

Two socioeconomic factors in particular, household income and employment, have a significant and systemic impact on access to education and school success.

Regarding household incomes for Québec First Nations, the results of the 2015 RHS show that the majority of Indigenous adults with children are living under the low income cut-off. Finally, with regard to the employment rate among First Nations adults in Québec, the 2015 RHS results show that this rate stayed at the same level when compared to the 2002 RHS. The data also show a higher employment rate among adult women and that the majority of adults work within their community.

Thus, within the framework of the *Charter* reform, Québec lawmakers must take into account these socioeconomic determinants, detrimental both in the short and long-term to the school success of Indigenous students in Québec, rather than applying provisions regarding the language of instruction and policies at college or university-level educational institutions relating to the use and quality of the French language to First Nations students with a broad stroke.

In addition to respecting the constitutional language rights of the First Nations, this would support their academic success.