsecondary education, qualification, expectations, etc. The final section asked nine questions about the funding of postsecondary education and about student loans and grants.

1.2 Overview

The survey was created in March 2012. It was first tested with Nunavut Sivuniksavut's¹ students whose useful feedbacks helped making it better.

In the summer of 2012, Blair Stevenson, a consultant based out of Finland who specialises in Inuit education, was hired to oversee the administration of the survey in Nunavut. His role was to contact, hire and train Inuit local researchers. The researchers that were contacted and hired were:

- Pamela Gross (Cambridge Bay)
- Maatalii Okalik (Ottawa and Pangnirtung)
- Kevin Qamanik-Mason (Ottawa)
- Lori Tagoon (Rankin Inlet)
- Elizabeth Ryan (Iqaluit)
- Jena Merkosaak (Mittimatalik)

The first batch of surveys was administered between September 2012 and January 2013. During that period, 70 surveys were administered. They were administered following a snowball methodology, which means that each researcher administered the survey to people they knew, who would then suggest other participants. The preliminary results obtained from these 70 surveys were presented to Nunavut stakeholder in Iqaluit on March 14th 2013. Among the attendees were:

- Peesee Pitsiulak-Stephens, Dean - Nunatta Campus, Nunavut Arctic College
- Mary Ellen Thomas, Director of Nunavut Research Institute
- Jeannie Arreak-Kullualik, Policy Analyst, Education, Nunavut Tunngavik Incorporated
- Peter Geikie, Program Manager – Education, Inuit Tapiriit Kanatami
- Amy McCall, Coordinator, Nunavut Adult Learning Strategy Implementation, Government of Nunavut
- Christianne Lafferty, Ecosystemic Monitoring Analyst, Nunavut General Monitoring Plan – NGMP, Aboriginal Affairs & Northern Development Canada
- Jean Kigutikakjuk, Administrative and Liaison Service Officer, Nunavut General Monitoring Plan – NGMP, Aboriginal Affairs & Northern Development Canada
- Seth Reinhart, Manager, Nunavut General Monitoring Plan – NGMP, Aboriginal Affairs & Northern Development Canada

¹Nunavut Sivuniksavut is an eight-month college program based in Ottawa. It is for Inuit youth who want to prepare for the educational, training, and career opportunities that are being created by the Nunavut Land Claims Agreement (NLCA) and the new Government of Nunavut.

- Mike Shouldice, President, Nunavut Arctic College
- Nikki Eegeesiak, Administrator, Coalition of Nunavut DEAs
- NatanObed, Director – Social and Cultural Development, Nunavut Tunngavik Inc.

Stakeholders asked the team to pursue the project. It was also agreed that a Stakeholder working group should be created in order to oversee how project's data was being made public and oversee the recommendations made by the research team. This working group would act as an ad-hoc communications advisory group. Researchers agreed that results would be shared with the stakeholders before being made public and that recommendations would need to be submitted and reviewed by them before being made public.

Funds were again obtained from the NGMP in the spring of 2013. MaataliiOkalik and Pamela Gross were hired as regional survey coordinators. During the summer of 2013, they toured Nunavut communities to administer the survey, meet local authorities, and hire and train local researchers. MaataliiOkalik went to Iqaluit, Kimmirut, Qikiqtarjuaq, Iglulik and Pond Inlet. Pamela Gross travelled to Cambridge Bay, Arviat, Rankin Inlet, Baker Lake, and Kugluktuk. The local researchers they hired were:

- Stephanie Kootoo-Chiarelo (Ottawa)
- Joy Angetsiaik (Rankin Inlet)
- Paula Rumbolt (Baker Lake)
- Stella Awa (Iglulik)
- Abraham Kublu (Mittimatalik)
- Myna Akavak (Mittimatalik)
- Leslie Qaummaniq (Mittimatalik)
- Cathy Anablak (Kugluktuk)
- Madeleine Qumuatuq (Pangnirtung)
- Hugh John Karpik (Iqaluit)
- Rosemary Metuq (Qikiqtarjuaq)
- Sharon Ulayok (Arviat)

Again, a snowball methodology was used. Local researchers got in touch with people they knew, administered the survey, and then were suggested other people to administer the survey to. A little over 300 surveys were administered in 2013. The combined work of all the Inuit researchers work brought the total of respondents to 372.

Preliminary results were presented by MaataliiOkalik and Francis Lévesque during ArcticNet's Annual Scientific Meeting in Halifax in December 2013. More preliminary results were presented to Nunavut stakeholders in Iqaluit on February 4th, 2014. Among attendees were many of the people who had been there the previous year. Participant included:

- Bernice Kootoo, Implementation Advisor, Nunavut Tunngavik Inc.
- Nikki Eegeesiak, Administrator, Coalition of Nunavut DEAs
- Mark Walle, Department of Education, Government of Nunavut

- Alain Grenier, Director, Aboriginal Affairs and Northern Development Canada, Nunavut Regional Office
- Mary Ellen Thomas, Director of Nunavut Research Institute
- Christianne Lafferty, Ecosystemic Monitoring Analyst, Nunavut General Monitoring Plan – NGMP, Aboriginal Affairs & Northern Development Canada
- Tamara Fast, Aboriginal Affairs & Northern Development Canada

Later that month, participants and many other Nunavut stakeholders were sent a preliminary report of the results presented in Iqaluit.

1.3 Methodology

The methodology used to administer the survey had both advantages and barriers. Its main advantage was to involve many Inuit researchers and two Inuit regional coordinators. This close partnership with Inuit researchers and coordinators increased capacity building at the local level. Indeed, many Inuit gained valuable experience by administering the survey. It also improved the quality of partnership between the researchers and the communities. Local authorities were extremely open to offer researchers and coordinators with offices to work in, to provide them with air time on community radio to introduce the project, and so forth. In short, the methodology used allowed communities to take ownership of the project.

However, there were also some difficulties. For example, Inuit researchers and regional coordinators had to deal with an array of technological issues. Originally, researchers were supposed to administer the surveys using an iPad application that allowed them to work offline. They could administer as many surveys as they could, and when they were online, they could synchronize the surveys with the project's central database. However, internet connexions are not always reliable in Nunavut and are often very slow, which made synchronization difficult at times. Most importantly, however, was that the application used would not always work as advertised. iPads also had their share of technical issues and when a couple froze, the project had to find alternate solutions. For this reason, a great many surveys were administered using laptops and conventional computers.

There was also a lot of researcher turnover. Indeed, some researchers administered one or two surveys before moving on to other projects, forcing regional coordinators to find other researchers on the spot, which they were actually really successful at. Nevertheless, this put extra stress on their shoulders.

1.4 Structure of the Report

The report begins with a brief presentation of the state of postsecondary education in Nunavut. This analysis is used to present the context in which this study was carried. It is also useful to understand the odds and challenges faced by most Inuit postsecondary students have to face in order to achieve their goals.

This is followed by a descriptive analysis of the project's data. This descriptive analysis is divided into three parts: sample and personal information, educational history, and professional history. Although this part is meant to present the data, it also presents interpretations of some of

the data when deemed relevant. Often, the survey's data is also compared to that of Statistics Canada's National Household Survey (NHS) Aboriginal Population Profile (2011) released in the fall of 2013.

The third part focuses on the analysis of statically significant relations. We have mostly used bivariate analysis testing for statistical correlations.

2. STATE OF POSTSECONDARY EDUCATION IN NUNAVUT: AN OVERVIEW

Since 1981, the Nunavut Inuit have made noticeable gains in enrolment and completion at the high school, college and trade level (ITK 2008). Nevertheless, access to university is still very limited. As a result, the percentage of Inuit who have completed a postsecondary degree remains quite low, as it went from 1.6% in 1981 to 2.7% in 2006.

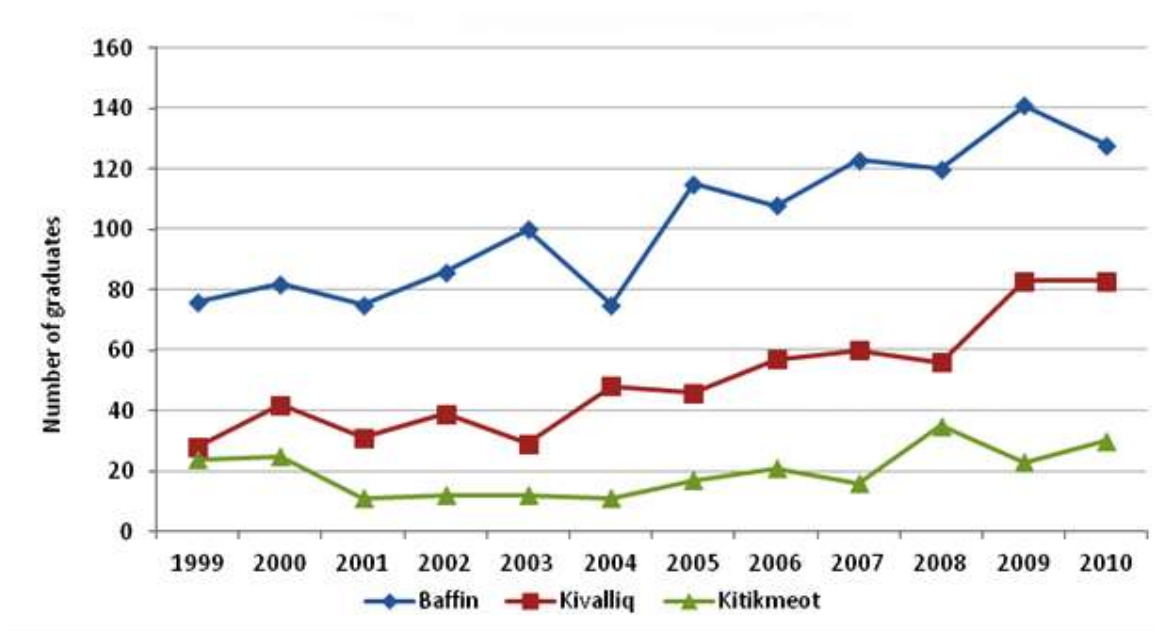
This lack of progress can be explained by many interrelated factors:

- The absence of a university in the North. Canada is the only arctic country that does not have a university north of 60 (Poelzer 2009);
- The quality of high school education in Inuit regions (Hicks 2005);
- The relevance of curriculum (Poelzer 2009). Indeed, Inuit culture should be acknowledged in educational programs to dispel the colonial heritage left by the imposition of western education in the residential school (Berger 2001, Hicks 2005). For this reason, the adaptation of curriculum to Northern needs is a critical issue.

Other factors like the lack of confidence encountered amongst some Inuit as a result of years of colonization have also had an impact on university success as defined in the South (Rodon 2008).

The number of high school graduates in Nunavut grew from 128 in 1999 to 241 in 2010. In Qikiqtaaluk (Baffin Island), the number grew from 76 in 1999 to 128 in 2010. In the Kitikmeot it went from 24 in 1999 to 30 in 2010, and in the Kivalliq, from 28 in 1999 to 83 in 2010.

Figure 2.1 – Secondary School Graduates - Nunavut (1999-2010)²

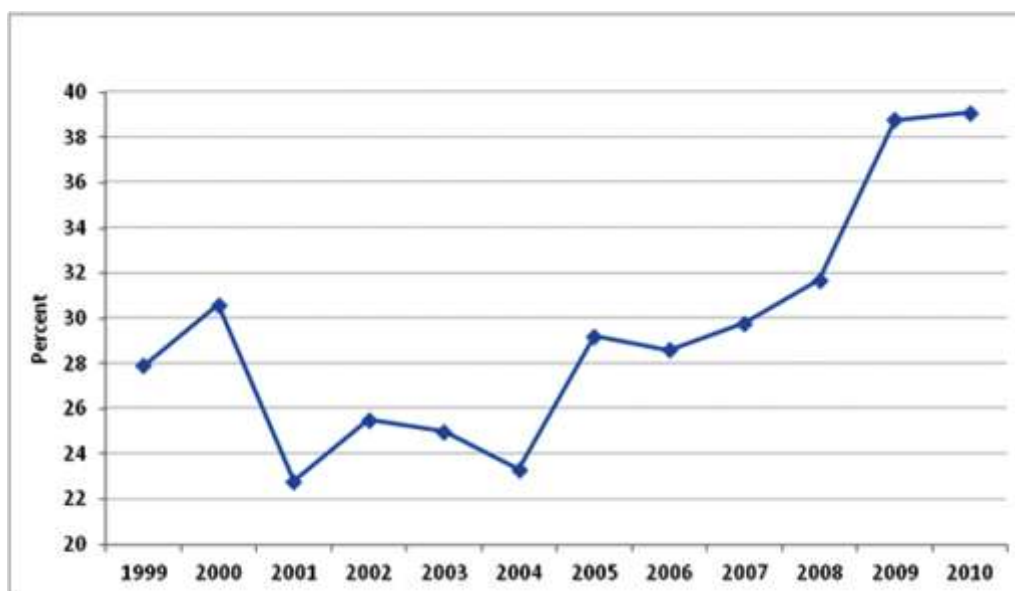


Despite remaining low, high school education attainment within Nunavut has shown significant improvement over the past decade and the 2008-09 school year saw the high school graduation

²Nunavut General Monitoring Plan. Unpublished. State of Knowledge Summary for Valued Socio-Economic Components. VSEC: Education & Training. Iqaluit. Nunavut.

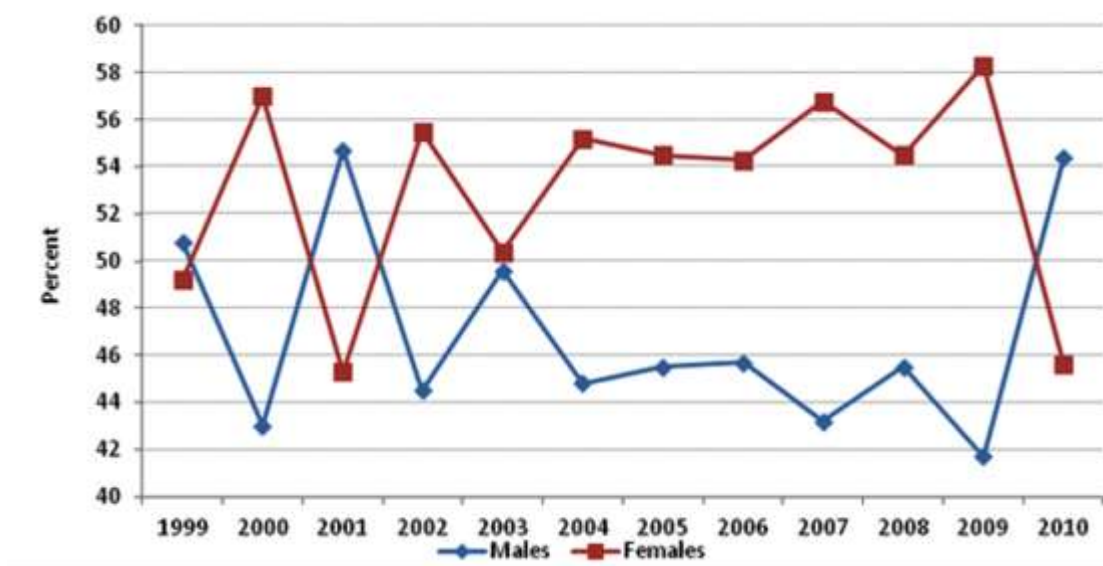
rate rise from 28 per cent in 1999 to 39 per cent. Nevertheless, high school graduation rates remain the lowest in Canada for the Aboriginal population.

Figure 2.2 – Graduation Rate (1999-2010)³



With the exception of 1999, 2001, and 2010, more than half of the secondary school graduates have been females.

Figure 2.3 – Secondary School Graduates by Gender (1999-2010)⁴

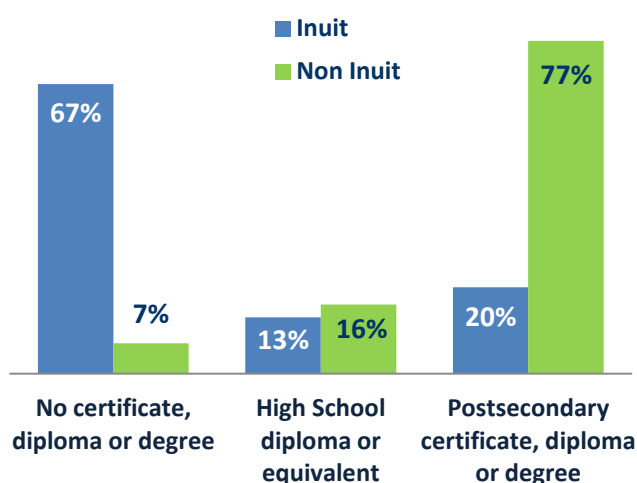


³Nunavut General Monitoring Plan. Unpublished. State of Knowledge Summary for Valued Socio-Economic Components. VSEC: Education & Training. Iqaluit. Nunavut.

⁴Nunavut General Monitoring Plan. Unpublished. State of Knowledge Summary for Valued Socio-Economic Components. VSEC: Education & Training. Iqaluit. Nunavut.

In Nunavut, there is an important difference between the educational attainment of Inuit and Non-Inuit. According to the 2011 National Household Survey (NHS), out of the 21,255 Nunavummiut aged 15 years and over, 82% are Inuit⁵. Sixty-seven percent (67%) of the Inuit aged 15 years and older living in Nunavut do not have a certificate, diploma or degree. Only seven percent (7%) of non-Inuit above 15 years of age are in the same situation. Thirteen percent (13%) of Inuit have a high school degree. Finally, twenty (20%) of Inuit have a postsecondary certificate, diploma or degree, and seventy-six percent (76%) of non-Inuit are in the same situation. The high proportion of non-Inuit with postsecondary degrees can be explained in part by the high number of people from outside of Nunavut who are employed in Nunavut.

Figure 2.4 – Differences between Inuit and non-Inuit aged 15 and over -highest educational attainment for Nunavut, percentage⁶



Inuit are thus far less likely to graduate from high school and pursue postsecondary education than non-Inuit. The kind of postsecondary diploma, certificate and degree obtained by Inuit and non-Inuit is also different. Although in absolute numbers more Inuit have a postsecondary certificate, diploma or degree than non-Inuit, most of them have a trade certificate or a college diploma. Very few Inuit actually have been to university, let alone have obtained a bachelor degree or above. Table 1 details the number of postsecondary certificates, diplomas and degrees obtained by both Inuit and non-Inuit above 15 years of age.

⁵Statistics Canada. 2013. Nunavut (Code 62) (table). National Household Survey (NHS) Aboriginal Population Profile. 2011 National Household Survey. Statistics Canada Catalogue no. 99-011-X2011007. Ottawa. Released November 13, 2013. <http://www12.statcan.gc.ca/nhs-enm/2011/dp-pd/aprof/index.cfm?Lang=E> (accessed March 20, 2014).

⁶Statistics Canada. 2013. Nunavut (Code 62) (table). National Household Survey (NHS) Aboriginal Population Profile. 2011 National Household Survey. Statistics Canada Catalogue no. 99-011-X2011007. Ottawa. Released November 13, 2013. <http://www12.statcan.gc.ca/nhs-enm/2011/dp-pd/aprof/index.cfm?Lang=E> (accessed March 20, 2014).

Table 2.1 – Inuit and non-Inuit aged 15 years and over postsecondary certificate, diploma or degree, counts for Nunavut⁷

	Non-Inuit	Inuit
Apprenticeship or trades certificate or diploma	265	1,355
College, CEGEP, or other non-University certificate or diploma	810	1,855
University certificate or diploma below bachelor degree	135	125
Bachelor degree	1,115	190
Above bachelor level	615	60

Thus, in general, Inuit are far more likely not to graduate from high school and not to pursue postsecondary education than non-Inuit. And when they do pursue postsecondary education, Inuit are more likely to attend apprenticeship and college programs than university ones.

According to the 2011 NHS Aboriginal Profile for Nunavut, there are no significant differences between the educational attainments of Inuit in the three Nunavut regions. In terms of percentage, the Qikiqtaaluk, Kivalliq and Kitikmeot regions are all comparable to Nunavut. The Qikiqtaaluk has a slightly higher percentage of Inuit with a high school degree as well as university and college degrees; therefore it has slightly less trades certificates. However, the difference is statistically not significant therefore one cannot say there are regional differences inside Nunavut regarding educational attainment.

Table 2.2 - Highest level of educational attainment for the Aboriginal identity population aged 15 and over, 2011 counts and percentage distribution, for Nunavut⁸

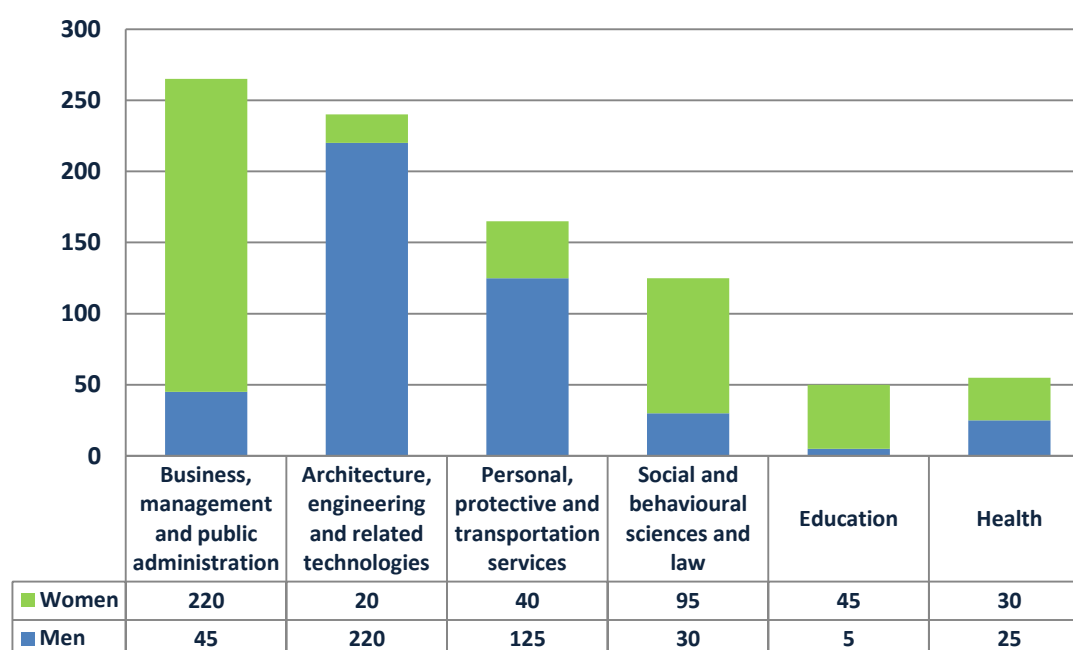
	Total	No certificate, diploma or degree	High school certificate or equivalent	Apprenticeship or trades certificate or diploma	College, CEGEP or other non-university certificate or diploma	University certificate or diploma below the bachelor level	University certificate, diploma or degree at bachelor's level or above
Nunavut	17,395 100%	11,610 66.7%	2,200 12.6%	1,355 7.8%	1,855 10.6%	125 0.7%	250 1.4%
Qikiqtaaluk	8,855 100%	5,760 65%	1,215 13.7%	605 6.8%	1,040 11.7%	75 0.8%	160 1.8%
Kivalliq	5,075 100%	3,450 68%	635 12.5%	415 8%	495 9.8%	30 0.6%	55 1.1%
Kitikmeot	3,465 100%	2,395 69%	350 10.1%	335 9.7%	325 9.4%	25 0.7%	35 1%

⁷Statistics Canada. 2013. Nunavut (Code 62) (table). National Household Survey (NHS) Aboriginal Population Profile. 2011 National Household Survey. Statistics Canada Catalogue no. 99-011-X2011007. Ottawa. Released November 13, 2013. <http://www12.statcan.gc.ca/nhs-enm/2011/dp-pd/aprof/index.cfm?Lang=E> (accessed March 20, 2014).

⁸⁸Statistics Canada. 2013. Nunavut (Code 62) (table). National Household Survey (NHS) Aboriginal Population Profile. 2011 National Household Survey. Statistics Canada Catalogue no. 99-011-X2011007. Ottawa. Released November 13, 2013. <http://www12.statcan.gc.ca/nhs-enm/2011/dp-pd/aprof/index.cfm?Lang=E> (accessed March 20, 2014).

According to the 2011 NHS Aboriginal Profile for Nunavut, the Inuit aged 15 and older who graduated from high school and pursued postsecondary education studied primarily in the fields of public administration, technologies, personal services and social sciences. The data also shows some differences between men and women in certain fields. For example, there are more women than men in public administration, but more men in studying technologies. Figure 2.5 details the results.

Figure 2.5 – Degrees and Diplomas for the Aboriginal identity position aged 15 and over, 2011 counts, for Nunavut⁹



This brief overview brings up several conclusions regarding the state of high school and postsecondary education in Nunavut:

- High school graduation in Nunavut has been increasing steadily between 1999 and 2009, although Inuit graduation rates remain the lowest in Canada;
- Most years, the high school graduation rate of Inuit women is higher than that of men;
- There is an important discrepancy between the educational attainment of Inuit and non-Inuit. Inuit are far more likely to not have graduated from high school and non-Inuit are more likely to have a postsecondary degree. This may be explained by the fact that many non-Inuit currently living in Nunavut are not originally from the territory and came specifically to be employed and work;

⁹Statistics Canada. 2013. Nunavut (Code 62) (table). National Household Survey (NHS) Aboriginal Population Profile. 2011 National Household Survey. Statistics Canada Catalogue no. 99-011-X2011007. Ottawa. Released November 13, 2013. <http://www12.statcan.gc.ca/nhs-enm/2011/dp-pd/aprof/index.cfm?Lang=E> (accessed March 20, 2014).

- There are no significant regional differences in Nunavut in terms of high school graduation and postsecondary educational attainment;
- The majority of Nunavut Inuit taking postsecondary studies is found in four fields: administration, construction trades, services, and social sciences.

3. DESCRIPTIVE ANALYSIS

This section presents a descriptive analysis of the data gathered during the project. The analysis starts with a presentation of the sample and respondent's personal information and is then followed by respondents' educational and professional histories.

3.1 Sample and Personal Information

The survey population is made of data collected on 372 Nunavut Inuit with postsecondary education experience (see sections 1.2 and 1.3 for more information about the methodology used for this survey). According to the 2011 National Household Survey (NHS) Aboriginal Population Profile for Nunavut, there are 3,585 Inuit aged 15 years and older who have a postsecondary certificate, diploma or degree¹⁰. The survey population thus represents about ten percent (10.3%) of the number of Nunavut Inuit with postsecondary experience.

The study population is made of 250 women (67%) and 122 men (33%). According to the 2011 NHS Aboriginal Population Profile, women represent 46.7% of Nunavut Inuit 15 years or older with a postsecondary certificate, diploma or degree¹¹. At first glance, there seems to be a discrepancy between the sample's gender rate and that of Nunavut Inuit with postsecondary experience. However, a large portion of the difference can be explained by the fact that seventy-eight percent (78%) of people with apprenticeship and trades certificate are men. There are actually 1,375 Inuit women and 860 Inuit men with college and university diplomas. Inuit women thus represent sixty-one percent (61%) of the Nunavut Inuit with college and university degrees. Most survey respondents had college and university experience, thus our sample closely resembles that of the surveyed population.

All respondents are aged between 18 and 64, the median age being 33 years old. Forty-eight percent (48%) of respondents were born in the Qikiqtaaluk, thirty-nine (39%) in the Kivalliq, nine (9%) in the Kitikmeot, and four (4%) are from outside of Nunavut¹². The sample is representative of the proportion of the Qikiqtaaluk population which, according to the NHS Aboriginal Profile, forms fifty-two (52%) of Inuit 15 years and over with a postsecondary certificate, diploma or degree¹³. However, the survey population overrepresents the Kivalliq Inuit, who form twenty-eight percent (28%) of the Nunavut population, and underestimates the Kitikmeot Inuit, who form twenty (20%).

¹⁰Statistics Canada. 2013. Nunavut (Code 62) (table). National Household Survey (NHS) Aboriginal Population Profile. 2011 National Household Survey. Statistics Canada Catalogue no. 99-011-X2011007. Ottawa. Released November 13, 2013. <http://www12.statcan.gc.ca/nhs-enm/2011/dp-pd/aprof/index.cfm?Lang=E> (accessed March 20, 2014).

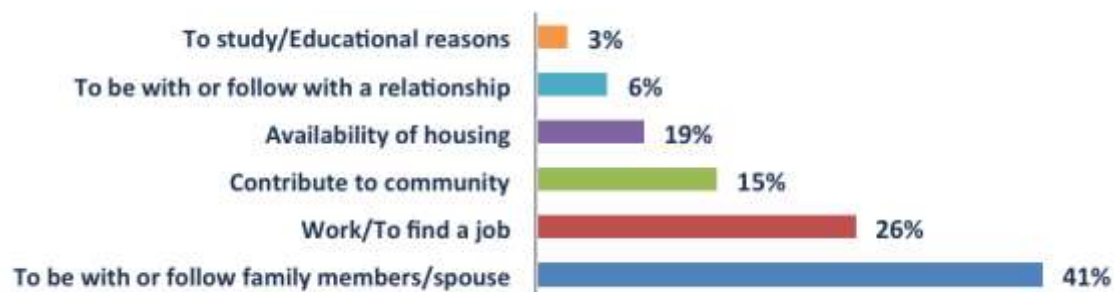
¹¹Statistics Canada. 2013. Nunavut (Code 62) (table). National Household Survey (NHS) Aboriginal Population Profile. 2011 National Household Survey. Statistics Canada Catalogue no. 99-011-X2011007. Ottawa. Released November 13, 2013. <http://www12.statcan.gc.ca/nhs-enm/2011/dp-pd/aprof/index.cfm?Lang=E> (accessed March 20, 2014).

¹²In order to protect their anonymity, Université Laval's Ethics' Committee (CERUL) prevented us from asking from which community participants were from.

¹³Statistics Canada. 2013. Nunavut (Code 62) (table). National Household Survey (NHS) Aboriginal Population Profile. 2011 National Household Survey. Statistics Canada Catalogue no. 99-011-X2011007. Ottawa. Released November 13, 2013. <http://www12.statcan.gc.ca/nhs-enm/2011/dp-pd/aprof/index.cfm?Lang=E> (accessed March 20, 2014).

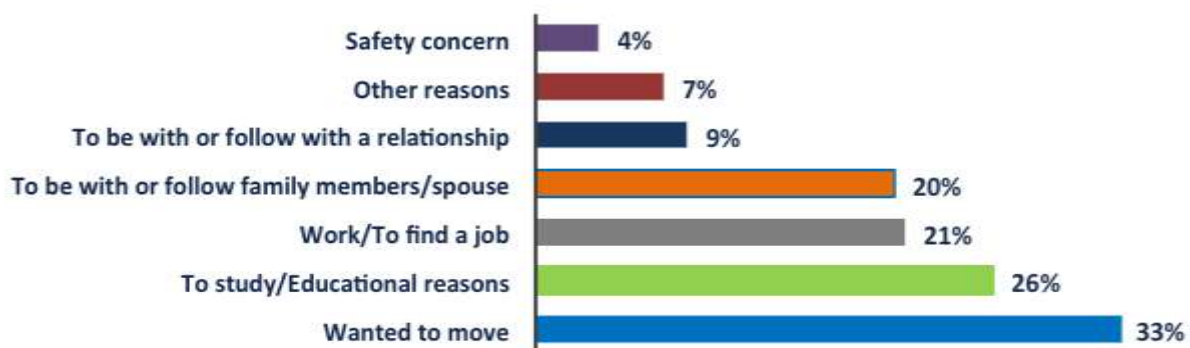
Sixty-five percent (65%) of the respondents are currently living in the community where they were born. The most important reasons keeping them in their community are to be with family members and spouses and because it is where their work is situated.

Figure 3.1 – Reasons to Stay in Community



Among the thirty-five (35%) of respondents who are living outside of their home community, a majority said they had moved because they wanted to do so or to pursue an education.

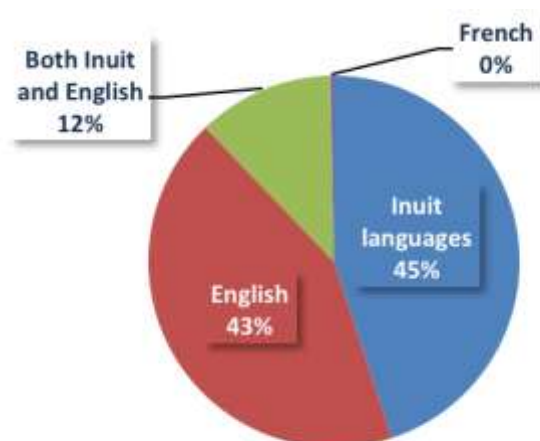
Figure 3.2 – Reasons to Leave Community



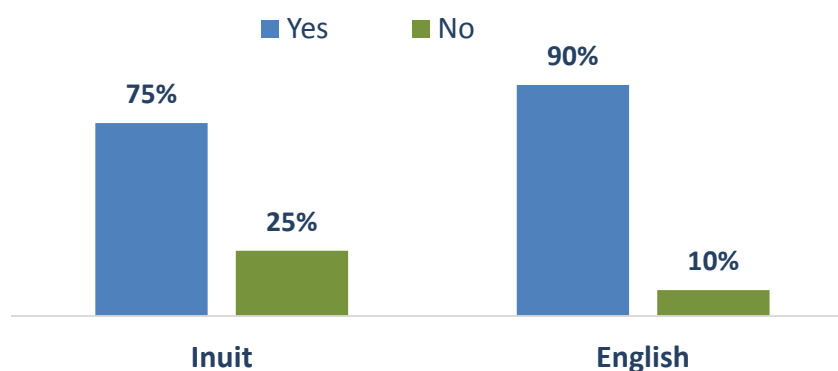
Therefore, when comes the time to decide whether to move or to stay in one's home community, being with relatives and having a job are important factors that will influence people's decisions. However, the desire to move and the need of pursuing an education has also led some respondents to leave their home communities.

Forty-five percent (45%) of respondents use an Inuit language (Inuktitut or Inuinnaqtun) at home. Forty-three percent (43%) use English. Twelve (12%) use both an Inuit language and English. The NHS Aboriginal Population Profile indicates that sixty percent (60.7%) of Nunavut Inuit speak an Inuit language most often at home¹⁴, **which means that the survey respondents are less likely to speak an Inuit language at home than Nunavut Inuit in general.**

¹⁴ Statistics Canada. 2013. Nunavut (Code 62) (table). National Household Survey (NHS) Aboriginal Population Profile. 2011 National Household Survey. Statistics Canada Catalogue no. 99-011-X2011007. Ottawa. Released November 13, 2013. <http://www12.statcan.gc.ca/nhs-enm/2011/dp-pd/aprof/index.cfm?Lang=E> (accessed March 21, 2014).

Figure 3.3 – Language Used at Home

Eighty-eight percent (88%) of all respondents say they are fluent in English and seventy-nine (79%) say they are fluent in an Inuit language.

Figure 3.4 – Language Fluency

Data also indicates that 243 respondents (65%) are fluent in two official languages (bilingual), and 129 (35%) are fluent in only one language.

Key Findings – Sample and Personal Information

- The sample consists of 372 respondents. All of them are Nunavut Inuit with postsecondary experience.
- The sample corresponds to 10% of the number of Nunavut Inuit with postsecondary experience;
- 67% of respondents are women, 33% men;
- 48% of respondents were born in the Qikiqtaaluk, 39% in the Kivalliq, 9% in the Kitikmeot, and 4% are from outside of Nunavut (mostly Ottawa);
- 45% of respondents use an Inuit language at home, 43% use English, and 12% use both;
- 65% live in their home community;
- Being with a spouse or a relationship is one of the most important reasons to stay in a

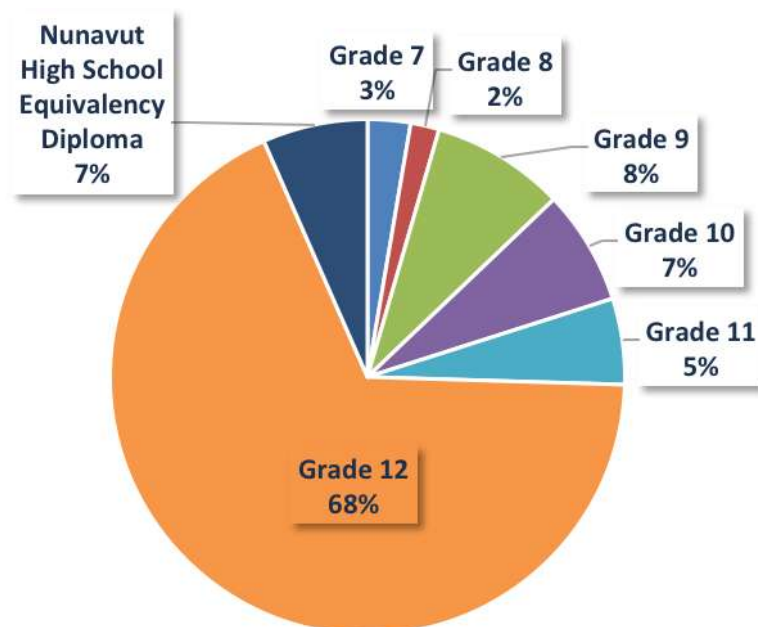
- community (41%) and one of the most important leave it (20%);
- Having a job is also a very important factor to stay in one's home community (26%) or to move out (21%).

3.2 Educational History

a) High school

Nunavut Inuit who want to pursue postsecondary education even if they do not have a high school diploma are able to do so by going to Nunavut Arctic College or by pursuing certificates and educational opportunities offered to them on an ad hoc basis by Southern Institutions. Nevertheless, a vast majority of respondents (75%) has a high school diploma either from having graduated from grade 12 or through a Nunavut High School Equivalency Diploma. Only one quarter (25%) of the respondents has not graduated from high school. The proportion of high school graduates in the survey sample is much higher than the proportion among Nunavut Inuit in general: whereas seventy-five percent (75%) of the survey respondents have graduated from high school, only one third (33%) of Nunavut Inuit have (see section 2 for more details)¹⁵.

Figure 3.5 – High School Highest Grade

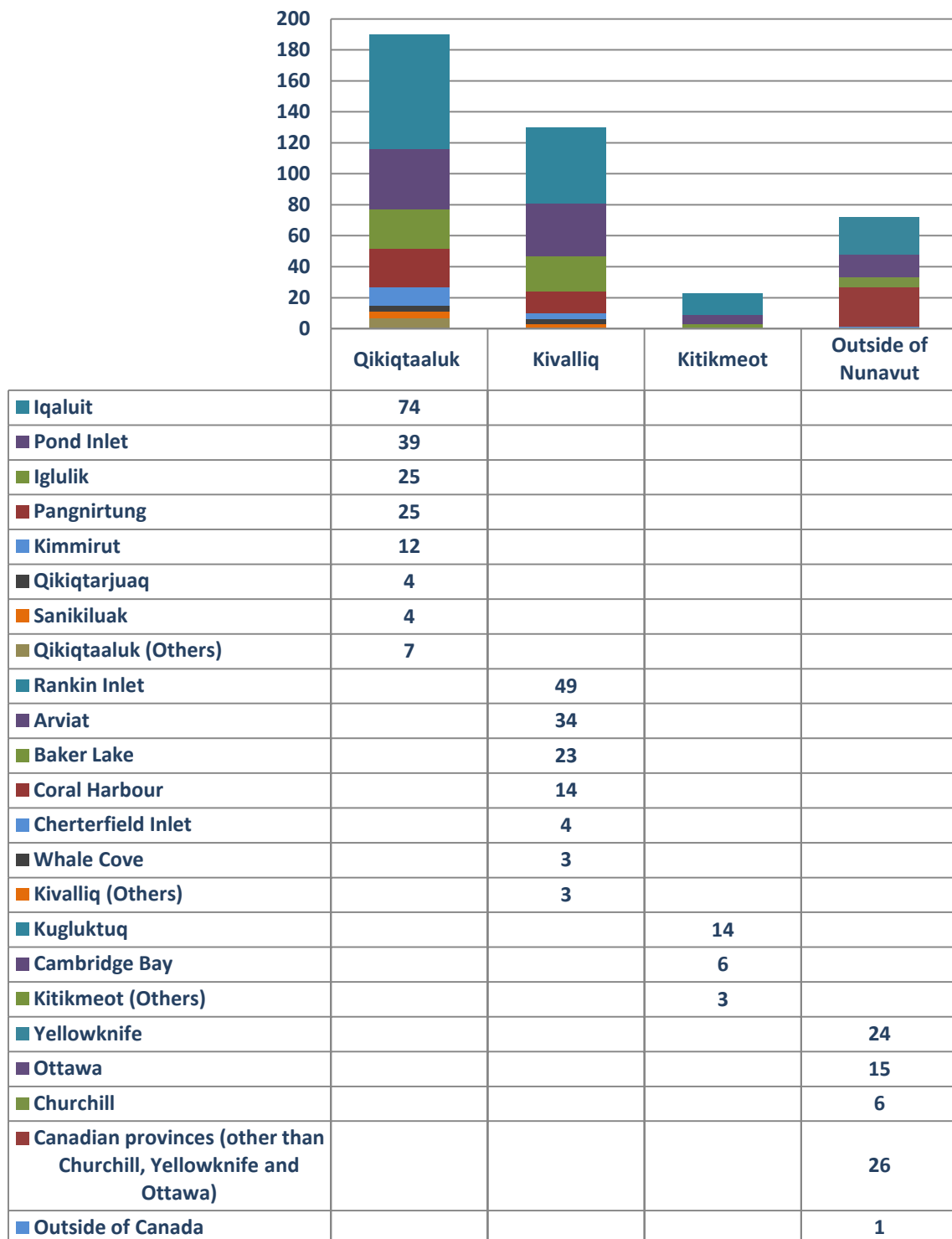


Respondents were asked where they went to high school. All in all, the 372 respondents gave 415 answers. This can be explained by the fact that fifty of them (13.4%) went to high school in more than one community. Most respondents (82.6%) went to high school in Nunavut. Among them, fifty-five percent (55%) went in the Qikiqtaaluk, thirty-eight (38%) in the Kivalliq and seven (7%) in the Kitikmeot. Among the respondents who mentioned having been to high school outside of

¹⁵Statistics Canada. 2013. Nunavut (Code 62) (table). National Household Survey (NHS) Aboriginal Population Profile. 2011 National Household Survey. Statistics Canada Catalogue no. 99-011-X2011007. Ottawa. Released November 13, 2013. <http://www12.statcan.gc.ca/nhs-enm/2011/dp-pd/aprof/index.cfm?Lang=E> (accessed March 21, 2014).

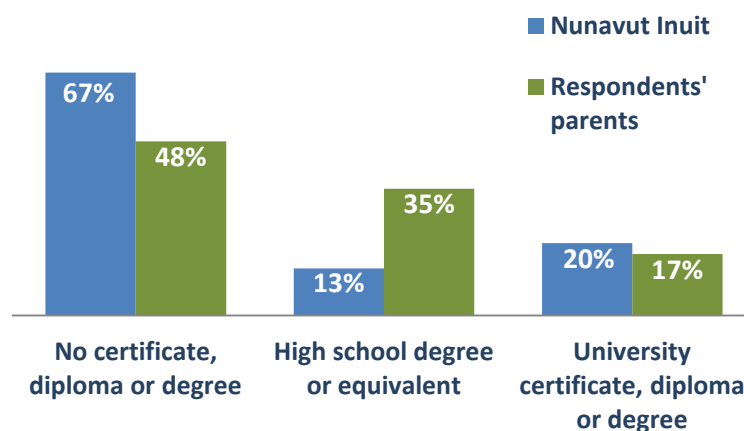
Nunavut, twenty-four (33%) went in Yellowknife, fifteen (20.8%) in Ottawa, and six (8%) in Churchill, Manitoba. Many also studied in other locations in Canada. For example, two went to high school in Salluit (Nunavik), three in Toronto, two in Alberta, one in Saskatchewan, and so on. Only one student went to high school abroad.

Figure 3.6 – Communities Where Respondents Went to High School



Data also indicates that survey respondents have higher educational attainment than their parents. Thirty one percent (31%) of respondents' parents have either no schooling or have not completed primary school. Eighteen percent (18%) have been to high school but have not completed their degree. Fifty-two percent (52%) of respondents' parents have a high school diploma or have pursued postsecondary education. Yet, the educational attainment of parents of survey respondents' is higher than that of Inuit in Nunavut. Among Nunavut Inuit aged 15 and older, sixty-seven percent (67%) have no certificate diploma or degree, thirteen percent (13%) have completed high school and twenty (20%) have a postsecondary certificate, diploma or degree¹⁶. Therefore, although the parents of the survey respondents have less university and college degrees, certificate or diplomas than Nunavut Inuit, more of them (52%) have graduated from high school than the Nunavut Inuit in general¹⁷.

Figure 3.7 – Comparison of Parental Educational Attainment (Postsecondary Survey) with Inuit aged 15 years and older, Nunavut

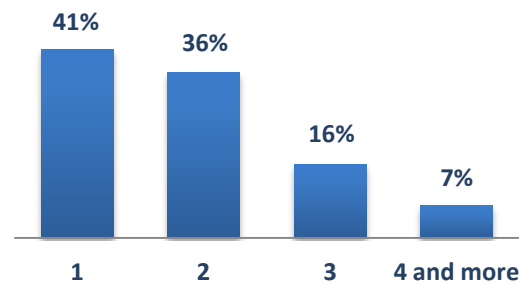


b) Postsecondary Educational History

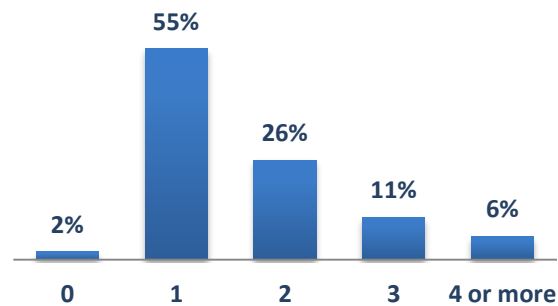
All of the survey respondents have postsecondary education experience, whether in trade programs, college or in university. Data shows that more than half of them have undertaken two programs or more.

¹⁶Statistics Canada. 2013. Nunavut (Code 62) (table). National Household Survey (NHS) Profile. 2011 National Household Survey. Statistics Canada Catalogue no. 99-004-XWE. Ottawa. Released September 11, 2013. <http://www12.statcan.gc.ca/nhs-enm/2011/dp-pd/prof/index.cfm?Lang=E> (accessed March 14, 2014).

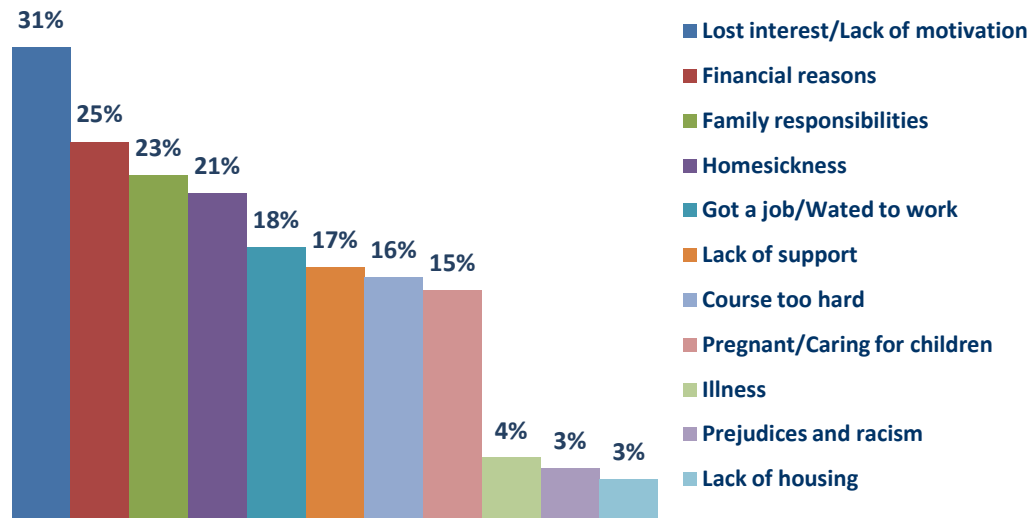
¹⁷Statistics Canada. 2013. Nunavut (Code 62) (table). National Household Survey (NHS) Aboriginal Population Profile. 2011 National Household Survey. Statistics Canada Catalogue no. 99-011-X2011007. Ottawa. Released November 13, 2013. <http://www12.statcan.gc.ca/nhs-enm/2011/dp-pd/aprof/index.cfm?Lang=E> (accessed March 21, 2014).

Figure 3.8 – Number of postsecondary programs undertaken

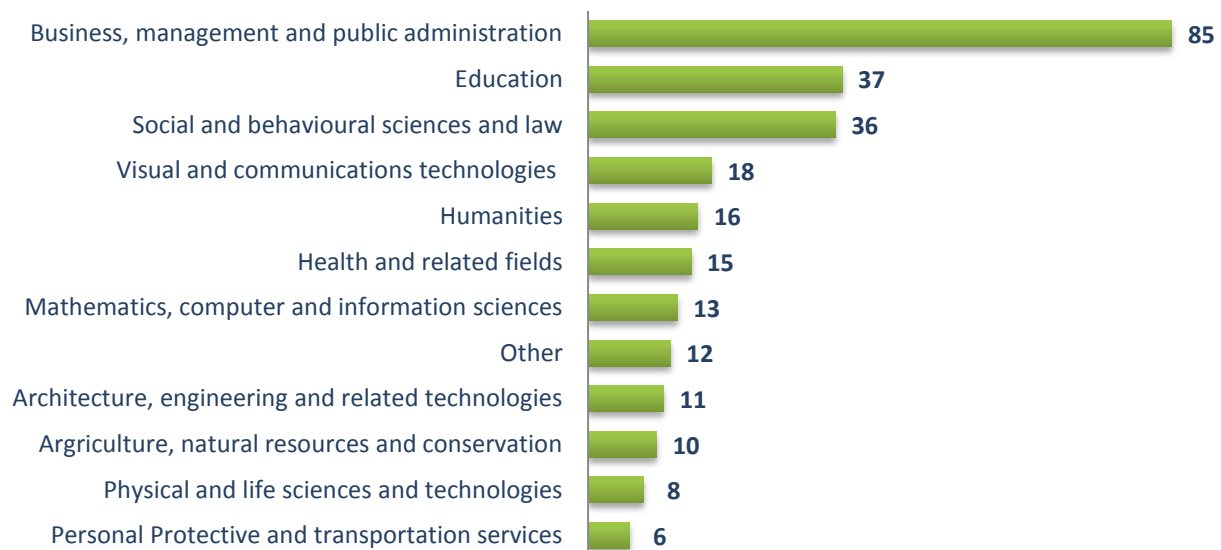
Data also shows that only six individuals (1.8%) had not completed a postsecondary program, which means that a vast majority had at least completed one. A little less than half (43%) had completed two or more programs.

Figure 3.9 – Number of postsecondary programs completed

Even among the respondents who had completed one or more programs, some had left one of the programs they had undertaken. When asked for the reasons why they had not completed some of their programs, the most frequent answer was because they lacked interest or motivation, followed by financial reasons, family responsibilities, homesickness, possibility to find a job, lack of support, bad grades, and being pregnant or having to take care of children. Three other reasons were also mentioned by less than 5% of the respondents: illness, prejudice and racism, and finally, lack of housing.

Figure 3.10 – Reasons to Leave Postsecondary Education

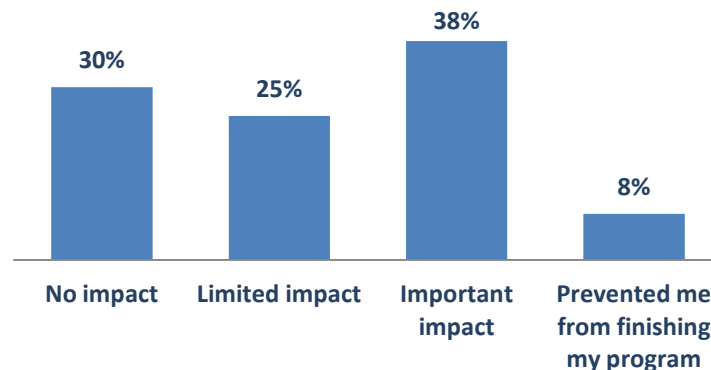
When asked if they would like to go back to school to pursue other postsecondary programs, eighty-two percent (82%) of the respondents said yes, and eighteen percent (18%) said they did not want to. Thus, even among the Inuit who already have postsecondary experience, there is a very strong desire to go back to school and further their education. The respondents who said they wished to pursue postsecondary education identified many fields of interest. However, business and public administration was by far the favoured choice, followed by education, and social sciences.

Figure 3.11 – Fields Identified by Respondents Who Said They Would Like to Pursue Postsecondary Education, Count

c) Taking care of children

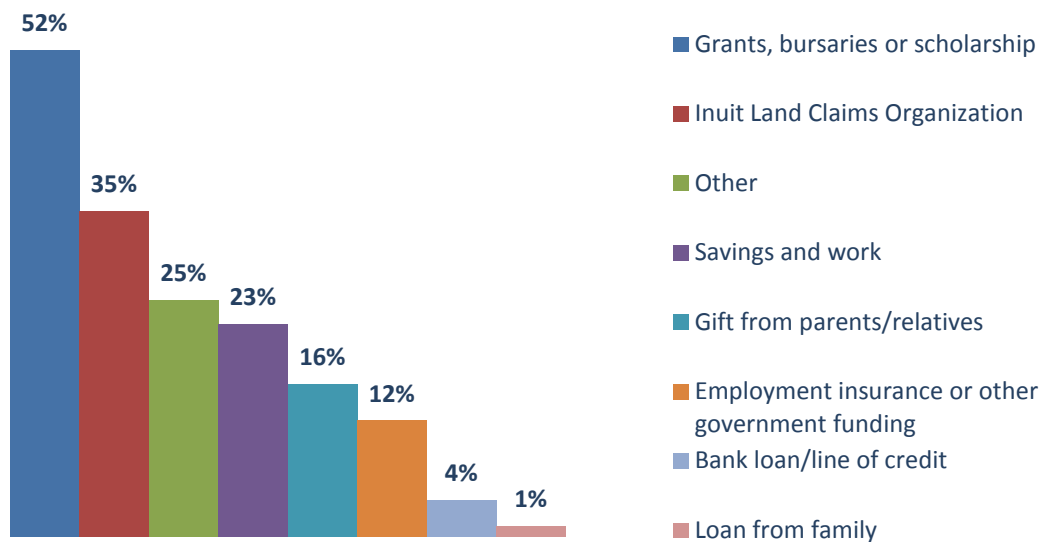
Respondents were asked if they had children to take care of when they were pursuing postsecondary education. One hundred sixty individuals (44%) said they had to take care of children and two hundred and seven (56%) said they did not. When asked what impacts having children had on their postsecondary education, more than half of the respondents (55%) said it had limited or no impacts. However, eight percent (8%) said it prevented them from finishing the program they were undertaking.

Figure 3.12 – Impact of having children

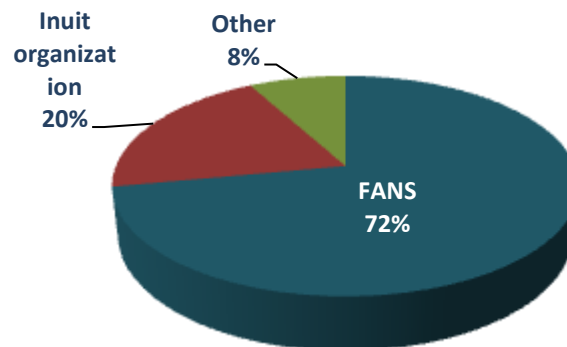
**d) Funding**

Inuit postsecondary students from Nunavut have access to various options to cover the cost of postsecondary education. The Nunavut government provides assistance through FANS (Financial Assistance for Nunavut Students). Students who receive FANS are required to take a full course load and work toward a diploma, certificate or degree. Some students also have access to funds through their Regional Inuit organization. Many also have parents helping them and pay some of the expenses themselves by working.

Therefore, the origin of the funds used by respondents to pay their postsecondary education is diverse. While a majority received funding through grant, bursaries or scholarship (52%), one third received funding through their regional Inuit organisation and almost one quarter (23%) worked and used their own savings. Sixteen percent (16%) received loans from their parents they did not have to pay back. Very few had bank loans or loans from relatives (5%).

Figure 3.13 – How Did You Pay for your Education?

A vast majority of respondents received funding through FANS.

Figure 3.14 – Source of Funding

e) Academic Satisfaction

Academic satisfaction is determined by an indicator built out of five survey questions. These questions are:

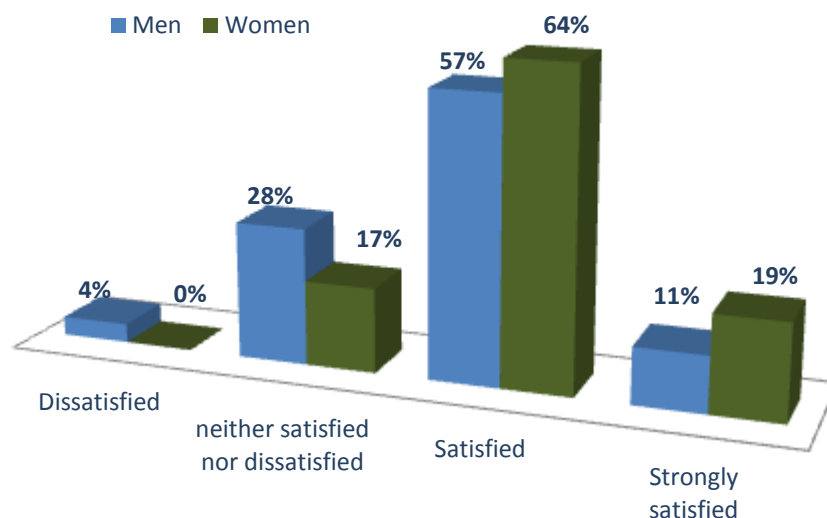
1. Would you consider that postsecondary education was a successful experience for you?
2. Do you think your postsecondary education was a worthwhile investment (time and money)?
3. Did your postsecondary education met your expectations?
4. Do you think that your postsecondary education qualified you for getting the job you have/had?
5. Do you feel that you are qualified enough, qualified or overqualified for your current position?

For question 1, respondents had to answer saying if they were: strongly successful, unsuccessful, neither successful nor unsuccessful, successful, or strongly successful. For questions 2 to 4, respondents had to say if they: strongly disagreed, disagreed, neither agreed nor disagreed, agreed, or strongly agreed. For question 5, they had to use the three choices identified in the question.

As shown in figure 3.15, a vast majority of survey respondents are satisfied and strongly satisfied of their postsecondary education. Thus, we can say that education meets the expectations and is a very positive experience for most respondents.

Women are actually more satisfied than men. Eighty-three percent (83%) of women are either satisfied or strongly satisfied by their postsecondary education, compared to sixty-eight (68%) percent of men. A quarter of men are neither satisfied nor dissatisfied.

Figure 3.15 – Academic Satisfaction, by Gender



Key Findings – Educational History

High school

- 75% of respondents have a high school diploma;
- 83% of respondent went to high school in Nunavut: 55% in the Qikiqtaaluk, 38% in the Kivalliq, and 7% in the Kitikmeot;
- Survey respondents have higher educational attainment than their parents;
- More respondents' parents have a higher high school graduation rate than Nunavut Inuit aged 15 and over. However, respondents' parents have less university certificate, diploma or degree than Nunavut Inuit aged 15 and over.

Postsecondary

- 59% of respondents have undertaken two or more postsecondary programs;
- 98% of respondents had completed at least one postsecondary program;
- The most important reason to leave postsecondary programs are: loss of interest, lack of funds, family responsibilities, and homesickness;
- 82% of respondents would pursue postsecondary education and/or go back to school if they could;
- Respondents who would like to go back to school would like to study in business, management and public administration, education, as well as social sciences and law.

Taking care of children

- Among respondents, 44% had to take care of children while pursuing postsecondary education;
- 55% of respondents said having children had limited impacts on their postsecondary education;
- 8% of respondents said having children prevented them from finishing high school.

Funding

- 52% of survey respondents received funding through grant, bursaries or scholarship, 35% through their regional birthright organisation and 23% worked and used their own savings;
- 72% of respondents received funding from FANS (Financial Assistance for Nunavut Students), 20% from their own regional organization and 8% from other sources.

Academic satisfaction

- 83% of women and 68% of men are satisfied or extremely satisfied by their postsecondary education.

3.3) Professional History

The survey sought to understand respondents' professional history through: 1) an examination of the links between graduation and employment, 2) the employment rate of Nunavut Inuit who have postsecondary experience, 3) whether jobs are related to postsecondary programs taken, and 4) the links between academic satisfaction and job satisfaction. In order to get a better understanding of this situation, respondents were asked questions about their work situation and their job status, their income, their training and employment and finally about their job satisfaction.

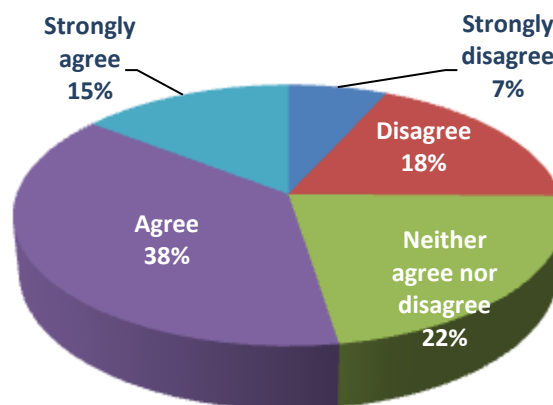
a) Work Situation and Region of Origin

To understand what types of jobs Nunavut Inuit with postsecondary education hold, they were asked questions about their current work situation, their job status before and after postsecondary education, and their job mobility.

Data shows that a majority of respondents (53%) say they are working in a field related with their postsecondary education. This could mean that there is a strong link between postsecondary

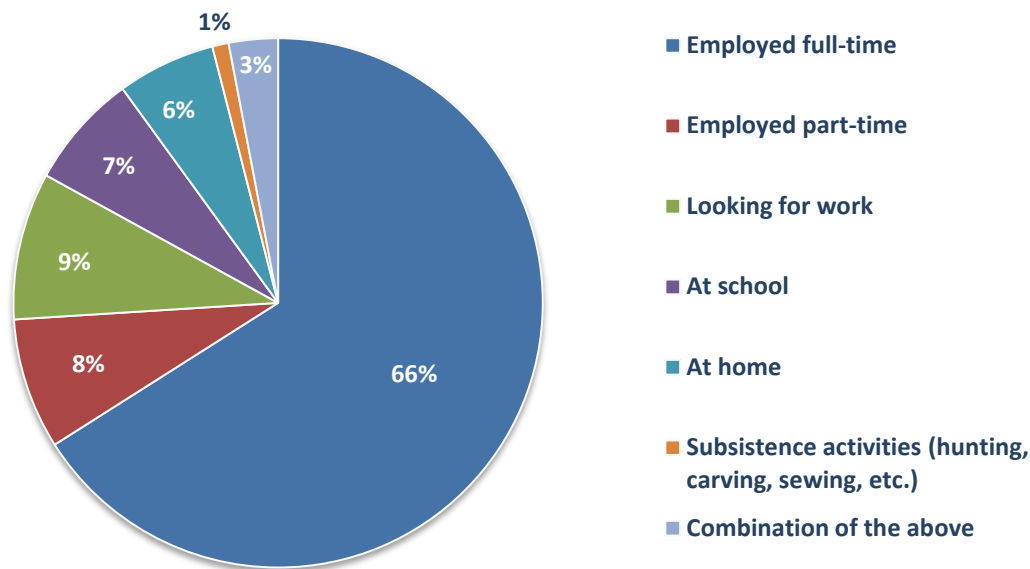
education and the type of job one has. However, close to one quarter of respondents (22%) say they do not agree nor disagree when asked if they work in a field related to their education, and one quarter (25%) say they disagree or completely disagree when asked if there is a link between their education and their current job. This does not mean, however, that half the respondents have never worked in a job related to their postsecondary education. It only means that their *current* job is not related to their postsecondary education. Because respondents were not asked why, it is not possible to know if they could not find work in a related field or if they have moved on to another job after having worked in a field related to their education. It is known, for example, that many Inuit who have graduated from the Nunavut Teacher Education Program are no longer teachers and are instead working for the Nunavut government or for Inuit organizations.

Figure 3.16 – Is Your Current Work Situation in the same Field as your Postsecondary Education?



Data shows that two-third of the respondents (66%) were employed full-time at the time of answering the survey. Three quarters of respondents (74%) are employed. As we will see below, both these figures are higher than that of Nunavut Inuit in general. Very few respondents, three out of 372, were living off subsistence activities at the time of the survey.

Figure 3.17 – Current Work Situation

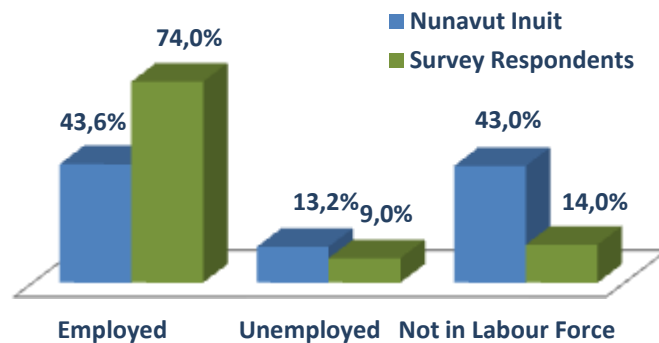


When compared to data from the NHS Aboriginal Population profile, respondents have a much better work situation than Nunavut Inuit aged 15 years and over¹⁸. The NHS uses three categories to determine work situation: employed, unemployed and not in labour force. To make the survey data and NHS's categories work, the survey answers were distributed into those three categories. Were considered employed respondents who said they worked full time, part time and a combination of all work situations (74%). Were considered unemployed respondents who said they were looking for work (9%), or were considered not in the labour force those who said they were at home, at school, and making subsistence activities (14%). The results show that Survey respondents are more likely to be employed by a large margin (30%) than Nunavut Inuit. They are also less likely to be unemployed. Finally, the rate of Inuit not in the workforce is significantly lower among survey respondents (14%) than among Inuit aged 15 years and over (43%) presented in the NHS. However, the NHS data includes Inuit aged 15-18, many of which are not in the labour force because they have yet to begin working and are living in households where someone else is. Therefore, although the number of Inuit not in the labour force is significantly higher in the NHS than it is in the current survey, data should be interpreted carefully.

There thus seems to be a strong link between postsecondary education and employability: the Inuit with postsecondary education experience are working at a much higher rate than Nunavut Inuit 15 years and older and are also less likely to be looking for work or to be out of the workforce. Thus, this indicates that pursuing postsecondary education increases one's chances of being employed and be part of the labour force.

¹⁸ Statistics Canada. 2013. Nunavut (Code 62) (table). National Household Survey (NHS) Aboriginal Population Profile. 2011 National Household Survey. Statistics Canada Catalogue no. 99-011-X2011007. Ottawa. Released November 13, 2013. <http://www12.statcan.gc.ca/nhs-enm/2011/dp-pd/aprof/index.cfm?Lang=E> (accessed March 25, 2014).

Figure 3.18 – Labour Force Activity between Postsecondary Survey and Nunavut Inuit aged 15 Years and Over



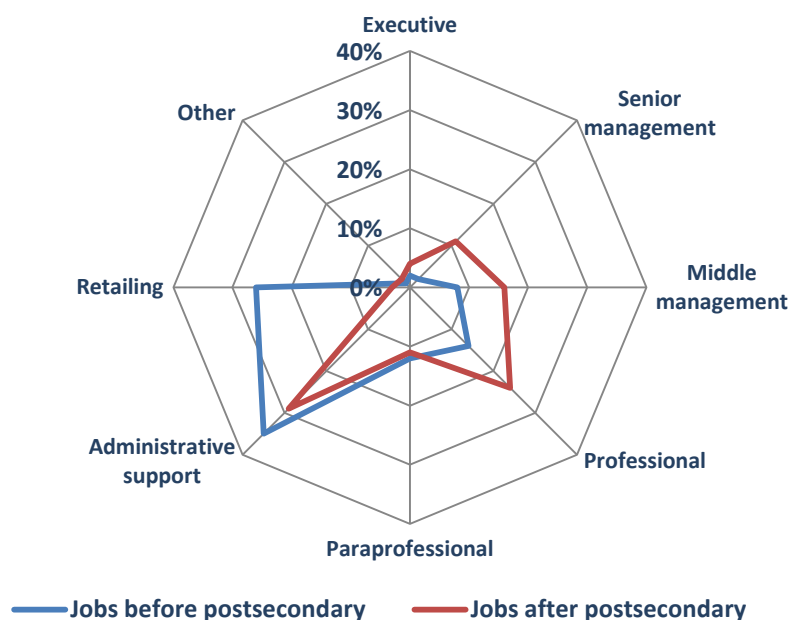
Respondents were also asked if they were working in their home community. Half of respondents (53%) said they were. The proportion of respondents working in their home community by gender is similar. Respondents who are not working in their home community were asked if they would like to be, and two third of them (67%) answered affirmatively. Again, proportions were similar between genders. All respondents were asked if they would move to another city or community to improve their job or their career: three quarter (74%) of them said they would. Yet again, the proportion was similar between genders. No definitive conclusions can be drawn from the three previous questions. However, what can be said is that half of respondents were working in their home communities and that two third of those who were not would like to. Thus, home communities seem to occupy an important place for a majority of respondents. Yet, a vast majority of respondents would nevertheless accept to move to improve their careers.

b) Job Status and Postsecondary Education

The project also sought to measure the influence of postsecondary education on job status. In order to do so, respondents were asked about their past and current job status. This was possible because among all respondents, eighty-two percent (82%) of women and seventy-six percent (76%) of men had jobs before pursuing postsecondary education.

Figure 3.19 details the job status of respondents before pursuing postsecondary education, independent of gender. It shows that a majority of respondents (61%) had low job status before undertaking postsecondary education as they held jobs in retailing and administrative support, the bottom two employment categories. Less than half the respondents (39%) held jobs that required some kind of postsecondary education, and a very small minority among them (4%) had high job status and held jobs as executives or senior managers.

Figure 3.19 – Job Status before and after Postsecondary Education

**Definitions**

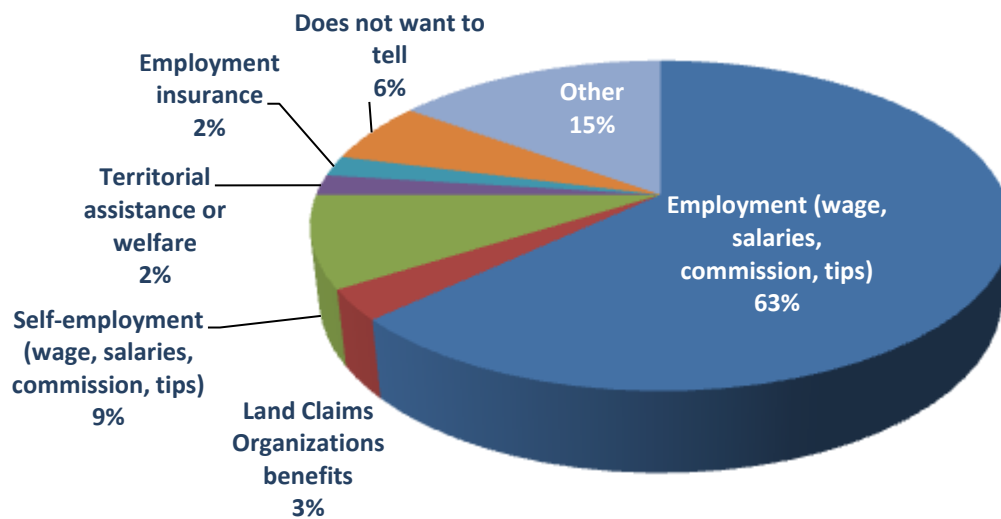
- **Retailing:** cashier, sales person, restaurant, etc.
- **Administrative support:** front desk, courier, etc.
- **Paraprofessional:** teaching assistant, nurse assistant, dental assistant, etc.
- **Professional:** nurse, mechanics, doctors, dentist, teacher, etc.
- **Middle management:** policy analyst, manager of services, etc.
- **Senior management:** director of Inuit organization's branch, supervisor, etc.
- **Executive:** executive director of an Inuit organization, president, etc.

Data thus shows that job status increases after postsecondary education. Indeed, the number of respondents holding jobs at the lower end of the spectrum diminishes. For example, the number of respondents working in the retailing industry drops by twenty-three percent (23%), from twenty-six percent (26%) to a mere three (3%). This drop can be explained by two factors: first, postsecondary education gives respondents the capacity to work in better jobs. This drop is also due to the age of the respondents, many of which had retailing jobs while in high school or during their postsecondary educations, jobs they could move away from after their studies were completed. The number of respondents working as administrative support also slightly decreases. The number of paraprofessional stays the same, but the number of professional increases by ten points, from fourteen (14%) to twenty-four percent (24%). The number of middle managers doubles and that of senior managers goes from two percent (2%) to eleven percent (11%). The number of executive also doubles, but it is difficult to assert with certainty if this highlights a tendency or if is just symptomatic of the small number of executives in the sample. Nevertheless, data indicates that postsecondary education increases job status significantly. Figure 3.19 illustrates the shift in job status.

c) Income and Postsecondary Education

The project sought to measure the influence of postsecondary education on income. In order to do so, respondents were asked about their main source of income. Data shows that the income of a majority of respondents (72%) comes from employment and self-employment.

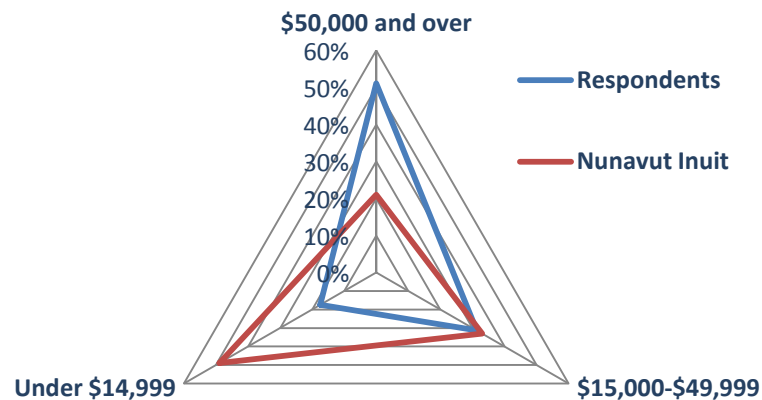
Figure 3.20 – Main Source of Personal Income



Respondents were also asked about their current income in order to determine if they have different incomes than Nunavut Inuit in general. Figure 3.21 compares the income of respondents with that of Nunavut Inuit aged 15 years and over¹⁹. Data shows that postsecondary education decreases the likelihood of earning lower incomes and increases that of having a higher income. Figure 3.21 illustrates the influence of postsecondary education on income. However, it should be noted that although the figure does show a marked difference, the figure itself is made of the only three categories that were comparable between the survey and the NHS.

¹⁹Statistics Canada. 2013. Nunavut (Code 62) (table). National Household Survey (NHS) Aboriginal Population Profile. 2011 National Household Survey. Statistics Canada Catalogue no. 99-011-X2011007. Ottawa. Released November 13, 2013. <http://www12.statcan.gc.ca/nhs-enm/2011/dp-pd/aprof/index.cfm?Lang=E> (accessed March 27, 2014).

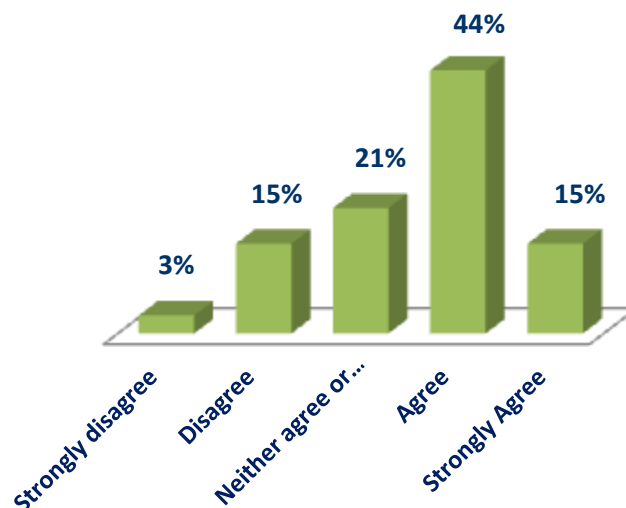
Figure 3.21 – Respondents’ Income Compared to the Total Income of Inuit Aged 15 Years and Over in Nunavut



d) Training and Employment

Respondents were asked questions about their training in relation with their work. Eighty-nine percent (89%) of respondents said they would like to have access to more training and fifty-nine percent (59%) said they agreed or strongly agreed that they needed more training. Data thus indicates that there is a very strong need for training in Nunavut: respondents have the desire to take more training, but they also feel they need more training to be competent in their jobs.

Figure 3.22 – Need More Training for the Job



When asked in what domain they would like this training to be, they overwhelmingly say business, management and public administration. A strong number also mentioned they would like more training in mathematics and computer science. These fields correspond to the job market in Nunavut where the government and Inuit organizations employ most of their workers.

Figure 3.23 – Field of Training for the Job, Count

Half the respondents (51%) mention they would prefer to receive that training on the job, 25% said they would like to receive it in their community and 24% said they would like to go out of their community to get it.

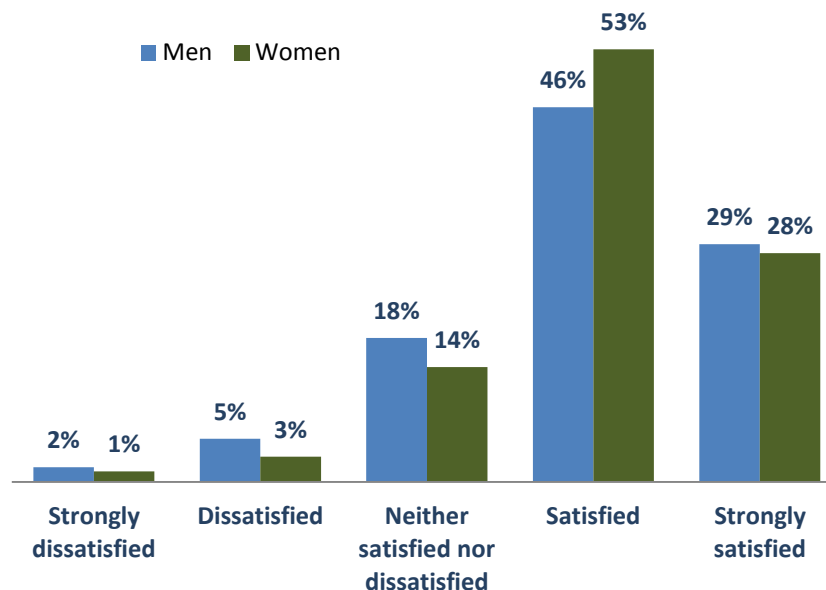
e) JobSatisfaction

Job satisfaction is determined by an indicator built out of three questions. These questions are:

1. Are you generally satisfied in your current work?
2. Are you satisfied with your income?
3. Are you satisfied with your job description?

For the three questions, respondents had to indicate whether they were strongly dissatisfied, dissatisfied, neither satisfied nor dissatisfied, satisfied or strongly satisfied.

As shown in Figure 3.24, a vast majority of survey respondents are satisfied and strongly satisfied by their job. Women are actually slightly more satisfied than men. Eighty-one percent (81%) of women are either satisfied or strongly satisfied by their postsecondary education, compared to seventy-five percent (75%) of men. Thus, we can say that job meets the expectations of a vast majority of respondents, whether they are men or women.

Figure 3.24 – Job Satisfaction, by Gender

Key Findings – Professional History

Work Situation and Region or Origin

- 53% of respondents agree or strongly agree they are working in the same field as their postsecondary education;
- 66% of respondent are employed full time, 8% part time;
- Respondents are more likely to be employed than Nunavut Inuit in general.
- 53% of respondents are working in their home community. Among those who are not, 67% wish they could. 74% of respondents would accept to move to another community to improve their career.

Job Status

- Postsecondary education has increased the job status of respondents significantly.

Income

- The main source of income of 72% of respondents comes from employment and self-employment; that of 7% of respondents is benefits, insurances, pensions and social assistance;
- Data shows that postsecondary education increases the chance of having a higher income;
- Survey respondents have higher income than Nunavut Inuit.

Training and Employment

- 89% of respondents would like to have access to more training for their job, and 59% say they need more training to do their job well;
- A vast majority of respondents would like to have training in business, management and

public administration. Computer sciences and education are also fields identified by many respondents;

- 51% of respondents would like to receive their training on the job.

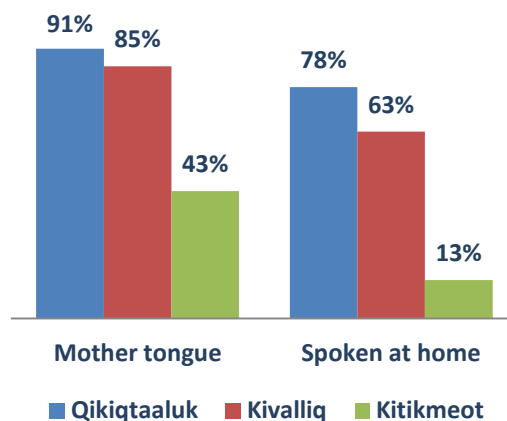
4. CORRELATIONS

This section describes statistically relevant relations (correlations). The analysis was done using bivariate analyses testing for statistical significances (see the statistical report in the appendix for the full correlation tests). The correlations are presented here according to the independent variable.

4.1 Language

Nunavut is a multilingual territory where English is widely spoken, but Inuit languages are still used by a majority of Nunavummiut in the Qikiqtaaluk and Kivalliq regions (see Figure 4.1 for details).

Figure 4.1 – Use of Inuit Language in Nunavut, by regions²⁰



In this section, we analysed the impact of language on academic and professional success. The survey includes two questions on language: one about the language spoken at home, the other about language fluency. The language variables were analysed for correlation with the variables that measure academic and professional success. In the following section, we only present the relations that are statistically correlated.

a) Language Spoken at Home and Educational and Professional Success

The question about language spoken at home allows us to distinguish three groups (see Figure 3.3 above):

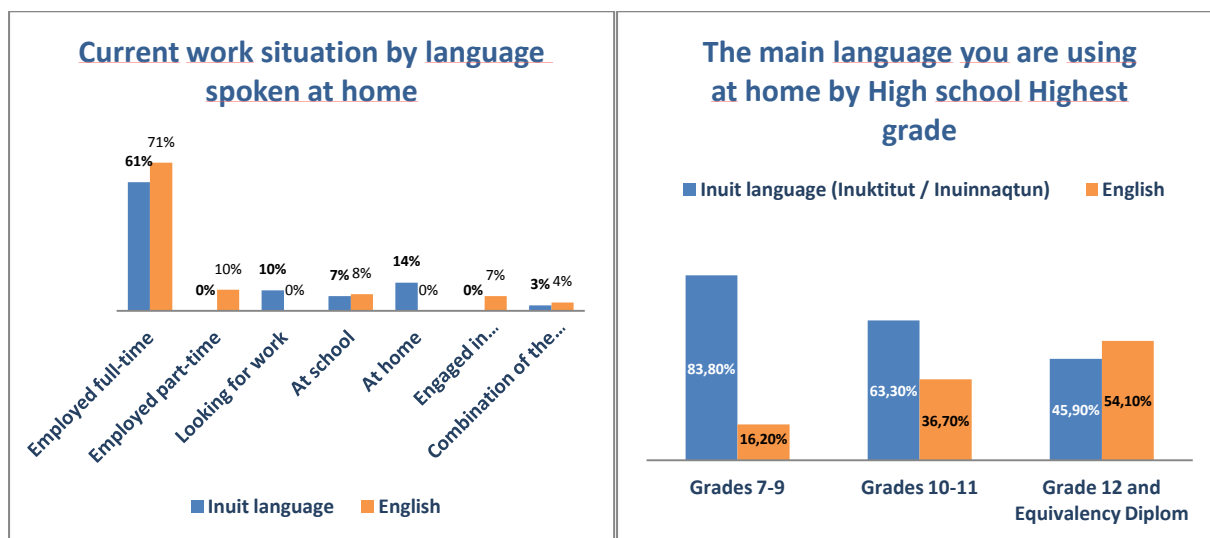
- Respondents who only speak English at home (163 respondents, 44%);
- Respondents who only speak an Inuit language at home (150 respondents, 40%);
- Respondents who speak both English and an Inuit language at home (43 respondents, 12%).

²⁰ Statistics Canada. 2013. Nunavut (Code 62) (table). National Household Survey (NHS) Aboriginal Population Profile. 2011 National Household Survey. Statistics Canada Catalogue no. 99-011-X2011007. Ottawa. Released November 13, 2013. <http://www12.statcan.gc.ca/nhs-enm/2011/dp-pd/aprof/index.cfm?Lang=E> (accessed June 5, 2014).

Data analysis suggests that the language spoken at home has impacts on postsecondary and professional success. For example, speaking an Inuit language at home may have negative impacts on educational and professional success (see Figure 4.2). Indeed, respondents who speak an Inuit language at home are more likely, as a group:

- To be less successful at the academic and professional level;
- To have lower education level;
- To be without work;
- To feel under qualified for their jobs and to feel the need for more training;
- To live in their home community;
- To want to work in their home community;
- To receive funding from Inuit organizations and less likely to have it from FANS.

Figure 4.2 – Language Spoken at Home vs. Educational and Professional Success



b) Language Fluency and Educational and Professional Success

The question about language fluency also allows us to distinguish between three groups (see Figure 3.4 above):

- Respondents who are fluent in English only (90 respondents);
- Respondents who are fluent in an Inuit language only (36 respondents);
- Respondents who are fluent in both English and an Inuit language (235 respondents).

Language fluency is a different measure than Language spoken at home, and as we can see the distribution amongst the three groups is quite different.

However, data analysis suggests that language fluency has also impacts on educational and professional success. Respondent who are fluent in English or in both an Inuit language and English are more likely than respondents who are fluent only in an Inuit language to:

- Be successful in their post-secondary education;
- Be satisfied in their current job;

- Find that education is a worthwhile investment;
- Be satisfied by their education (academic satisfaction);
- Be satisfied by their job;
- Have completed the highest grade of high school;
- Be successful at the post-secondary education.

c) Conclusion: Language and Educational and Professional Success

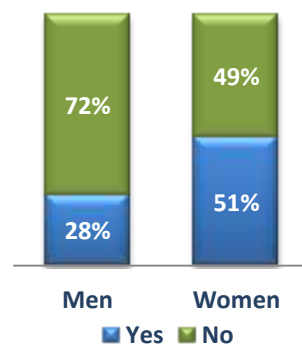
This analysis suggests that there is a systemic discrimination against respondents who are only fluent in an Inuit language or speak only an Inuit language at home. The analysis indicates that they are less successful at the academic level than respondents who speak only English or both English and an Inuit language at home. It also shows that they are less successful at the academic level than respondents who speak or are fluent in English or both in English and an Inuit language. Because they have lower education levels, respondents who are only fluent in an Inuit language or speak only an Inuit language at home have more difficulties finding jobs, especially since they tend to live or to have the desire to live in their home communities where there may not be a large number of job opportunities for less qualified people. Data analysis also suggests that when they do work, their lower education level makes them feel underqualified and they feel like they need more training. Data analysis finally shows that they are less satisfied by their education and job.

4.2 Gender

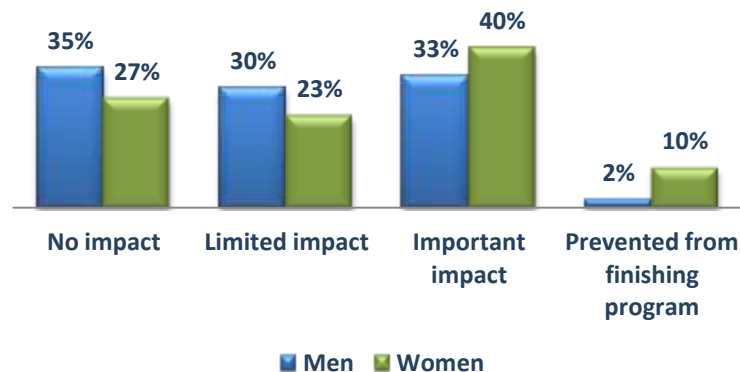
As mentioned in the descriptive analysis, the study population is made of 250 women (67%) and 122 men (33%). This is fairly representative of the overall population of Nunavut Inuit with college and university degrees in Nunavut which is composed of sixty-one percent (61%) of women and 39% of men. This large sample allows correlating gender with various variables. As will be shown, data indicates that gender influences academic and professional success. In this section, only relations that are statistically correlated are examined.

a) Gender and Taking Care of Children

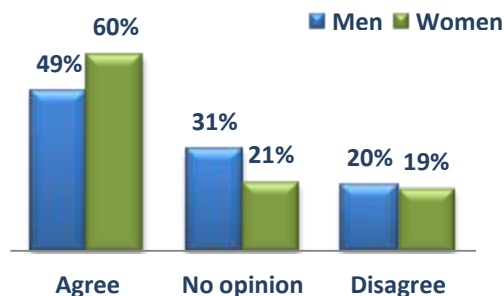
Data analysis reveals that women are more likely to have children while pursuing postsecondary education than men. In fact, among respondents, half the women and only one quarter of the men had children when pursuing their postsecondary education.

Figure 4.3 – Did you Have to Take Care of Children, by Gender?

Women are also more impacted by children than men. Whereas fifty percent (50%) of women said that having children had an important impact or prevented them from finishing their program, only 35% of men were in the same situation.

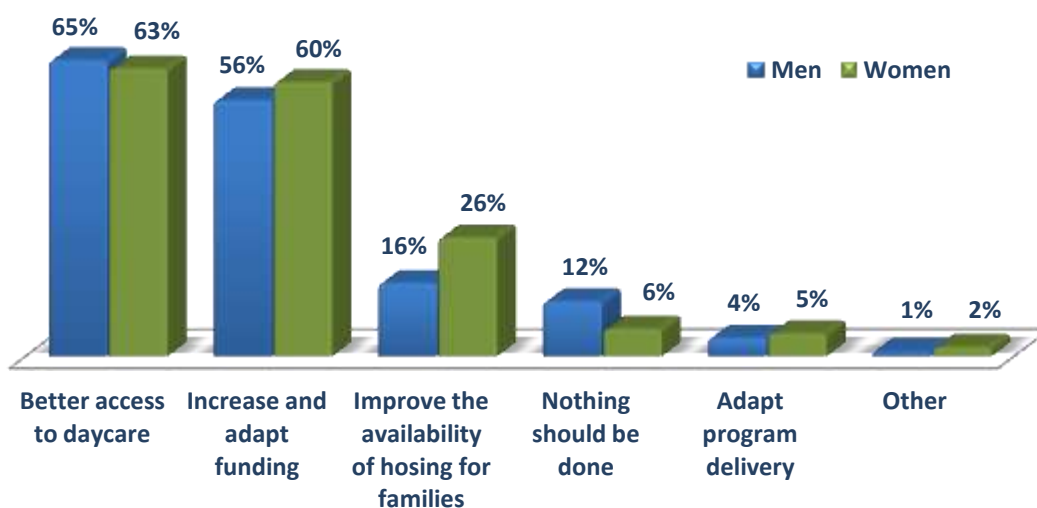
Figure 4.4 – Impact of Having Children on Postsecondary Education, by Gender

Yet, despite being more impacted by children, women also seem to be more satisfied by the support given to them while they are pursuing postsecondary education. More than half the women who had children said they received enough support while pursuing postsecondary education. The same number of men and women, about one fifth, said they did not receive enough support.

Figure 4.5 – Did You Receive Enough Support When You Had Children?, by Gender

Respondents were also asked how the support given to postsecondary students with children could be improved. Respondents could provide more than one answer. About sixty percent (60%) of women mentioned that support given to postsecondary students with children could be improved by giving parents better access to daycare and by increasing and adapting funding. One quarter of women (26%) also mentioned that housing availability could be improved. More than half the men also mentioned that access to daycare could be improved and that funding should be increased. However, only sixteen percent (16%) of men said they would like the availability of housing improved and almost a quarter of them (12%) felt nothing should be done. Few men and women suggest that program delivery should be altered to facilitate the lives of parents.

Figure 4.6 – How Could Support Given to Postsecondary Students with Children Be Improved, by Gender



b) Gender: Postsecondary Education and Professional Status

Data analysis indicates that the professional statuses of men and women are different before postsecondary education and are affected differently by postsecondary education. Despite the fact that between 2006 and 2011, Inuit women outnumbered Inuit men in Nunavut public service jobs almost three to one in large part because more women graduate than men (Boesveld 2012), data from the current survey indicates a) that male respondents tend to hold higher level jobs and b) that postsecondary education has more impact on men than women.

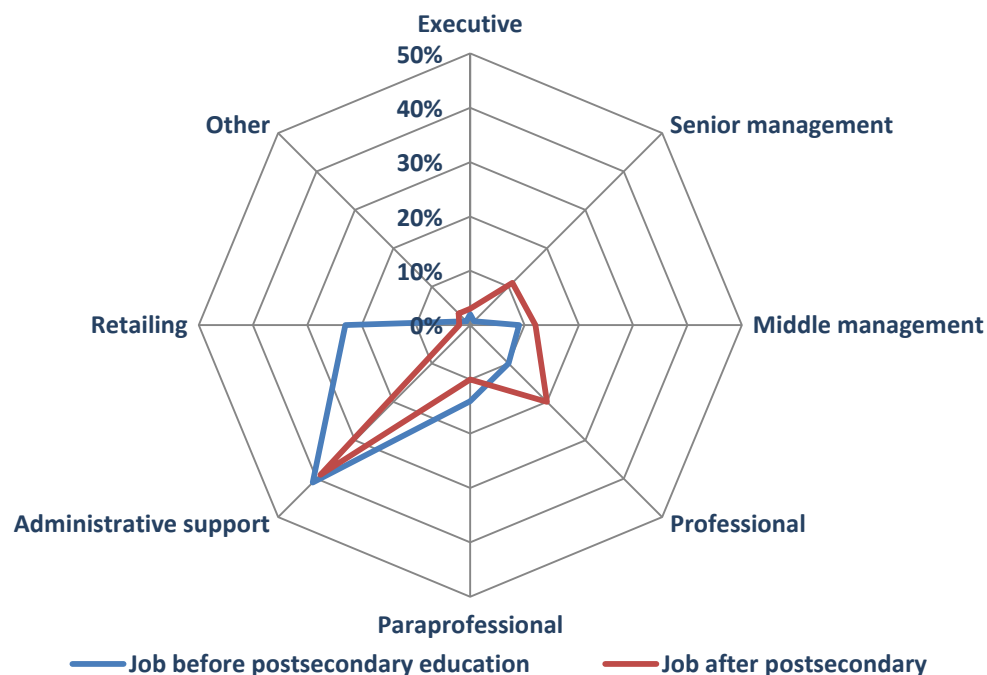
Data analysis also denotes that before postsecondary education, men were more numerous to work in the retailing industry, but they also formed a larger portion of professionals, executives and senior managers, whereas women formed a larger proportion of those working as administrative support and paraprofessional. Overall, before pursuing postsecondary education, women occupied jobs that were at the lower end of the spectrum and more men had jobs situated in the middle and higher end of the spectrum.

As mentioned above, postsecondary education impacted job status differently for men and women. Postsecondary education improves the conditions of both genders, but the improvement

is not symmetrical. For example, whereas a large proportion of women (39%) are still working in administrative support after their postsecondary education, less than one-tenth (8%) of men are. There are also twelve percent (12%) more men working as professional than women and eleven percent (11%) more men working as middle managers. However, other job statuses (executive, senior management, paraprofessional, and retailing) show a similar proportion between men and women.

Female respondent with postsecondary education experience tend to quit their jobs in the retailing industry. Whereas close to one quarter of them (23%) were working in that industry before undertaking postsecondary education, only two percent (2%) were after. The number of women senior managers and professionals also increases by ten points. However, there was no significant change to the number of women working in administrative support jobs and who are middle managers: their percentage remains similar. Thus, postsecondary education does have impacts on the job status of women: few still work in the retailing industry and more get access to jobs at the higher end of the spectrum. Figure 4.7 illustrates the shift.

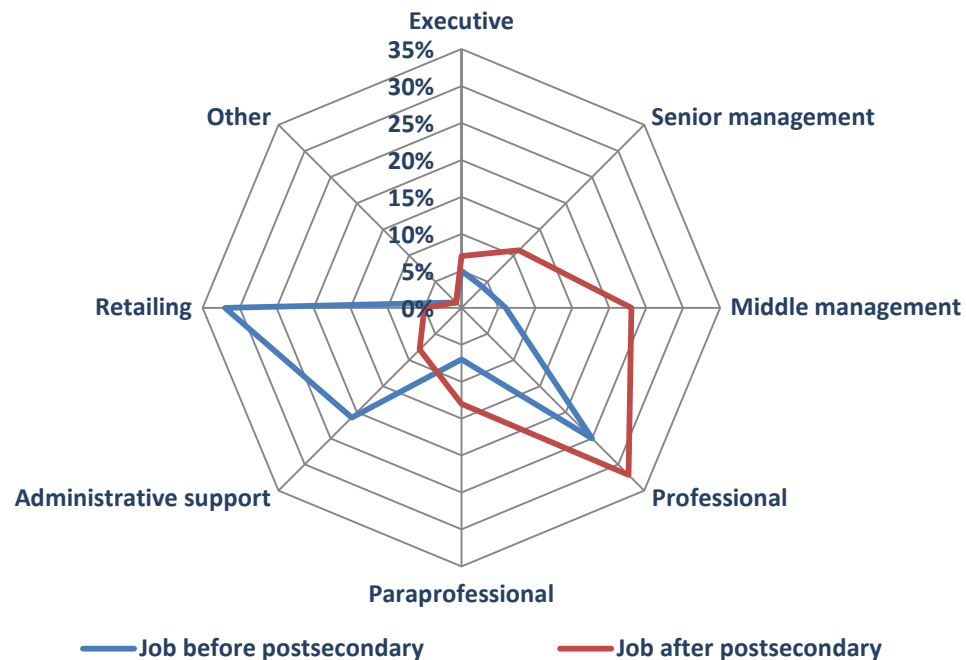
Figure 4.7 – Job Status before and after Postsecondary Education, among Women



Data from this survey also seems to indicate that postsecondary education has more impacts on men than on women. First, the number of men working in the retailing industry before and after postsecondary education drops significantly (by 27%), so does the number of men working as administrative support (by 13%). The number of men also increases as jobs get on the higher end of the spectrum: after postsecondary education, there is a six point increase (6%) in the number of men working as paraprofessional, seven point (7%) for those working as professional, seventeen points (17%) in the number of middle managers, seven points (7%) in senior managers and two points (2%) in the number of executives. Data indicates that for men, postsecondary education leads toward better employment. Indeed, the extent of the shift experienced by men with

postsecondary experience toward better jobs, as illustrated in Figure 4.8, is extremely meaningful.

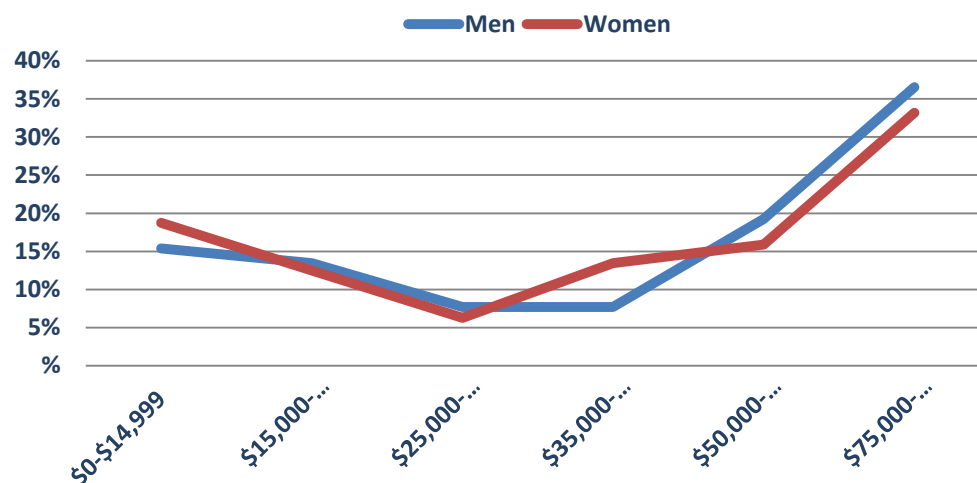
Figure 4.8 – Job Status before and after Postsecondary Education, among Men



To summarize this section, data analysis shows that postsecondary education increases the job status of both male and female respondents. However, the increase is higher for men than women. This might be explained by factors both inherent to the job market, where men still hold higher status jobs, as well as personal. For example, some women might choose the security of full time employment instead of better jobs part time. Others might want to stay in their home communities in order to stay close to relatives and will therefore take a job with less status in order to do so.

c) Gender: Postsecondary Education and Income

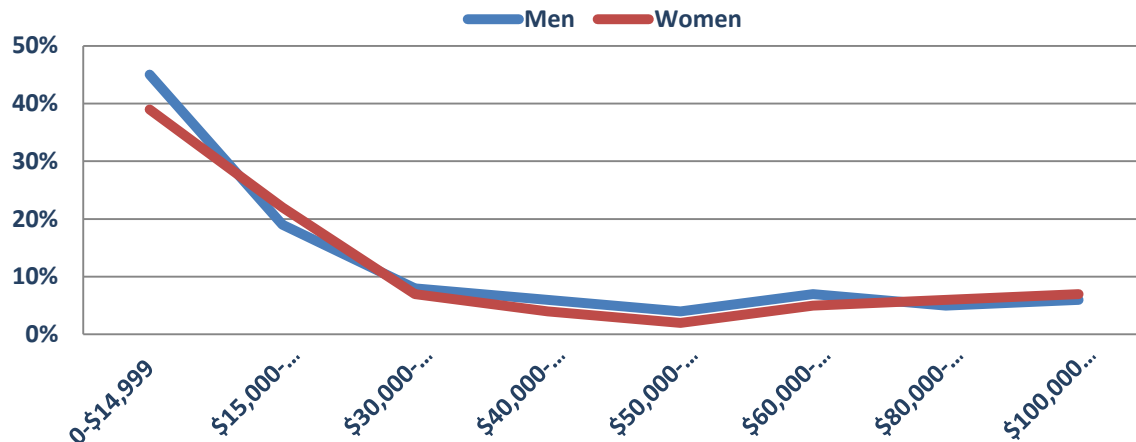
Data analysis indicates that postsecondary education has a similar impact on the income of both male and female respondents. Indeed, they both follow a very similar pattern, although women have slightly lower incomes than men.

Figure 4.9 – Respondents' Income, Current Work Situation, by Gender

When compared to the income of Nunavut Inuit aged 15 years and over²¹, respondents' income is higher. Although the data must be interpreted cautiously²², Figures 4.9 and 4.10 clearly show an opposite tendency. While, for example, less than twenty percent (20%) of respondents have an income below \$14,999, forty-five percent (45%) of Nunavut Inuit men aged 15 and over, and thirty-nine percent (39%) of women have incomes below that threshold. This is roughly a 25% difference. In the middle of the ranged incomes, the proportions of respondents and Nunavut Inuit over fifteen are comparable. However, the proportion of Nunavut Inuit earning high incomes is much lower than that of respondents. Indeed, the proportion of Nunavut Inuit over the age of 15 earning more than \$80,000 is between eleven percent (11%) for men and thirteen (13%) for women. For respondents, the proportion increases to thirty-seven percent for men (37%) and thirty-three percent (33%) for women. The increase is about twenty percent (20%), showing a significant difference.

²¹Statistics Canada. 2013. Nunavut (Code 62) (table). National Household Survey (NHS) Aboriginal Population Profile. 2011 National Household Survey. Statistics Canada Catalogue no. 99-011-X2011007. Ottawa. Released November 13, 2013. <http://www12.statcan.gc.ca/nhs-enm/2011/dp-pd/aprof/index.cfm?Lang=E> (accessed March 27, 2014).

²²For two reasons: 1) The NHS data is for Nunavut Inuit aged 15 years and over. This includes many individuals who have no income because they are still too young to be working; 2) the categories used in the NHS and in the current survey are different and cannot thus be compared directly.

Figure 4.10 – Total Income of Inuit Aged 15 years and Over in Nunavut, by Gender**d) Conclusion: Children, Professional Status and Income**

The data analysis suggests that gender has impacts on academic and professional success among Nunavut Inuit with postsecondary experience. For example, the data indicates that women are more likely than men:

- To be successful at the academic level,
- To have higher school attainment, and
- To be satisfied by their academic experience.

Women are also more likely:

- To be employed full time, and
- To be satisfied by their job.

Yet, despite being more successful at the academic level than men and being more satisfied by their jobs, women are also more likely:

- To have a lower work position, before and after postsecondary education, and
- To earn a lower income.

4.3 Other Correlations

Other significant correlations were found during the data analysis. They are briefly described here.

a) Academic and Professional Satisfaction

In this project, we intended to understand better the relation between the academic path and the career of Inuit who had postsecondary experience. The data shows that in Nunavut, there is a strong relation between academic satisfactions and job satisfaction.

- As seen in section 3.2 e), a vast majority of respondent are satisfied by their academic experience (90%);
- As seen in section 3.3 e), a majority of respondent are satisfied by their job (79%);

- There is a very strong correlation between Academic satisfaction and job satisfaction.

b) Living in Home Community and Wage and Employment

Generally, people with higher education tend to move to bigger centres where they have access to more job opportunities. However, in our sample, sixty-five percent (65%) of the respondents are currently living in the community where they were born.

This can be explained by the following correlations that show that:

- Respondents living in their home community are more likely to earn a higher income;
- Respondents living in their home community are more likely to be employed. Indeed, 84% of them have a job, against 47% of respondents who are not living in their home community. They are also less likely to look for work; 1.6% of them are, against 17% of respondents who are not living in their home community.

These correlations can in turn be explained by the network effect, where respondents coming back to their community have stronger networks than newcomers. The shortage of qualified people in Nunavut, especially in smaller communities, is also certainly contributing to this trend.

c) Family Education and Educational and Professional Success: Family Matters

Family is an important factor in education and professional success. As seen in section 3.2 a), this is also the case in Nunavut where the education levels of parents and siblings have a significant impact on respondents' education success. This is also reflected in their income.

This is confirmed by the following correlations that show:

- Respondents whose parents have a higher level of education are more likely to attain a higher level of education themselves than Nunavut Inuit;
- Respondents whose siblings have a higher level of education are more likely to attain a higher level of education themselves than Nunavut Inuit;
- Respondents whose parents have a higher level of education are more likely to have a higher income than Nunavut Inuit.

d) Going Back to School / Need for More Training

A vast majority (89%) of respondent are interested in taking more classes; it clearly shows that there is a need to provide better access to education. There is a strong correlation between wanting to go back to school and Gender and Income.

- People who have lower income are more likely to want to go back to school;
- Women are more likely to want to go back to school.

e) Region and Funding

The main source of funding for postsecondary education in Nunavut is FANS, a Federal funds administered by the Government of Nunavut which subsidizes Nunavummiut students who desire to pursue postsecondary education inside or outside of Nunavut. Inuit organizations also provided some funding. However, it varies from one region to the other. For example, respondents from the Kivalliq are more likely to receive funding from their regional Inuit organization, while very few Inuit from the Kitikmeot have access to such funding from their own organization and therefore rely more heavily on FANS. Inuit from outside of Nunavut are less likely to receive

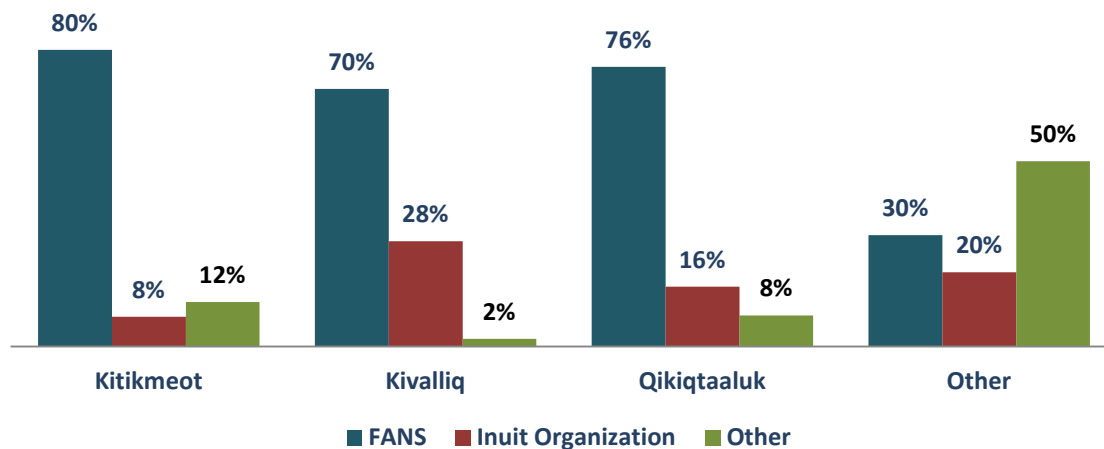
funds from FANS or their regional organization and therefore have to rely on other sources of funding.

The data analysis shows that 62% of respondents received funding, 72% received FANS support and 20% received funding from Inuit organisations. When asked if the funds they received were sufficient to cover the costs of their postsecondary education, twenty-three (23%) of respondents said it was not sufficient, forty-five (45%) said it was barely sufficient, and only one third (32%) mentioned it was sufficient. This data is barely surprising since FANS is not expected to cover all the expenses linked to postsecondary education (Government of Nunavut 2010).

Language and Region are the two variables that have the most impact on funding.

- Respondent speaking Inuktitut at home are more likely to receive funding from Inuit organisations;
- Respondent from Kivalliq are more likely to receive funding from Inuit organisations;
- Respondent from Kitikmeot are more likely to receive FANS funds;
- Respondent living outside Nunavut are less likely to receive FANS funds.

Figure 4.11 – Source of Funding by Region



The regional difference can be explained by the fact that the Kivalliq Inuit Organisation allows to cumulate their funding with FANS, which is not the case in the other Inuit regions.

Key Findings – Other Correlations

Language and Educational and Professional Success

- There seems to be systemic discrimination against respondents who are only fluent in an Inuit language or speak only an Inuit language at home:
 - They are less successful at the academic level than respondents who speak only English or both English and an Inuit language at home;
 - They have more difficulties finding jobs;
 - Their lower education level make them feel under qualified and they feel like they need more training
- People who speak an Inuit language at home are more likely to have lower academic achievement, to feel not qualified for their job, to be unemployed and to have a lower

income. However, data also indicates that a minority of Inuit language speakers are very successful.

Gender and Educational and Professional Success

- The data suggests that gender has impacts on academic and professional success among Nunavut Inuit with postsecondary experience. For example, women are more likely than men:
 - To be successful at the academic level,
 - To have higher school attainment, and
 - To be satisfied by their academic experience.
- Women are also more likely:
 - To be employed full time, and
 - To be satisfied by their job.
- Yet, women are also more likely:
 - To have a lower work position, before and after postsecondary education, and
 - To earn a lower income.

Academic and Professional Satisfaction

- There is a strong correlation between academic satisfaction and job satisfaction. Respondents who are satisfied academically are also satisfied by their jobs.

Living in Home Community and Wage and Employment

- Respondents living in their home community are more likely to earn an higher income;
- Respondents living in their home community are more likely to be employed.
- Inuit with postsecondary education are likely to live, to work, or to want to go back in their community.

Family Education and Educational and Professional Success: Family Matters

- Respondents whose parents have a higher level of education are more likely to attain a higher level of education themselves than Nunavut Inuit;
- Respondents whose siblings have a higher level of education are more likely to attain a higher level of education themselves than Nunavut Inuit;
- Respondents whose parents have a higher level of education are more likely to have a higher income than Nunavut Inuit.

Region and Funding

- Most respondent consider that funding is not adequate, but the data indicates also strong regional disparities:
 - Respondent from Kivalliq are more likely to receive funding from Inuit organisations;
 - Respondent from Kitikmeot are more likely to receive FANS funds;
 - Respondent living outside Nunavut are less likely to receive FANS funds.

5. CONCLUSION

This research presents a statistical profile of the Nunavut Inuit who have postsecondary experience. As mentioned in the introduction, this research comes in complement to another project that sought to grasp and understand the experience of Inuit postsecondary students (Rodon et al. 2014; Rodon et al. Submitted). This conclusion highlights the most important findings from the descriptive and bivariate analysis.

The Inuit with postsecondary education are very likely to go back to their home community, 65% of the respondents are living in their home community, showing that contrary to patterns seen with Canadian students, educated Inuit are contributing to their communities. Amongst the one living outside their community, a vast majority (67%) wish they could work in their home community.

Amongst students who didn't complete their program, the main reasons are in order: lack of motivation, financial reasons, family responsibility and homesickness.

A vast majority of the Inuit with postsecondary education are willing to go back to school if they could; therefore access to postsecondary education is a key issue. In terms of programs, business and public administration was by far the favoured choice, followed by education, and social sciences.

Finally, Inuit with postsecondary education are in a strong majority satisfied by their educational experience and by their job, thus clearly contributing to their well-being.

Compared to the Inuit of Nunavut, the Inuit with postsecondary education are

- More likely to be employed and to have a better job status;
- More likely to have a higher income;
- Less likely to speak an Inuit language.

This means, that education in Nunavut, like elsewhere, improves individual outcomes; it also shows that English speakers have more facility in getting a postsecondary education.

Finally, the statistical analysis allowed us to uncover the following statistically significant relations:

- There is a strong correlation between academic satisfaction and job satisfaction. Respondents who are satisfied academically are also satisfied by their jobs.
- **Women are more likely to be successful at the academic level, are more likely to want to further their education and are more likely to be full time employed, however men tend to have better job** (position and income).
- **Family matters:** you are more likely to attain a higher level of education if your parent has a higher level of education; you are more likely to attain a higher level of education if your brother/sister has a higher level of education and you are more likely to have a higher income if your parents have a higher education.

- **People who speak Inuktitut at home are more likely to have lower academic achievement, to feel not qualified for their job, to be unemployed.** However, looking closely at the data indicates that a **minority of Inuktitut speakers are very successful.**
- Most respondent consider that funding is not adequate, but the data indicates also **strong regional disparities.** People in Kivalliq are more likely to receive funding from Inuit organisation and less likely from FANS. The relation is reversed in Kitikmeot where you are more likely to receive funds from FANS and less from Inuit organisations. Respondent outside Nunavut have a very low access to FANS.

This study has thus clearly shown the individual and collective value of postsecondary education for Nunavut, most respondents are satisfied by their postsecondary educational experience, but more importantly, postsecondary education has greatly improved their income and job outcomes. Finally, postsecondary education clearly contributes to capacity building since half of the respondents work in their community, and a majority of the respondents who are not in their community want to work here. There is therefore a strong link between postsecondary education and community building.

However, some issues need to be addressed by policy-makers: the most notable being the gender inequality in term in job status, the systemic discrimination against Inuktitut speakers in the educational system and the need to provide more access to postsecondary education, since a vast majority of respondent wish to go back to school. Funding should also be looked at, since it is the second factor explaining the non-completion of a postsecondary program. The differing funding criteria amongst region also create an inequity in term of funding.

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