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A Report on Education in the NWT

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NWT
LEGISLATIVE ASSEMBLY
APR 27 1999
Yellowknife, N.W.T.



NWT Education, Culture and Employment

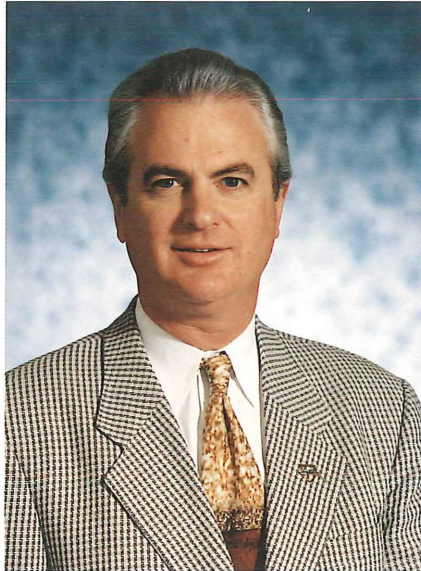
February, 1999

A Message from the Minister

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Education is one key element in forming two strong, vibrant new territories. Education, Culture and Employment programs play an important role in preparing our children and youth for the future of the North.

The Department is committed to assessing the effectiveness of our programs in order to improve them. This document, the second of its kind, is indicative of the success of our programs in both the Nunavut Territory and the new Northwest Territories. The 1994/95 indicators report *Towards Excellence: A Report on Education in the NWT*, was the first document of its kind and has provided baseline data against which to measure change. This report of 1996/97

indicators is a bridging document, as we are fast approaching the creation of two new territories. The indicators in these two documents will be continually updated and will be published every two years. Beginning in 1999, two reports of indicators will be published, one for Nunavut and one for the Northwest Territories.

Our Department will continue to publish information that parents, educators and Department staff can use to see what programs are successful and where improvements are needed. The Department will continue to ensure that the programs provided to our children will help prepare them for the future.

Hon. Charles Dent
Minister, Education, Culture
and Employment

Department Mission Statement

The mission of the Department is to invest in and provide for the development of the people of the Northwest Territories, enabling them to reach their full potential, to lead fulfilled lives and to contribute to a strong and prosperous society.

Department Strategic Objectives

1. To improve support to communities to achieve their culture, heritage and language goals. *People told us communities should set priorities for culture, heritage and language activities. Our overall approach will be to ensure that they have the flexibility to do so.*
2. To provide people in all communities with access to public information networks. *Our overall approach will be to work with other government departments and the private sector to establish information networks and use them to support personal development, learning and innovative approaches to program delivery.*
3. To build a comprehensive early childhood learning system. *Our overall approach will be to integrate childcare and early childhood education to create a comprehensive early childhood learning system.*
4. To improve student achievement. *People told us they want the NWT school system to be the best it can be and they want to be sure students leave school with the skills they need for the future. Overall, we will focus on those areas that will significantly improve student achievement.*
5. To improve access for adults to learning and work. *People told us that, given the current education levels, basic skills programs for adults are essential, but they must be effective. Overall, our approach is to improve existing programs and make them an integral part of lifelong learning.*
6. To develop a flexible, comprehensive NWT system of post-secondary learning. *People told us we need to offer a comprehensive range of high quality post-secondary programs in the north. Our overall approach will be to continue to build a northern post-secondary system of learning.*
7. To ensure a lasting impact from learning and human resource development. *Our overall response will be to address the needs of individuals, employers and communities in ways that ensure the development of a skilled northern workforce.*

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Introduction

About Indicators

This second edition of *Towards Excellence: A Report on Education in the NWT* provides a profile of education from Kindergarten to Grade 12 for the school year 1996/97. The information presented in this document is not intended as a complete statistical report on education. Rather, it provides both education staff and the public with a comprehensive and coordinated means of assessing progress and effectiveness in the school system.

System-wide planning continues to be a priority in the Northwest Territories. In September 1994, the Department of Education, Culture and Employment (hereafter referred to as the Department) published its strategic planning document, *People: Our Focus for the Future - A Strategy to 2010*. A number of changes proposed in that document were already being implemented in the system in 1996/97 and are expected, over time, to have a significant impact on educational outcomes.

In February 1998, the Department published its first indicators report, which provided data on the school system up to 1994/95. The baseline document introduced a set of 30 indicators which

reflected a territorial priority for providing access in all communities to quality programs, courses and supports from Kindergarten through Grade 12. The set of indicators presented in this second edition is similar, and can be compared to those in the baseline report in order to track changes and trends in the system. A few new indicators have been added to reflect a shift in priorities from providing access to measuring achievement. Over time, the existing set of indicators will be further refined to reflect the availability of data.

Future editions, beginning in 1998/99 and every two years thereafter, will be published as separate reports on the school systems in the two new territories. Decisions on the content and publication dates of subsequent reports on education indicators will be made by the Department of Education, Government of Nunavut and by the Department of Education, Culture and Employment, Government of the Northwest Territories.

Department staff, drawing on regional, territorial and national data, provided information on specific indicators. Divisions and programs such as Board and Corporate Services, Colleges

and Continuing Education, Early Childhood Programs, Student Support, Curriculum, Financial and Management Services, Human Resource Development, Information Networks, the Language Bureau, Student Financial Assistance and Teacher Certification all contributed to this report. Education partners including the Colleges, and in particular Teacher Education Programs, as well as Divisional Education Councils and Yellowknife District Education Authorities, provided data and helped interpret trends. It is hoped that the information provided will improve accountability and guide further policy development and planning.

How the Indicators are Organized

The indicators are organized into five sections. Each section describes a part of the territorial school system; the context, inputs, process, output and outcomes of education. These provide a comprehensive description of the system itself and facilitate understanding of the relationships among various indicators.

- Context indicators describe the economic and social forces that affect the education system, but are beyond the direct influence of the system, e.g. population growth.

- Input indicators describe what resources, such as funding, go in to the system.
- Process indicators describe the activities resulting from the use and management of those resources, e.g. what goes on in schools. Participation in senior secondary schooling is an example of a process indicator.
- Output indicators describe students' development while they are still in school, such as student performance in mathematics.
- Outcome indicators describe the indirect impact that education has on students' lives after they leave school, often in combination with other factors, e.g. earnings by educational level.

In general:

- Input and process indicators provide information about accessibility, equity, quality, relevance and accountability.
- Output and outcome indicators provide information about intellectual development, social and human development and career development.

The following indicator set contains a large number of input, process and output indicators, reflecting our priority for providing programs and services to communities.

How Each Indicator is Presented

The indicators have been presented in as neutral and objective a manner as possible. This booklet is intended as a resource for those who wish to examine and report on aspects of the NWT school system. Presentation of data by Nunavut and Western NWT is done to facilitate planning for the two new territories.

In almost all cases each indicator contains a table and a graph illustrating the data. A brief commentary explains the importance of the indicator and provides any additional information the reader may need to understand and interpret the data.

Each indicator also shows how it relates to the Department's Strategic Objectives, and refers the reader to other indicators that contain related information.

Who We Are – *Language and Cultural Groups*

The Northwest Territories is the only province or territory in Canada where most residents (62%) are aboriginal. About 38% of NWT residents are Inuit, 17% are Dene and 6% are Métis. The remaining 38% are non-aboriginal.

The population of Nunavut is 83% Inuit. Most Inuit (90%) in Nunavut speak Inuktitut or Inuinnaqtun. Inuvialuktun is spoken by Inuit in the Beaufort-Delta region of the NWT. The Inuit language family extends into much of the Circumpolar World, including Northern Quebec, Labrador, Alaska, Greenland and the Siberian Peninsula.

There are ten major dialects of Inuit languages spoken in the NWT. Within each dialect are several sub-dialects. Some dialects are similar to one another, with only slight variations in pronunciation and vocabulary. Others are so different that Inuit from different areas may have difficulty understanding one another.

In the Western NWT the population is close to being equally distributed between aboriginal (48%) and non-aboriginal people (52%). Most of those living in smaller communities are aboriginal, while the majority of non-aboriginals live in larger communities. Current trends

indicate that as a result of high birth rates, aboriginal people may soon be in the majority in the Western NWT. However, resource development could add significant numbers of non-aboriginals which would alter the west's make-up.

Of the 14,500 Dene and Métis living in the Mackenzie Valley, some 5,100 (35%) speak an aboriginal language. Most speak one of five Dene languages; Chipewyan, Dogrib, Gwich'in, North Slavey and South Slavey. The Dene language family extends into Alberta, Saskatchewan, British Columbia, Alaska and the southwestern United States.

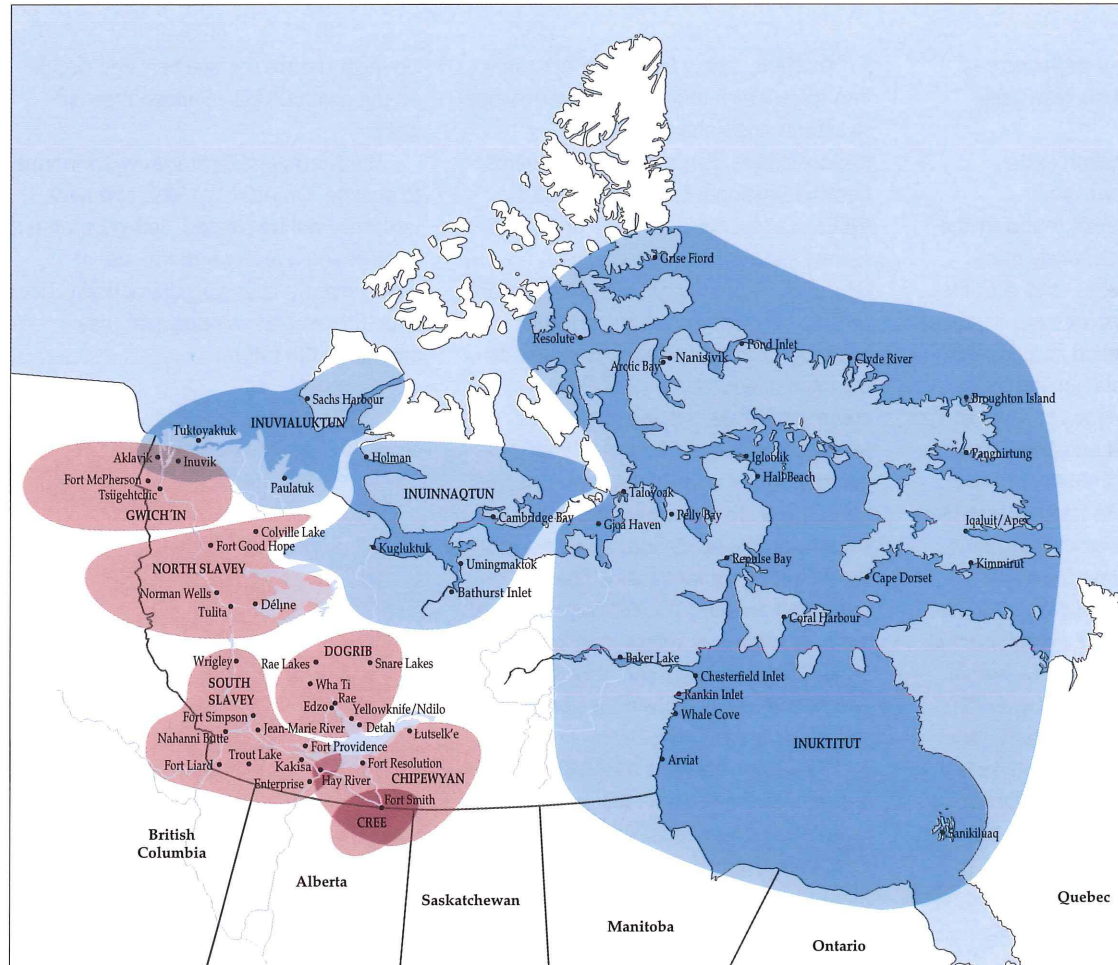
A small number of people in the Western NWT speak Cree, which belongs to the Algonquian language family. Cree is closely related to Ojibway, Salteaux and Montagnais.

The language legislation in the NWT recognizes 11 official languages: nine aboriginal languages; Chipewyan, Cree, Dogrib, Gwich'in, Inuinnaqtun, Inuktitut, Inuvialuktun, North Slavey, South Slavey, as well as English and French.

A people's culture, heritage and language are the basis for learning and identity. Education programs and services, therefore, must be culturally appropriate.

Meeting the needs of the diverse population of the NWT presents a great challenge.

The Languages and Cultures of the Aboriginal People of NWT



Official Languages of the NWT:

- Chipewyan
- Cree
- Dogrib
- English
- French
- Gwich'in
- Inuinnaqtun
- Inuktitut
- Inuvialuktun
- North Slavey
- South Slavey

How We Are Organized – *Education Governance*

Historical Development of District Education Authorities and Divisional Education Councils

Traditionally, education in the Northwest Territories was the responsibility of the family, but over the years control has shifted away from parents. First missionaries, and later the federal and territorial governments, made decisions about schooling and advised parents of the particular jurisdiction's goals and objectives. Now, because of the creation of Divisional Education Councils, parents and other community members serve as elected representatives, formulate policies and make decisions that guide and direct schools across the NWT.

The Government of the Northwest Territories amended the Education Act in 1983 to permit formation of Divisional Boards of Education. The first was the Baffin Divisional Board created in April 1985. Two boards of education have been operating in Yellowknife for over 40 years. From 1985 through 1991, a system comprised of ten school boards throughout the Northwest Territories, with a majority of aboriginal members, replaced a centralized system of governance.

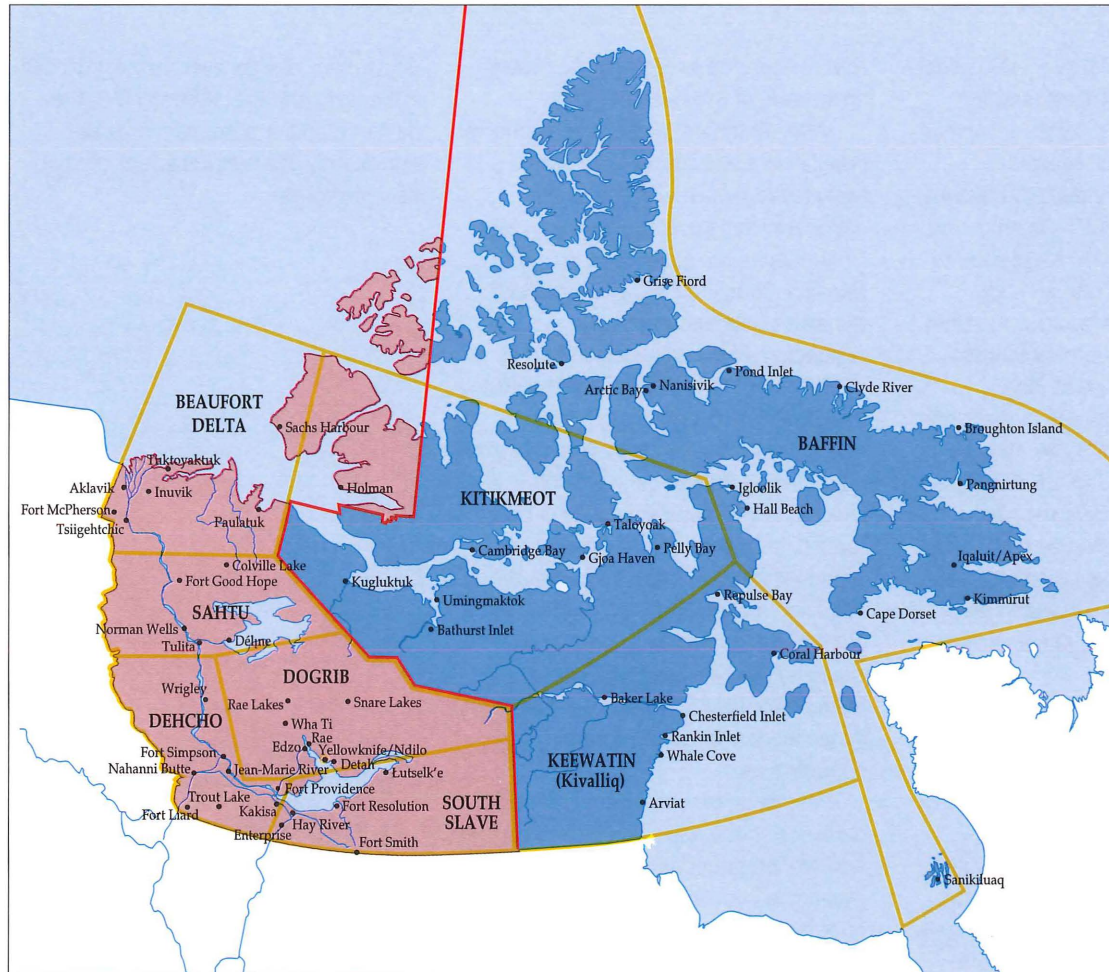
In 1996, a new Education Act came into force which renamed the governance structures and enhanced their responsibilities. Former divisional boards became Divisional Education Councils (DECs). Each Council is made up of one representative from each District Education Authority (DEA) in an education division, e.g. Baffin, Sahtu. A District Education Authority (formerly known as community education council) is comprised of elected representatives responsible for the school(s) in their community. Divisional Education Councils are responsible for coordinating and supporting the education programs and services in all communities in their education division. The Yellowknife boards are now known as Yellowknife District Education Authorities and have retained and been given responsibilities beyond those granted to other DEAs.

The Government of the NWT still determines the curricula that guide teaching in the schools. Divisional Education Councils are responsible for almost everything else, from establishing policies to preparing budgets. Teachers in the divisions are still government employees, but the Divisional Education

Councils choose the teachers and decide on the communities in which they will work.

The Northwest Territories will continue to change. On April 1, 1999, two new territories will be created. Self-government is becoming a reality and the role of government is changing dramatically. New structures to govern education may emerge in the future.

District Education Authorities and Divisional Education Councils



Education Jurisdictions in Nunavut:

- Baffin Divisional Education Council
- Keewatin (Kivalliq) Divisional Education Council
- Kitikmeot Divisional Education Council

Education Jurisdictions in the Western NWT:

- Beaufort-Delta Divisional Education Council
- Dehcho Divisional Education Council
- Dogrib Divisional Education Council
- Sahtu Divisional Education Council
- South Slave Divisional Education Council
- Yellowknife District #1 Education Authority
- Yellowknife Public Denominational District Education Authority

Population – *Actual and Projected Growth*

Population projections differ significantly for Nunavut and the Western NWT.

In 1996, approximately 67,600 people lived in the Northwest Territories, as compared to 54,700 in 1986, an increase of 24% over ten years. Population growth has been more rapid in Nunavut than in the Western NWT. Over the next ten years, the population is expected to increase at an annual rate of 1.5%.

The population of Nunavut for 1996 was 25,600, compared to 19,300 ten years earlier, an increase of 32%. Population growth was due primarily to an annual birth rate of 3.2%, twice the national average, among the aboriginal population. Over the next decade, population growth in Nunavut is expected to reflect decreasing birth rates. By 2006, Nunavut is expected to reach a population of about 32,300, an increase of 26% over ten years.

In the Western NWT, the population for 1996 was about 41,900, compared to 35,400 in 1986, an increase of 18% over ten years. Population change in the west has been driven by high birth rates among the aboriginal population, and tempered by inter-provincial migration among the non-aboriginal population. By 2006, the population in the Western

NWT is expected to reach about 45,400, an increase of 8% over ten years.

While birth rates among the aboriginal population are declining, they are expected to remain well above the national average over the next ten years. Growth rates will continue to be high in Nunavut. Sometime in the next decade, Nunavut could pass the Yukon in population. Population change in the Western NWT is less certain for the next few years. The overall aging of the population, combined with declining birth rates among aboriginals, will result in a lowered rate of natural increase. At the same time the significant influence of economic change on inter-provincial migration makes prediction of this component problematic. For example, changing gold prices will affect the feasibility of gold production, which could either increase or decrease employment opportunities.

Population growth puts continual demands on the education system for facilities, programs and services. An expanding population also means job opportunities in the fields of health care, transportation and the trades. As

populations change over the next decade in Nunavut and the Western NWT, the demands and opportunities may be significantly different in each of the two new territories.

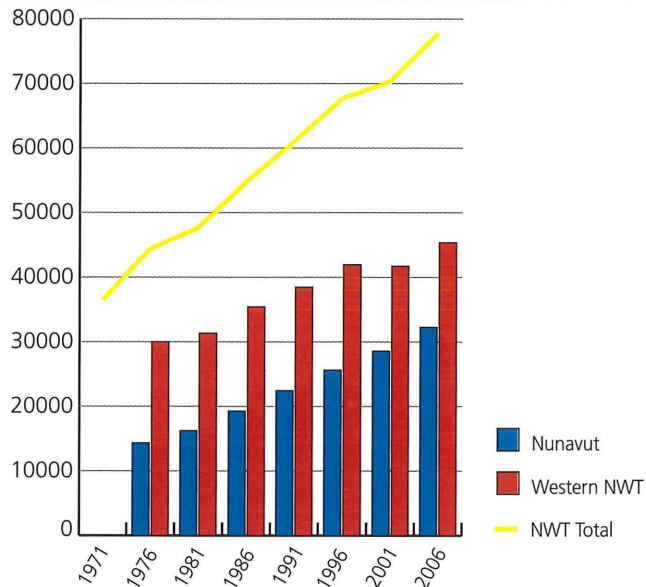
Related Indicators:

- 2. Population: Distribution by Ethnicity and Age Groups
- 6. Student Enrolment: Actual and Projected
- 15. Expenditures on Education: Per Student

Related Objectives:

- 3. To build a comprehensive early childhood learning system
- 4. To improve student achievement

Actual and Projected Growth



Source:

Statistics Canada Demography Division
NWT Bureau of Statistics

Note:

Nunavut and Western NWT population estimates:

1971/1991:

July 1, using population shares as measured by census counts

1996:

July 1, estimated by adjusting for census undercoverage in each region

Nunavut and Western NWT population projections:

2001/2006:

Estimated from the Bureau of Statistics population projection model. These estimates are preliminary and could change with release of final model in January of 1999.

Actual and Projected Growth

	1971	1976	1981	1986	1991	1996	2001	2006
Nunavut		14318	16231	19274	22453	25622	28579	32275
Western NWT		30004	31324	35422	38477	41948	41724	45372
NWT Total	36398	44322	47555	54696	60930	67570	70303	77647

CONTEXT

INPUT

PROCESS

OUTPUT

OUTCOMES

Population – *Distribution by Ethnicity and Age Groups*

High birth rates are reflected in population distribution.

The population of the NWT is very young compared to that of other regions in Canada. The 1991 census reported 55% of the aboriginal population and 39% of the non-aboriginal population as under the age of 25. In 1996, 57% of the aboriginal population was under 25, compared to 33% of the non-aboriginal population.

Nunavut has the youngest population in Canada, with 61% of the aboriginal population under the age of 25. This figure includes 16% who are pre-school age (from birth to four years), 26% are elementary and junior secondary school age (from five to 14), and 19% are senior or post-secondary school age (15 to 24). 39% of the aboriginal population is 25 years of age or older. Of these, 30% are between the ages of 25 and 49, and 9% are 50 years or over. Distribution of the non-aboriginal population is very different. 64% of non-aboriginal people in Nunavut are between the ages of 25 and 49, 26% are under 25, and 10% are 50 years or over.

In the Western NWT, 53% of the aboriginal population is under the age of 25. This figure includes 12% who are less than five years of age, and will enter the school system during the next five years.

Another 23%, from five to 14 years of age, are currently enrolled in the school system at the elementary or junior secondary level. The remaining 18% are between the ages of 15 and 24; the majority of these youth are enrolled in senior secondary schools or post-secondary education, but some have also made the transition to work. About 34% of the aboriginal population are between the ages of 25 and 49, and 11% are 50 years or over. Distribution of the non-aboriginal population is different. 54% are between the ages of 25 and 49, 35% are under 25, and 11% are 50 or over.

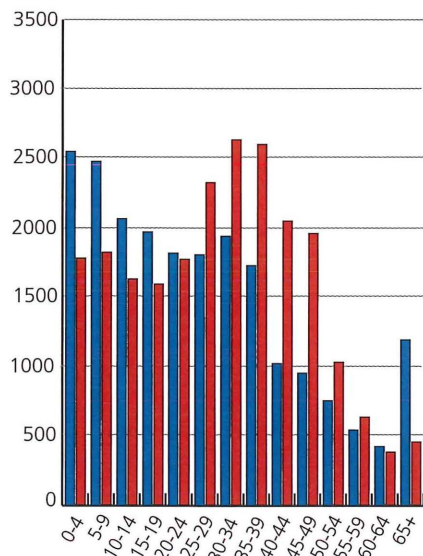
Previous high birth rates in the aboriginal population up to 1991 are reflected in the 1996 data as increased numbers of aboriginal children in the five to nine age category. Birth rates among the aboriginal population continued to be high in the period 1991 to 1996. The aboriginal population under age 25 increased by 9% between 1991 and 1996. The aboriginal school-aged population (ages five to 19) increased by 17% during this period. Parents tend to be younger than elsewhere in Canada. NWT women between the ages of 15 and 19 have three times as many children as women of a comparable age in Canada as a whole.

The distribution of the non-aboriginal population under 25 remained essentially the same as in 1991 except for a significant drop (19%) in the numbers of non-aboriginal 20 to 24 year olds. This contributed to an overall decrease of 4% in the number of non-aboriginals under 25. A decline in the number of young adults coming to the NWT to work and an increase in the number of young people leaving the NWT for post-secondary training and work may have contributed to this decrease. The non-aboriginal school-aged population (ages five to 19) showed a slight increase of 3% from 1991/1996.

High birth rates and increased pre-school and school-aged population will continue to be significant for education planning, particularly in Nunavut with its high percentage of aboriginals (92% of the population under 25).

The rapidly increasing young population places increased demands for programs and services such as early childhood care and education, schooling, post-secondary education and employment services. There are many challenges facing the school system, particularly in jurisdictions committed to culture-based bilingual education.

Distribution by Ethnicity and Age Group



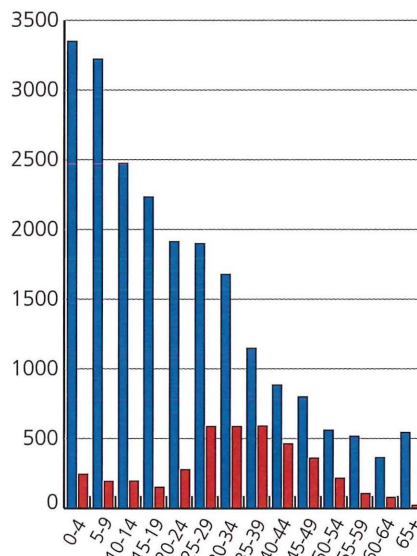
Western NWT

Population of Nunavut - July 1, 1996

	0-4	5-9	10-14	15-19	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65+
Aboriginal	3350	3222	2474	2233	1913	1899	1678	1148	884	799	560	517	363	544
Non-Abor.	242	191	193	149	275	585	585	588	460	357	213	104	76	20
Total	3592	3413	2667	2382	2188	2484	2263	1736	1344	1156	773	621	439	564

Population of Nunavut - July 1, 1996

	0-4	5-9	10-14	15-19	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65+
Aboriginal	2532	2497	2117	1906	1675	1667	1822	1413	1047	889	648	540	417	1024
Non-Abor.	1759	1561	1396	1343	1518	2325	2677	2636	2164	1857	1079	616	395	428
Total	4291	4058	3513	3249	3193	3992	4499	4049	3211	2746	1727	1156	812	1452



Nunavut

Related Indicators:

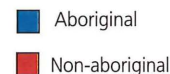
1. Population: Actual and Projected Growth
6. Student Enrolment: Actual and Projected
7. Student Enrolment: Distribution by Grade
20. Senior Secondary Schooling: Access in Home Community
21. Senior Secondary Schooling: Participation
23. Student Support: Child Care Programs

Related Objectives:

3. To build a comprehensive early childhood learning system
4. To improve student achievement

Source:

Census Canada, 1996, prepared by Bureau of Statistics, GNWT



Level of Education – Population 15 Years of Age and Over

Over half of the NWT population, 15 years of age and over, have attained a Grade 12 diploma or higher level of education.

In 1996/97 over half of the population of the NWT over 15 years of age had attained at least a Grade 12 diploma. A 1994 labour force survey indicated that 56% had completed secondary school, held a trade certificate or diploma, had some college or university training, or held a college diploma or university degree. In the Western NWT this proportion was 59% of the population 15 years old and older and in Nunavut, 43%. Over one-fifth of the youth and adult population of Nunavut and over one-quarter of the similar population in the Western NWT hold a certificate or diploma, having completed post-secondary training for trades, technical or professional occupations. University degrees are held by 11% of the population 15 years and older in the Western NWT and 6% in Nunavut.

Over one-quarter of the population 15 years and older in the NWT reported having less than Grade 9 education. This proportion was significantly higher (42%) in Nunavut than in the Western NWT (19%). This difference may reflect the high proportion of Inuit in Nunavut who had little or no opportunity to attend secondary school in their youth.

Approximately 20% of youth and adults reported Grade 9, 10 or 11 as their highest level of schooling. This group included those still in school pursuing further education. Other youth and young adults return to school or choose to gain their General Educational Development (GED) through Adult Basic Education (ABE). As secondary school becomes accessible to all students, especially those in smaller communities, the level of education attainment is expected to increase.

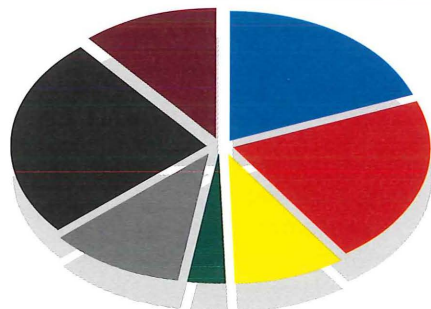
Related Indicators:

- 7. Student Enrolment: Distribution by Grade
- 20. Senior Secondary Schooling: Access in Home Community
- 21. Senior Secondary Schooling: Participation
- 30. School Completion: Progress through the School System
- 31. School Completion: Graduates and Graduation Rates
- 32. Post-secondary Education: Students Accessing Financial Assistance

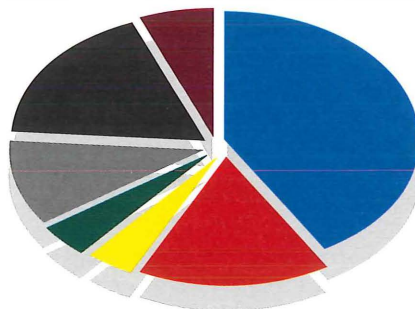
Related Objectives:

- 4. To improve student achievement
- 6. To develop a flexible, comprehensive system of post-secondary learning

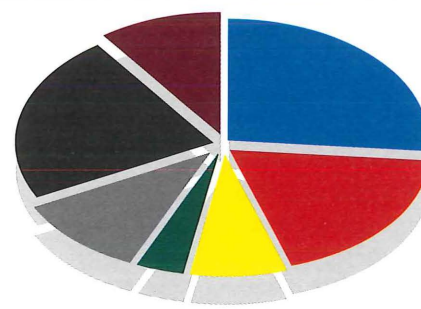
Levels of Education



Western NWT



Nunavut



NWT Total



Highest Level of Education Attained by Population 15 Years of Age and Over

	<Grade 9	Grade 9-11	Grade 12 Diploma	Trades Cert. or Diploma	Some Univ. or College	U or C Diploma	University Degree
Nunavut	42%	16%	4%	4%	11%	18%	6%
Western NWT	19%	21%	9%	3%	11%	25%	11%
NWT Total	27%	19%	8%	4%	11%	23%	10%

Source:

1994 Labour Force Survey, prepared by Bureau of Statistics, GNWT

Note:

Based on the population 15 years of age and over. Levels of education are self-reported.



Official Languages – *First Language and Home Language*

Language use varies among the official languages of the NWT.

A large proportion (43%) of the NWT population speaks an aboriginal language. In 1996, 39% of the NWT population reported that an aboriginal language was their first language. This was similar to the figure reported for 1991 (40%). A lower proportion, 29%, reported that an aboriginal language is the main language used at home. This was a decline from the 32% who reported an aboriginal language as their home language in 1991. The trend towards increased use of English in the homes of the NWT, rather than an aboriginal language or French, continues. In 1991, 67% of the population reported English as their home language; in 1996, this figure had risen to 70%. Only slightly over 50% of this group are non-aboriginal.

About 24,500 Inuit live in the NWT, of whom 20,000 (83%) said that Inuktitut, Inuinnaqtun or Inuvialuktun is their first language. About 18,000 (75%) indicate that they have the ability to speak one of these languages and 15,000 (62%) said that it is used as the main language in their home. Inuktitut is in the strongest position of the Inuit languages with a higher proportion (80%) of those

claiming it as their first language using it as their home language than is the case for Inuinnaqtun or Inuvialuktun. A high proportion of Inuit read and write their languages well.

Approximately 14,500 Dene and Métis people live in the NWT. About 6,700 (47%) said that their first language was an aboriginal language, 5,100 (35%) reported having knowledge of the language while 3,000 (21%) said that they used this aboriginal language as the main language in their home. Oral language usage varies among the Dene languages. Dogrib is in the strongest position with 68% of those claiming it as a first language reporting it as their home language. A majority of Slavey (North and South) speakers (56%) report using it as their home language. Language use at home, however, has declined since 1991 for Dogrib, Slavey and Chipewyan. In contrast, the percent of Gwich'in and Cree speakers who reported using their first language as their home language has risen slightly. Few people in the NWT can read or write a Dene language well.

Most non-aboriginal people report English as both their first and home language. About 2% claim French as their

first language but fewer than 1% report it as their home language. Fewer than 1% of non-aboriginal people speak an aboriginal language.

There are many factors involved in maintaining aboriginal languages as languages of the home. Language begins in the family and is influenced by the community and the school. Television and other technologies also have a great impact on language usage. Communities and the education authorities need to take many factors into account when developing effective language plans.

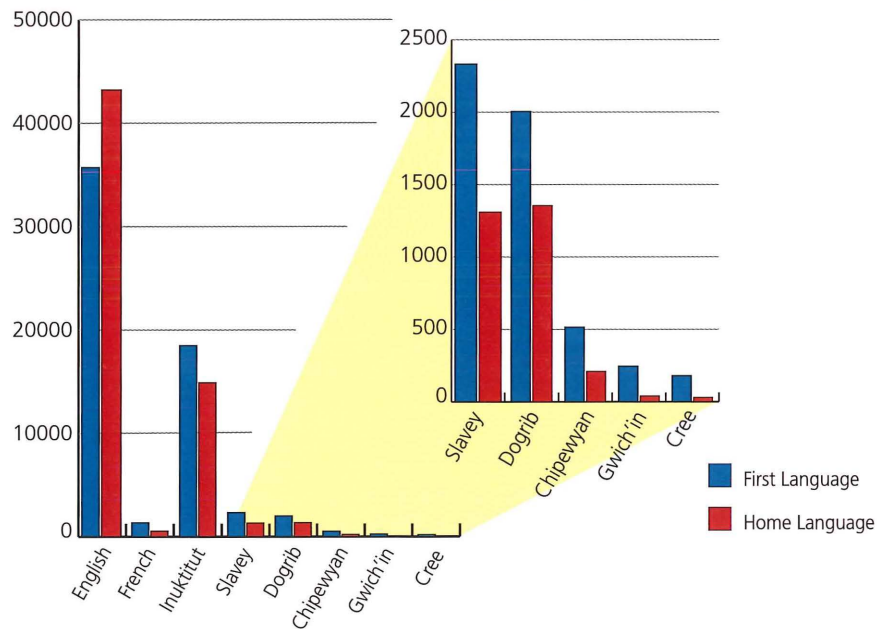
Related Indicators:

16. Expenditures on Education: Designated Funding
17. Aboriginal Language Programs: Access
18. French Language Programs: Participation

Related Objectives:

1. To improve support to communities to achieve their culture, heritage and language goals

Official Languages



Source:

Census Canada, 1996, prepared by Bureau of Statistics, GNWT

Note:

1. Census Canada defines mother tongue as the first language learned and still understood. In this report the term first language is used to mean mother tongue. Home language refers to the language most often used to communicate in the home.
2. Inuktitut includes Inuinnaqtun and Inuvialuktun. Slavey includes North Slavey and South Slavey.

Official Language Use

	English	French	Inuktitut	Slavey	Dogrib	Chipewyan	Gwich'in	Cree
Mother Tongue	35835	1355	18495	2340	2005	515	245	180
Home Language	43365	550	14900	1315	1355	210	40	30

Children in Families – Meeting Basic Needs

Family environment influences student learning.

In the baseline document *Towards Excellence: A Report on Education in the NWT* the indicator reported was the proportion of NWT children living in one-parent or two-parent families. It was reported that in 1991, 16% of NWT children lived in one-parent families while the majority (84%) lived in two-parent families. In 1996, these figures were 17% in one-parent and 83% in two-parent families. These are similar to the reports by students in a recent health survey where 19% of the students surveyed reported living with one parent only, in most cases, their mother.

Students' home environments can contribute significantly to their state of health and to their successful learning. In a recent survey of health behaviours, attitudes and knowledge, 5,900 NWT students were asked about their home environment in terms of basic needs. Over 90% of the students reported that they either 'always' or 'usually' had enough heat to keep the house warm, enough water for cooking and washing and enough food to eat. Approximately 90% of the students surveyed reported having a quiet place to sleep.

Over 25% of students surveyed, however, do not 'always' or 'usually' have a quiet place to read, do homework or study. These conditions may be more common where families are large or where many extended family members share a home. In Nunavut 37% of families have five or more persons, as do 19% of families in the Western NWT. There are many young children in a large proportion of students' homes. The youngest child is under five years of age in 53% of the families in Nunavut and 40% of the families in the Western NWT. Students and their families may require different kinds of support including child care for students with children of their own or programs within the school such as after school homework clubs, study halls or tutoring and mentoring programs.

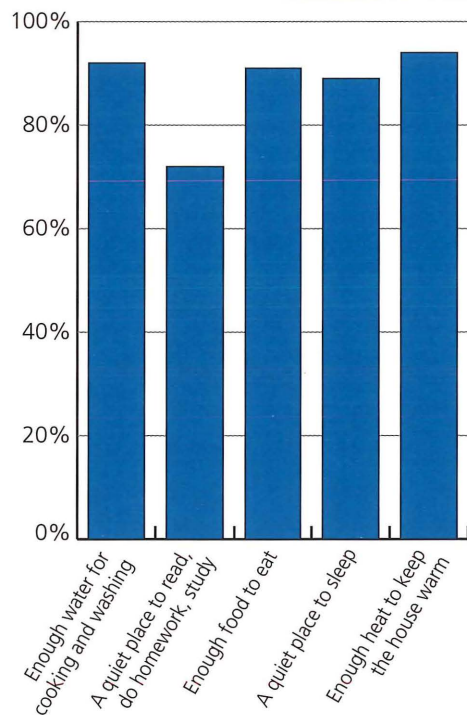
Related Indicators:

1. Population: Actual and Projected
2. Population: Distribution by Ethnicity and Age Groups
19. Student Support: Child Care Programs
20. Student Support: Programs and Services

Related Objectives:

3. To build a comprehensive early childhood learning system
4. To improve student achievement

Meeting Basic Needs



Students Who Said They Always or Usually Have...

Enough water for cooking and washing	92%
A quiet place/read, do homework, study	72%
Enough food to eat	91%
A quiet place to sleep	89%
Enough heat to keep the house warm	94%

Source:

Census Canada, 1996, prepared by Bureau of Statistics, GNWT
Health Behaviours, Attitudes and Knowledge of Young People in the Northwest Territories, Department of Education, Culture and Employment, GNWT, 1996

Student Enrolment – *Actual and Projected*

Student enrolment increased 17% between 1991/92 and 1996/97.

The number of students enrolled in Kindergarten through Grade 12 increased 17% over the past five years from 14,600 in 1991/92 to 17,200 in 1996/97. By the year 2000, the school enrolment is expected to reach 18,000, an increase of 50% in 20 years.

Prior to 1989, increases in school enrolment were primarily due to population growth. As the number of children born increased each year, so did the number of students enrolling in school a few years later. The higher birth rate in Nunavut was reflected in an enrolment increase of 8% in five years compared to 4% in the Western NWT.

Between 1989 and 1994, school enrolment increased 21% across the NWT. The increase was greater in Nunavut, 24% compared to 20% in the Western NWT. This change in the rate of growth paralleled grade extensions in communities. Students were remaining in school longer and some who had left school returned to further their education.

Actual enrolment in the NWT in 1996/97 was 17,200. This represented an overall growth rate of 5% in two years from 16,300 in 1994/95. Growth rates were quite different in the east and the west. In Nunavut the enrolment increased

by 9% in two years; in the Western NWT the increase was 3%. Nunavut enrolments continue to increase at over 4% per year, a pattern in place since the early 1990s. Enrolments in the Western NWT appear to have had peak growth during the period of grade extensions and in the last two years have returned to lower growth rates more reflective of the birth rate.

Enrolment in Nunavut schools is projected to reach 8,500 by the school year 2001/2002, an increase of 10% in five years. In the Western NWT, enrolments are projected to remain virtually the same or show a slight decline in the same period.

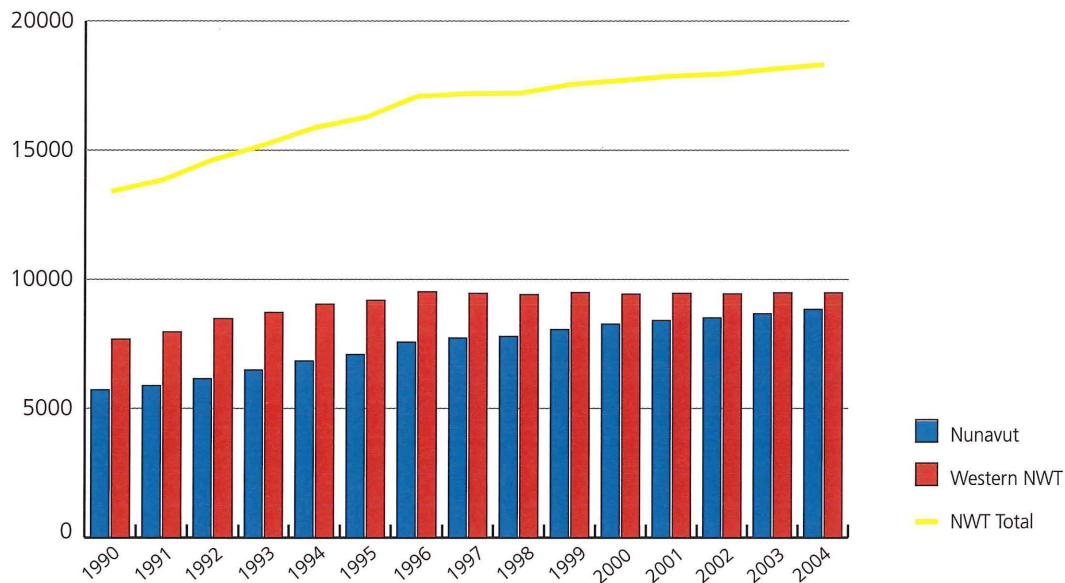
Related Indicators:

1. Population: Actual and Projected
7. Student Enrolment: Distribution by Grade
15. Expenditures on Education: Per Student
20. Senior Secondary Schooling: Access in Home Community
21. Senior Secondary Schooling: Participation

Related Objectives:

4. To improve student achievement

Student Enrolment



Total Number of Students Enrolled in NWT Schools by Year

	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
Nunavut	5720	5880	6150	6490	6840	7090	7570	7730	7790	8060	8270	8410	8510	8670	8840
Western NWT	7680	7960	8480	8720	9040	9190	9520	9460	9410	9490	9430	9460	9440	9480	9480
NWT Total	13400	13840	14630	15210	15880	16280	17090	17190	17200	17550	17700	17870	17950	18150	18320

Source:

Department of Education, Culture and Employment, GNWT

Note:

Enrolment figures up to 1997 are based on Full-time Equivalent (FTE) students. The numbers of Kindergarten students were doubled to estimate the actual number of students.

CONTEXT

INPUT

PROCESS

OUTPUT

OUTCOMES

Student Enrolment – *Distribution by Grade*

Highest increases in enrolment were in junior and senior secondary grades.

School enrolment continued to grow in the NWT between 1994/95 and 1996/97. The distribution across the grades showed additional changes toward a more even distribution than was the case in the earlier years. The placement with age peers policy is being implemented more widely so that most students spend one year at each grade level. Kindergarten enrolment remained at 9%. Enrolment in the primary (Grades 1 to 3) declined slightly from 29% to 28% while the proportion of students in junior high (Grades 7 to 9) rose from 18% to 19% and that in senior high (Grades 10 to 12) increased from 17% to 18%.

Enrolments peak in Grade 1 when schooling becomes mandatory. There are further peaks in the Nunavut enrolment at Grades 7 and 10 and in the Western NWT at Grade 10. There are more students staying in school longer and making the transitions from elementary to junior high and junior high to senior high. Age placement policies result in former non-attenders who return to school often being placed in Grade 7 or Grade 10. In addition, as grade extensions for senior secondary school continue into smaller

communities, a number of older students who had left school are returning to complete their education. The majority of students returning to school for senior secondary are initially placed in Grade 10.

Enrolment in Nunavut showed the biggest gains in the senior secondary grades where enrolment increased by 15% between 1994/95 and 1996/97. Kindergarten and Grade 1 enrolments both increased, whereas those in Grades 2 to 5 declined slightly. Enrolment in junior high was up by 11% in two years.

Senior secondary school enrolment in the Western NWT also increased substantially (12%) between 1994/95 and 1996/97. Enrolment in all the other grades remained the same or rose slightly. There was a 7% enrolment rise in the junior high grades.

The trend toward more students remaining in school longer and to older students accessing secondary school courses in their home community is expected to continue. In addition, students are receiving support through counselling, peer placement, program adaptations and modifications and Individual Education Plans in order to

meet requirements. Culture-based schooling and career and technology studies are geared to making schooling more relevant for students.

Related Indicators:

2. Population: Distribution by Ethnicity and Age Groups
3. Level of Education: Population 15 Years of Age and Over
20. Senior Secondary Schooling: Access in Home Community
21. Senior Secondary Schooling: Participation

Related Objectives:

4. To improve student achievement

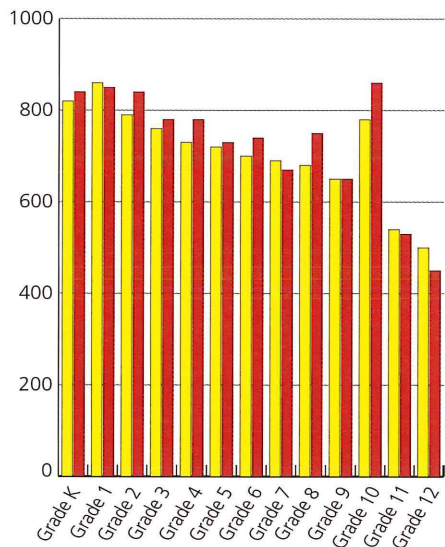
Source:

Department of Education, Culture and Employment, GNWT

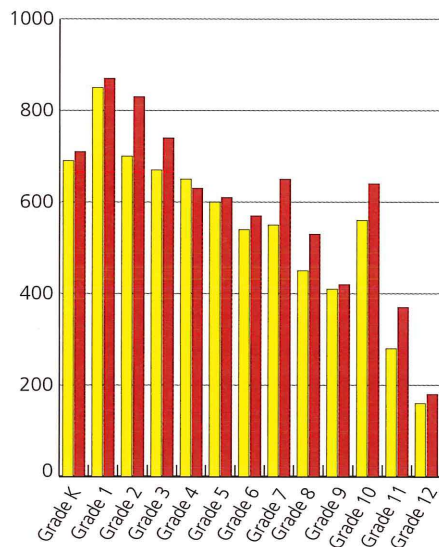
Note:

Enrolment figures are based on Full-time Equivalent (FTE) students, and rounded off to the nearest 10. The numbers of Kindergarten students are doubled to estimate the actual number of students.

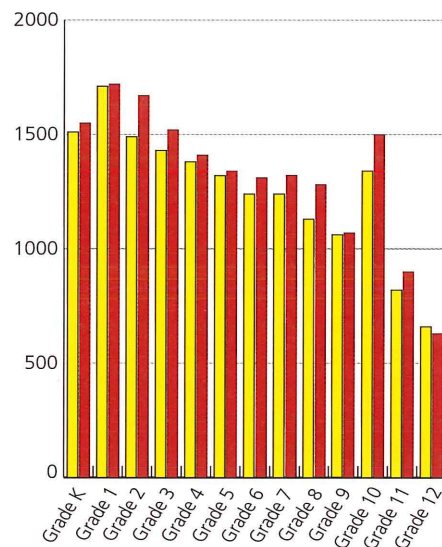
Student Enrolment by Grade



Western NWT



Nunavut



NWT Total

1994/1995 1996/1997

Student Enrolment by Grade, 1994/95

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Nunavut	690	850	700	670	650	600	540	550	450	410	560	280	160	7110
Western NWT	820	860	790	760	730	720	700	690	680	650	780	540	500	9220
NWT Total	1510	1710	1490	1430	1380	1320	1240	1240	1130	1060	1340	820	660	16330

Student Enrolment by Grade, 1996/97

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Nunavut	710	870	830	740	630	610	570	650	530	420	640	370	180	7750
Western NWT	840	850	840	780	780	730	740	670	750	650	860	530	450	9470
NWT Total	1550	1720	1670	1520	1410	1340	1310	1320	1280	1070	1500	900	630	17220

CONTEXT

INPUT

PROCESS

OUTPUT

OUTCOMES

8 Educators – Years of Experience

Half of the NWT educators have five or more years teaching experience.

In 1995/96, 50% of the teachers in the NWT had five or more years teaching experience. This was a slight increase from the 47% of teachers with five years or more experience in 1994/95. Graduates of the Northern Teacher Education Programs (NTEP) are staying in the education system and gaining more experience. In Nunavut there is also a trend for more experienced teachers to remain in the system longer and/or some teachers new to Nunavut to be more experienced, shifting the proportion of teachers with 15 or more years of experience up to 14% from 8% in 1994/95.

There were two Community-Based Teacher Education Programs (CTEP) with graduates in 1996, in addition to graduates of the campus-based programs in Iqaluit and Fort Smith. These graduates entered the school system with various years of experience depending on their age and previous work in the classroom, but most would likely claim less than five years experience. The continuation of grade extensions into communities during this period resulted in the hiring of teachers for the senior secondary grades. Many of these were younger teachers

hired from southern Canada with less than five years experience. Both of these factors contributed to the maintenance of a high proportion of teachers with less than five years experience.

In 1996/97, approximately one-quarter of teachers had from five to nine years of service (24% in both Nunavut and the Western NWT). Slightly over one-quarter of NWT teachers had taught for ten or more years (27% in Nunavut and 24% in the Western NWT). This group includes graduates of earlier NTEP programs, long-term northern teachers, and experienced teachers who have moved to the NWT.

Only 6% of NWT teachers had 20 or more years of service in 1996/97. In comparison to other regions of Canada, the NWT has few teachers who are reaching retirement age. The majority of teachers approaching retirement tend to be in the larger centres such as Yellowknife, Iqaluit, Hay River and Fort Smith.

It is expected that the trend to a more experienced teaching force will continue. Although new northern-trained teachers are entering the system each year,

previous TEP graduates and other northern teachers are remaining in the system longer and gaining more experience.

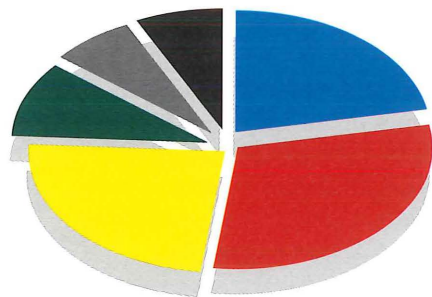
Related Indicators:

9. Educators: Qualifications
10. Educators: Aboriginals as Percent of Total Teaching Staff
11. Educators: Retention of TEP Graduates

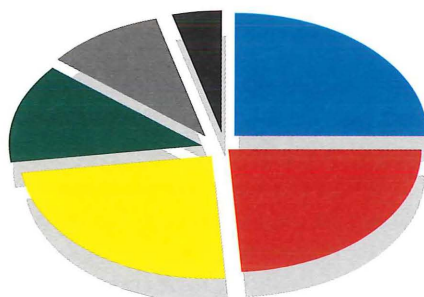
Related Objectives:

4. To improve student achievement
5. To improve access to adults for learning and work

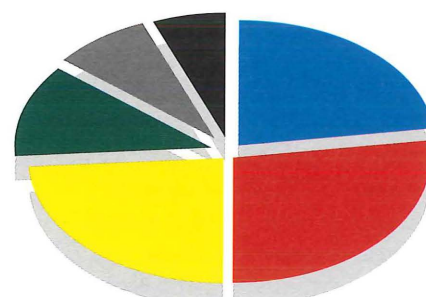
Years of Experience



Western NWT



Nunavut



NWT Total



Educators by Years of Experience, 1996/97

	<2	2-4	5-9	10-14	15-19	20+	Total
Nunavut	154 25%	143 24%	143 24%	82 13%	61 10%	27 4%	610
Western NWT	139 22%	192 30%	154 24%	66 10%	41 7%	46 7%	638
NWT Total	293 23%	335 27%	297 24%	148 12%	102 8%	73 6%	1248

Source:

Teacher Certification System, Department of Education, Culture and Employment, GNWT

Note:

1. Based on all actual teaching positions for 1996/97 not funded PYs
2. Teachers' experience prior to teaching in the NWT may be under reported

CONTEXT

INPUT

PROCESS

OUTPUT

OUTCOMES

Educators – *Qualifications*

The majority of teachers in the NWT have one or more university degrees.

The majority of educators in the NWT (71%) in 1996/97 have one or more university degrees. In addition to holding a Bachelor of Education Degree, a significant number of teachers hold degrees in specialties such as Mathematics, Science, Technology, Art, Music, Environmental Studies and Physical Education. Others may hold degrees in related professions. Eight percent (8%) of the teachers in the system in 1996/97 had a graduate degree.

There were significant changes in the distribution of teacher qualifications in the NWT, particularly in Nunavut. Between 1994/95 and 1996/97 there was a rise in the proportion of educators in the system holding a certificate or diploma (29% compared to 21%) and consequently a significant drop in the proportion holding one or more university degrees. In Nunavut in 1996/97, 52% of educators held a certificate or diploma compared to 38% in 1994/95. In the Western NWT the proportion of teachers in this category rose from 5% to 8%. Most certificate and diploma level teachers are qualified to teach an aboriginal language. In Nunavut schools many of these teachers teach the Aboriginal First Language Programs. In the

Western NWT, there is increasing emphasis being placed on Aboriginal Second Language Programs.

The certificate and diploma group includes Aboriginal Language Specialists, diploma graduates of Teacher Education Programs (TEP) and some long-term teachers who graduated from Teachers' Colleges outside of the NWT. About one-third of this group are Aboriginal Language Specialists, 80% of whom work in Nunavut. Both Nunavut and the Western NWT had about 40 diploma graduates from both campus-based and community-based TEP programs in 1995 and 1996. The majority of these graduates are likely to have been employed by the school system, replacing other teachers who may have been university graduates from other jurisdictions.

The NWT's two public colleges play a vital role in teacher education. The colleges continue to respond to regional and community priorities as well as individuals' career plans as they provide opportunities for northern-trained teachers. In 1994 the Nunavut teacher training program became a three year rather than two year diploma program.

Increasing numbers of TEP diploma graduates are continuing their training by working toward their Bachelor of Education Degree. In addition, many teachers continue their education by taking courses at universities.

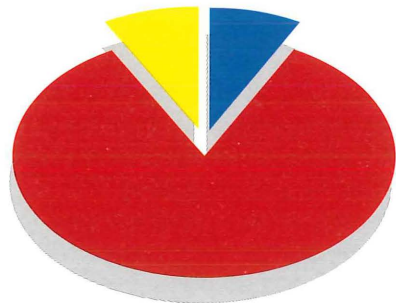
Related Indicators:

- 8. Educators: Qualifications
- 10. Educators: Aboriginals as Percent of Total Teaching Staff

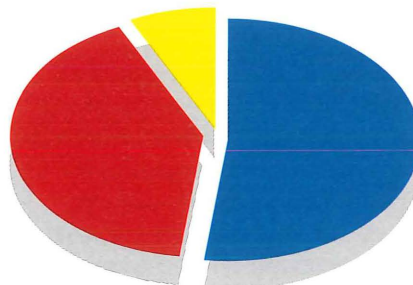
Related Objectives:

- 4. To improve student achievement
- 5. To improve access for adults to learning and work

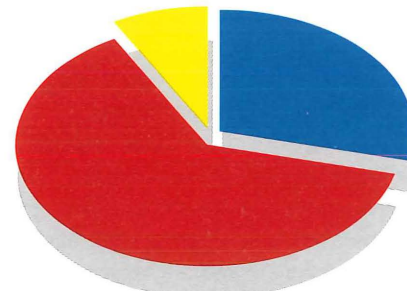
Qualifications



Western NWT



Nunavut



NWT Total

Educators by Qualifications, 1996/97

	Certificate or Diploma	University Degree	Graduate Degree	Total Teachers
Nunavut	316 52%	252 41%	42 7%	610 49%
Western NWT	49 8%	536 84%	53 8%	638 51%
NWT Total	365 29%	788 63%	95 8%	1248 100%

Source:

Teacher Certification System, Department of Education, Culture and Employment, GNWT

Note:

1. Based on actual teaching positions including Aboriginal Language Specialists, rather than on funded PYs
2. Certificate refers to Aboriginal Language Certificate issued by either one of the public colleges or the Department of Education, Culture and Employment

Educators – *Aboriginals as Percent of Total Teaching Staff*

Aboriginals form a quarter of the teaching staff in the NWT.

In 1996/97, there were approximately 300 aboriginal teachers in the NWT representing 24% of the 1,248 teachers working in schools. Of the aboriginal teachers working in the school system, 111 were certified Aboriginal Language Specialists and 189 held a Teacher Education Program Diploma or a Bachelor of Education Degree.

In Nunavut, 212 (35%) of the 610 teachers in schools in 1996/97 were aboriginal. Of this group, 42% were Aboriginal Language Specialists, 40% had a Teacher Education Program Diploma and 17% had a Bachelor of Education Degree. In contrast, in the Western NWT, 88 (14%) of the 638 teachers were aboriginal. Of this group, 25% were Aboriginal Language Specialists and 75% held either a Teacher Education Program Diploma or a Degree. The significantly greater proportion of aboriginal teachers in Nunavut compared to the Western NWT reflects the percentage of population proficient in an aboriginal language.

Comparison with the data for 1994/95 is difficult as it was based on the number of funded person years (PYs) in schools rather than the actual teaching

positions. It would appear, however, that the distribution of the teaching force in the Western NWT between aboriginal and non-aboriginal teachers has remained essentially the same. In Nunavut, the distribution appears changed, showing a higher proportion of non-aboriginal teachers, due mainly to a drop in the number of Aboriginal Language Specialists working in the schools. Two factors could have been operating to influence this. A number of Language Specialists were participating in further teacher training through Teacher Education Programs in Nunavut and the hiring of teachers for grade extensions in the communities resulted in increased numbers of non-aboriginal teachers.

The proportion of aboriginal teachers is expected to increase as more aboriginals enter both the campus and community-based Teacher Education Programs and as Aboriginal Language Specialists and TEP graduates continue their education and return to the school system with enhanced qualifications.

Goals for the proportion of aboriginal teachers in both Nunavut and the Western NWT are outlined in *Strategy for Teacher Education in the Northwest Territories*. In

Nunavut, the goal is tied to that of the Nunavut Agreement which calls for an 85% aboriginal representative work force. This will require an estimated 317 additional aboriginal teachers. In the Western NWT, a representative work force would be 47% aboriginal. This goal will require an additional 207 aboriginal teachers.

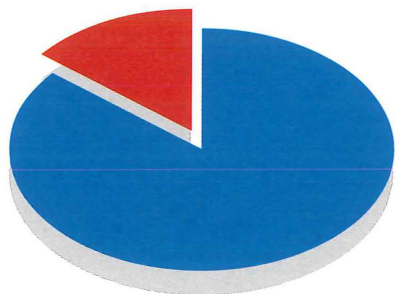
Related Indicators:

8. Educators: Years of Experience
9. Educators: Qualifications
11. Educators: Retention of TEP Graduates

Related Objectives:

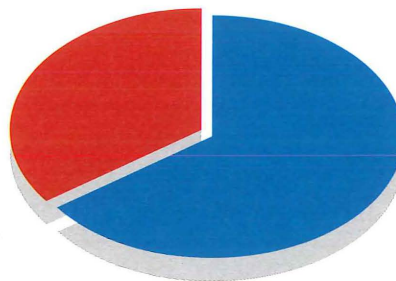
4. To improve student achievement
5. To improve access for adults to learning and work

Aboriginals as Percent of Total Teaching Staff

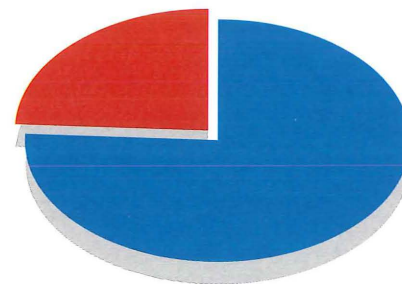


Western NWT

■ Non-Aboriginal Teachers
■ Aboriginal Teachers



Nunavut



NWT Total

Aboriginals as Percent of Total Teaching Staff, 1996/97

	Non-Aboriginal Teachers	Aboriginal Teachers	Total Teachers
Nunavut	398	212	610
	65%	35%	
West	550	88	638
	86%	14%	
NWT Total	948	300	1248
	76%	24%	

Source:

Teacher Certification System, and *Strategy for Teacher Education in the Northwest Territories 1998*, Department of Education, Culture and Employment, GNWT

Note:

1. Based on actual teaching positions in 1996/97
2. Data used in the *Strategy for Teacher Education in the Northwest Territories 1998*, placed the number of aboriginal teachers slightly higher at 310, representing 26% of a teaching force of 1,171

CONTEXT

INPUT

PROCESS

OUTPUT

OUTCOMES

11 Educators – Retention of TEP Graduates

Two-thirds of the TEP graduates are employed in education in the NWT.

The NWT Teacher Education Program, established in 1968, was the first in Canada designed to develop aboriginal educators. From 1969 to 1979, teachers trained in Fort Smith. A second campus was established in Frobisher Bay (Iqaluit) in 1979. In 1991, the first community-based program (CTEP) in the NWT was held in Rae-Edzo. This program served as a model for other community-based programs. In 1993, Keewatin teachers graduated from CTEP in Arviat, Baker Lake and Rankin Inlet. In 1995, students graduated from CTEP in the Kitikmeot and North Baffin and in 1996, from programs in Beaufort-Delta and Rae-Edzo.

A total of 363 teachers, over 90% of whom are aboriginal, graduated from TEP between 1968 and 1997. About 67% of TEP graduates are currently working in the NWT education system as a whole, 60% of whom are teaching in schools or working for boards. The other 7% are working in related fields, including 2% of graduates who are in senior federal or territorial government positions. The proportion of graduates retained in the education system in Nunavut is 77% compared to 55% in the Western NWT. A greater proportion of Nunavut graduates

are more recent than is the case in the Western NWT where the program has been established longer and more graduates may have changed careers.

Many graduates at some time in their career choose to further their education. During 1996/97, 6% of TEP graduates were full-time students in university, either pursuing education degrees or other degrees.

As of 1996/97, 27% of TEP graduates had left the education system. About 12% were in other types of employment, including 3% who were teaching in southern Canada. This proportion was higher (15%) in the Western NWT than in Nunavut (7%). Of the remaining 15%, 4% were deceased and 11% did not indicate any current employment.

The continuing influx of TEP graduates into the education system and the retention of these graduates in the system are expected to contribute to less mobility of teachers and therefore, to a more stable workforce.

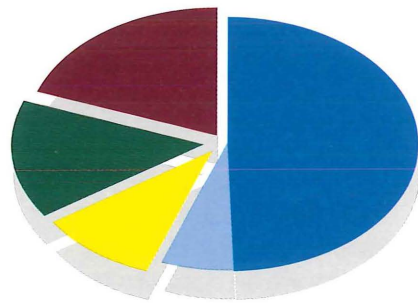
Related Indicators:

8. Educators: Years of Experience
9. Educators: Qualifications
10. Educators: Aboriginals as Percent of Total Teaching Staff

Related Objectives:

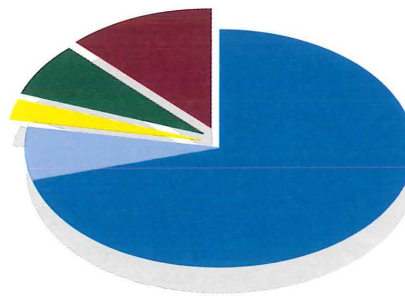
4. To improve student achievement
5. To improve access for adults to learning and work

Retention of TEP Graduates



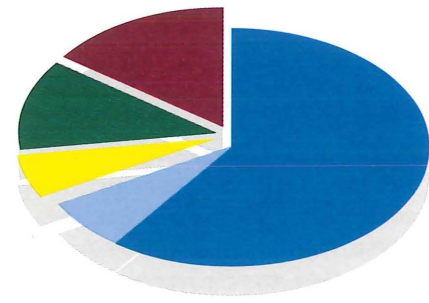
Western NWT

■ NWT Teachers & DEC Staff
 ■ Other Education-Related Professions



Nunavut

■ Full-time University Students
 ■ Other Employment
 ■ Other



NWT Total

Employment Status of TEP Graduates, January 1997

	Nunavut	Western NWT	NWT Total
NWT Teachers & DEC Staff	132 70%	86 49%	218 60%
Other Education-Related Professions	13 7%	12 6%	25 7%
Full-time University Students	6 3%	17 10%	23 6%
Other Employment	14 7%	27 15%	41 12%
Other	23 12%	33 19%	56 15%
Total TEP Graduates	188	175	363

Source:

Strategy for Teacher Education in the Northwest Territories 1988, Department of Education, Culture and Employment, GNWT

Note:

TEP refers to the NWT Teacher Education Programs



12 Educators – *Principal Certification*

Principals of all NWT schools now required to complete Principal Certification.

The NWT Principal Certification Program is a four-week course delivered in two phases. The program designed in 1986 and originally delivered through the Ontario Institute for Studies in Education (OISE) in Toronto, moved to Yellowknife in 1990. Since then the program has been delivered each summer in different locations in Nunavut and the Western NWT. The program attracts newly appointed principals, other school administrators, teachers, consultants and regional or territorial education staff.

Prior to 1996, only principals of schools with more than 100 students were required to take the certification. As of 1996, the new Education Act requires that all principals be certified or complete the training within two years of their appointment.

Between 1990 and 1997, 241 individuals participated in Phase 1 of the training and 205 in Phase 2.

By April 1995, 165 certificates had been issued, 70 to educators in Nunavut, and 95 to educators in the Western NWT. As of April 1997, this total had risen to 78 in Nunavut and 106 in the Western NWT.

In light of the 1996 Education Act requirement for all NWT principals to hold this certification, the status of principals of NWT schools in 1996/97 was examined. Of 86 principals only 30 (35%) had completed the Principal Certification Program and were certified. Another 31 (36%) were in the process of training but 25 (29%) had not started the program. In 1996/97 the proportion of principals who were certified was higher (40%) in Nunavut schools than in the Western NWT (30%) schools. This may be related to the presence of more small schools in the Western NWT where principals previously did not require certification.

As the 1996/97 school year was the first with the new policy in effect, the high proportion of practicing principals who had not begun the certification program may be related to a number of factors. One half of the principals were in schools with fewer than 100 students and were not previously required to be certified. A few principals nearing retirement were subject to a 'grandfather' clause excusing them from the program. Late hires during the school year and personal circumstances may have resulted

in permission for some principals to receive a year's extension to the requirement to complete training within two years of appointment.

It is anticipated that both the proportion of principals who hold certification and the proportion of new principals participating in the certification program will increase in future years. Some changes are expected in the Principal Certification Program as it continues to evolve and responds to needs related to the division of the Territories on April 1, 1999.

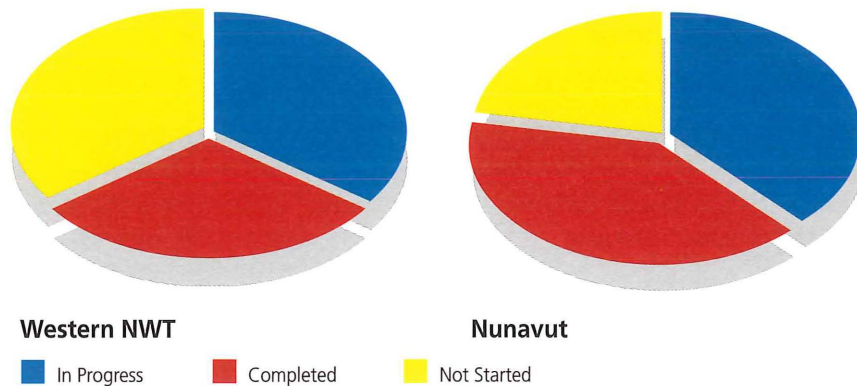
Related Indicators:

8. Educators: Years of Experience
9. Educators: Qualifications

Related Objectives:

4. To improve student achievement
5. To improve access for adults to learning and work

Status of Principals Employed in 1996/1997



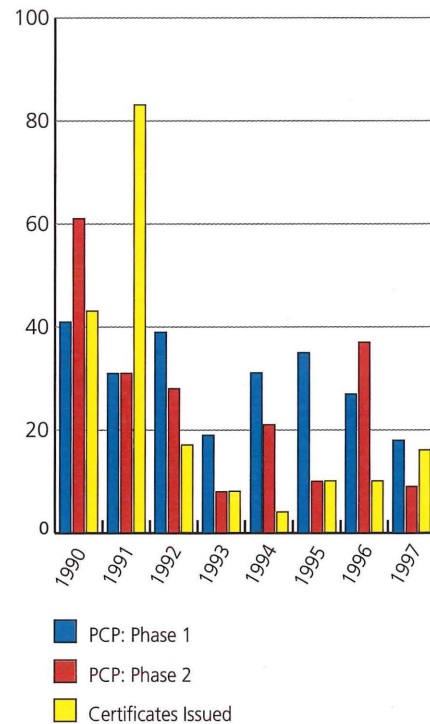
Participants in NWT Principal Certification Program

	1990	1991	1992	1993	1994	1995	1996	1997
PCP: Phase 1	41	31	39	19	31	35	27	18
PCP: Phase 2	61	31	28	8	21	10	37	9
Certificates Issued	43	83	17	8	4	10	10	16

Certification Status of NWT Principals, 1996/97

	Nunavut	Western NWT	NWT Total
In Progress	15	16	31
	38%	35%	36%
Completed	16	14	30
	40%	30%	35%
Not Started	9	16	25
	22%	35%	29%
Total	40	46	86

Participation in NWT Principal Certification Programs



Source:

Teacher Certification System, Department of Education, Culture and Employment, GNWT



13 Educators – School-Community Counsellors

Over 60% of the graduates of four School-Community Counsellor Training Programs are working as counsellors in NWT schools.

Four training programs were held for School-Community Counsellors from 1987 to 1995. The first three were offered through Aurora College in Fort Smith. Training in 1994/95 was offered at both the Inuvik campus of Aurora College and the Iqaluit campus of Nunavut Arctic College. The first two programs were 16 months long. Graduates were granted a School-Community Counsellor Certificate. The latter two were two-year programs and the graduates received a School-Community Counsellor Diploma. In all training programs, candidates were selected by their communities based on criteria of suitability for the position.

There were 54 graduates from these programs; nine in 1988, 13 in 1989, 13 in 1991 and 19 in 1995. In 1996/97, thirty-four (63%) were employed as School-Community Counsellors; 22 in Nunavut and 12 in the Western NWT. Two counsellors were on leave, 17 were employed elsewhere or not working and one was deceased. The retention rates were directly proportional to the length of time since graduation. Only four (44%) of

the first group of nine graduates were still working as counsellors in schools whereas 16 (84%) of the 1995 graduates were employed as School-Community Counsellors.

The pattern of retention differs in Nunavut and the Western NWT. In the 1996/97 school year, 71% of trained counsellors in Nunavut were working as School-Community Counsellors but in the Western NWT only 52% were so employed. If the two counsellors on leave from positions in the Western NWT are added, the retention rate there rises to 60%.

In the school year 1996/97 there were 52 School-Community Counsellor positions supported by contribution funds from the Department. There were 46 School-Community Counsellor positions filled during that year. Of these, four positions were vacant for part of the year because individuals left during the school year. Two positions were vacant all year due to counsellors on leave. Six positions were filled by individuals with some training or no training as a School-

Community Counsellor and 34 by counsellors trained in the School-Community Counsellor Training Program.

The need for counselling services in NWT schools is well documented. School-Community Counsellors fill a vital role in many communities by meeting student needs and by providing an essential liaison between school and community. It is apparent that the demand for trained counsellors exceeds the supply. Several factors must be explored if students' needs for counselling are to be met more effectively. Consistent, regular training programs for counsellors through the public colleges, and support and on-going professional growth opportunities for counsellors in the job are two of these.

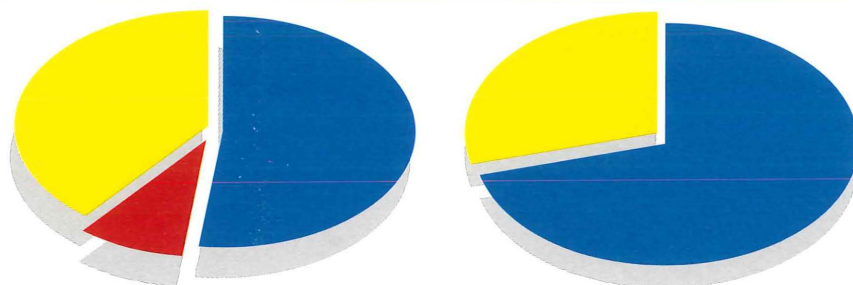
Related Indicators:

- 22. Student Support: Programs and Services

Related Objectives:

- 4. To improve student achievement
- 5. To improve access for adults to learning and work

Employment Status of Graduates in 1996/1997



Western NWT



Nunavut



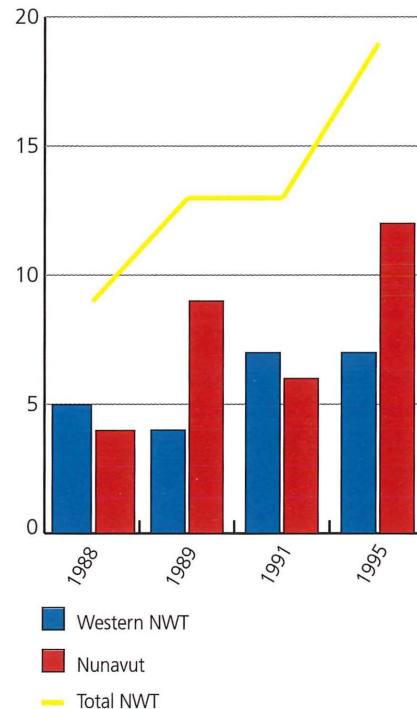
Employment Status of Graduates of SCC Program, 1996/97

	Nunavut	Western NWT	NWT Total
Employed	22	12	34
	71%	52%	63%
On Leave	0	2	2
		9%	4%
Other	9	9	18
	29%	39%	33%
Total Graduates	31	23	54

Graduates of School-Community Counsellor Program

	1988	1989	1991	1995	Total
Nunavut	4	9	6	12	31
Western NWT	5	4	7	7	23
NWT Total	9	13	13	19	54

Graduates of NWT School-Community Counsellor Certification Programs



Source:

District Education Councils and Public Colleges
School-Community Counsellor Review,
Department of Education, Culture and
Employment, GNWT 1996

Note:

'Other' includes those School-Community
Counsellors terminated part way through the
1996/97 school year

CONTEXT

INPUT

PROCESS

OUTPUT

OUTCOMES

The distribution of Operations and Maintenance funding remains constant.

In 1996/97 the total Operations and Maintenance (O&M) contributions to boards, including GNWT and local taxes, were \$148 million, similar to the total contributions in 1994/95. Total contributions were distributed as follows: \$105 million (71%) for salaries and benefits, \$12 million (8%) for utilities and leases and \$31 million (21%) for other costs which included travel, materials and honoraria. This distribution shows little change from that in 1994/95 when 73% of funds went to salaries and benefits and 21% for other O&M apart from utilities and leases.

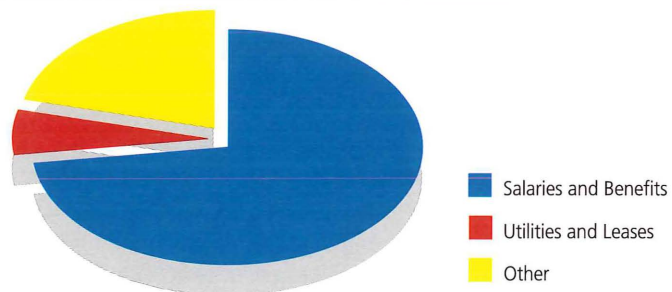
Related Indicators:

- 6. Student Enrolment: Actual and Projected
- 15. Expenditures on Education: Per Student

Related Objectives:

- 4. To improve student achievement

Expenditures on Education



Total Contributions

	1994/95	1996/97
Salaries & Benefits	110,000	105,000
	73%	71%
Utilities & Leases	9,000	12,000
	6%	8%
Other	32,000	31,000
	21%	21%
Total	151,000	148,000

Source:

Department of Education, Culture and Employment, GNWT

CONTEXT

INPUT

PROCESS

OUTPUT

OUTCOMES

15 Expenditures on Education – Per Student

Overall expenditures per student drop from 1994/95 level but continue to show regional differences.

The average cost of educating a student in the NWT was \$8,800 in 1996/97 compared to \$9,400 in the 1994/95 school year. This reduction in expenditure per student mirrors a trend across Canada. The NWT expenditure, however, remains approximately 50% higher than the average cost of education per Canadian student, approximately \$6,200, and the second highest of all Canadian provinces and territories. Only the Yukon has higher per student expenditures. Some factors contributing to the high costs are the vast distances and isolation of communities, high costs of living for staff, high freight costs for supplies and the costs related to travel.

In 1996/97 per student costs varied widely among the boards in the NWT from a low of \$7,100 in the Yellowknife Catholic Schools to a high of \$11,400 in the Beaufort-Delta. Average costs remain higher in smaller boards (Dehcho, Dogrib, Sahtu and Kitikmeot) with enrolments of less than 1,500 students, approximately \$10,300, compared to an average of \$9,400 in the larger boards outside of Yellowknife. Yellowknife Education District #1 and the Yellowknife Catholic Schools

incur lower per student expenditures, averaging \$7,200, due to geographic location not board size.

The drop in the average expenditure per student between 1994/95 and 1996/97 was not reflected equally in all boards across the NWT. Three boards, Dogrib, Sahtu and Dehcho, showed drops in expenditures per student ranging from 12% to 28%. Decreases are attributed to a combination of the loss of significant funding with the closing of student residences, overall decreases in allocation during these years and increased high school enrolment and costs associated with implementing grade extensions in the communities. In the smaller boards significant drops in the contribution figures and increased enrolments bring about relatively larger changes in the expenditure per student than in the larger boards. The Baffin and South Slave boards experienced less significant drops. Costs in the Keewatin, Kitikmeot and Yellowknife remained essentially constant. The Beaufort-Delta showed a significant increase in per student cost between 1994/95 and 1996/97 due to an additional contribution and a decline in enrolment.

It is expected that the trend to decreased expenditures per student will continue in the NWT, at least until the time of division of the Territories in April 1999. Student enrolment is predicted to continue to increase at the rate of at least 2% per year. Efforts to balance budgets by exercising restraint may result in further cutbacks in contributions. More students bring more demands on decreasing finances and thus the per student expenditure will decline.

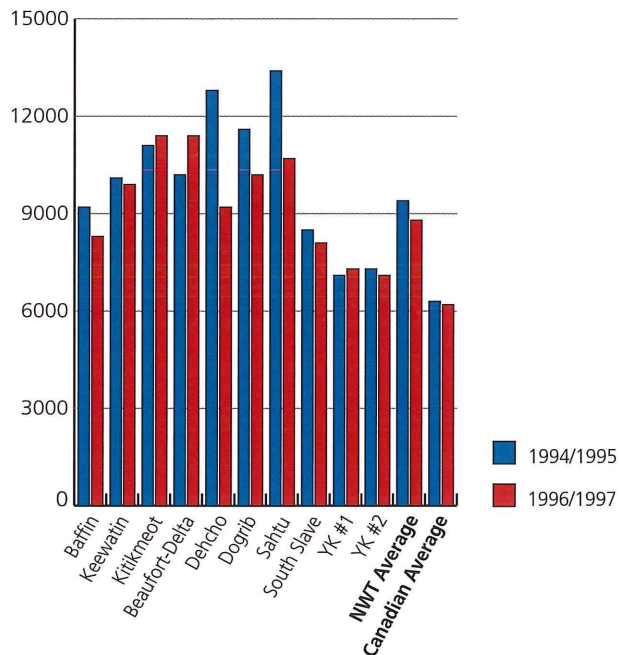
Related Indicators:

- 6. Student Enrolment: Actual and Projected
- 12. Expenditures on Education: Total Contributions
- 14. Expenditures on Education: Designated Funding

Related Objectives:

- 4. To improve student achievement

Expenditures on Education Per Student



Cost Per Student

	94/95	96/97
Baffin	9,200	8,300
Keewatin	10,100	9,900
Kitikmeot	11,100	11,400
Beaufort-Delta	10,200	11,400
Dehcho	12,800	9,200
Dogrib	11,600	10,200
Sahtu	13,400	10,700
South Slave	8,500	8,100
Yk #1	7,100	7,300
Yk #2	7,300	7,100
NWT Average	9,400	8,800
Canadian Average	6,300	6,200

Source:

Department of Education, Culture and Employment, GNWT
 1997/98 Inter-provincial Education Statistics Project, Summary of School Statistics from the Provinces and Territories, BC Ministry of Education

Note:

1. The expenditure per student was based on the Operations and Maintenance (O&M) formula funding to Education Councils and Authorities (Boards)
2. Based on Full-time Equivalent (FTE) students

Boards receive specific contributions for Inclusive Schooling, Aboriginal Languages and French Language Programs.

The yearly Operating and Maintenance contributions received by Education Councils (Boards) and Education Authorities include contributions for Inclusive Schooling and Aboriginal Languages. In 1996/97, these totalled \$11,400,000 for Inclusive Schooling and \$2,900,000 for Aboriginal Languages. The contributions for Inclusive Schooling showed a large increase (32%) over the 1994/95 level of \$8,600,000 while those for Aboriginal Languages rose moderately (3%) from \$2,800,000.

The increase to the contributions for Inclusive Schooling occurred in 1995/96. A previous review of the levels of service for Inclusive Schooling in the NWT and other regions of Canada, a profile on the support needs of students in NWT schools and other data gathered from school boards substantiated the need to increase the level of funding. The increased contributions resulted largely from additions of \$731,000 for staff development, \$754,000 for magnet facilities (concentrations in one area of students requiring multiple support services) and \$643,000 for travel. Formula

funding, based on student population, determines a board's contributions. There were also minor adjustments made to the formula.

The specific contribution for Aboriginal Languages increased by \$100,000 from 1994/95 to 1996/97. These funds are provided on a formula basis and enable jurisdictions to offer Aboriginal Language First and Second Language Programs and Cultural Programs.

The Department on behalf of the federal government makes additional contributions for Aboriginal Languages and French. Federal funding is negotiated annually based on proposals received from individual jurisdictions. Federal funds provided in 1996/97 to operate Teaching and Learning Centres totalled \$1,100,000, similar to that received in 1994/95. Funds are used for salaries and the expenses incurred in the development and publication of materials and resources in aboriginal languages. Federal funds provided for the provision of French Majority Language education and French Second Language instruction was \$850,000 in 1996/97, an increase from

\$800,000 in 1994/95. Eight jurisdictions in the NWT received funds for French Language Programs in 1996/97.

The Department also makes one-time contributions, based on available funds, to assist boards in the implementation of new curricula.

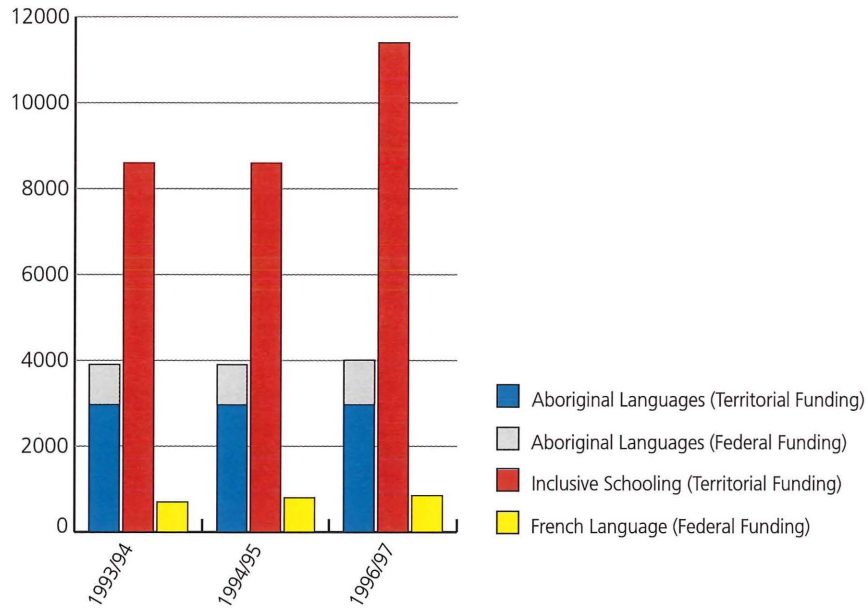
Related Indicators:

- 17. Aboriginal Language Programs: Access
- 18. French Language Programs: Participation
- 22. Student Support: Programs and Services

Related Objectives:

- 1. To improve support to communities to achieve their culture, heritage and language goals
- 4. To improve student achievement

Designated Funding



Territorial Funding (Vote 1)

	1993/94	1994/95	1996/97
Aboriginal Languages	2,800	2,800	2,900
Inclusive Schooling	8,600	8,600	11,400

Federal Funding (Vote 4)

	1993/94	1994/95	1996/97
Aboriginal Languages	1,100	1,100	1,100
French Language	700	800	850

Source:

Department of Education, Culture and Employment, GNWT

17 Aboriginal Language Programs – *Access*

Schools in Nunavut and the Western NWT respond to the diverse language needs of their communities.

Ninety-five percent of the communities in the Northwest Territories provide Aboriginal Language Programs. Different programs are designed in response to different language needs of communities. Instructional time ranges from 30 minutes a day, two to three times a week for Second Language Programs (L2), to almost all of every day for First Language Programs (L1). Some communities in the NWT are multilingual. Yellowknife, Inuvik, Hay River, and Fort Smith have diverse populations speaking and/or seeking education in more than one aboriginal language.

In 1996/97, 97% of Nunavut communities offered Aboriginal Language Programs. Inuktitut was the language of instruction (L1) in the primary grades in 76% of the communities across Nunavut. Students were taught all or most subjects including Mathematics, Science, Social Studies and Language Arts in Inuktitut. The introduction or transition to English as the language of instruction occurred most commonly at Grade 3 or 4. Some schools with diverse populations also offered L2 programs. Six communities offered L2

programs only and one had no Aboriginal Language Program.

Second Language Programs (L2) appeared to be the option of choice in communities in the Western NWT, where fewer people have an aboriginal language as their first or home language. In 1996/97, 94% of communities in the west offered L2 programs, compared to 69% in 1994/95. The instructional time devoted to L2 programs varied from 30 minutes a week to a quarter of each day. Only two communities did not offer any Aboriginal Language Program in 1996/97 compared to eight in 1994/95. The increase in L2 programs was evidence of renewed interest and concern in preserving and strengthening aboriginal languages. Instruction in the community's language(s) is seen as an important contributor.

Aboriginal Language Programs in the junior and senior secondary grades are expanding. In Nunavut, 90% of schools offered L2 programs in an Inuit language in Grades 7 to 9. Of the 23 communities with at least Grade 10, 74% offered senior secondary credits in an aboriginal language or another subject delivered in

an aboriginal language. In the Western NWT, 81% of the communities offered L2 programs in Grades 7 to 9. In the 20 communities offering senior secondary programs, 65% offered credit for an aboriginal language or for another subject where an aboriginal language was a component.

Staff members with appropriate knowledge and training are the key to quality language programs. Culturally appropriate materials are also essential. Teaching and Learning Centres and the two public colleges play important roles in the continual improvement of aboriginal language instruction.

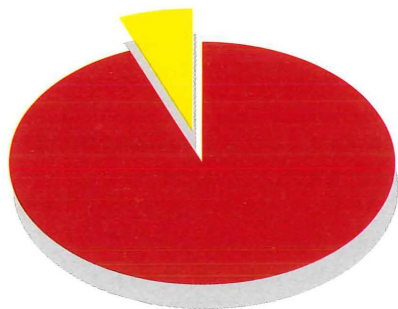
Related Indicators:

4. Official Languages: First Language and Home Language
10. Educators: Aboriginals as Percent of Total Teaching Staff
16. Expenditures on Education: Designated Funding
20. Senior Secondary Schooling: Access in Home Community

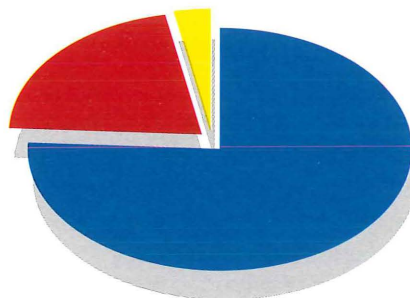
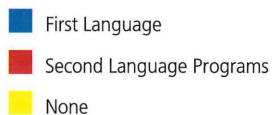
Related Objectives:

1. To improve support to communities to achieve their culture, heritage and language goals
4. To improve student achievement

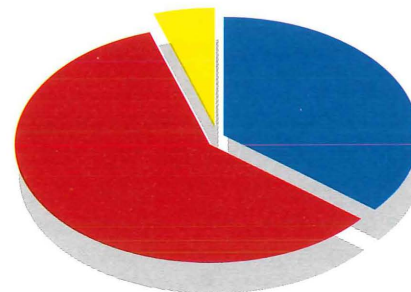
Aboriginal Language Programs



Western NWT



Nunavut



NWT Total

Communities with Access to Aboriginal Language Programs, 1996/97

	Nunavut	Western NWT	NWT Total
First Language	22	0	22
	76%	0%	36%
Second Language	6	30	36
	21%	94%	59%
None	1	2	3
	3%	6%	5%
Total	29	32	61

Source:

Department of Education, Culture and Employment, GNWT

Note:

1. All L1 programs offer instruction in an aboriginal language for at least half of each day
2. L1 program data include all schools offering First Language Programs at Grade 1 or beyond

CONTEXT
INPUT
PROCESS
OUTPUT
OUTCOMES

French Language Programs – Participation

Twenty percent of all NWT students participate in a range of programs and courses in the French language available in ten communities.

French is one of the official languages of the Northwest Territories. Ten communities in the NWT, six in the Western NWT and four in Nunavut, offer a range of programs and courses in French. Funding for French Language Programs from the federal government is negotiated annually based on proposals submitted by District Education Councils or Authorities. Students in Yellowknife and Iqaluit are able to participate in French First Language (FFL) Programs. In these programs the language of instruction for all subject areas is French, except for English Language Arts which is taught from Grade 3. Student eligibility for these programs is based on the right of French first language instruction as outlined in Section 23 of the Canadian Charter of Rights and Freedoms. In 1996/97, 68 students in the Western NWT and 29 students in Nunavut were participating in FFL programs.

French Immersion is available in Yellowknife from Kindergarten to Grade 12. There are two types of immersion programs, Early Immersion (K to 12) and Middle Immersion (4 to 12). Students spend 70% of their time in French in

Grades K to 9 and 40% in French in Grades 10 to 12. In 1996/97, 516 students were participating in French Immersion Programs in Yellowknife. The numbers of students enrolled in immersion programs is considerably greater in the elementary grades than in junior or senior secondary grades.

The majority of students participating in other than French L1 and French Immersion Programs are studying French as a Second Language (FSL) in elementary and secondary schools. This program is often referred to as the 'core French' program. Participation rates are higher in communities in the Western NWT where this instruction is offered, than in the Nunavut communities. In 1996/97, 3,164 students in six communities in the Western NWT were studying French as a second language and 171 in four Nunavut communities were doing so. This probably reflects the stronger presence of Aboriginal First Language Programs in Nunavut communities and the challenges of transition to English language instruction. There is an increase in the participation of students in Nunavut communities in FSL programs at the junior

high level after the transition to English instruction has taken place.

There is considerable variation in the instructional time devoted to FSL; it ranges from 40 to 125 hours per year. Research and experience indicate that a minimum of 90 hours of instruction per year is necessary for effective learning to take place. Of equal importance to quality programs is the availability of qualified French language teachers in the smaller communities. Both of these challenges will need to be met in order to have more widespread and effective French language instruction.

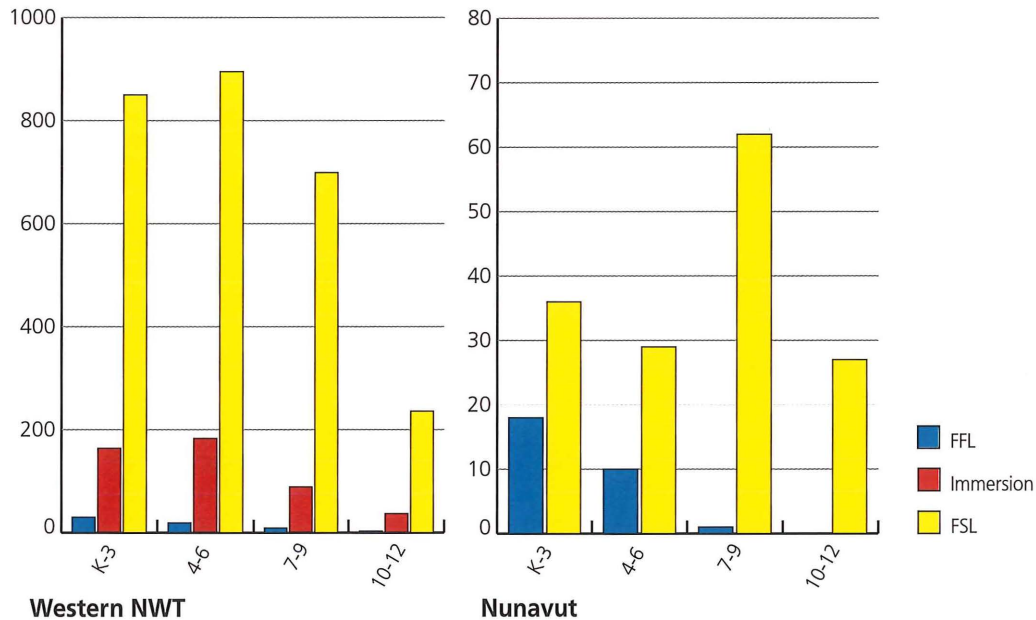
Related Indicators:

4. Official Languages: First Language and Home Language
16. Expenditures on Education: Designated Funding

Related Objectives:

1. To improve support to communities to achieve their culture, heritage and language goals
4. To improve student achievement

Participation



Nunavut Enrolment by Program or Course

	K to 3	4 to 6	7 to 9	10 to 12
FFL	18	10	1	0
FSL	36	29	62	27

Western NWT Enrolment by Program or Course

	K to 3	4 to 6	7 to 9	10 to 12
FFL	30	19	9	3
Immersion	164	183	89	37
FSL	850	895	699	236

Source:

Department of Education, Culture and Employment, GNWT

Note:

Based on programs offered in the 1996/97 school year

Twenty-five percent of students in a survey sample indicated to teachers that they used computers for work on assignments.

All schools in the NWT had computers in 1996/97. The number of computers and location of these computers within the school varied from school to school. By 1996/97 all communities with telephone service had access to first class, education's bulletin board service. Internet access was limited to a few schools in Yellowknife, Fort Smith, Hay River, Iqaluit and Rankin Inlet.

Anecdotal evidence suggested that educators were exploring ways in which technology could change teaching and learning in their classrooms, through their own use of computers for planning instruction, identifying resources, maintaining records, designing learning materials and providing computer-assisted learning for their students. Educators were also encouraging student use of computers for assignments, practicing skills, contacting other students and gathering general information.

A survey of teacher and student use of computers was conducted in the spring of 1996. The responses described here are regarded as a sample 'snapshot' of computer use during the school year by students at various grade levels. Of

particular interest was how computers were used by students in their assignments, the emphasis being placed on using computers in learning rather than on learning to use computers.

The most common use of computers by students was for word processing. Approximately 25% of the students in the sample indicated that they used computers for written work on assignments. Between 15% and 20% of students also used a computer for illustrating, researching or publishing their work. Fewer students (12%) created graphs, charts or tables for their assignments, and only 7% used the computer network to communicate with someone in another community. These percentages are not mutually exclusive; those students who used the computer for word processing most likely also used it for other functions.

The proportion of students making use of computer technology, according to this 1996 survey, appeared rather low. Part of the reason for this may lie in the fact that at the time of the survey there was no NWT curriculum outlining appropriate uses of computers for each grade. This

possibility is supported by anecdotal evidence of teachers requesting guidance in this area. It is anticipated that student use of computers will increase significantly with the implementation of an NWT information and communication technology curriculum, improved student access to computers within schools, access to the Internet and distance learning opportunities via the DCN and growing teacher and student comfort with computer use. A further need is widespread sharing among educators of exemplary models for integrating computer technology in learning.

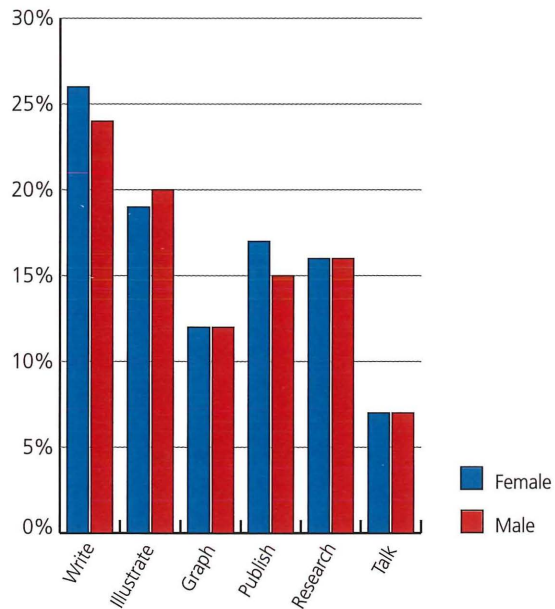
Related Indicators:

- 21. Senior Secondary Schooling: Participation
- 25. Course Completion: Senior Secondary English

Related Objectives:

- 2. To provide people in all communities with access to public information
- 4. To improve student achievement

Students Using Computers for Assignments



Percent of Students Who Used Computers to do Assignments

	Female	Male
Write	26%	24%
Illustrate	19%	20%
Graph	12%	12%
Publish	17%	15%
Research	16%	16%
Talk	7%	7%

Source :

NWT Survey of Teacher/Student Use of Computers, Department of Education, Culture and Employment, 1996 (unpublished)

Note:

Survey results for student use of computers based on a sample of 1,200 students

CONTEXT

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OUTCOMES

Eighty-six percent of NWT students have access to all senior secondary grades in their home community.

In 1989, the Department of Education developed guidelines for implementing grade extensions (Grades 10, 11 and 12) in NWT communities. In the previous *Towards Excellence (1998)* report, it was stated that by 1994/95, 33 or 57% of all NWT communities offered a senior secondary grade and it was anticipated that by 1999, over half of the NWT communities would offer Grade 12, providing 85% of students with the opportunity to graduate from senior secondary school in their home community. That level of opportunity was reached in 1996/97. Although the greatest increase in accessibility of senior secondary schooling in NWT communities occurred between 1990/91 and 1994/95, continual expansion of grade extensions between 1994/95 and 1996/97 resulted in the opportunity for 95% of NWT students to access Grade 10 in their home community, 91% to access Grade 11, and 86% to access Grade 12.

The change in accessibility has been most dramatic in the Nunavut communities. In 1990/91 fewer than half of the students in Nunavut could access

Grade 12 in their home community. By 1994/95 the proportion had risen to over two-thirds and in 1996/97, between eight and nine out of every ten students had the opportunity to receive all of their senior secondary education in their home community. Also by 1996/97 almost all students in Nunavut (94%) were offered Grade 10 and Grade 11 in their home community.

In 1990/91 the proportion of students with access to Grade 10 was similar in Nunavut and the Western NWT. However, three-quarters of students in the Western NWT could also access Grades 11 and 12 in their home community compared to fewer than half the students in Nunavut. By 1996/97, virtually all students (96%) in the Western NWT had Grade 10 available in their community, 89% had Grade 11 available and 86% had Grade 12.

Grade extensions in some smaller NWT communities were assisted by the closure of regional residences in Iqaluit, Rankin Inlet and Inuvik. Funds previously allocated to boards to support these residences, in excess of \$10,000 per student, were used to support grade extensions in

communities through the small schools secondary program.

It is anticipated that by the time division occurs in 1999, almost all students in both Nunavut and the Western NWT will be able to complete their senior secondary schooling in their home community. Innovative program development, computer technology, and distance education support many of the courses offered in the smaller communities. As these technologies continue to expand and improve, so will the capacity of all communities to offer high quality programs to increasing numbers of students.

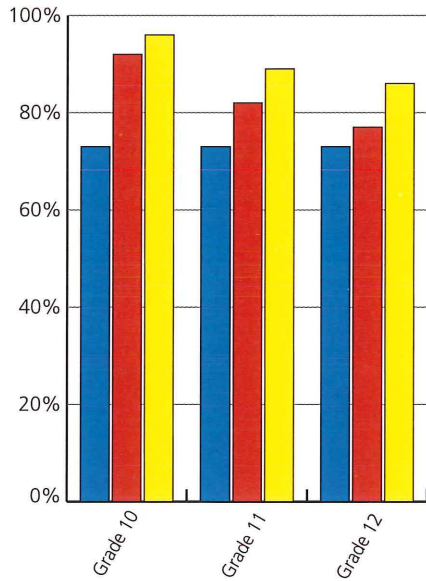
Related Indicators:

- 7. Student Enrolment: Distribution by Grade
- 21. Senior Secondary Schooling: Participation
- 31. School Completion: Graduates and Graduation Rates

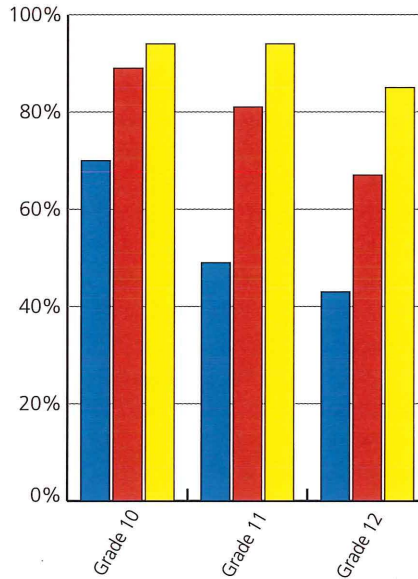
Related Objectives:

- 1. To improve support to communities to achieve their culture, heritage and language goals
- 4. To improve student achievement

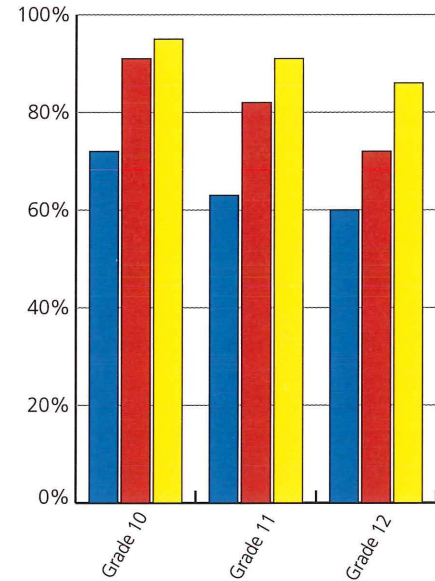
Senior Secondary Schooling



Western NWT



Nunavut



NWT Total

■ 1990/91 ■ 1994/95 ■ 1996/97

Percent of Students Having Access to Senior Secondary Schooling in Home Community

	1990/91			1994/95			1996/97		
	Grade 10	Grade 11	Grade 12	Grade 10	Grade 11	Grade 12	Grade 10	Grade 11	Grade 12
	Nunavut	70%	49%	43%	89%	81%	67%	94%	94%
Western NWT	73%	73%	73%	92%	82%	77%	96%	89%	86%
NWT Total	72%	63%	60%	91%	82%	72%	95%	91%	86%

Source:

Department of Education, Culture and Employment, GNWT

CONTEXT

INPUT

PROCESS

OUTPUT

OUTCOMES

Participation rates in senior secondary schooling continue to rise.

The trend for increasing numbers of students to stay in school after the mandatory age of 15 is continuing. The participation rate is based on the number of students aged 15 to 19 in senior secondary school as a percent of the population in that age group. In 1994/95 the participation rate across the NWT was 78%. By 1996/97 this rate had risen to 84%.

More students are participating in senior secondary schooling in both Nunavut and the Western NWT. In Nunavut the number of students aged 15 to 19 in senior secondary school increased by 10% from 1,620 in 1994/95 to 1,780 in 1996/97. The participation rate increased from 73% to 76%. In the Western NWT during the same period the number of students aged 15 to 19 in senior secondary school rose to 2,750 from 2,450, an increase of 12%. The participation rate rose from 82% to 90%

During this period, the increased participation rates reflect better accessibility to senior secondary grades as a result of more grade extensions in communities. In Nunavut, during this period, three communities added Grade 10, seven added Grade 11 and eight

added Grade 12. Comparably in the Western NWT, expansions occurred to offer Grade 10 in six more communities, Grade 11 in five and Grade 12 in six. Other initiatives such as inclusive schooling, in-school child care and more innovative programming through Career and Technology Studies continued to support higher participation rates.

In addition to those students in this age group who participate in senior secondary schools, there are a few students who are attending high school outside the NWT and others who have chosen to take high school credit courses or high school equivalency through the Adult Basic Education Program.

As participation rates increase and approach full participation, the focus of educators may need to shift to retention rates and the learning success of all students at the senior secondary level.

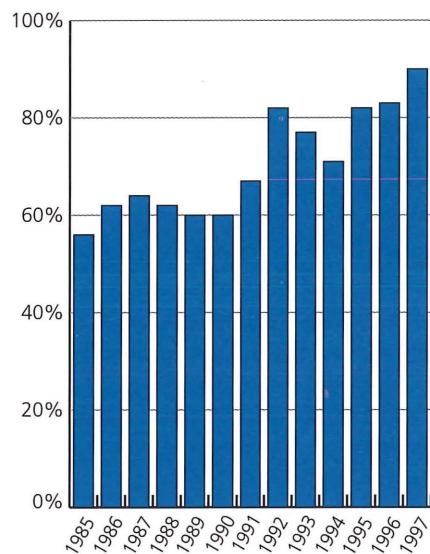
Related Indicators:

2. Population: Distribution by Ethnicity and Age Groups
20. Senior Secondary Schooling: Access in Home Community
30. School Completion: Progression through the School System
31. School Completion: Graduates and Graduation Rates

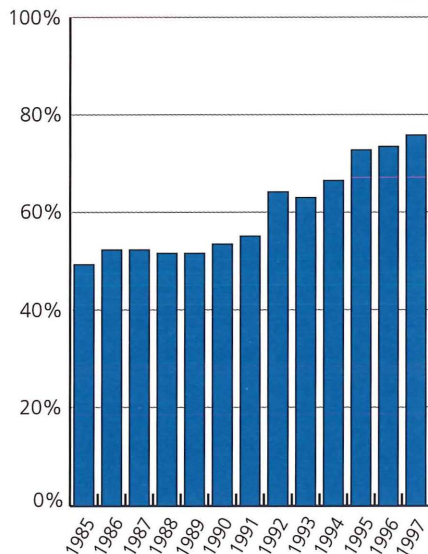
Related Objectives:

4. To improve student achievement

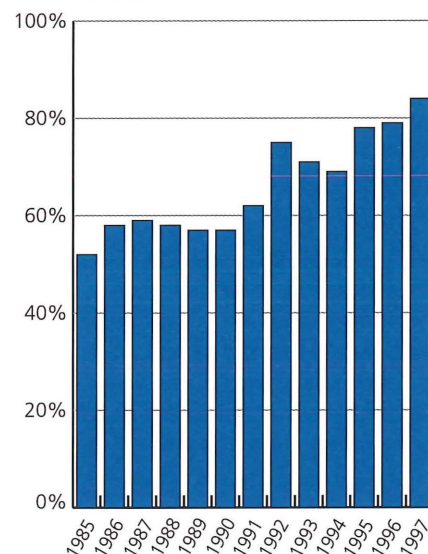
Participation in Senior Secondary Schooling



Western NWT



Nunavut



NWT Total

Participation in Senior Secondary Schooling of Students Aged 15 to 19 Years

	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997
Nunavut	984	1085	1104	1120	1138	1149	1157	1329	1334	1425	1618	1717	1782
	47%	53%	53%	52%	52%	54%	55%	64%	63%	66%	73%	74%	76%
Western NWT	1837	1990	2046	1997	1927	1840	1999	2402	2273	2095	2456	2563	2750
	56%	62%	64%	62%	60%	60%	67%	82%	77%	71%	82%	83%	90%
NWT Total	2821	3075	3150	3111	3065	2989	3156	3726	3607	3520	4074	4279	4529
	52%	58%	59%	58%	57%	57%	62%	75%	71%	69%	78%	79%	84%

Source:

Student Records System, Department of Education, Culture and Employment, GNWT

Note:

Based on the number of students aged 15 to 19 in Grades 10 to 12 as a percent of the population in this age group



One-third of the students in the NWT require some support services in order to learn effectively.

The report of a survey conducted in 1993 across the NWT indicated that 30% to 45% of NWT students required one or more specific kinds of support in order to learn effectively. Teachers across the NWT reported the number of students receiving a variety of adapted programs or instruction and support services. They also estimated the number of students requiring such services. The type of support or assistance included program and instruction modifications such as small group instruction or an Individual Education Plan, tutorial or homework assistance, counselling and guidance, personal care assistance and rehabilitation services such as Speech and Language Therapy. These support programs and services refer to additional assistance over and above what is provided as part of regular teaching practice in classrooms. They may be implemented by the classroom teacher alone or with the assistance of student support assistants, tutors, Program Support Teachers, counsellors, volunteers or health professionals.

Teachers identified their priorities as increased counselling services in schools, more support staff for program planning, adaptation, and delivery, assistance with

behavior management and tutorial/homework assistance. About half of the students who could benefit from these types of services are receiving them. Support services tend to be more adequate for the small number of students with the most challenging needs (e.g. personal care, mobility support, signing, assistance with special equipment).

One of the guiding principles of Inclusive Schooling is appropriate programming for all students. A large proportion of the student population in the NWT requires program modifications and support services in order to learn effectively. Schools are attempting to meet these needs in a variety of ways. In addition to the assistance provided in schools by Program Support Teachers, counsellors and classroom assistants, staff training is taking place in such areas as differentiated instruction, non-violent crisis intervention, problem-solving and anger management. Schools are hiring specialized staff such as therapists and are using community members as tutors. Specific programs to teach children pro-social skills are being introduced in some schools. Meeting the needs of all students so that they may be successful

learners requires a range of programs and services from primary prevention to rehabilitation services.

Barriers to learning take many forms; they may be physical, social, emotional or intellectual. Many barriers derive from health, social, economic and lifestyle issues in families and communities. Some are related to the education delivery system in schools. Addressing students' needs for support will continue to require the cooperation of parents and community members, educators at the school, education council and department levels, and other agencies and government departments.

Related Indicators:

- 13. Educators: School-Community Counsellors
- 16. Expenditures on Education:
Designated Funding

Related Objectives:

- 4. To improve student achievement

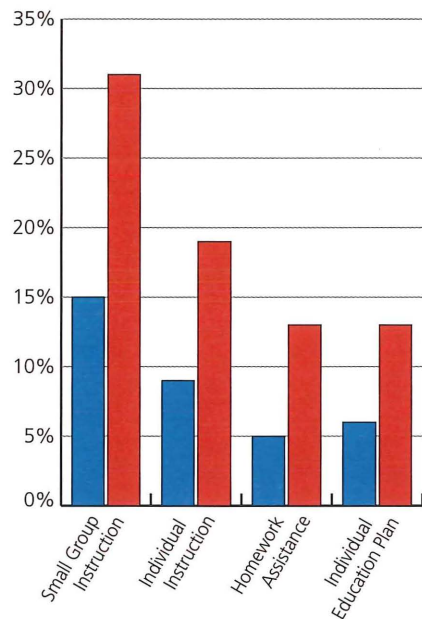
Source:

Classroom and School-Community Profiles,
Department of Education, Culture and
Employment, GNWT, 1993

Note:

Data reported for selected programs
and services only

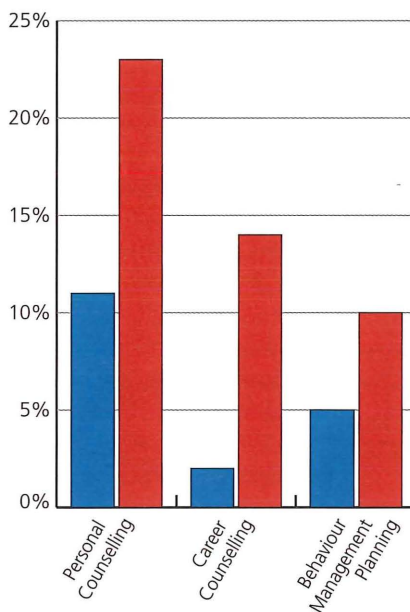
Program and Instruction Modification



Program and Instruction Modification

	Receiving	Requiring
Small Group Instruction	15%	31%
Individual Instruction	9%	19%
Homework Assistance	5%	13%
Individual Education Plan	6%	13%

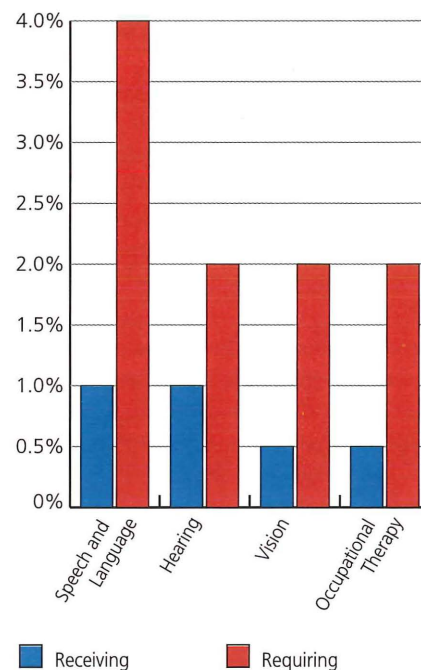
Counselling and Guidance



Counselling and Guidance

	Receiving	Requiring
Personal Counselling	11%	23%
Career Counselling	2%	14%
Behaviour Management Planning	5%	10%

Specialized Services



Specialized Services

	Receiving	Requiring
Speech & Language	1%	4%
Hearing	1%	2%
Vision	0.5%	2%
Occupational Therapy	0.5%	2%

CONTEXT

INPUT

PROCESS

OUTPUT

OUTCOMES

In-school child care programs provide support to students in five communities.

Child care programs in schools were developed in a number of NWT communities in the 1990s to offer support to young parents continuing their secondary schooling. Initially many of these programs were restricted to children of students attending that particular school. Each program was granted a certain number of licensed spaces. In order to counteract under-utilization, some communities left available spaces open to other community members.

In 1996/97 there were five communities in five jurisdictions offering early childhood child care programs in schools. There were a total of 111 licensed spaces available in these programs. The average registration for full-time and part-time pre-schoolers was 48 (43% of available spaces). The percent of available spaces occupied varied from community to community but none was above 60%. There was also seasonal variation but, in general, all programs were under-utilized.

Between 1994/95 and 1996/97, three programs closed and one opened. Some closures were due to space no longer available in the school. It would appear that little effort was made to find substitute space for this support service,

perhaps indicating a lack of strong commitment on the part of the schools to child care programs.

The utilization rates in three of the four remaining programs declined between 1994/95 and 1996/97. The low utilization rate of programs is often linked to students' difficulty in accessing subsidies, the requirement for the student to participate in their child's care in the program, or the availability of family members to care for the child.

In-school child care programs for young children were designed as a support for students who are parents, as well as to offer quality early childhood programming to the children. Several programs involve the young parents in earning credits in child development and parenting. Further investigation of the factors influencing the closure and under-utilization of these programs is required. The degree of commitment and involvement of school personnel, the choices of child care available in the community, the demographics of the users of the programs, and the community access to programs are some of the areas to be examined.

Related Indicators:

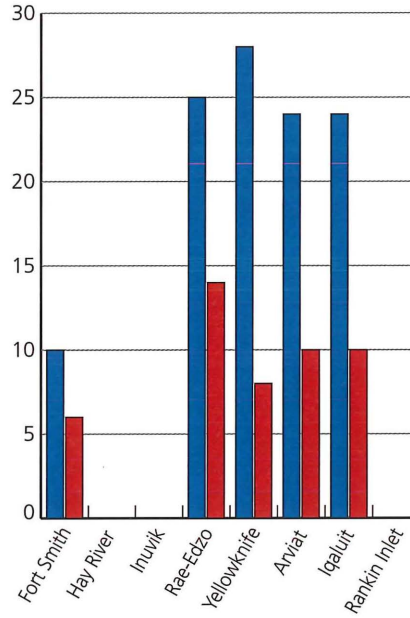
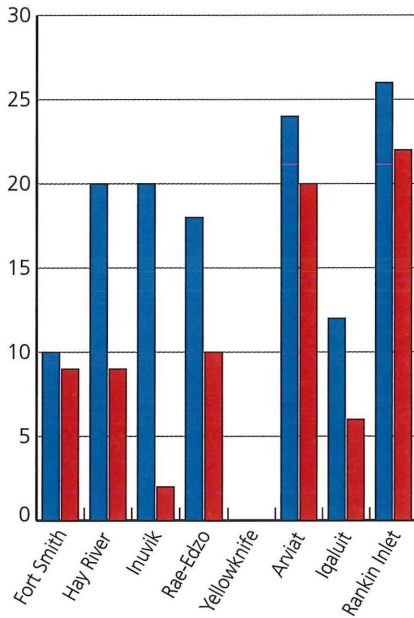
2. Population: Distribution by Ethnicity and Age Groups
21. Senior Secondary Schooling: Participation

Related Objectives:

3. To build a comprehensive early childhood learning system
4. To improve access for adults to learning and work

1994/1995

1996/1997



■ Licensed Spaces
■ Registered Children

Availability and Use of Child Care Programs in Schools

	1994/95		1996/97	
	Licensed Spaces	Registered Children	Licensed Spaces	Registered Children
Fort Smith	10	9	10	6
Hay River	20	9	N/A	N/A
Inuvik	20	2	N/A	N/A
Rae-Edzo	18	10	25	14
Yellowknife	N/A	N/A	28	8
Arviat	24	20	24	10
Iqaluit	12	6	24	10
Rankin Inlet	26	22	N/A	N/A

Source:
Department of Education, Culture and Employment, GNWT

Note:
Numbers of registered children based on average enrolment

CONTEXT
INPUT
PROCESS
OUTPUT
OUTCOMES

NWT students participated in the 1993 and 1997 School Achievement Indicators Program, Mathematics.

The School Achievement Indicators Program (SAIP) is a national testing program sponsored by the Council of Ministers of Canada (CMEC). The goal of the SAIP is to answer the question, "How well are Canadian students doing in the core school subjects of reading and writing, mathematics, and science?" One cycle of testing has been completed. The second cycle began with the administration of the SAIP Mathematics assessment in 1997. All 13 and 16 year-old students in the NWT were selected. Their knowledge and skills in mathematics content and problem solving were assessed.

In the 1997 assessment, the national expectation was that 70% of all 13 year-olds should attain Level 2 or above in both content and problem solving. For 16 year-olds the expectation was that 70% should attain Level 3 or above in content and 60% should attain Level 3 or above in problem solving.

Both 13 and 16 year-old Canadian students achieve below these expected levels of performance in 1997. Nationally, 59% of 13 year-olds achieved Level 2 or above in content and 52% in problem

solving. These levels were below the performance levels of 13 year-olds in the 1993 mathematics assessment. Similarly, 60% of 16 year-olds performed at or above Level 3 in content and 40% achieved Level 3 or better in problem solving. Sixteen year-olds nationally showed little change in performance on the content section but showed considerable improvement in problem solving over the 1993 assessment.

NWT students performed below the national average for both content and problem solving in 1997 and in 1993. The performance levels of 13 year-olds remained unchanged for content (31% attaining Level 2 or above). Performance declined for problem solving from 35% in 1993 to 28% in 1997 attaining Level 2 or above. Sixteen year-olds, in contrast, showed improved performances in 1997 on both the content (38% compared to 35% in 1993 attained Level 3 or above) and the problem solving sections (19% compared to 17% in 1993 attained Level 3 or above).

Several factors may have contributed to the relatively low performance levels of NWT students on these assessments. A

higher proportion of NWT students is below the expected grade level for their age. They may not have had as much exposure to all of the concepts assessed if the assumption was that 13 year-olds were at a Grade 8 level and 16 year-olds were at a Grade 11 level. English language skills necessary to understand concepts and problems in mathematics may be weaker among students who have had a significant part of their schooling in an aboriginal language.

It is anticipated that the introduction of the Western Canadian Protocol Mathematics Curriculum will contribute to greater consistency in instruction and improved learning for students.

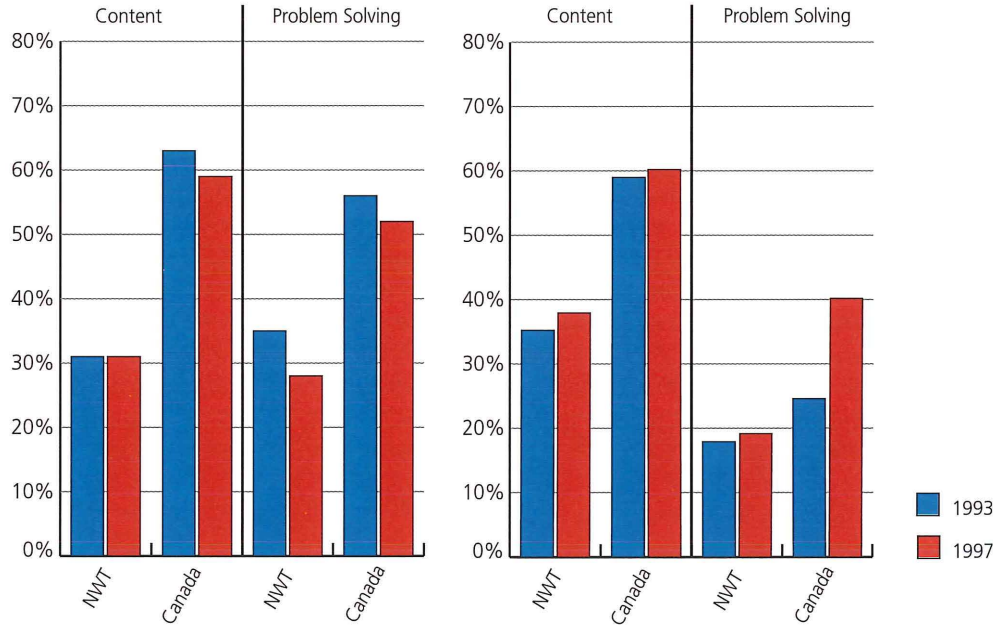
Related Indicators:

- 7. Student Enrolment: Distribution by Grade
- 26. Course Completion: 20 or More Credits a Year

Related Objectives:

- 4. To improve student achievement

School Achievement Indicators Program



13 year-olds

Percent 13 year-olds at or Above Level 2

	1993	1997
NWT, content	31%	31%
Canada, content	63%	59%
NWT, problems	35%	28%
Canada, problems	56%	52%

16 year-olds

Percent 16 year-olds at or Above Level 3

	1993	1997
NWT, content	35%	38%
Canada, content	59%	60%
NWT, problems	17%	19%
Canada, problems	24%	40%

Source:

School Achievement Indicators Program (SAIP)
Mathematics, Council of Ministers of Education,
1997

CONTEXT

INPUT

PROCESS

OUTPUT

OUTCOMES

The number of students completing English course sequences rises in both Nunavut and the Western NWT.

In academic core subject areas different course sequences have been developed representing varying degrees of difficulty. The 10-20-30 sequence is known as the 'advanced' sequence and the 13-23-33 and 16-26-36 sequences are known as 'general' sequences. This indicator compares student performance in English courses over time, as there have been fewer changes in graduation requirements or the nature of the course content in English Language Arts than in other subjects. More schools in the Western NWT than in Nunavut offer both the advanced and general sequences.

The number of students across the NWT completing English courses in either the advanced or a general course sequence rose between 1994/95 and 1996/97. Completion of courses in the 10-20-30 (advanced) course sequence was achieved by 900 students in 1996/97, a 7% increase over 1994/95. Completion of courses in either the 13-23-33 or the 16-26-36 (general) sequences was achieved by 700 students in 1996/97, an increase of 8% from 1994/95. In 1994/95, the proportion of students completing advanced courses rather than general

courses was 56%. In 1996/97 this proportion was unchanged.

More students in Nunavut successfully completed an English course in 1996/97 than in 1994/95. The increase was more significant in the number of students completing courses in the general sequences; 340 compared to 290 or an 18% gain. The number of students completing the advanced courses showed a slight gain of 5%. In 1996/97, 71% of students completing an English course completed a general one. This proportion showed a slight increase from 1994/95.

The number of students in the Western NWT completing English courses also rose. The gain of 5% from 1,060 to 1,120 was due to an increase in the number of students completing an advanced course. In the Western NWT the majority (68%) of students completing English courses do so in the advanced course sequence.

It is apparent that although more students across the NWT are gaining credits in senior secondary English, the patterns are different in Nunavut and in the West. Gains in Nunavut are due to more students completing general courses

while those in the Western NWT reflect an increase in students completing advanced courses. The availability of the advanced course sequence in Nunavut is a major contributing factor. Many schools in Nunavut where grade extensions have taken place offer only the general course sequence in English. Only 40% of the Nunavut schools offering senior secondary courses offer the advanced sequence compared to 90% of the schools offering senior secondary courses in the Western NWT. In addition, a much higher proportion of students in Nunavut has English as a second language and therefore, has different learning needs.

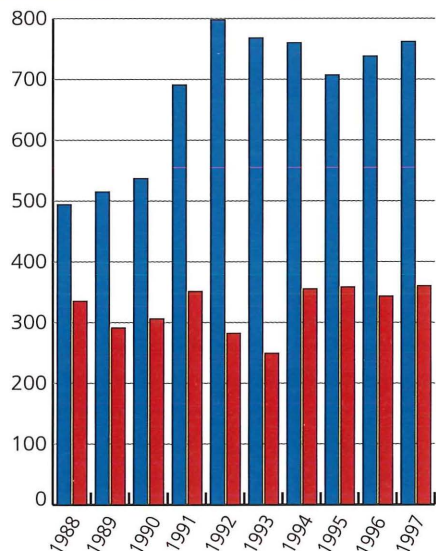
Related Indicators:

- 20. Senior Secondary Schooling: Access by Community
- 21. Senior Secondary Schooling: Participation

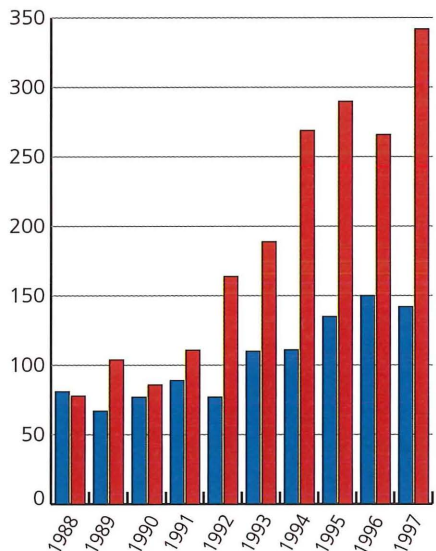
Related Objectives:

- 4. To improve student achievement

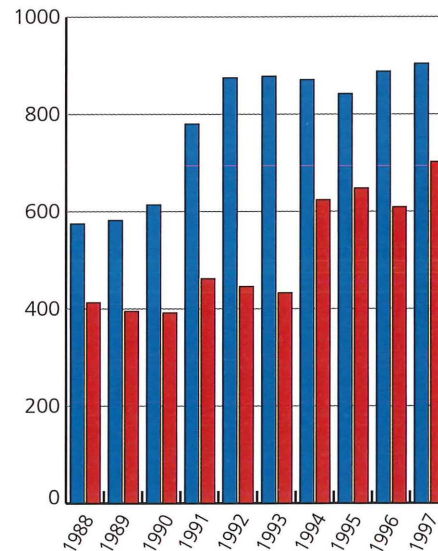
Course Completion



Western NWT



Nunavut



NWT Total

■ 10-20-30 ■ 13-23-33/16-26-36

Students Who Completed English 10-20-30 Courses

	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997
Nunavut	81	67	77	89	77	110	111	135	150	142
Western NWT	494	515	537	691	798	768	760	707	738	762
NWT Total	575	582	614	780	875	878	871	842	888	904

Students Who Completed English 13-23-33/16-26-36 Courses

	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997
Nunavut	78	104	86	111	164	189	269	290	266	342
Western NWT	335	291	306	351	282	249	355	358	343	360
NWT Total	413	395	392	462	446	433	624	648	609	702

Source:

Student Records System,
Department of Education,
Culture and Employment,
GNWT

Note:

Very few students complete more than one course a year in different sequences. These students would be counted twice, once in each sequence.

CONTEXT
INPUT
PROCESS
OUTPUT
OUTCOMES

Aboriginal students show strong gains in credits earned in senior secondary school.

In order to graduate from senior secondary school in three years a student needs to earn from 30 to 35 credits or the equivalent of six to seven courses each year. Across the NWT many students take more than three years to complete Grades 10 to 12. A majority of students complete four to five courses a year. Some students require longer to meet the graduation requirement of 100 credits. Others want to raise their marks or take additional courses. Bilingual education is a factor for many. Some students move back and forth from school to employment and consequently carry reduced course loads per year.

The number of senior secondary students in the NWT who were granted 20 or more credits, or the equivalent of four courses during a school year, continued to increase between 1994/95 and 1996/97. Students may be granted these credits by earning them through actual course completion or through a combination of course completions, courses waived or courses successfully challenged. Increasing numbers of students are requesting to challenge courses or that courses be waived. Mobile students' credits from other jurisdictions

are evaluated and credits may be granted in courses judged to be comparable. Older students returning to school may challenge certain courses and complete the course assessment successfully without actually following the course.

Historically the pattern of the number of students gaining 20 or more credits in a year showed little variation up until 1990/1991. With the advent of a number of grade extensions in the communities, there was an increase in participation in senior secondary school and a corresponding increase in the number of students gaining credits. At the same time some changes occurred in course credit allocation and course requirements which may also have contributed to a rise in the numbers. From 1994/95 to 1996/97, there was a substantial gain in the number of students granted 20 or more credits through a combination of course completions, waived and challenged credits, resulting in an overall gain in numbers of 9%. In 1996/97, 76% of students enrolled in Grades 10 to 12 earned 20 or more credits in a year.

As in 1994/95, the distribution of students earning 20 or more credits in 1996/97 was more reflective of the

population distribution among cultural groups in the NWT. Aboriginal students continue to show substantial gains in the number achieving at this level; 1,530 in 1996/97 compared to 1,370 in 1994/95, a gain of 12%. Non-aboriginal students achieving this level of credits showed a gain of 5% in the same period. Inuit students showed the largest gain (18%) between 1994/95 and 1996/97 in the number of students achieving 20 or more senior secondary credits in a year.

As increasing numbers of students participate in senior secondary schooling, it is anticipated that both the number and the proportion of students enrolled who complete 20 or more credits a year, will continue to rise.

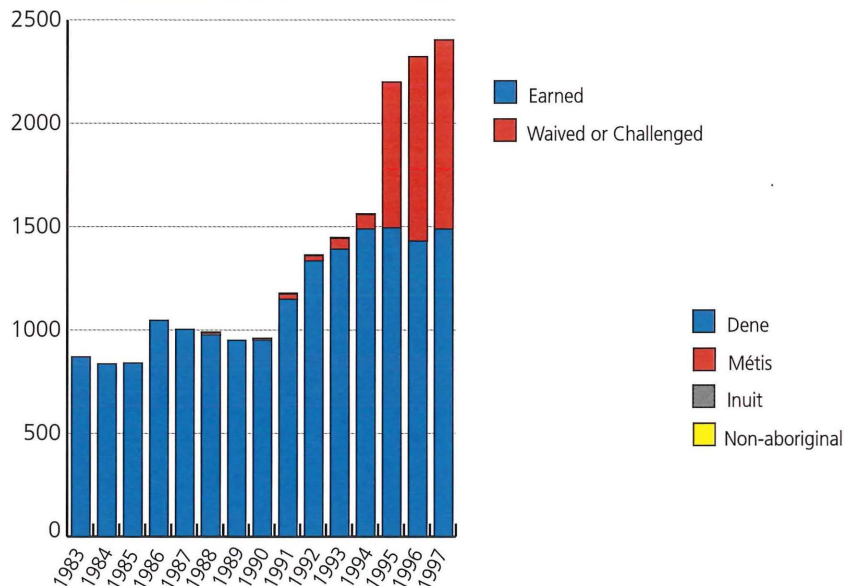
Related Indicators:

- 2. Population: Distribution by Ethnicity and Age Groups
- 7. Student Enrolment: Distribution by Grade
- 20. Senior Secondary Schooling: Access in Home Community
- 21. Senior Secondary Schooling: Participation

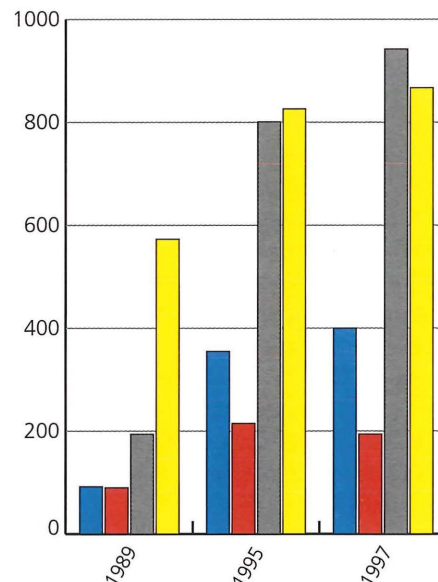
Related Objectives:

- 4. To improve student achievement

Students Who Achieved 20 or More Credits



Attainment by Ethnicity



Students Who Achieved 20 or More Senior Secondary Credits in the School Year

	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997
Earned	869	833	837	1038	997	979	943	945	1144	1327	1388	1495	1496	1418	1492
Waived	1	3	3	7	5	10	6	14	34	36	59	67	701	904	911
NWT Total	870	836	840	1045	1002	989	949	959	1178	1363	1447	1562	2197	2322	2403

Attainment by Ethnicity

	1989	1995	1997
Dene	92	355	400
Métis	90	215	194
Inuit	194	801	942
Non-Aboriginal	573	826	867
NWT Total	949	2197	2403

Source:

Student Records System, Department of Education, Culture and Employment, GNWT

Note:

Waived credits occur when students entering from another jurisdiction have their previous credits evaluated and equivalencies granted. Credits may also be granted when students who have not attended a course request to challenge the exam and pass.

Common strengths reported among schools with a positive climate.

Relationships among people are key to a positive school climate. In 1995/96 the NWT School Relationships Survey looked at school staff satisfaction with school climate and school-based relationships. Satisfaction levels were determined for: student-staff relationships, community-staff relationships, staff-staff relationships, student discipline and school safety.

Over 80% of staff members in NWT schools were satisfied with school safety and with staff-staff relationships. Fewer (78%), but still a large majority, reported satisfaction with staff-student relationships. More than 25% of staff were dissatisfied with aspects of the school. Twenty-nine percent (29%) of staff was not satisfied with staff-community relationships. The area of most dissatisfaction was student discipline; 43% of school staff were not satisfied with the state of student discipline in their school. Concern was strongest in the senior high grades where 57% of teachers were not satisfied with student discipline.

Several responses by staff focussed concerns on discipline in schools, especially at the junior and senior high levels. It is interesting to note that both staff and student satisfaction are higher in

the elementary grades (K to 6). Ninety percent (90%) of students in these grades reported liking school. Student satisfaction or liking for school drops off with only 67% of students in Grades 7 to 9 and 56% of students in Grades 10 to 12 reporting that they like school. Fewer than 50% of students in junior and senior high reported feeling comfortable talking to school staff.

An effective discipline policy, consistent in enforcement of rules and behaviour intervention strategies, were common strengths among schools with a positive climate and more student and staff satisfaction. The promotion of positive school climate is a complex issue. Although a well-enforced student discipline policy is an important component, more proactive approaches are needed. Improved student-staff relationships and increased student success are the outcomes in schools where students have a greater sense of belonging, feel affirmed, have a voice in the school's affairs, and are engaged in their learning through relevant and appropriate programs.

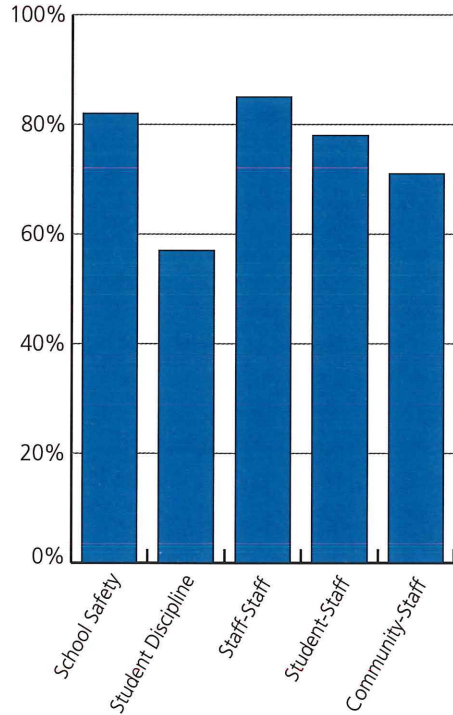
Related Indicators:

- 28. Student Expectations: Graduation and Attitudes toward School
- 31. School Completion: Graduates and Graduation Rates

Related Objectives:

- 4. To improve student achievement

Percent of Staff Who Reported Satisfaction in the Following Areas



Percent of Staff Satisfied with...

School Safety	82%
Student Discipline	57%
Staff-Staff	85%
Student-Staff	78%
Community-Staff	71%

Source:

Northwest Territories School Relationship Survey, Department of Education, Culture and Employment and the NWT Teachers' Association, 1996

CONTEXT

INPUT

PROCESS

OUTPUT

OUTCOMES

Students who expect to graduate are more likely to like school and feel they are doing well in their work than their counterparts who do not expect to graduate.

Many students in the NWT expect to graduate from high school. A 1993/94 survey, *Health Behaviours, Attitudes and Knowledge of Young People in the Northwest Territories*, asked approximately 1,300 Grade 9 and 10 students about their expectation to graduate. The proportion of students expecting to graduate varied by sex and by ethnicity. In general, the proportions were slightly higher for females. The vast majority of Métis (87%) and non-aboriginal (93%) students expected to graduate from high school. The proportions were considerably less for Dene and Inuit students. Approximately 60% of Dene and 55% of Inuit respondents in Grades 9 and 10 reported that they expect to graduate.

There appeared to be close links between students' expectation to graduate and their perceptions of school. Of those students who stated that they expected to graduate, 76% also reported that they 'like' school or 'like it a lot'. In contrast, of those students who did not expect to graduate, 48% 'like' school and 52% reported that they 'don't like it much' or 'don't like it at all'. What goes on in school can have a strong influence

on young people and their future. One of the challenges to educators is to create a school climate where students have positive relationships with their fellow students and staff, participate in and enjoy their learning and have positive expectations for their future. Survey results indicate that there is still a significant proportion of students for which this is not the case.

The expectation of graduating from high school was also related to how well students thought they were doing in their schoolwork. Almost 70% of the students who indicated that they expected to graduate felt that they were doing 'very well' or 'good' in their schoolwork. Only 13% of those who did not expect to graduate felt the same about their work. The majority (87%) of those not expecting to graduate felt they were doing 'fair' or 'poor' in their schoolwork. For many students these are realistic perceptions.

In 1996/97 the actual graduation rate from high school was 27%. There are many questions concerning ways by which learning success can be improved at the senior secondary level and the gap narrowed between students' perceptions

about their future and the reality. Are there definitions of success other than Grade 12 graduation? Can the range of senior secondary programs be modified, enhanced or extended to better serve the diverse needs of the student population? How can schools and programs within them be made more relevant to the lives of the students they serve? How can student's motivation and self-esteem be strengthened and supported?

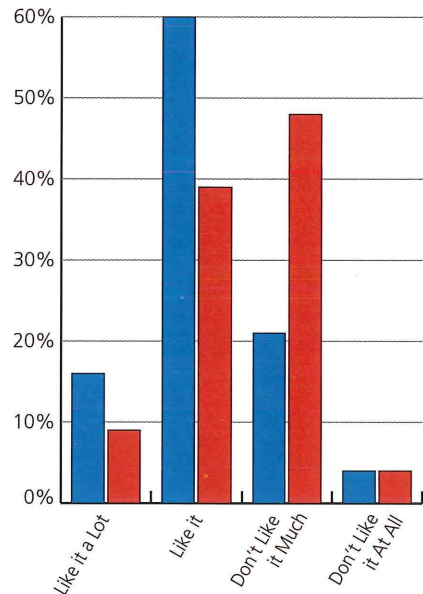
Related Indicators:

- 31. School Completion: Graduates and Graduation Rates

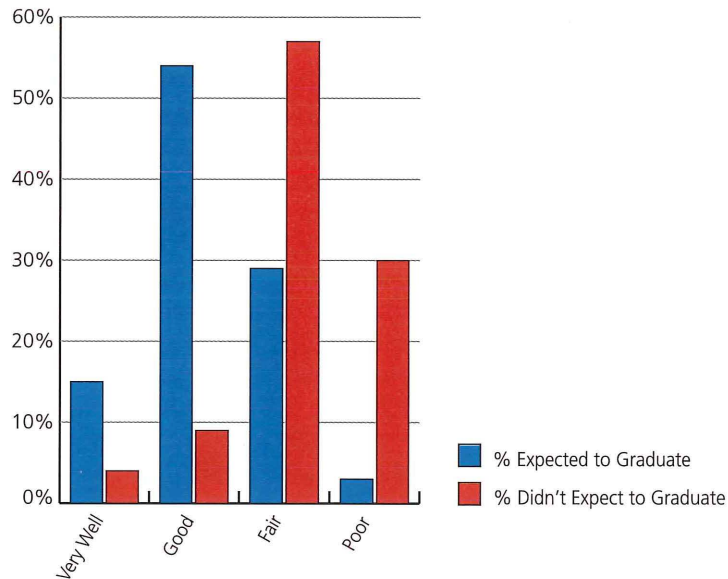
Related Objectives:

- 4. To improve student achievement

How Much Students Liked School, by Expectation to Graduate



How Students Felt They Did In Their School Work, by Expectation to Graduate



How Much Students Liked School, by Expectation to Graduate

	Expect to Graduate	Didn't Expect to Graduate
Like it a Lot	16	9
Like it	60	39
Don't Like it Much	21	48
Don't Like it At All	4	4

How Students Felt They Did in Their School Work, by Expectation to Graduate

	Expect to Graduate	Didn't Expect to Graduate
Very Well	15	4
Good	54	9
Fair	29	57
Poor	3	30

Source:

Health Behaviours, Attitudes and Knowledge of Young People in the Northwest Territories, Department of Education, Culture and Employment, GNWT, 1996



Students' plans differ by sex and by region.

Students in secondary school were surveyed about their expectations for the future. Approximately 1,300 Grade 9 and 10 students were asked to describe what they thought they would be doing once they had completed high school. Males and females differed somewhat in their plans, as did students in Nunavut and the Western NWT.

Across the NWT many students indicated that they expected to attend university. Female students were more likely to believe that they will attend university. Given that the NWT graduation rate from secondary school is 27%, it appears many students' hopes are unrealistic. This tendency of students to have high expectations for their future is prevalent across Canada. A recent report indicated that the relatively high proportion of students expecting to pursue higher education, as opposed to entering the job market, is in fact reversed in reality with many more students entering the job market than continuing to higher education. About a third of NWT students believed they would have a job within a year of leaving high school. Few expected to be unemployed, leading a traditional lifestyle, or staying at home with children.

In Nunavut, 50% of male students expected to be employed or self-employed, 34% expected to be attending college or university, 7% expected to be unemployed and 4% thought they would be leading a traditional lifestyle. In contrast, 50% of the female students expected to be studying at college or university, 38% employed, 6% unemployed and 2% at home with children.

In the Western NWT, higher education plans were more prevalent for both males and females than for their counterparts in Nunavut. Seventy percent (70%) of females and 54% of males in the sample indicated that they expected to be attending college or university. Employment was seen as the immediate future for 30% of the males and 20% of the females. Four (4%) to five percent (5%) of Western NWT students expected they would be unemployed and 2% of males indicated they expected to lead a traditional lifestyle.

The majority of NWT students begin their senior secondary schooling with aspirations of continuing their education beyond high school. Another large segment believes that they will be employed on leaving high school. It is

anticipated that with increased accessibility to senior secondary schooling in all communities, improvements in secondary schooling program options, appropriate support services for students requiring them and improved access to training and academic post-secondary programs, these aspirations will become the reality for increasing numbers of students.

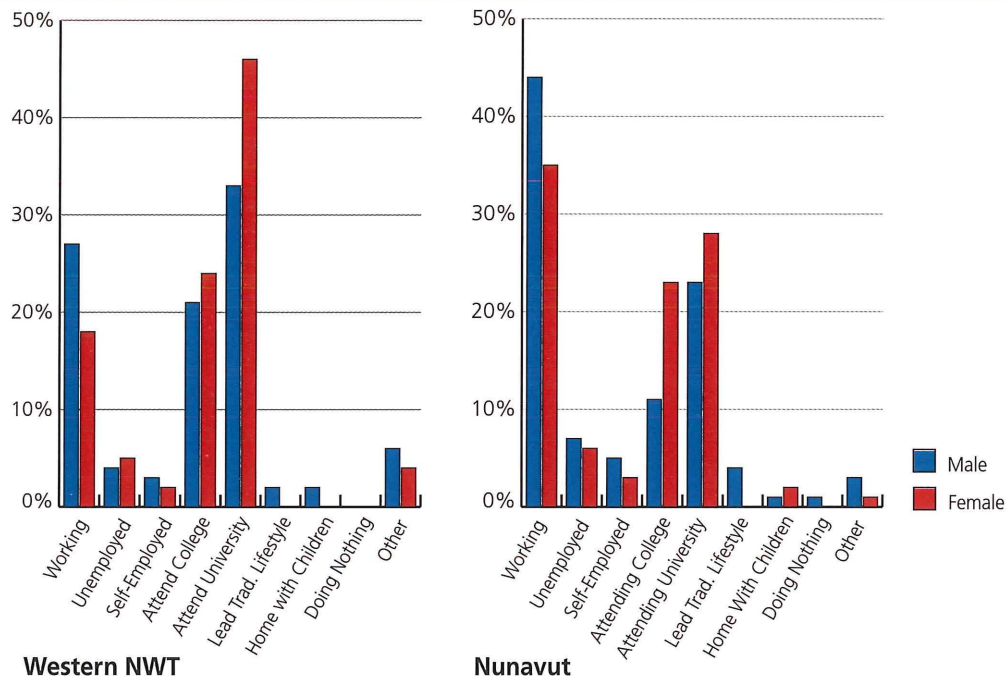
Related Indicators:

31. School Completion: Graduates and Graduation Rates
32. Post Secondary Education: Students Accessing Financial Assistance

Related Objectives:

4. To improve student achievement
5. To improve access for adults to learning and work

Plans After Secondary School



Western NWT

Nunavut

Plans After Secondary School by Percentage

	Nunavut		Western NWT	
	Male	Female	Male	Female
Working	44	35	27	18
Unemployed	7	6	4	5
Self-Employed	5	3	3	2
Attending College	11	23	21	24
Attending University	23	28	33	46
Leading Traditional Lifestyle	4	0	2	0
Home with Children	1	2	2	0
Doing Nothing	1	0	0	0
Other	3	1	6	4

Source:

Health Behaviours, Attitudes and Knowledge of Young People in the Northwest Territories, Technical Report, Department of Education, Culture and Employment, GNWT, 1996

School Completion – *Progression Through the School System*

By 1996/97, the expected year of graduation for a group of 100 students born in 1978; nine had graduated and 29 others were still in senior secondary school.

Tracking the progression of a group of students of the same age through the school system is one way of measuring both the proportion of students completing various levels of schooling and the attrition due to moves to other educational jurisdictions or school leavers. Students born in 1978 who entered the system in Kindergarten or Grade 1 were followed to their expected year of graduation in the school years 1995/96 or 1996/97.

Of a group of 100 students born in 1978 who entered the school system in Kindergarten or Grade 1, 77 progressed through Grades 1 to 6 and entered Grade 7. Twenty-three (23) students either moved to another educational jurisdiction or left school before Grade 7. It is speculated that a number of these were probably non-aboriginal students whose families tended to be more mobile, often coming to the NWT as young families and leaving before their children entered the higher grades. Twelve of the 77 students entering Grade 7 left the system during Grades 7, 8 or 9, leaving 64 students to enter Grade 10 and one remaining at the Grade 9 level.

Of the 64 students who entered Grade 10, nine of them (or 14%) graduated by the expected graduation years of 1996 or 1997 and an additional 29 (or 45%) remained in secondary school with the potential to complete their courses by taking more time and/or receiving extra support. If all of these students were to complete their course requirements, 38 of the original 100 would complete secondary school.

The attrition rate in the elementary and junior high school years, based on the above sample, averages 4% per year. The rate increases in the senior secondary grades. Twenty-six or 40% of those entering Grade 10 left the system at either Grade 10, 11 or 12. This situation, however, is an improvement over a comparable study of students expected to graduate in 1994/95. In that group of 100 students, 36 (or 58%) of those entering Grade 10 left the system in Grades 10, 11, or 12. In addition, of the 26 students entering Grade 12 in the current study, 80% either graduated or remained in the system compared to 50% of a comparable group in 1994/95. Grade extensions in communities, improved

program support and the provision of other services such as counselling and child care have contributed to an increased number of students entering and remaining in senior secondary school to achieve higher levels of education.

The overall NWT graduation rate in 1996/97 was 27%. About one-third of the graduating class were students graduating within a year of their expected graduation date (the nine in this group of 100 students). The remaining two-thirds were (1) those students who had taken longer and required more support to complete their progression through secondary school and (2) older students who returned to the system, after an absence of several years, to complete their secondary schooling.

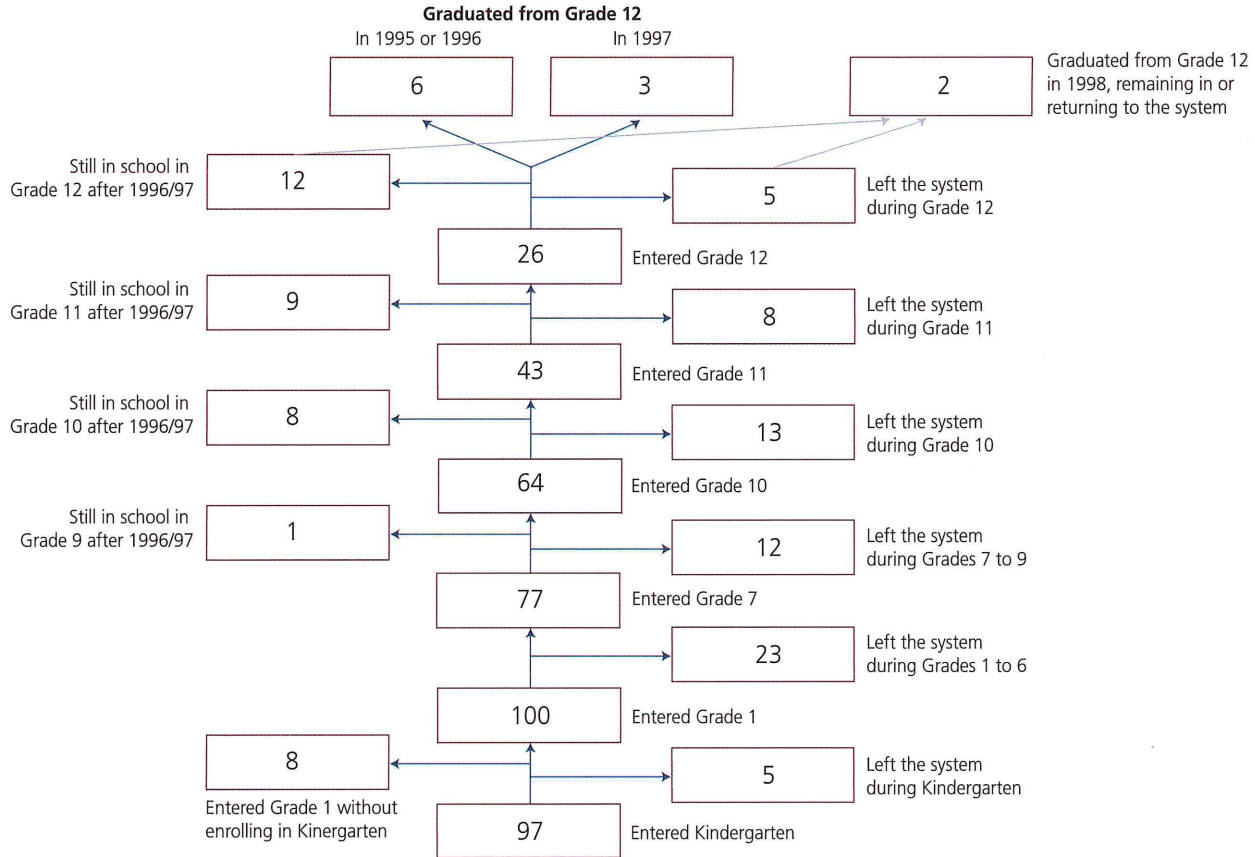
Related Indicators:

- 7. Student Enrolment: Distribution by Grade
- 20. Senior Secondary Schooling: Access in Home Community
- 21. Senior Secondary Schooling: Participation
- 22. Student Support: Programs and Services
- 23. Student Support: Child Care Programs

Related Objectives:

- 4. To improve student achievement

Progression Through the School System



Source:

Student Records System, Department of Education, Culture and Employment, GNWT

Note:

Based on 1,148 students born in 1978 (scaled to = 100) who entered school in Kindergarten/Grade 1

CONTEXT

INPUT

PROCESS

OUTPUT

OUTCOMES

Graduation rates increase for all aboriginal groups between 1994/95 and 1996/97.

The number of graduates of the NWT system continued to rise between 1994/95 and 1996/97 to a total of 295. This represents an increase of 8% over two years. Although there is some variation from year to year, the overall increase (over 40%) in the past 10 years has been dramatic. These figures include only those students graduating from secondary school programs under 19 years of age and do not include additional young people who completed their Grade 12 through Adult Basic Education or grade equivalency.

The graduation rate in the NWT has risen continually over the past 10 years. In 1996/97 it was 27% compared to 25% in 1994/95. This rate is still less than half of the national average of 68%. Students in the NWT are achieving at higher levels than they have in the past but there is still room for improvement.

Non-aboriginal students continue to constitute the largest group of graduates. For this population the number of graduates and the graduation rate both dropped slightly between 1994/95 and 1996/97. The graduation rate among non-aboriginal students was 50% in 1996/97. The proportion of non-aboriginal

graduates among all graduates continued to decline from nearly 70% ten years ago to 62% in 1994/95 and 58% in 1996/97.

The number of graduates and the graduation rates rose for all aboriginal students. For Inuit students the rise has been the most dramatic from 9% in 1994/95 to 15% in 1996/97. Inuit students represent nearly half of the school enrolment and in 1996/97, nearly one-quarter of the graduates.

Dene students showed smaller increases in the number of graduates and graduation rates. Their graduation rate in 1996/97 was 18%. Dene students represent about 17% of the school enrolment and 12% of the graduates. Métis graduates and the graduation rate returned to their level of ten years ago after a decline in 1994/95. Their graduation rate was 21% in 1996/97. Métis students represent about 8% of student enrolment and were 6% of the graduates.

It is anticipated that graduation rates for all segments of the population will continue to rise. As students continue to gain better access to senior secondary programs, stay in school longer, and receive support from their school, parents

and communities to pursue higher education and training, more students will complete their senior secondary program.

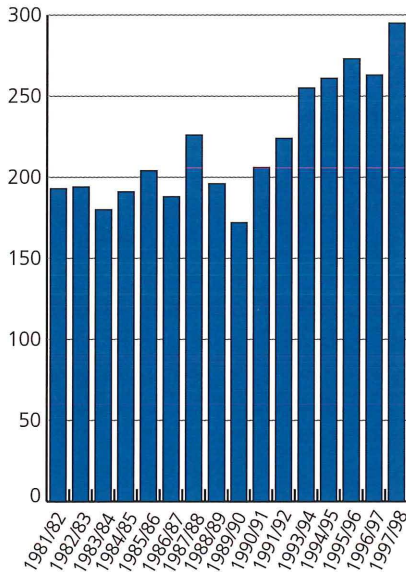
Related Indicators:

2. Population: Distributon by Ethnicity and Age Groups
20. Senior Secondary Schooling: Access in Home Community
26. Course Completion: 20 or More Credits a Year

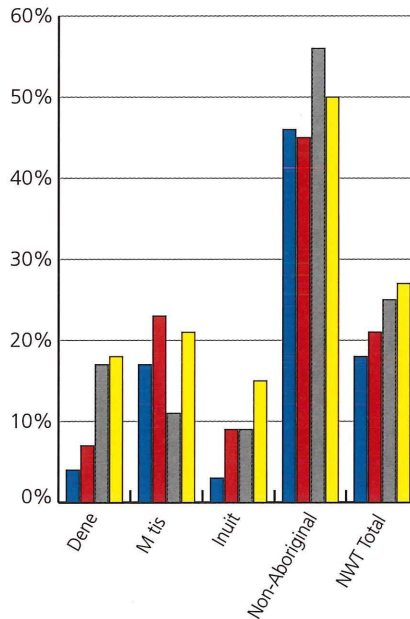
Related Objectives:

4. To improve student achievement

Grade 12 Graduates: NWT Totals



Graduation Rate by Ethnicity



Graduates and Graduation Rates by Ethnicity

	81/82	87/88	94/95	96/97
Dene	8	13	33	34
Métis	15	20	10	19
Inuit	16	40	40	69
Non-Aboriginal	154	153	190	173
NWT Total	193	226	273	295

Number of Grade 12 Graduates in The NWT by Year

	81/82	82/83	83/84	84/85	85/86	86/87	87/88	88/89	89/90	90/91	91/92	92/93	93/94	94/95	95/96	96/97
NWT Total	193	194	180	191	204	188	226	196	172	206	224	255	261	273	263	295

Source:

Student Records System, Department of Education, Culture and Employment, GNWT

Note:

Graduation rates are calculated by dividing the number of graduates by the number of 18 year-olds (one-fifth of the 15 to 19 year-old population)

Participation in post-secondary programs with Student Financial Assistance increased 20% over a two-year period.

During the past ten years there has been a dramatic increase in the number of NWT students accessing Student Financial Assistance (SFA) in order to participate in post-secondary education, including college and university programs. The SFA program also funds up to two semesters of upgrading for Inuit and status Indian students through the UCEP program administered on behalf of the federal government. The numbers have more than doubled from approximately 900 in 1988/89 to slightly over 2,000 in 1996/97. There was a 20% increase across the NWT between 1993/94 and 1996/97.

The increase in numbers of young people accessing post-secondary education, with financial assistance, has been most dramatic among the aboriginal students. In the past eight years their numbers more than tripled from 350 to 1,150. Aboriginal students represented 56% of all students accessing SFA in 1996/97 compared to less than 40% eight years earlier.

In Nunavut, the number of students accessing financial assistance rose by 11% between 1993/94 and 1996/97. The number of Inuit students doing so more than tripled in the eight-year period from

1988/89, and the number of non-aboriginal students increased by 70% in the same period. Inuit students represented 82% of the total number of students proceeding to post-secondary education compared to 70% in 1988/89. This figure comes close to reflecting the Nunavut population distribution of 84% Inuit in 1996.

In the Western NWT, the number of Dene students accessing SFA to continue their studies has increased four fold in the eight years since 1988/89. In the past two years, from 1993/94 to 1996/97, the increase was 38%. The numbers of Métis students increased 74% in eight years but showed a slower increase (10%) over the last two years. A significant number of Inuit students in the Western NWT access SFA. Their numbers rose by 11% between 1993/94 and 1996/97. The number of non-aboriginal students proceeding to further studies with SFA rose by 19% between 1993/94 and 1996/97. Together the aboriginal students represented 48% of all students in the Western NWT accessing SFA. This reflected the population distribution of the Western NWT in 1996.

The trend for more NWT students to

proceed to post-secondary education with student financial assistance continues. The most significant change over the past ten years has been the increase in aboriginal students to the point where their numbers now reflect the population distribution more closely. Numbers are expected to continue to rise as more students attain higher levels of secondary education and qualify for post-secondary programs, and as program delivery increases in communities and more training programs related to NWT employment opportunities are developed.

Related Indicators:

2. Population: Distribution by Ethnicity and Age Groups
3. Level of Education: Population 15 Years of Age and Over
29. Student Expectations: Plans after Secondary School
31. School Completion: Graduates and Graduation Rates

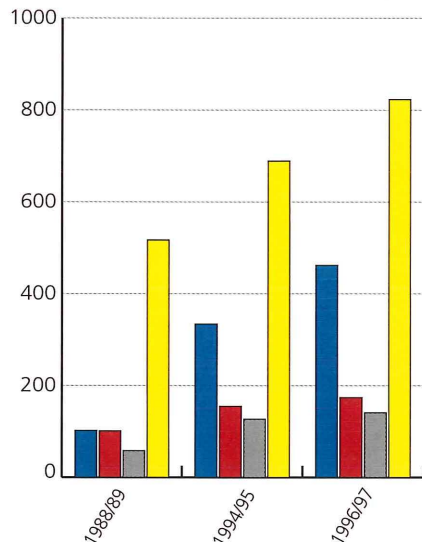
Related Objectives:

5. To improve access for adults to learning and work

Source:

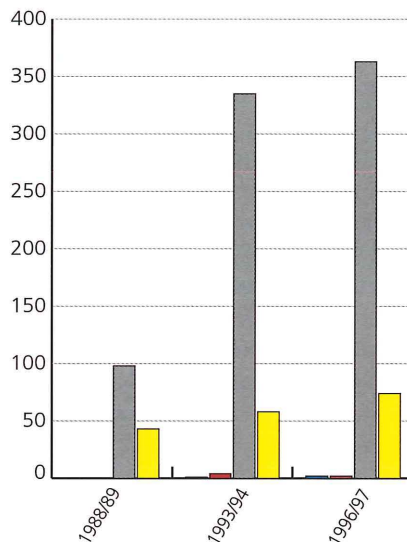
Student Monetary and Recovery Tracking System (SMART), Department of Education, Culture and Employment, GNWT

Students Accessing Financial Assistance

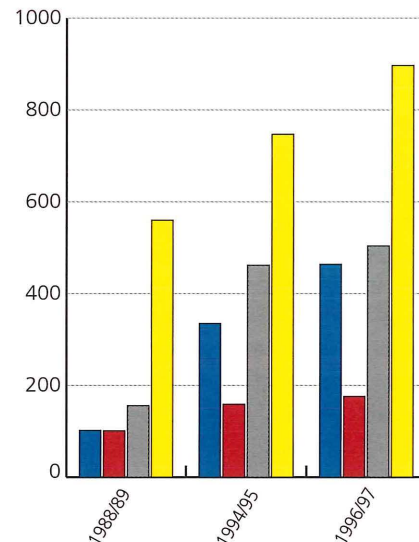


Western NWT

■ Dene ■ Métis ■ Inuit ■ Non-Aboriginal



Nunavut



NWT Total

Students Accessing SFA in the Western NWT

	88/89	93/94	96/97
Dene	102 13%	334 26%	462 29%
Métis	101 13%	155 12%	174 11%
Inuit	58 7%	127 10%	141 9%
Non-Abor.	517 67%	689 53%	823 51%
West Total	778	1305	1600

Students Accessing SFA in Nunavut

	88/89	93/94	96/97
Dene	0 0%	1 0%	2 0%
Métis	0 0%	4 1%	2 0%
Inuit	98 70%	335 84%	363 82%
Non-Abor.	43 30%	58 15%	74 17%
Nun. Total	141	398	441

Students Accessing SFA in the NWT

	88/89	93/94	96/97
Dene	102 11%	335 20%	464 23%
Métis	101 11%	159 9%	176 9%
Inuit	156 17%	462 27%	504 25%
Non-Abor.	560 61%	747 44%	897 44%
NWT Total	919	1703	2041

CONTEXT

INPUT

PROCESS

OUTPUT

OUTCOMES

There is a direct relationship between level of education, likelihood of employment and earnings.

Both the likelihood of employment in the NWT and income are directly related to an individual's level of education. Fewer than 30% of those with Grade 8 or less are employed. The proportion rises to over 75% for those with a Grade 12 diploma and over 90% for those with a university degree. It is interesting to note that even within the category of those holding a certificate or diploma, employment rates are considerably higher for individuals who have completed Grade 12 (88%) than for those who have not (63%).

Earnings also increase substantially with level of education. A person with a Grade 12 diploma earns on average more than twice that of someone with Grade 8 or less education (\$29,000 compared to \$14,000). The average income increases with every level of education to an average of \$50,000 for those with a university degree.

Education provides individuals with choices. It increases the number of jobs a person can do and the training and further education that can be accessed. People with lower levels of education usually are restricted to jobs in the service sector such as clerks, sales people,

labourers, truck drivers or waiters. Career advancement is difficult.

Individuals who have some training in addition to a senior secondary school diploma have excellent chances of getting a job (88%). They have many more career choices and receive higher wages. Jobs possible with such training include managers, administrators, licensed tradesmen, secretaries, RCMP officers, park wardens, firefighters, child care workers, teacher assistants or community health workers.

A university degree ensures the best chance of employment (92%) and the highest wages. Career choices include business, education, law, social work, psychology, biology, geology, engineering, architecture and medicine.

As the move from a service economy to an information economy continues, employment opportunities for people with higher levels of education will increase. At the same time there will be fewer jobs available for people with lower levels of education and no special training.

Related Indicators:

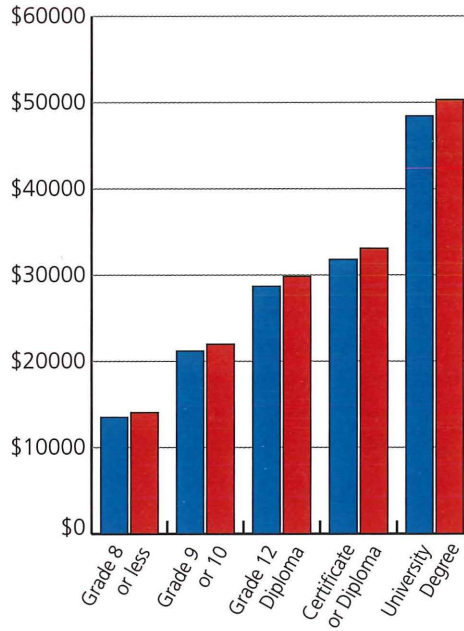
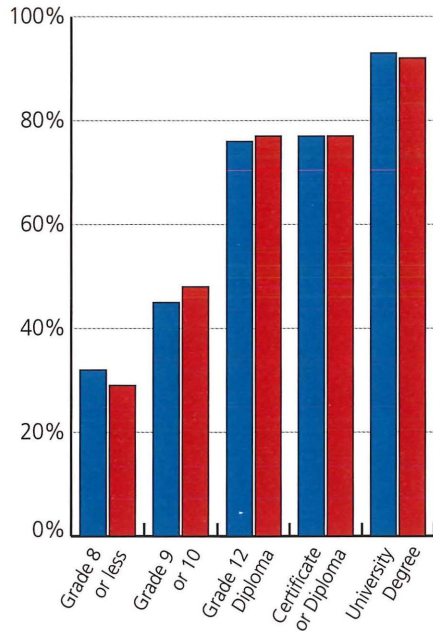
- 31. School Completion: Graduates and Graduation Rates
- 32. Post-Secondary Education: Students Accessing Financial Assistance

Related Objectives:

- 5. To improve access for adults to learning and work

Employment and Education

Average Income and Education



Source:

1994 Labour Force Survey, Census of Canada, Survey of Employees, Earnings and Hours, Statistics Canada

NWT Employment Opportunities and Earnings by Educational Level, 1994

	Grade 8 or less	Grade 9 or 10	Grade 12 Diploma	Certificate or Diploma	University Degree
% Employed	29%	48%	77%	77%	92%
Average Income	14,057	21,980	29,850	33,082	50,311

NWT Employment Opportunities and Earnings by Educational Level, 1989

	Grade 8 or less	Grade 9 or 10	Grade 12 Diploma	Certificate or Diploma	University Degree
% Employed	32%	45%	76%	77%	93%
Average Income	13,516	21,206	28,702	31,810	48,434

Glossary of Terms

Aboriginal

In Canada; of or relating to Indian or First Nations, Métis or Inuit people. In the context of this report, aboriginal refers to individuals in the NWT claiming Cree, Dene, Métis, or Inuit status.

Adult Basic Education

Adult Basic Education refers to curricula used by the NWT public colleges. It includes six levels, ranging from literacy to course work at the university preparation level. Courses assist participants in learning or reviewing skills needed to meet personal, educational or employment goals.

Career and Technology Studies

Career and Technology Studies is a sequence of modularized course offerings at the junior and senior secondary school levels. Many modules have been 'northernized' to reflect aboriginal perspectives.

Challenge Courses

In the NWT, a student may request to demonstrate proficiency, at any time in any course, including those which require a Grade 12 diploma examination. In such

cases, the principal must ensure that the challenge criteria will be adequate indicators for potential success in the preparation to write the Grade 12 diploma examination. Principals will determine whether the request is reasonable and, if so, when and how the student will demonstrate proficiency. Upon successful completion, the principal will submit a written request to Student Records, indicating that the student receive credits for that course.

Classroom Assistant

Traditionally, this was an individual working in a paraprofessional role in schools. These individuals were responsible to the classroom teacher and assisted the teacher in implementing programs for individual students or groups of students. Under the new Education Act (Section 62) any person formally employed as a classroom assistant is now deemed to be an 'Education Assistant'.

Credit

Credits are achieved at the senior secondary school level through satisfactory attainment of specific curricula objectives. Each credit represents

approximately 25 hours of instruction. A student requires 100 credits to graduate with a senior secondary school diploma.

Culture-Based Schooling

School programs and learning environments which reflect, validate and promote the values, world views, and languages of the community's cultures.

Department

Refers to the Department of Education, Culture and Employment, Government of the Northwest Territories. Its responsibilities include early childhood programs, in-school programs (K to 12), and colleges and continuing education.

District Education Authority

A District Education Authority (DEA) is established for each education district. Its duties and powers are conferred by the Education Act and its regulations. Members of each DEA are elected in their education district. Former Community Education Councils (CECs) are now DEAs.

Divisional Education Council

A Divisional Education Council (DEC) may be established by the Minister of Education, Culture and Employment for each education division, to govern the education division. Its duties and powers are conferred by the Education Act and its regulations. A DEC is composed of representatives of each DEA in the education division. Former Divisional Boards of Education are now Divisional Education Councils.

Education Assistant

An individual working in a paraprofessional position in a school and who, under the direction of a teacher, assists in implementing programs for individual students or groups of students. They are also known by a variety of other names such as, Classroom Assistant (CA), Special Needs Assistant (SNA), Student Support Assistant (SSA), and Inclusive Support Assistant (ISA).

Education District

The NWT is divided into Education Districts. These districts are established by the Minister of Education, Culture and Employment and, in most instances,

conform to the boundaries of each community in the Territories. Some communities, e.g. Yellowknife, may have more than one education district.

Education Division

Education Divisions in the NWT are established by the Minister of Education, Culture and Employment and cover a geographic area including several communities, e.g. Sahtu, Baffin.

Ethnicity

Refers to an individual's ethnic affiliation with a distinct group of people with a common linguistic and cultural heritage, e.g. Inuit, Dene, Métis.

Federal Funds

Contributions made by the Department of Education, Culture and Employment to education councils, education authorities, or private schools on behalf of the Government of Canada.

First Language

For the purpose of this report, first language is synonymous with 'mother tongue' in that it refers to the first language learned in childhood and still understood.

First Language (L1) Programs

For the purpose of this report, L1 refers to school programs in which an aboriginal language is the primary language of instruction in the classroom. Schools vary as to the grade levels at which these programs are offered, but most commonly they occur at Kindergarten through Grade 3.

French First Language Program

A French language program where all instruction in the classroom is in French. Such programs are offered where students who are Francophone, or qualify as Right to Holders for French First Language instruction under Section 23 of the Charter of Rights, are sufficient in number.

French Immersion Program

A French language program for non-Francophones, where more than 50% of instruction is in French. Immersion programs are offered at various grade levels depending on the education jurisdiction.

French Second Language Program/Core French

A French language program in which French is taught as a subject. Such programs are offered for various amounts of time per week, depending on the grade level.

Full-time Equivalent

A term used when referring to student attendance. Funding formulas may be based on the number of FTEs. Each student who attends school for a full day program (Grades 1 to 12), and who is present 40% or more of the time, is counted as an FTE. Kindergarten students who attend for one-half of the day are counted as 1/2 FTE, as are home-schooled students.

General Educational Development

The General Educational Development (GED) program provides a second chance for adults who left school before completing Grade 12. By passing the GED tests, individuals earn recognition for high school equivalency. Holders of a GED may qualify for college entry and jobs requiring a secondary school diploma, and can obtain training and advancement at work.

In the NWT, an individual who is 18 years of age or older may, upon successful completion of GED tests, be issued a GED X, XI or XII certificate.

Grade Extensions

This policy and practice began in 1989, by which smaller communities in the NWT gradually expanded their school programs to offer Grade 10, 11 and 12. It is also referred to as the Community High School Initiative.

Home Language

The language most often used to communicate in the home.

Inclusive Schooling

This policy and practice, mandated by the Education Act of the NWT, facilitates the membership, participation and learning of all students in regular classrooms and other school activities.

Junior Secondary

Grades 7, 8 and 9.

K to 12

This term is used to refer to all the grade levels (Kindergarten, Grade 1, 2 to 12) for which education programs are provided in the NWT school system.

Licensed Spaces

The number of spaces available for pre-school children in an Early Childhood Program which has been licensed by the Department of Education, Culture and Employment. Criteria for licensing are specified in the Child Day Care Act and Standards Regulations.

Magnet Facility

A designated residential facility which provides services to students from outside the jurisdiction in which the residence is located. Educational services may be provided either within the facility or in a local school. Facilities such as young offender custody and group homes facilities, operated by the Department of Justice, or group homes, treatment centres and safe shelters, operated under the Department of Health and Social Services, may qualify for this designation.

Non-Aboriginal

In this report, non-aboriginal refers to individuals in the NWT not claiming Cree, Dene, Métis or Inuit heritage and status.

Nunavut

One of two new territories to be created from the Northwest Territories on April 1, 1999, as a result of the settlement of the Nunavut Land Claims Agreement in 1993. Communities within the boundaries of the new territory include all those in the current jurisdictions of the Baffin and Keewatin District Education Councils. In the Kitikmeot Education District, all communities within the jurisdiction, with the exception of Holman, fall within Nunavut's boundary. At the time of publication of this report, the thinking is that Holman may become part of the Beaufort-Delta Education District. Referring to the map on aboriginal languages of the Northwest Territories, in the body of this report, Nunavut will encompass all the communities shown in the Inuktitut and Inuinnaqtun language areas.

Person Year

A term used in human resources and finance matters. Staff positions are often referred to in person years (PYs). A full-time employee would represent one PY, whereas an individual working half-time would be .5 PY.

Principal Certification

There is a requirement under the Education Act that anyone wishing to be employed as a principal of a school must hold a certificate of eligibility as principal. Such a certificate is obtained by completing the Principal Certification Program approved by the Minister of Education.

SAIP

The School Achievement Indicators Program (SAIP) is a national testing program sponsored by the Council of Ministers of Education, Canada (CMEC). The goal of SAIP is to answer the question, "How well are Canadian students doing in the core school subjects of reading and writing, mathematics, and science?" The program has been designed to provide data at the national and provincial or territorial levels, and for the two official language groups in some of the provinces. Two age groups, 13 and 16 year-olds, have been selected for testing. Tests are administered in the spring of each year.

School-Community Counsellor

School-Community Counsellors are community residents who are employed in NWT schools, as counsellors, after having completed a training program at one of the public colleges. They work with students, families and the community. In addition to counselling students and referring students to other agencies, they play an important liaison role in bringing the school and community together in supporting students in their education.

Second Language (L2) Programs

For the purpose of this report, L2 refers to school programs in which the aboriginal language is taught as a subject. The aboriginal language may also be used informally throughout the day, but the primary language of instruction in the classroom is English.

Senior Secondary

Grades 10, 11 and 12. Students earn credits for each successfully completed course at these levels. Upon meeting the minimum graduation requirement of 100 credits, students receive a Secondary School Graduation Diploma.

Student Financial Assistance

A program of financial assistance whereby students, who are NWT residents and enrolled in a post-secondary education program, may receive grants and/or loans. There are various eligibility criteria based on length of residency, degree of need, ethnicity, etc.

Student Support Assistant

A paraprofessional who, under the direction of the classroom teacher, works with students within the classroom or in other settings to assist in the implementation of Individual Education Plans. The assistant may also work with groups of students in order to facilitate the programming for the class as a whole.

Territorial Funds

Contributions made by the Department of Education, Culture and Employment to education councils, education authorities, or private schools on behalf of the Government of the NWT.

Transition Programs

For the purpose of this report, transition refers to a shift from Aboriginal First Language (L1) Programs to L2 Programs, where English becomes the primary

language of instruction. Schools vary as to when this shift occurs, but generally transition programs begin in Grade 3 or 4, and may continue throughout Grades 5 and 6.

Waiver of Prerequisites and Credits for Prerequisite Courses

Prerequisites and credits for prerequisite courses may be waived by the principal, as long as the student possesses the knowledge, skills and attitudes identified in the waived course or program of studies. Judgements are made on an individual basis, not for an entire class of students, when it is in the student's best interest. Waived courses must be reported in writing by the principal to the Manager, Student Records, together with a recommendation for granting of credits. Credits for a prerequisite may be granted only upon successful completion of the next or higher ranking course in that sequence. The waiver provision does not apply to specific courses which are part of the graduation requirement, except in the case of mature students, and students who enter an NWT senior secondary school in Grade 11 or 12.

Western NWT

For the purposes of this report, the second of the two territories to be created at division on April 1, 1999 is indicated as the Western NWT. Included within its boundaries are all the communities in the current jurisdictions of the Beaufort-Delta, Sahtu, Dehcho, Dogrib, South Slave and Yellowknife Education Districts. Referring to the map on aboriginal languages of the Northwest Territories in this report, the Western NWT includes all the communities shown in the Inuvialuktun, Gwich'in, North Slavey, South Slavey, Dogrib, Chipewyan and Cree language areas.

Acronyms

ABE	Adult Basic Education	SCC	School-Community Counsellor
CA	Classroom Assistant	SNA	Special Needs Assistant
CMEC	Council of Ministers of Education, Canada	SSA	Student Support Assistant
CSFI	Conseil scolaire francophone d'Iqaluit	TEP	Teacher Education Program
CSFY	Conseil scolaire francophone de Yellowknife		
CTEP	Community-based Teacher Education Program		
CTS	Career and Technology Studies		
DEA	District Education Authority		
DEC	Divisional Education Council		
ECE	Department of Education, Culture and Employment		
FFL	French First Language		
FSL	French Second Language		
FTE	Full-time Equivalent		
GED	General Educational Development		
GNWT	Government of the Northwest Territories		
ISA	Inclusive Schooling Assistant		
L1	First Language Programs		
L2	Second Language Programs		
NWT	Northwest Territories		
PCP	Principal Certification Program		
PST	Program Support Teacher		
PY	Person Year		
SAIP	School Achievement Indicators Program		



