



# Survey of First Nations and Inuit Youth on Health Careers

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# EXECUTIVE SUMMARY

## ***Introduction***

The purpose of this research was to examine awareness, attitudes, knowledge, and behaviour towards careers in the health profession, as well as profiling preparedness for these types of careers and potential role models among First Nations youth on-reserve and Inuit youth between the ages of 11 and 19. The findings are based on a telephone survey of 575 First Nations youth on-reserve and 175 Inuit youth between the ages of 11 and 19, conducted between March 4 and 28, 2005.

## ***Education***

Virtually all First Nations youth on-reserve and Inuit youth under the age of 15 are currently in school. School attendance declines with age, from 96 percent of youth under 15 to only 48 percent of those over 18. Not surprisingly given their age, most are attending elementary or high school, and very few are in college, university, or trade school.

Two-thirds of the First Nations youth on-reserve and Inuit youth who are currently attending high school attend school within their community. The remainder attend school off-reserve or in another community.

Most First Nations youth on-reserve and Inuit youth enjoy school (50 percent like school a little bit, 38 percent like it a lot). First Nations youth on-reserve and Inuit youth are also divided in the extent to which they enjoy or enrol in math and sciences: just over half pursue math and science courses. The majority indicate that both math and science courses are available in every grade in their school, up to and including grade 12. First Nations youth are more likely to be strongly encouraged to enrol in math and sciences, while Inuit youth seem to be somewhat less apt to.

The majority of First Nations youth on-reserve and Inuit youth plan to obtain a post-secondary education. Of the First Nations youth on-reserve and Inuit youth who plan to pursue post-secondary education, fifty percent plan to attend university, thirty percent plan to attend community college, and ten percent plan to attend apprenticeship training or trade/vocational school. A large proportion of First Nations youth on-reserve and Inuit youth (60 percent) expect to have to move away from their community in order to be able to attend a post-secondary institution, while one-quarter indicate that they will be able to travel or commute daily to attend a post-secondary school, and 12 percent plan to pursue a post-secondary education through distance learning.

Most First Nations youth on-reserve and Inuit youth have at least some role models for obtaining a post-secondary education and most are encouraged to obtain post-secondary education. While 14 percent do not know anyone who has obtained a post-secondary education, most know people who have pursued post-secondary education. Furthermore, three-quarters are encouraged (highly or at least a bit) to pursue post-

secondary education, and very few are actively discouraged from attending post-secondary education. It would seem from the findings that First Nations youth are more likely to know many people who have pursued a post-secondary education compared with Inuit youth.

Knowledge of post-secondary education programs is modest among First Nations youth on-reserve and Inuit youth. Less than one-quarter feel that they have a good idea about the kinds of classes and programs offered at university or in colleges, trade schools or apprenticeship programs.

First Nations youth on-reserve and Inuit youth identify a range of sources that they would consult if they wished to obtain information about student loans, bursaries or scholarships, including their high school (28 percent), the Internet (26 percent), the Band Council (17 percent of First Nations youth specifically) or the school of interest (13 percent). Close to one-quarter however, were not able to identify a source they would consult for this information.

Less than one-quarter of First Nations youth on-reserve and Inuit youth have heard of the bursary program set up by the National Aboriginal Achievement Foundation. Awareness of the National Aboriginal Achievement Foundation's Blueprint for the Future is also low (only 14 percent are aware of the Blueprint). Awareness of other support programs is also quite modest, with roughly one in four youth being aware of either the Post-Secondary Student Support Program (PSSSP) for First Nations youth on-reserve and Inuit Youth, or the First Nations and Inuit Health Careers Summer Student Employment Program.

### ***Knowledge and Perceptions of Health Careers***

When asked to name the types of jobs they know of in the area of health, Forty percent of respondents cite nurses, 39 percent mention physicians or doctors, and 16 percent list dentists. Overall, nearly forty percent cannot name a job in the area of health and medicine. First Nations youth tend to be able to name a wider variety of health-related careers and are more likely than Inuit youth to name nurses, physicians or doctors, dentists and pharmacists.

Two-thirds of youth in the survey reported knowing a social worker, while 60 percent know a nurse, and approximately half know a home care worker or a dentist. Fewer than half know a doctor or an addictions counsellor, and 14 percent reported knowing a dietitian. First Nations youth are more likely than their Inuit counterparts to know a social worker, a home care worker, an addictions counsellor, or a dietitian. Inuit youth are slightly more likely than First Nations youth to know a dentist, but are also less likely to know someone in any of these professions.

In terms of health careers, the job of doctor is seen by both First Nations and Inuit youth as the most interesting, followed by that of a social worker. Approximately half feel that the jobs of home care workers, nurses, dentists, and addictions counsellors would be interesting.

Boys not interested in the job of a nurse most often state that they are simply not interested in this job, however, 17 percent reported a gender bias (stating that only women are nurses). Girls who did not express an interest in the job of a doctor most often stated that they are not interested in the job, that they consider the work environment unpleasant, or that this job requires too much education, but do not identify any gender bias towards this profession (i.e., none said that being a doctor is a job for men). Furthermore, the majority of those who expressed no interest in any of the health careers tested have no interest in any type of job in the area of health.

The primary motivation to pursue a health career (by those interested in these professions) is “to help other people”, followed distantly by “make good money”, “help in community”, and “an interest in the subject”. First Nations youth are more likely than Inuit youth to cite helping other people as the main reason to have a job in health. First Nations youth are also slightly more likely than their Inuit counterparts to cite “make good money,” “help in the community,” “leave the community,” or “work with new people.” Inuit youth are slightly more likely to feel the main reason to have a job in health is because of your interest in the subject, because you get respect, and because you can get a job.

When asked what kinds of classes would have to be taken in high school in order to get a job in health, math, biology, and chemistry were listed along with general social sciences and physics. Nearly three in 10 can name no classes that might be required in high school for a job in health.

Youth were asked to rate the amount of money to be made, the amount of respect obtained, and the amount of post-secondary education required for each of five careers. Three of the five are health careers, with two of the five outside of health, in order to provide a comparison. Doctors are most often (of the five careers tested) perceived to “make a lot of money”, garner “a lot of respect”, and require “a lot of post-secondary education”.

While doctors, teachers, and nurses are seen to require “a lot of post-secondary education,” the relative returns in terms of money and respect are vastly different. While doctors are seen to receive a lot of money and respect for the amount of time and work committed to the preparation for the job, teachers are seen to get relatively little respect and even less money. Nurses are seen to get a lot of respect, relative to the time and work of post-secondary education, but little money. On the other hand, car mechanics are seen to require very little post-secondary education, and get relatively little respect. They are seen, however, to make a lot of money compared with the other professions. Midwives are seen as garnering the most respect (after doctors and nurses) with relatively little post-secondary education and even less money. All told, health professions (at least the three tested in the study) are seen as fairly good jobs to have, although midwifery is seen to come with less income compared to other areas of employment.

Two-thirds of the First Nations youth on-reserve and Inuit youth surveyed have access to career counselling through their school, and most (two-thirds) who have access to career counselling have received counselling in the past.

Teachers and guidance counsellors are the top two sources of information on careers (mentioned 65 and 50 percent of the time, respectively). Three in ten times, First Nations youth on-reserve and Inuit youth say that they got the information from posters in the school hallways, while the Internet, friends, family and career fairs served as the source of career information less often.

Prior exposure to health career information covers a wide range of areas but in most cases, youth recall hearing about the types of post-secondary education required for jobs in health, the kinds of jobs available, and the type of high school classes needed and information on income levels (cited 14 to 20 percent of the time). Fewer youth have heard specific information about what the health-related jobs are like, the availability of jobs and the option of being able to work within their communities.

Survey findings point to a knowledge gap in career information on jobs in the health field between the information that youth have already received vs. the types of information they think would be important for them to know. This is primarily the case with regard to what health jobs are really like, salaries and the type of high school classes needed as prerequisites for these types of jobs.

Three-quarters of First Nations youth on-reserve and Inuit youth have had career professionals visit their classroom to provide information and details on their job. First Nations youth are considerably more likely than Inuit youth to have taken part in school career days, career information fairs or career booths.

In terms of getting access to career information, First Nations youth on-reserve and Inuit youth perceive the greatest benefit from talking to people who are employed in the field (chosen 72 percent of the time). This is followed by talking to a friend or family member (55 percent). Guidance counsellors, in-class discussions, teachers, posters and pamphlets and the Internet are all identified as a second-tier of preferable sources of career information and television shows are considered to be the least popular source.

Of interest to most First Nations youth on-reserve and Inuit youth is the ability to spend time with someone while they are working in order to get an accurate picture of what is involved. More than eight in ten First Nations and Inuit youth said that they would be at least somewhat interested in this type of job shadowing. Inuit youth are somewhat more likely than First Nations youth to say they are “very interested”.

First Nations youth on-reserve and Inuit youth expressed a high degree of interest in attending career fairs where they would have the opportunity to talk to people employed in a range of health care professions.

### ***Employment***

Twenty percent of youth are currently working. Just under half of these individuals are working part-time, with fewer working full-time or in temporary or casual positions. The most common activity among those who are not in school or employed is the need to care for a family member at home.

### ***Use of Internet***

Three-quarters of First Nations youth on-reserve and Inuit youth have used the Internet in the past three months. School is the most common location for accessing the Internet, followed by home. Youth also reported accessing the Internet at the homes of friends and family, a library, at work or at the Band office.

Nearly half of the youth who use the Internet in the past three months say that they use it every day. Thirty-eight percent are online once or a few times per week and 16 percent access the Internet a few times a month or less. First Nations youth report a higher frequency of Internet access than Inuit youth.



# SOMMAIRE

## ***Introduction***

La présente recherche visait à étudier la sensibilisation des jeunes des Premières nations vivant dans les réserves et des jeunes Inuit à une carrière dans le domaine de la santé, de même que leurs attitudes, leurs connaissances et leurs comportements à cet égard, à établir l'état de préparation de ces personnes de 11 à 19 ans à une carrière de cette nature ainsi qu'à savoir s'ils disposent de modèles à imiter. Les résultats se fondent sur un sondage téléphonique réalisé du 4 au 28 mars 2005 auprès de répondants âgés de 11 à 19 ans, soit 575 membres d'une Première nation vivant dans une réserve et 175 Inuit.

## ***Éducation***

Les jeunes de moins de 15 ans, membres d'une Première nation et vivant dans une réserve ainsi que jeunes Inuit, vont presque tous à l'école. En vieillissant, la fréquentation scolaire décline, passant de 96 pour cent des adolescents de moins de 15 ans à 48 pour cent de ceux qui ont 18 ans et plus. Vu leur âge, il n'est pas étonnant que la plupart soient à l'école primaire ou secondaire et qu'il y en ait très peu qui fréquentent le collège, l'université ou une école technique.

Les deux tiers des jeunes des Premières nations vivant dans une réserve et des jeunes Inuit qui font présentement des études secondaires fréquentent une école de leur collectivité. Les autres étudient à l'extérieur d'une réserve ou dans une autre collectivité.

La plupart des jeunes des Premières nations vivant dans une réserve et des jeunes Inuit disent aimer l'école (un peu, pour 50 pour cent d'entre eux, et beaucoup pour 38 pour cent). Les jeunes des Premières nations vivant dans une réserve et les jeunes Inuit sont divisés en ce qui concerne leur intérêt pour les mathématiques et les sciences et leur étude de ces matières : un peu plus de la moitié suivent des cours de mathématiques et de sciences. La majorité des répondants affirment que dans leur école, il y a des cours de sciences et de mathématiques d'offerts à tous les niveaux, de la première à la douzième année. Les jeunes des Premières nations sont plus susceptibles d'être encouragés à suivre des cours de sciences et de mathématiques, à comparer aux jeunes Inuit qui le sont un peu moins.

La majorité des jeunes des Premières nations vivant dans une réserve et des jeunes Inuit prévoient faire des études postsecondaires. Parmi les jeunes qui envisagent des études postsecondaires, 50 pour cent prévoient aller à l'université, 30 pour cent veulent s'inscrire dans un collège communautaire et dix pour cent visent un programme d'apprenti ou une école technique ou professionnelle. Une proportion importante des jeunes des Premières nations vivant dans une réserve et des jeunes Inuit (60 pour cent) s'attendent à devoir quitter leur collectivité afin de fréquenter un établissement d'enseignement postsecondaire, tandis que le quart d'entre eux pensent pouvoir se déplacer ou faire la navette tous les jours pour faire des études postsecondaires et que 12 pour cent envisagent une formation postsecondaire à distance.

La plupart des jeunes des Premières nations vivant dans une réserve et des jeunes Inuit ont un ou plusieurs modèles qui les inspirent à faire des études postsecondaires, et la plupart y sont aussi encouragés. Si 14 pour cent ne connaissent personne qui ait un diplôme d'études postsecondaires, la plupart des répondants connaissent quelqu'un qui a entrepris des études postsecondaires. En outre, les trois quarts d'entre eux sont encouragés (fortement ou du moins un peu) à poursuivre des études postsecondaires, et ils sont très peu nombreux à dire qu'on les incite à ne pas en faire. D'après nos observations, les jeunes des Premières nations semblent plus susceptibles que les jeunes Inuit de connaître un grand nombre de personnes ayant fait des études postsecondaires.

Assez peu de jeunes des Premières nations vivant dans une réserve et de jeunes Inuit sont au courant des programmes d'enseignement postsecondaire. Moins du quart pensent avoir une bonne idée des cours et des programmes offerts à l'université ou dans les collèges, les écoles techniques ou les programmes d'apprenti.

Les jeunes des Premières nations vivant dans une réserve et les jeunes Inuit mentionnent diverses sources qu'ils pourraient consulter s'ils voulaient des renseignements sur les prêts aux étudiants, les bourses d'études et les bourses d'entretien, soit leur école secondaire (28 pour cent), Internet (26 pour cent), le conseil de bande (17 pour cent des jeunes des Premières nations) ou l'établissement qui les intéresse (13 pour cent). Cependant, près du quart des répondants n'ont pas pu nommer de source auprès de laquelle ils pourraient s'informer.

Moins du quart des jeunes des Premières nations vivant dans une réserve et des jeunes Inuit ont entendu parler du programme de bourses de la Fondation nationale des réalisations autochtones. La sensibilisation au programme Feu vert pour l'avenir de la Fondation nationale des réalisations autochtones est également assez faible (seuls 14 pour cent le connaissent). Il en va de même pour d'autres programmes d'aide dont le Programme de soutien aux étudiants de niveau postsecondaire (PSENP) pour les jeunes des Premières nations vivant dans les réserves et les jeunes Inuit ou le Programme d'emploi d'été en santé pour les étudiants des Premières nations et Inuit, qui ne sont connus l'un et l'autre que par un répondant sur quatre.

### ***Connaissance et perception des carrières en santé***

Invités à nommer des genres d'emplois qu'ils connaissent dans le domaine de la santé, 40 pour cent des répondants mentionnent celui d'infirmière, 39 pour cent celui de médecin et 16 pour cent celui de dentiste. Dans l'ensemble, près de 40 pour cent ne peuvent nommer un seul emploi dans le domaine de la santé ou de la médecine. Les jeunes des Premières nations tendent à pouvoir nommer une plus vaste gamme de professionnels de la santé et ils sont plus susceptibles que les jeunes Inuit de répondre par infirmières, médecins, dentistes et pharmaciens.

Les deux tiers des jeunes interrogés disent connaître un travailleur social tandis que 60 pour cent connaissent une infirmière et environ la moitié, un préposé aux soins à domicile ou un dentiste. Moins de la moitié connaissent un médecin ou un conseiller en toxicomanie et 14 pour cent disent connaître une diététicienne. Les jeunes des Premières nations sont plus susceptibles que leurs camarades Inuit de

connaître un travailleur social, un préposé aux soins à domicile ou conseiller en toxicomanie, ou une diététicienne. Les jeunes Inuit sont un peu plus susceptibles que ceux des Premières nations de connaître un dentiste, mais aussi moins susceptibles de connaître quelqu'un qui pratique l'une ou l'autre de ces professions.

En tant que carrière du domaine de la santé, celle de médecin est perçue aussi bien par les jeunes des Premières nations vivant dans une réserve que les jeunes Inuit comme la plus intéressante, suivie par celle de travailleur social. Environ la moitié des répondants pensent qu'un emploi de préposé aux soins à domicile, d'infirmière, de dentiste et de conseiller en toxicomanie serait intéressant.

La plupart des garçons qui ne veulent pas devenir infirmiers disent simplement que cet emploi ne les intéresse pas; toutefois, 17 pour cent affichent un parti pris sexiste (en disant que c'est un emploi de femme). Les filles qui ne montrent pas d'intérêt pour un travail de médecin disent le plus souvent que cela ne les intéresse pas, que ce milieu de travail est déplaisant ou qu'il faut étudier trop longtemps, mais elles ne montrent pas de parti pris sexiste à l'égard de cette profession (i.e., aucune n'a répondu que le travail de médecin est réservé aux hommes). En outre, la majorité des répondants qui n'expriment pas un intérêt pour l'une des carrières mentionnées ne sont pas intéressés à quelque carrière que ce soit en santé.

La principale motivation à la poursuite d'une carrière en santé (pour ceux que la chose intéresse) consiste à « aider les autres », suivie de beaucoup plus loin par « faire de l'argent », « aider ma collectivité » et « je m'intéresse à ce sujet ». Les jeunes des Premières nations sont beaucoup plus susceptibles que les jeunes Inuit de dire, comme principale raison de travailler dans le domaine de la santé, que c'est parce qu'ils veulent aider les autres. Les jeunes des Premières nations sont aussi un peu plus susceptibles que les jeunes Inuit de donner les raisons suivantes : « faire de l'argent », « aider ma collectivité », « quitter ma collectivité » ou « travailler avec de nouvelles personnes ». Les jeunes Inuit sont un peu plus susceptibles de croire que la principale raison qu'on a de travailler dans le domaine de la santé est celle de s'intéresser à ce sujet, d'être respecté et de pouvoir trouver du travail.

En ce qui concerne les matières qu'il faut étudier à l'école secondaire pour avoir un emploi en santé, les mathématiques, la biologie et la chimie sont mentionnées, de même que les sciences sociales en général et la physique. Près de trois répondants sur dix ne peuvent nommer aucune matière qui serait obligatoire à l'école secondaire pour travailler dans le domaine de la santé.

Les jeunes devaient, à l'égard de cinq professions qui leur étaient présentées, dire combien d'argent font selon eux les personnes concernées, combien de respect elles reçoivent et combien d'études postsecondaires elles doivent faire. Trois de ces professions étaient du domaine de la santé et les deux qui ne l'étaient pas devaient servir de points de comparaison. L'impression la plus courante, c'est que les médecins (parmi les cinq professions visées) font « beaucoup d'argent », reçoivent « beaucoup de respect » et doivent faire « beaucoup d'études postsecondaires ».

Bien qu'on pense au sujet des médecins, des enseignants et des infirmières qu'ils doivent faire « beaucoup d'études postsecondaires », l'opinion diffère considérablement en ce qui concerne l'argent gagné et le

respect obtenu. Si l'on croit que les médecins reçoivent beaucoup d'argent et de respect compte tenu du temps et du travail consacrés à la préparation à leur emploi, on estime que les enseignants obtiennent assez peu de respect et encore moins d'argent. En ce qui concerne les infirmières, on pense qu'elles obtiennent beaucoup de respect compte tenu de la durée de leurs études postsecondaires et des efforts qu'elles y mettent, mais peu d'argent. Pour les mécaniciens d'automobile, par contre, on pense qu'ils ont besoin de très peu d'études postsecondaires et qu'ils obtiennent assez peu de respect. Cependant, on croit qu'ils font beaucoup d'argent à comparer aux autres professions. Selon les répondants, les sages-femmes recueillent beaucoup de respect (après les médecins et les infirmières) mais font assez peu d'études postsecondaires et gagnent le moins d'argent. Dans l'ensemble, les professions en santé (du moins les trois qui étaient présentées) sont assez bien perçues même si l'on pense, au sujet des sages-femmes, qu'elles rapportent le moins d'argent en comparaison avec les autres domaines d'emploi.

Les deux tiers des jeunes des Premières nations vivant dans une réserve et des jeunes Inuit qui étaient interrogés ont accès à de l'orientation professionnelle dans leur école et la plupart (les deux tiers) de ceux qui y ont accès ont obtenu de l'orientation professionnelle par le passé.

Les enseignants et les conseillers en orientation sont les deux principales sources d'information sur les carrières (ils sont mentionnés respectivement 65 et 50 pour cent des fois). Trois fois sur dix, les jeunes des Premières nations vivant dans une réserve et les jeunes Inuit disent s'être informés grâce à des affiches dans les corridors de l'école, tandis qu'Internet, les amis, la famille et les salons des carrières sont des sources moins fréquentes d'information professionnelle.

L'exposition antérieure à de l'information sur les carrières en santé comprend une vaste gamme de domaines mais, la plupart du temps, les jeunes se rappellent avoir entendu parler du genre d'études postsecondaires qu'il faut faire pour travailler en santé, des sortes d'emplois disponibles et des cours obligatoires à l'école secondaire, de même qu'avoir reçu de l'information sur les niveaux de revenu (cités de 14 à 20 pour cent du temps). Les jeunes sont moins nombreux à avoir reçu des renseignements précis sur la nature des emplois dans le domaine de la santé, la disponibilité des emplois et la possibilité de travailler au sein de leur collectivité.

L'étude révèle des lacunes dans l'information professionnelle sur les emplois du domaine de la santé, entre les renseignements que les jeunes ont obtenus et le genre de renseignements qu'ils jugeraient importants de posséder. Ces derniers concernent en particulier la nature exacte des emplois en santé, le salaire et les sortes de cours qu'ils devraient avoir suivis à l'école secondaire afin de pouvoir occuper des emplois de ce genre.

Les trois quarts des jeunes des Premières nations vivant dans une réserve et des jeunes Inuit ont déjà reçu en classe la visite de personnes venues les renseigner et leur fournir des explications sur l'emploi qu'elles occupent. Les jeunes des Premières nations sont sensiblement plus susceptibles que les jeunes Inuit d'avoir participé à l'école à des journées d'orientation, à des salons des carrières ou à des kiosques d'information professionnelle.

Comme moyens d'information sur les carrières, les jeunes des Premières nations vivant dans une réserve et les jeunes Inuit préfèrent avant tout pouvoir s'adresser à des personnes qui occupent un emploi dans le domaine (choix de 72 pour cent des répondants). Le second choix (55 pour cent) consiste à s'adresser à un ami ou à un membre de la famille. Les conseillers en orientation, les discussions en classe, les enseignants, les affiches et dépliants de même qu'Internet sont tous tenus comme sources secondaires d'information professionnelle, tandis que les émissions de télévision constituent la source la moins populaire.

La plupart des jeunes des Premières nations vivant dans une réserve et des jeunes Inuit seraient intéressés à passer une partie d'une journée de travail avec quelqu'un qui occupe un certain emploi pour avoir une idée plus précise de ce que fait cette personne. Plus de huit sur dix jeunes des Premières nations et jeunes Inuit se disent tout au moins assez intéressés à cette sorte de jumelage. Les jeunes Inuit sont un peu plus portés que les jeunes des Premières nations à se dire « très intéressés ».

Les jeunes des Premières nations vivant dans une réserve et les jeunes Inuit expriment un vif intérêt pour ce qui est d'assister à un salon des carrières où ils pourraient interroger des personnes occupant divers emplois dans le domaine de la santé.

### ***Emploi***

Vingt pour cent des jeunes ont un travail. Un peu moins de la moitié de ces derniers travaillent à temps partiel et ils sont moins nombreux encore à travailler à temps plein ou à avoir un poste temporaire ou occasionnel. L'activité la plus courante de ceux qui ne vont pas à l'école ou n'ont pas d'emploi consiste à s'occuper d'un membre de la famille à la maison.

### ***Utilisation d' Internet***

Les trois quarts des jeunes des Premières nations vivant dans une réserve et des jeunes Inuit ont utilisé Internet au cours des trois derniers mois. L'école est le principal endroit où ils ont accès à Internet, leur domicile étant le second. Les jeunes disent aussi se servir d'Internet au domicile d'amis et de membres de la famille, à la bibliothèque, au travail ou dans les bureaux du conseil de bande.

Près de la moitié des jeunes qui ont utilisé Internet au cours des trois derniers mois disent l'avoir fait tous les jours. Trente-huit pour cent se branchent une ou plusieurs fois par semaine tandis que 16 pour cent ne le font que quelques fois par mois ou moins souvent. L'utilisation d'Internet est plus fréquente chez les jeunes des Premières nations que les jeunes Inuit.



# 1. INTRODUCTION AND METHODOLOGY

Within Health Canada, the First Nations and Inuit Health Branch (FNIHB) is primarily responsible for delivering community-based health promotion and prevention programs and is striving towards the provision of sustainable health services in First Nations and Inuit communities. The purpose of FNIHB's Health Human Resources program is to develop and implement a strategy to ensure the current and future supply of First Nations and Inuit health care providers are optimized; to maintain an adequate supply of qualified health care providers; and to increase the number of First Nations Inuit individuals working in health care delivery.

The purpose of the current research was to determine awareness, attitudes, knowledge and behaviour regarding careers in the health profession among First Nations on-reserve and Inuit youth between the ages of 11 and 19. This was achieved through a telephone survey of First Nations youth on-reserve and Inuit youth in these age ranges across Canada and in the north.

## 1.1 METHODOLOGY

The findings are based on a survey of 575 First Nations youth on-reserve between the ages of 11 and 19, and 175 Inuit youth in the same age range. Parental consent was obtained for the interviews with respondents under the age of 16. The research is aimed at determining First Nations youth on-reserve and Inuit youths' awareness and interest in careers in the health profession, as well as profiling preparedness for these types of careers and potential role models for youth on this topic. The survey evidence will form a baseline upon which to build a future social marketing campaign.

Over the years, EKOS Research has built a sample frame of virtually the entire population of First Nations people living on-reserve in Canada. Postal codes for each of the reserves were entered into a program designed to isolate all listed telephone numbers associated with these postal codes. From this frame of all First Nations households on-reserve, a random sample was drawn for the First Nations youth portion of this survey. This overall sample of 750 completed cases carries a level of precision of +/-3.5 percent. The First Nations portion of the sample carries a margin of error of +/-4.1 percent. The remaining 175 of the 750 cases, conducted with Inuit youth between the ages of 11 and 19, were screened randomly from listed telephone numbers in the Northwest Territories and Nunavut. The margin of error on this portion of the sample is +/-7.4 percent.

The survey contains approximately 50 closed substantive questions, including background/socio-demographic questions. The following issues were addressed:

- **General Awareness, Knowledge of Health Careers**
  - ◇ Assess First Nations youth on-reserve and Inuit youths' awareness and knowledge of health careers, including educational requirements
  - ◇ Determine First Nations youth on-reserve and Inuit youths' educational preparedness for potential careers in health fields
  
- **Attitudes Towards Health Careers and Role Models**
  - ◇ Assess First Nations youth on-reserve and Inuit youth's attitudes towards health careers
  - ◇ Determine the effect of role models (family or friends) in selecting a career in a health care field

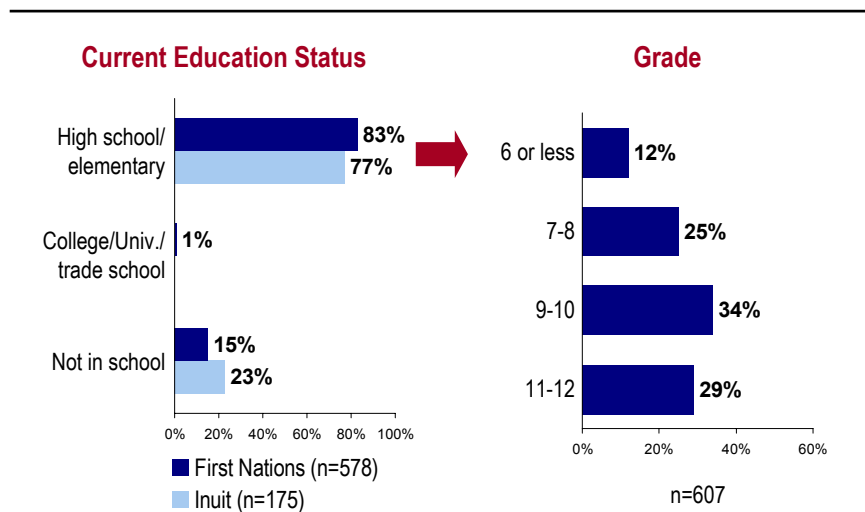
The data were collected between March 4 and 28, following a pretest on March 3. The overall response rate was 34 percent. The questionnaire was translated into French and Inuktitut. Data were then coded and banner tables produced. Cases were weighted to population proportions of First Nations youth across the provinces, with the appropriate age ranges (as a sub-segment of the population). The questionnaire is presented as Appendix A. Appendix B presents full call distributions for all cases and Appendix C (under separate cover) presents the detailed results, overall and by key segments of the sample. The reader should note that charts present overall survey results, unless there are significant differences across the First Nations and Inuit portions of the survey sample, in which case results are presented for the two populations individually.

## 2. EDUCATION

Virtually all First Nations youth on-reserve and Inuit youth under the age of 15 are in school (96 percent) and just about all 15 to 16 year olds (90 percent) are also in school. This drops to 63 percent of 17 to 19 year olds (with it dropping from 76 percent among 17 year olds to 48 percent among 19 year olds). In the overall sample, this averages across all age groups, to 83 percent attending school and 17 percent who are not. Not surprisingly given their age (19 and under), most are attending elementary or high school (82 percent), and very few are in college, university, or trade school (one percent).

It is likely for this reason that the survey results seem to point to a lower attendance rate among Inuit youth, since the age distribution of Inuit youth in the sample collected is marginally older than it is for the First Nations portion of the sample (although not statistically significant in their difference, and is likely a reflection of marginally different response rates by age cohort in the two populations).

### School Status



- Youth who are attending school are far more likely to use the Internet on a frequent basis. Usage (and frequency of use) of the Internet also increases with the age of the individual and therefore the grade they are in. Intensive use of the Internet is concentrated most heavily in grades 11 and 12.

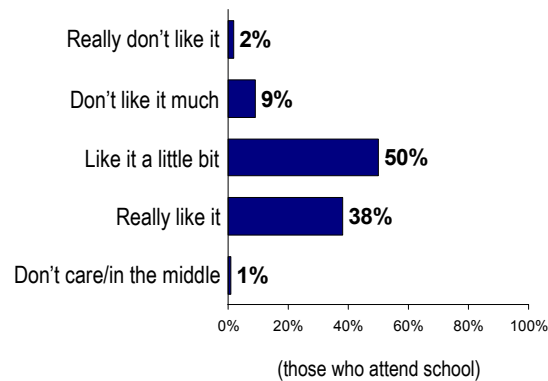
Two-thirds of the First Nations and Inuit youth who are attending high school (67 percent) are attending school on-reserve or in their community. One-third (33 percent) attend school off-reserve or in another community. Inuit youth (whose communities tend to be more isolated) are more likely to attend school in their own community (95 percent), whereas 61 percent of First Nations youth living on-reserve attend school on the reserve. The highest concentration of youth attending school off-reserve is 15 to 16 year olds (at 40 percent off-reserve to 60 percent on-reserve).

- First Nations youth identifying their first language as English are more apt to attend school off-reserve (41 percent). On the other hand, those with Cree as a first language are far more likely to be schooled on the reserve (86 percent).
- Youth who use the Internet frequently are quite a bit more likely to attend school off the reserve (46 percent), while those reporting little or no usage of the Internet are far more likely to be attending school on the reserve (74 to 77 percent, respectively), although there is no obvious explanation for this in the survey findings.
- Youth who said that they like school are also more likely to attend school off-reserve. Similarly, those students who say that they have a lot of knowledge about post-secondary education programs are more likely to attend school off-reserve.
- First Nations youth in British Columbia are the most likely to attend school off-reserve (66 percent) followed by Ontario (51 percent), while youth in Manitoba and Saskatchewan are much more likely to attend school on-reserve (87 and 77 percent respectively).

First Nations youth on-reserve and Inuit youth attending school were asked to rate their level of enjoyment of school. Fifty percent said that they like school a little bit, 38 percent like it a lot, and 11 percent do not like it. There is no difference between Inuit and First Nations youth in their level of enjoyment of school.

## Enjoyment

“Would you say that you really ... school?”



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n=624

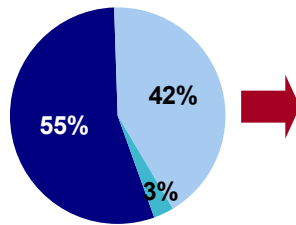
First Nations On-Reserve and Inuit Youth Survey - Winter 2005

- Students who enjoy school (and are probably more apt to continue their education) are more likely to indicate that they are knowledgeable about post-secondary programs. They are also more likely to be aware of and exposed to people in different health careers. This is an interrelationship seen throughout the survey findings, whereby results are higher among youth who enjoy school, know what kind of programs exist in post-secondary education and know more about health careers.

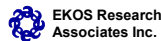
First Nations youth on-reserve and Inuit youth are divided in the extent to which they enjoy or enrol in math and sciences. While just over half (55 percent) pursue math and science courses because they either enjoy them or think that they will need them later on, 42 percent avoid taking math and science courses as much as possible. Furthermore, of those who indicated that they take as few science and math courses as they can, most (65 percent) indicate that they choose not to take these subjects even though they are offered, and only one-quarter (24 percent) said that it is because these courses are simply not offered at their grade level or in their school. Again, there is no difference between Inuit and First Nations youth in their rate of pursuing math and sciences

### Taking Math and Science

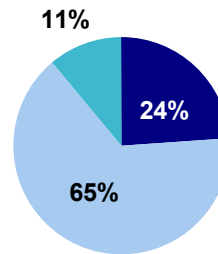
“Some kids take more math and science courses because they like them/need to take them for other things later on. Other kids take as few math and science courses as they can. Which one fits you better?”



■ More math & science  
 ■ Minimum math & science  
 ■ Don't know/no response  
 n=623



“Is that because the courses are not offered at your level in your school, or because you choose not to take them?”



■ Not offered at school  
 ■ Don't take them  
 ■ Don't know/no response  
 n=254

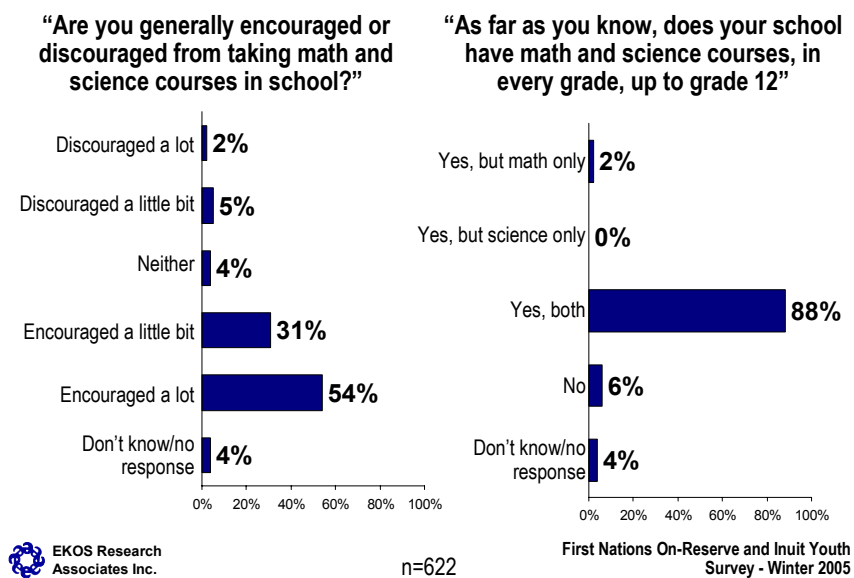
First Nations On-Reserve and Inuit Youth Survey - Winter 2005

- There is a connection between liking school and pursuing math and sciences. Those who do not like school are also more apt to avoid math and science courses as much as possible (61 percent of those who do not like school avoid math and science courses).
- Similarly, youth who plan to attend university and who are knowledgeable of post-secondary programs are more likely to take math or science.
- Employed youth (who are also older and who are academic achievers) are also more apt to be taking science and math courses.

Math and science courses appear to be broadly available to First Nations youth on-reserve and Inuit youth, and they generally feel that they are encouraged to study these subjects. Most First Nations youth on-reserve and Inuit youth feel that they are encouraged either a little bit (31 percent) or a lot (54 percent) to take math and science in school. Only eight percent feel that they are discouraged while four percent indicate that there is no active encouragement or discouragement. The majority (88 percent) indicate that both math and science courses are available in every grade in their school, up to and including grade 12.

First Nations youth on-reserve are more likely to be encouraged to enrol in math and sciences, as compared to Inuit youth. There is no difference, however, in the availability of math and science courses to First Nations youth on-reserve and Inuit youth.

### Encouragement and Availability to Pursue Math & Science



- Youth who like school, who like math and sciences, and who are knowledgeable about post-secondary programs are more likely to feel very encouraged to pursue these subjects. This may suggest a link between encouragement and achievement.
- Students who plan to pursue an education in a trade or vocational school are more discouraged from taking math and sciences.
- Youth who are generally aware of and know people in health careers are more likely than those who have had low exposure to the field of health care to report active encouragement to pursue math and sciences.

- First Nations youth in Manitoba are more likely than those in other regions to report that they are encouraged to enrol in math and science courses a lot, while those in Ontario are more likely to say that they are encouraged a bit.
- Younger students are more likely to report that math and science courses are not available in their school<sup>1</sup>. The vast majority of those over 16 reported that math and science courses are available in their school (94 percent said that both are available, versus 77 percent of those aged 11 to 12, often because the younger respondents did not know).
- Youth who plan to attend trade or vocational school, as well as those with low knowledge of post-secondary programs (and who express less interest in math and sciences) are less likely to report that both types of courses are not available in their school.
- First Nations youth in Quebec (who are more likely to be in primary school) are more apt to state that math and science courses are available in their school.

The majority of First Nations youth on-reserve and Inuit youth (88 percent) plan to pursue post-secondary education. Only a very small proportion (three percent) have no plans for post-secondary education, and the remaining nine percent are uncertain. Although the difference is not sufficient to be statistically significant, it would appear that Inuit youth are somewhat less likely to plan to pursue post-secondary education (80 percent plan to, versus 89 percent of First Nations youth on-reserve)<sup>2</sup>.

Of the First Nations youth on-reserve and Inuit youth who plan to pursue post-secondary education, 50 percent plan to attend university, 29 percent plan to attend community college, and 10 percent plan to attend apprenticeship training or trade/vocational school.

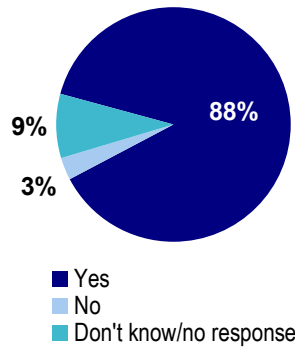
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<sup>1</sup> This may be because younger respondents are less apt to know about availability of these types of courses, however, that cannot be established from the survey results.

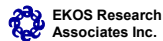
<sup>2</sup> The number of Inuit cases of youth are too small to be able to discern sub-group patterns that may explain this result.

## Pursuit of Post-Secondary Education

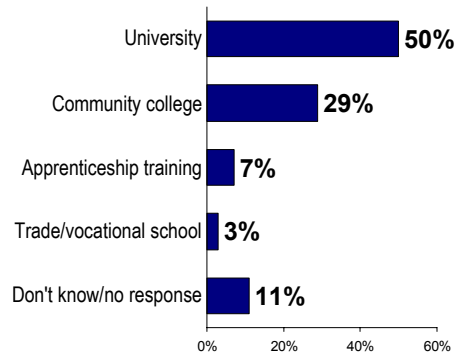
“Do you think you will go to school beyond high school, that is, post-secondary education?”



n=615



“Do you think that you will go to university, community college, trade school or apprenticeship training?”



n=540

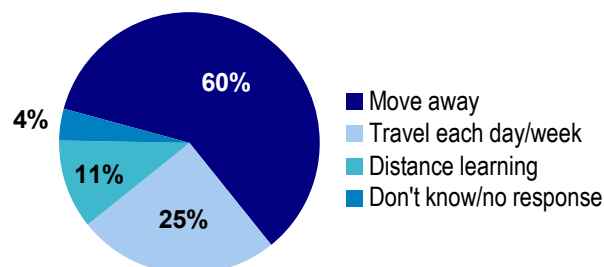
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- Youth who like school, and math and sciences in particular, and who know a lot about post-secondary programs are all more likely than others to intend to pursue a post-secondary education. Youth who like math and sciences are more likely to plan on going to university, compared with those who do not to plan to attend university.
- Youth with a general awareness of and exposure to health careers are more likely than those with less exposure to intend to pursue a post-secondary education.
- The type of post-secondary institution youth expect to attend changes with age. The youngest students (11 to 12) are least likely to know what type of institution they plan to attend; those aged 13 to 14 are more likely than other age groups to plan to attend university. The 17 to 19 year old age segment is more likely than younger respondents to be planning for a college level of education (suggesting that expectations or goals change with age).
- First Nations youth in British Columbia (who tend to be older) more often plan to attend college than other youth and are less apt to plan to attend university compared with youth in other regions.

A large proportion of First Nations youth on-reserve and Inuit youth expect to have to move away from their community in order to be able to attend a post-secondary institution. Sixty percent expect to move away for post-secondary education, while 25 percent believe that they will be able to travel or commute daily to attend a post-secondary school. Eleven percent plan to pursue a post-secondary education through distance learning. There is no difference between First Nation youth on-reserve and Inuit youth with respect to perceived access to post-secondary education.

## Access to Post-Secondary Education

**“Some people have to move to another community to attend a post-secondary school. Some people can travel from their community, and others use computers or other ways. Which one of these is the best fit with what you will do?”**



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Associates Inc.

n=603

First Nations On-Reserve and Inuit Youth  
Survey - Winter 2005

- The youngest First Nations youth on-reserve and Inuit youth (11 to 12) are less likely than older youth to expect to move away, and more likely to plan on completing their post-secondary education through distance learning.
- Youth with the most frequent use of the Internet (who are also typically older) more often expect to move away to attend post-secondary education.

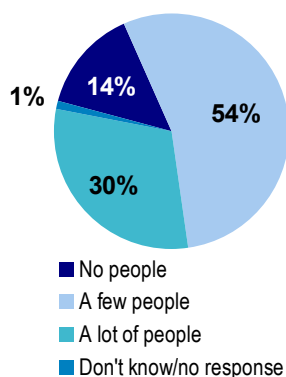
Most First Nations youth on-reserve and Inuit youth have at least some role models for obtaining a post-secondary education. Fifty-four percent know a few people who have obtained a post-secondary education, 30 percent know a lot of people who have pursued post-secondary education, and 14 percent do not know anyone who had obtained a post-secondary education. Furthermore, 53 percent feel that they are highly encouraged to pursue post-secondary education and 22 percent are encouraged a little bit. While 16 percent feel that they are neither encouraged nor discouraged from attending post-secondary education, only five percent report they are actively discouraged.

It would seem from the findings that First Nations youth are more likely to know a lot of people who have pursued a post-secondary education compared with Inuit youth (32 percent do, in comparison with 21 percent of Inuit youth, although with the number of cases available in the sample, the difference in results between these two groups is just outside of statistical significance)<sup>3</sup>. There is no difference in the level of encouragement First Nations and Inuit youth receive in terms of pursuing further education.

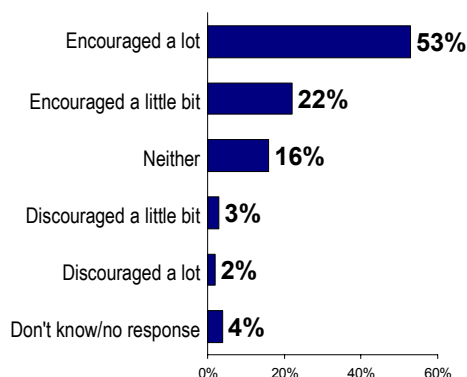
<sup>3</sup> It is not statistically significant at the .05 level, however, it is significant at the .1 level.

## Post-Secondary Education Role Models

“Would you say that you know a lot, a few or no people who have gone on to post-secondary education?”



“Are you encouraged to go on to post-secondary, discourage from going on, or neither? Would that be a lot or a little bit?”



EKOS Research  
Associates Inc.

n=622

First Nations On-Reserve and Inuit Youth  
Survey - Winter 2005

- Younger respondents (11 to 14) are less apt to know someone who has pursued a post-secondary education and older (17 to 19) are most apt to know a lot of people who have done so.
- Similarly, the level of encouragement to pursue post-secondary education also appears to increase with age (with 42 percent of those 11 to 12 feel being encouraged a lot, compared with 66 percent of those aged 17 to 19).
- Girls report that they are more often encouraged to pursue post-secondary education than boys, whereas boys are more apt (than girls) to say that they are neither encouraged nor discouraged to do so.
- Those who frequently use the Internet (who also tend to be older) are more apt to know a lot of people who have pursued a post-secondary education, and also highly encouraged to pursue post-secondary education, compared with those who do not use it.
- Youth who pursue math and science are also more likely than others to know a lot of people who have pursued post-secondary education. Youth who are knowledgeable about post-secondary programs, youth who work, and youth with high awareness of and exposure to health careers are also more likely to know a lot of people who have pursued post-secondary education.
- Youth who are knowledgeable of post-secondary programs and who have high awareness of and exposure to health careers are more likely to have been strongly encouraged. Furthermore, youth who like school and who like math and science are more likely to indicate

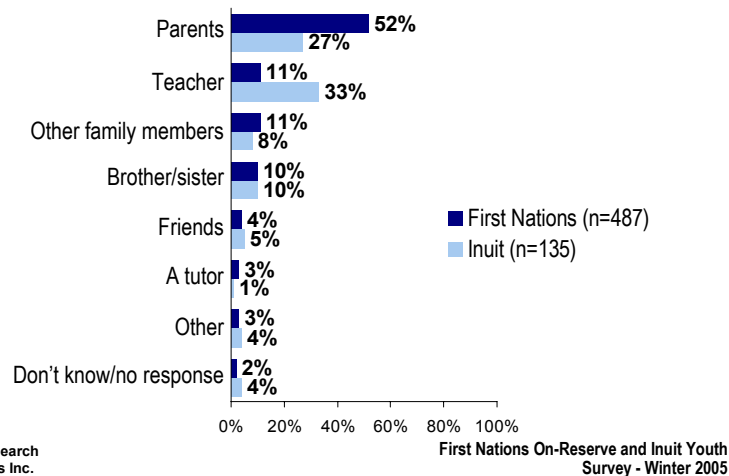
that they are highly encouraged to pursue post-secondary education (pointing again to the encouragement – achievement link).

- First Nations youth in British Columbia (who tend to be older) are more likely than First Nations youth in other regions to know someone who has obtained a post-secondary education.

First Nations youth on-reserve and Inuit youth are divided in terms of who they would turn to for help in the event of trouble with a subject in school. Forty-eight percent would turn to their parents for help, while 16 percent would turn to a tutor or teacher, 10 percent would turn to a sibling, and another 14 percent would turn to another family member or friend. First Nations youth on-reserve are much more likely to turn to their parents for help (52 percent), while Inuit youth are more likely to turn to a teacher (33 percent).

### Academic Support

**“If you were having trouble with a subject in school and needed some help in figuring it out or helping you to study, who could you turn to in your family or in your community for help?”**



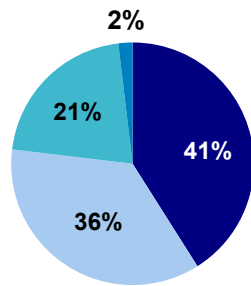
- The proportion of youth who would turn to their parents declines with age (from 70 percent of those 11 to 12, to 33 percent of those 17 to 19).
- First Nations youth on reserve in Alberta are more likely than youth on reserve in other regions to consult their parents, while those in Saskatchewan are less likely than other First Nations youth to consult their parents (and more apt to seek out other family members). Youth in the North are more apt than others to consult a teacher.

Knowledge of post-secondary education programs is modest among First Nations youth on-reserve and Inuit youth. Twenty-one percent feel that they have a good idea about the kinds of classes and programs offered at university and 17 percent have a good idea about classes and programs offered in colleges, trade schools or apprenticeship programs. Most have either some idea of the kinds of programs and classes offered at university and colleges/trade schools/apprenticeship programs (36 and 41 percent, respectively) or no idea (40 and 41 percent, respectively).

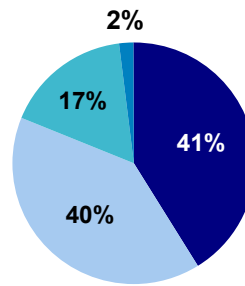
When it comes to knowledge of post-secondary classes and programs, there is no reported difference between First Nations and Inuit youth.

### Knowledge of Post-Secondary Education

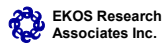
“Would you say that you have ... about the kinds of classes and programs that are offered in university?”



“Would you say that you have ... about the kinds of classes and programs that are offered in colleges, trade schools or apprenticeship programs?”



■ No idea  
■ Some idea  
■ Good idea  
■ Don't know/no response



n=615

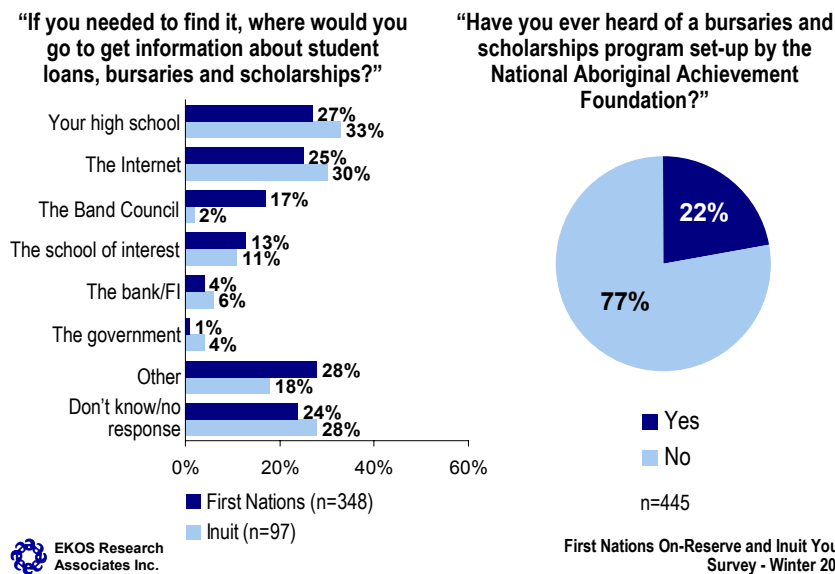
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- Youth with a better idea of the kinds of university programs available tend to be those who like school and those with higher awareness of and exposure to health careers. There is also a connection to Internet use, with high users having a better idea of available programs.
- Those with little knowledge of post-secondary education programs are more often younger, have little use of the Internet, avoid math and sciences and generally do not like school as much. There is also a considerably higher proportion of Cree-speaking youth who do not know about post-secondary education programs.
- First Nations youth on reserve in Saskatchewan lag behind First Nations youth in other regions in their knowledge of programs and classes offered in both university and colleges.

First Nations youth on-reserve and Inuit youth identify a range of sources that they would consult if they wished to obtain information about student loans, bursaries or scholarships. The sources most frequently cited include their high school (28 percent), the Internet (26 percent), the Band Council (17 percent of First Nations youth specifically) or the school of interest (13 percent). Twenty-four percent however, were not able to identify a source they would consult for this information.

Less than one-quarter (22 percent) of First Nations youth on-reserve and Inuit youth have heard of a bursary program set up by the National Aboriginal Achievement Foundation. There is no difference between First Nations and Inuit youth on this point.

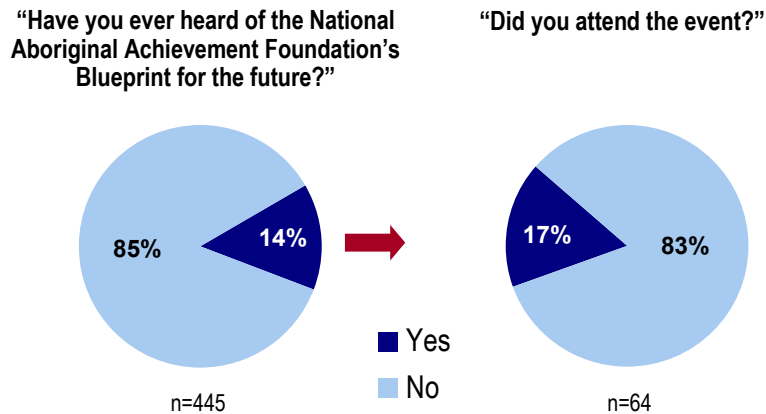
### Familiarity with Financial Support Options



- Not surprisingly, younger respondents (under 15) are less apt to know what sources they would consult for this information, while those aged 17 to 19 are far more likely to know, pointing to their high school or Band council as likely sources of information.
- Those whose first language is English are more apt to consult the Internet for information, as are high users of the Internet.
- Youth who avoid math and science courses, who have little knowledge of post-secondary programs, who are not working, or who have limited awareness of and exposure to health careers are less likely to know what sources they would consult for this information.
- Youth who use the Internet frequently are more likely to be aware of the National Aboriginal Achievement Program, as are youth with greater awareness of and exposure to health careers.

Awareness of the National Aboriginal Achievement Foundation's Blueprint for the Future is lower than awareness for the Foundation as a whole. Only 14 percent are aware of this Blueprint, and of those who are aware, 17 percent attended the event, although the sample size for this question is very low and wording was changed somewhat over the course of data collection. There are no large differences between First Nations and Inuit youth.

## Awareness of National Aboriginal Achievement Foundation's Blueprint for the Future



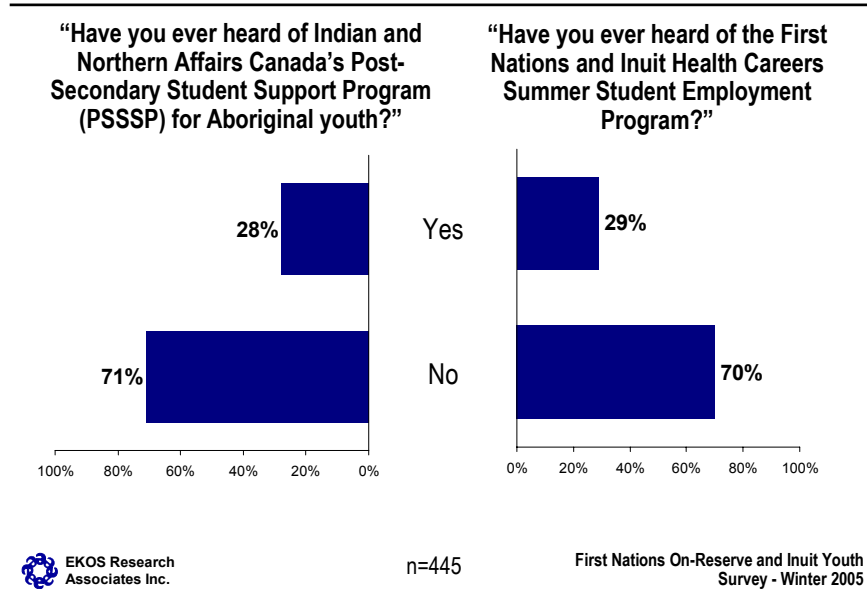
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First Nations On-Reserve and Inuit Youth  
Survey - Winter 2005

- Awareness of the Blueprint for the Future is higher among those attending schools on-reserve (21 percent are aware, as well as those with greater awareness of and exposure to health careers).

Awareness of other support programs is also quite modest. Twenty-eight percent of First Nations youth on-reserve and Inuit youth are aware of Indian and Northern Affairs Canada's Post-Secondary Student Support Program (PSSSP) for Aboriginal youth and 29 percent are aware of the First Nations and Inuit Health Careers Summer Student Employment Program. Awareness of these programs does not differ significantly between First Nations youth on-reserve and Inuit youth.

### Awareness of Support Programs



- Employed youth are more apt to be aware of the Post-Secondary Student Support Program and those who are generally more aware of and exposed to health careers are more likely to be aware of the Health Careers Summer Student Employment Program.
- First Nations on-reserve youth in British Columbia are less likely than First Nations youth in other regions to be aware of the PSSSP.

# 3. KNOWLEDGE AND PERCEPTIONS OF HEALTH CAREERS

## 3.1 EXPOSURE TO HEALTH CAREERS

### a) Top of Mind

When asked to name the types of jobs they know of in the area of health, 62 percent of First Nations youth on-reserve and Inuit youth could name a specific job. More specifically, 40 percent of respondents cite nurses, 39 percent mention physicians or doctors, and 16 percent list dentists. Overall, nearly 38 percent cannot name a job in the area of health and medicine.

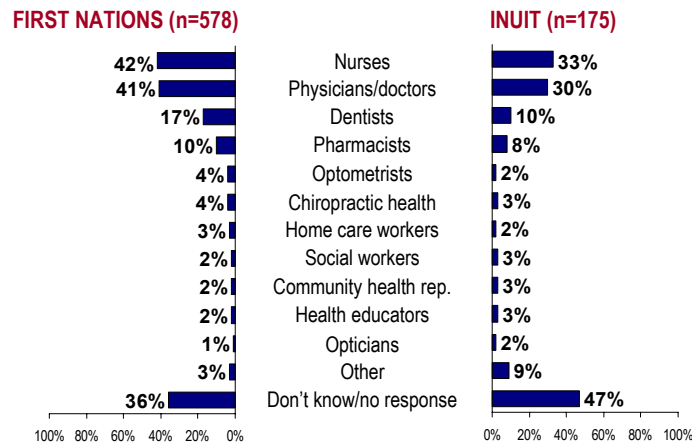
First Nations youth on-reserve are able to name a wider variety of health-related careers and are more likely than Inuit youth to name nurses, physicians or doctors, dentists and pharmacists. The number who mention optometrists, chiropractic health professionals, social workers, home care workers, community health reps, health educators, and opticians are the same in both populations.

A plurality of First Nations youth on-reserve mention nurses (42 percent), physicians or doctors (41 percent), dentists (17 percent), pharmacists (10 percent), and optometrists and chiropractic health professionals (four percent each). Relatively few mention home care workers, social workers, community health representatives, health educators or opticians.

While Inuit youth are less likely than First Nations youth to be able to name any job in the health area (47 percent respond “don’t know” compared to 36 percent of First Nations youth on-reserve), those naming specific careers mention: nurses (33 percent), physicians or doctors (30 percent), dentists (10 percent), and pharmacists (eight percent). Relatively few mention chiropractic health professionals, social workers, community health representatives, health educators (three percent each), or optometrists, home care workers, and opticians (two percent each).

### Top of Mind Health Careers

“Can you tell me what kinds of jobs you know of in the area of health and medicine?”



EKOS Research Associates Inc.

First Nations On-Reserve and Inuit Youth Survey - Winter 2005

- Girls are more likely to cite nurses (49 percent, compared to 32 percent of boys), dentists (20 percent, compared to 12 percent), and optometrists (six percent, compared to one percent). Boys are more likely than girls to say that they “don’t know” a job in the area of health (43 percent, compared to 33 percent of girls).
- Older youth are more apt to be able to name health careers compared with younger First Nations youth on-reserve and Inuit youth.
- Those youth with high levels of usage of the Internet are more likely than others to cite nurses, doctors, dentists, and social workers (at least in part because Internet users are generally older).

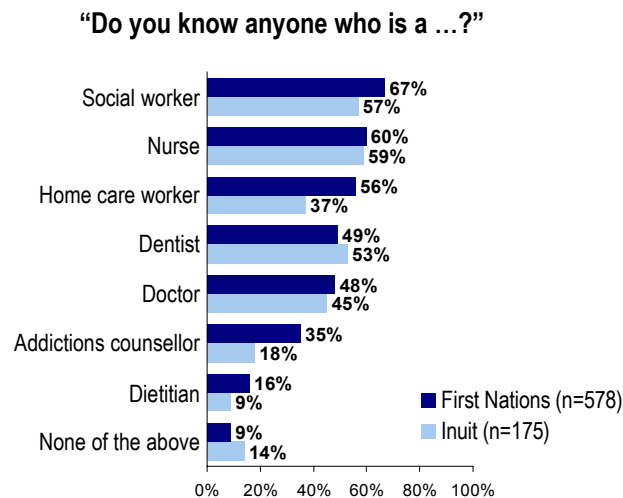
- First Nations on-reserve youth in Ontario and Quebec are more likely to cite nurses, in comparison with youth from other regions.

## b) Direct Exposure

Two-thirds of youth in the survey reported knowing a social worker (65 percent), while 60 percent know a nurse and approximately half know a home care worker (53 percent) or a dentist (50 percent)<sup>4</sup>. Forty-seven percent know a doctor or an addictions counselor (32 percent), and 14 percent report knowing a dietitian.

First Nations youth are more likely than their Inuit counterparts to know a social worker (67 percent, compared to 57 percent), a home care worker (56 percent, compared to 37 percent), an addictions counselor (35 percent, compared to 18 percent), and a dietitian (16 percent, compared to nine percent). Inuit youth are slightly more likely than First Nations youth to know a dentist (53 percent, compared to 49 percent) but are also less likely to know someone in these professions (14 percent, compared to nine percent).

### Exposure to Health Careers



<sup>4</sup> The definition of “knowing” someone was not specified in the survey, so some respondents may have interpreted this to mean having a personal relationship with a person in this role, while others may have simply indicated that they have met someone in this position.

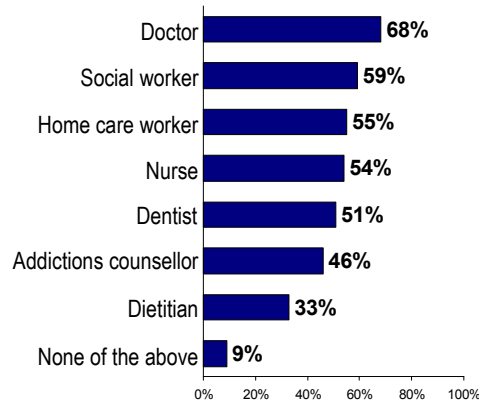
- Girls, older youth (aged 17 to 19), frequent Internet users, and those that are knowledgeable about program requirements are more likely to report knowing someone across all careers tested.
- Those students who like school are more likely than their counterparts to mention knowing a doctor or a dentist.
- Employed youth are also more likely to be aware of doctors, nurses, and social workers than other youth.
- First Nations youth in Quebec are more apt to know a nurse in comparison to anywhere else in the country, while First Nations youth in Ontario more often know a dietitian, and First Nations youth in Saskatchewan are more apt to know an addictions counsellor.

## 3.2 INTEREST IN HEALTH CAREERS

While a higher proportion of First Nations youth on-reserve and Inuit youth know someone who is a social worker, a doctor is seen by both First Nations youth on-reserve and Inuit youth as the most interesting health career (68 percent). This is followed by 59 percent who feel that a social worker’s work would be interesting. Approximately half feel that the work of home care workers (55 percent), nurses (54 percent), dentists (51 percent), and addictions counselors (46 percent) would be interesting. Thirty-four percent feel that the work of a dietitian would be interesting. Only nine percent think none of these would be interesting.

### Interest in Health Careers

“Would you think that a/an ... would be an interesting job to do?”

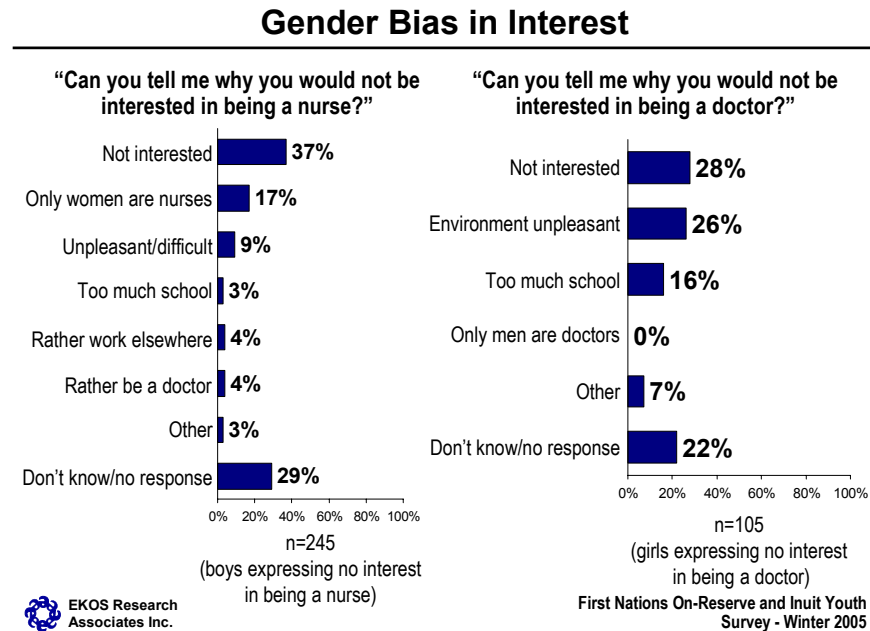


- Girls are more likely than boys to think that being a nurse, social worker, and dietitian would be interesting. Boys are more likely than girls to think that none of the jobs mentioned are interesting.
- Older youth (aged 17 to 19) more often think that being an addictions counselor would be interesting, while the youngest respondents (aged 11 and 12) are less interested in any of the jobs.
- Youth whose exposure to health careers is high, as well as those who have a good understanding of post-secondary programs are more apt to be interested in the job of an addictions counselor.
- Those youth whose first language is Cree are more apt to think that being a nurse would be interesting.
- Youth who like school are generally more interested in all the jobs, compared with those who like school less.
- First Nations youth in Ontario are more often interested in being a nurse or a dietitian than reported elsewhere in Canada. First Nations youth in Manitoba are more often interested in being a nurse or a dentist than found across the country.

## a) Gender Bias in Interest

Boys who did not express an interest in the job of a nurse were then asked why not. Thirty-seven percent said that they simply are not interested in the job. Another 17 percent have a gender bias about that career, saying that it is a job that only women do. Nine percent feel that being a nurse is unpleasant or difficult, three percent feel it involves too much school, three percent would rather work elsewhere, and four percent would rather be a doctor. Twenty-nine percent had no answer.

A similar follow-up question was asked of girls who did not express an interest in the job of a doctor. Twenty-eight percent cited a lack of interest, 16 percent feel there is too much school involved, 26 percent believe the environment to be unpleasant, and 22 percent did not have an answer. No one said that being a doctor is exclusively a job for men (compared with 17 percent of boys who feel that nurses are exclusively for women).



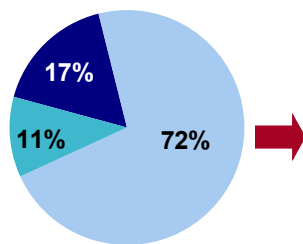
- The only sub-group difference of note among boys who are not interested in being a nurse is that those who frequently use the Internet are more likely than their counterparts to believe that only women are nurses.
- The only sub-group difference of note among girls who are not interested in being a doctor is that those who report liking school “a little” are generally less interested in being a doctor.

## b) Lack of Interest in Health Careers

Those who expressed no interest in any of the health careers mentioned were asked whether they might be interested in working at any type of job in the area of health. While 17 percent said they would be interested, 72 percent have no interest in any type of job in the area of health. More than half of these report other interests (58 percent), 21 percent “don’t like medicine,” and three percent are not planning on working, or feel there is too much school required.

### Lack of Interest in Health Careers

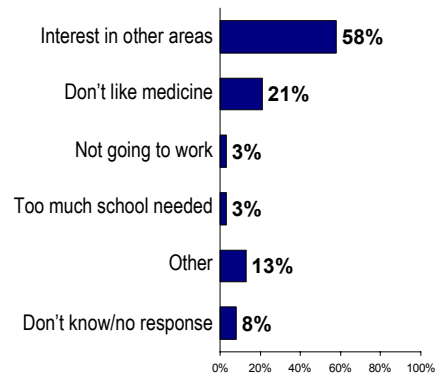
“Do you think that you might be interested in working at any type of job in the area of health?”



■ Yes  
 ■ No  
 ■ Don't know/no response

n=67

“Can you tell me why you would not be very interested in any of these types of jobs?”

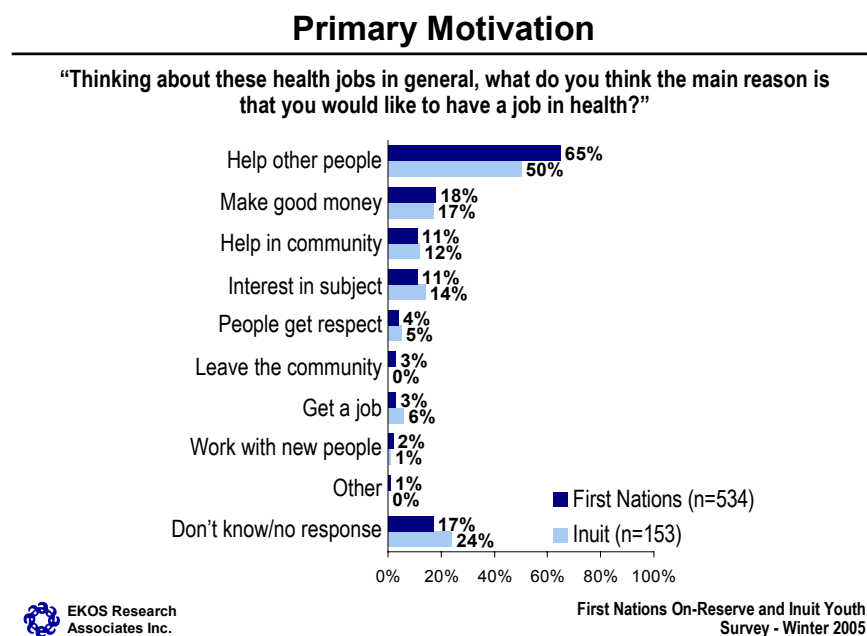


n=48

## c) Primary Motivation

Those interested in careers in health were asked to think about the main reason why they thought they would pursue a career in health. Sixty-two percent said they would do so “to help other people.” This is followed by “make good money” (18 percent), “help in community” (11 percent), and “an interest in the subject” (11 percent). Fewer than ten percent of First Nations youth on-reserve and Inuit youth feel that they would like a career in health because of the respect they would get (four percent), because they could leave the community (three percent), because jobs are available (three percent), or because you get to work with new people (two percent).

First Nations youth on-reserve are more likely than Inuit youth to cite helping other people as the main reason to have a career in health (65 percent, compared to 50 percent, respectively). First Nations youth on-reserve are also slightly more likely than their Inuit counterparts to cite “make good money,” “help in the community,” “leave the community,” or “work with new people.” Inuit youth are slightly more likely to feel the main reason to have a career in health is because of your interest in the subject, because you get respect, and because you can get a job.

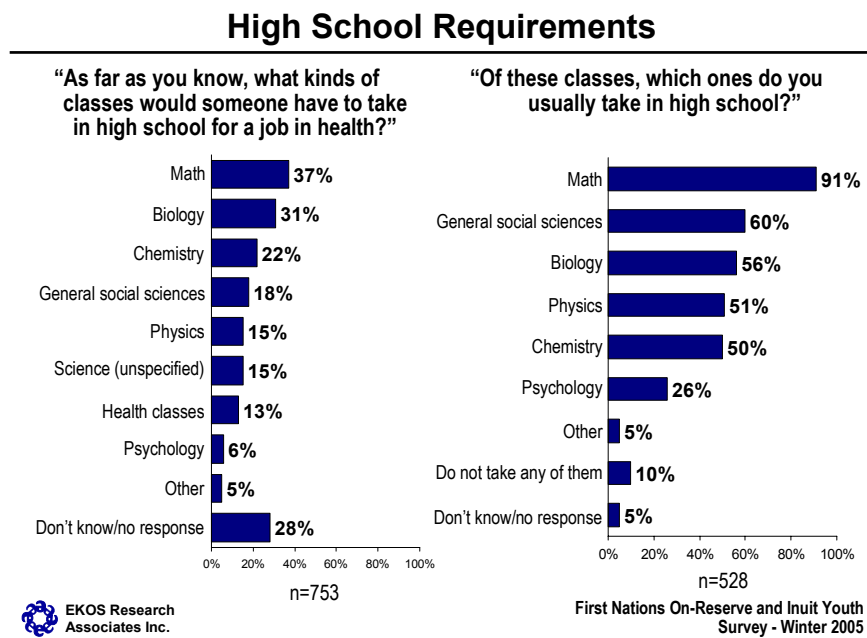


- Older respondents (aged 17 to 19) are more likely than younger ones to feel that the main reason they would pursue a career in health is to help the community.
- Those whose first language is Cree are more likely to feel the main reason is to leave the community and get respect.

- Youth who use the Internet are more likely than others to cite helping other people as the main reason to pursue a job in health. This is also true of those with high levels of exposure to specific health careers and those with a good knowledge of program requirements.

### 3.3 SCHOOL REQUIREMENTS

When asked what kinds of classes would have to be taken in high school in order to get a job in health, 37 percent cited math, 31 percent said biology, and 22 percent mentioned chemistry. General social sciences and physics were mentioned by 18 and 15 percent respectively. Another 15 percent talked about unspecified science classes, 13 percent indicated health classes, while six percent said psychology. (Further mention was made of English (nine percent), physical education (three percent), French (two percent), and first aid classes (two percent). Twenty-eight percent however can name no classes that might be required in high school for a job in health.)



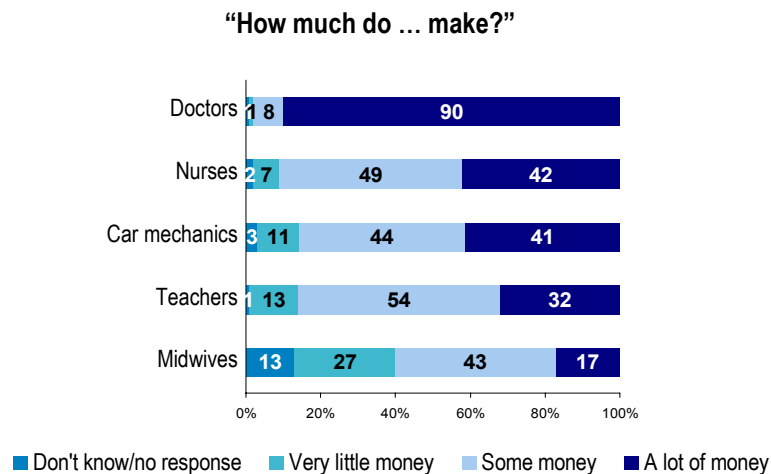
A follow-up question was asked of those who named specific classes to determine whether or not they usually take any of these subjects in high school. Those who named specific courses required for a career in health are more likely to usually take that course in school. For example, of those who mentioned math as a required course for a career in health, 91 percent usually take math in high school. (It should be noted, however, that math, in particular, is a compulsory course until the last few years of high school.) Those who cited biology, chemistry, physics, psychology, and general social sciences are more likely to usually take those specific courses in school. Those who reported that physics is required and usually take physics are also more likely to usually take other sciences as well (chemistry and biology). The same is true

of those who mentioned chemistry as a required course – they are more likely to usually take biology and physics as well.

## a) Image of Health Careers

Youth were asked to rate the amount of money to be made, the amount of respect garnered, and the amount of post-secondary education required for each of five careers. Three of the five are health careers, with two of the five outside of health, in order to provide a comparison. In terms of money to be made, the overwhelming impression is that doctors make “a lot of money” (90 percent of respondents feel this way), followed by a distant nurses (42 percent of whom feel they make “a lot of money”), car mechanics (41 percent), teachers (32 percent) and midwives (17 percent). Most of these careers are seen to result in at least some money, with only midwives being seen as making “very little money” (27 percent).

### Image of Careers — Money



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n=753

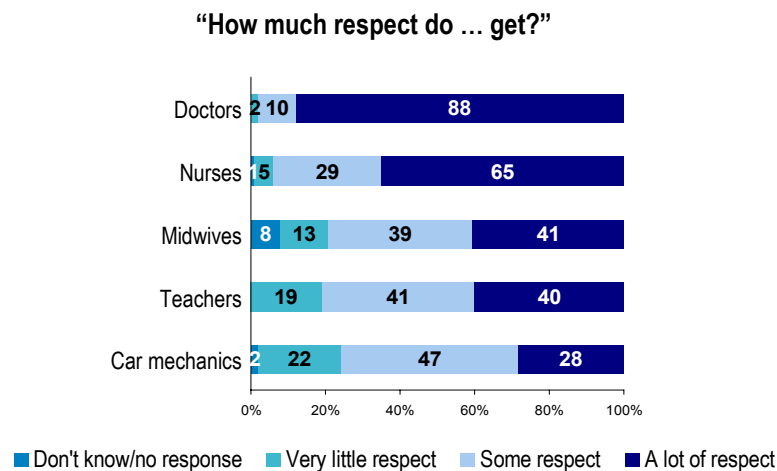
First Nations On-Reserve and Inuit Youth  
Survey - Winter 2005

- Those youth with a high awareness of and exposure to health careers are more likely than others to report that doctors make “a lot of money.”
- Those youth whose first language is Cree are more likely to think that nurses make “a lot of money.”
- Inuit youth are more likely than First Nations youth to think that teachers make “a lot of money.”
- Boys more often think that car mechanics make “a lot of money”, compared with girls.

- First Nations youth in Quebec are more likely to believe that nurses, midwives, and mechanics make very little money, while youth in Manitoba are more apt to indicate that nurses earn a lot. Conversely, First Nations youth in Quebec are more likely to indicate that midwives receive a lot of respect. Youth in the north are more likely to say that teachers earn a lot of respect (which coincides with them seeking out teachers more often for academic support, as indicated earlier).

Doctors are also perceived to be the most likely to get “a lot of respect” (cited by 88 percent of respondents). Nearly two-thirds of First Nations youth on-reserve and Inuit youth (65 per cent) believe that nurses get “a lot of respect,” followed by midwives (41 percent), teachers (40 percent), and car mechanics (28 percent).

### Image of Careers — Respect

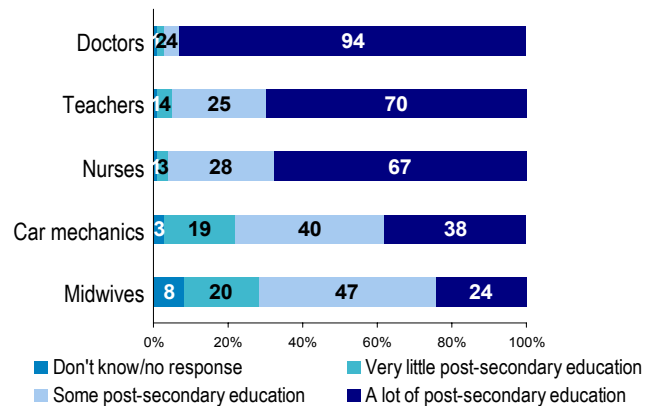


- Students are more likely than non-students to think that doctors get “a lot of respect.”
- Youth whose first language is Cree are more likely than their counterparts to think that nurses get “a lot of respect.”
- Youth aged 11 and 12 and students who like school are more likely than their counterparts to think that teachers get “a lot of respect.”
- Boys and frequent users of the Internet are more likely than their counterparts to think that car mechanics get “a lot of respect.”

When asked about how much post-secondary education is required for each of the careers, doctors, again, are perceived to have needed “a lot of post-secondary education” compared to teachers (70 percent feel they need a lot of post-secondary education), nurses (67 percent), car mechanics (38 percent), and midwives (24 percent).

## Image of Careers — Post-Secondary Education Requirements

“How much post-secondary education do ... need?”



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n=753

First Nations On-Reserve and Inuit Youth Survey - Winter 2005

- First Nations youth on-reserve, girls, those youth whose first language is English, frequent Internet-users, and youth with high awareness of and exposure to health careers are all more likely than their counterparts to think that to be a doctor requires “a lot of post-secondary education.”
- Inuit youth whose first language is Inuktitut, Inuit youth in general, as well as non Internet-users typically know less about how much post-secondary education is required to be a nurse, relative to other youth.
- Non-Internet users more often believe that “a lot of post-secondary education” is required to be a car mechanic, compared with Internet-users.

While doctors, teachers, and nurses are seen to require “a lot of post-secondary education” the relative returns (in terms of money and respect) are vastly different. While doctors are seen to receive a lot of money and respect for the amount of time and work committed to the preparation for the job, teachers are seen to get relatively little respect and even less money. Nurses are seen to get a lot of respect relative to the time and work of post-secondary education, but relatively little money. On the other hand, car mechanics are seen to require very little post-secondary education, and get relatively little respect in return. They are seen, however, to make a lot of money relative to the other professions. Midwives are seen as garnering the most respect (after doctors and nurses) with relatively little post-secondary education and even less money. All told, health professions (at least the three tested in the study) are seen as fairly good jobs to have, although midwifery does not get you a lot of income by comparison to the other areas of employment.

### Image of Health Careers

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	“How much do ... make?”	“How much respect do ... get?”	“How much post-secondary education do people need to be ...?”
	A Lot of Money	A Lot of Respect	A Lot of Post-Secondary Education
<b>Doctors</b>	<b>90%</b>	<b>88%</b>	<b>94%</b>
<b>Nurses</b>	<b>42%</b>	<b>65%</b>	<b>67%</b>
<b>Car mechanics</b>	<b>41%</b>	<b>28%</b>	<b>38%</b>
<b>Teachers</b>	<b>32%</b>	<b>40%</b>	<b>70%</b>
<b>Midwives</b>	<b>17%</b>	<b>41%</b>	<b>24%</b>

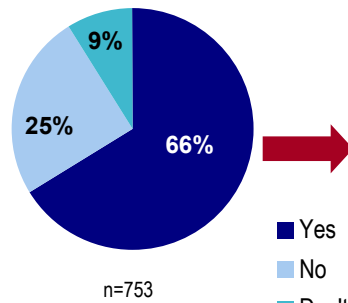


# 4. CAREER COUNSELLING IN SCHOOL

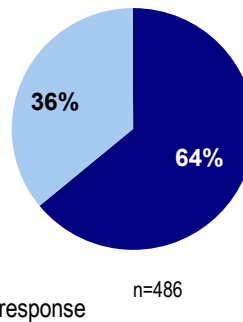
First Nations youth on-reserve and Inuit youth were asked about their exposure to career counselling. Sixty-six percent of youth surveyed said that their school provides information about different types of jobs that are available. In addition, sixty-four percent of First Nations youth on-reserve and Inuit youth who reported having access to career counselling in their school (42 percent of youth overall) said that they have received counselling in the past. There are no significant differences between First Nations youth on-reserve and Inuit youth in their exposure to career counselling, although Inuit youth are somewhat less sure about availability.

## Exposure to Career Counselling

“As far as you know, does your school have career counselling, that gives you information about different types of jobs available for people who want to find out about certain types of jobs or careers?”



“Have you ever been given any career information like this?”



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First Nations On-Reserve and Inuit Youth Survey - Winter 2005

- The extent of awareness of career counselling in school goes up dramatically at an older age, particularly after 14 years of age, as well as among those who are frequent users of the Internet (which is also related to age).
- These perceptions are also more prevalent among youth who attend school off- reserve and those who say that they like school.
- Youth who are more aware of the kinds of post-secondary education programs available , the employed, and youth who have a greater awareness of and exposure to health careers more often report that they have access to career counselling at their school.

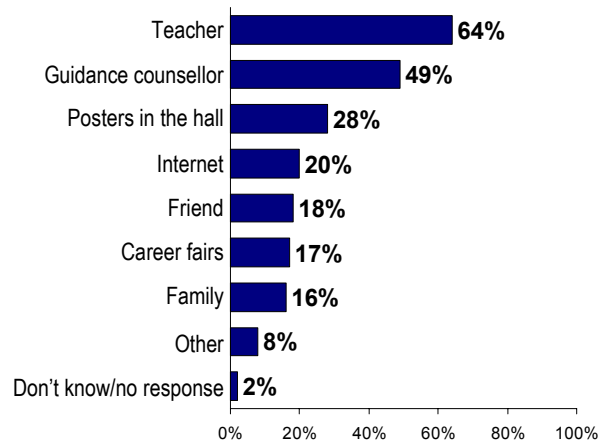
- First Nations youth in Saskatchewan have been given this kind of counselling information less often than other youth across the country.
- Furthermore, girls are more likely than boys to have received career information, as are frequent Internet users, those with higher knowledge of post-secondary education programs available, and youth with greater exposure to health careers.

### a) Sources and Types of Career Information

Teachers and guidance counsellors are the top two sources of information on careers (mentioned 64 and 49 percent of the time, respectively). First Nations youth on-reserve and Inuit youth say that they got the information from posters in the school hallways 28 percent of the time. The Internet, friends, family, and career fairs served as the source of career information roughly 16 to 20 percent of the time. There are no significant differences between First Nations youth on-reserve and Inuit youth regarding the source(s) of career information.

#### Sources of Information

“Did this information come from a guidance counsellor, your teacher, a friend, the Internet, posters in the halls, or somewhere else?”



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n=306

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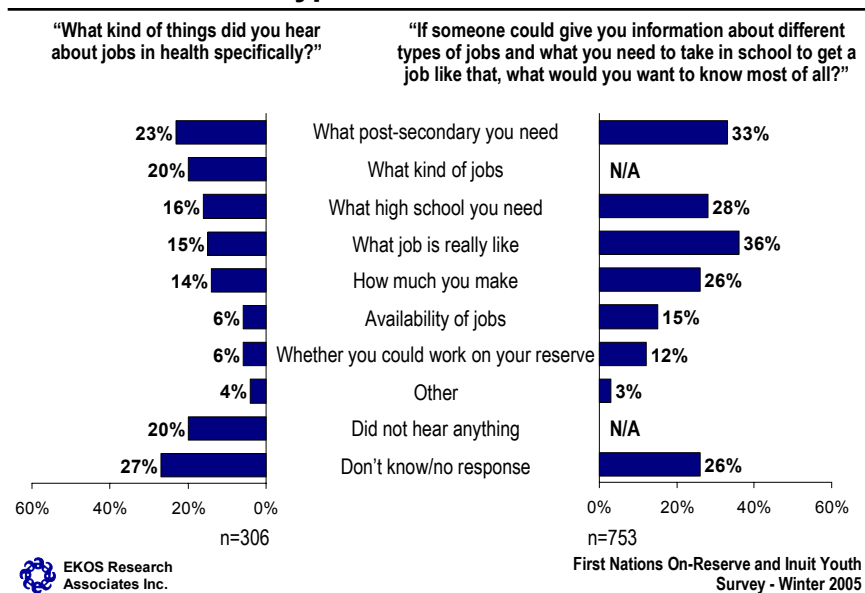
- First Nations youth on-reserve and Inuit youth between the ages of 17 and 19 are more likely than younger kids to have gotten career information from the Internet, a friend, or career fair.
- Frequent users of the Internet are also more likely to cite the Internet and career fairs as sources of their information.

- First Nations youth on-reserve and Inuit youth who attend school on-reserve are more likely than those who are being schooled off of the reserve to have received career information from their family and teachers. Those who take as many math and science classes as possible are more apt than those who avoid them to cite their teacher as a source for this type of information.

First Nations youth on-reserve and Inuit youth were then asked about the types of information they have received from career counselling, particularly in the health field. Prior exposure to health career information covers a wide range of areas but in most cases, youth recall hearing about the types of post-secondary education required for jobs in health, the kinds of jobs available, and the type of high school classes needed and information on income levels (cited 14 to 20 percent of the time). Fewer youth have heard specific information about what the health-related jobs are like, the availability of jobs and the option of being able to work on reserve. Twenty percent does not recall hearing any information about jobs in the health field.

These results, however, identify the existence of a knowledge gap with regard to career information on jobs in the health field, to the extent that there is a notable difference between the information that youth have already received and the types of information they think would be important for them to know. This is primarily the case with regard to what health jobs are really like, salaries and the type of high school classes needed as prerequisites for these types of jobs. For example, information on what health jobs are like is cited as an area where youth have received information 15 percent of the time, whereas it is identified as an important topic area 36 percent of the time.

### Types of Information



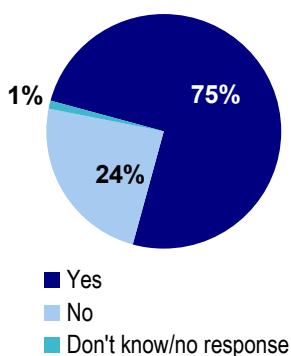
- Youth who attend school off-reserve are more likely than others to have heard about the type of post-secondary education they would need to pursue a career in the health care field.
- In terms of information that youth say they would want to know, the oldest youth, those with the highest levels of Internet use and youth who attend school off-reserve are more likely than others to cite an interest in details on the post-secondary education needed for a career in health.
- Youth with the highest levels of exposure to health careers are more likely than others to specify a need for information about what jobs are like, the types of post-secondary education required, and salary.
- Boys and youth who do not use the Internet are more likely to be interested in the availability of jobs in health care and whether or not they could work on-reserve. Boys are also more interested than girls in how much they can earn in these jobs.
- First Nations youth in Ontario have more often been given information about what a particular job is really like and about how much these professions earn, compared with other youth. Ontario First Nations youth also expressed greater interest in information about post-secondary education requirements than other youth across the country.

## b) Types of Career Counselling

Three-quarters of First Nations youth on-reserve and Inuit youth have had career professionals visit their classroom to provide information and details on their job. First Nations youth are considerably more likely than Inuit youth to have taken part in school career days, career information fairs or career booths, in spite of the fact that this is more popular among older kids and the Inuit sample in the is marginally older.

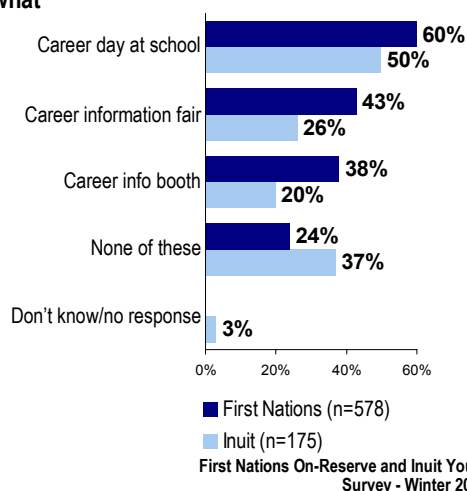
### Exposure to Career Counselling (II)

“Have you ever had someone come into your classroom from a certain type of job, to tell people about what they do in their job?”



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“Have you ever been to one of the following?”



- First Nations youth on-reserve and Inuit youth who have a higher knowledge of the kinds of post-secondary programs available and the employed are more likely than others to report someone having come into their classroom to provide information on a specific job or career. The likelihood of reporting this type of experience also increases with level of exposure to health careers.
- Participation in a career day at school, a career-information fair, or information booth is higher among older youth (starting to increase after 14 and peaking at 17 to 19). It also increases with the level of awareness of and exposure to health careers and among youth who have a greater knowledge of the kinds of post-secondary programs available and the employed..
- Youth who do not use the Internet report this type of activity less often.
- Participation in these three types of events is also higher among those with high levels of Internet use

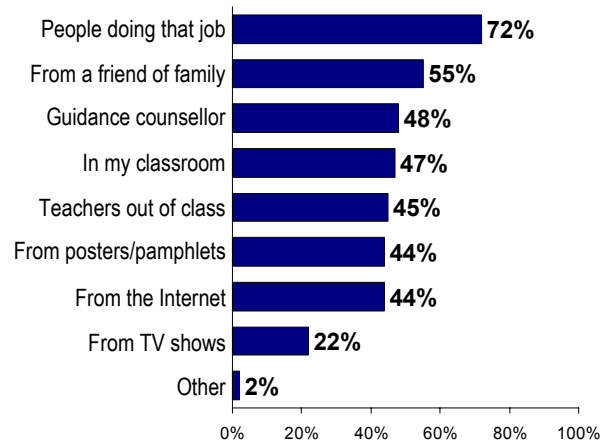
- Youth who say that they like school are more likely than those who do not like school to have participated in a career day at school.
- First Nations youth in Ontario are more likely than those in other regions to have participated in all three (career day at school, career information booth, and career information fair), while those in British Columbia are less likely to have attended a career information booth or career information fair.

## c) Delivery of Career Information

In terms of getting access to career information, First Nations youth on-reserve and Inuit youth perceive the greatest benefit from talking to people who are employed in the field (chosen 72 percent of the time). This is followed by talking to a friend or family member (55 percent). Guidance counsellors, in-class discussions, teachers, posters and pamphlets and the Internet are all identified as a second-tier of preferable sources of career information and television shows are considered to be the least popular source. There are no significant differences between First Nations youth on-reserve and Inuit youth in their preference for the various sources of career information.

### Delivery of Information

“If someone were going to tell you that, how would you want to hear about it? Would you prefer to get it...?”



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n=561

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- First Nations youth on-reserve and Inuit youth between the ages of 17 and 19 are more likely than younger kids to prefer receiving career information from people working in the field, guidance counsellors, the Internet, or posters and pamphlets.
- First Nations youth on-reserve and Inuit youth who generally pursue math and science in school and those who have a greater awareness of and exposure to health careers have a

stronger preference than others for getting their career information from a guidance counsellor, family or friend or via the Internet.

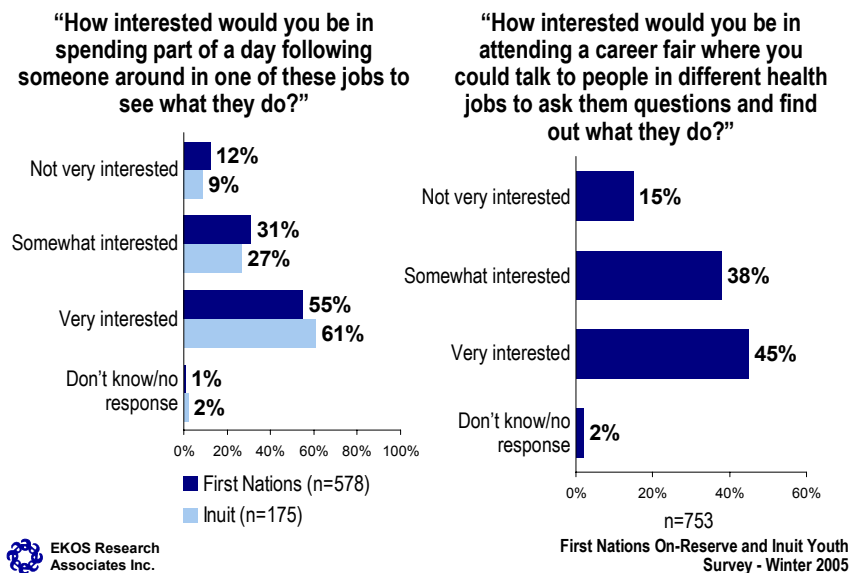
- Guidance counsellors and family and friends are the preferred source of career information for First Nations youth on-reserve and Inuit youth who say they like school (relative to those who do not like school). Those who do not attend school are more likely to prefer getting the information from posters and pamphlets.
- First Nations youth in Manitoba are more apt than other youth to prefer the information from over the Internet or through television programs.

## d) Participation in Specific Counselling Events

Most First Nations youth on-reserve and Inuit youth are very interested in the ability to spend time with a health professional while they are working in order to get an accurate picture of the things that are involved in the job. More than eighty percent of First Nations youth on-reserve and Inuit youth said that they would be at least somewhat interested in this type of job shadowing. As shown below, Inuit youth are somewhat more likely than First Nations youth on-reserve to say they are “very interested”.

In general, First Nations youth on-reserve and Inuit youth also expressed a high degree of interest in attending career fairs where they would have the opportunity to talk to people employed in a range of health care professions – 83 percent are somewhat or very interested. There are no differences in the level of interest between Inuit and First Nations youth.

### Specific Events

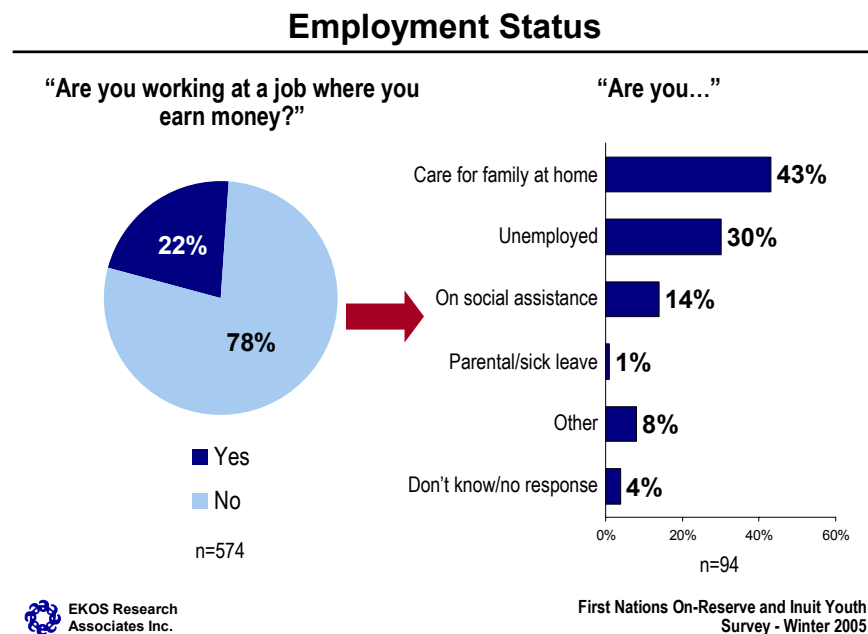


- Girls are generally more interested than boys in job shadowing.
- First Nations youth on-reserve and Inuit youth who have a low knowledge of the kinds of post-secondary programs available are less interested in this activity.
- Interest in attending a career fair is higher among girls than it among boys, as is also the case among youth between the ages of 17 and 19, those who attend school on-reserve and those who say that they like school (relative to others). Interest in career fairs also increases with level of awareness of and exposure to health careers.
- First Nations youth in Quebec express the least interest (compared with youth from other regions) in attending a career fair.

## 5. EMPLOYMENT

Twenty-two percent of First Nations and Inuit youth are currently working. Just under half of these individuals are working part-time, with fewer working full-time or in temporary or casual positions. Roughly seventy-five percent of those who are working also report high levels of satisfaction with their job (not shown because of small sample size of employed youth). About half of employed youth report that they are in a job, whereas the other half report pursuing a career. In addition, more than half of employed youth are working in jobs that do not require a particular level of education to be hired. The incidence of employment (or unemployment) does not differ significantly between First Nations and Inuit youth.

The most common activity among those who are not in school or employed is the need to care for a family member at home (43 percent). Fourteen percent of First Nations youth on-reserve and Inuit youth in the sample who are neither employed nor in school (representing about two percent of all youth) are on social assistance, in spite of the young age range of the sample.

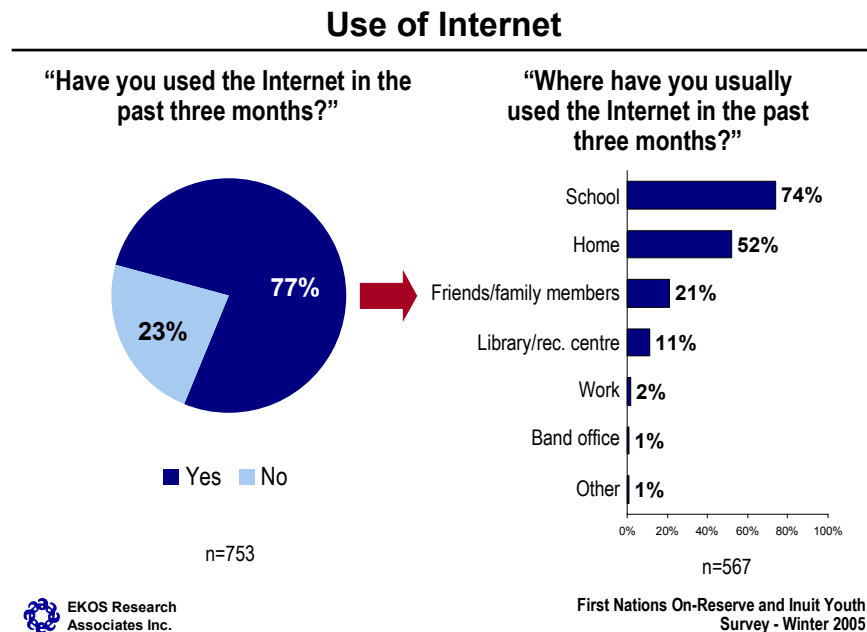


- First Nations youth on-reserve and Inuit youth aged 13 to 14, those who take the minimum number of math and science classes in school and youth who have relatively limited knowledge of the kinds of post-secondary programs available are less likely than others to be employed.

- First Nations youth in Manitoba are less likely than those in other regions to be employed, while First Nations youth in Ontario are more apt to be employed.
- The employment rate (among those who are not in school) is higher among youth who have a greater awareness of and exposure to health careers.

## 6. USE OF THE INTERNET

Three-quarters of First Nations youth on-reserve and Inuit youth (77 percent) said that they have used the Internet in the past three months. School is the most common location for accessing the Internet (74 percent), followed by those who do so at home (52 percent). Youth also reported accessing the Internet at the homes of friends and family, a library, at work or at the Band office.



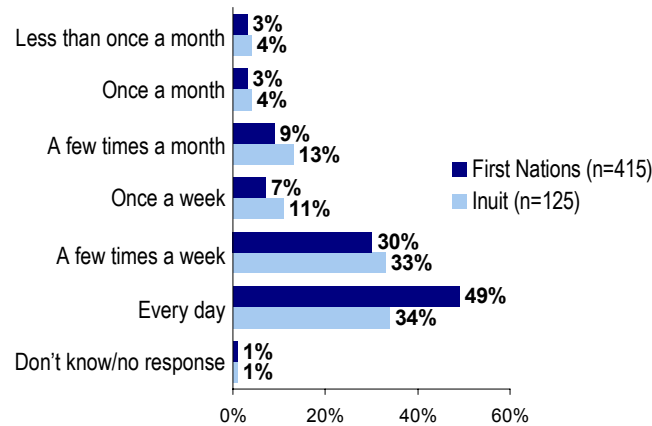
- Internet usage is higher among youth who attend school (and attend school off-reserve, in particular) those who have a high knowledge of the kinds of post-secondary programs available, and youth whose mother tongue is English. Usage also increases with greater awareness of and exposure to health careers.
- Conversely, Internet usage is lower among First Nations youth on-reserve and Inuit youth between the ages of 17 and 19 (because the incidence of attending school in this age cohort is lower).
- The most frequent users of the Internet and those who attend school off-reserve are more likely than others to access the Internet at home.
- Those who attend school are more likely than others to access the Internet at school.
- First Nations youth in Quebec and Ontario are more likely to have accessed the Internet in the past three months (93 and 88 percent have, respectively), while those in Manitoba,

Saskatchewan and Alberta are least likely to have done so (between 67 and 69 percent). First Nations youth in Ontario, Quebec and youth in the North are more likely to have accessed the Internet at home, while those in Saskatchewan are more likely to have accessed the Internet at school.

Nearly half of the youth who use the Internet (in the past three months) (46 percent) say that they use it every day. Four in ten (38 percent) are online once or a few times per week and 16 percent access the Internet a few times a month or less. First Nations youth report a higher frequency of Internet access than Inuit youth (49 versus 34 percent say that they access the Internet every day), although this may be partially because the sample of Inuit youth in the survey is marginally older.

### Frequency of Internet Use

“How often would you say you have access to the Internet?  
Would you say...?”



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- Girls, youth who attend school off-reserve and those whose mother tongue is English are more likely than others to access the Internet every day.
- First Nations youth in Saskatchewan and Alberta (who are less likely to have access) are also least likely to have daily access.

# 7. SUMMARY

## 7.1 EDUCATION

Survey results paint quite a positive picture about the current education and future educational aspirations of First Nations youth on-reserve and Inuit youth. On the other hand, results regarding awareness among youth about courses, programs and funding for post-secondary education suggest the need for additional information. This presents a good opportunity for government and other stakeholders to take steps to increase awareness, in order to further strengthen the enjoyment of school and the resolve to pursue higher education, as well as to get youth thinking about planning and preparing for post-secondary education.

Virtually all First Nations youth on-reserve and Inuit youth who are under 18 are attending school and half of those over 18 are attending school. Among students, 88 per cent expect to pursue post-secondary education.

One in three First Nations youth living on-reserve attend school off of the reserve (although very few Inuit youth travel outside of their community to go to school). Post-secondary education is another matter since over half of the youth who expect to attend post-secondary believe that they will have to move away to attend an educational institution.

Most youth say that they like school, have role models to follow, know people who have attend post-secondary education and are generally encouraged to pursue higher education. In fact, very few reported that they are actively discouraged from attending. That said, about half of students say that they are actively pursuing math and sciences, so these subjects are not as universally embraced as school is more generally.

Although most students expect to pursue post-secondary education, information about courses and financial support are not well known. Typically one in four of the students who expect to pursue higher education know about the types of classes and programs offered and about the same number know where to obtain information about sources of funding, or are aware of some of the funding programs tested.

## 7.2 HEALTH CAREERS

Knowledge of health careers is moderately high, with just over half of First Nations youth on-reserve and Inuit youth being able to cite a career from top of mind, without prompting. Naturally, the types of careers mentioned are the best known and most traditional (e.g., doctors and nurses). Almost half,

however, could not name a health career, without prompting. Nurses and social workers are the types of careers that First Nations youth living on-reserve and Inuit youth have had the most contact with, followed by home care workers, doctors and dentists.

Health careers are generally of interest to about half of youth, depending on the type of career cited, ranging from two in three expressing an interest in being a doctor, to one in three expressing an interest in being a dietician. In spite of this, very few youth said that they absolutely would not be interested in entering a health career, and in these cases it is largely due to competing interests in other areas. Health careers are of interest largely because they allow you to help others, although some have noted that, at least in some health careers, the money is reasonably good, as well.

While there is a minor gender bias in the views of a small number of boys about becoming a nurse (because only girls are nurses), there is virtually no such bias among girls about becoming a doctor, likely reflecting the timelines of such advancements in these professions (since men have moved into the field of nursing with much greater caution, and much more recently that women have entered the field of medicine). It is also likely that the same sort of trend would be observed more broadly among all Canadian youth, regardless of background.

There is generally a good understanding that math and sciences are required in order to pursue careers in health. That said, the interest expressed in health careers is not always well aligned with a past record of taking math and sciences in school (although it is aligned for many expressing an interest).

Among health careers, doctors are most often (of the five careers tested) perceived to “make a lot of money”, and are given “a lot of respect”, however, youth also observed that it also requires “a lot of post-secondary education” to become a doctor. Being a nurse is also seen to require “a lot of post-secondary education,” as well as a lot of respect, however, this is not perceived as a money-making profession. Midwives are also seen as having a lot of respect (after doctors and nurses), with relatively little post-secondary education required, however, they too are not seen as making very much money.

In terms of career information, there seem to be many opportunities to provide youth with materials about different career options. Most say that career counselling/information is available in their schools and that they have heard or seen information from teachers and counsellors, as well as in the form of career fairs, pamphlets, posters in schools and information on the Internet. In fact, some of the information that youth report seeing or hearing has dealt with health careers specifically. There is a high degree of use of the Internet, most often accessed at school, but also at home, making it a good option for conveying information about health careers to a broad base of First Nations and Inuit youth.

Talking to people engaged in the profession seems to be most attractive to youth, affording them an opportunity to ask about real life conditions and requirements. Friends and family members (presumably who are in the profession) are also an attractive way of finding out about certain careers.

# APPENDIX A

## QUESTIONNAIRE



---

Telephone:<IAREA>-<ITELE >  
Hello, my name is...and I work for EKOS Research Associates. We are speaking to young people between the ages of 11 and 19 to get their opinions on a number of issues facing First Nations and Inuit communities today. It's voluntary, but lots of people like having a chance to give their opinions to the government.

Answers for YOU PERSONALLY will NEVER be given to anybody.

It takes about 15 minutes and we can do it right now, or I can call you back?  
\*\*\* IF ASKED: INTERVIEW WILL BE APPROXIMATELY 15 MINUTES \*\*\*  
@F6 @intro (1=Continue, SHIFT + ? to terminate)

---

**27:** **SCRN1**  
First, may I ask if there is someone living there who is between the ages of 11 and 19?  
Yes..... 1  
No - CODE AS "IG" ..... 2 => INT  
DK/NR ..... 9 => INT  
«SCRN1 »

---

**28:** **SCRN2**  
Is the person who is 11 to 19 a First Nations or Inuit person?  
Yes - First Nations..... 1  
Yes - Inuit..... 2  
No - CODE AS "IS" ..... 3 => INT  
DK/NR ..... 9 => INT  
«SCRN2 »

---

**29:** **SCRN3**

=> +1 if      SCR2=#2
-----------------------

Is your house on a reserve?  
Yes..... 1  
No - CODE AS "NR" ..... 2 => INT  
DK/NR ..... 9 => INT  
«SCRN3 »

---



**34:**

**AGE2**

*IF PERMISSION GIVEN FOR OTHER PERSON*

What is that person's age?

11.....	11
12.....	12
13.....	13
14.....	14
15.....	15
16.....	16
17.....	17
18.....	18
19.....	19
DK/NR .....	99

«AGE2 »

**35:**

**SPEAK**

May I speak to that person now to do the interview, or is there a better time that I could call back to do this 15 minute interview with them?

Do it now - re-introduce topic to respondent.....	1
Do it later - get better time to call back and person's first name.....	2
DK/NR .....	9

=> INT

«SPEAK »

**37:**

**SEX**

Record gender of child

Male.....	1
Female .....	2

«SEX »

**38:**

**SCHOL**

The first few questions are about school. Do you go to school?

Yes.....	1
No.....	2
DK/NR .....	9

=> EDUC

«SCHOL »

**39:**

**SCH2**

=> +1 if NOT (AGE=#6-#9)

Are you in high school, or in college, university or trade school?

High school.....	1
College/university/trade school .....	2
DK/NR .....	9

«SCH2 »

**40:**

**EDUC**

=> \* if IF((SCHOL=#2),4,IF((AGE=#1-#5),1,IF((AGE=#6-#9),SCH2,9)))

- High school/elementary ..... 1
  - College/university/trade school ..... 2
  - Code not used ..... 3
  - Not in school ..... 4
  - DK/NR ..... 9
- «EDUC »

**41:**

**ARE**

=> \* if EDUC

- Are ..... 1
  - Were ..... 2
  - Are ..... 3
  - Are ..... 9
- «ARE »

**42:**

**DOES**

=> \* if EDUC

- does ..... 1
  - did ..... 2
  - does ..... 3
  - does ..... 9
- «DOES »

**43:**

**FILL1**

=> \* if EDUC

- For scho7
  - think that you will do when you attend a post secondary school ..... 1
  - currently do ..... 2
  - think that you will do when you attend a post secondary school ..... 3
  - think that you will do when you attend a post secondary school ..... 9
- «FILL1 »

**45:**

**DO**

=> \* if EDUC

- do ..... 1
  - did ..... 2
  - will ..... 3
  - did ..... 4
  - like ..... 9
- «DO »

---

---

**46:** **SCH3**

=> +1 if NOT (EDUC=#1,#3)

What grade are you in?  
\$E 4 13  
DK/NR ..... 99  
«SCH3 »

---

---

**47:** **SCHO4**

=> SCH5R if NOT(EDUC=#2)

Do you attend university, community college, trade school, apprenticeship training or something else?  
University ..... 01  
Community college ..... 02  
Trade/vocational school ..... 03  
Apprenticeship training ..... 04  
Other (specify) ..... 77 O  
DK/NR ..... 99 X  
«SCHO4 »  
«O\_SCHO4 »

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**48:** **SCH4B**

Are you receiving any funding from student loans, scholarships or bursaries to pursue post-secondary education?  
Yes ..... 1  
No ..... 2 => SCH5R  
DK/NR ..... 9 => SCH5R  
«SCH4B »

---

---

**49:** **SCH4C**

*READ LIST IS NECESSARY TAKE AS MANY AS APPLY*

Who are you receiving this from?  
Government (Unspecified) ..... 01 N  
Health Canada ..... 08  
INAC (Indian and Northern Affairs Canada) ..... 09  
Other Federal department ..... 10  
Provincial government ..... 11  
Banks ..... 02  
School ..... 03  
Agency (e.g., Canada Millennium Scholarship Foundation) ..... 04  
Band Council ..... 05  
Private company/organizations ..... 06  
Non-profit organization ..... 07  
Other (specify) ..... 77 O  
DK/NR ..... 99 X  
«SCH4C\_01 »  
«SCH4C\_02 »  
«SCH4C\_03 »

«SCH4C\_04 »  
«SCH4C\_05 »  
«O\_SCH4C »

---

---

**50:** **SCH5R**

=> +1 if RESV=#2,#3 OR NOT (EDUC=#1); HS RESERVE ONLY

Do you go to school on your reserve or off the reserve?  
On-reserve ..... 1  
Off-reserve..... 2  
DK/NR ..... 9  
«SCH5R »

---

---

**51:** **SCH5C**

=> +1 if RESV=#1 OR NOT (EDUC=#1); HS NON-RESERVE ONLY

Do you go to school in your community or in another community?  
Own community ..... 1  
Another community..... 2  
DK/NR ..... 9  
«SCH5C »

---

---

**52:** **SCH5**

=> \* if SCH5R+SCH5C; HS ONLY

Do you go to school on your reserve or off the reserve/in your community or in another community?  
On-reserve/own community ..... 1  
Off-reserve/another community ..... 2  
DK/NR ..... 9  
«SCH5 »

---

---

**53:** **LIKES**

=> WRK if EDUC=#4

Would you say that you really like school, like it a little bit, don't like it much or really don't like school?  
Really don't like it..... 1  
Don't like it much ..... 2  
Like it a little bit ..... 3  
Really like it ..... 4  
[DO NOT READ] Don't care/in the middle ..... 5  
DK/NR ..... 9  
«LIKES »

**54:**

**MATH**

Some kids take more math and science courses because they really like them or because they feel that they need to take them for other things later on. Other kids take as few math and science courses as they can take to get out of high school.

Which one fits you better?

- More math and science ..... 1
- Only minimum math and science ..... 2
- DK/NR ..... 9

«MATH »

**55:**

**MATHB**

=> +1 if NOT(MATH=#2)

Is that because the courses are not offered at your level in your school, or because you choose not to take them?

- Not offered at school ..... 1
- Don't take them..... 2
- DK/NR ..... 9

«MATHB »

**56:**

**COUR4**

<Are > you generally encouraged or discouraged from taking math and science courses in school? That is, do people want you to take these kinds of classes or not really want you to take them? Would that be a lot or a little bit.

- Discouraged a lot..... 1
- Discouraged a little bit..... 2
- Neither encouraged nor discouraged ..... 3
- Encouraged a little bit..... 4
- Encouraged a lot..... 5
- DK/NR ..... 9

«COUR4 »

**57:**

**MATH2**

*READ LIST AS NEEDED*

As far as you know, <does > your school have math and science courses, in every grade, up to grade 12?

- Yes - but math only ..... 1
- Yes - but science only..... 2
- Yes - both ..... 3
- No ..... 4
- DK/NR ..... 9

«MATH2 »

**58:**

**PROG**

=> +1 if NOT(SCH2=#2)

What kind of program are you taking right now?

General arts and science .....	01	
Health/medical.....	02	
Engineering .....	03	
Education.....	04	
Social science .....	05	
Math and physical science.....	06	
Commerce and administration.....	07	
Computer science .....	08	
Technical .....	09	
Service.....	10	
Other.....	77	O
DK/NR .....	99	X

«PROG\_01 »  
«PROG\_02 »  
«PROG\_03 »  
«PROG\_04 »  
«PROG\_05 »  
«PROG\_06 »  
«PROG\_07 »  
«PROG\_08 »  
«PROG\_09 »  
«PROG\_10 »  
«O\_PROG »

**59:**

**SCHO6**

=> SCHO7 if SCH2=#2

Do you think that you will go to school beyond high school, that is, post-secondary education?

Yes.....	1	
No.....	2	
DK/NR .....	9	

«SCHO6 »

**60:**

**SCH6B**

=> +1 if NOT (SCHO6=#1)

- Do you think that you will go to university, community college, trade school or apprenticeship training?
- University ..... 01
  - Community college ..... 02
  - Trade/vocational school..... 03
  - Apprenticeship training ..... 04
  - Other (specify)..... 77 O
  - No school beyond high school..... 98 XN
  - DK/NR ..... 99 X

«SCH6B »  
«O\_SCH6B »

**61:**

**SCHO7**

=> +1 if SCHO6=#2

- note to interviewer - use term "Distance Learning" if needed for #3*
- Some people have to move to another community to attend a post-secondary school. Some people can travel from their community each day or a few times a week to go to school, and others use computers or other ways, to go from far away. Which one of these is the best fit with what you <fill1 >?
- Move away ..... 1
  - Travel each day/week (commute)..... 2
  - Distance learning ..... 3
  - DK/NR ..... 9

«SCHO7 »

**62:**

**PSEB2**

=> +1 if NOT (SCHO6=#2)

- FOR KIDS NOT GOING TO PSE*
- There are a variety of reasons young people do not go on to post-secondary education. What is your own reason for not going on to post-secondary education?
- Don't like school..... 01
  - Can't afford to go/tuition/living expenses..... 02
  - Have to work right away to support family ..... 03
  - Too far to go/no school near by..... 04
  - Personal problems (e.g., drugs/alcohol, pregnancy) get in the way..... 05
  - Family does not want them to go to school..... 06
  - Post-secondary is not needed to get a job/take care of family ..... 07
  - Staying home to take care of family ..... 08
  - Other..... 77 O
  - DK/NR ..... 99 X

«PSEB2\_01 »  
«PSEB2\_02 »  
«PSEB2\_03 »  
«PSEB2\_04 »  
«PSEB2\_05 »  
«O\_PSEB2 »

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---

**63:**

**PSEB3**

<Are > you encouraged to go on to post-secondary education, discouraged from going on, or neither encouraged or discouraged? Would that be a lot or a little bit?

Encouraged a lot.....	1
Encouraged a little bit.....	2
Neither encouraged nor discouraged .....	3
Discouraged a little bit.....	4
Discouraged a lot.....	5
DK/NR .....	9

«PSEB3 »

---

---

**64:**

**PSEB4**

Would you say that you know a lot, a few or no people who have gone on to post-secondary education?

No people .....	1
A few people .....	2
A lot of people.....	3
DK/NR .....	9

«PSEB4 »

---

---

**65:**

**PSEB5**

If you were having trouble with a subject in school and needed some help in figuring it out or helping you to study, who could you turn to in your family or in your community for help?

Specify.....	77	O
DK/NR .....	99	X

«PSEB5 »

«O\_PSEB5 »

---

---

**66:**

**PSEI3**

=> +2 if	SCH2=#2
----------	---------

Would you say that you have a good idea, some idea or no idea about the kinds of classes and programs that are offered in university?

No idea .....	1
Some idea .....	2
Good idea .....	3
DK/NR .....	9

«PSEI3 »

---

---

**67:**

**PSEI4**

Would you say that you have a good idea, some idea or no idea about the kinds of classes and programs that are offered in colleges, trade schools or apprenticeship programs?

- No idea ..... 1
- Some idea ..... 2
- Good idea ..... 3
- DK/NR ..... 9

«PSEI4 »

**68:**

**PSEI5**

=> AWA R1 if AGE=#1-#3

If you needed to find it, where would you go to get information about student loans, bursaries and scholarships?

- The school you were interested in ..... 01
- The bank/financial institutions ..... 02
- The government ..... 03
- The Internet ..... 04
- Your high school ..... 05
- The Band Council ..... 06
- Other (specify) ..... 77 O
- DK/NR ..... 99 X

«PSEI5\_01 »

«PSEI5\_02 »

«PSEI5\_03 »

«PSEI5\_04 »

«PSEI5\_05 »

«PSEI5\_06 »

«PSEI5\_07 »

«PSEI5\_08 »

«PSEI5\_09 »

«PSEI5\_10 »

«O\_PSEI5 »

**69:**

**PSEI6**

Have you ever heard of a bursaries and scholarships program set-up by the National Aboriginal Achievement Foundation?

- Yes ..... 1
- No ..... 2
- DK/NR ..... 9

«PSEI6 »

**70:**

**PSEI7**

Have you ever heard of the National Aboriginal Achievement Foundation's Blueprint for the future?

- Yes..... 1
- No..... 2
- DK/NR ..... 9

«PSEI7 »

**71:**

**PSE7B**

=> +2 if NOT (PSEI7=#1)

Have you read it?

- Yes..... 1
- No..... 2
- DK/NR ..... 9

«PSE7B »

**72:**

**PSEI8**

=> +1 if NOT (PSE7B=#1)

Did you find it to be useful?

- Yes..... 1
- No..... 2
- DK/NR ..... 9

«PSEI8 »

**73:**

**PSE8B**

Have you ever heard of Indian and Northern Affairs Canada's Post-Secondary Student Support Program (PSSSP) for Aboriginal youth?

- Yes..... 1
- No..... 2
- DK/NR ..... 9

«PSE8B »

**74:**

**PSE8C**

Have you ever heard of the First Nations and Inuit Health Careers Summer Student Employment Program?

- Yes..... 1
- No..... 2
- DK/NR ..... 9

«PSE8C »

**75:****WRK**

=> OTHER if AGE=#1-#3; FOR 14 OR OLDER
--

Are you working at a job where you earn money?  
 Yes..... 1  
 No..... 2 => OTHER  
 DK/NR ..... 9 => OTHER  
 «WRK »

**76:****WORK**

=> OTHER if SCHOL=#1; FOR WORKING, NON-STUDENTS ONLY
--

Are you....(read list) ?  
 Working for your self..... 01  
 Working full-time..... 02  
 Working part-time..... 03  
 Doing seasonal work (that is just on the summer or just in the winter, from year to year, when there is a need for the work) ..... 04  
 Working in a temporary or casual jobs (that has an end date, or they call you whenever they need you) 05  
 Other (please specify)..... 77 O  
 DK/NR ..... 99 X  
 «WORK »  
 «O\_WORK »

**77:****WORK1**

How satisfied would you say that you are with your job. Would you say not at all satisfied, somewhat satisfied, satisfied or very satisfied?  
 Not at all satisfied..... 1  
 Somewhat satisfied..... 2  
 Satisfied..... 3  
 Very satisfied..... 4  
 DK/NR ..... 9  
 «WORK1 »

**78:****WORK2**

Would you say that you are in a job or on a career path?  
 Job ..... 1  
 Career path ..... 2  
 DK/NR ..... 9  
 «WORK2 »

**79:****WORK3**

Did you need to have a certain level of education to be able to get the job that you have now?  
 Yes..... 1  
 No..... 2  
 DK/NR ..... 9  
 «WORK3 »

**80:**

**OTHER**

=> +1 if SCHOL=#1 OR WRK=#1 OR AGE=#1-#3; FOR 14 OR OLDER

Are you.....(read list)

Unemployed .....	01
Staying home to look after a family .....	02
On social assistance.....	03
On disability .....	04
On parental leave or sick leave.....	05
Other (specify).....	77 O
DK/NR .....	99

«OTHER »

«O\_OTHER »

---

81:

AWAR1

ACCEPT AS MANY AS APPLY

Now I would like to ask you some questions about jobs in the area of health and medicine. First, can you tell me what kinds of jobs you know of in the area of health and medicine?

Addictions workers (NNADAP - National Native Alcohol and Drug Abuse Program workers)..... 01 N

Audiologists (hearing doctor)..... 02

Chiropractic health professionals ..... 03

Community health representatives (CHR's) ..... 04

Dentists - (dental therapists, dental hygienists, dental assistants, dental laboratory technicians)..... 05

Diagnostic medical sonographers..... 06 N

Dietitians ..... 07 N

Electronic health technologist ..... 08 N

Environmental health officers (EHO's) ..... 09 N

General radiographers ..... 10 N

Headstart workers..... 11 N

Health administrators..... 12 N

Health educators ..... 13

Health information technicians..... 14 N

Home care workers (HCC - home and community care workers)..... 15

Home health aide (same as "n")..... 16 N

Medical laboratory technicians..... 17 N

Medical record transcriptionists ..... 18 N

Medical technologists..... 19 N

Mental health workers ..... 20 N

Midwives..... 21 N

Nurses - (registered nurses, nurse practitioners, nurse-midwives, clinical nurse specialists, nurse educators) ..... 22

Nutritionists/dietitians (same as "g")..... 23 N

Occupational therapists ..... 24 N

Opticians..... 25

Optometrists (eye doctor) ..... 26

Psychiatric nurses ..... 27 N

Pharmacists..... 28

Pharmacologists..... 29 N

Physical therapists ..... 30 N

Physicians/doctors ..... 31

Physiotherapists..... 32 N

Podiatrists ..... 33 N

Psychiatrists..... 34 N

Psychologists ..... 35 N

Radiation therapists ..... 36 N

Respiratory therapists ..... 37 N

Social workers ..... 38

Speech language pathologists..... 39 N

Substance abuse counselors (NNADAP - National Native Alcohol and Drug Abuse Program workers)..... 40 N

Other(specify)..... 77 O

DK/NR ..... 99 X

«AWAR1\_01 »

«AWAR1\_02 »

«AWAR1\_03 »  
«AWAR1\_04 »  
«AWAR1\_05 »  
«AWAR1\_06 »  
«AWAR1\_07 »  
«AWAR1\_08 »  
«AWAR1\_09 »  
«AWAR1\_10 »  
«AWAR1\_11 »  
«AWAR1\_12 »  
«AWAR1\_13 »  
«AWAR1\_14 »  
«AWAR1\_15 »  
«AWAR1\_16 »  
«AWAR1\_17 »  
«AWAR1\_18 »  
«AWAR1\_19 »  
«AWAR1\_20 »  
«O\_AWAR1 »

---

**READ ONLY TOP 5 ON LIST WHERE INDICATED**

There are many different types of jobs in health and medicine that people may not think of right away. Some people work as (READ TOP FIVE OF THE LIST BELOW), as just a few examples of these types of jobs. I'd like to read you a list of some jobs in health and ask you if you know what someone in this job would do and then whether this seems like it would be an interesting type of job to you?

Rotation => 40

- Addictions workers (NNADAP - National Native Alcohol and Drug Abuse Program workers) ..... 01
- Audiologists (hearing doctor)..... 02
- Chiropractic health professionals ..... 03
- Community health representatives (CHR's) ..... 04
- Dentists - (dental therapists, dental hygienists, dental assistants, dental laboratory technicians)..... 05
- Diagnostic medical sonographers ..... 06
- Dietitians ..... 07
- Electronic health technologist ..... 08
- Environmental health officers (EHO's) ..... 09
- General radiographers ..... 10
- Headstart workers ..... 11
- Health administrators..... 12
- Health educators ..... 13
- Health information technicians..... 14
- Home care workers (HCC - home and community care workers)..... 15
- Home health aide (same as "n")..... 16
- Medical laboratory technicians..... 17
- Medical record transcriptionists ..... 18
- Medical technologists ..... 19
- Mental health workers ..... 20
- Midwives ..... 21
- Nurses - (registered nurses, nurse practitioners, nurse-midwives, clinical nurse specialists, nurse educators)..... 22
- Nutritionists/dietitians (same as "g") ..... 23
- Occupational therapists ..... 24
- Opticians..... 25
- Optometrists (eye doctor) ..... 26
- Psychiatric nurses ..... 27
- Pharmacists..... 28
- Pharmacologists..... 29
- Physical therapists ..... 30
- Physicians/doctors ..... 31
- Physiotherapists..... 32
- Podiatrists ..... 33
- Psychiatrists..... 34
- Psychologists ..... 35
- Radiation therapists ..... 36
- Respiratory therapists ..... 37
- Social workers ..... 38
- Speech language pathologists..... 39
- Substance abuse counselors (NNADAP - National Native Alcohol and Drug Abuse Program workers)..... 40
- DK/NR ..... 99 X

---

---

**83:****AWAR4****READ LIST AND ACCEPT AS MANY AS APPLY**

Do you know anyone who is a ..... (READ EACH ONE AND TAKE RESPONSE FOR EACH "YES")?

Rotation => 7
---------------

Doctor.....	01	
Nurse .....	02	
Addictions counselor.....	03	
Home care worker/community care worker/CHR.....	04	
Social worker.....	05	
Dietitian.....	06	
Dentist.....	07	
Do not know anyone in any of these areas .....	98	X
DK/NR .....	99	X
«AWAR4_01 »		
«AWAR4_02 »		
«AWAR4_03 »		
«AWAR4_04 »		
«AWAR4_05 »		
«AWAR4_06 »		
«AWAR4_07 »		
«AWAR4_08 »		

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**84:****AWAR5****READ LIST AND ACCEPT ALL THAT APPLY**

Would you think that a/an .....would be an interesting job to do? (READ EACH ONE AND TAKE RESPONSE FOR EACH "YES")?

Rotation => 7
---------------

Doctor.....	01	
Nurse .....	02	
Addictions counselor.....	03	
Home care worker/community care worker/CHR.....	04	
Social worker.....	05	
Dietitian.....	06	
Dentist.....	07	
None of the above, Not interested in any .....	98	X
DK/NR .....	99	X
«AWAR5_01 »		
«AWAR5_02 »		
«AWAR5_03 »		
«AWAR5_04 »		
«AWAR5_05 »		
«AWAR5_06 »		
«AWAR5_07 »		
«AWAR5_08 »		

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**85:**

**AWARM**

=> +1 if      SEX=#2 OR AWAR5=#2

- Can you tell me why you would not be interested in being a nurse?
- Only women are nurses ..... 01
- Not interested ..... 02
- Too much school ..... 03
- Specify..... 77 O
- DK/NR ..... 99 X
- «AWARM\_01 »
- «AWARM\_02 »
- «AWARM\_03 »
- «AWARM\_04 »
- «AWARM\_05 »
- «O\_AWARM »

**86:**

**AWARF**

=> +1 if      SEX=#1 OR AWAR5=#1

- Can you tell me why you would not be interested in being a doctor?
- Only men are doctors..... 01
- Not interested ..... 02
- Too much school ..... 03
- Specify..... 77 O
- DK/NR ..... 99 X
- «AWARF\_01 »
- «AWARF\_02 »
- «AWARF\_03 »
- «AWARF\_04 »
- «AWARF\_05 »
- «O\_AWARF »

**87:**

**AWAR6**

=> \* if      AWARM+AWARF

- Can you tell me why you would not be interested in being a [doctor/nurse]?
- Only men/women are doctors/nurses..... 01
- Not interested ..... 02
- Too much school ..... 03
- Specify..... 77 O
- DK/NR ..... 99
- «AWAR6 »
- «O\_AWAR6 »

**88:**

**WHYN1**

=> +2 if NOT (AWAR5==98); FOR THOSE EXPRESSING NO INTEREST IN HEALTH CAREER\_

Do you think that you might be interested in working at any type of job in the area of health?  
Yes..... 1  
No..... 2  
DK/NR ..... 9  
«WHYN1 »

**89:**

**WHYN2**

=> +1 if NOT (WHYN1=#2); FOR THOSE EXPRESSING NO INTEREST IN HEALTH CAREER

Can you tell me why you would not be very interested in any of these types of jobs?  
Not going to work - will take care of family ..... 01  
Interested in other area - doing something else ..... 02  
Too much school needed ..... 03  
Too much money to get there ..... 04  
Don't like anything to do with health/medicine ..... 05  
Other (specify)..... 77 O  
DK/NR ..... 99 X  
«WHYN2\_01 »  
«WHYN2\_02 »  
«WHYN2\_03 »  
«WHYN2\_04 »  
«WHYN2\_05 »  
«WHYN2\_06 »  
«WHYN2\_07 »  
«WHYN2\_08 »  
«WHYN2\_09 »  
«WHYN2\_10 »  
«O\_WHYN2 »

**90:**

**WHY**

=> +1 if AWA5==98; FOR THOSE EXPRESSING AN INTEREST IN AT LEAST ONE

*PROMPT AS NECESSARY*

Thinking about these health jobs in general, what do you think the MAIN reason is that you would like to have a job in health?

Rotation => 7

- Help other people ..... 01
- Make good money ..... 02
- Get a job ..... 03
- Stay in community, help people in community ..... 04
- Way to leave the community - job outside the community ..... 05
- People in that job get respect..... 06
- Like/interested in that subject/topic/area ..... 07
- Other (specify)..... 77 O
- DK/NR ..... 99 X
- «WHY\_01 »
- «WHY\_02 »
- «WHY\_03 »
- «WHY\_04 »
- «WHY\_05 »
- «WHY\_06 »
- «WHY\_07 »
- «WHY\_08 »
- «WHY\_09 »
- «WHY\_10 »
- «O\_WHY »

**91:**

**COUR**

*PROMPT ONLY IF NEEDED*

As far as you know, what kinds of classes would someone have to take in high school for a job in health?

- Math ..... 01
- Biology ..... 02
- Chemistry ..... 03
- Physics..... 04
- Psychology ..... 05
- General social sciences..... 06
- Other (specify)..... 77 O
- None of the above..... 98 X
- DK/NR ..... 99 X
- «COUR\_01 »
- «COUR\_02 »
- «COUR\_03 »
- «COUR\_04 »
- «COUR\_05 »
- «COUR\_06 »
- «COUR\_07 »

«COUR\_08 »  
 «COUR\_09 »  
 «COUR\_10 »  
 «O\_COUR »

**92:**

**COUR2**

=> +1 if COUR>90

*READ LIST BACK OF ONES PICKED IN PREVIOUS QUESTION*

Of these classes, which ones <do > you usually take in high school?

Elimination => 6 (NOT COUR)

Math .....	01	
Biology .....	02	
Chemistry .....	03	
Physics.....	04	
Psychology .....	05	
General social sciences.....	06	
Other (specify).....	77	O
Do not take any of these courses .....	98	X
DK/NR .....	99	X

«COUR2\_01 »  
 «COUR2\_02 »  
 «COUR2\_03 »  
 «COUR2\_04 »  
 «COUR2\_05 »  
 «COUR2\_06 »  
 «COUR2\_07 »  
 «COUR2\_08 »  
 «COUR2\_09 »  
 «COUR2\_10 »  
 «O\_COUR2 »

**93:**

**IMAG1**

I would like to read you a few jobs in health again and ask you whether you think that people in these jobs make very little, some, or a lot of money.

**94:**

**IMG1A**

Rotation => IMG1G

*How much do you think that ..... make*

Doctors	
Very little money .....	1
Some money .....	2
A lot of money.....	3
DK/NR .....	9

«IMG1A »

**95:**

**IMG1B**

*How much do you think that ..... make*

- Nurses
- Very little money ..... 1
  - Some money ..... 2
  - A lot of money ..... 3
  - DK/NR ..... 9

«IMG1B »

---

**96:**

**IMG1D**

*How much do you think that ..... make*

- Midwives
- Very little money ..... 1
  - Some money ..... 2
  - A lot of money ..... 3
  - DK/NR ..... 9

«IMG1D »

---

**97:**

**IMG1F**

*How much do you think that ..... make*

- Teachers
- Very little money ..... 1
  - Some money ..... 2
  - A lot of money ..... 3
  - DK/NR ..... 9

«IMG1F »

---

**98:**

**IMG1G**

*How much do you think that ..... make*

- Car mechanics
- Very little money ..... 1
  - Some money ..... 2
  - A lot of money ..... 3
  - DK/NR ..... 9

«IMG1G »

---

**99:**

**IMAG2**

Now tell me whether you think that people in these jobs get very little, some, or a lot of respect from other people

---

**100:**

**IMG2A**

Rotation => IMG2G

*How much respect do you think that ..... get*

Doctors

Very little respect .....	1
Some respect.....	2
A lot of respect .....	3
DK/NR .....	9

«IMG2A »

**101:**

**IMG2B**

*How much respect do you think that ..... get*

Nurses

Very little respect .....	1
Some respect.....	2
A lot of respect .....	3
DK/NR .....	9

«IMG2B »

**102:**

**IMG2D**

*How much respect do you think that ..... get*

Midwives

Very little respect .....	1
Some respect.....	2
A lot of respect .....	3
DK/NR .....	9

«IMG2D »

**103:**

**IMG2F**

*How much respect do you think that ..... get*

Teachers

Very little respect .....	1
Some respect.....	2
A lot of respect .....	3
DK/NR .....	9

«IMG2F »

**104:**

**IMG2G**

*How much respect do you think that ..... get*

Car mechanics

Very little respect .....	1
Some respect.....	2
A lot of respect .....	3
DK/NR .....	9

«IMG2G »

**105:**

**IMG3**

Now tell me whether you think that people in these jobs have to take a very little, some, or a lot of schooling beyond high school to get their job

**106:**

**IMG3A**

Rotation => IMG3G

*How much post-secondary schooling do people need to be a .....*

- Doctor
- Very little pse ..... 1
- Some pse ..... 2
- A lot of pse ..... 3
- DK/NR ..... 9

«IMG3A »

**107:**

**IMG3B**

*How much post-secondary schooling do people need to be a .....*

- Nurse
- Very little pse ..... 1
- Some pse ..... 2
- A lot of pse ..... 3
- DK/NR ..... 9

«IMG3B »

**108:**

**IMG3D**

*How much post-secondary schooling do people need to be a .....*

- Midwife
- Very little pse ..... 1
- Some pse ..... 2
- A lot of pse ..... 3
- DK/NR ..... 9

«IMG3D »

**109:**

**IMG3F**

*How much post-secondary schooling do people need to be a .....*

- Teacher
- Very little pse ..... 1
- Some pse ..... 2
- A lot of pse ..... 3
- DK/NR ..... 9

«IMG3F »

**110:**

**IMG3G**

*How much post-secondary schooling do people need to be a .....*

- Car mechanic
- Very little pse ..... 1
- Some pse ..... 2
- A lot of pse ..... 3
- DK/NR ..... 9

«IMG3G »

**111:**

**PINFO**

Now I would like to ask about any information that you might have around you, or ways of finding out about jobs in the area of health.

**112:**

**COUNS**

*Note to int, if asked - Like what a job is like and courses to take*

As far as you know, does your school have career counseling, that gives you information about different types of jobs available for people who want to find out about certain types of jobs or careers?

- Yes..... 1
- No ..... 2
- DK/NR ..... 9

«COUNS »

**113:**

**COUN2**

=> COUN5 if NOT (COUNS=#1)

- Have you ever been given any career information like this?
- Yes..... 1
  - No ..... 2
  - DK/NR ..... 9

«COUN2 »

**114:**

**COUN3**

=> +2 if NOT (COUN2=#1)

Did this information come from a guidance counselor, your teacher, a friend, the Internet, posters in the halls, or somewhere else?

- Guidance counselor ..... 01
- Teacher ..... 02
- Friend ..... 03
- Family..... 04
- Internet ..... 05
- Posters in the hall ..... 06
- Career fairs ..... 07
- Other (specify)..... 77 O
- DK/NR ..... 99 X

«COUN3\_01 »  
«COUN3\_02 »  
«COUN3\_03 »

«COUN3\_04 »  
 «COUN3\_05 »  
 «COUN3\_06 »  
 «COUN3\_07 »  
 «COUN3\_08 »  
 «COUN3\_09 »  
 «COUN3\_10 »  
 «O\_COUN3 »

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**115:**

**COUN4**

*PROMPT AS NEEDED*

What kind of things did you hear about jobs in health specifically?  
 What kind of jobs there are..... 00  
 What the job is really like..... 01  
 How much you make in that type of job..... 02  
 Whether there are jobs available ..... 03  
 Whether you could work on your reserve..... 04  
 What high school classes you have to take..... 05  
 What post-secondary school/program you need..... 06  
 Other (specify)..... 77 O  
 Did not hear anything about health careers ..... 98 X  
 DK/NR ..... 99 X  
 «COUN4\_01 »  
 «COUN4\_02 »  
 «COUN4\_03 »  
 «COUN4\_04 »  
 «COUN4\_05 »  
 «COUN4\_06 »  
 «COUN4\_07 »  
 «COUN4\_08 »  
 «COUN4\_09 »  
 «COUN4\_10 »  
 «O\_COUN4 »

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**116:**

**COUN5**

Have you ever had someone come into your classroom from a certain type of job,  
 to tell people about what they do in their job?  
 Yes..... 1  
 No ..... 2  
 DK/NR ..... 9  
 «COUN5 »

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**117:**

**COUN6**

*READ LIST*

Have you ever been to one of the following?

Rotation => 3

Career day at school .....	1	
Career information booth .....	2	
Career information fair .....	3	
None of these.....	8	X
DK/NR .....	9	X
«COUN6_01 »		
«COUN6_02 »		
«COUN6_03 »		

**118:**

**INFO2**

If someone could give you information about different types of jobs and what you need to take in school to get a job like that, what would you want to know most of all?

What the job is really like.....	01	
How much you make in that type of job.....	02	
Whether there are jobs available .....	03	
Whether you could work on your <resv > .....	04	
What high school classes you have to take.....	05	
What post-secondary school/program you need.....	06	
Other (specify).....	77	O
DK/NR .....	99	X
«INFO2_01 »		
«INFO2_02 »		
«INFO2_03 »		
«INFO2_04 »		
«INFO2_05 »		
«INFO2_06 »		
«INFO2_07 »		
«INFO2_08 »		
«INFO2_09 »		
«INFO2_10 »		
«O_INFO2 »		

**119:**

**INFO3**

=> +1 if INFO2==99

*READ LIST*

If someone were going to tell you that, how would you want to hear about it?  
 Would you prefer to get it.....

In your classroom .....	01	
From teachers, but not in class .....	02	
From your guidance counselor .....	03	
From a friend of family member .....	04	
From TV shows .....	05	
From the Internet .....	06	
From posters and pamphlets you could read .....	07	
From people doing that job (e.g. at a career fair) .....	08	
Other ways (specify).....	77	O
DK/NR .....	99	X

«INFO3\_01 »  
 «INFO3\_02 »  
 «INFO3\_03 »  
 «INFO3\_04 »  
 «INFO3\_05 »  
 «INFO3\_06 »  
 «INFO3\_07 »  
 «INFO3\_08 »  
 «INFO3\_09 »  
 «INFO3\_10 »  
 «O\_INFO3 »

**120:**

**INFO4**

How interested would you be in doing each of the following to get more information about jobs in the area of health? Would you be very interested, somewhat interested or not very interested in...

**121:**

**INF4A**

Rotation => INF4B

*How interested would you be in.....*

Spending part of a day following someone around in one of these jobs to see what they do?

Not very interested .....	1	
Somewhat interested.....	2	
Very interested .....	3	
DK/NR .....	9	

«INF4A »

**122:**

**INF4B**

*How interested would you be in.....*

Attending a career fair where you could talk to people in different health jobs to ask them questions and find out what they do?

- Not very interested ..... 1
- Somewhat interested..... 2
- Very interested ..... 3
- DK/NR ..... 9

«INF4B »

**123:**

**DEMOS**

=> +1 if      0==0

These last questions will help us with our research and no one will identify who you are.

**124:**

**NET2**

Have you used the Internet in the past three months?

- Yes..... 1
- No..... 2
- DK/NR ..... 9

«NET2 »

**125:**

**NET3**

=> +2 if      NOT(NET2=#1)

*ACCEPT MULTIPLE ANSWERS*

Where have you usually used the Internet in the past three months?

- Home ..... 01
- Work..... 02
- School..... 03
- Friends/family members..... 04
- Library/recreation centre ..... 05
- Band office ..... 06
- Other (specify)..... 77 O
- DK/NR ..... 99 X

«NET3\_01 »

«NET3\_02 »

«NET3\_03 »

«NET3\_04 »

«NET3\_05 »

«NET3\_06 »

«NET3\_07 »

«NET3\_08 »

«NET3\_09 »

«NET3\_10 »

«O\_NET3 »

**126:**

**ACCES**

How often would you say you have access to the Internet? Would you say...

Less than once a month ..... 1

Once a month..... 2

A few times a month..... 3

Once a week ..... 4

A few times a week ..... 5

Every day..... 6

DK/NR ..... 9

«ACCES »

**127:**

**SITU**

*READ LIST*

Which of these best fits you?

Living with your parent(s) (even if others as well) ..... 1

Living with other relatives (e.g., grandparents) - no parents in home ..... 2

Living with your spouse or partner (with dependents, if any)..... 3

Living alone..... 4

Living with roommates..... 5

Living alone with your child/children ..... 6

Something else ..... 7

DK/NR ..... 9

«SITU »

**128:**

**LAN1**

What is the language you first learned as a child and still understand?  
\*\*\*\*\*PROMPT if respondent says something other than English or French---  
...and that is a language that you still understand? (just to confirm)

English.....	01	
French.....	02	
Ojibway.....	03	
Cree.....	04	
Montagnais-Naskapi.....	05	
Mic Mac / Mig Mog.....	06	
Mowawk.....	07	
Blackfoot.....	08	
Dene/Chipawan.....	09	
Algonquin.....	10	
Oji-Cree.....	11	
Attikamek.....	12	
South Slave.....	13	
Plingit / Tlingit.....	14	
Haida.....	15	
Stoney.....	16	
<b>Inuktitut</b> .....	17	
Inuktitut.....	18	
Cayuga.....	19	
Metchif.....	20	
OTHER ABORIGINAL LANGUAGE (SPECIFY).....	77	O
DK/NR.....	99	
SAULTEAUX.....	21	N
GITKSAN.....	22	N
SHUSWAP.....	23	N
«LAN1 »		
«O_LAN1 »		

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Numéro de téléphone:<iarea><itele >  
 Bonjour. Je m'appelle... et je travaille pour les Associés de recherche EKOS.  
 Nous nous adressons à des jeunes de 11 à 19 ans pour savoir ce qu'ils pensent  
 de diverses questions qui intéressent de nos jours les collectivités des  
 Premières nations et Inuit. Vous êtes libre de répondre, mais beaucoup de gens  
 aiment avoir la chance d'exprimer leur opinion au gouvernement.  
 Les réponses qui vous concernent PERSONNELLEMENT ne seront JAMAIS transmises à  
 qui que ce soit d'autre. Le sondage prend environ 15 minutes et nous pouvons  
 le faire tout de suite, ou bien je peux vous rappeler.  
 \*\*\* SI ON LE DEMANDE: L'ENTREVUE PREND ENVIRON 15 MINUTES \*\*\*Puis-je commencer?

**27:** **SCRN1**  
 Tout d'abord, j'aimerais savoir s'il y a quelqu'un d'âgé entre 11 et 19 ans qui habite  
 chez vous?  
 Oui..... 1  
 Non - CODE "IG" ..... 2 => INT  
 NSP/PDR..... 9 => INT  
 «SCRN1 »

**28:** **SCRN2**  
 La personne qui a entre 11 et 19 ans est-elle membre d'une Première nation ou  
 Inuit?  
 Oui - Première nation ..... 1  
 Oui - Inuit ..... 2  
 Non - CODE "IS" ..... 3 => INT  
 NSP/PDR..... 9 => INT  
 «SCRN2 »

**29:** **SCRN3**  
 => +1 si SCRN2=#2  
 Votre maison est-elle située dans une réserve?  
 Oui..... 1  
 Non - CODE "NR" ..... 2 => INT  
 NSP/PDR..... 9 => INT  
 «SCRN3 »

**30:** **RESV**  
 => \* si IF((SCRN3=#1),1,2)  
 Votre ménage est-il situé dans une réserve?  
 réserve ..... 1  
 collectivité ..... 2  
 collectivité ..... 9  
 «RESV »

**31:**

**AGE1**

**LIRE LES CATÉGORIES AU BESOIN**

Quel âge a cette personne? N.B.: S'il y a plusieurs personnes ayant l'âge voulu, prendre la personne qui est au téléphone. Si l'âge de celle-ci ne convient pas, demander à parler à quelqu'un qui a l'âge voulu, et inscrire son âge.

11.....	11
12.....	12
13.....	13
14.....	14
15.....	15
16.....	16
17.....	17
18.....	18
19.....	19
NSP/PDR.....	99

«AGE1 »

---

Demander à parler au père, à la mère ou au tuteur si cette personne n'est pas déjà au bout du fil.  
 Nous aimerions faire ce sondage de 15 minutes au téléphone avec votre fils (fille) pour sonder ses connaissances et son intérêt touchant les possibilités d'emploi dans le domaine de la santé ou de la médecine. C'est un sondage facile qui comporte des questions sur les projets d'étude des jeunes, ce qu'ils savent des emplois dans le domaine de la santé et quel type de renseignements ils obtiennent touchant la planification de leur carrière.  
 Nous n'avons rien du tout à vendre et nous ne leur poserons pas de questions personnelles autrement que pour savoir, par exemple, s'ils ont l'intention de poursuivre leurs études après l'école secondaire. Il n'y a pas de questions sur le revenu de votre famille ou sur les autres membres de votre famille. Il n'y a pas non plus de questions délicates qui pourraient embarrasser votre fils (fille). Nous permettez-vous de faire cette entrevue avec votre fils (fille)? @perm 1-permission accordée  
 2-permission refusée  
 \*\*\*\*\*  
 \*  
 Si le parent ne sait pas quoi faire parce qu'il s'inquiète au sujet des questions, donnez-lui 7 ou 8 exemples des questions à travers le questionnaire.

**32:**

**PERM**

=> AGE si NOT (AGE1=#1-#5)

**FOR RESPONDENT'S BETWEEN 11 AND 15 - OTHERS GO TO "SPEAK"ERTINENTE .ue**

.....  
«PERM »

**33:****PERM2**

Y a-t-il dans votre famille une autre personne d'âgée entre 11 et 19 ans et qui se perçoit comme membre d'une Première nation habitant dans une réserve ou comme Inuit, à qui vous préféreriez que nous nous adressions?

Oui..... 1  
Non..... 2

=&gt; INT

«PERM2 »

**34:****AGE2**

*SIL LA PERMISSION EST ACCORDÉE POUR UNE AUTRE PERSONNE*

Quel est l'âge de cette personne?

11..... 11  
12..... 12  
13..... 13  
14..... 14  
15..... 15  
16..... 16  
17..... 17  
18..... 18  
19..... 19  
NSP/PDR..... 99

«AGE2 »

**35:****SPEAK**

Pourrais-je parler à cette personne pour faire maintenant l'entrevue avec elle, ou pourrais-je rappeler à un meilleur moment afin de faire cette entrevue de 15 minutes avec cette personne?

La faire maintenant - reprendre l'introduction avec le répondant..... 1

La faire plus tard - demander à quel moment rappeler et quel est le prénom de la personne 2

=&gt; INT

NSP/PDR..... 9

«SPEAK »

**36:****AGE**

=> \* si IF((AGE2=#1-#10),AGE2,AGE1)

Quel âge a cette personne? N.B.: S'il y a plusieurs personnes ayant l'âge voulu, prendre la personne qui est au téléphone. Si l'âge de celle-ci ne convient pas, demander à parler dès maintenant à quelqu'un qui a l'âge voulu, et inscrire son âge.

11..... 11  
12..... 12  
13..... 13  
14..... 14  
15..... 15  
16..... 16  
17..... 17  
18..... 18  
19..... 19  
NSP/PDR..... 99

«AGE »

**37:****SEX**

Inscrire le sexe de l'enfant

Homme ..... 1  
 Femme ..... 2

«SEX »

**38:****SCHOL**

Les premières questions concernent l'école. Est-ce que vous êtes aux études?

Oui ..... 1  
 Non ..... 2  
 NSP/PDR ..... 9

=&gt; EDUC

«SCHOL »

**39:****SCH2**

=&gt; +1 si NOT (AGE=#6-#9)

Fréquentez-vous une école secondaire ou bien un collège, une université ou une école technique?

École secondaire ..... 1  
 Collège/université/école technique ..... 2  
 NSP/PDR ..... 9

«SCH2 »

**46:****SCH3**

=&gt; +1 si NOT (EDUC=#1,#3)

En quelle année êtes-vous?

\$E 4 13

NSP/PDR ..... 99

«SCH3 »

**47:****SCHO4**

=&gt; SCH5R si NOT(EDUC=#2)

Fréquentez vous une université, un collège communautaire, une école technique, un programme d'apprenti ou un autre programme?

Université ..... 01  
 Collège de la communauté ..... 02  
 École technique/professionnelle ..... 03  
 Programme d'apprenti ..... 04  
 Autre (préciser) ..... 77 O  
 NSP/PDR ..... 99 X

«SCHO4 »

«O\_SCHO4 »

**48:****SCH4B**

Avez-vous reçu du financement sous forme de prêt aux étudiants, de bourse d'études ou de bourse d'excellence afin de poursuivre des études postsecondaires?

Oui.....	1	
Non.....	2	=> SCH5R
NSP/PDR.....	9	=> SCH5R

«SCH4B »

**49:****SCH4C***LIRE LA LISTE AU BESOIN ACCEPTER TOUTE RÉPONSE PERTINENTE*

De qui l'avez-vous reçu?

Gouvernement (sans précision).....	01	N
Santé Canada.....	08	
AINC (Affaires indiennes et du Nord canadien).....	09	
Autre ministère fédéral.....	10	
Gouvernement provincial.....	11	
Institution financière.....	02	
École.....	03	
Organisme (p. ex., Fondation canadienne des bourses d'études du millénaire).....	04	
Conseil de bande.....	05	
Entreprise/organisation privée.....	06	
Organisation non gouvernementale.....	07	
Autre (préciser).....	77	O
NSP/PDR.....	99	X

«SCH4C\_01 »

«SCH4C\_02 »

«SCH4C\_03 »

«SCH4C\_04 »

«SCH4C\_05 »

«O\_SCH4C »

**50:****SCH5R**

=&gt; +1 si RESV=#2,#3 OR NOT (EDUC=#1); HS RESERVE ONLY

Étudiez-vous dans votre réserve ou à l'extérieur de la réserve?

Dans la réserve.....	1
A l'extérieur de la réserve.....	2
NSP/PDR.....	9

«SCH5R »

**51:****SCH5C**

=&gt; +1 si RESV=#1 OR NOT (EDUC=#1); HS NON-RESERVE ONLY

Étudiez-vous à l'intérieur de votre propre collectivité ou dans une autre collectivité?

Propre collectivité.....	1
Autre collectivité.....	2
NSP/PDR.....	9

«SCH5C »

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**53:**

**LIKES**

=> WRK si EDUC=#4

Diriez-vous que vous aimez vraiment l'école, que vous l'aimez un peu, que vous ne l'aimez pas tellement ou que vous ne l'aimez vraiment pas?

- Ne l'aime vraiment pas ..... 1
- Ne l'aime pas tellement..... 2
- L'aime un peu ..... 3
- L'aime vraiment..... 4
- NE PAS LIRE: Indifférent/dans le milieu ..... 5
- NE PAS LIRE: NSP/PDR ..... 9

«LIKES »

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**54:**

**MATH**

Certains jeunes prennent plus de cours de sciences et de mathématiques parce qu'ils les aiment vraiment ou pensent qu'ils en auront besoin pour autre chose plus tard. D'autres prennent juste le nombre de cours de sciences et de mathématiques dont ils ont besoin pour terminer l'école secondaire. Dans quel groupe vous situez-vous?

- Plus de cours de sciences et de mathématiques ..... 1
- Seulement le minimum de cours de sciences et de mathématiques ..... 2
- NSP/PDR..... 9

«MATH »

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**55:**

**MATHB**

=> +1 si NOT(MATH=#2)

Est-ce parce que ces cours ne sont pas offerts à votre niveau dans l'école que vous fréquentez ou est-ce parce que vous avez choisi de ne pas prendre ces cours?

- Pas offerts à école ..... 1
- Préfère ne pas les prendre ..... 2
- NSP/PDR..... 9

«MATHB »

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**56:**

**COUR4**

De façon générale, est-ce que vous <Are > encouragé à prendre des cours de sciences et de mathématiques à l'école ou découragé de le faire? Autrement dit, est-ce que les gens qui vous entourent veulent ou ne veulent pas réellement que vous preniez ces cours? Choisissez entre très ou un peu?

- Très Découragé..... 1
- un peu Découragé ..... 2
- Ni l'un ni l'autre ..... 3
- Un peu Encouragé ..... 4
- Très Encouragé..... 5
- NSP/PDR..... 9

«COUR4 »

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57:

MATH2

**LIRE LA LISTE AU BESOIN**

A ce que vous sachiez, est-ce que votre école <does > des cours de sciences et de mathématiques à chaque niveau jusqu'a secondaire V?

Oui - mais mathématiques seulement.....	1
Oui - mais sciences seulement.....	2
Oui - les deux.....	3
Non.....	4
NSP/PDR.....	9

«MATH2 »

58:

PROG

=> +1 si NOT(SCH2=#2)

A quel type de programme êtes-vous inscrit (e) actuellement?

Général, arts et sciences.....	01	
Santé/médecine.....	02	
Génie.....	03	
Éducation.....	04	
Sciences sociales.....	05	
Mathématiques et physique.....	06	
Commerce et administration.....	07	
Informatique.....	08	
Technique.....	09	
Services.....	10	
Autre.....	77	O
NSP/PDR.....	99	X

- «PROG\_01 »
- «PROG\_02 »
- «PROG\_03 »
- «PROG\_04 »
- «PROG\_05 »
- «PROG\_06 »
- «PROG\_07 »
- «PROG\_08 »
- «PROG\_09 »
- «PROG\_10 »
- «O\_PROG »

59:

SCHO6

=> SCHO7 si SCH2=#2

Pensez-vous poursuivre vos études après l'école secondaire, c'est-à-dire faire des études postsecondaires?

Oui.....	1
Non.....	2
NSP/PDR.....	9

«SCHO6 »

**60:****SCH6B**

=&gt; +1 si NOT (SCHO6=#1)

Pensez-vous aller à l'université, dans un collège de la communauté, dans une école technique ou suivre un programme d'apprenti?

Université .....	01	
Collège communauté.....	02	
École technique/professionnelle.....	03	
Programme d'apprenti.....	04	
Autre (préciser).....	77	O
Pas plus que l'école secondaire.....	98	XN
NSP/PDR.....	99	X

«SCH6B »

«O\_SCH6B »

**61:****SCHO7**

=&gt; +1 si SCHO6=#2

*Enquêteur - utilisez l'expression "Apprentissage à distance" au besoin*

Certaines personnes doivent déménager dans une autre collectivité pour poursuivre des études postsecondaires. D'autres peuvent faire la navette tous les jours ou quelques fois par semaine pour aller à l'école, tandis que d'autres étudient au moyen de l'ordinateur ou d'une autre façon encore. Laquelle des façons suivantes correspond le mieux à ce que vous <fill1 >?

Déménager.....	1
Faire la navette tous les jours/quelque fois par semaine.....	2
Apprentissage à distance .....	3
NSP/PDR.....	9

«SCHO7 »

**62:****PSEB2**

=&gt; +1 si NOT (SCHO6=#2)

*POUR LES JEUNES QUI NE FONT PAS D'EPS*

Il y a diverses raisons pour lesquelles les jeunes ne font pas d'études postsecondaires. Dans votre cas quelle est la raison pour laquelle vous ne poursuivez pas vos études au niveau postsecondaire?

Je n'aime pas l'école.....	01	
Pas les moyens de payer/frais de scolarité/frais de subsistance.....	02	
Je dois travailler dès maintenant pour venir en aide à ma famille .....	03	
Trop loin/pas d'école à proximité .....	04	
Empêchements personnels (p. ex., drogue/alcool, grossesse) .....	05	
Famille ne veut pas.....	06	
Études postsecondaires non nécessaires pour trouver du travail/élever une famille.....	07	
Je dois rester à la maison pour m'occuper de la famille.....	08	
Autre.....	77	O
NSP/PDR.....	99	X

«PSEB2\_01 »

«PSEB2\_02 »

«PSEB2\_03 »

«PSEB2\_04 »

«PSEB2\_05 »  
«O\_PSEB2 »

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**63:**

**PSEB3**

Est-ce que vous <Are > encouragé à poursuivre des études postsecondaires, découragé de le faire ou bien ni encouragé ni découragé? Choisissez entre très ou un peu?

Très Encouragé.....	1
Un peu Encouragé.....	2
Ni l'un ni l'autre.....	3
Un peu Découragé.....	4
Très Découragé.....	5
NSP/PDR.....	9

«PSEB3 »

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**64:**

**PSEB4**

Est-ce que vous connaissez plusieurs personnes qui ont fait des études postsecondaires? En connaissez-vous quelques-unes ou?

Aucune personne.....	1
Quelques personnes.....	2
Plusieurs personnes.....	3
NSP/PDR.....	9

«PSEB4 »

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**65:**

**PSEB5**

Si vous aviez de la difficulté dans une matière à l'école et aviez besoin de quelqu'un pour trouver la solution ou vous aider à étudier, à qui pourriez-vous vous adresser dans votre famille ou votre communauté pour obtenir de l'aide?

Préciser.....	77	O
.....	01	N
.....	02	N
.....	03	N
.....	04	N
.....	05	N
.....	06	N
.....	07	N
.....	08	N
.....	09	N
NSP/PDR.....	99	X

«PSEB5 »

«O\_PSEB5 »

**66:**

**PSEI3**

=> +2 si SCH2=#2

Diriez-vous que vous avez une bonne idée, une certaine idée ou aucune idée des genres de cours et de programmes qui sont offerts à l'université?

- Aucune idée..... 1
- Une certaine idée..... 2
- Une bonne idée..... 3
- NSP/PDR..... 9

«PSEI3 »

**67:**

**PSEI4**

Diriez-vous que vous avez une bonne idée, une certaine idée ou aucune idée des genres de cours et de programmes qui sont offerts dans les collèges, les écoles techniques ou les programmes d'apprenti?

- Aucune idée..... 1
- Une certaine idée..... 2
- Une bonne idée..... 3
- NSP/PDR..... 9

«PSEI4 »

**68:**

**PSEI5**

=> AWAR1 si AGE=#1-#3

Si vous aviez besoin d'information sur les prêts aux étudiants, les bourses d'études et les bourses d'excellence, où iriez-vous la chercher?

- L'école qui vous intéresse..... 01
- Banque/institution financière..... 02
- Gouvernement..... 03
- Internet..... 04
- Votre école secondaire..... 05
- Conseil de bande..... 06
- Autre (préciser)..... 77 O
- NSP/PDR..... 99 X

«PSEI5\_01 »

«PSEI5\_02 »

«PSEI5\_03 »

«PSEI5\_04 »

«PSEI5\_05 »

«PSEI5\_06 »

«PSEI5\_07 »

«PSEI5\_08 »

«PSEI5\_09 »

«PSEI5\_10 »

«O\_PSEI5 »

**69:**

**PSEI6**

Avez-vous entendu parler d'un programme de bourses d'études et de bourses d'excellence mis sur pied par la Fondation nationale des réalisations autochtones?

Oui..... 1  
Non..... 2  
NSP/PDR..... 9

«PSEI6 »

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**70:**

**PSEI7**

Avez-vous déjà entendu parler du programme Feu vert pour l'avenir de la Fondation nationale des réalisations autochtones?

Oui..... 1  
Non..... 2  
NSP/PDR..... 9

«PSEI7 »

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**71:**

**PSE7B**

=> +2 si NOT (PSEI7=#1)

Avez-vous assisté à l'événement?

Oui..... 1  
Non..... 2  
NSP/PDR..... 9

«PSE7B »

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**72:**

**PSEI8**

=> +1 si NOT (PSE7B=#1)

L'avez-vous trouvé utile?

Oui..... 1  
Non..... 2  
NSP/PDR..... 9

«PSEI8 »

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**73:**

**PSE8B**

Avez-vous déjà entendu parler du Programme de soutien aux étudiants du niveau postsecondaire du Ministère des Affaires indiennes et du Nord canadien pour les jeunes Autochtones?

Oui..... 1  
Non..... 2  
NSP/PDR..... 9

«PSE8B »

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**74:**

**PSE8C**

Avez-vous déjà entendu parler du Programme d'emploi d'été en santé pour les étudiants des Premières nations et Inuit?

Oui..... 1  
Non..... 2  
NSP/PDR..... 9

«PSE8C »

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**75:**

**WRK**

=> OTHER si AGE=#1-#3; FOR 14 OR OLDER

Travaillez-vous dans un emploi pour lequel vous êtes rémunéré?

Oui..... 1  
Non..... 2  
NSP/PDR..... 9

=> OTHER

=> OTHER

«WRK »

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**76:**

**WORK**

=> OTHER si SCHOL=#1; FOR WORKING, NON-STUDENTS ONLY

Est-ce que vous....(LIRE LA LISTE) ?

Travaillez à votre compte ..... 01  
Travaillez à temps plein..... 02  
Travaillez à temps partiel ..... 03  
Avez un emploi saisonnier (c'est-à-dire seulement l' été ou l'hiver, d'année,  
quand il est nécessaire de travailler ..... 04  
Avez un emploi temporaire ou occasionnel (pour une durée déterminée ou sur  
appel quand on a besoin de vous) ..... 05  
Autre (veuillez préciser) ..... 77 O  
NSP/PDR..... 99 X

«WORK »

«O\_WORK »

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**77:**

**WORK1**

Dans quelle mesure vous diriez-vous satisfait de votre emploi? Etes-vous pas du tout satisfait, plutôt satisfait, satisfait ou très satisfait?

Pas du tout satisfait..... 1  
Plutôt satisfait..... 2  
Satisfait..... 3  
Très satisfait ..... 4  
NSP/PDR..... 9

«WORK1 »

**78:****WORK2**

Vous considérez-vous comme étant à l'emploi ou poursuivant un cheminement de carrière?

Emploi.....	1
Cheminement de carrière.....	2
NSP/PDR.....	9

«WORK2 »

**79:****WORK3**

Aviez-vous besoin d'avoir atteint un certain niveau de scolarité pour obtenir l'emploi que vous avez maintenant?

Oui.....	1
Non.....	2
NSP/PDR.....	9

«WORK3 »

**80:****OTHER**

=> +1 si	SCHOL=#1 OR WRK=#1 OR AGE=#1-#3; FOR 14 OR OLDER
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Etes-vous.....(LIRE LA LISTE)

Sans emploi.....	01
Personne au foyer qui s'occupe de la famille.....	02
Prestataire de l'aide sociale.....	03
En congé d'invalidité.....	04
En congé parental ou de maladie.....	05
Autre (préciser).....	77 O
NSP/PDR.....	99

«OTHER »

«O\_OTHER »

**ACCEPTER TOUTE RÉPONSE PERTINENTE**

J'aurais maintenant quelques questions à vous poser au sujet des emplois dans le domaine de la santé et de la médecine. Tout d'abord, pouvez-vous me dire quels genres d'emplois vous connaissez dans le domaine de la santé et de la médecine?

Travailleurs en toxicomanie (travailleurs du Programme national de lutte contre l'abus de l'alcool et des drogues chez les Autochtones).....	01	N
Audiologistes (spécialistes de l'ouïe).....	02	
Chiropraticiens .....	03	
Représentants en santé communautaire (RSC).....	04	
Dentistes - (thérapeutes dentaires, hygiénistes dentaires, assistants dentaires, techniciens de laboratoire dentaire).....	05	
Échographistes.....	06	N
Diététiciens .....	07	N
Techniciens en électronique de la santé.....	08	N
Agents d'hygiène du milieu (AHM) .....	09	N
Techniciens en radiographie.....	10	N
Travailleurs du programme Bon départ.....	11	N
Administrateurs de la santé .....	12	N
Éducateurs sanitaires .....	13	
Techniciens en information sur la santé .....	14	N
Préposés aux soins à domicile/soins communautaires) .....	15	
Aides sanitaires (comme "n").....	16	N
Techniciens de laboratoire médical .....	17	N
Archivistes médicaux .....	18	N
Technologistes médicaux .....	19	N
Travailleurs de santé mentale .....	20	N
Sages-femmes.....	21	N
Infirmières - (infirmières autorisées, infirmières praticiennes, infirmières sages-femmes, infirmières cliniciennes spécialisées).....	22	
Nutritionnistes/diététiciennes (comme "g").....	23	N
Ergothérapeutes .....	24	N
Opticiens.....	25	
Optométristes (spécialistes de la vision).....	26	
Infirmières psychiatriques .....	27	N
Pharmaciens.....	28	
Pharmacologues.....	29	N
Physiothérapeutes .....	30	N
Médecins .....	31	
Physiothérapeutes .....	32	N
Podiatres .....	33	N
Psychiatres.....	34	N
Psychologues .....	35	N
Radiothérapeutes .....	36	N
Inhalothérapeutes.....	37	N
Travailleurs sociaux.....	38	
Orthophonistes.....	39	N
Conseillers en toxicomanie (travailleurs du Programme national de lutte contre l'abus de l'alcool et des drogues chez les Autochtones).....	40	N
Autre (préciser).....	77	O
NSP/PDR.....	99	X
.....	41	N
.....	42	N

.....	43	N
.....	44	N
«AWAR1_01 »		
«AWAR1_02 »		
«AWAR1_03 »		
«AWAR1_04 »		
«AWAR1_05 »		
«AWAR1_06 »		
«AWAR1_07 »		
«AWAR1_08 »		
«AWAR1_09 »		
«AWAR1_10 »		
«AWAR1_11 »		
«AWAR1_12 »		
«AWAR1_13 »		
«AWAR1_14 »		
«AWAR1_15 »		
«AWAR1_16 »		
«AWAR1_17 »		
«AWAR1_18 »		
«AWAR1_19 »		
«AWAR1_20 »		
«O_AWAR1 »		

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**LIRE SEULEMENT LES 5 PREMIERS DE LA LISTE LORSQUE INDIQUÉ**

En santé et médecine, il y a beaucoup d'emplois auxquels vous n'avez peut-être pas pensé. Certaines personnes travaillent comme (LIRE LES CINQ PREMIERS DE LA LISTE CI-DESSOUS), pour n'en donner que quelques exemples. Je vais vous énumérer quelques emplois en santé et vous demander si vous savez en quoi consiste ce genre de travail et si c'est un domaine dans lequel vous seriez intéressé à travailler?

Rotation => 40
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Travailleurs en toxicomanie (travailleurs du Programme national de lutte contre l'abus de l'alcool et des drogues chez les Autochtones).....	01
Audiologistes (spécialistes de l'ouïe).....	02
Chiropraticiens.....	03
Représentants en santé communautaire (RSC).....	04
Dentistes - (thérapeutes dentaires, hygiénistes dentaires, assistants dentaires, techniciens de laboratoire dentaire).....	05
Échographistes.....	06
Diététiciens.....	07
Techniciens en électronique de la santé.....	08
Agents d'hygiène du milieu (AHM).....	09
Techniciens en radiographie.....	10
Travailleurs du programme Bon départ.....	11
Administrateurs de la santé.....	12
Éducateurs sanitaires.....	13
Techniciens en information sur la santé.....	14
Préposés aux soins à domicile/soins communautaires.....	15
Aides sanitaires (comme "n").....	16
Techniciens de laboratoire médical.....	17
Archivistes médicaux.....	18
Technologistes médicaux.....	19
Travailleurs de santé mentale.....	20
Sages-femmes.....	21
Infirmières - (infirmières autorisées, infirmières praticiennes, infirmières sages -femmes, infirmières cliniciennes spécialisées).....	22
Nutritionnistes/diététiciennes (comme "g").....	23
Ergothérapeutes.....	24
Opticiens.....	25
Optométristes (spécialistes de la vision).....	26
Infirmières psychiatriques.....	27
Pharmaciens.....	28
Pharmacologues.....	29
Physiothérapeutes.....	30
Médecins.....	31
Physiothérapeutes.....	32
Podiatres.....	33
Psychiatres.....	34
Psychologues.....	35
Radiothérapeutes.....	36
Inhalothérapeutes.....	37
Travailleurs sociaux.....	38
Orthophonistes.....	39
Conseillers en toxicomanie (travailleurs du Programme national de lutte contre l'abus de l'alcool et des drogues chez les Autochtones).....	40

NSP/PDR..... 99 X

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**83:**

**AWAR4**

*LIRE LA LISTE ET ACCEPTER TOUTE RÉPONSE PERTINENTE*

Connaissez-vous quelqu'un qui est ..... (LIRE CHAQUE EMPLOI ET INSCRIRE QUAND LA RÉPONSE EST "OUI")?

Rotation => 7

Médecin.....	01	
Infirmière.....	02	
Conseiller en toxicomanie.....	03	
Préposé aux soins à domicile/soins communautaires.....	04	
Travailleur social.....	05	
Diététicienne.....	06	
Dentiste.....	07	
Je ne connais personne dans ces domaines.....	98	X
NSP/PDR.....	99	X
«AWAR4_01 »		
«AWAR4_02 »		
«AWAR4_03 »		
«AWAR4_04 »		
«AWAR4_05 »		
«AWAR4_06 »		
«AWAR4_07 »		
«AWAR4_08 »		

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**84:**

**AWAR5**

*LIRE LA LISTE ET ACCEPTER TOUTE RÉPONSE PERTINENTE*

Pensez-vous qu'un emploi de/d'..... pourrait vous intéresser? (LIRE CHAQUE EMPLOI ET INSCRIRE QUAND LA RÉPONSE EST "OUI")

Rotation => 7

Médecin.....	01	
Infirmière.....	02	
Conseiller en toxicomanie.....	03	
Préposé aux soins à domicile/soins communautaires.....	04	
Travailleur social.....	05	
Diététicienne.....	06	
Dentiste.....	07	
Aucun de ces choix ne m'intéresse.....	98	X
NSP/PDR.....	99	X
«AWAR5_01 »		
«AWAR5_02 »		
«AWAR5_03 »		
«AWAR5_04 »		
«AWAR5_05 »		
«AWAR5_06 »		
«AWAR5_07 »		
«AWAR5_08 »		

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**85:****AWARM**

=> +1 si	SEX=#2 OR AWAR5=#2
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Pouvez-vous me dire pourquoi vous ne seriez pas intéressé à devenir infirmière?  
 Il n'y a que des femmes qui sont infirmières ..... 01  
 Pas intéressé ..... 02  
 Études trop longues ..... 03  
 Préciser ..... 77 O  
 NSP/PDR ..... 99 X  
 ..... 04 N  
 ..... 05 N  
 ..... 06 N

«AWARM\_01 »  
 «AWARM\_02 »  
 «AWARM\_03 »  
 «AWARM\_04 »  
 «AWARM\_05 »  
 «O\_AWARM »

**86:****AWARF**

=> +1 si	SEX=#1 OR AWAR5=#1
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Pouvez-vous me dire pourquoi vous ne seriez pas intéressé à devenir médecin?  
 Il n'y a que des hommes qui sont médecins ..... 01  
 Pas intéressé ..... 02  
 Études trop longues ..... 03  
 Préciser ..... 77 O  
 NSP/PDR ..... 99 X  
 ..... 04 N  
 ..... 05 N

«AWARF\_01 »  
 «AWARF\_02 »  
 «AWARF\_03 »  
 «AWARF\_04 »  
 «AWARF\_05 »  
 «O\_AWARF »

**88:****WHYN1**

=> +2 si	NOT (AWAR5==98); FOR THOSE EXPRESSING NO INTEREST IN HEALTH CAREER
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Pensez-vous que vous pourriez être intéressé à occuper l'un ou l'autre des emplois possible dans le domaine de la santé?  
 Oui ..... 1  
 Non ..... 2  
 NSP/PDR ..... 9  
 «WHYN1 »

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**89:****WHYN2**

=> +1 si	NOT (WHYN1=#2); FOR THOSE EXPRESSING NO INTEREST IN HEALTH CAREER
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Pouvez-vous me dire pourquoi vous ne seriez pas très intéressé à occuper l'un ou l'autre de ces emplois?

Je ne travaillerai pas - prendrai soin de ma famille .....	01	
Intéressé à un autre domaine - à faire quelque chose d'autre .....	02	
Études trop longues .....	03	
Trop cher pour y parvenir .....	04	
Je n'aime pas ce qui concerne la santé/médecine .....	05	
Autre (préciser) .....	77	O
NSP/PDR .....	99	X

«WHYN2\_01 »

«WHYN2\_02 »

«WHYN2\_03 »

«WHYN2\_04 »

«WHYN2\_05 »

«WHYN2\_06 »

«WHYN2\_07 »

«WHYN2\_08 »

«WHYN2\_09 »

«WHYN2\_10 »

«O\_WHYN2 »

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**90:****WHY**

=> +1 si	AWAR5==98; FOR THOSE EXPRESSING AN INTEREST IN AT LEAST ONE
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*SUGGÉRER AU BESOIN*

En ce qui concerne un emploi dans le domaine de la santé en général, quelle est selon vous la PRINCIPALE raison pour laquelle vous aimeriez travailler dans le domaine de la santé?

Rotation => 7
---------------

Aider les autres .....	01	
Faire de l'argent .....	02	
Trouver du travail .....	03	
Demeurer dans ma communauté, aider les membres de ma communauté .....	04	
Quitter ma communauté - travailler en dehors de ma communauté .....	05	
Ceux qui ont ce genre d'emploi sont respectés .....	06	
J'aime/je m'intéresse à ce sujet/domaine .....	07	
Autre (préciser) .....	77	O
NSP/PDR .....	99	X
.....	08	N
.....	09	N

«WHY\_01 »

«WHY\_02 »

«WHY\_03 »

«WHY\_04 »

«WHY\_05 »  
 «WHY\_06 »  
 «WHY\_07 »  
 «WHY\_08 »  
 «WHY\_09 »  
 «WHY\_10 »  
 «O\_WHY »

**91:**

**COUR**

*SUGGÉRER SEULEMENT AU BESOIN*

Selon vous que type de cours doit-on prendre à l'école secondaire pour obtenir un emploi dans le domaine de la santé?

Mathématiques .....	01	
Biologie .....	02	
Chimie .....	03	
Physique .....	04	
Psychologie .....	05	
Sciences sociales en général .....	06	
Autre (préciser).....	77	O
Aucun des choix précédents .....	98	X
NSP/PDR.....	99	X
.....	07	N
.....	08	N
.....	09	N
.....	10	N
.....	11	N
.....	12	N

«COUR\_01 »  
 «COUR\_02 »  
 «COUR\_03 »  
 «COUR\_04 »  
 «COUR\_05 »  
 «COUR\_06 »  
 «COUR\_07 »  
 «COUR\_08 »  
 «COUR\_09 »  
 «COUR\_10 »  
 «O\_COUR »

**92:**

**COUR2**

=> +1 si COUR>90

*LIRE LA LISTE DE CEUX QUI ONT ÉTÉ SÉLECTIONNÉS A LA QUESTION PRÉCÉDENT*

Parmi ces cours, quels sont ceux que vous <do > normalement à l'école secondaire?

Elimination => 6 (NOT COUR)

Mathématiques .....	01	
Biologie .....	02	
Chimie .....	03	
Physique .....	04	
Psychologie .....	05	
Sciences sociales en général .....	06	
Autre (préciser).....	77	O
Aucun des choix précédents.....	98	X
NSP/PDR.....	99	X
.....	07	N
.....	08	N
.....	09	N
.....	10	N
.....	11	N

«COUR2\_01 »

«COUR2\_02 »

«COUR2\_03 »

«COUR2\_04 »

«COUR2\_05 »

«COUR2\_06 »

«COUR2\_07 »

«COUR2\_08 »

«COUR2\_09 »

«COUR2\_10 »

«O\_COUR2 »

**93:**

**IMAG1**

Je vais vous citer de nouveau quelques emplois en santé et vous demander si vous croyez que les personnes qui occupent ces emplois font très peu, un peu ou beaucoup d'argent.

**94:**

**IMG1A**

Rotation => IMG1G

*Combien font les ..... pensez-vous*

Médecins	
Très peu d'argent .....	1
Un peu d'argent.....	2
Beaucoup d'argent .....	3
NSP/PDR.....	9

«IMG1A »

**95:**

**IMG1B**

*Combien font les ..... pensez-vous*

Infirmières	
Très peu d'argent .....	1
Un peu d'argent.....	2
Beaucoup d'argent .....	3
NSP/PDR.....	9

«IMG1B »

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**96:**

**IMG1D**

*Combien font les ..... pensez-vous*

Sages-femmes	
Très peu d'argent .....	1
Un peu d'argent.....	2
Beaucoup d'argent .....	3
NSP/PDR.....	9

«IMG1D »

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**97:**

**IMG1F**

*Combien font les ..... pensez-vous*

Enseignants	
Très peu d'argent .....	1
Un peu d'argent.....	2
Beaucoup d'argent .....	3
NSP/PDR.....	9

«IMG1F »

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**98:**

**IMG1G**

*Combien font les ..... pensez-vous*

Mécaniciens d'automobile	
Très peu d'argent .....	1
Un peu d'argent.....	2
Beaucoup d'argent .....	3
NSP/PDR.....	9

«IMG1G »

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**99:**

**IMAG2**

Dites-moi maintenant si vous croyez que les personnes qui occupent ces emplois reçoivent très peu, un peu ou beaucoup respectés par les autres personnes

**100:****IMG2A**

Rotation =&gt; IMG2G

*Combien de respect reçoivent les ..... pensez-vous*

Médecins

Très peu respectés ..... 1

Un peu respectés..... 2

Beaucoup respectés ..... 3

NSP/PDR..... 9

«IMG2A »

**101:****IMG2B***Combien de respect reçoivent les ..... pensez-vous*

Infirmières

Très peu respectés ..... 1

Un peu respectés..... 2

Beaucoup respectés ..... 3

NSP/PDR..... 9

«IMG2B »

**102:****IMG2D***Combien de respect reçoivent les ..... pensez-vous*

Sages-femmes

Très peu respectés ..... 1

Un peu respectés..... 2

Beaucoup respectés ..... 3

NSP/PDR..... 9

«IMG2D »

**103:****IMG2F***Combien de respect reçoivent les ..... pensez-vous*

Enseignants

Très peu respectés ..... 1

Un peu respectés..... 2

Beaucoup respectés ..... 3

NSP/PDR..... 9

«IMG2F »

**104:****IMG2G***Combien de respect reçoivent les ..... pensez-vous*

Mécaniciens d'automobile

Très peu respectés ..... 1

Un peu respectés..... 2

Beaucoup respectés ..... 3

NSP/PDR..... 9

«IMG2G »

**105:****IMAG3**

Dites-moi maintenant si vous croyez que les personnes qui occupent ces emplois doivent faire très peu, un peu ou beaucoup d'études au delà de l'école secondaire pour obtenir leur emploi

**106:****IMG3A**

Rotation => IMG3G
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*Combien d'études postsecondaires faut-il faire pour devenir .....*

Médecin

Très peu d'EPS ..... 1

Un peu d'EPS..... 2

Beaucoup d'EPS ..... 3

NSP/PDR..... 9

«IMG3A »

**107:****IMG3B**

*Combien d'études postsecondaires faut-il faire pour devenir .....*

Infirmière

Très peu d'EPS ..... 1

Un peu d'EPS..... 2

Beaucoup d'EPS ..... 3

NSP/PDR..... 9

«IMG3B »

**108:****IMG3D**

*Combien d'études postsecondaires faut-il faire pour devenir .....*

Sage-femme

Très peu d'EPS ..... 1

Un peu d'EPS..... 2

Beaucoup d'EPS ..... 3

NSP/PDR..... 9

«IMG3D »

**109:****IMG3F**

*Combien d'études postsecondaires faut-il faire pour devenir .....*

Enseignant

Très peu d'EPS ..... 1

Un peu d'EPS..... 2

Beaucoup d'EPS ..... 3

NSP/PDR..... 9

«IMG3F »

**110:****IMG3G***Combien d'études postsecondaires faut-il faire pour devenir .....*

Mécanicien d'automobile	
Très peu d'EPS .....	1
Un peu d'EPS.....	2
Beaucoup d'EPS .....	3
NSP/PDR.....	9
«IMG3G »	

**111:****PINFO**

J'aimerais maintenant savoir si vous disposez de renseignements ou si vous avez la possibilité de vous renseigner sur les emplois dans le domaine de la santé.

**112:****COUNS***Enquêteur, si on le demande - Comme en quoi consiste cet emploi*

Savez-vous s'il y a votre école de l'orientation professionnelle d'offerte aux personnes qui veulent se renseigner sur divers genres d'emplois ou de carrières?	
Oui.....	1
Non.....	2
NSP/PDR.....	9
«COUNS »	

**113:****COUN2**

=&gt; COUN5 si NOT (COUNS=#1)

Avez-vous déjà obtenu ce genre d'orientation professionnelle?	
Oui.....	1
Non.....	2
NSP/PDR.....	9
«COUN2 »	

**114:****COUN3**

=&gt; +2 si NOT (COUN2=#1)

Est-ce que l'information provenait d'un conseiller en orientation, de votre enseignant, d'un ami, d'Internet, d'affiches dans le corridor ou d'ailleurs?	
Conseiller en orientation.....	01
Enseignant.....	02
Ami.....	03
Famille.....	04
Internet .....	05
Affiches dans le corridor .....	06
Salon des carrières.....	07
Autre (préciser).....	77 O
NSP/PDR.....	99 X
.....	08 N
«COUN3_01 »	
«COUN3_02 »	
«COUN3_03 »	

«COUN3\_04 »  
 «COUN3\_05 »  
 «COUN3\_06 »  
 «COUN3\_07 »  
 «COUN3\_08 »  
 «COUN3\_09 »  
 «COUN3\_10 »  
 «O\_COUN3 »

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**115:**

**COUN4**

*SUGGÉRER AU BESOIN*

Quels renseignements avez-vous obtenus en particulier sur les emplois dans le domaine de la santé?

Les genres d'emplois qui existent .....	00	
En quoi consiste tel ou tel emploi.....	01	
Combien rapporte tel ou tel emploi .....	02	
S'il y a des emplois disponibles .....	03	
S'il est possible de travailler dans votre réserve .....	04	
Quels cours il faut prendre à l'école secondaire.....	05	
Quelles études postsecondaires/quel programme il faut suivre .....	06	
Autre (préciser).....	77	O
Je n'ai pas entendu parler de carrières dans le domaine de la santé .....	98	X
NSP/PDR.....	99	X

«COUN4\_01 »  
 «COUN4\_02 »  
 «COUN4\_03 »  
 «COUN4\_04 »  
 «COUN4\_05 »  
 «COUN4\_06 »  
 «COUN4\_07 »  
 «COUN4\_08 »  
 «COUN4\_09 »  
 «COUN4\_10 »  
 «O\_COUN4 »

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**116:**

**COUN5**

Quelqu'un occupant un certain emploi est-il déjà venu dans votre classe pour vous expliquer en quoi consiste son emploi?

Oui.....	1
Non .....	2
NSP/PDR.....	9

«COUN5 »

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**117:****COUN6****LIRE LA LISTE**

Avez-vous déjà participé à l'un des suivants?

Rotation =&gt; 3

Journée d'orientation à l'école.....	1	
Kiosque d'information professionnelle.....	2	
Salon des carrières.....	3	
Rien de ce qui précède.....	8	X
NSP/PDR.....	9	X
«COUN6_01 »		
«COUN6_02 »		
«COUN6_03 »		

**118:****INFO2**

Si quelqu'un pouvait vous renseigner sur les divers types d'emplois et les cours qu'il faut prendre à l'école pour obtenir l'un de ces emplois, dans le domaine de la sant, quels renseignements voudriez-vous obtenir avant tout?

En quoi consiste vraiment tel ou tel emploi.....	01	
Combien rapporte tel ou tel emploi.....	02	
S'il y a des emplois disponibles.....	03	
S'il est possible de travailler dans votre <resv >.....	04	
Quels cours il faut prendre à l'école secondaire.....	05	
Quelles études postsecondaires/quel programme il faut suivre.....	06	
.....	07	N
.....	08	N
.....	09	N
.....	10	N
Autre (préciser).....	77	O
NSP/PDR.....	99	X
«INFO2_01 »		
«INFO2_02 »		
«INFO2_03 »		
«INFO2_04 »		
«INFO2_05 »		
«INFO2_06 »		
«INFO2_07 »		
«INFO2_08 »		
«INFO2_09 »		
«INFO2_10 »		
«O_INFO2 »		

**119:****INFO3**

=&gt; +1 si INFO2==99

**LIRE LA LISTE**

Si quelqu'un était prêt à vous renseigner, comment aimeriez-vous obtenir l'information? Préférez-vous que ce soit....

En classe.....	01
D'un enseignant mais pas en classe.....	02
De votre conseiller en orientation.....	03
D'un ami ou d'un membre de la famille.....	04
A la télévision.....	05
Sur Internet.....	06
Sur des affiches et dépliants pour pouvoir la lire.....	07
D'une personne qui occupe tel ou tel emploi (p. ex. à un salon des carrières).....	08
D'une autre façon (préciser).....	77 O
NSP/PDR.....	99 X

«INFO3\_01 »

«INFO3\_02 »

«INFO3\_03 »

«INFO3\_04 »

«INFO3\_05 »

«INFO3\_06 »

«INFO3\_07 »

«INFO3\_08 »

«INFO3\_09 »

«INFO3\_10 »

«O\_INFO3 »

**120:****INFO4**

Dans quelle mesure seriez-vous intéressé à faire l'une ou l'autre des choses suivantes pour obtenir plus d'information sur des emplois dans le domaine de la santé? Seriez-vous très intéressé, assez intéressé ou pas tellement intéressé à...

**121:****INF4A**

Rotation =&gt; INF4B

**Dans quelle mesure seriez-vous intéressé à.....**

Passer une partie d'une journée à suivre quelqu'un qui occupe un emploi de ce genre pour voir ce que fait cette personne?

Pas tellement intéressé.....	1
Assez intéressé.....	2
Très intéressé.....	3
NSP/PDR.....	9

«INF4A »

**122:****INF4B***Dans quelle mesure seriez-vous intéressé à.....*

Assister à un salon des carrières où vous pourriez interroger des personnes occupant divers emplois dans le domaine de la santé pour vous renseigner sur ce qu'elles font?

Pas tellement intéressé.....	1
Assez intéressé .....	2
Très intéressé.....	3
NSP/PDR.....	9

«INF4B »

**123:****DEMOS**

=&gt; +1 si 0==0

Les dernières questions ci-dessous vont nous aider dans notre recherche Personne ne pourra vous identifier.

**124:****NET2**

Avez-vous utilisé(e) l'Internet au cours des trois derniers mois?

Oui.....	1
Non.....	2
NSP/NRP.....	9

«NET2 »

**125:****NET3**

=&gt; +2 si NOT(NET2=#1)

*ACCEPTER LES RÉPONSES MULTIPLES*

A quel endroit avez-vous utilisé normalement Internet au cours des trois derniers mois?

Maison.....	01
Travail .....	02
École.....	03
Amis/membres de la famille.....	04
Bibliothèque/centre récréatif .....	05
Bureau de la bande .....	06
Autre (préciser).....	77 O
NSP/PDR.....	99 X

«NET3\_01 »

«NET3\_02 »

«NET3\_03 »

«NET3\_04 »

«NET3\_05 »

«NET3\_06 »

«NET3\_07 »

«NET3\_08 »

«NET3\_09 »

«NET3\_10 »

«O\_NET3 »

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**126:****ACCES**

Selon vous, à quelle fréquence avez-vous accès à Internet? Diriez- vous...	
Moins d'une fois par mois.....	1
Une fois par mois .....	2
Quelques fois par mois .....	3
Une fois par semaine .....	4
Quelques fois par semaine.....	5
Tous les jours.....	6
NSP/PDR.....	9
«ACCES »	

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**127:****SITU****LIRE LA LISTE**

Quelle situation correspond le mieux à la vôtre?	
Vivant avec vos parents (même s'il y a aussi d'autres personnes) .....	1
Vivant avec d'autres membres de la famille (p. ex., grand- parents) – sans vos parents .....	2
Vivant avec votre conjoint(e) ou partenaire (avec personnes à charge, le cas échéant) .....	3
Vivant seul.....	4
Vivant avec colocataires.....	5
Vivant seul avec votre/vos enfant(s) .....	6
Autre situation .....	7
NSP/PDR.....	9
«SITU »	

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**128:**

**LAN1**

Quelle est la première langue que vous avez apprise dans votre enfance et que vous comprenez toujours?

Anglais .....	01	
Français .....	02	
OJIBWAY .....	03	
CRI .....	04	
MONTAGNAIS-NASKAPI .....	05	
MIC MAC / Mig Mog .....	06	
MOHAWK .....	07	
PIEDS-NOIRS .....	08	
DENE/CHIPAWAN .....	09	
ALGONQUIN .....	10	
OJI-CRI .....	11	
ATTIKAMEK .....	12	
SOUTH SLAVE .....	13	
Plingit /Tlingit .....	14	
Haida .....	15	
Stoney .....	16	
Innu .....	17	
Inuktitut .....	18	
Cayuga .....	19	
Metchif .....	20	
AUTRE LANGUE AUTOCHTONE (PRÉCISER) .....	77	O
NSP/PDR .....	99	
.....	21	N
.....	22	N
.....	23	N

«LAN1 »

«O\_LAN1 »

D'après les questions que vous venez de répondre, vous savez sans doute que notre sondage s'adresse à des jeunes Inuits âgés entre 11 et 19 ans qui habitent dans le nord. Pourriez-vous nous donner le numéro de téléphone d'un autre ménage Inuit? Si oui, on ajouterait simplement le numéro de téléphone à notre base de données pour ensuite l'appeler en vue d'effectuer le sondage.

@snowb            1=Oui  
                          2=Non

SI OUI ENTREZ LE NUMÉRO:

@sarea   @stele  
 999       999-9999

**129:**

**SNOWB**

=> THINK si    NOT (SCRN2=#2)

Yes..... 1  
 No..... 2            => THINK

«SNOWB »

**130:**

**SAREA**

709..... 709  
 902..... 902  
 506..... 506  
 418..... 418  
 514..... 514  
 450..... 450  
 819..... 819  
 613..... 613  
 416..... 416  
 905..... 905  
 647..... 647  
 519..... 519  
 705..... 705  
 807..... 807  
 204..... 204  
 306..... 306  
 403..... 403  
 780..... 780  
 604..... 604  
 250..... 250  
 778..... 778  
 867..... 867

«SAREA »

**131:**  
999-9999  
«STELE »

**STELE**

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**132:**  
*Fin de l'entrevue*  
Merci beaucoup d'avoir bien voulu répondre à nos questions.  
Complet ..... 1 D  
«THNK »

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**THNK**











58:

PROG

=> +1 if NOT(SCH2=#2)

ኛይወረዳላቸው ሲሆን ለግራም ለውጥ ለውጥ ለውጥ ለውጥ	
ግራም ለውጥ ለውጥ ለውጥ ለውጥ ለውጥ ለውጥ	01
ግራም ለውጥ ለውጥ ለውጥ ለውጥ ለውጥ ለውጥ	02
ግራም ለውጥ ለውጥ ለውጥ ለውጥ ለውጥ ለውጥ	03
ግራም ለውጥ ለውጥ ለውጥ ለውጥ ለውጥ ለውጥ	04
ግራም ለውጥ ለውጥ ለውጥ ለውጥ ለውጥ ለውጥ	05
ግራም ለውጥ ለውጥ ለውጥ ለውጥ ለውጥ ለውጥ	06
ግራም ለውጥ ለውጥ ለውጥ ለውጥ ለውጥ ለውጥ	07
ግራም ለውጥ ለውጥ ለውጥ ለውጥ ለውጥ ለውጥ	08
ግራም ለውጥ ለውጥ ለውጥ ለውጥ ለውጥ ለውጥ	09
ግራም ለውጥ ለውጥ ለውጥ ለውጥ ለውጥ ለውጥ	10
ግራም ለውጥ ለውጥ ለውጥ ለውጥ ለውጥ ለውጥ	77 O
ግራም ለውጥ ለውጥ ለውጥ ለውጥ ለውጥ ለውጥ	99 X

59:

SCH06

=> SCH07 if SCH2=#2

ግራም ለውጥ ለውጥ ለውጥ ለውጥ ለውጥ ለውጥ	
ግራም ለውጥ ለውጥ ለውጥ ለውጥ ለውጥ ለውጥ	1
ግራም ለውጥ ለውጥ ለውጥ ለውጥ ለውጥ ለውጥ	2
ግራም ለውጥ ለውጥ ለውጥ ለውጥ ለውጥ ለውጥ	9

60:

SCH6B

=> +1 if NOT (SCH06=#1)

ግራም ለውጥ ለውጥ ለውጥ ለውጥ ለውጥ ለውጥ	
ግራም ለውጥ ለውጥ ለውጥ ለውጥ ለውጥ ለውጥ	01
ግራም ለውጥ ለውጥ ለውጥ ለውጥ ለውጥ ለውጥ	02
ግራም ለውጥ ለውጥ ለውጥ ለውጥ ለውጥ ለውጥ	03
ግራም ለውጥ ለውጥ ለውጥ ለውጥ ለውጥ ለውጥ	04
ግራም ለውጥ ለውጥ ለውጥ ለውጥ ለውጥ ለውጥ	77 O
ግራም ለውጥ ለውጥ ለውጥ ለውጥ ለውጥ ለውጥ	98 XN
ግራም ለውጥ ለውጥ ለውጥ ለውጥ ለውጥ ለውጥ	99 X

61:

SCH07

=> +1 if SCH06=#2

ግራም ለውጥ ለውጥ ለውጥ ለውጥ ለውጥ ለውጥ	
ግራም ለውጥ ለውጥ ለውጥ ለውጥ ለውጥ ለውጥ	1
ግራም ለውጥ ለውጥ ለውጥ ለውጥ ለውጥ ለውጥ	2
ግራም ለውጥ ለውጥ ለውጥ ለውጥ ለውጥ ለውጥ	3
ግራም ለውጥ ለውጥ ለውጥ ለውጥ ለውጥ ለውጥ	9















96:

IMG1D

ኛይወበቦ ስዊይት-ሮፐርቶልሮ ..... 1	
ፈጣሪ	
ስዊት-ሮፐርቶልሮ .....	1
ስዊት-ሮፐርቶልሮ .....	2
ስዊት-ሮፐርቶልሮ .....	3
ኛይወበቦ/ሶፊት-ሮፐርቶልሮ .....	9

97:

IMG1F

ኛይወበቦ ስዊይት-ሮፐርቶልሮ ..... 1	
ፈጣሪ	
ስዊት-ሮፐርቶልሮ .....	1
ስዊት-ሮፐርቶልሮ .....	2
ስዊት-ሮፐርቶልሮ .....	3
ኛይወበቦ/ሶፊት-ሮፐርቶልሮ .....	9

98:

IMG1G

ኛይወበቦ ስዊይት-ሮፐርቶልሮ ..... 1	
ወይዘሮ ለሰጠ ስዊይት-ሮፐርቶልሮ	
ስዊት-ሮፐርቶልሮ .....	1
ስዊት-ሮፐርቶልሮ .....	2
ስዊት-ሮፐርቶልሮ .....	3
ኛይወበቦ/ሶፊት-ሮፐርቶልሮ .....	9

99:

IMG2

ፈጣሪ ስዊይት-ሮፐርቶልሮ ለሰጠ ስዊይት-ሮፐርቶልሮ ኛይወበቦ  
 ስዊይት-ሮፐርቶልሮ/ሶፊት-ሮፐርቶልሮ

100:

IMG2A

Rotation => IMG2G	
ኛይወበቦ ስዊይት-ሮፐርቶልሮ ..... ስዊይት-ሮፐርቶልሮ	
ፈጣሪ	
ስዊይት-ሮፐርቶልሮ .....	1
ስዊይት-ሮፐርቶልሮ .....	2
ስዊይት-ሮፐርቶልሮ .....	3
ኛይወበቦ/ሶፊት-ሮፐርቶልሮ .....	9

101:

IMG2B

ኛይወበቦ ስዊይት-ሮፐርቶልሮ ..... ስዊይት-ሮፐርቶልሮ	
ፈጣሪ	
ስዊይት-ሮፐርቶልሮ .....	1
ስዊይት-ሮፐርቶልሮ .....	2
ስዊይት-ሮፐርቶልሮ .....	3
ኛይወበቦ/ሶፊት-ሮፐርቶልሮ .....	9















# APPENDIX B

## RESPONSE RATES



## Call Results and Response Rates Table

Total Sample	38181
Numbers not in service	7761
Duplicates	17
Non-residential numbers	964
Numbers blocked by Phone companies	37
Total functional sample	29402
No answers	16320
Retired, called 8 times without success	648
Language difficulty	185
Other	39
Unavailable	20
Total Asked	12190
Refusals	2291
Cooperative Callbacks	9899
Completes	745
Ineligible.	9154
Quota Filled	36
Response Rate	33.7%