Building Brighter Futures: Examining Bursary Trends Across 2019 to 2024

2025 | DE MELO, M., REID, B., AYSON, G., & DEHGHANSAI, N.

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Luke Swinson is an illustrator and muralist based in Kitchener, Ontario, whose work is rooted in his Indigenous heritage as a member of the Mississaugas of Scugog Island First Nation. With a focus on cultural education and preservation, Luke's art serves as a personal exploration and reclamation of his heritage. Through his vibrant, thought-provoking pieces, he hopes to inspire younger generations to connect with their roots and the natural world.

FOREWORD FOR RESEARCH & IMPACT'S EDUCATION AND LABOUR MARKET REPORTS SERIES

For First Nations, Inuit, and Métis peoples across Canada, access to equitable, culturally relevant education has always been fundamental to achieving individual and collective goals. Yet, while many Indigenous learners continue to demonstrate resilience and academic excellence, persistent systemic barriers hinder full participation in post-secondary education and meaningful employment. Addressing these challenges requires not only commitment but also evidence: a thoughtful collection and examination of data that centres Indigenous experiences and informs responsive, effective policy.

With that goal in mind, Indspire is proud to present the *Education and Labour Market Series*, a collection of six interrelated research reports developed by Indspire's Research & Impact (R&I) team and supported by the Employment and Social Development Canada's (ESDC) *Skills and Partnership Fund*. This series offers a comprehensive look at the current state of Indigenous post-secondary education and labour market outcomes across the country. As Statistics Canada's *2021 Census* made plain, Indigenous young people are the fastest-growing demographic in the country. It is essential that they are supported throughout their educational journeys—and, ultimately, to successfully enter their chosen careers after graduation.

Drawing on both quantitative and qualitative data, including five years of *Building Brighter Futures: Bursaries & Scholarships* (BBF) recipient information and feedback from Indigenous graduates and employers, these reports illuminate critical trends, challenges, and opportunities. They reveal growing post-secondary enrolment, especially among Indigenous women, and underscore the strong employment outcomes of BBF recipients. They also point to ongoing disparities in access to funding and the need for more culturally informed support during the transition to employment.

What distinguishes this research is its grounding in Indigenous perspectives. National data often fails to reflect the lived experiences of Indigenous learners or to capture the complexities of their educational and career journeys. By centring Indigenous voices and producing Indigenous-led analysis, this series begins to fill a long-standing research gap, beginning the essential work of building programs and policies that truly support Indigenous success.

As Indspire continues to advocate for systemic change, the insights in this series will serve as a guidepost. They will inform the development of a forthcoming position statement that synthesizes key findings and recommendations, offering a sustainable strategic path forward. We hope this research will spark conversation, guide collaboration, and inspire meaningful action at multiple levels by a wide circle of stakeholders.

Dr. Mike DeGagné, Ph.D.
President and CEO,
Indspire

INDSPIRE'S EDUCATION AND LABOUR MARKET RESEARCH PROGRAM: TRENDS AMONG INDIGENOUS LEARNERS IN CANADA

Education and Labour Market Series

This series of six interrelated research reports explores the evolving landscape of post-secondary education and labour market transitions for Indigenous learners in Canada. Developed by Indspire's Research and Impact department, these studies aim to inform program design, donor engagement, and policy advocacy to better support First Nations, Inuit, and Métis learners.

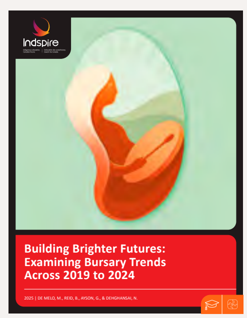
Despite progress in Indigenous educational attainment, significant gaps remain in access, persistence, and equitable transition into the labour market. There is limited national research that integrates Indigenous student experiences with labour market outcomes—creating a need for Indigenous-led, data-informed studies. This research program helps fill that gap and is supported by the Government of Canada's Employment and Social Development Canada (ESDC) through the Skills and Partnership Fund.

Chi-Miigwetch for all of the hope and encouragement that you all bring.

State of Indigenous Education and Labour Market

Research and Impact, 2025

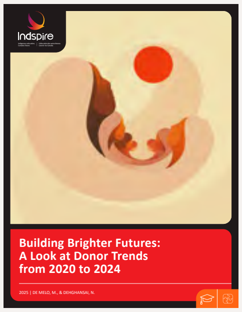
Providing a national overview of Indigenous student enrollment, educational attainment, and labour market integration, this report identifies key disparities in post-secondary access, highlights growth in enrollment—particularly among women—and demonstrates how Indspire's Building Brighter Futures (BBF) recipients mirror broader student trends while supporting alignment with in-demand careers, especially in healthcare.



Building Brighter Futures: Examining Bursary Trends Across 2019–2024

De Melo et al., 2025

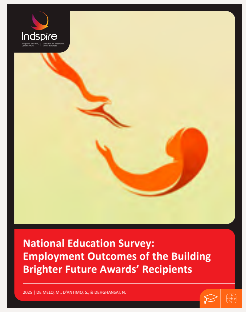
Analyzing five years of BBF recipient data, along with showing substantial growth in both participation (+63%) and funding disbursement (+74%), this report explores recipient demographics, fields of study, and financial need, finding a concentration in BHASE programs and persistent gaps between funding levels and student needs, especially in health-related fields.



Building Brighter Futures:
A Look at Donor Trends from 2020–2024

De Melo & Dehghansai, 2025

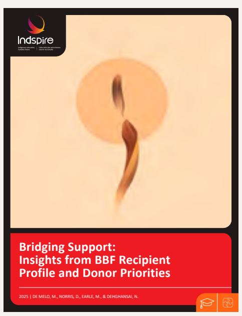
Examining donor funding patterns and priorities, this report reveals an increase in donor engagement and highlights alignment (and misalignment) between donor preferences and student demand. While most donors do not restrict funding based on gender or Indigenous identity, significant program-specific preferences exist, particularly favouring STEM fields over more commonly chosen BHASE disciplines.



National Education Survey:
Employment Outcomes of Building Brighter Future Awards' Recipients

De Melo et al., 2025

Based on survey data from BBF recipients (2016–2022), this report highlights strong post-graduation employment outcomes. Among graduates, 88% were employed (78% full-time), with many securing work in their field within six months. Respondents reported high satisfaction with job relevance and growth potential, reinforcing the long-term value of BBF support.



Bridging Support:
Insights from BBF Recipient Profile and Donor Priorities

De Melo et al., 2025

This comparative study bridges data from two BBF reports (*Examining Bursary Trends Across 2019–2024* and *A Look at Donor Trends from 2020–2024*) to assess how well donor support aligns with student needs. The analysis uncovers gaps in program alignment—most notably, the underfunding of health, education, and social sciences—and recommends strategies to better match donor investments with recipient goals.

Understanding the Experience of Indigenous Students Transitioning into the Labour Market

Mazhar et al., 2025

A qualitative study capturing perspectives from Indigenous graduates and employers, this report explores challenges faced by students transitioning from education to employment, including workplace adjustments and (lack of) culturally responsive support, and recommends improved experiential learning and targeted hiring practices.

Looking Ahead

Indspire is in the process of developing a position statement that will consolidate key insights and recommendations from across all six reports. It will serve as a strategic tool to guide Indspire's partnerships, advocacy, and program development in support of Indigenous post-secondary success.

ABOUT INDSPIRE

Indspire is an Indigenous national registered charity that invests in the education of Indigenous People for the long-term benefit of students, their families and communities, and Canada. With the support of its funding partners, Indspire disburses financial awards, delivers programming, and provides resources with the goal of improving educational outcomes for First Nations, Inuit, and Métis students. Indspire provides resources to students, educators, communities, and other stakeholders who are committed to improving success in education for Indigenous youth. Since 2019, Indspire has awarded over $120 million through over 33,800 bursaries and scholarships to First Nations, Inuit, and Métis youth, making it the largest funder of Indigenous post-secondary education outside of the Canadian federal government.

ACKNOWLEDGEMENT

We would like to begin by acknowledging and thanking our *Building Brighter Futures* program recipients who shared their experiences with us and provided valuable insight into the experiences of Indigenous students across Canada. We also wish to acknowledge Indspire's staff, funding partners, and other stakeholders, whose support has enabled us to provide thousands of bursaries, scholarships, and awards each year to students pursuing post-secondary education and training. At Indspire, it is important for us to provide space for Indigenous communities to feel seen, represented, and celebrated. The success experienced by Indigenous students, and the ways they use their education to demonstrate reciprocity in giving back to their communities, are truly inspiring and tell the story of how brighter futures can be built when we work in partnership.

Chi-Miigwetch for all of the hope and encouragement that you all bring.

RESEARCH SPONSOR

This project is funded in part by the Government of Canada | Canada

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ABSTRACT

This report presents data on recipient trends of Indspire's *Building Brighter Futures* (BBF) program, which supports Indigenous students in achieving their academic and career aspirations through scholarships, bursaries, workshops, mentorship, and more. Over the five bursary years studied in this report, from 2019-2020 to 2023-2024, the number of BBF recipients increased by 63%, and total funding grew by 74%, supporting over 33,800 recipients and distributing nearly $120 million in funding.

Women made up nearly three-quarters of all recipients, accounting for 71% of the total bursaries awarded from the five bursary years. First Nations recipients comprised 69% of all recipients, while Métis and Inuit recipients comprised 28% and 4%, respectively. 73% of BBF recipients were enrolled in just 10 programs, with health-related fields, business, education, and social sciences being the most popular. Over 68% of BBF recipients were pursuing a bachelor's degree or higher, reflecting a strong preference for university-level education over education below the bachelor's level (diplomas, certificates, or trades). The report also examined program-specific financial needs and identified potential growth areas to better understand disparities and trends in the assistance provided to Indigenous students.

INTRODUCTION

Background

Access to post-secondary education (PSE) is a key factor in fostering economic, social, and community development. While the number of Indigenous students pursuing higher education in Canada has been increasing, completion rates remain lower than those of non-Indigenous students (Statistics Canada, 2023a). Indigenous learners continue to face systemic barriers that hinder their access and persistence in PSE, including social, cultural, institutional, geographical, and financial challenges (McKeown et al., 2018). Among these, financial constraints are particularly significant, as Indigenous students are more likely to experience economic hardship that limits their educational opportunities (Statistics Canada, 2023a).

Beyond financial barriers, historical and systemic factors have shaped Indigenous students' experiences in education. Prior to colonization, Indigenous Peoples had their own systems of education based on learning through relationships, land-based knowledge, and community responsibilities (Community Stories, 2022). However, colonial policies, particularly the *Indian Act* and the residential school system, disrupted these traditional ways of learning and created lasting impacts on Indigenous communities. These systemic inequalities continue to affect Indigenous students today, reinforcing the need for targeted support to ensure equitable access to higher education. Initiatives such as the *Truth and Reconciliation Commission's Calls to Action* emphasize the importance of addressing these disparities and fostering educational success for Indigenous students (Truth and Reconciliation Commission of Canada, 2015).

Financial support plays a crucial role in reducing barriers and increasing PSE success for Indigenous students. Bursary programs, such as Indspire's BBF program, provide essential funding that helps alleviate financial stress, allowing students to focus on their academic goals. Collectively, these efforts help address long-standing inequalities in education and create more equitable opportunities for Indigenous generations.

Purpose

Indspire's mission is to help Indigenous Peoples achieve their full potential through education, connection, and investment. The organization supports students by creating workshops, sharing resources, facilitating mentorship, and holding conferences. Through its BBF program, Indspire is also one of the largest non-governmental funders of Indigenous PSE in Canada. Established in 1996, the BBF program has supported over 33,800 recipients with almost $120 million in funding over the past five bursary years (2019-2020 to 2023-2024).

To better understand recipient characteristics and funding trends, the authors conducted an in-depth analysis of BBF data from the past five bursary years (2019-2020, 2020-2021, 2021-2022, 2022-2023, and 2023-2024), which correspond to academic years running from September to August of the following year. The findings from this report offer insight into funding support for Indigenous PSE students and identify areas where additional support and resources are needed. A subsequent study, phase two, looks at the donor side to better understand funding opportunities available to students across various programs, and phase three, compares trends amongst recipients and donors to gain better insights into the opportunities and gaps that exist in supporting Indigenous students' aspirations of pursuing higher education.

METHOD

Research Questions

This report examines trends among BBF recipients over the past five bursary years (from 2019-2020 to 2023-2024), focusing on three key areas:

Recipient Funding and Growth:

- How many students have benefitted from the BBF program from 2019-2020 to 2023-2024?
- What are the year-over-year trends in the number of recipients?
- What are the year-over-year trends in the allocation of funding (in dollar amounts)?

Demographic Profile of Recipients:

- What are the demographic characteristics of recipients, including gender, age, Indigenous identity, and geographic location?
- What educational goals and fields of study are recipients pursuing?
- How have these demographic and academic trends changed over time?
- What is the distribution of funding by gender, Indigenous identity, and province?

Program Enrollment and Financial Need:

- Which programs and levels of study have the highest enrollment among recipients?
- How have enrollment patterns changed from 2019-2020 to 2023-2024?
- Which programs receive the most funding, and where do students face the greatest financial need?

Methodology

BBF application data was collected from the 2019-2020 to 2023-2024 bursary years. As the bursary is awarded every year, BBF recipients—who are each identified by a unique student identification number (student ID)—are required to apply annually. To apply, recipients fill out an application form which gathers personal and academic information, including gender, age, Indigenous identity, field of study, program of study, total bursary awarded, and other relevant details. The collected responses were compiled into a dataset containing information from 33,848 bursaries[1]. The dataset was analyzed using descriptive statistics in Microsoft Excel and the statistical software R version 4.2.2. This report presents a summary of key characteristics of current BBF recipients and examines year-over-year trends.

1 An additional 38 bursaries were awarded but, due to confidentiality requirements set by the funding sponsor, recipient information cannot be disclosed and thus they are not included in this report.

RESULTS AND DISCUSSION

Key Findings from 2019-2020 to 2023-2024 Bursary Years

This section summarizes key insights from the analysis of BBF recipients:

- A total of 33,848 bursaries were awarded, benefitting 19,901 unique students.
- The total amount of bursaries awarded was $119,155,588, with an average bursary of $3,520 per student per year.
- The number of BBF recipients increased by 63% and the total bursary amount increased by 74%.
- Women made up nearly three-quarters of all recipients (72%), accounting for 71% of the total bursary awarded.
- The majority of recipients identified as First Nations (69%), followed by Métis (28%) and Inuit (4%), a distribution consistent over the past five bursary years.
- 73% of BBF recipients were enrolled in just 10 programs, with health-related fields, business, education, and social sciences being the most popular.
- BBF covered 23% of students' financial needs in health-related programs—the field with the most recipients and funding—compared to 34% in legal studies, which had the highest average financial need.
- BBF covered approximately 40% of students' total financial needs in science technologies, construction trades, and mathematics and statistics—fields with below-average financial needs.
- Over 68% of BBF recipients are pursuing a bachelor's degree or higher, reflecting a preference for university-level education. This contrasts with *2021 Canada Census* (2021 Census) data, which showed that only 13% of Indigenous individuals (age 25–64) obtained a bachelor's degree or higher, while 36% completed PSE below the bachelor's level (diplomas, certificates, or trades).

1. Recipient Funding and Growth

This section examines recipient numbers and total bursary funding from 2019–2020 to 2023–2024, highlighting growth trends and insights into the evolution of BBF's support.

1.1 Recipients Supported

Between the 2019-2020 and 2023-2024 bursary years, the BBF program awarded a total of 33,848[1] bursaries to 19,901 unique students, amounting to $119,155,588 in funding. Over this period, the number of BBF recipients increased by 63%, while the total bursary amount grew by 74%. The average bursary awarded varied slightly each year, starting at $3,462 in 2019-2020, decreasing to $3,198 in 2020-2021, and then rising to $3,500 in 2021-2022, $3,658 in 2022-2023, and $3,689 in 2023-2024. In four out of the five years—except for 2020-2021—at least 75% of recipients received a bursary ranging between $2,000 and $4,400.

Figures 1 (p. 14) and 2 (p. 14) present the number of recipients with an award over the past five bursary years and the total bursary amounts awarded in millions of dollars, respectively. While both the number of recipients and total bursary amounts increased each year, growth rates varied. The highest growth in number of recipients occurred from 2019-2020 to 2020-2021, with a 22% increase, while the lowest growth rate was observed the following year (from 2020-2021 to 2021-2022), at 6%. For total bursary amounts, the highest increase (19%) was recorded from 2021-2022 to 2022-2023, with growth rates ranging from 12% to 19% across the five years.

1. Plus the 38 bursaries awarded to recipients under an agreement with this funding sponsor, for whom recipient information cannot be disclosed.

Figure 1: Distribution of Recipients from 2019-2020 to 2023-2024

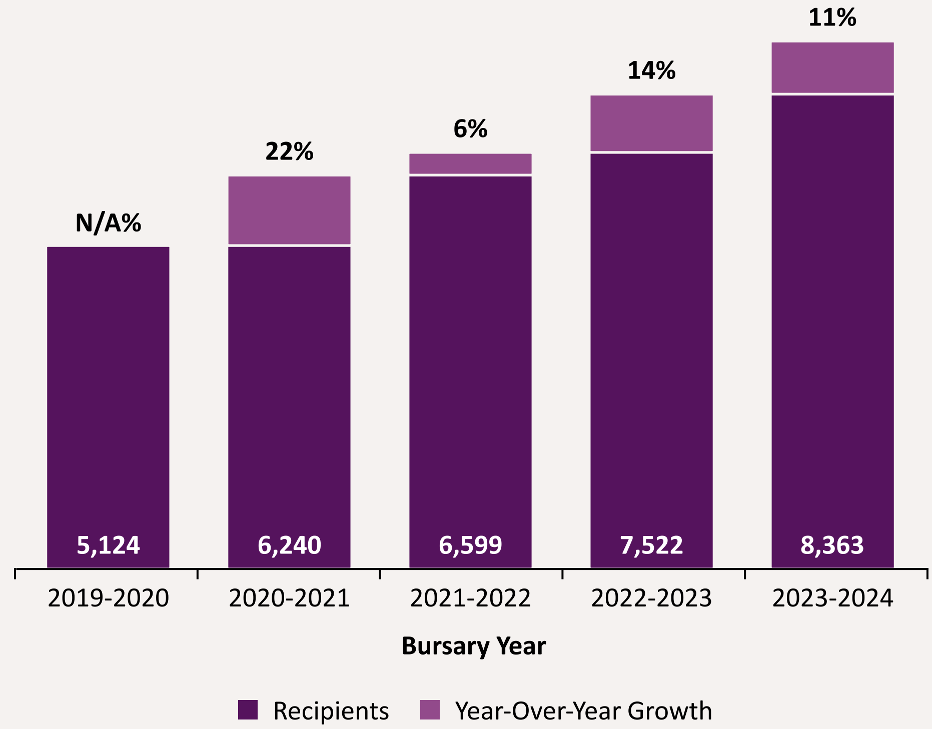
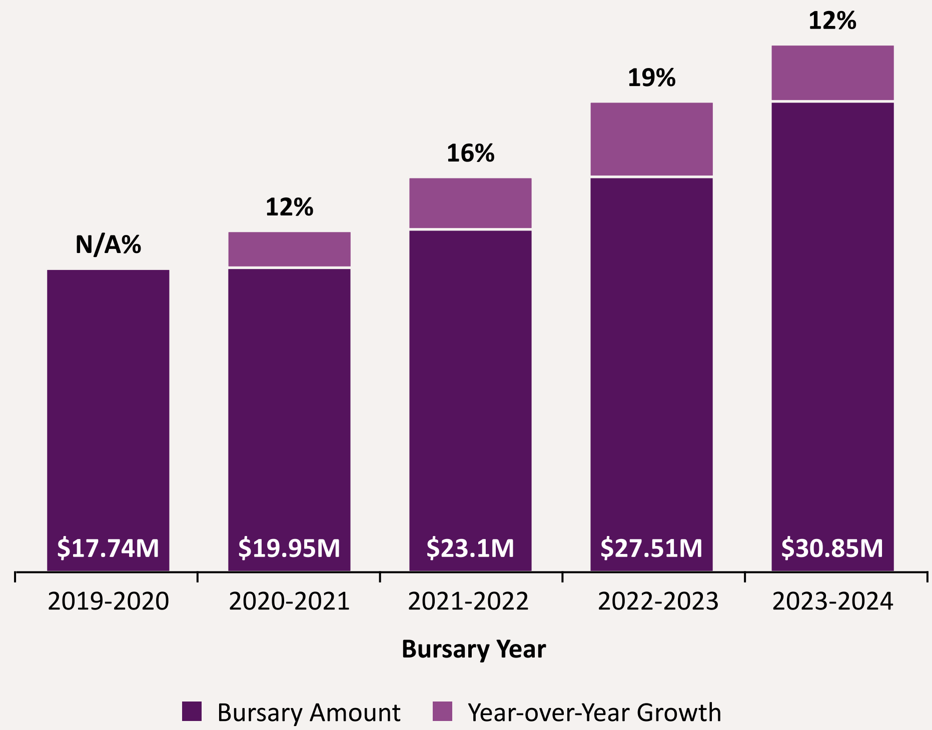


Figure 2: Distribution of Total Bursary Amounts Awarded from 2019-2020 to 2023-2024

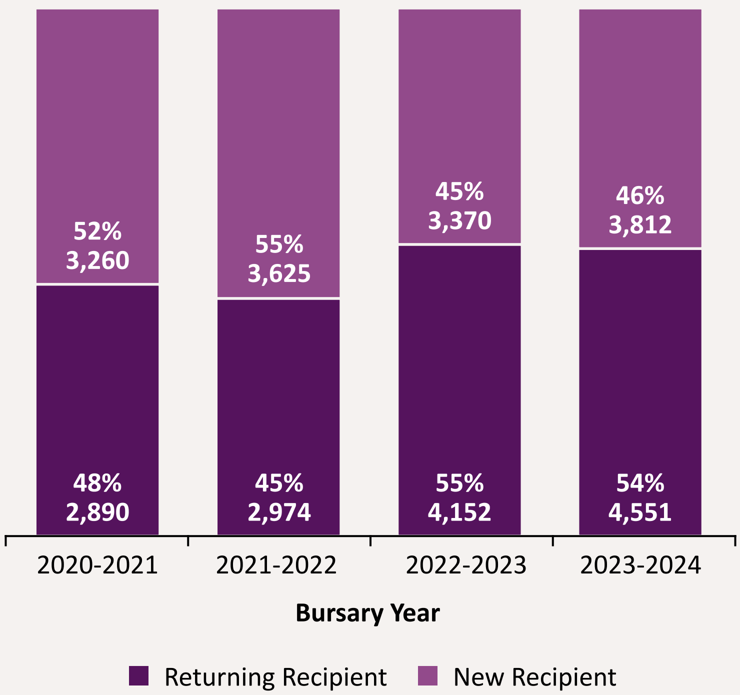


1.2 Previous Recipients

Applicants are asked whether they previously received a BBF award and, on average, 51% of recipients in a given year had been previous BBF recipients, while 49% were new applicants (see Figure 3, p. 16). This information was not available for the 2019-2020 bursary year. The proportion of returning recipients has steadily increased, rising from 48% in 2021-2022 to 53% in 2023-2024. Overall, the number of returning recipients grew by 53% from 2019-2020 (2,980 recipients) to 2023-2024 (4,551 recipients; see Figure 4, p. 16).

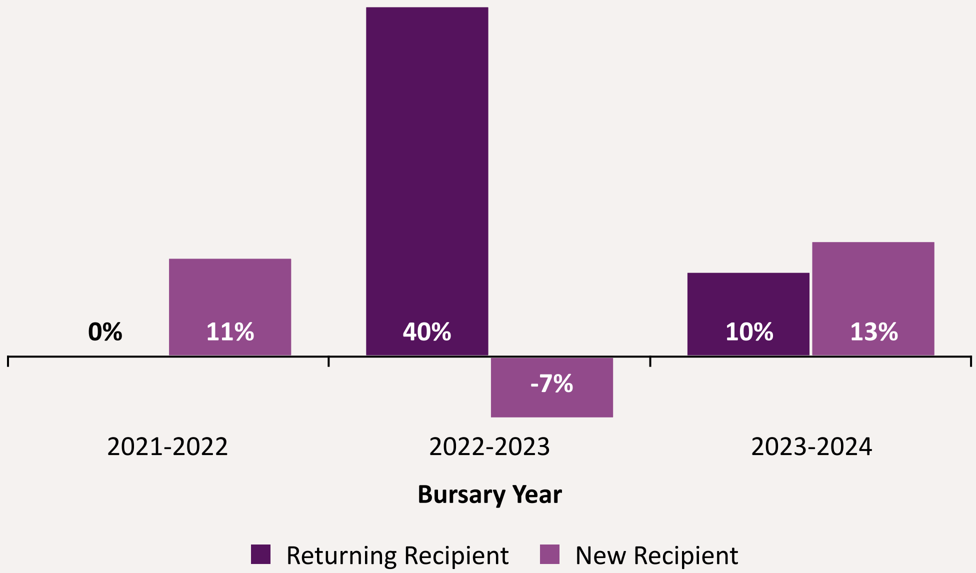
This steady growth reflects Indspire's expanding reach and its continued ability to support both returning students and new recipients. The return of previous recipients underscores the ongoing need for financial support through Indspire's BBF program, reflecting the sustained challenges students face throughout their PSE journey. This consistent increase also indicates that the program is not only effectively meeting those needs, but creating a supportive environment that encourages Indigenous students to persist in achieving their educational goals.

Figure 3: Count and Percentage of Recipients by Returning Status from 2020-2021 to 2023-2024



Note: *Data for 2019-2020 was not available.*

Figure 4: Year-Over-Year Percentage Change of Recipients by Returning Status from 2021-2022 to 2023-2024



2. Demographic Profile of Recipients

2.1 Gender

Of the 33,848 recipients, 72% (24,465) identified as female, 27% (9,051) as male, and 1% (332) identified as another gender identity. The gender distribution among BBF recipients remained consistent between 2019-2020 and 2023-2024 (Figure 5) with an overall increase in the number of recipients across all gender groups (Figure 6, p. 18).

Figure 5: Distribution of Recipients by Gender from 2019-2020 to 2023-2024

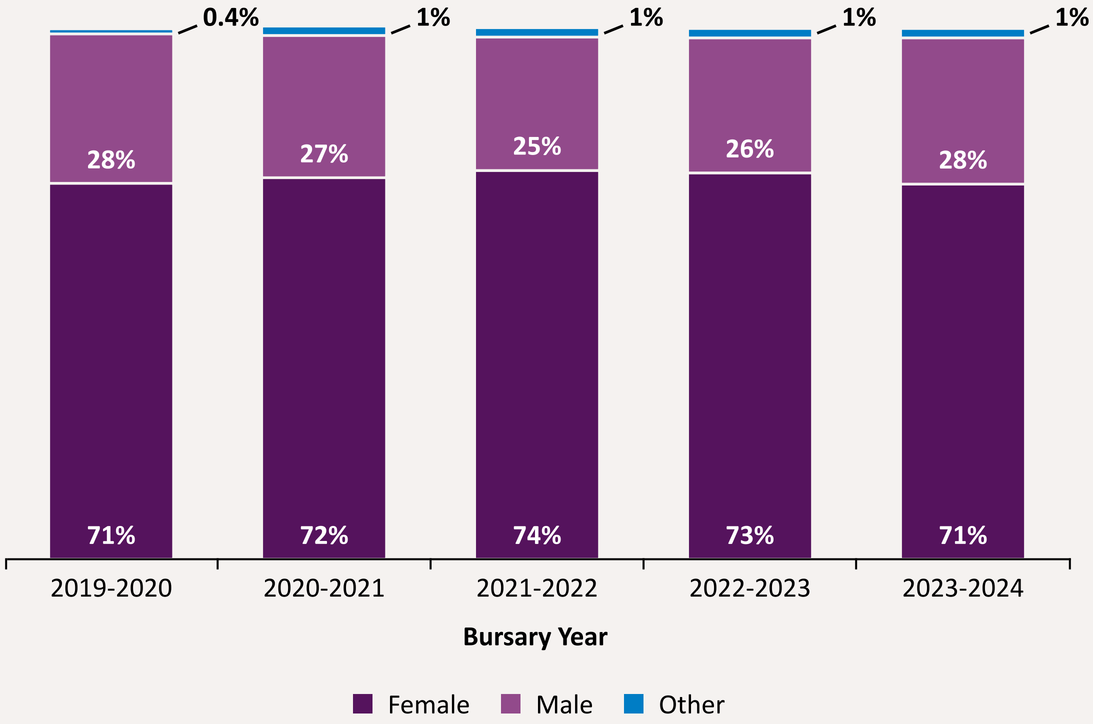
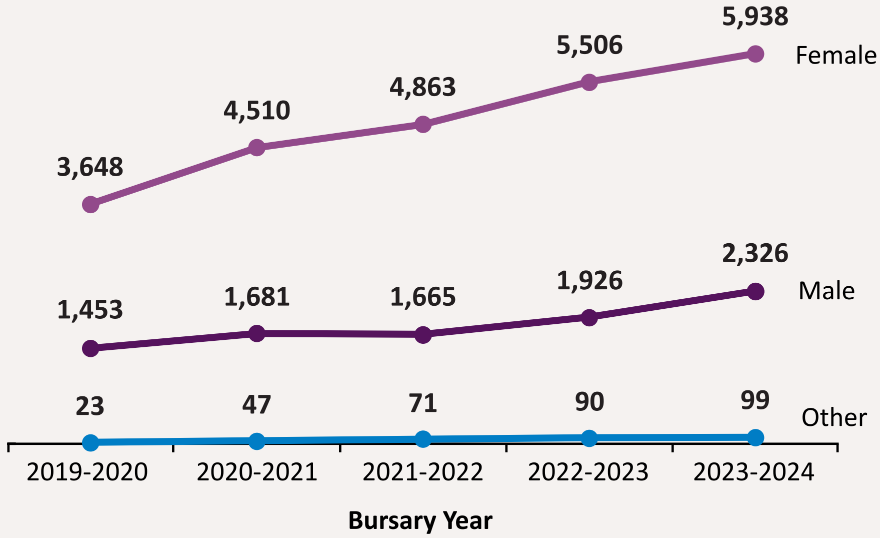


Figure 6: Count of Recipients by Gender from 2019-2020 to 2023-2024



The predominantly female representation has been highlighted in data trends before. According to the 2021 Census carried out by Statistics Canada, nearly half (49%) of Indigenous individuals aged 25–64 had obtained a PSE qualification. Among these, Indigenous women (54%) were more likely than Indigenous men (44%) to have completed a PSE qualification (Statistics Canada, 2023b).

Similarly, the *National Report of the First Nations Regional Early Childhood, Education, and Employment Survey* (First Nations Information Governance Centre—FNREEES, 2016), which surveyed over 9,000 First Nations adults aged 18 and older living in reserve and northern communities across Canada, revealed notable gender differences in educational attainment. A higher proportion of First Nations men (46%) reported not completing high school compared to women (35%). Moreover, a higher proportion of women (38%) than men (29%) completed PSE. When examining the causes behind these patterns, survey insights suggested the important role of parental or guardian support in shaping youth decisions to pursue PSE (FNREEES, 2016). Notably, maternal and female guardian influence seems to have a stronger impact, with 75% of First Nations youth reporting that their mothers or female guardians stressed the importance of completing PSE, compared to 67% for fathers or male guardians. This influence could extend beyond immediate encouragement, as more women with PSE degrees may serve as role models within their families and communities, inspiring their children and relatives to pursue higher education by demonstrating its benefits through their success.

2.2 Indigenous Identity

Combining all five bursary years (2019-2020 to 2023-2024), First Nations recipients made up 69% (*n*=23,181) of the total bursary recipients, followed by Métis recipients at 28% (*n*=9,457), and Inuit recipients at 4% (*n*=1,210), as presented in Table 1.

In terms of year-over-year number of recipients (Figure 7, p. 20) and growth (Figure 8, p. 20), all Indigenous groups experienced an increase in the number of recipients from 2019-2020 to 2023-2024, with an average annual growth rate of 11% for First Nations, 19% for Métis, and 14% for Inuit. The only group to experience a decrease in any single year was Inuit recipients in 2020-2021, with a decrease of one recipient.

Over the years, the proportion of First Nations recipients has remained predominant, but has gradually declined from 71% in 2019-2020 to 66% in 2023-2024. In contrast, the proportion of Métis recipients increased from 25% in 2019-2020 to 30% in 2023-2024.

The notable increase in Métis recipients from 2019-2020 to 2023-2024 may be partially linked to the launch of the *Métis Nation Post-Secondary Education Strategy* (Indigenous Services Canada, n.d.), which began in 2019-2020. Developed through coordination by the signatories of the *Canada-Métis Nation Accord*, the strategy was designed to improve access to PSE for Métis students. In 2019, the federal government invested $362 million in Indigenous programs over 10 years, starting in fiscal year 2019-2020, adding to $40 million in ongoing funding (Indigenous Services Canada, 2021). Using a portion of this funding, the *Métis Nation Post-Secondary Education Strategy* targeted investments toward scholarships, bursaries, and other forms of financial assistance for Métis students to support their PSE. This likely contributed to the increased number of Métis students pursuing PSE and subsequently increasing demand for BBF funding, highlighting the positive impact of these investments on Métis educational attainment. It is important to acknowledge similar initiatives were also established for First Nations and Inuit, and while funding could be a driver for the increase in numbers, it may not be the sole predictive factor for the increase in this trend.

Table 1: Five-Year Growth Trend by Indigenous Identity from 2019-2020 to 2023-2024

	Total Across All Years	Change	Growth
First Nations	23,181	52%	1,882
Métis	9,457	94%	1,233
Inuit	1,210	66%	124

Figure 7: Distribution of Recipients by Indigenous Identity from 2019-2020 to 2023-2024

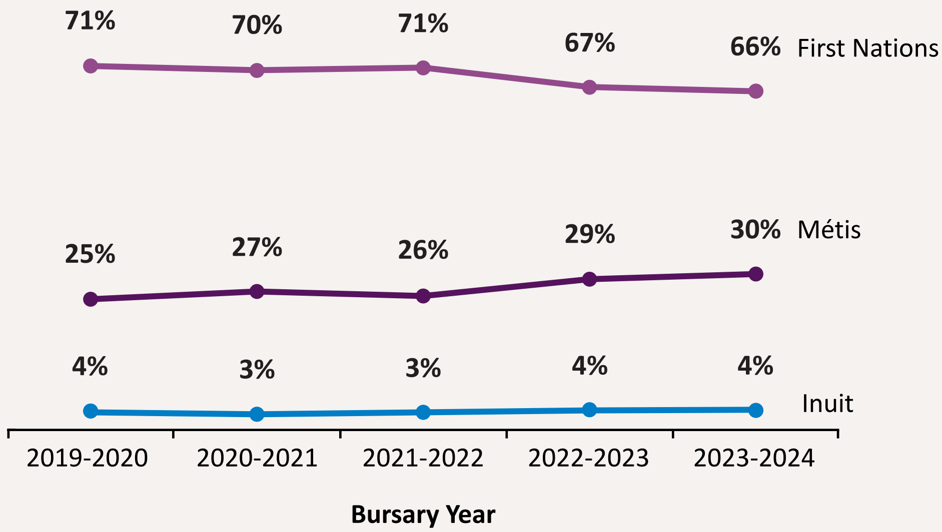
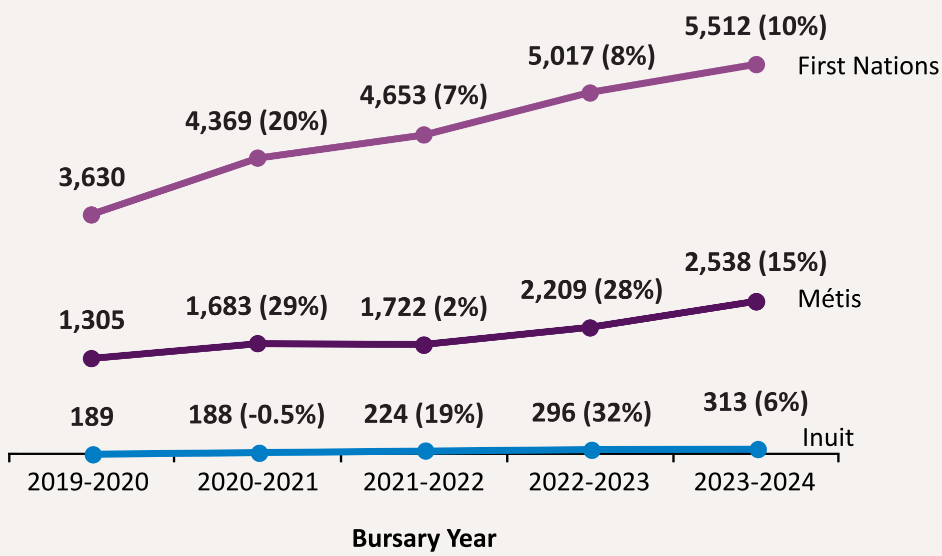


Figure 8: Number of Recipients (and Percentage of Growth from the Previous Year) by Indigenous Identity from 2019-2020 to 2023-2024

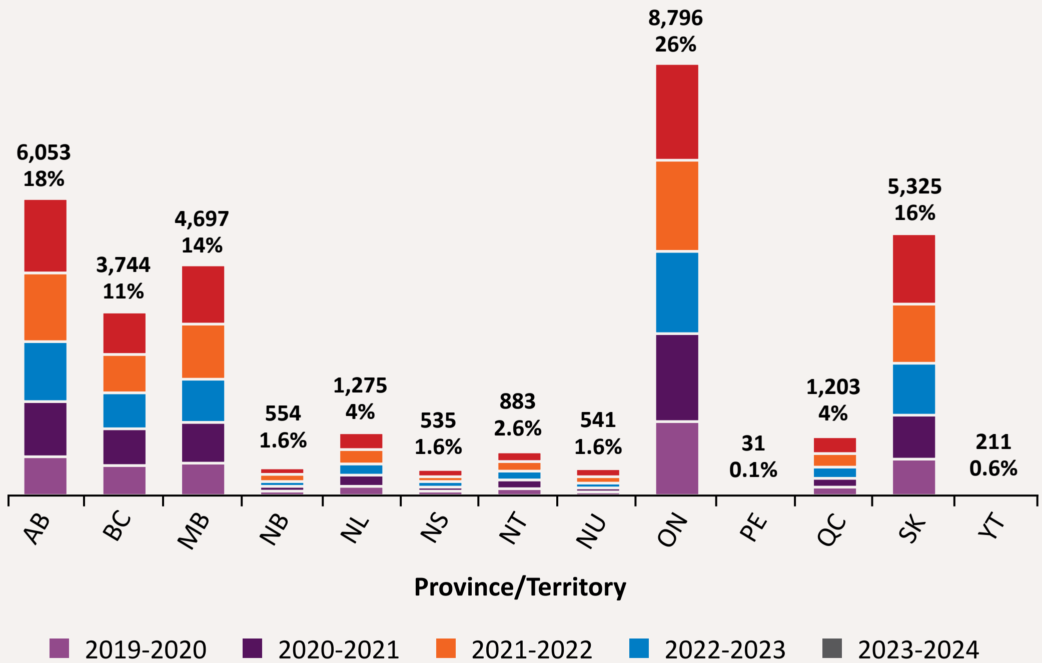


When looking at the broader Canadian population using the data from the 2021 Census, only 5% of students newly admitted to a PSE program in the 2021-2022 academic year were Indigenous (Statistics Canada, 2024). Among the newly enrolled Indigenous students, First Nations represented 55% of students, Métis represented 40%, and Inuit 2%. This pattern was similar across BBF recipients; however, within the BBF recipients, the ratio was more skewed toward First Nations (71% versus 26% for Métis, and 3% for Inuit).

2.3 Province/Territory of the Indigenous Community

During the five bursary years, the five provinces with the highest number of BBF recipients were Ontario (26%, 8,796), followed by Alberta (18%, 6,053), Saskatchewan (16%, 5,325), Manitoba (14%, 4,697), and British Columbia (11%, 3,744) (Figure 9). In contrast, Yukon and Prince Edward Island had the lowest representation, each accounting for less than 1% of total recipients (211 and 31 recipients, respectively). This distribution remained consistent from 2019-2020 to 2023-2024. The geographic distribution of BBF recipients is representative of the Indigenous population reported in the 2021 Census (Statistics Canada, 2023a), with provinces having larger Indigenous populations also seeing higher numbers of BBF recipients (see Table 2, p. 22).

Figure 9: Total Recipient Count and Percentage by Province of Indigenous Community (2019-2020 to 2023-2024)



Alberta and Saskatchewan experienced the largest growth rate in BBF recipients from 2019-2020 to 2023-2024, each increasing by 91%. Alberta had the largest increase in absolute values, adding 721 recipients, followed closely by Saskatchewan with 684. Prince Edward Island had the highest relative growth at 800%, though, adding just eight recipients. Quebec followed with 112% growth, accounting for an addition of 184 recipients.

Table 2: Size and Proportion of Indigenous Population (2021 Census) compared to the Number and Proportion of BBF Recipients by Province across the Five Bursary Years (2019-2020 to 2023-2024)

Province/Territory	Size of Indigenous Population	Proportion of Indigenous Population	Number of BBF Recipients	Proportion of BBF Recipients
AB	284,465	16%	6,053	18%
BC	290,210	16%	3,744	11%
MB	237,190	13%	4,697	14%
NB	33,295	2%	554	2%
NL	46,550	3%	1,275	4%
NS	52,430	3%	535	2%
NT	20,040	1%	883	3%
NU	31,390	2%	541	2%
ON	406,590	23%	8,796	26%
PE	3,385	0.2%	31	0.1%
QC	205,010	11%	1,203	4%
SK	187,890	16%	5,325	16%

2.4 Bursary Amounts by Gender, Indigenous Identity, and Province

This section presents the total bursary awarded by gender, indigenous identity, and province. Estimates show that 71% of the bursaries were awarded to females ($84.2 million), while 28% were awarded to males ($33.6 million; see Table 3, p. 23). The remaining 1% ($1.3 million) was allocated to individuals identifying as other genders. For Indigenous groups, First Nations recipients received $74.8 million (66%), Métis recipients received $36.2 million (30%), and Inuit recipients received $4.3 million (4%; see Table 4, p. 23).

Last, the total bursary awarded among provinces was examined (Table 5, p. 23). Provincial allocation shows significant regional variation. Ontario received the largest share at $31.1 million (26%), followed by Alberta with $21.8 million (18%). Manitoba and Saskatchewan each received $16.4 million (14%) and $16.3 million (14%), respectively. British Columbia was awarded $14.9 million (13%). On the lower end, Prince Edward Island received only $0.1 million (0.1%), while Yukon received $0.7 million (0.6%).

Table 3: Total Bursary Awarded and Percentage by Gender

Gender	Total Bursary Awarded	Percentage of Total
Female	$84.2M	71%
Male	$33.6M	28%
Other	$1.3M	1%

Table 4: Total Bursary Awarded and Relative Percentage by Indigenous Group

Indigenous Group	Total Bursary Awarded	Percentage of Total
First Nations	$74.8M	66%
Métis	$36.2M	30%
Inuit	$4.3M	4%

Table 5: Total Bursary Awarded and Relative Percentage by Province/Territory

Province/Territory	Total Bursary Awarded	Percentage of Total
Ontario	$31.1M	26%
Alberta	$21.8M	18%
Manitoba	$16.4M	14%
Saskatchewan	$16.3M	14%
British Columbia	$14.9M	13%
Newfoundland and Labrador	$5.0M	4%
Québec	$4.2M	3%
Northwest Territories	$3.2M	3%
New Brunswick	$1.8M	2%
Nunavut	$1.8M	1%
Nova Scotia	$1.7M	1%
Yukon	$0.7M	0.6%
Prince Edward Island	$0.1M	0.1%

2.5 Additional Demographics: Age, Disability and First-Generation Students

The average age of recipients over the five bursary years was 26.6 years (*SD*=1.6). Most recipients were 15–24 years old, including 12,318 females and 5,334 males. By province, Newfoundland and Labrador had the youngest recipients (average age of 22 years), while Saskatchewan had the oldest (average age of 29 years).

Since 2021-2022, recipients could self-identify as having a disability. The proportion of those reporting a disability increased steadily from 11% (756 recipients) in 2021-2022 to 20% (1,639) in 2023-2024.

The percentage of first-generation students (i.e., students who were the first in their family to attend PSE) remained stable between 2019-2020 and 2023-2024, ranging from 35% to 38%, despite overall growth in the recipient pool from 1,818 to 3,069. Detailed breakdowns of these demographics are provided in Appendix A (p. 37).

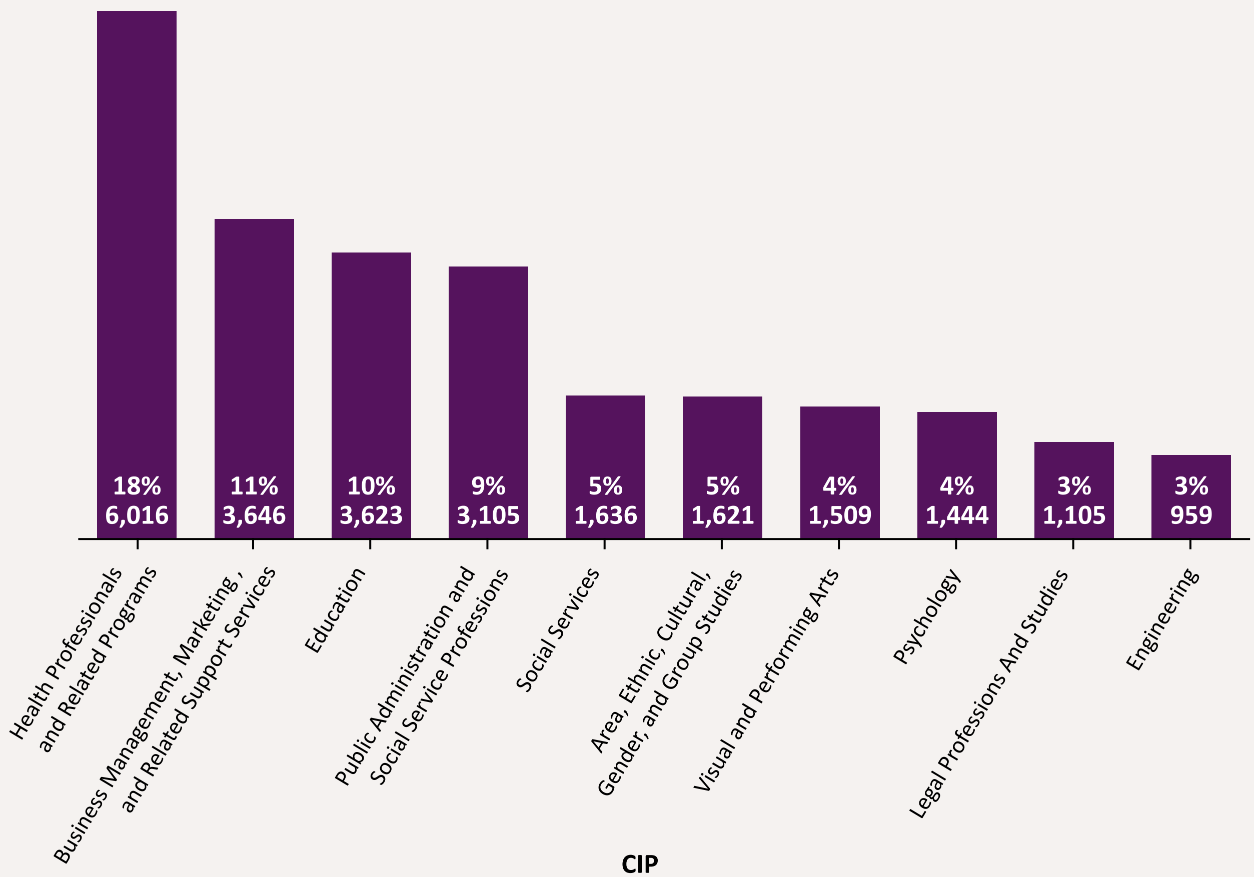
3. Program Enrollment and Financial Need

3.1 Program Enrollment

Indspire supports students throughout their educational journeys across a diverse range of programs and disciplines. To categorize PSE programs by area of study, the *Classification of Instructional Programs* (CIP) was used. Originally developed by the National Center for Education Statistics in the United States, the CIP has been adapted for use in Canada and is Statistics Canada's official standard for organizing, collecting, processing, disseminating, and analyzing field of study statistics (Statistics Canada, 2021). A detailed breakdown of CIP programs that BBF recipients' studies fall under, along with corresponding numbers and percentages, is presented in Appendix B (p. 43).

While students received support across all disciplines, certain programs were more commonly pursued by BBF recipients. The most common programs with the highest enrollment rates included Health Professions and Related Programs (18%), Business, Management, Marketing, and Related Support Services (11%), and Education (10%). Additionally, 73% of BBF recipients were enrolled in just 10 programs (see Figure 10, p. 25).

Figure 10: Top 10 Programs by Enrollment

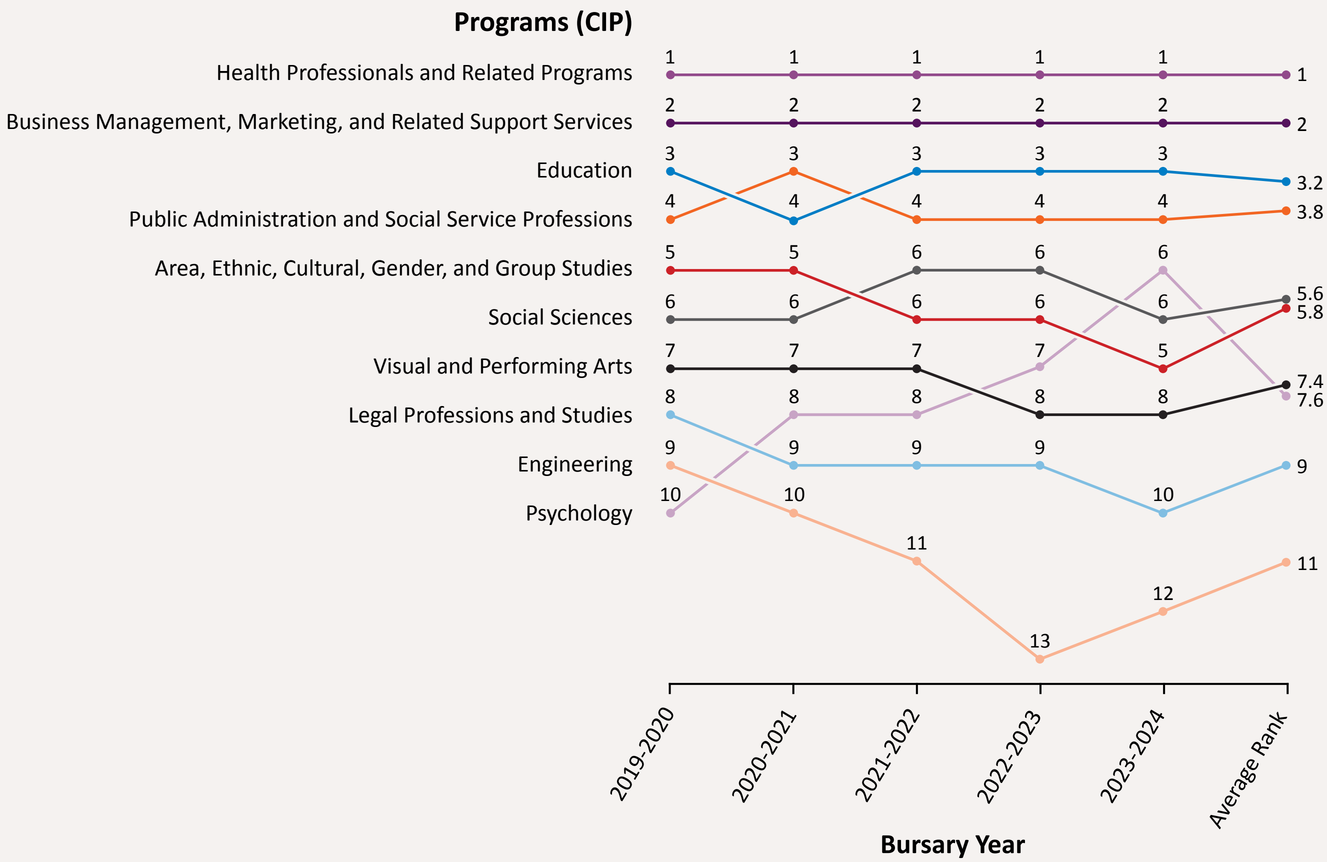


Note*: Counts and Percentages of Recipients by CIP for the Period 2019-2020 to 2023-2024*

To compare preference trends over the years, a rank analysis was conducted, assigning each program a rank based on its number of recipients per year—ordered from highest to lowest. In this system, the program with the most recipients in a given year receives a rank of 1, the next highest 2, and so on. This ranking system aims to highlight fluctuations in enrollment across the years, reflecting how factors such as demand, economic changes, or single-year surges can influence program popularity and recipient distribution. The rank analysis for all programs is detailed in Appendix C and the top 10 programs by enrollment are shown in Figure 11 (p. 26). The analysis showed that the ranking of top enrollment programs, such as health- and business-related fields, remains relatively stable, while other programs (e.g., Psychology; Area Studies, Ethnic, Cultural, Gender, and Group Studies; and Engineering) may fluctuate annually (Figure 11, p. 26). This suggests that underlying factors, including funding availability, shifts in demand, economic trends, and social changes, influence program enrollment. For instance, Health Professions and Related Programs consistently rank as the top choice among BBF recipients. While this trend may reflect personal preferences, it is also supported by targeted investments.

For example, Indspire annually awards $3 million for studies in health-related careers. Interestingly, in a recent report, researchers from Indspire examined labour shortage trends in the upcoming decade. The majority of occupations at risk of labour shortages were in healthcare (Employment and Social Development Canada, 2025; Research and Impact, 2025).

Figure 11: Rank of the Top 10 Programs by Enrollment for Each Bursary Year and Average Over the Whole Period



3.2 Financial Needs of Recipients by Program

An analysis was performed to understand the gap between bursary amounts awarded and financial needs of recipients in different programs. Financial need was calculated by subtracting the total income reported by recipients from their total expenses, both of which were provided on the BBF application form. The average financial need for each program was calculated as the sum of each recipient's financial need divided by the number of recipients in that program. To determine the threshold of financial need met (%), the total BBF bursary awarded over five years was divided by the total financial need for recipients in the same program. This analysis was conducted across all programs (listed in Appendix B, p. 43), with key results presented in Table 6 (p. 28).

The analysis revealed notable variations across programs over the five years. Health Professions and Related Programs, the top program by number of recipients and bursary amount, achieved only 23% of the financial need met, despite awarding $21.99 million to 6,016 recipients over the five bursary years. In contrast, for Legal Professions and Studies, the program with the highest average financial need ($16,814 per recipient), 34% of recipients' needs were met. For programs with the lowest financial need, such as Science Technologies/Technicians ($8,549), Construction Trades ($10,036), and Mathematics and Statistics ($10,288), 40%, 30%, and 43% of recipients' needs were met, respectively.

Programs with the highest percentage of financial need met included Library Science (50%) and Mathematics and Statistics (43%). Programs with the lowest observed percentage were Personal and Culinary Services (19%), Liberal Arts and Sciences/General Studies and Humanities (22%), and Transportation and Materials Moving (22%). These results highlight disparities in financial support across fields, with BBF funding meeting half of recipients' financial needs in some programs, while others have less than a quarter of their needs met.

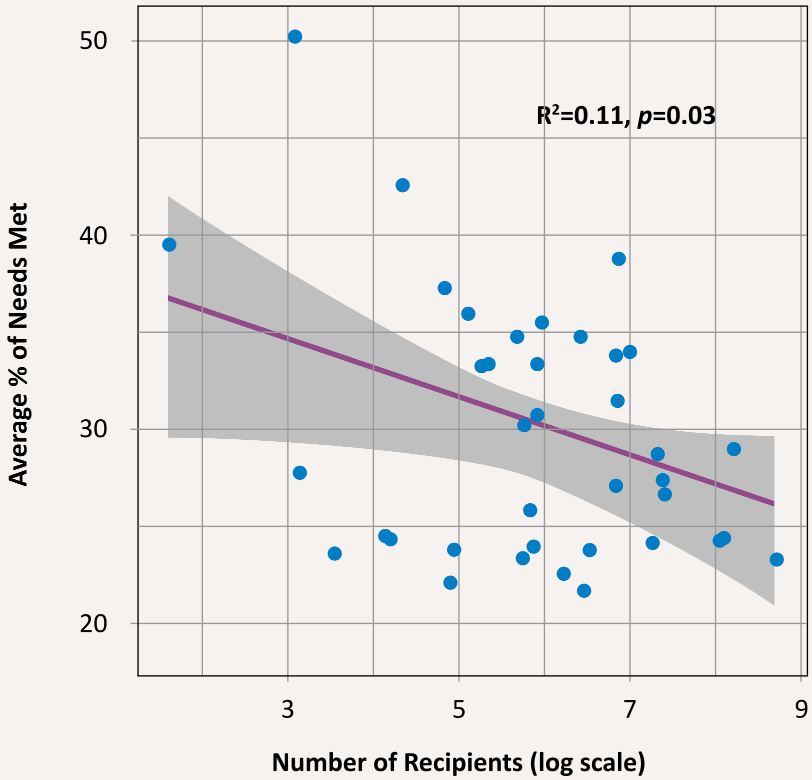
Emphasizing total funding and the percentage of financial need met provides a clear lens for assessing the alignment between recipient demand and available support. These metrics not only highlight disparities across programs but also indicate the importance of the research exercise scheduled for phase two of this series, which aims to examine funding opportunities from the donor perspective. One hypothesis is that there may be donors that have dedicated funding to certain programs which may aid the percentage of need that the BBF program can meet.

Table 6: Comparison of Financial Need Met Across Various Programs, Highlighting Total Funding, Number of Recipients, and Percentage of Need Met

	Number of Recipients	Total Bursary Amount	Average Financial Need	Percentage Met
Top Program (Most by Number of Recipients and Bursary Amount)				
Health Professions and Related Programs	6,016	$ 21,986,184	$15,651	23%
Most Financial Need (Average)				
Legal Professions and Studies	1,105	$6,313,622	$16,814	34%
Lowest Financial Need (Average)				
Science Technologies/Technicians	5	$16,900	$8,549	40%
Construction Trades	318	$964,134	$10,044	30%
Mathematics and Statistics	77	$ 340,042	$10,373	43%
Highest Supported (By Percentage of Need Met)				
Library Science	22	$138,534	$12,547	50%
Mathematics and Statistics	77	$340,042	$10,373	43%
Lowest Supported (By Percentage of Need Met)				
Personal and Culinary Services	248	$649,849	$13,842	19%
Liberal Arts and Sciences, General Studies and Humanities	647	$1,692,854	$12,049	22%
Transportation and Materials Moving	134	$472,072	$15,928	22%

To further explore patterns shown in Table 6 (p. 28) while taking into consideration all programs, the relationship between the number of recipients and the average needs met in each of these programs was analyzed (Figure 12). The analysis reveals a significant negative correlation (linear model, R^2=0.11, and p=0.03) between the total number of recipients funded and the percentage of needs met, meaning the fewer people enrolled in a program, the more likely they were to receive higher funding. Notably, the programs with the highest overall funding—either in total amount or in the number of individuals funded—tend to have the lowest percentage of needs met.

Figure 12: Relationship Between the Number of Recipients for All Programs (Log Scale for Better Visualization) and the Average of Needs Met (%)



3.3 Programs with Growing Potential

To identify programs with growing potential, the number of recipients in each field of study between 2019-2020 and 2023-2024 were compared and the programs with the largest growth in scholarship recipients were presented in Table 7 (number of recipients by bursary year and program is presented in Appendix D, p. 47). Over this period, History programs saw the most substantial increase, with a 314% rise, from 22 recipients in 2019-2020 to 91 recipients in 2023-2024, an overall increase of 69 recipients. Mechanic and Repair Technologies/Technicians programs followed closely with a 268% rise, from 22 recipients in 2019-2020 to 81 recipients in 2023-2024, totalling 59 new recipients, making it a consistently popular choice. Computer and Information Sciences and Support Services programs demonstrated strong appeal as well, with a 232% rise, from 38 recipients in 2019-2020 to 126 recipients in 2023-2024, the highest increase in absolute numbers (88 recipients). Notably, Agriculture, Agriculture Operations, and Related Sciences programs grew by 200%, from 16 recipients in 2019-2020 to 48 recipients in 2023-2024, adding 32 recipients, reflecting a growing interest in fields related to sustainability and food production. Finally, Personal and Culinary Services programs also experienced high growth, with a 163% increase, from 30 recipients in 2019-2020 to 79 recipients in 2023-2024, adding 49 recipients. This data indicates a diversification in program interest over the years.

Moreover, Aboriginal and Foreign Languages, Literatures, and Linguistics programs have experienced a notable increase of 44 recipients, representing a 96% growth. This remarkable expansion, emphasizes growing importance of addressing the educational and cultural needs of Indigenous communities, aligning with Indspire's mission to support Indigenous education and cultural preservation. Similarly, Parks, Recreation, Leisure, and Fitness Studies programs have seen an increase of 85 recipients, reflecting a 61% growth. While this accounts for only 3% of the total increase in recipients, it indicates a rising interest in programs that can promote physical well-being and community engagement through recreation.

Table 7: Programs with the Largest Relative Increase in Recipients from 2019-2020 to 2023-2024

Largest Increase Program Changes (Top 5)	Relative Percentage Increase	Increase in Number of Recipients
History	314%	69
Mechanic and Repair Technologies/Technicians	268% (Top trending program 2/4 Year-over-Year's)	59
Computer and Information Sciences and Support Services	232%	88
Agriculture, Agriculture Operations, and Related Sciences	200%	32
Personal and Culinary Services	163%	49

3.4 Programs Preferences Across Genders

Differences in program preferences across genders highlight females to be most often enrolled in: 1) Health Professions and Related Programs, 2) Education, and 3) Public Administration and Social Service Professions programs. Males, on the other hand, were most often enrolled in: 1) Business, Management, Marketing, and Related Support Services, 2) Health Professions and Related Programs, and 3) Engineering Programs (Table 8). Recipients who preferred to identify as another gender enrolled in 1) Visual and Performing Arts, 2) Area, Ethnic, Cultural, Gender, and Group Studies, and 3) Public Administration and Social Service Professions.

Table 8: Top Three Programs for Each Gender From 2019-2020 to 2023-2024

Gender/ Program	Total Bursary Awarded	Average of Total Bursary Awarded	Average of Financial Need	Average Percent of Needs Met
Female	10,513	$3,289	$13,848	24%
Health Professions and Related Programs	5,131	$3,471	$15,145	23%
Education	2,715	$3,184	$13,063	24%
Public Administration and Social Service Professions	2,667	$3,213	$13,335	24%
Male	2,863	$4,448	$14,578	30%
Business, Management, Marketing, and Related Support Services	1,324	$3,857	$12,821	30%
Health Professions and Related Programs	865	$4,721	$18,645	25%
Engineering	674	$4,765	$12,268	39%
Other	122	$4,022	$12,101	33%
Visual and Performing Arts	61	$4,564	$13,547	34%
Area, Ethnic, Cultural, Gender, and Group Studies	34	$3,955	$11,999	33%
Public Administration and Social Service Professions	27	$3,547	$10,757	33%
Grand Total	**1,3498**	**$3,920**	**$13,509**	**29%**

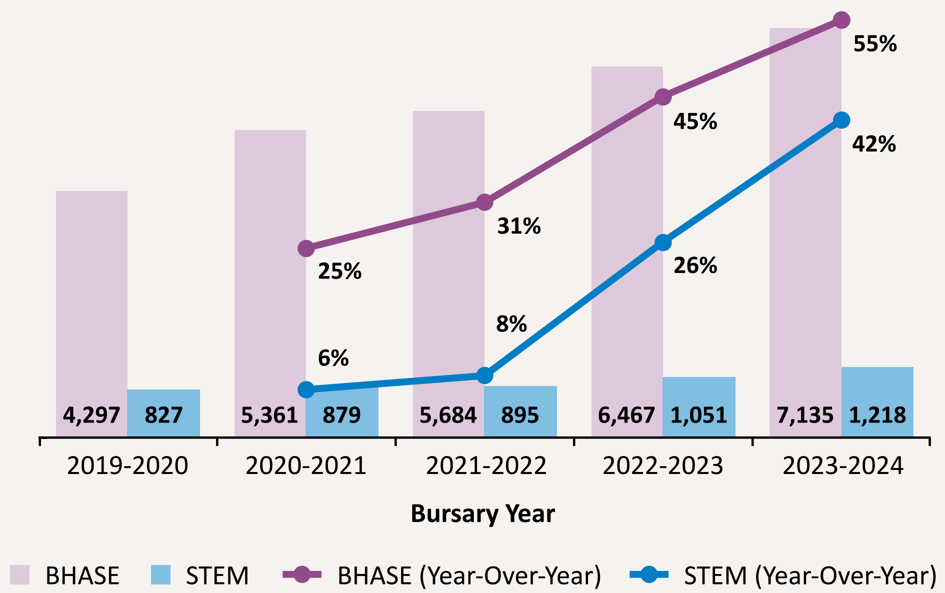
3.5 STEM and BHASE

The program preference of BBF recipients was assessed by classifying all programs into the categories BHASE (business, humanities, arts, social science, and education) and STEM (science, technology, engineering, and mathematics). Understanding these preferences is important for identifying trends in educational pathways, aligning funding priorities with student needs and interests, and supporting initiatives that encourage participation in underrepresented fields.

The findings indicate that BHASE programs were more popular among BBF recipients, as both the absolute numbers and annual growth in the number of recipients choosing BHASE programs consistently outpaced STEM programs (Figure 13). As shown in Table 9 (p. 33), the average distribution of recipients between BHASE and STEM was 86% and 14%, respectively, across all bursary years.

The differences between Indigenous groups were also examined (Figure 14, p. 33) and results suggest that all groups highly preferred BHASE programs, with First Nations exhibiting the highest preference for BHASE programs (88%), compared to Inuit (80%) and Métis (80%). The preference for BHASE programs among First Nations recipients has remained stable over the years; however, there has been a noticeable increase in preference among Inuit (78% in 2019-2020 to 81% in 2023-2024) and Métis recipients (77% to 80%).

Figure 13: Year-Over-Year Changes in Count (Bars) and Percentage Growth (Line) of STEM and BHASE Programs



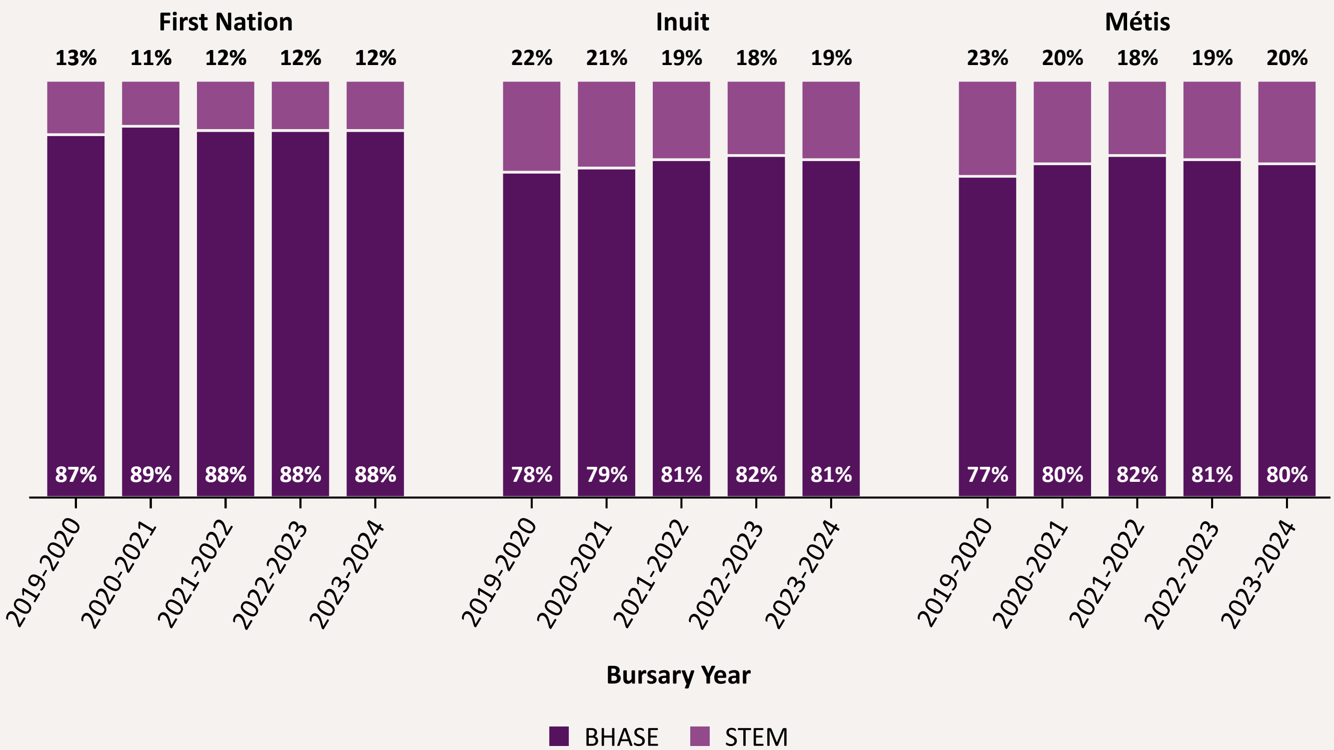
Note: *Year-over-year growth rates start from the year 2020-2021 because there were no comparisons to make for 2019-2020 to the previous year to demonstrate the year-over-year growth.*

Table 9: STEM-BHASE Average Proportion and Total Growth from 2019-2020 to 2023-2024

	2019-2029	2023-2024	Total Number of Recipients	Average Proportion	Growth	Rate
BHASE	4,297	7,135	28,944	86%	2,838	66%
STEM	827	1,218	4,870	14%	391	47%

The findings here align with ones from Statistics Canada (2024) on PSE program entrants in 2021-2022 (see Figure 15), which reported a preference for BHASE programs over STEM across all demographics, including Indigenous identity and study level. According to these data, 84% of Indigenous students enrolled in career, technical, or professional training diplomas chose BHASE programs. Among those pursuing undergraduate degrees, 76% were also enrolled in BHASE fields. At both study levels, First Nations students had the highest enrollment in BHASE programs (87% at the diploma level and 76% at the undergraduate level), followed by Inuit (83% and 75%) and Métis students (81% and 74%). Non-Indigenous students exhibited a slightly lower preference for BHASE programs, with 78% in diploma programs and 64% in undergraduate studies. These Statistics Canada findings align with trends observed in the BBF database, highlighting a consistent prioritization of BHASE disciplines across various student demographics.

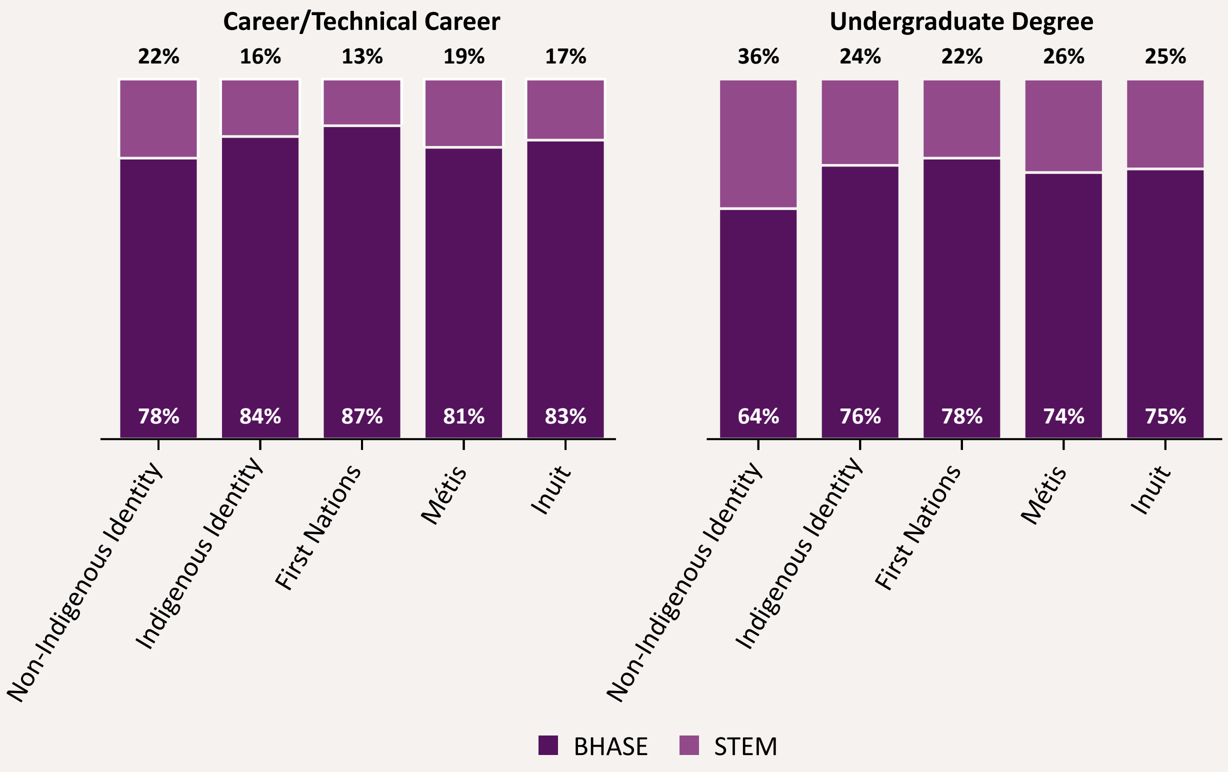
Figure 14: Year-Over-Year STEM and BHASE Distribution for Each Indigenous Group



The underrepresentation of Indigenous students in STEM programs in Canada can be attributed to several factors, notably the Eurocentric (Western science) perspectives prevalent in STEM education which focus on scientific methods and logic. These perspectives often conflict with Indigenous ways of knowing, alienating young Indigenous learners and diminishing the significance of Indigenous knowledge and experiences in the classroom (Bang and Medin, 2010). As a result, many Indigenous students may feel discouraged from pursuing PSE in STEM fields, leading to lower participation rates, as shown previously in Figure 15. However, it is worth noting that there is still growth in STEM participation, with 47% of Indigenous students in 2023-2024 compared to 2019-2020 (see Table 9, p. 33), although this remains lower than the preference for BHASE programs.

Research indicates that incorporating Indigenous perspectives alongside Western science in the curriculum can enhance engagement and retention among Indigenous students (Stevens et al., 2016). This approach not only fosters a more inclusive learning environment, but also leads to improved performance on standardized STEM assessments (Dupuis and Abrams, 2017). Making STEM education more relevant and relatable can significantly increase the number of Indigenous students pursuing PSE STEM programs, ultimately contributing to greater economic opportunities and self-determination for the respective communities (Ferrini-Mundy, 2013).

Figure 15: STEM-BHASE Enrollment of New Entrants 2021-2022 by Indigenous Identity (Data from Census Canada).

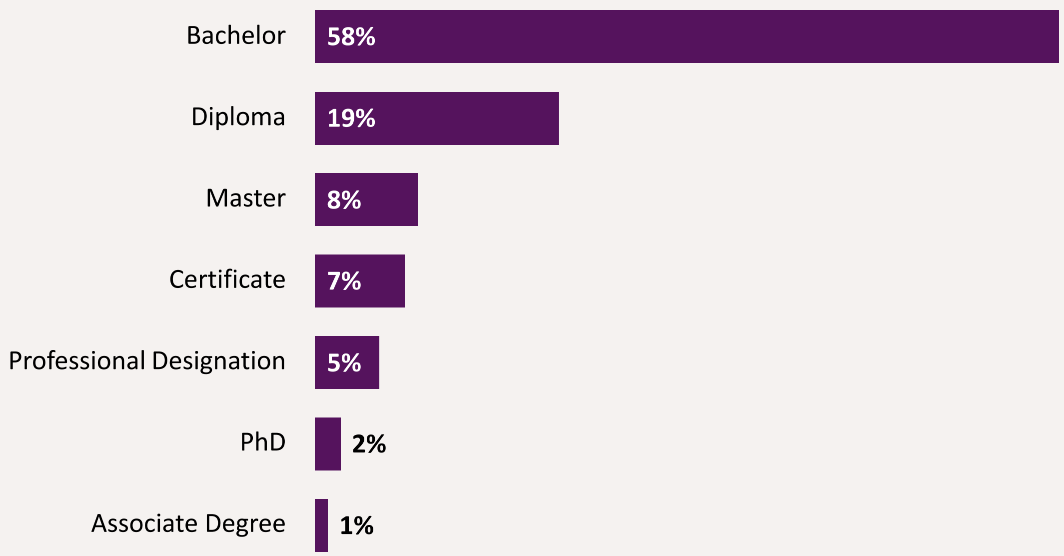


Source: *Highlights on Indigenous new entrants to post-secondary education (Statistics Canada) accessed on 01/21/2025.*

3.6 Level of Study

The level of study of BBF recipients was also analyzed for this report (Figure 16). The majority of BBF recipients (58%) pursued a bachelor's degree (nearly 20,000 recipients from 2019-2020 to 2023-2024). Diploma programs followed with 19%, while certificates accounted for 7%. Year-over-year analysis shows consistency in the distribution of overall recipients across study levels over time.

Figure 16: Level of Study and the Average Percentage Distribution for all Bursary Years



BBF data reveals that 68% of recipients pursue a bachelor's degree or higher, indicating a strong preference for university-level education. In contrast, 2021 Census data (Statistics Canada, 2023b) shows that 49% of Indigenous adults aged 25 to 64 have PSE, 36% below the bachelor's level—such as diplomas, certificates, or trades—while only 13% obtained a bachelor's degree or higher. When solely focusing on PSE graduates, 74% had an education below the bachelor's level, and 36% held a bachelor's degree or higher. The reasons behind this discrepancy are not fully understood, though one hypothesis is that differences in age range may contribute, as the BBF dataset includes a broader age range. After adjusting for age to align with census data, the preference for a bachelor's degree or higher among BBF recipients aged 25 to 64 decreases slightly but remains strong at 64%.

These results may suggest that the BBF scholarship program may be enabling Indigenous students to access university-level education at a higher rate than the general Indigenous population. Previous research by Indspire found that supported students indicate a sense of accomplishment, validation and support by receiving funding from an Indigenous organization. While students must already be enrolled to receive funding, the availability of scholarships may still influence decisions on their education by reducing financial barriers and increasing the feasibility of completing a degree. Knowing that financial support exists could encourage students to choose university over other PSE pathways, such as diplomas, certificates, or trades, particularly if economic concerns were prominent obstacles. It also highlights the importance of providing continued support for Indigenous students in order to bridge gaps in educational attainment and promote pathways toward higher education.

CONCLUSION

The data analyzed and presented within this report identifies growth patterns in the number of recipients, as well as averages and year-over-year changes, which will assist Indspire in making informed decisions on resource allocation and support mechanisms to enhance student experiences. The information generated here can also be used for future research, including comparisons between cohorts and the general population, analyses of key donors, and evaluations of future support decisions, outcomes, and labour market trends.

Looking ahead, this analysis will be expanded to examine both the donor funding preferences (phase two) and the comparison of the two viewpoints (i.e., recipient and donor preferences; phase three) to maximize the opportunity to support students in their PSE journey. Additionally, while the data used in this report is drawn from publicly available sources, an upcoming report will provide a more rigorous analysis of Indigenous census numbers, with custom tabulation to better compare the BBF recipient numbers to those of registered Indigenous students attending PSE (see Research and Impact, 2025). This report will also examine labour market opportunities over a 10-year horizon. The overarching aim of the compilation of these reports is to continue to inform and educate relevant community members and policymakers, and identify ways to expand support for Indigenous students pursuing education and transitioning into the labour market.

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APPENDIX A: ADDITIONAL DEMOGRAPHICS: AGE, DISABILITY, AND FIRST-GENERATION STUDENTS

Table A.1: Number of Recipients by Gender and Age Group for All Years.

Age Group	Gender	Counts
15–24	Female	12,318
15–24	Male	5,334
15–24	Other	193
25–34	Female	7,579
25–34	Male	2,602
25–34	Other	95
35–44	Female	3,155
35–44	Male	793
35–44	Other	26
45–54	Female	1,118
45–54	Male	256
45–54	Other	11
55–64	Female	269
55–64	Male	48
55–64	Other	5
65 and Over	Female	22
65 and Over	Male	10
Under 15	Female	4
Under 15	Male	8
Under 15	Unclassified	2

Figure A.1: Average Age (and Standard Deviation) of Recipients by Province/Territory for All Five Years

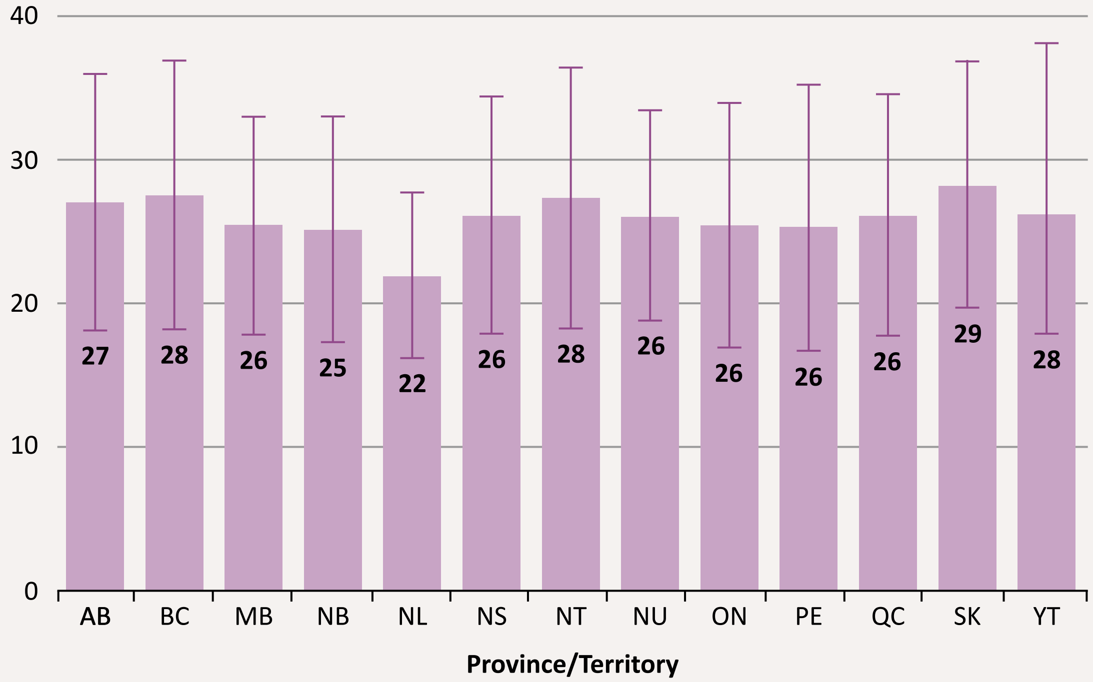


Figure A.2: Percentage and Number of Self-Identified Disability of BBF Recipients from 2021-2022 to 2023-2024

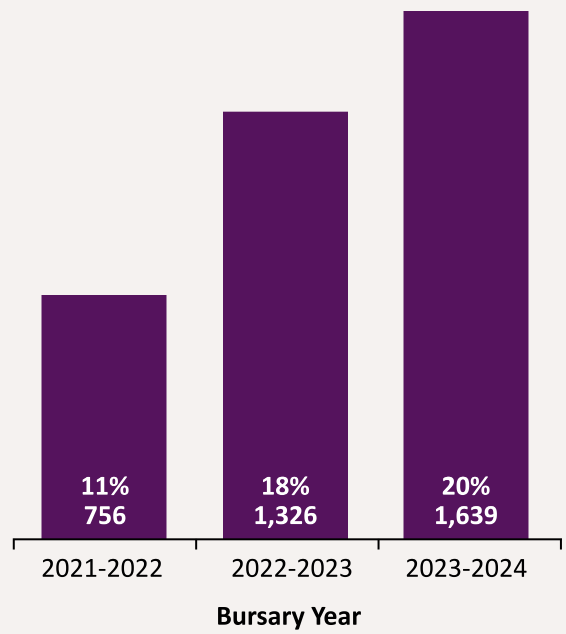
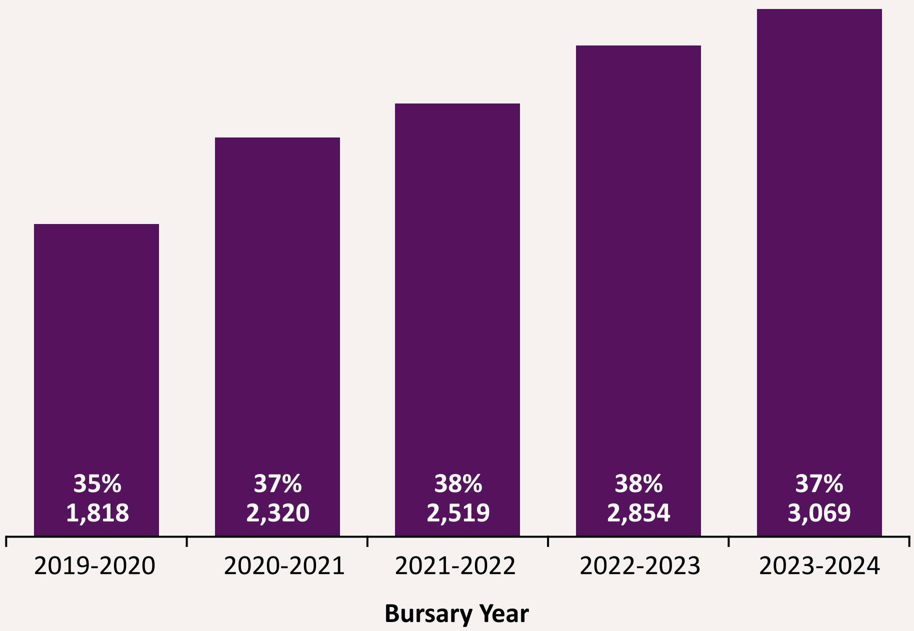


Figure A.3: Number and Percentage of Recipients by First-Generation Status from 2019-2020 to 2023-2024



APPENDIX B: COUNTS AND PERCENTAGES OF RECIPIENTS BY CIP FOR THE PERIOD 2019-2020 TO 2023-2024

CIP Series Name	Counts	Percentage
Health Professions and Related Programs	6,016	18%
Business, Management, Marketing, and Related Support Services	3,646	11%
Education	3,263	10%
Public Administration and Social Service Professions	3,105	9%
Social Sciences	1,636	5%
Area, Ethnic, Cultural, Gender, and Group Studies	1,621	5%
Visual and Performing Arts	1,509	4%
Psychology	1,444	4%
Legal Professions and Studies	1,105	3%
Engineering	959	3%
Multidisciplinary/Interdisciplinary Studies	946	3%
Biological and Biomedical Sciences	933	3%
Parks, Recreation, Leisure, and Fitness Studies	916	3%
Security and Protective Services	685	2%
Liberal Arts and Sciences, General Studies, and Humanities	647	2%
Natural Resources and Conservation	615	2%
High School/Secondary Diploma and Certificate Programs	505	1%
Computer and Information Sciences and Support Services	388	1%
Engineering Technologies and Engineering-Related Fields	375	1%
Communication, Journalism, and Related Programs	368	1%
Aboriginal and Foreign Languages, Literatures, and Linguistics	355	1%
English Language and Literature/Letters	338	1%
Construction Trades	318	1%
Family and Consumer Sciences/Human Sciences	314	1%
History	294	1%
Personal and Culinary Services	248	1%

continued....

Appendix B: Counts And Percentages of Recipients (continued)

CIP Series Name	Counts	Percentage
Mechanic and Repair Technologies/Technicians	207	1%
Physical Sciences	198	1%
Architecture and Related Services	164	0%
Agriculture, Agriculture Operations, and Related Sciences	141	0%
Transportation and Materials Moving	134	0%
Precision Production	125	0%
Mathematics and Statistics	77	0%
Communications Technologies/Technicians and Support Services	67	0%
Philosophy and Religious Studies	63	0%
Theology and Religious Vocations	35	0%
French Language and Literature/Letters	23	0%
Library Science	22	0%
Unclassified	20	0%
N/A	14	0%
Science Technologies/Technicians	5	0%
Personal Awareness and Self-Improvement (Not for Credit)	3	0%
Military Science, Leadership, and Operational Art	1	0%

APPENDIX C: RANK OF ALL CIP PROGRAMS FOR EACH BURSARY YEAR AND AVERAGE OVER THE WHOLE PERIOD

CIP Series Name	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	Average Rank
Health Professions and Related Programs	1	1	1	1	1	1.0
Business, Management, Marketing, and Related Support Services	2	2	2	2	2	2.0
Education	3	4	3	3	3	3.2
Public Administration and Social Service Professions	4	3	4	4	4	3.8
Psychology	10	8	8	7	5	7.6
Social Sciences	6	6	5	5	6	5.6
Area, Ethnic, Cultural, Gender, and Group Studies	5	5	6	6	7	5.8
Visual and Performing Arts	7	7	7	8	8	7.4
Multidisciplinary/Interdisciplinary Studies	14	11	10	11	9	11.0
Legal Professions and Studies	8	9	9	9	10	9.0
Biological and Biomedical Sciences	12	12	12	10	11	11.4
Engineering	9	10	11	13	12	11.0
Parks, Recreation, Leisure, and Fitness Studies	11	13	13	12	13	12.4
Security and Protective Services	16	14	14	14	15	14.6
Liberal Arts and Sciences, General Studies, and Humanities	13	16	15	15	14	14.6
Natural Resources and Conservation	15	15	16	16	17	15.8
High School/Secondary Diploma and Certificate Programs	17	17	17	17	16	16.8
Computer and Information Sciences and Support Services	25	23	20	18	18	20.8
Engineering Technologies and Engineering-Related Fields	20	19	24	20	19	20.4
Construction Trades	19	24	25	23	20	22.2
Aboriginal and Foreign Languages, Literatures, and Linguistics	22	22	22	19	22	21.4
History	29	25	21	22	21	23.6
English Language and Literature/Letters	21	21	23	21	23	21.8
Communication, Journalism, and Related Programs	18	20	18	24	24	20.8
Mechanic and Repair Technologies/Technicians	30	30	27	29	25	28.2
Personal and Culinary Services	26	27	26	26	26	26.2

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Appendix C: Rank of All CIP Programs for Each Bursary Year (continued)

CIP Series Name	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	Average Rank
Family and Consumer Sciences/Human Sciences	23	18	19	25	27	22.4
Agriculture, Agriculture Operations, and Related Sciences	32	32	33	30	28	31.0
Architecture and Related Services	27	28	30	27	29	28.2
Physical Sciences	24	26	28	28	30	27.2
Precision Production	31	31	31	31	31	31.0
Transportation and Materials Moving	28	29	29	32	32	30.0
Unclassified	–	–	32	–	–	32.0
Mathematics and Statistics	33	33	35	34	33	33.6
Philosophy and Religious Studies	35	35	34	33	35	34.4
Communications Technologies/Technicians and Support Services	34	34	36	35	34	34.6
Theology and Religious Vocations	37	37	37	36	37	36.8
N/A	–	–	–	39	36	37.5
French Language and Literature/Letters	36	38	39	38	38	37.8
Library Science	38	36	38	37	39	37.6
Science Technologies/Technicians	–	–	40	40	41	40.3
Personal Awareness and Self-improvement (Not for Credit)	39	–	–	–	40	39.5
Military Science, Leadership, and Operational Art	–	–	–	–	42	42.0

APPENDIX D: NUMBER OF RECIPIENTS BY BURSARY YEAR AND BY PROGRAM

CIP Series Name	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Health Professions and Related Programs	880	1,079	1,173	1,380	1,504
Business, Management, Marketing, and Related Support Services	584	699	726	771	866
Education	456	582	639	765	821
Public Administration and Social Service Professions	450	591	623	691	750
Area, Ethnic, Cultural, Gender, and Group Studies	270	322	307	344	378
Social Sciences	266	314	324	350	382
Visual and Performing Arts	238	278	307	325	361
Legal Professions and Studies	199	229	214	224	239
Engineering	184	186	177	186	226
Psychology	180	247	287	338	392
Parks, Recreation, Leisure, and Fitness Studies	139	165	175	213	224
Biological and Biomedical Sciences	136	170	175	223	229
Liberal Arts And Sciences, General Studies, and Humanities	121	106	126	147	147
Multidisciplinary/Interdisciplinary Studies	117	179	190	214	246
Natural Resources and Conservation	116	117	114	137	131
Security and Protective Services	106	133	140	159	147
High School/Secondary Diploma and Certificate Programs	80	90	83	116	136
Communication, Journalism, and Related Programs	75	69	74	65	85
Construction Trades	57	44	58	66	93
Engineering Technologies and Engineering-Related Fields	57	75	61	76	106
English Language and Literature/Letters	47	68	64	72	87
Aboriginal and Foreign Languages, Literatures, and Linguistics	46	61	66	92	90
Family and Consumer Sciences/Human Sciences	42	77	74	63	58
Physical Sciences	39	44	32	41	42
Computer and Information Sciences, and Support Services	38	58	70	96	126
Personal and Culinary Services	30	41	44	54	79

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Appendix D: Number of Recipients by Bursary Year and By Program (continued)

CIP Series Name	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Architecture and Related Services	24	27	26	41	46
Transportation and Materials Moving	23	24	30	25	32
History	22	44	68	69	91
Mechanic and Repair Technologies/Technicians	22	22	42	40	81
Precision Production	19	21	21	30	34
Agriculture, Agriculture Operations, and Related Sciences	16	20	18	39	48
Mathematics and Statistics	15	16	12	14	20
Communications Technologies/Technicians and Support Services	12	15	10	12	18
Philosophy and Religious Studies	6	15	13	18	11
French Language and Literature/Letters	5	3	4	4	7
Theology and Religious Vocations	5	4	6	11	9
Library Science	1	5	5	5	6
Personal Awareness and Self-Improvement (Not For Credit)	1	–	–	–	2
Unclassified	–	–	20	–	–
Science Technologies/Technicians	–	–	1	2	2
N/A	–	–	–	4	10
Military Science, Leadership and Operational Art	–	–	–	–	1

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