

**Post-Secondary Education and Labour Market Outcomes
Canada, 2001**

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Table of Contents

	Page
Table of Contents	i
List of Figures	iii
List of Tables	vii
Executive Summary	xii
Notes to Users	xxii
Introduction	1
PART ONE: EDUCATIONAL ATTAINMENT	4
1. Post-Secondary Educational Attainment, 2001	4
1.1 Overview of Educational Attainment in 1996 and 2001	4
1.2 Educational Attainment by Age Group	11
1.3 Educational Attainment by Gender	14
1.4 Educational Attainment by Geographic Location	20
1.5 Educational Attainment and Family Status	33
2. Changes in the Educational Attainment of Age Cohorts, 1996-2001	35
3. Full- and Part-Time Attendance Rates	40
4. Participation and Completion	50
4.1 Secondary Completion and Post-Secondary Continuation	51
4.2 Non-University Participation and Completion	55
4.3 University Participation and Completion	58
4.4 Comparisons of Educational Indicators in 1996 and 2001	61

5. Field of Study	63
PART TWO: LABOUR MARKET OUTCOMES	76
6. Labour Market Activity and Employment	76
7. Occupations	88
8. Industries	98
9. Average and Median Income	103
10. Employment Income	115
11. Source of Income	123
Conclusions	148
References	153
Appendix A 2001 Census Table Specifications	155
Appendix B Provincial/Regional Tables: Highest Level of Schooling of Population 15+ by Rural/Urban Location, Age and Identity Groups, Canada, 2001	165
Appendix C Provincial/Regional Tables: Highest Level of Schooling of Population 15+ by On- and Off-Reserve Residence, Gender and Identity Group, Canada, 2001	229
Appendix D Highest Level of Schooling in Selected Census Metropolitan Areas (CMAs) and Census Agglomerations (CAs) by Identity Group, 2001	239
Appendix E Methods of Calculating Non-University and University Completion Rates	250

List of Figures

		Page
Figure 1	Proportion of Population 15+ with Selected Levels of Post-Secondary Attainment by Identity Group, Canada, 2001	8
Figure 2	Proportion of Population 15+ with Selected Levels of Post-Secondary Attainment by Other Aboriginal Identity Group, Canada, 2001	9
Figure 3	Population Proportion with Any Post-Secondary Education by Age and Identity Groups, Canada, 2001	12
Figure 4	Population Proportion with a Post-Secondary Certificate by Age and Identity Groups, Canada, 2001	13
Figure 5	Proportion of Population with University Certificate by Gender, Age and Identity Groups, Canada, 2001	20
Figure 6	Proportion of Population 15+ with Any University Education by Type of Location and Identity Group, Canada, 2001	23
Figure 7	Proportion of Registered Indian and Non-Aboriginal Populations by Non-University or University Educational Attainment and On- and Off-Reserve Residence, Canada, 2001	25
Figure 8	Proportion of Registered Indian Male and Female 15+ with Any University Attainment by On- and Off-Reserve Residence, Canada, 1996 and 2001	30
Figure 9	Changes in the Educational Attainment of Registered Indian Cohort A	38
Figure 10	Changes in the Educational Attainment of Registered Indian Cohort B	38
Figure 11	Changes in the Educational Attainment of Registered Indian Cohort C	39
Figure 12	Changes in the Educational Attainment of Registered Indian Cohort D	39

Figure 13	Full-Time School Attendance Rate by Age and Identity Groups, Canada, School Year 2000-2001	42
Figure 14	Part-Time School Attendance Rate by Age and Identity Groups, Canada, School Year 2000-2001	43
Figure 15	Full-Time School Attendance Rate of Registered Indians and Non-Aboriginal by Gender and Age Group, Canada, School Year 2000-2001	44
Figure 16	Part-Time School Attendance Rate of Registered Indians and Non-Aboriginal by Gender and Age Group, Canada, School Year 2000-2001	44
Figure 17	High School Completion Rate of Population Aged 15-24 by Gender and Identity Group, Canada, 2001	54
Figure 18	Post-Secondary Continuation Rate of Population 15+ by Gender and Identity Group, Canada, 2001	54
Figure 19	Non-University Participation Rate by Gender and Identity Group, Canada, 2001	55
Figure 20	Non-University Completion Rate by Gender and Identity Group, Canada, 2001	57
Figure 21	University Participation Rate by Gender and Identity Group, Canada, 2001	58
Figure 22	University Completion Rate by Gender and Identity Group, Canada, 2001	60
Figure 23a	Education Indicators for Registered Indian Population 15+, Canada, 1996 and 2001	62
Figure 23b	Education Indicators for Non-Aboriginal Population 15+, Canada, 1996 and 2001	62
Figure 24	Labour Force Participation Rate of Registered Indian and Non-Aboriginal Population 15+, Not Attending School Full-Time by Educational Attainment and Gender, Canada, 2001	80
Figure 25	Employment Rate of Registered Indian and Non-Aboriginal Population 15+, Not Attending School Full-Time by Educational Attainment and Gender, Canada, 2001	83

Figure 26	Unemployment Rate of Registered Indian and Non-Aboriginal Population 15+, Not Attending School Full-Time by Educational Attainment and Gender, Canada, 2001	87
Figure 27	Proportion of Registered Indian Males 15+ by Occupational Level and Selected Level of Schooling, Canada, 2001	96
Figure 28	Proportion of Non-Aboriginal Males 15+ by Occupational Level and Selected Level of Schooling, Canada, 2001	96
Figure 29	Proportion of Registered Indian Females 15+ by Occupational Level and Selected Level of Schooling, Canada, 2001	97
Figure 30	Proportion of Non-Aboriginal Females 15+ by Occupational Level and Selected Level of Schooling, Canada, 2001	97
Figure 31	Proportion of Males in the Experienced Labour Force with Post-Secondary Certificate by Selected Industry and Identity Group, Canada, 2001	102
Figure 32	Proportion of Females in the Experienced Labour Force with Post-Secondary Certificate by Selected Industry and Identity Group, Canada, 2001	103
Figure 33	Average Income of Population 15+ with Income by Highest Level of Schooling, Gender and Identity Group, Canada, 2000	109
Figure 34	Average Income of Registered Indian Population 15+ with Income by Highest Level of Schooling and Age Group, Canada, 2000	110
Figure 35	Average Employment Income of Population 15+ with Employment Income by Level of Schooling, Gender and Identity Group, Canada, 2000	120
Figure 36	Average Employment Income of Registered Indian Population 15+ with Employment Income by Highest Level of Schooling and Age Group, Canada, 2000	121
Figure 37	Proportion of Individual Income from Employment in the Population Aged 25-44 by Highest Level of Schooling, Gender and Identity Group, Canada, 2000	129

Figure 38	Proportion of Individual Income from Employment in the Population Aged 15-64 with Post-Secondary Certificate by Gender, Age and Identity Groups, Canada, 2000	130
Figure 39	Proportion of Individual Income from Government Transfer Payments in the Population Aged 25-44 by Highest Level of Schooling, Gender and Identity Groups, Canada, 2000	134
Figure 40	Proportion of Individual Income from Government Transfer Payments in the Population Aged 15-64 with Post-Secondary Certificate by Gender, Age and Identity Groups, Canada, 2000	135
Figure 41	Proportion of Males Aged 25-44 whose Major Source of Income is Employment by Identity Group, Canada, 2000	140
Figure 42	Proportion of Females Aged 25-44 whose Major Source of Income is Employment by Identity Group, Canada, 2000	140
Figure 43	Proportion of Population Aged 25-44 whose Major Source of Income is Employment by Highest Level of Schooling, Gender and Identity Group, Canada, 2000	141
Figure 44	Proportion of Males Aged 25-44 whose Major Source of Income is Government Transfer Payments by Identity Group, Canada, 2000	147
Figure 45	Proportion of Females Aged 25-44 whose Major Source of Income is Government Transfer Payments by Identity Group, Canada, 2000	147
Figure 46	Proportion of Population Aged 25-44 whose Major Source of Income is Government Transfer Payments by Highest Level of Schooling, Gender and Identity Group, Canada, 2000	148

List of Tables

		Page
Table 1a	Proportion of Population 15+ by Highest Level of Schooling, Age and Identity Groups, Canada, 2001	6
Table 1b	Proportion of Population 15+ by Highest Level of Schooling, Age and Identity Groups, Canada, 1996	7
Table 2	Proportion of Population 15+ by Highest Level of Schooling, Age and Other Aboriginal Identity Groups, Canada, 2001	10
Table 3a	Proportion of Male Population 15+ by Highest Level of Schooling, Age and Identity Groups, Canada, 2001	15
Table 3b	Proportion of Female Population 15+ by Highest Level of Schooling, Age and Identity Groups, Canada, 2001	16
Table 4a	Proportion of Male Population 15+ by Highest Level of Schooling, Age and Other Aboriginal Identity Groups, Canada, 2001	17
Table 4b	Proportion of Female Population 15+ by Highest Level of Schooling, Age and Other Aboriginal Identity Groups, Canada, 2001	18
Table 5	Proportion of Male and Female, Aged 25-44 with Non-University and University Attainment by Identity Group, Canada, 2001	19
Table 6	Proportion of Population 15+ by Highest Level of Schooling, Type of Location and Identity Group, Canada, 2001	22
Table 7a	Proportion of Population 15+ by Highest Level of Schooling, Gender, Identity Group and On- and Off-Reserve Residence, Canada, 2001	27
Table 7b	Proportion of Population 15+ by Highest Level of Schooling, Gender, Identity Group and On- and Off-Reserve Residence, Canada, 1996	28
Table 8	Proportion of Population 15+ with Post-Secondary Education by Identity Group and Certificate, Canada, Province and Region, 2001	31

Table 9	Population 15+ with Any Post-Secondary Attainment by Identity Group, Selected Cities, Canada, 2001	32
Table 10	Proportion of Population with Post-Secondary Certificate by Gender, Family Status, Age and Identity Groups, Canada, 2001	34
Table 11	Changes in Educational Attainment of Registered Indian and Non-Aboriginal Populations by Selected Age Cohorts, Canada, 1996 and 2001	36
Table 12	Full- and Part-Time Attendance Rates by Gender, Age and Identity Groups, Canada, School Year 2000-2001	41
Table 13	Full-Time School Attendance Rate of Population Aged 15-24 by Highest Level of Schooling, Age and Identity Groups, Canada, School Year 2000-2001	46
Table 14	Proportion of Those Attending Who Were Enrolled at the Post-Secondary Level by Age and Identity Groups, Canada, School Year 2000-2001	48
Table 15	Full-Time Attendance Rate by Gender, Family Status, Age and Identity Groups, Canada, School Year 2000-2001	49
Table 16	Secondary Completion Rates and Post-Secondary Continuation Rates by Gender, Age and Identity Groups, Canada, 2001	52
Table 17	Non-University Participation and Completion Rates by Gender, Age and Identity Groups, Canada, 2001	56
Table 18	University Participation and Completion Rates by Gender, Age and Identity Groups, Canada, 2001	59
Table 19	Proportion of Population 15+ with Trades or Other Non-University Certificates by Field of Study, Gender and Identity Group, Canada, 2001	64
Table 20	Proportion of Population 15+ with University Certificates or Degrees by Field of Study, Gender and Identity Group, Canada, 2001	66

Table 21a	Proportion of Population Aged 15-64 with Trades or Other Non-University Certificates by Field of Study, Gender, Age and Identity Groups, Canada, 2001	68
Table 21b	Proportion of Population Aged 15-64 with Trades or Other Non-University Certificates by Field of Study, Gender, Age and Other Aboriginal Identity Groups, Canada, 2001	69
Table 22a	Proportion of Population Aged 15-64 with University Certificates or Degrees by Field of Study, Gender, Age and Identity Groups, Canada, 2001	71
Table 22b	Proportion of Population Aged 15-64 with University Certificates or Degrees by Field of Study, Gender, Age and Other Aboriginal Identity Groups, Canada 2001	72
Table 23	Proportions of Male and Female with Non-University Certificate in Selected Major Fields of Study by Gender, Age and Identity Groups, Showing Differences Between the Youngest and Oldest Age Groups, Canada, 2001	74
Table 24	Proportions of Male and Female with University Certificate in Selected Major Fields of Study by Gender, Age and Identity Groups, Showing Differences Between the Youngest and Oldest Age Groups, Canada, 2001	75
Table 25	Labour Force Participation Rate of Population 15+ Not Attending School Full-Time by Highest Level of Schooling, Gender, Age and Identity Groups, Canada, 2001	77
Table 26	Employment Rate of Population 15+ Not Attending School Full-Time by Highest Level of Schooling, Gender, Age and Identity Groups, Canada, 2001	81
Table 27	Unemployment Rate of Population 15+ Not Attending School Full-Time by Highest Level of Schooling, Gender, Age and Identity Groups, Canada, 2001	85
Table 28	Proportion of the Experienced Labour Force with Post-Secondary Education (with or without certificate) by Occupation, Gender and Identity Group, Canada, 2001	89
Table 29	Proportion of the Experienced Labour Force with Post-Secondary Education Without Any Certificate by Occupation, Gender and Identity Group, Canada, 2001	91

Table 30	Proportion of the Experienced Labour Force with Post-Secondary Certificate, Diploma or Degree by Occupation, Gender and Identity Group, Canada 2001	93
Table 31	Proportion of the Experienced Labour Force with Post-Secondary Certificate in Level "A" Occupations by Gender and Identity Group, Canada, 2001	95
Table 32	Proportion of Males in the Experienced Labour Force with Post-Secondary Certificate by Industry and Identity Group, Canada, 2001	98
Table 33	Proportion of Females in the Experienced Labour Force with Post-Secondary Certificate by Industry, Identity Group, Canada, 2001	101
Table 34	Average Income of Males 15+ with Income by Highest Level of Schooling, Age and Identity Groups, Canada, 2000	104
Table 35	Average Income of Females 15+ with Income by Highest Level of Schooling, Age and Identity Groups, Canada, 2000	107
Table 36	Female's Average Total Income as a Percentage of Male's Average Total Income by Highest Level of Schooling, Age and Identity Groups, Canada, 2000	111
Table 37	Median Income of Males 15+ with Income by Highest Level of Schooling, Age and Identity Groups, Canada, 2000	113
Table 38	Median Income of Females 15+ with Income by Highest Level of Schooling, Age and Identity Group, Canada, 2000	114
Table 39	Average Employment Income of Males 15+ with Employment Income by Highest Level of Schooling, Age and Identity Groups, Canada, 2000	116
Table 40	Average Employment Income of Females 15+ with Employment Income by Highest Level of Schooling, Age and Identity Groups, Canada, 2000	118
Table 41	Female's Average Employment Income as a Percentage of Male's Average Employment Income by Highest Level of Schooling, Age and Identity Groups, Canada, 2000	122

Table 42	Proportion of Male's Individual Income Derived from Employment by Highest Level of Schooling, Age and Identity Groups, Canada, 2000	124
Table 43	Proportion of Female's Individual Income Derived from Employment by Highest Level of Schooling, Age and Identity Groups, Canada, 2000	127
Table 44	Proportion of Male's Individual Income Derived from Government Transfer Payments by Highest Level of Schooling, Age and Identity Groups, Canada, 2000	131
Table 45	Proportion of Female's Individual Income Derived from Government Transfer Payments by Highest Level of Schooling, Age and Identity Groups, Canada, 2000	132
Table 46	Proportion of Males whose Major Source of Income is Employment by Highest Level of Schooling, Age and Identity Groups, Canada, 2000	136
Table 47	Proportion of Females whose Major Source of Income is Employment by Highest Level of Schooling, Age and Identity Groups, Canada, 2000	138
Table 48	Proportion of Males whose Major Source of Income is Government Transfer Payments by Highest Level of Schooling, Age and Identity Groups, Canada, 2000	142
Table 49	Proportion of Females whose Major Source of Income is Government Transfer Payments by Highest Level of Schooling, Age and Identity Groups, Canada, 2000	145

Executive Summary

The degree to which the Aboriginal population of Canada has obtained post-secondary education has long been seen as an important measure of progress in Canadian society. Post-secondary education is valuable both to individuals and to Canada as a whole. To the Aboriginal population, achieving higher levels of post-secondary education provides increased opportunities for employment and income and, to Aboriginal communities, a more highly educated population may provide a stronger base for economic and other forms of community development. To Canada, the Aboriginal population represents a growing segment of the Canadian labour force and it is important to the country that it be a well educated segment, contributing to Canadian society in many ways.

The current study, based on the 2001 Census, is the third in a series of Census studies to look at post-secondary educational attainment among Canada's Aboriginal population. As such this study builds, to some extent, on information from the previous two studies. Although it is not a full trend analysis, this study does include some limited comparisons of its findings with those of the previous study. At the same time, issues of data comparability limit such comparisons.

This study looked at post-secondary education in two broad ways. The first part of the study documents Aboriginal attainment and various indicators of educational progress and success. These include such measures as participation rates, completion rates, and attendance rates for various types of post-secondary education and various segments of the population. The second part looks at aspects of employment and income that are related to educational attainment, again exploring them from a number of standpoints. Throughout the study, the four Aboriginal identity groups are considered – the Registered Indian, Métis, Inuit, and Non-Status Indian populations. The characteristics of these groups are compared to the characteristics of the non-Aboriginal population.

It is important to keep in mind that “post-secondary education” is a broad term that includes trades and college education as well as university education. The study usually differentiates between university and non-university post-secondary education in order to better describe the educational attainment of the population.

The findings of this study provide a consistent picture of educational attainment and the way it is related to other socio-economic variables and outcomes. Five general themes have emerged from the study.

Educational attainment is increasing among all segments of the Aboriginal population.

The findings show some progress in Aboriginal post-secondary education, as well as some apparently deep-seated factors inhibiting educational progress. On the positive side there is a continuing increase in attainment levels among all of the Aboriginal population groups.

There is strength in the non-university sector in particular, where Aboriginal participation and completion rates are similar to those of other Canadians.

Strength can also be seen in the high rates of participation in post-secondary education among the older Aboriginal population, in some cases at a higher level of participation than among the non-Aboriginal population. There is also evidence that older Aboriginal lone parents have not been deterred from participating in post-secondary education.

Nevertheless, within the progress that has been made there are some clear weaknesses. When looked at in relative terms, educational attainment levels are not increasing as quickly among the Aboriginal population as among the non-Aboriginal population. The result is a continuing gap between Aboriginal and non-Aboriginal educational levels.

It is also clear that the educational progress of Aboriginal students through secondary and post-secondary programs is relatively slow. Aboriginal students tend to take longer than average to complete high school, enrol in post-secondary education, and complete post-secondary programs. Aboriginal attendance rates are lower than those of the non-Aboriginal population, particularly among those between the ages of 18 and 22. If many Aboriginal students are continuing their education at an older age, this is, in part, because some did not successfully complete these programs at a younger age.

In the area of university education, a large gap continues to exist in participation rates, and especially in completion rates, between Aboriginal groups and the non-Aboriginal population. In addition, the relative position of the Aboriginal population within Canada has not improved in educational terms; as the Aboriginal population have been increasing their educational attainment, so have other Canadians, such that a gap between the populations continues to exist in most areas of educational attainment.

Educational certification is crucial for employment and earnings success.

The study identifies several key threshold levels of education at which the population achieves greater success in employment or higher levels of income. These thresholds are all related to the achievement of certification, which can be in the form of a secondary school certificate, a trades certificate, a college certificate, or a university certificate or degree. Generally, those with a certificate have substantially improved employment and income characteristics compared to those without a certificate. On the other hand, those who have completed some post-secondary education but have not received any certification do not seem to derive much benefit from this in terms of employment and income. As a group, those with incomplete post-secondary education may even have lower employment rates or incomes than those who have only a secondary school certificate.

Moreover, there is evidence that certification is of greater importance to the Aboriginal population than to others. The differences between those with and without certificates are greater among the Aboriginal population than among the non-Aboriginal population. While it is possible to overstate the value of a certificate, particularly when it is not closely related

to occupational skill requirements, certificates are clearly valued in the labour market. Given that the quality of the education obtained by many Aboriginal students in inner-city, Northern or reserve schools has been questioned, secondary and post-secondary certification may take on added importance as a way of gaining access to employment.

When educational attainment increases, the gaps between the Aboriginal and non-Aboriginal populations become smaller.

Throughout the study there is ample evidence that educational attainment leads to greater opportunities in the areas of employment and income. Labour force participation and employment rates increase dramatically with higher levels of education, while unemployment rates decrease. Employment income and total income also increase with education, such that those with post-secondary certification have incomes that may be twice as high as those who did not complete high school. With higher educational levels, income from employment increases, while income from government transfer payments decreases. In addition, higher levels of education tend to reduce the gap between Aboriginal men and women in terms of employment characteristics and income levels.

This study also finds, as have previous studies, that as educational attainment increases, Aboriginal labour force participation, employment and unemployment rates become more like those of the non-Aboriginal population. The same cannot be said about income levels, where the gap in average incomes between Aboriginal and non-Aboriginal groups remains the same or increases with higher levels of education.

There are many differences between segments of the Aboriginal population.

There are many differences between the four Aboriginal identity groups profiled in this study. The differences are sometimes small, sometimes large. In some cases it can be seen that there are greater differences between the different Aboriginal groups than between the Aboriginal and non-Aboriginal populations. Many of the differences may have to do with the different geographic distributions of the populations, touched on only briefly in this study. For example, the Inuit population is a mostly Northern population, a fact that affects such things as access to post-secondary education, wage rates, and types of occupations and industries that predominate. On the other hand, a substantial proportion of the Registered Indian population lives on reserves, which have their own political, economic and geographic characteristics. These characteristics have an effect on the employment, educational and income characteristics of the Registered Indian population, as evidenced in tables comparing on- and off-reserve populations.

In general, the Registered Indian and Inuit populations have lower levels of educational attainment than the Métis and Non-Status Indian populations. This tends to extend to other characteristics as well, such as employment and income characteristics.

Aboriginal women have achieved greater post-secondary success than Aboriginal men, but Aboriginal men have higher employment rates and incomes.

Aboriginal men and women often present different characteristics. In terms of educational progress Aboriginal women tend to have higher rates of success or achievement than men. On the other hand, Aboriginal women tend to participate less in the labour market and to have lower incomes than Aboriginal men. Aboriginal men and women also tend to follow different occupational tracks. In these respects, the Aboriginal population is similar to the non-Aboriginal population, but in some cases the differences between men and women are more pronounced. For example, the relatively large proportion of Aboriginal women who follow an educational and career path leading towards professional occupations is quite different from what is seen among Aboriginal men. These differences suggest that there is a restricted range of opportunities for both Aboriginal men and women, stemming from such things as socialization, geography, socio-economic circumstances, and the ways our society tends to structure occupations by gender.

In these and other matters, the study does not provide definitive conclusions. Still, it describes some of the significant educational achievements of the Aboriginal population in post-secondary education, and it provides evidence that may be useful to various people and organizations in promoting further progress in Aboriginal education in Canada. Some of the more specific findings of the study are provided below in point form under the main subject areas addressed in the study.

Post-Secondary Attainment

- * Between 1996 and 2001 the proportion of the Registered Indian population with some type of trades, college or university certificate or degree increased from 20% to 24%.
- * During the same period the proportion of the Non-Aboriginal population with some type of trades, college or university certificate or degree increased from 35% to almost 41%.
- * Therefore, while the Registered Indian population increased their educational qualifications, they did not do so to the same extent as other Canadians.
- * While Aboriginal people have been successful in increasing their levels of post-secondary education, relatively few have completed university degrees or certificates.
- * Only about 5% of Registered Indians, 7% of both Métis and Non-Status Indians, and 2% of Inuit had university degrees or certificates in 2001. The proportion among the non-Aboriginal population was about 18%.

Post-Secondary Attainment and Age

- * The gap between Aboriginal and non-Aboriginal groups in the percentage with at least partial post-secondary educational attainment is greatest among the 15-24 age group.

This suggests that young Aboriginal students are moving through the school system more slowly than non-Aboriginal students and are continuing to pursue post-secondary education as they get older.

- * On the other hand, the gap between Aboriginal and non-Aboriginal groups in the percentage with post-secondary *certification* is larger among the 25-44 age group than among the 15-24 age group. This suggests that many Aboriginal students are having difficulty completing their post-secondary programs.

Post-Secondary Attainment and Gender

- * Aboriginal women generally have higher levels of educational attainment than Aboriginal men, particularly in the area of university education and completion of certification.
- * Larger percentages of Aboriginal men than Aboriginal women have trades certification.

Post-Secondary Attainment in Different Geographic Areas

- * The Registered Indian population living off reserve has higher levels of post-secondary attainment than the on-reserve Registered Indian population.
- * The off-reserve Registered Indian population has similar levels of non-university attainment, but much lower levels of university attainment, compared to the non-Aboriginal population.
- * Between 1996 and 2001 the proportion of Registered Indian women with university attainment increased more rapidly than that of Registered Indian men, both on and off reserve.
- * Post-secondary attainment varies substantially among the Aboriginal population in different regions and cities across Canada. Aboriginal attainment levels tend to be higher in the Atlantic region, Ontario and British Columbia, and lower in Manitoba, Saskatchewan and Québec.
- * Among the ten cities with the largest Aboriginal populations, the differences between the Aboriginal population and others in post-secondary attainment is smallest in Ottawa, Toronto and Montréal, and greatest in Winnipeg.

Changes in the Attainment of Age Cohorts 1996-2001

- * Each Registered Indian age cohort continues to increase its post-secondary attainment as it ages. The greatest increases in attainment take place among younger age cohorts, when the population is in their 20s, but attainment levels continue to increase among older cohorts.

- * Between 1996 and 2001 the proportion of the Registered Indian population with post-secondary certification did not increase as quickly as among the non-Aboriginal population, especially within younger age cohorts.

Post-Secondary Attainment and Attendance Rates

- * The full-time school attendance rates of Aboriginal identity groups are lower than those of the non-Aboriginal population for ages younger than 25, and slightly greater for ages over 25.
- * Part-time school attendance rates are generally higher among the non-Aboriginal population than among the Aboriginal population, especially among those 25-34 years of age.
- * Among the 25-29 and 30-34 age groups, Registered Indian women have full-time attendance rates that are substantially higher than those of any of the other population groups.
- * The full-time attendance rates of Aboriginal young people aged 15 are less than 80% and they decline to about 50% by the age of 18, indicating a high drop-out rate among this population.
- * Full-time attendance rates among the Registered Indian population are more than 10 percentage points lower than those of the non-Aboriginal population for ages from 16 through 23. The difference is greatest among the 18-22 age group, where non-Aboriginal rates are as much as 24 percentage points higher than Registered Indian attendance rates.

Educational Participation and Completion Rates

- * High school completion rates are very low among the Aboriginal population in the 15-24 age group, but are much higher in the 25-44 age group. This suggests a pattern of relatively slow educational progress among younger Aboriginal students, together with a continuing pursuit of education after the age of 25.
- * It appears that most Aboriginal high school students eventually enrol in post-secondary programs of various kinds, but they do so at a later age on average than their non-Aboriginal counterparts.
- * Non-university post-secondary participation rates among the Aboriginal population are slightly lower than those of the non-Aboriginal population, especially among Aboriginal men.
- * Non-university post-secondary completion rates among the Aboriginal population are similar to those of the non-Aboriginal population.

- * University participation rates among the Aboriginal population are often less than half the rates found among the non-Aboriginal population, and participation rates are especially low among Aboriginal men and among the Inuit population.
- * University completion rates are also much lower among the Aboriginal population than among the non-Aboriginal population, especially among Registered Indian and Inuit men.

Field of Study

- * Fields of study are closely related to gender among both the Aboriginal and non-Aboriginal populations. Among men with non-university certification there is a high degree of concentration in the field of Engineering Technology and Trades, while women tend to have qualifications in commerce and business administration.
- * Among those with university certificates or degrees, the differences between men and women are smaller. Education and social sciences account for more than half of both Aboriginal men's and women's university qualifications. In comparison, non-Aboriginal men and women have more diverse fields of study.
- * Among the Aboriginal population there is less concentration in the fields of study of younger age groups compared to older age groups. This suggests that the range of programs that Aboriginal students participate in has been expanding in recent years.

Post-Secondary Attainment and the Labour Market

- * Among all identity groups, labour force participation rates increase as educational attainment increases.
- * When educational attainment is taken into account, there is little difference between Aboriginal and non-Aboriginal identity groups in labour force participation rates, especially at higher levels of educational attainment.
- * Among all identity groups, employment rates increase as educational attainment increases.
- * When educational attainment is taken into account, there is little difference between Aboriginal and non-Aboriginal identity groups in employment rates, especially at higher levels of educational attainment.
- * Unemployment rates are especially high among Aboriginal youth and are higher among Aboriginal men than women.
- * Achievement of key educational thresholds reduces unemployment levels dramatically among the Aboriginal population. These thresholds are:

- a) Completion of a secondary school certificate;
- b) Completion of a post-secondary certificate;
- c) Completion of a university degree.

Post-Secondary Attainment and Occupations

- * Forty percent or more (depending on identity group and gender) of Aboriginal people with some post-secondary education are employed in less skilled occupations. This suggests that they are underemployed, or that they have not completed their post-secondary certification, or both.
- * Aboriginal underemployment (employment in Level C or D occupations) is associated with incomplete post-secondary education.
- * Inuit men and women with incomplete post-secondary education have relatively high levels of employment in professional and management occupations.
- * Aboriginal men with post-secondary certification are most often found in skilled trades, while Aboriginal women with post-secondary qualifications are most often found in professional occupations.

Post-Secondary Attainment and Industries

- * Inuit men with post-secondary certification are highly concentrated in the government services, construction and transportation industries.
- * Registered Indian men with post-secondary certification are concentrated in government services, construction and education/health/social services industries.
- * Other Aboriginal men with post-secondary certification are employed in a greater variety of industries.
- * Inuit and Registered Indian women with post-secondary certification are heavily concentrated in two service industries: education/social/health services and government services.
- * Métis and Non-Status Indian women with post-secondary certification are concentrated within three service industries: education/social/health services, business services and government services.

Post-Secondary Attainment and Total Income

- * Among all identity groups, men's average incomes increase at two key thresholds: completion of a secondary school certificate and completion of a post-secondary certificate.

- * The gaps between the incomes of Aboriginal and non-Aboriginal men are greater at higher levels of education.
- * Among the Aboriginal identity groups, Métis men tend to have the highest average incomes, and Registered Indian men tend to have the lowest incomes.
- * Among all identity groups, women's average incomes increase at two key thresholds: completion of a secondary school certificate and completion of a post-secondary certificate.
- * The gaps between the incomes of Aboriginal and non-Aboriginal women are greater at higher levels of education, but they are much smaller than were found between Aboriginal and non-Aboriginal men.
- * Among the Aboriginal groups Inuit women tend to have the highest average incomes while Registered Indian women tend to have the lowest incomes.

Post-Secondary Attainment and Employment Income

- * Aboriginal men's average employment incomes increase at two key thresholds: completion of a secondary school certificate and completion of a post-secondary certificate.
- * The gaps between the employment incomes of Aboriginal and non-Aboriginal men are greatest for those with post-secondary certification.
- * Among the Aboriginal groups, Registered Indian and Inuit men have lower average employment incomes, while Métis and Non-Status Indian men tend to have higher average employment incomes.
- * Aboriginal women's average employment incomes increase at two key thresholds: completion of a secondary school certificate and completion of a post-secondary certificate.
- * The gaps between the employment incomes of Aboriginal and non-Aboriginal women are greatest for those with post-secondary certification.
- * Among the Aboriginal groups, Registered Indian women have the lowest average employment incomes, while Inuit women tend to have the highest average employment incomes.

Post-Secondary Attainment and Composition of Income

- * The proportion of Aboriginal men's income derived from employment increases with higher educational levels, especially for those who have completed secondary school.
- * The proportion of employment income is greater among men aged 25-44 than among older or younger men.
- * The proportion of Aboriginal women's income derived from employment increases with greater education, especially for those who have completed secondary school.
- * The proportion of employment income tends to be higher among older women, reaching its greatest level among those aged 25-44 or 45-64, depending on identity group.
- * The proportion of income that comes from government transfer payments tends to be greatest for the youngest and oldest age groups.
- * The proportion of transfer payment income declines as educational attainment increases, and particularly with secondary school completion.
- * The proportion of transfer payment income is much higher among women than among men for most Aboriginal identity and age groups. However, the differences between men and women are smaller among those with higher levels of education.
- * Similarly, the proportion of transfer payment income is higher among the Aboriginal population than among the non-Aboriginal population, but these differences are much smaller when comparing populations of the same educational attainment and age.

Post-Secondary Attainment and Major Source of Income

- * The proportion of the population whose major source of income is employment increases as education increases. This proportion is lowest among the youngest and oldest age groups, and higher among those aged 25-64.
- * Among the Aboriginal identity groups, the Registered Indian population has the lowest proportion whose major source of income is employment.
- * Among all population groups, higher proportions of men than of women have employment as their major source of income.
- * The proportion of the population whose major source of income is from transfer payments decreases as education increases, particularly at the points where secondary and post-secondary certification is obtained.

- * Among the Aboriginal identity groups, the Registered Indian population has the highest proportion whose major source of income is transfer payments.
- * Among all population groups, higher proportions of women than of men have transfer payments as their major source of income.

Notes to Users

Data Sources

This report relies on data from the **2001 Census of Canada** (Statistics Canada 2001), as well as limited data from the **1996 Census of Canada** (Statistics Canada 1996). The census uses two questionnaires, a short form and a long form, to establish various demographic, social and economic characteristics of Canadians. In 2001 the 2A (short) form was used in 80% of all off-reserve households. For the remaining 20% of off-reserve households the 2B (long) form with 55 questions was used. A variant of the long form (the 2D form) was used in all on-reserve households. Census data concerning educational attainment, employment and most other topics addressed in this study are based on the long form of the Census questionnaire.

With respect to comparability of the 2001 census with the 1996 census and previous censuses, in each census a number of Indian bands (also referred to as First Nations) were incompletely enumerated. In 2001, 30 Indian reserves or settlements with a population of about 31,000 were either not enumerated or were partially enumerated. In 1996, there were 77 Indian reserves or settlements with a population of about 44,000 that were incompletely enumerated. Therefore, both censuses slightly underestimate the population living on reserves. In addition, because the non-participating reserves have been different from census to census, the comparability of the data for the on-reserve population is reduced, at least to the extent of the differences between the reserves included from one census to the next.

Indicators presented in this study are based on data from custom tabulations prepared for Indian and Northern Affairs Canada (INAC). Custom tabulations can be affected by suppression of data where the numbers fall below a certain level, and by random rounding. In some tables data for particular sub-categories is missing, either because the data was suppressed in the custom tabulation, or because the number of cases is too small to be meaningful. This has been noted where it occurs.

Reference Populations

Registered Indian Population

INAC defines a Registered Indian, or Status Indian, as a person registered or entitled to be registered as an Indian according to the *Indian Act*. Although it is not used in this study, the term “treaty Indian” is sometimes used. Approximately half of Registered Indians in Canada

are “treaty Indians,” that is, persons who are affiliated with an Indian First Nation or band which was signatory to a treaty with the Crown.

In the 2001 Census, question 21 of the long form identified a Registered Indian as someone who is registered under the *Indian Act*. The question made it clear that this included those who consider themselves “treaty Indians” so long as they are also registered under the *Indian Act*, and that it included those who have been registered as a result of the 1985 amendments to the *Indian Act* (often referred to as Bill C-31, Imai 2002). The question was the same on the 1996 Census.

The Census also includes a separate question on membership in a First Nation or band, and a number of individuals (about 12,600) identified themselves as members of First Nations but not as Registered Indians. For the purposes of this study, self-identified members of First Nations or bands who are not registered under the *Indian Act* have been treated as part of the Registered Indian population.

The size and composition of the Registered Indian population has changed substantially since the mid-1980s, partly because of the reinstatement of individuals or new registrants as a result of the 1985 amendments to the *Indian Act* (Bill C-31, INAC 1990). These changes were greater during the 1986-1991 period than during the 1991-1996 period. Still, between 1991 and 1996 about 31,000 individuals were registered as a result of the amendments, and between 1996 and 2001 about 17,000 additional individuals were registered as a result of the amendments. This number represents about 3% of the Registered Indian population as of 1996, or about 21% of the net population growth between 1991 and 1996. (These figures are based on the Indian registry data maintained by INAC – see Basic Departmental Data 2002.)

Aboriginal Identity Population

The 2001 Census defines the Aboriginal Identity population as those persons who reported identifying with at least one Aboriginal group, i.e. North American Indian, Métis, Inuit, and/or those who reported being a Treaty Indian or a Registered Indian as defined by the *Indian Act* of Canada and/or who were members of an Indian Band or First Nation. This population is derived from Census questions 18, 20 and 21. It does not include everyone who reports having Aboriginal ancestry on Census question 17 because some of these individuals did not identify themselves as Aboriginal. The 2001 Census reports 1,319,850 individuals with at least one Aboriginal ancestor, and 976,305 individuals with Aboriginal identity. (Statistics Canada 2003) This study is based only on the Aboriginal identity population and does not treat others with Aboriginal ancestry as part of the Aboriginal population.

Other Aboriginal Population

This is the population that has Aboriginal identity but is not Registered Indian. It includes those who identified themselves as Métis, Inuit, or North American Indian and those with multiple Aboriginal or Aboriginal and non-Aboriginal identities. However, individuals who

have Registered Indian status as well as some other Aboriginal identity are included as part of the Registered Indian population and are not part of the “Other Aboriginal” population.

This study frequently reports data for three components of the Other Aboriginal population:

Métis Population

Those reporting Métis identity only, excluding those who also report another Aboriginal identity or Registered Indian status or band or First Nation membership.

Inuit Population

Those reporting Inuit identity only, excluding those who also report another Aboriginal identity or Registered Indian status or band or First Nation membership.

Non-Status Indian Population

Those reporting North American Indian identity only, excluding those who also report another Aboriginal identity or Registered Indian status or band or First Nation membership.

Non-Aboriginal Population

The non-Aboriginal Population is the total Census population minus the Aboriginal identity population.

Population 15+

Many of the census questions on the long form are only concerned with those who are 15 years old or older, and this includes questions concerning educational attainment, employment and income. Therefore this study is exclusively concerned with those over the age of 15.

Educational Attainment (Highest Level of Schooling)

The educational attainment indicators used in this study are based on the Statistics Canada categorization of “highest level of schooling.” This is a hierarchical scheme under which each higher level on the hierarchy is assumed to include all the lower levels. For example, someone who has some post-secondary standing is assumed to have completed high school. In reality this is not always the case, but it is a way of providing a simplified summary of educational attainment which provides a fair picture of educational progress for the majority of people.

The situation becomes increasingly complicated when trying to describe post-secondary educational attainment. Post-secondary education takes a variety of forms, including university education, technical colleges, private colleges, trades schools, and apprenticeship. These different streams provide a variety of certificates, diplomas and degrees. Throughout this study we have used the Statistics Canada highest level of schooling variables, but have often used some of the more detailed post-secondary variables. Those with some level of post-secondary education are divided into two major categories: **university** and **non-university** (including trades schools and certificates). Those within the university category are further divided into those with a university certificate, diploma or degree, and those without a university certificate, diploma or degree. The non-university category is divided into three groups: those with a trades certificate, those with some other non-university certificate or diploma, and those without either type of certification.

Because the presumed “higher level” always takes precedence over lower levels, problems arise when attempting to identify the total population who have reached a given level if it is below the highest level. For example, it is impossible to identify the total number of individuals with a high school certificate from this classification system, because many or most of these people will also have gone on to some level of post-secondary education, which is how they will be categorized. This issue may be particularly significant when attempting to identify outcomes for Registered Indians, because there is evidence that this population is more likely than other Canadians to attend post-secondary programs without having completed high school. In some tables it will be seen that those with a secondary school certificate have more success in employment or better incomes than those with some post-secondary education but no post-secondary certificate. This categorization scheme is also a problem when attempting to calculate various types of success indicators. (See below.)

Indicators of Educational Success

In addition to highest level of schooling, three indicators of educational success have been used in this study, corresponding to the possible stages in a person’s educational progress. These indicators are: **secondary school completion rate**, **continuation to post-secondary rate**, and **post-secondary completion rate**. Conceptually, the high school completion rate is the number of individuals completing high school divided by the number who enrolled in high school; the continuation to post-secondary rate is the number of people who enrolled in post-secondary programs divided by the total number who completed high school; and the post-secondary completion rate is the number who completed a post-secondary degree, certificate or diploma divided by the total number who enrolled in post-secondary programs. The post-secondary rate is further sub-divided into the **non-university completion rate** and the **university completion rate**, to look at the success of students in these two streams of post-secondary education.

The following table provides definitions of the indicators used in this study.

Secondary Completion Rate	Population with secondary school completion or any post-secondary education <i>Divided by:</i> Population with any secondary or post-secondary attainment, excluding those still attending secondary school
Post-Secondary Continuation Rate	Population with any post-secondary education <i>Divided by:</i> Population with some secondary education or higher, excluding those still attending secondary school
Non-University Participation Rate	Population with any non-university education <i>Divided by:</i> Total population
Non-University Completion Rate	Population with any non-university or trades certificate <i>Divided by:</i> Population with any non-university education, excluding those still attending a non-university program
University Participation Rate	Population with any university education <i>Divided by:</i> Total population
University Completion Rate	Population with any university certificate <i>Divided by:</i> Population with any university education, excluding those still attending university

These definitions are similar to those used in the 1996 Census study of Aboriginal Post-Secondary Education (Hull 2000). That study, however, relied on the standard Highest Level of Schooling (HLOS) variable. The HLOS variable classifies each person only in terms of their *highest* level of education. This means that those with both non-university and university education are shown only as having university education, which results in undercounting of those with non-university education. The present study uses a more detailed cross-tabulation, described below.

It should be noted that these indicators do not incorporate time periods into their definitions. For these indicators it does not matter whether an individual completes a given level of education in two years, four years or twenty years. Naturally, those who are older and have had a longer time to complete their studies are more likely to have done so. This means that there is a tendency for completion rates to increase with age. Often those in the mid-range of age groups, 25-44 for example, have the highest completion rates because, compared to older age groups, they tend to go further in school, while compared to younger age groups they have had more time to go back to school and complete their studies.

Each indicator represents an estimate of the survival rate of a cohort as they move through the educational system, so if we multiply the proportion of students who complete secondary school, by the proportion of them who continue to post-secondary studies, by the proportion of post-secondary students who complete post-secondary programs, we should get the overall proportion of the population who have attained post-secondary completion. In fact, the indicators do give approximately this result.

As noted above, the highest level of schooling variable defined by the Census simplifies an individual's educational background and makes it difficult to identify how many people have actually participated in or completed certain levels of education. In order to address this issue, a custom table was obtained that cross-tabulated whether or not an individual had attended university, non-university or both, by whether they had obtained a trades or non-university certificate, a university certificate or degree, or both university and non-university certification. The table also included a variable showing whether or not the individual was attending school in the previous school year (the standard Census school attendance variable). This allowed a more precise definition of post-secondary participation and completion rates. The following table provides an example of the cross-tabulation data used to calculate participation and enrolment rates for this study.

The table includes a count of 14,180 individuals who never attended post-secondary school but who achieved a non-university certificate. This is because trades certificates are considered post-secondary certificates, and because it is possible to earn a trades certificate without attending a college or university. These individuals were not counted as having attended or completed post-secondary programs.

Registered Indian Population 15+ by School Attendance in 2000-2001 Divided by Ever Attended Post-Secondary and by Post-Secondary Certificate

School Attendance and Ever Attended Post-Secondary	Post-Secondary Certification Achieved					
	Total	Any Post-Secondary	Post-Secondary Without Certificate	Non-University Certificate	University Certificate	University and Non-University Certificate
Total						
Population 15+	365,620	145,935	46,675	82,400	11,850	5,020
Never attended post-secondary	233,865	14,180	0	14,180	0	0
Attended non-university	86,140	86,140	31,340	54,800	0	0
Attended university	20,995	20,995	10,275	2,660	7,525	530
Attended both	24,620	24,625.000	5,055	10,755	4,320	4,485
Attended School Full-Time in 2000-2001						
Population 15+	61,330	24,440	11,770	10,115	1,765	795
Never attended post-secondary	37,860	975	0	975	0	0
Attended non-university	13,475	13,470	6,985	6,490	0	0
Attended university	4,915	4,915	3,340	445	1,030	95
Attended both	5,080	5,080	1,440	2,210	730	700
Attended School Part-Time in 2000-2001						
Population 15+	16,970	11,115	3,445	6,060	970	640
Never attended post-secondary	6,515	665	0	660	0	0
Attended non-university	6,135	6,130	2,280	3,855	0	0
Attended university	1,485	1,485	720	285	425	45
Attended both	2,840	2,835	445	1,255	540	595
Did Not Attend School in 2000-2001						
Population 15+	287,330	110,380	31,460	66,215	9,115	3,585
Never attended post-secondary	189,490	12,540	0	12,545	0	0
Attended non-university	66,535	66,535	22,075	44,460	0	0
Attended university	14,600	14,595	6,215	1,925	6,065	385
Attended both	16,705	16,705	3,175	7,290	3,050	3,195

School Attendance

School attendance refers to either full-time or part-time attendance at a school, college or university during the period between September 2000 and June 2001. Attendance is counted only for courses that could be used as credits towards a certificate, diploma or degree. Attendance is excluded for courses taken for leisure, recreation or personal interest. Attendance is considered full-time if the person was taking 75% or more of the

normal course load in the grade or year in which the person is registered. Short-term courses of six weeks or less taken during the day are considered part-time. Persons who attended both full-time and part-time during the reference period are considered full-time students.

Some of the tables and figures in this study that have to do with the labour market exclude those who are attending school full-time. This is done because the labour force characteristics of students are likely to be quite different from others in the population with a similar level of education. For example, they are less likely to be employed full-time.

Major Field of Study

The major field of study refers to the predominant discipline or area of learning or training of an individual's highest post-secondary degree, certificate or diploma. As with the highest level of schooling, this is a hierarchical way of categorizing individuals. For those who have earned more than one degree, certificate or diploma, only the highest is recorded.

On-and Off-Reserve Residency

For some of the tables and figures the data have been reported by place of residence. Usually the two location categories have been used: **on reserve** and **off reserve**. On reserve refers to those living on Indian reserves or settlements and off reserve refers to all other locations, including urban and rural areas.

Rural/Urban Location

Places of residence is sometimes categorized in terms of rural or urban location. Three categories are used:

- Rural:** Places with populations less than 10,000
- Towns:** Places with populations of 10,000 to 99,999
- Cities:** Places with populations of 100,000 or more

Labour Market Activity

Labour market indicators are standard Statistics Canada concepts. The **labour force participation rate** is defined as all those (15 or older) who were employed or looking for work during the week prior to enumeration, divided by the total population (15 or older). The **employment rate** is the number of people (15 or older) who were employed during the week prior to enumeration divided by the total population (15 or older). This is sometimes referred to as the "employment/ population ratio." The **unemployment rate** is the number of people (15 or older) who were unemployed and actively looking for work during the week prior to enumeration, divided by the total number of labour force participants, as described above. Those who are not working and not looking for work because they are on temporary lay-off or expect to start a job within the next four weeks are also considered unemployed.

Industry

The industry categories are based on the 1997 North American Industry Classification System (NAICS) (Statistics Canada, 1997). This classification system is consistent with those of the United States and Mexico, but different from the classification used in previous Canadian Censuses. It refers to the industry of the individual's current job or of the job in which the individual was employed for the longest duration since January 1, 2001. If a person has more than one job, the industry for the job with more hours is to be reported.

Occupation

This variable has been created in order to facilitate comparison of occupational data coded to the 2001 National Occupational Classification for Statistics (NOC-S) (Statistics Canada, 2001) and 1996 Census occupation data coded to the 1991 Standard Occupational Classification (SOC) (Statistics Canada, 1991). A person's occupation is based on the job they worked at during the week prior to enumeration, or if they did not have a job it is based on the job of longest duration since January 1, 2001. Those with more than one job were to report the information for the job at which they worked the most hours. Occupational titles are classified on the basis of the education, training or skill level required to enter the job, as well as the tasks, duties and responsibilities of the occupation. In this study 14 major occupational fields have been used, and these, in turn, are nested within four skill levels.

Income

Total income refers to all moneys received by individuals in private households and non-institutional residents of collective households 15 years of age and older, during the 2000 calendar year, including income from wages and salaries; net farm and non-farm self-employment; dividends and interest on bonds, deposits, savings and investments; retirement pensions, superannuation and annuities; government transfer payments; and other money income. All "in kind" income is excluded.

Employment income includes income from wages and salaries or from self-employment. All "in kind" income is excluded.

Total government transfer payments refer to the total income received by individuals 15 years of age or older during the 2000 calendar year from federal, provincial or municipal governments, including Old Age Security Program (OAS) and Guaranteed Income Supplement (GIS), benefits from the Canada or Québec Pension Plan, benefits from Employment Insurance (EI), Canada Child Tax Benefits (CCTB), and other income from government sources.

Other income refers to income from investments and retirement pensions, including registered retirement savings plans.

Average individual income is the weighted mean total income of individuals 15 years of age and over who reported income for 2000. Average income is calculated from unrounded data by dividing the aggregate income of a specified group by the number of individuals in that group.

Introduction

The degree to which the Aboriginal population¹ of Canada has obtained post-secondary education has long been seen as an important measure of progress in Canadian society. Post-secondary education is valuable both to individuals and to Canada as a whole. To the Aboriginal population, achieving higher levels of post-secondary education provides increased opportunities for employment and income and, to Aboriginal communities, a more highly educated population can provide a stronger base for economic and other forms of community development. In addition, those with post-secondary education provide leadership, skills and role models within their communities.

Canada, as well, has a stake in Aboriginal educational levels. Current demographic trends suggest that Canada faces a declining and aging population in general, while at the same time the Aboriginal population is growing quickly. The Aboriginal population represents a growing segment of the Canadian labour force and it is important to the country that it be a well educated segment. A large body of research has shown that educational attainment is correlated with many aspects of individuals' lives and behaviour, such as employment and income.

Post-secondary educational success among the Aboriginal population may also be looked at in relation to various government support programs. For example, elementary and secondary education of Registered Indians living on reserves in Canada is funded by Indian and Northern Affairs Canada, as is post-secondary education² for Registered Indians living on or off reserve. Enrolments among the Registered Indian population have increased over the years at all levels, partly as a result of population growth and partly as a result of improved enrolment rates. In particular, post-secondary enrolment among the Registered Indian population increased from about 11,000 in 1985/86 to about 26,000 in 2001/02.³ Beyond simple enrolment numbers, it is important to know what success these students have achieved, and whether their educational achievements are resulting in improved employment and incomes.

In recognition of the importance of this subject, the Strategic Research and Analysis Directorate of Indian and Northern Affairs Canada (INAC) has undertaken a number of studies of Aboriginal post-secondary education over the years. This work has included studies of Aboriginal post-secondary education based on the 1991 (Santiago 1997) and

¹ In this study "Aboriginal" refers to those who identify themselves as Aboriginal, particularly on the Census of Canada, and includes all those registered as Indians under the Indian Act of Canada and those who identify themselves as Métis, Inuit, North American Indian, and/or as members of specific First Nations, tribes or bands. Unless otherwise stated, it does not include those who have some Aboriginal ancestry but who do not describe themselves as Aboriginal or as part of an Aboriginal group.

² In this study, and as used by Indian and Northern Affairs Canada, "post-secondary education" refers to all types of education after high school, including programs at universities, colleges and private trades schools or colleges.

³ Data from "Basic Departmental Data, 1992" and "Basic Departmental Data, 2002", published by the Information Management Branch, Department of Indian Affairs and Northern Development.

1996 Censuses and (Hull 2000). The current study, based on the 2001 Census, is the third in this series of Census studies, building on the information from the previous two studies and, to a limited extent, identifying trends in Aboriginal post-secondary education. (The specifications for the custom Census tables used in this study are included in the appendix.)

A number of things must be kept in mind when comparing the findings of this study to previous studies. Changes in both the wording of certain Census questions and the response of the population have meant that the “Aboriginal” population of 2001 does not have exactly the same membership as the Aboriginal population of 1996 or 1991. People responding to the Census may choose to identify themselves as Aboriginal in one Census year, but may have changed their self-identification five or ten years later. It is believed that the extent of Aboriginal self-reporting is influenced by such things as social climate and attitudes, positive or negative, towards Aboriginal people in Canada, changing awareness of Aboriginal history and ancestry, and the presence of government or corporate programs that provide assistance to those of Aboriginal descent (Siggner 1998).

The Registered Indian population is less subject to these kinds of changes than other Aboriginal population groups because it is based on the provisions of the Indian Act, which define who is and is not entitled to be registered. The Indian Act, however, underwent a major revision in 1985 (known as Bill C-31), such that many people who were not previously registered were entitled to be. Because of this change, many individuals were added to the Indian Register in the late 1980s, with the number of new additions tapering off in subsequent years. Still, these additions have continued and it is estimated that, between 1996 and 2001, about 17,000 such additions were made (Clatworthy, personal communication). This is a little less than 3 percent of the 1996 Registered Indian population of about 611,000. The characteristics of the C-31 additional population are somewhat different from those of the general Registered Indian population; for example, they are about 20 years older than the general Registered Indian population on average, are more likely to live off reserve, and are more likely to be female (see Clatworthy 2001). The effects of these additions to statistical averages would be very small for the most part, but might have a noticeable effect on particular age and geographic groups. This needs to be kept in mind when comparing the results of this study to the findings of previous studies. Similarly, some Indian reserves were not fully enumerated in the 1996 Census but were enumerated in 2001, and vice versa. Again, the effects on national averages would be small.

Other Aboriginal identity groups – Métis, Inuit and Non-Status Indians – have also changed their composition to a larger or smaller degree from Census to Census. While the Inuit population has been relatively stable, the Métis and Non-Status Indian populations have shifted considerably. For these reasons, this study will focus mainly on the Registered Indian population when making comparisons between Census years.

Generally, the study reports the findings for four Aboriginal identity populations – Registered Indian, Métis, Inuit, and Non-Status Indian. In this study the Registered Indian population includes those with or without other Aboriginal identity. The other Aboriginal groups – Métis, Inuit and Non-Status Indian - do not include those with multiple Aboriginal identities, such as those reporting both Métis and Non-Status Indian identities. The number of those with multiple identities is not large enough to warrant reporting as a separate population. For many of the cross-tabulations used in this study, the multiple identity population would have a great deal of missing or suppressed data. The non-Aboriginal population (those without Aboriginal identity) is also reported for comparison purposes. Because of space limitations, in some tables and figures only two Aboriginal populations are reported – Registered Indians and others with Aboriginal identity.

Almost all of the data for this study comes from the 2001 Census of Canada. It provides a rich source of information concerning the Aboriginal population, covering basic demographics as well as family status, educational attainment, employment, occupations and income. The present study will look at these areas in relation to post-secondary educational attainment. Part One looks at educational attainment, participation and success in various ways. It begins with a look at educational attainment, putting post-secondary education into the overall context of schooling from the elementary-secondary level through post-secondary certification. Since the term “post-secondary” covers a number of types of education, it is further sub-divided into university and non-university post-secondary education. Because of the importance of certification in the labour market, the achievement of certification at each level – secondary, non-university, and university – is identified separately in the tables. This section includes similar tables based on the 1991 and 1996 Censuses for comparison.

This is followed by a look in the second section at the trends in post-secondary education, focussing on the Registered Indian population (for the reasons mentioned above). This section looks at how the educational attainment of different age cohorts has changed between 1996 and 2001, in order to provide a better picture of the educational career paths of the Registered Indian population.

The third section focuses on attendance rates, examining how attendance is related to age groups and levels of attainment. Attendance for each single year age group from 15 to 24 years of age is identified. Section 4 profiles several measures of educational participation and success, including participation and completion rates. These are based on custom Census data which allow university and non-university indicators to be more precisely defined than is possible from standard Census tables. Part One of the study concludes with Section 5, profiling the fields of study of those who have completed university and non-university post-secondary programs.

Part Two of the study looks at a number of outcomes that are related to educational attainment, including measures of employment and labour market activity (Section 6), occupations (Section 7), industries (Section 8), average and median income (Section 9), employment income (Section 10), and source of income (Section 11). A final section highlights selected findings and conclusions and notes questions raised by the study.

PART ONE: EDUCATIONAL ATTAINMENT

1. Post-Secondary Educational Attainment, 2001

This section of the study provides an overview of post-secondary educational attainment among the various identity groups.⁴ After providing a general look at attainment, trends in post-secondary attainment are examined in relation to age, gender, geographic location and family status.

1.1 Overview of Educational Attainment in 1996 and 2001

Educational attainment as measured by the Census has been increasing among Canadians, including among the Aboriginal population, for many years. The Census uses the concept of “Highest Level of Schooling” to measure educational attainment, and this concept generally assumes a hierarchical progression from elementary school grades to secondary school, to secondary school graduation, followed by either university or non-university post-secondary education. In practice, this hierarchy breaks down somewhat at the post-secondary level, where some students enrol without completing high school, and where a number of students attend both university and non-university programs over their careers. The Highest Level of Schooling approach assumes that those with any level of post-secondary education are at a higher level than those with a high school certificate, and that those with any university education are at a higher level than those with a non-university post-secondary certificate.

⁴ In this study the term “identity groups” refers to the Registered Indian, Métis, Inuit and Non-Status Indian, and non-Aboriginal populations. See Notes to Users for further information.

- * **Between 1996 and 2001 the proportion of the Registered Indian population with some type of trades, college or university certificate or degree increased from 20% to 24%.**
- * **During the same period the proportion of the non-Aboriginal population with some type of trades, college or university certificate or degree increased from 35% to almost 41%.**
- * **Therefore, while the Registered Indian population increased their educational qualifications, they did not do so to the same extent as other Canadians.**

Tables 1a and 1b show the distribution of the population by highest level of schooling in 2001 and 1996 respectively. The tables also show the distribution for different identity groups and age groups. For all age and identity groups, educational attainment increased between 1996 and 2001, as can be seen in the declining proportions of the population with less than grade 9 and the increasing proportions with post-secondary education. Among Registered Indians, the proportion with trades or other non-university education increased by about 1.5 percentage points and the proportion with some level of university education increased by nearly 2.0 percentage points. The Other Aboriginal population with post-secondary education increased in similar amounts. Among the non-Aboriginal population, university attainment increased by almost 3.0 percentage points. Therefore, while all groups increased their attainment levels, the gap between the Aboriginal and non-Aboriginal populations in university attainment increased slightly and the proportion of the non-Aboriginal population with university education (26.2%) remained twice as high as the proportion among the Registered Indian population (12.5%).

On the other hand, the three population groups have similar proportions with trades or other non-university education, ranging from 27% of the Registered Indian population to 31% of the Other Aboriginal population. This level of attainment is further sub-divided into those without certification, those with trades certificates or diplomas, and those with other non-university certificates or diplomas. Figures 1 and 2 provide a graphic comparison of the degree to which the various population groups have achieved each of these levels.

Table 1a
Proportion of Population 15+ by Highest Level of Schooling, Age and Identity
Groups, Canada, 2001

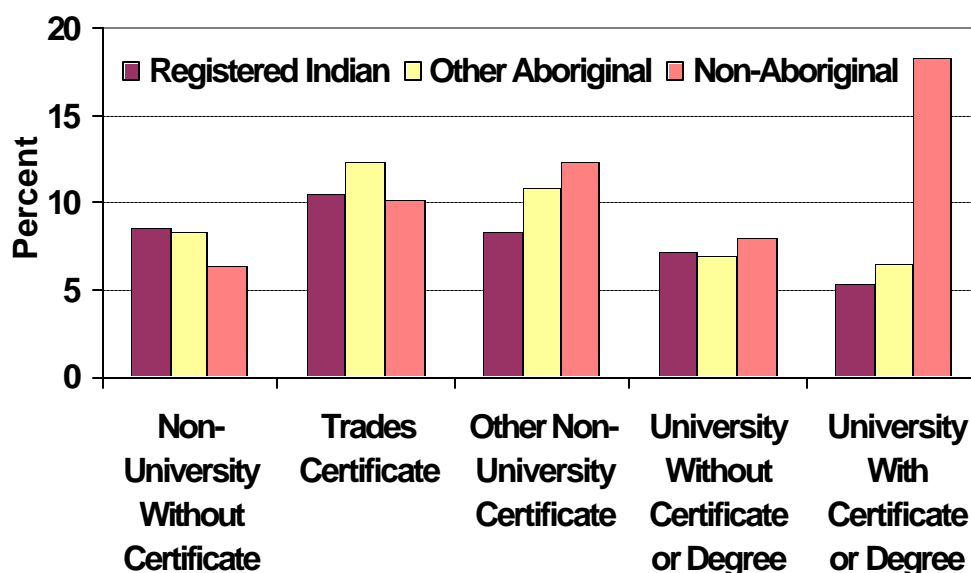
(Attending or Not Attending School)	Age Group				Total 15+
	15-24	25-44	45-64	65+	
	Percent				
Registered Indian					
Less than grade 9	10.5	10.5	26.1	68.1	17.5
Secondary school	69.3	37.1	29.4	18.0	42.6
without certificate	58.9	27.9	22.5	14.1	33.9
with certificate	10.4	9.2	6.8	3.8	8.6
Trades or other non-university	14.1	35.9	30.4	10.5	27.4
without certificate	7.6	10.8	6.9	2.2	8.6
with trades certificate or diploma	3.9	13.5	13.7	5.3	10.5
with other certificate or diploma	2.6	11.6	9.8	3.0	8.3
University	6.1	16.6	14.1	3.4	12.5
without university certificate, diploma or degree	5.1	9.5	6.3	1.4	7.2
with university certificate or diploma	0.3	1.9	2.2	0.6	1.4
with university degree	0.7	5.2	5.6	1.4	3.9
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	95,190	167,075	80,645	22,710	365,625
Others with Aboriginal Identity					
Less than grade 9	5.2	6.1	18.6	53.4	11.6
Secondary school	69.0	36.3	33.5	26.2	43.5
without certificate	54.7	24.4	24.5	21.2	32.0
with certificate	14.3	12.0	9.0	5.0	11.4
Trades or other non-university	16.4	41.3	33.4	15.3	31.4
without certificate	7.5	10.3	6.6	3.3	8.3
with trades certificate or diploma	4.2	15.7	15.9	7.9	12.3
with other certificate or diploma	4.6	15.2	10.8	4.1	10.8
University	9.4	16.3	14.5	5.2	13.5
without university certificate, diploma or degree	7.3	8.1	5.9	1.9	7.0
with university certificate or diploma	0.6	1.4	2.2	0.9	1.3
with university degree	1.6	6.8	6.5	2.3	5.1
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	73,875	127,325	68,550	16,970	286,725
Other Canadians (without Aboriginal identity)					
Less than grade 9	2.3	3.0	10.6	32.3	9.7
Secondary school	55.0	28.1	33.4	36.0	35.3
without certificate	39.3	14.1	18.1	24.8	21.1
with certificate	15.6	13.9	15.3	11.2	14.2
Trades or other non-university	21.8	35.3	29.4	19.1	28.8
without certificate	10.0	7.0	4.8	4.0	6.4
with trades certificate or diploma	4.3	11.9	12.0	8.5	10.2
with other certificate or diploma	7.5	16.4	12.5	6.6	12.2
University	20.9	33.6	26.7	12.6	26.2
without university certificate, diploma or degree	14.0	8.7	6.2	3.0	7.9
with university certificate or diploma	1.3	2.6	3.3	2.3	2.5
with university degree	5.6	22.4	17.2	7.3	15.7
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	3,819,130	8,752,775	7,091,935	3,585,170	23,249,010

Table 1b
Proportion of Population 15+ by Highest Level of Schooling, Age and Identity
Groups, Canada, 1996

(Attending or Not Attending School)	Age Group				Total 15+
	15-24	25-44	45-64	65+	
	Percent				
Registered Indian					
Less than grade 9	13.3	13.8	38.8	75.8	21.9
Secondary school	66.6	36.9	24.6	13.9	41.6
without certificate	57.4	28.9	19.9	11.7	34.2
with certificate	9.2	8.0	4.7	2.2	7.4
Trades or other non-university	14.2	34.8	26.1	8.0	25.9
without certificate	7.9	11.1	6.4	1.7	8.8
with trades certificate or diploma	3.4	12.5	12.1	4.1	9.4
with other certificate or diploma	2.8	11.2	7.7	2.1	7.7
University	6.0	14.5	10.4	2.2	10.7
without university certificate, diploma or degree	5.4	10.2	6.4	1.5	7.7
with university certificate or diploma	0.6	4.3	4.0	0.8	3.0
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	87,245	147,765	60,165	17,235	312,405
Others with Aboriginal Identity					
Less than grade 9	6.0	7.5	23.4	55.9	12.8
Secondary school	69.8	40.9	33.5	25.7	46.7
without certificate	55.2	28.8	24.7	19.6	34.8
with certificate	14.7	12.1	8.8	5.8	11.8
Trades or other non-university	16.6	37.9	28.5	12.5	28.7
without certificate	8.7	11.0	6.5	3.1	9.0
with trades certificate or diploma	3.6	14.1	12.7	6.9	10.5
with other certificate or diploma	4.2	12.7	9.4	2.3	9.1
University	7.6	13.8	14.6	5.8	11.8
without university certificate, diploma or degree	6.1	8.5	8.1	3.6	7.5
with university certificate or diploma	1.4	5.3	6.5	2.5	4.3
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	56,185	94,925	42,305	10,930	204,345
Other Canadians (without Aboriginal identity)					
Less than grade 9	3.0	3.8	16.1	36.5	11.9
Secondary school	55.9	32.0	33.6	35.2	36.9
without certificate	40.3	16.3	19.6	24.8	22.5
with certificate	15.6	15.7	14.0	10.4	14.4
Trades or other non-university	21.1	34.8	27.6	17.5	28.0
without certificate	10.0	7.2	4.6	3.9	6.5
with trades certificate or diploma	4.0	11.9	11.8	7.6	9.9
with other certificate or diploma	7.1	15.7	11.1	6.0	11.6
University	20.0	29.4	22.7	10.8	23.3
without university certificate, diploma or degree	14.4	10.6	8.3	4.8	9.8
with university certificate, diploma or degree	5.6	18.8	14.4	6.0	13.5
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	3,705,595	9,081,655	6,073,315	3,251,605	22,112,175

As Figure 1 illustrates, Registered Indians and others with Aboriginal identity have not achieved various types of post-secondary certification to the same extent as the non-Aboriginal population. This is most striking in the case of university certification, including university degrees, certificates or diplomas. More than 18 percent of the non-Aboriginal population have this level of certification, compared to about five and six percent of the Registered Indian and Other Aboriginal populations respectively. With regard to non-university certification, Registered Indians and others with Aboriginal identity tend to have trades certificates, while the non-Aboriginal population tends to have other non-university certification.

Figure 1
Proportion of Population 15+ with Selected Levels of Post-Secondary Attainment
by Identity Group, Canada, 2001



- * While Aboriginal people have been successful in increasing their levels of post-secondary education, relatively few have completed university degrees or certificates.
- * Only about 5% of Registered Indians, 7% of both Métis and Non-Status Indians, and 2% of Inuit had university degrees or certificates in 2001. The proportion among the non-Aboriginal population was about 18%.

Figure 2 provides a similar comparison for three other Aboriginal identity groups – the Métis, Inuit and Non-Status Indian populations. In general, there tend to be higher proportions of Métis with various levels of post-secondary certification or attainment, and lower proportions of Inuit. Compared to the other two groups, a higher proportion of the Inuit population has non-university post-secondary education without any certification, and a lower proportion has university attainment (with or without certification). Table 2 provides additional information on the educational attainment of the three other Aboriginal identity groups and is similar to Table 1a. It can be seen from this table that the Inuit population tends to have the lowest level of educational attainment among all the Aboriginal identity groups.

Figure 2
Proportion of Population 15+ with Selected Levels of Post-Secondary Attainment
by Other Aboriginal Identity Group, Canada, 2001

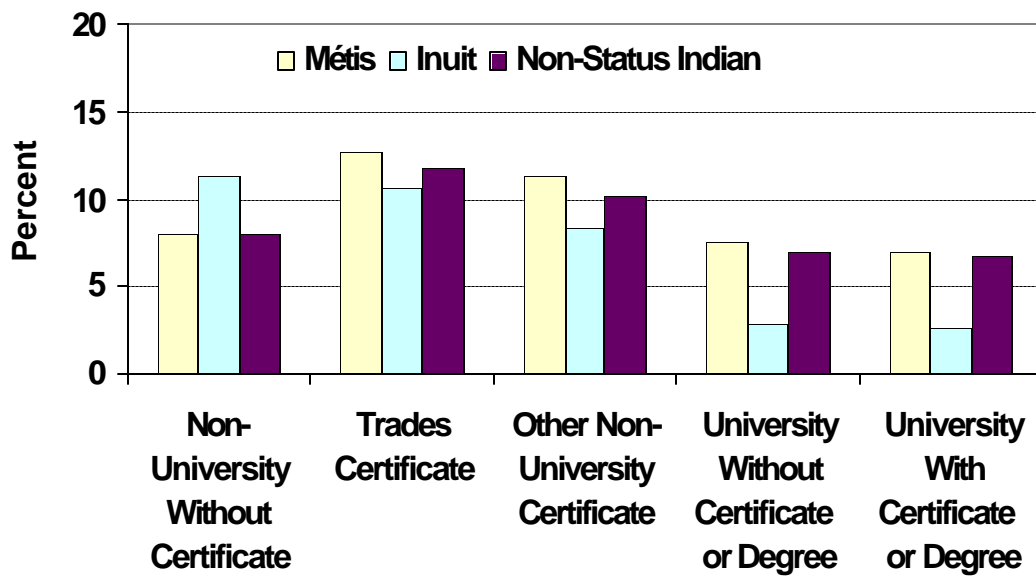


Table 2
Proportion of Population 15+ by Highest Level of Schooling, Age and Other
Aboriginal Identity Groups, Canada, 2001

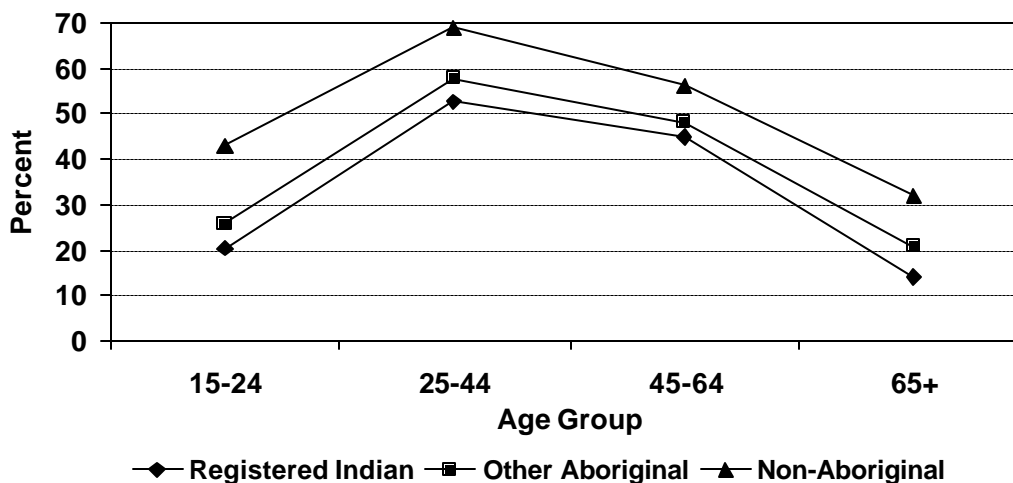
(Attending or Not Attending School)	Age Group				Total 15+
	15-24	25-44	45-64	65+	
	Percent				
Métis					
Less than grade 9	3.4	4.1	15.8	52.7	9.8
Secondary school	68.5	36.7	34.9	26.4	43.6
without certificate	53.6	24.5	25.9	21.5	32.0
with certificate	15.0	12.2	9.0	4.9	11.6
Trades or other non-university	17.1	41.7	34.2	16.0	32.1
without certificate	7.4	9.9	6.5	3.1	8.0
with trades certificate or diploma	4.4	16.0	16.5	8.6	12.7
with other certificate or diploma	5.3	15.8	11.1	4.4	11.3
University	11.0	17.5	15.2	4.9	14.5
without university certificate, diploma or degree	8.7	8.6	6.0	2.3	7.6
with university certificate or diploma	0.6	1.5	2.3	0.8	1.4
with university degree	1.7	7.4	6.9	1.8	5.5
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	46,875	81,855	46,215	11,330	186,270
Inuit					
Less than grade 9	17.4	21.6	48.2	82.8	28.3
Secondary school	65.6	28.3	14.3	4.7	35.8
without certificate	57.0	22.4	10.7	4.4	29.8
with certificate	8.6	5.9	3.7	0.0	6.0
Trades or other non-university	13.8	42.5	31.7	11.7	30.3
without certificate	8.5	15.2	8.3	2.2	11.2
with trades certificate or diploma	3.0	14.7	14.5	5.5	10.7
with other certificate or diploma	2.3	12.7	8.8	3.3	8.4
University	3.2	7.6	5.8	1.5	5.6
without university certificate, diploma or degree	2.3	4.0	2.0	0.0	2.9
with university certificate or diploma	0.2	1.0	1.3	0.0	0.8
with university degree	0.6	2.5	2.5	1.5	1.8
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	8,095	12,505	4,950	1,370	26,920
Non-Status Indian					
Less than grade 9	4.5	5.0	17.7	45.9	10.1
Secondary school	71.7	38.7	35.1	33.2	46.2
without certificate	56.6	24.9	24.6	26.2	33.2
with certificate	15.1	13.8	10.5	7.1	13.0
Trades or other non-university	15.5	39.5	31.8	13.7	30.0
without certificate	7.3	9.7	6.7	4.3	8.1
with trades certificate or diploma	4.2	15.3	14.8	6.3	11.8
with other certificate or diploma	4.0	14.5	10.4	3.1	10.2
University	8.3	16.8	15.3	6.9	13.7
without university certificate, diploma or degree	6.1	8.2	6.7	1.8	7.0
with university certificate or diploma	0.5	1.4	1.9	1.2	1.3
with university degree	1.6	7.2	6.6	3.9	5.4
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	17,750	30,625	15,735	3,820	67,930

1.2 Educational Attainment by Age Group

The tables also provide information on the attainment of different age groups. The Aboriginal population groups have a different age structure from the non-Aboriginal population. For example, about 26% of the Aboriginal population over the age of 15 is 15-24 years old, compared to 16% of the non-Aboriginal population. Educational attainment is related to age in two ways. Because educational attainment has generally been increasing, younger populations tend to have higher levels of attainment than older populations. For example, fewer of those in the 45-64 age range have post-secondary education than do those in the 25-44 age range. On the other hand, as is suggested both by data in this section and the data on age cohorts and attendance rates found in Sections 2 and 3, some people continue to upgrade their educational qualifications over their lifetimes. It is also true that many of those in the 15-24 age group are not yet old enough to have reached or completed post-secondary education. The result is that the 25-44 population has a greater proportion with various levels of post-secondary attainment than do any of the other age groups.

Figures 3 and 4 show the relationships between educational attainment, age and Aboriginal identity. In Figure 3 the proportion of the population with any post-secondary education (university or non-university, with or without certification) is greatest within the 25-44 age group, and this holds for all three identity groups. Among the Registered Indian population the proportion with any post-secondary education is 20% among 15-24 year-olds, but more than 50% among 25-44-year-olds, a difference of more than 30 percentage points. The figures for the Other Aboriginal population are slightly higher, at about 26% of 15-24-year-olds and 58% of 25-44-year-olds. The same pattern is found among the non-Aboriginal population, but at higher levels with 42% of 15-24-year-olds and 69% of 25-44-year-olds having some level of post-secondary attainment. Among all three identity groups the proportion with post-secondary education is lower among older age groups, particularly among those over 65 years old.

Figure 3
Population Proportion with Any Post-Secondary Education by Age and Identity Groups, Canada, 2001

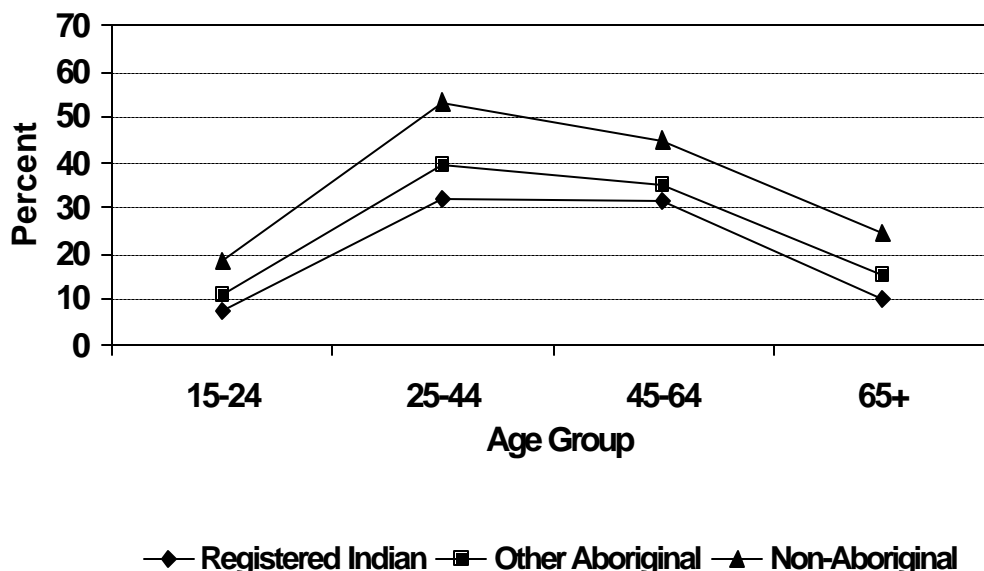


It can be seen from the figure that the gap between the two Aboriginal groups and the non-Aboriginal group is greatest among the 15-24 age group. Among this age group, twice as high a percentage of the non-Aboriginal population have some post-secondary attainment compared to the Registered Indian population. Nevertheless, it is striking that more than half of the Registered Indian and Other Aboriginal populations in the 25-44 age group have some post-secondary standing. The figure seems to suggest that a relatively large proportion of the Aboriginal population groups continue their post-secondary education after the age of 25. (This, again, is consistent with information on age cohorts and attendance rates that will be presented in Sections 2 and 3 of this study.)

- * The gap between Aboriginal and non-Aboriginal groups in the percentage with at least partial post-secondary educational attainment is greatest among the 15-24 age group. This suggests that young Aboriginal students are moving through the school system more slowly than non-Aboriginal students and are continuing to pursue post-secondary education as they get older.
- * On the other hand, the gap between Aboriginal and non-Aboriginal groups in the percentage with a post-secondary *certificate* is larger among the 25-44 age group than among the 15-24 age group. This suggests that many Aboriginal students are having difficulty completing their post-secondary programs.

Figure 4 shows a similar pattern in the proportions of the different age groups that have achieved any type of post-secondary certification, including trades certificates, non-university certificates and diplomas, and university certificates and degrees. Again, among all population groups the 25-44 age group has a much higher proportion with post-secondary certification than does the 15-24 age group. Among Registered Indians aged 15-24, less than ten percent have post-secondary certification, compared to more than 30% of those in the 25-44 age group. The figures are similar, but slightly higher, for others with Aboriginal identity. Some 39% of others with Aboriginal identity in the 25-44 age group have some post-secondary certification, while among the non-Aboriginal population of the same age the proportion is about 53%. In fact, the difference between the two age groups is more than 30 percentage points among the non-Aboriginal population. Therefore, the gap between Aboriginal and non-Aboriginal populations is greater for the 25-44 age group than for the 15-24 age group. This is in contrast with the pattern in Figure 3, which showed a smaller gap in post-secondary attainment among the older age group. The implication is that the Aboriginal population have made progress in enrolling in post-secondary programs, but are not as successful as others in completing their programs. Section 4 of this study will explore this question further through an examination of enrolment and completion rates.

Figure 4
Population Proportion with a Post-Secondary Certificate by Age and Identity Groups, Canada, 2001



1.3 Educational Attainment by Gender

In order to examine differences between men and women, data on educational attainment was split by gender. As shown in Tables 3a, 3b, 4a and 4b below, there are also differences between men and women in educational attainment. Tables 3a and 3b provide data for the Registered Indian, Other Aboriginal and non-Aboriginal populations and for men (Table 3a) and women (Table 3b) in various age groups. Tables 4a and 4b provide the same information for the Métis, Inuit and Non-Status Indian populations.

A comparison of the tables for men and women shows that higher proportions of women than men have some level of post-secondary education, at least in the younger age groups of 15-24 and 25-44. This is particularly true when looking at university education. For example, 36% of Registered Indian men, 25-44 years old, have non-university post-secondary attainment, and 13% have university attainment. This compares with 36% of Registered Indian women in the same age group with non-university attainment and 20% with university attainment. When the various types of post-secondary certification are compared, it is apparent that Aboriginal women tend to have greater attainment for all types of post-secondary certification except for trades certificates or diplomas. A similar pattern is found among the non-Aboriginal population.

- * **Aboriginal women generally have higher levels of educational attainment than Aboriginal men, particularly in the area of university education and completion of certification.**
- * **Larger percentages of Aboriginal men than Aboriginal women have trades certification.**

Table 3a
Proportion of Male Population 15+ by Highest Level of Schooling, Age and Identity Groups, Canada, 2001

(Attending or Not Attending School)	Age Group				Total 15+
	15-24	25-44	45-64	65+	
	Percent				
Registered Indian					
Less than grade 9	11.8	11.7	27.5	69.0	18.4
Secondary school	70.5	39.8	28.6	16.1	44.5
without certificate	60.6	30.1	22.7	12.8	35.9
with certificate	10.0	9.6	6.0	3.3	8.6
Trades or other non-university	13.2	35.9	31.9	11.5	27.4
without certificate	6.5	9.8	6.9	2.2	7.8
with trades certificate or diploma	4.7	17.2	17.7	7.2	13.3
with other certificate or diploma	2.0	9.0	7.3	2.2	6.3
University	4.5	12.7	12.1	3.5	9.8
without university certificate, diploma or degree	3.9	8.0	6.2	1.4	6.1
with university certificate or diploma	0.2	1.2	1.5	0.4	1.0
with university degree	0.4	3.4	4.3	1.8	2.7
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	46,820	77,090	36,265	9,965	170,140
Others with Aboriginal Identity					
Less than grade 9	5.8	6.9	20.3	54.3	12.7
Secondary school	71.8	39.4	31.3	21.6	44.8
without certificate	57.0	27.1	23.4	17.8	33.4
with certificate	14.8	12.3	7.9	3.8	11.4
Trades or other non-university	15.1	40.0	34.9	17.9	31.0
without certificate	6.8	9.6	6.0	2.8	7.6
with trades certificate or diploma	4.8	19.5	21.1	11.8	15.6
with other certificate or diploma	3.5	10.9	7.9	3.4	7.8
University	7.3	13.7	13.4	6.1	11.5
without university certificate, diploma or degree	5.7	7.1	5.7	2.3	6.1
with university certificate or diploma	0.6	1.0	1.6	0.9	1.0
with university degree	1.0	5.6	6.2	2.9	4.4
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	36,775	61,590	34,680	8,180	141,220
Other Canadians (without Aboriginal identity)					
Less than grade 9	2.7	3.2	10.4	31.7	9.3
Secondary school	58.4	29.0	30.4	31.2	34.8
without certificate	41.8	15.7	17.6	22.2	21.7
with certificate	16.7	13.4	12.8	9.0	13.2
Trades or other non-university	21.1	35.7	30.3	21.1	29.5
without certificate	10.0	6.9	4.3	3.2	6.1
with trades certificate or diploma	4.9	15.0	16.0	13.0	13.3
with other certificate or diploma	6.1	13.8	10.1	5.0	10.1
University	17.8	32.1	28.9	16.0	26.4
without university certificate, diploma or degree	12.5	8.5	6.5	3.4	7.9
with university certificate or diploma	1.0	2.2	2.7	1.9	2.1
with university degree	4.2	21.3	19.6	10.7	16.4
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	1,950,690	4,300,570	3,490,225	1,573,945	11,315,425

Table 3b
Proportion of Female Population 15+ by Highest Level of Schooling, Age and Identity Groups, Canada, 2001

(Attending or Not Attending School)	Age Group				Total 15+
	15-24	25-44	45-64	65+	
	Percent				
Registered Indian					
Less than grade 9	9.2	9.5	25.0	67.4	16.7
Secondary school	68.2	34.7	30.0	19.5	40.9
without certificate	57.3	26.0	22.5	15.2	32.2
with certificate	10.9	8.7	7.5	4.2	8.7
Trades or other non-university	15.1	35.9	29.2	9.9	27.5
without certificate	8.6	11.7	6.9	2.3	9.2
with trades certificate or diploma	3.2	10.3	10.5	3.8	8.2
with other certificate or diploma	3.2	13.9	11.8	3.8	10.1
University	7.5	19.9	15.8	3.3	14.8
without university certificate, diploma or degree	6.2	10.9	6.4	1.5	8.1
with university certificate or diploma	0.4	2.4	2.7	0.8	1.9
with university degree	0.9	6.7	6.7	1.1	4.9
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	48,370	89,985	44,385	12,740	195,485
Others with Aboriginal Identity					
Less than grade 9	4.6	5.3	16.9	52.4	10.6
Secondary school	66.2	33.4	35.7	30.5	42.1
without certificate	52.4	21.8	25.6	24.3	30.6
with certificate	13.8	11.6	10.1	6.1	11.5
Trades or other non-university	17.7	42.5	31.8	12.9	31.9
without certificate	8.2	11.1	7.3	3.9	9.0
with trades certificate or diploma	3.7	12.2	10.6	4.2	9.2
with other certificate or diploma	5.8	19.3	13.8	4.7	13.7
University	11.5	18.8	15.6	4.3	15.3
without university certificate, diploma or degree	8.9	9.0	6.1	1.6	7.8
with university certificate or diploma	0.6	1.8	2.8	1.0	1.6
with university degree	2.0	8.0	6.8	1.6	5.8
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	37,100	65,740	33,870	8,790	145,500
Other Canadians (without Aboriginal identity)					
Less than grade 9	1.9	2.7	10.7	32.7	10.0
Secondary school	51.4	27.1	36.3	39.8	35.8
without certificate	36.8	12.7	18.6	26.9	20.6
with certificate	14.6	14.4	17.7	13.0	15.2
Trades or other non-university	22.5	35.1	28.4	17.5	28.1
without certificate	10.0	7.1	5.4	4.7	6.6
with trades certificate or diploma	3.7	8.9	8.2	5.0	7.2
with other certificate or diploma	8.9	19.0	14.8	7.8	14.3
University	24.2	35.2	24.6	10.0	26.0
without university certificate, diploma or degree	15.6	8.8	5.8	2.7	7.9
with university certificate or diploma	1.5	3.0	3.9	2.6	3.0
with university degree	7.1	23.4	14.9	4.7	15.1
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	1,868,440	4,452,210	3,601,710	2,011,225	11,933,580

Table 4a
Proportion of Male Population 15+ by Highest Level of Schooling, Age and Other
Aboriginal Identity Groups, Canada, 2001

(Attending or Not Attending School)	Age Group				Total 15+
	15-24	25-44	45-64	65+	
	Percent				
Métis					
Less than grade 9	3.9	5.2	18.0	53.1	10.9
Secondary school	72.2	40.1	32.3	22.3	45.1
without certificate	56.5	27.6	24.5	18.1	33.5
with certificate	15.7	12.5	7.7	4.3	11.6
Trades or other non-university	15.4	39.9	35.4	18.6	31.3
without certificate	6.6	9.2	5.9	2.6	7.3
with trades certificate or diploma	4.9	19.7	21.6	12.9	16.1
with other certificate or diploma	3.9	11.0	7.9	3.1	7.9
University	8.5	14.9	14.4	6.0	12.6
without university certificate, diploma or degree	6.8	7.7	5.7	2.8	6.7
with university certificate or diploma	0.5	1.1	1.9	0.5	1.1
with university degree	1.1	6.1	6.7	2.6	4.8
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	23,355	39,980	23,630	5,475	92,440
Inuit					
Less than grade 9	18.6	21.5	44.0	80.9	28.1
Secondary school	65.9	28.6	14.9	4.6	36.4
without certificate	57.1	23.6	10.6	5.3	30.5
with certificate	8.8	5.1	4.5	0.0	5.8
Trades or other non-university	13.3	44.1	37.3	12.5	31.5
without certificate	7.5	14.6	9.2	2.0	10.7
with trades certificate or diploma	4.2	18.4	20.8	7.2	13.8
with other certificate or diploma	1.8	11.0	7.3	3.3	7.0
University	2.1	5.7	3.9	1.3	4.0
without university certificate, diploma or degree	1.3	3.3	2.0	0.0	2.2
with university certificate or diploma	0.2	0.6	1.0	0.0	0.5
with university degree	0.4	1.9	1.0	0.0	1.2
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	4,140	5,940	2,455	760	13,290
Non-Status Indian					
Less than grade 9	5.1	5.8	20.1	48.7	11.3
Secondary school	73.3	42.2	33.5	26.8	47.5
without certificate	58.0	27.5	24.0	22.8	34.4
with certificate	15.3	14.7	9.6	4.6	13.1
Trades or other non-university	14.7	38.4	33.2	16.2	29.7
without certificate	6.8	8.9	5.7	3.4	7.3
with trades certificate or diploma	4.7	19.2	19.9	9.7	15.0
with other certificate or diploma	3.3	10.2	7.6	3.1	7.4
University	6.9	13.6	13.3	8.3	11.5
without university certificate, diploma or degree	5.0	7.2	6.4	1.7	6.1
with university certificate or diploma	0.8	0.7	0.9	1.7	0.9
with university degree	1.0	5.7	6.0	4.8	4.5
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	8,655	14,755	7,780	1,755	32,940

Table 4b
Proportion of Female Population 15+ by Highest Level of Schooling, Age and
Other Aboriginal Identity Groups, Canada, 2001

(Attending or Not Attending School)	Age Group				Total 15+
	15-24	25-44	45-64	65+	
	Percent				
Métis					
Less than grade 9	2.9	3.1	13.5	52.4	8.6
Secondary school	64.9	33.4	37.6	30.3	42.1
without certificate	50.6	21.5	27.3	24.6	30.4
with certificate	14.3	11.9	10.3	5.6	11.7
Trades or other non-university	18.8	43.5	32.9	13.6	32.9
without certificate	8.1	10.7	7.2	3.5	8.8
with trades certificate or diploma	3.9	12.4	11.2	4.5	9.5
with other certificate or diploma	6.7	20.4	14.5	5.6	14.6
University	13.4	20.0	16.0	3.8	16.4
without university certificate, diploma or degree	10.5	9.5	6.2	1.6	8.5
with university certificate or diploma	0.7	1.8	2.8	1.1	1.7
with university degree	2.2	8.7	7.0	0.9	6.2
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	23,520	41,880	22,585	5,850	93,825
Inuit					
Less than grade 9	15.9	21.6	52.6	84.6	28.5
Secondary school	65.4	28.1	13.7	4.1	35.2
without certificate	57.0	21.4	10.8	3.3	29.0
with certificate	8.3	6.7	3.2	0.0	6.2
Trades or other non-university	14.4	41.1	26.1	10.6	29.2
without certificate	9.6	15.6	7.4	3.3	11.8
with trades certificate or diploma	1.8	11.2	8.4	4.1	7.7
with other certificate or diploma	2.9	14.2	10.2	3.3	9.7
University	4.4	9.1	7.4	1.6	7.2
without university certificate, diploma or degree	3.4	4.6	2.2	0.0	3.6
with university certificate or diploma	0.4	1.4	1.8	1.6	1.1
with university degree	0.9	3.2	3.6	3.3	2.4
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	3,955	6,565	2,490	615	13,625
Non-Status Indian					
Less than grade 9	3.9	4.2	15.4	43.8	9.0
Secondary school	70.2	35.4	36.8	38.5	45.0
without certificate	55.3	22.5	25.3	29.3	32.0
with certificate	15.0	13.0	11.5	9.2	12.9
Trades or other non-university	16.3	40.6	30.5	11.6	30.3
without certificate	7.9	10.4	7.5	5.1	8.7
with trades certificate or diploma	3.6	11.7	9.9	3.6	8.7
with other certificate or diploma	4.8	18.6	13.1	3.1	12.8
University	9.6	19.7	17.3	6.3	15.7
without university certificate, diploma or degree	7.1	9.1	7.1	1.9	7.7
with university certificate or diploma	0.3	2.0	2.9	0.5	1.7
with university degree	2.3	8.6	7.2	3.4	6.3
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	9,095	15,870	7,955	2,065	34,985

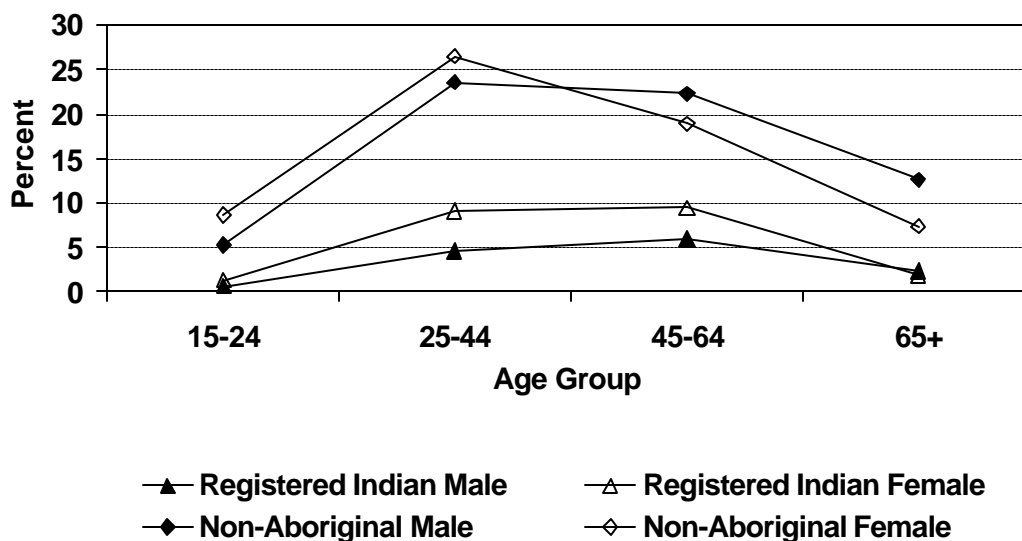
Table 5 summarizes selected data from Tables 3a, 3b, 4a, and 4b. It focuses on a single age group, those 25-44 years old, and compares men and women's university and non-university attainment. The 25-44 age group has been chosen because it has the highest level of attainment for all the identity groups. The table shows that within all of the Aboriginal groups, a higher proportion of women than men have university attainment. With regard to non-university attainment, the picture is mixed. Among the Inuit a higher proportion of men than women have some level of non-university attainment, while among the Métis and Non-Status Indian populations the reverse is true, and among Registered Indians there is no difference between men and women. Within the non-Aboriginal population there is little difference in proportions between men and women.

Table 5
Proportion of Male and Female, Aged 25-44 with Non-University and University Attainment by Identity Group, Canada, 2001

Identity Group	Educational Attainment	Male	Female	Difference
			Percent	
Registered Indian	Non-University	35.9	35.9	0.0
	University	12.7	19.9	-7.7
Métis	Non-University	39.9	43.5	-3.6
	University	14.9	20.0	-5.1
Inuit	Non-University	44.1	41.1	3.0
	University	5.7	9.1	-3.4
Non-Status Indian	Non-University	38.4	40.6	-2.2
	University	13.6	19.7	-6.1
Non-Aboriginal	Non-University	35.7	35.1	0.6
	University	32.1	35.2	-0.1

The differences between men and women are larger in the proportion of the population with a university certificate, diploma or degree. Figure 5 (below) provides a comparison of university certification among Registered Indian men and women in different age groups, also showing the non-Aboriginal population for comparison. As the figure shows, in the 25-44 and 45-64 age groups, higher percentages of Registered Indian women have university certification than Registered Indian men. Among the non-Aboriginal population the differences between men and women are smaller, and more non-Aboriginal men in the older age groups have university certification than non-Aboriginal women.

Figure 5
Proportion of Population with University Certificate by Gender, Age and Identity Groups, Canada, 2001



1.4 Educational Attainment by Geographic Location

Geographic location is often related to educational attainment, reflecting such things as regional and local differences in educational systems and the labour market. There is also research showing a relationship between geographic location and access to post-secondary education in Canada. The research suggests that proximity to colleges and universities has an effect on participation rates, particularly among middle- and lower-income populations.⁵

The present study looks at geographic location in several ways. First, rural and urban locations are compared using three categories: Rural (places with populations of less than 10,000), Towns (places with populations of 10,000 to 99,999), and Cities (places with populations of 100,000 or more). Second, on-reserve and off-reserve populations are compared. Third, differences among provinces or regions are compared; and last, differences between individual cities with significant Aboriginal populations are compared. Within each geographic approach, data are presented for the Registered Indian, Other Aboriginal, and non-Aboriginal populations. (More detailed data on provinces or regions and cities can be found in the Appendix to this study.)

⁵ Frenette 2002; Frenette 2003.

Table 6 provides an overview of the differences in educational attainment between rural and urban locations in Canada. Among all three identity groups, educational attainment is lower in rural areas than in towns or cities. This is most evident at the highest and lowest levels of attainment. Among both Registered Indians and others with Aboriginal identity, the proportion of the population with less than grade 9 education is twice as high in rural areas as it is in towns or cities. At the other extreme, the percentages of the Registered Indian and Other Aboriginal populations with university attainment living in cities are almost twice as high as the percentages with university attainment living in rural areas.

Table 6
Proportion of Population 15+ by Highest Level of Schooling, Type of Location and Identity Group, Canada, 2001

(Attending or Not Attending School)	Rural	Towns	Cities	Total
	Percent			
Registered Indian				
Less than grade 9	22.0	11.4	9.4	17.5
Secondary school	42.2	44.0	42.6	42.6
without certificate	34.4	33.9	32.6	33.9
with certificate	7.8	10.0	10.0	8.6
Trades or other non-university	26.1	30.2	29.3	27.4
without certificate	7.8	10.0	9.7	8.6
with trades certificate or diploma	11.0	10.0	9.5	10.5
with other certificate or diploma	7.3	10.2	10.0	8.3
University	9.7	14.4	18.6	12.5
without certificate	5.7	8.8	10.0	7.2
with certificate or diploma	1.3	1.6	1.7	1.4
degree	2.7	4.0	7.0	3.9
Total Percentage	100.0	100.0	100.0	100.0
Total Number	227,395	50,680	87,550	365,620
Others with Aboriginal Identity				
Less than grade 9	16.2	8.4	7.3	11.6
Secondary school	43.1	46.4	42.6	43.5
without certificate	32.7	33.3	30.7	32.0
with certificate	10.5	13.1	11.9	11.4
Trades or other non-university	31.2	32.1	31.4	31.4
without certificate	7.7	8.6	9.0	8.3
with trades certificate or diploma	13.6	11.8	11.0	12.3
with other certificate or diploma	9.9	11.7	11.5	10.8
University	9.5	13.1	18.7	13.5
without university certificate, diploma or degree	5.1	6.9	9.4	7.0
with university certificate or diploma	1.1	1.5	1.5	1.3
with university degree	3.2	4.6	7.8	5.1
Total Percentage	100.0	100.0	100.0	100.0
Total Number	134,005	46,460	106,260	286,720
Other Canadians (without Aboriginal identity)				
Less than grade 9	12.5	9.4	8.5	9.7
Secondary school	40.6	38.6	32.2	35.3
without certificate	25.7	23.5	18.5	21.1
with certificate	14.9	15.1	13.7	14.2
Trades or other non-university	30.4	31.4	27.5	28.8
without certificate	5.7	6.7	6.6	6.4
with trades certificate or diploma	12.8	11.6	8.6	10.2
with other certificate or diploma	11.9	13.1	12.2	12.2
University	16.5	20.6	31.8	26.2
without university certificate, diploma or degree	5.7	7.2	9.0	7.9
with university certificate or diploma	1.9	2.2	2.9	2.5
with university degree	8.8	11.2	19.9	15.7
Total Percentage	100.0	100.0	100.0	100.0
Total Number	6,270,540	3,108,780	13,869,690	23,249,015

At the same time there is relatively little difference in the proportions with non-university attainment between those living in rural areas, towns or cities. There is a tendency among all three populations to have slightly lower proportions with non-university education in cities than in towns. There are also slightly higher proportions of the Registered Indian and the Other Aboriginal populations with non-university education than is found among the non-Aboriginal population.

Figure 6 focuses on university educational attainment, for which sharp differences can be seen between rural and urban areas and between the Aboriginal and non-Aboriginal population. This figure shows higher proportions with university attainment in all three groups as we go from rural to urban areas. It also shows that there is a substantial difference between the two Aboriginal groups and the non-Aboriginal population in each geographic area. The gap in university education between Aboriginal and non-Aboriginal populations is about six or seven percent in rural areas and towns, but about 13 percent in cities. There is almost no difference between the Registered Indian and Other Aboriginal populations in university attainment in the various areas.

Figure 6
Proportion of Population 15+ with Any University Education by Type of Location and Identity Group, Canada, 2001

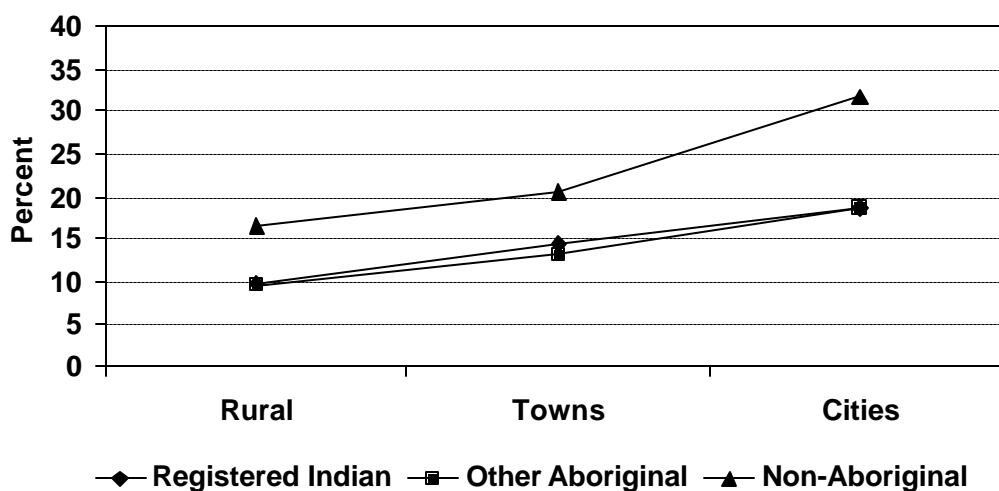
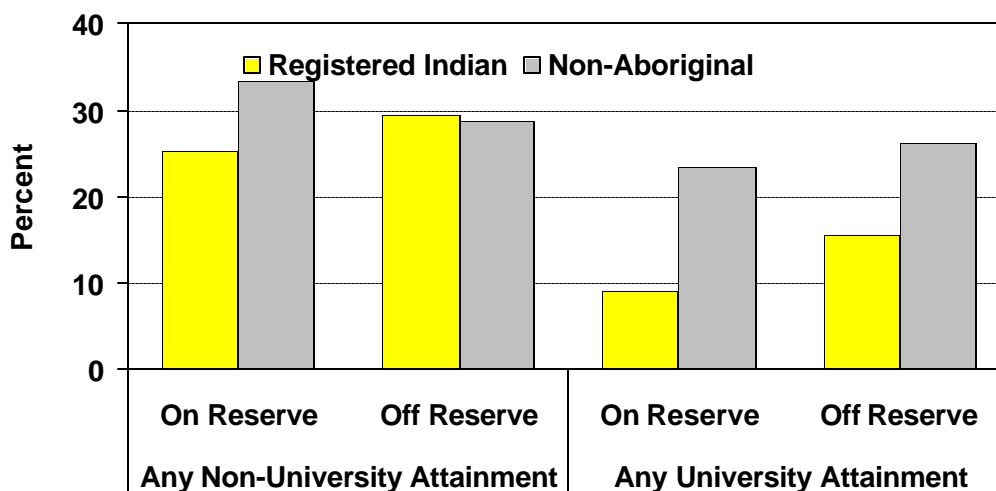


Table 7 looks at differences in educational attainment among those living on and off reserve. The table also provides a comparison of men and women and the Registered Indian, Other Aboriginal and non-Aboriginal populations. The Registered Indian population makes up about 82 percent of the total on-reserve population, while the Other Aboriginal population is about 3 percent of the on-reserve population and the remaining 15 percent is non-Aboriginal.

The table shows that there are large differences in educational attainment between the on- and off-reserve populations. The proportion of Registered Indians living off reserve with less than a grade 9 education is half the proportion of those living on reserve. At the other extreme, the proportion of Registered Indians with some level of university education is much higher off reserve (16 percent) than on reserve (9 percent). The differences among the Other Aboriginal population living on and off reserve follow the same pattern, but are not as great as among the Registered Indian population. Among the non-Aboriginal population the differences between those living on and off reserve are small; educational attainment is sometimes higher on reserve and sometimes higher off reserve, depending on which educational level is examined. When Table 7 is compared to Table 6, it can be seen that the non-Aboriginal *on-reserve* population is better educated than the non-Aboriginal *rural* population. This is consistent with the idea that the non-Aboriginal population living on reserve is, to some extent, an imported labour force used to fill jobs requiring higher educational levels.

Figure 7 focuses on measures of post-secondary education for the Registered Indian and Non-Aboriginal populations living on and off reserve. It can be seen that, for both non-university and university attainment, the differences between the Registered Indian population and the non-Aboriginal population are greater on reserve than off reserve. It is noteworthy that a high proportion of the non-Aboriginal population living on reserve has non-university educational attainment. While the non-Aboriginal population made up about 15% of the on-reserve population in 2001, they were 25% of the population with post-secondary certification (including university and non-university). This suggests that there is a shortage of Registered Indians on reserve with post-secondary qualifications and that Non-Aboriginal people with these qualifications have been attracted to the reserves to meet the reserves' labour needs.

Figure 7
Proportion of Registered Indian and Non-Aboriginal Populations by Non-University or University Educational Attainment and On- and Off-Reserve Residence, Canada, 2001



- * **The Registered Indian population living off reserve has higher levels of post-secondary attainment than the on-reserve Registered Indian population.**
- * **The off-reserve Registered Indian population has similar levels of non-university attainment, but much lower levels of university attainment, compared to the non-Aboriginal population.**

Table 7a provides the basis for comparing the educational attainment of men and women living on or off reserve. The table shows that, both on and off reserve, a higher proportion of Registered Indian women than men have university attainment. Conversely, a higher proportion of Registered Indian men than women have elementary or secondary levels of attainment. When a closer look is taken at the various levels of non-university education, a clear division between the sexes can be seen. Much larger percentages of Registered Indian men have trades certificates compared with Registered Indian women, both on and off reserve. On the other hand, a higher proportion of Registered Indian women have other non-university certification, and again, this applies to both the on- and off-reserve population. In short, men, more often than women, have trades certification, while women, more often than men, have non-trades certification or any level of university education. The same pattern tends to be true for the non-Aboriginal populations, except that non-Aboriginal men and women are very similar in their levels of university attainment.

Table 7b provides comparative data based on the 1996 Census. The data in this table concerning the Registered Indian and non-Aboriginal populations can be compared to Table 7a to identify trends in educational attainment. However, the data for the Other Aboriginal population does not provide reliable trend data and illustrates the danger in attempting to compare Aboriginal data from different Census years (see Notes to Users). A comparison of the tables would suggest that the Other Aboriginal population increased by 82,385 between 1996 and 2001, an increase of 40% over five years. This rate of increase is equivalent to an annual increase of seven percent per year, which is greater than the theoretical maximum rate of increase for a population. This suggests that people have changed their self-identification in response to the Census question concerning Aboriginal identity, and that many who did not identify themselves as Aboriginal in 1996 did so in 2001.⁶

⁶ For additional information on responses to Census questions on Aboriginal identity and “ethnic mobility”, see Siggner 1998 and Guimond et al 2001.

Table 7a
Proportion of Population 15+ by Highest Level of Schooling, Gender, Identity Group and On- and Off-Reserve Residence, Canada, 2001

(Attending or Not Attending School)	On Reserve			Off Reserve		
	Male	Female	Total	Male	Female	Total
	Percent					
Registered Indian						
Less than grade 9	25.1	23.3	24.2	11.3	11.5	11.4
Secondary school	42.7	40.1	41.4	46.3	41.6	43.6
without certificate	36.1	33.2	34.7	35.7	31.5	33.3
with certificate	6.7	6.9	6.8	10.6	10.1	10.3
Trades or other non-university	25.7	24.9	25.3	29.1	29.6	29.4
without certificate	7.0	8.0	7.5	8.7	10.2	9.5
with trades certificate or diploma	13.6	8.4	11.0	12.9	8.0	10.1
with other certificate or diploma	5.1	8.4	6.7	7.5	11.5	9.8
University	6.5	11.7	9.0	13.2	17.3	15.6
without university certificate, diploma or degree	4.3	6.7	5.5	8.0	9.2	8.7
with university certificate or diploma	0.8	1.7	1.3	1.1	2.0	1.6
with university degree	1.4	3.2	2.3	4.1	6.2	5.3
Total Percentage	100.0	100.0	100.0	100.0	100.0	100.0
Total Number	87,460	86,195	173,655	82,680	109,290	19,197
Others with Aboriginal Identity						
Less than grade 9	22.3	17.3	19.9	12.4	10.5	11.4
Secondary school	41.2	41.8	41.5	44.9	42.2	43.5
without certificate	33.2	33.3	33.2	33.5	30.6	32.0
with certificate	7.9	8.5	8.2	11.5	11.6	11.5
Trades or other non-university	30.6	29.6	30.1	31.0	31.9	31.5
without certificate	8.1	9.9	8.9	7.6	9.0	8.3
with trades certificate or diploma	16.5	9.6	13.1	15.6	9.1	12.3
with other certificate or diploma	6.0	10.4	8.1	7.9	13.8	10.9
University	6.0	11.2	8.5	11.7	15.4	13.6
without university certificate, diploma or degree	3.2	5.2	4.2	6.2	7.9	7.1
with university certificate or diploma	0.6	1.6	1.2	1.0	1.6	1.3
with university degree	2.1	4.4	3.2	4.5	5.9	5.2
Total Percentage	100	100.0	100.0	100.0	100.0	100.0
Total Number	3,900	3,645	7,550	137,320	141,855	279,180
Other Canadians (without Aboriginal identity)						
Less than grade 9	7.3	4.5	5.9	9.3	10.0	9.7
Secondary school	35.9	38.9	37.4	34.8	35.8	35.3
without certificate	25.5	24.8	25.2	21.6	20.6	21.1
with certificate	10.4	14.1	12.3	13.2	15.2	14.2
Trades or other non-university	34.2	32.3	33.2	29.5	28.1	28.8
without certificate	6.3	7.5	6.9	6.1	6.6	6.4
with trades certificate or diploma	18.8	10.2	14.5	13.3	7.2	10.2
with other certificate or diploma	9.1	14.6	11.8	10.1	14.3	12.2
University	22.6	24.3	23.4	26.4	26.0	26.2
without university certificate, diploma or degree	7.3	7.8	7.6	7.9	7.9	7.9
with university certificate or diploma	1.8	2.7	2.3	2.1	3.0	2.5
with university degree	13.5	13.7	13.6	16.4	15.1	15.7
Total Percentage	100.0	100.0	100.0	100.0	100.0	100.0
Total Number	15,765	15,495	31,260	11,299,665	11,918,085	23,217,750

Table 7b
Proportion of Population 15+ by Highest Level of Schooling, Gender, Identity Group and On- and Off-Reserve Residence, Canada, 1996

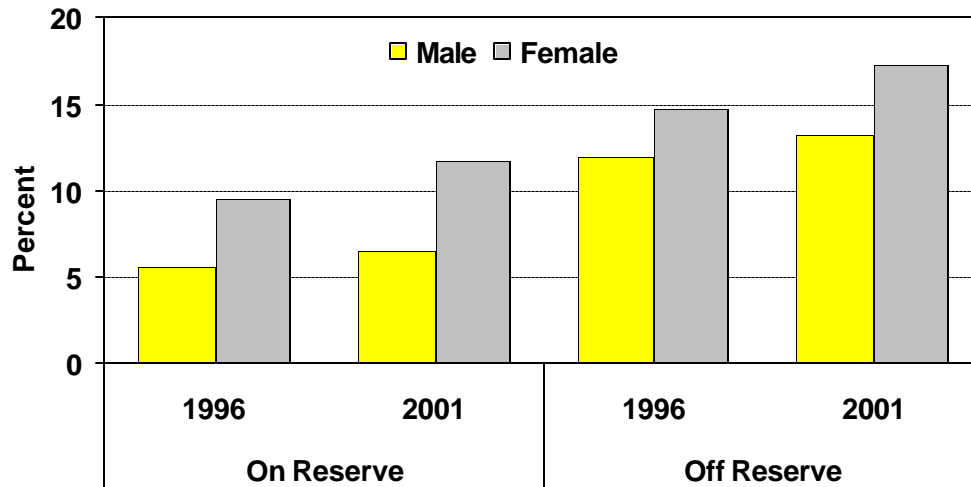
(Attending or Not Attending School)	On Reserve			Off Reserve		
	Male	Female	Total	Male	Female	Total
	Percent					
Registered Indian						
Less than grade 9	30.4	28.8	29.6	14.4	15.3	14.9
Secondary school	40.1	38.6	39.4	46.5	41.4	43.5
without certificate	34.7	32.8	33.8	36.8	32.9	34.5
with certificate	5.4	5.8	5.6	9.7	8.5	9.0
Trades or other non-university	24.0	23.1	23.5	27.2	28.6	28.0
without certificate	7.3	7.7	7.5	9.0	10.6	9.9
with trades certificate or diploma	11.8	7.4	9.7	11.7	7.4	9.2
with other certificate or diploma	4.8	8.0	6.4	6.5	10.6	8.9
University	5.6	9.5	7.5	11.9	14.7	13.5
without university certificate, diploma or degree	4.5	6.9	5.7	8.5	10.1	9.4
with degree	1.1	2.5	1.8	3.4	4.6	4.1
Total Percentage	100.0	100.0	100.0	100.0	100.0	100.0
Total Number	75,965	72,185	148,155	69,005	95,245	164,250
Others with Aboriginal Identity						
Less than grade 9	25.5	29.6	27.7	15.4	16.6	16.0
Secondary school	40.0	39.5	39.6	42.8	45.2	44.0
without certificate	32.9	33.5	33.3	32.1	34.9	33.5
with certificate	7.1	5.8	6.4	10.7	10.3	10.5
Trades or other non-university	27.4	26.7	27.0	29.2	28.4	28.8
without certificate	10.9	7.4	9.1	9.9	7.5	8.7
with trades certificate or diploma	6.6	13.8	10.3	8.0	14.2	11.1
with other certificate or diploma	9.9	5.5	7.6	11.3	6.7	9.0
University	7.1	4.2	5.6	12.6	9.8	11.2
without university certificate, diploma or degree	4.2	2.9	3.6	8.4	6.2	7.3
with degree	2.7	1.4	2.0	4.2	3.6	3.9
Total Percentage	100.0	100.0	100.0	100.0	100.0	100.0
Total Number	2,975	3,295	6,270	99,740	98,340	198,075
Other Canadians (without Aboriginal identity)						
Less than grade 9	8.5	5.8	7.2	11.5	12.3	11.9
Secondary school	34.2	37.6	35.8	35.8	37.9	36.9
without certificate	24.2	24.5	24.3	22.7	22.1	22.4
with certificate	9.9	13.1	11.5	13.1	15.8	14.5
Trades or other non-university	34.2	31.9	33.1	28.6	27.3	27.9
without certificate	6.0	7.2	6.6	6.1	6.8	6.4
with trades certificate or diploma	19.2	9.4	14.4	13.0	6.9	9.9
with other certificate or diploma	9.1	15.3	12.1	9.5	13.5	11.6
University	23.1	24.7	23.9	24.1	22.5	23.3
without university certificate, diploma or degree	8.8	10.6	9.7	9.5	10.0	9.8
with degree	14.3	14.0	14.2	14.6	12.5	13.5
Total Percentage	100.0	100.0	100.0	100.0	100.0	100.0
Total Number	14,345	13,715	28,060	10,641,815	11,188,035	21,829,850

By comparing the two tables, it can be seen that there has been an increase in educational attainment among the Registered Indian and non-Aboriginal populations, including those living on and off reserve. The percentage of the on-reserve Registered Indian population with some level of non-university education increased from 23.5% to 25.3%, while the proportion with some level of University education increased from about 7.5% to 9.0%. Similar increases were found among the Registered Indian population living off reserve. In comparison, the proportion of the non-Aboriginal population off reserve with some level of non-university education increased from about 28% in 1996 to 29% in 2001, and the proportion with some level of University education increased from about 23% to 26%. Therefore, while post-secondary attainment among the Registered Indian population increased, both on and off reserve, it was also increasing among the general Canadian population by the same amount or more, which means that gaps remain between those two groups.

Between 1996 and 2001, Registered Indian women increased their attainment to a greater degree than Registered Indian men, as illustrated in Figure 8. The gap between men in the proportion with any university attainment increased among the Registered Indian population living both on and off reserve. In 1996 the proportion of Registered Indian women living on reserves with some university attainment was greater than the proportion among Registered Indian men on reserve by about 4 percentage points, while in 2001 this gap had increased to about 5 percentage points. Off reserve, the gap had increased from about 3 to about 4 percentage points.

*** Between 1996 and 2001, the proportion of Registered Indian women with university attainment increased more rapidly than that of Registered Indian men, both on and off reserve.**

Figure 8
Proportion of Registered Indian Male and Female 15+ with Any University Attainment by On- and Off-Reserve Residence, Canada, 1996 and 2001



The post-secondary attainment of the population living in various provinces or regions is shown in Table 8. In this table the four Atlantic provinces have been combined into a single Atlantic region, and Yukon, Northwest Territories and Nunavut have been combined into the Northern Canada region. Compared to the Canadian averages, the proportions of the population with post-secondary education are relatively low among the Registered Indian, Métis and Non-Status Indian populations of Manitoba and Saskatchewan and the Inuit population of Québec. Post-secondary education proportions are relatively high in the Atlantic region among Registered Indians, in the North among Métis, and among Inuit in Ontario and the western provinces. The proportions with post-secondary education are also high among the non-Aboriginal population in the North. (More detailed information on the provinces and regions can be found in the appendix.)

Table 8
Proportion of Population 15+ with Post-Secondary Education by Identity Group and Certificate, Canada, Province and Region, 2001

	Registered Indian	Métis	Inuit	Non-Status Indian	Non- Aboriginal
	Percent				
Canada					
Post-secondary without certificate	15.7	15.6	14.2	15.0	14.3
Post-secondary with certificate	24.2	31.0	21.7	28.7	40.7
Any post-secondary	39.9	46.6	35.9	43.7	55.0
Atlantic Region					
Post-secondary without certificate	19.9	12.0	14.8	15.2	13.3
Post-secondary with certificate	30.9	36.6	30.7	28.4	37.6
Any post-secondary	50.8	48.6	45.5	43.6	51.0
Québec					
Post-secondary without certificate	12.5	15.0	10.3	12.5	12.5
Post-secondary with certificate	23.5	29.2	15.0	30.4	38.8
Any post-secondary	36.0	44.1	25.4	43.0	51.3
Ontario					
Post-secondary without certificate	15.6	14.5	17.9	14.4	14.1
Post-secondary with certificate	28.6	35.2	29.5	29.9	41.9
Any post-secondary	44.2	49.7	48.0	44.3	56.1
Manitoba					
Post-secondary without certificate	13.7	14.9	29.7	14.2	15.3
Post-secondary with certificate	17.8	27.0	18.9	21.6	37.0
Any post-secondary	31.4	41.9	43.2	35.9	52.3
Saskatchewan					
Post-secondary without certificate	16.3	16.1	24.0	14.0	14.4
Post-secondary with certificate	20.1	28.2	36.0	23.4	36.6
Any post-secondary	36.4	44.3	52.0	37.4	51.0
Alberta					
Post-secondary without certificate	17.2	16.5	14.8	16.3	15.9
Post-secondary with certificate	23.4	29.9	30.3	26.3	42.5
Any post-secondary	40.6	46.4	44.4	42.6	58.4
British Columbia					
Post-secondary without certificate	16.6	17.2	16.5	16.7	17.2
Post-secondary with certificate	26.0	34.1	32.9	29.9	42.8
Any post-secondary	42.5	51.3	48.1	46.6	60.0
Northern Canada					
Post-secondary without certificate	14.8	17.4	14.8	12.8	17.3
Post-secondary with certificate	26.8	38.0	21.0	31.4	52.9
Any post-secondary	41.6	55.4	35.8	44.2	70.2

Table 9 focuses on the educational attainment of the Aboriginal population in the ten Canadian cities with the largest Aboriginal identity populations. The table shows the proportions of the population with any level of post-secondary education for three groups – the Registered Indian, Other Aboriginal, and non-Aboriginal populations. Also shown are the total Aboriginal population for each city and the Aboriginal population as a proportion of the total city population. The last column shows the difference in the proportions of the non-Aboriginal and Registered Indian populations with post-secondary attainment.

Table 9
Population 15+ with Any Post-Secondary Attainment by Identity Group, Selected Cities, Canada, 2001

City	Aboriginal Identity Population	Aboriginal Percent of City Population	Percent With Any Post-Secondary Attainment			
			Registered Indian	Other Aboriginal	Other Canadian	All Canadian Cities ¹
			Percent			
Winnipeg	37,215	7.5	39.3	45.9	57.4	18.1
Edmonton	27,595	3.9	46.9	47.4	59.9	13.0
Vancouver	27,125	1.7	49.4	52.9	63.2	13.7
Toronto	15,170	0.4	53.1	53.2	59.6	6.5
Calgary	15,230	2.1	52.4	52.3	65.0	12.5
Saskatoon	12,530	7.7	46.1	51.2	60.4	14.3
Ottawa - Hull	10,690	1.3	61.7	55.1	64.3	2.7
Regina	9,550	6.7	45.0	49.3	58.5	13.6
Montréal	8,835	0.3	48.0	49.7	55.7	7.7
Prince Albert	7,140	30.9	41.0	43.0	53.5	12.5
Canada Urban Total or Average²	193,810	1.4	47.9	50.1	59.3	11.4

¹ Other Canadian – Registered Indian.

² For urban areas with populations of 100,000 or more.

First, it should be noted that the attainment levels in these ten cities are generally higher than the average attainment among the Aboriginal population of Canada. As can be calculated from previous tables (such as Table 1a), the proportion of the Registered Indian population with any post-secondary education is about 40 percent, and the proportion of the Other Aboriginal population with any post-secondary education is about 45 percent. With the exceptions of Winnipeg and Prince Albert, the Aboriginal populations of the cities in Table 9 have higher proportions with post-secondary education. Second, the western cities in the table have higher Aboriginal populations as a proportion of their total

populations, but the Aboriginal populations in these cities tend to be less well educated. The greatest disparities between the Registered Indian and non-Aboriginal populations are also found in western cities, most notably Winnipeg. (More detailed information on 43 cities selected for this study can be found in the appendix.)

- * **Post-secondary attainment varies substantially among the Aboriginal population in different regions and cities across Canada. Aboriginal attainment levels tend to be higher in the Atlantic Region, Ontario and British Columbia, and lower in Manitoba, Saskatchewan and Québec**

- * **Among the ten cities with the largest Aboriginal populations, the differences between the Aboriginal population and others in post-secondary attainment is smallest in Ottawa, Toronto and Montréal and greatest in Winnipeg.**

1.5 Educational Attainment and Family Status

Educational attainment can also be looked at for individuals with different family statuses. The Census identifies individuals as being spouses, lone parents, sons or daughters living with their parents, or non-family individuals. Because lone parents are seen as having a greater child care burden and low incomes, there is concern that lack of child care resources or income could be a barrier to post-secondary education. As Table 10 shows, being a lone parent may be a barrier among the younger age groups, but seems to be less of a barrier for older lone parents. Among all identity groups, a smaller proportion of lone parents in the 15-24 age group have attained post-secondary certification compared to spouses of the same age and gender. Among the 25-44 age group, however, the proportion of female lone parents with post-secondary certification is similar to the proportion of female spouses with post-secondary certification, at least among the various Aboriginal identity groups. In contrast, among non-Aboriginal women 25-44, the proportion of lone parents with post-secondary certification is lower than the proportion among female spouses.

Table 10
Proportion of Population with Post-Secondary Certificate by Gender, Family Status, Age and Identity Groups, Canada, 2001

	Spouse		Lone Parent		Son or Daughter		Non-Family Person	
	Male	Female	Male	Female	Male	Female	Male	Female
	Percent							
Registered Indian								
15-24	17.1	14.6	8.6	8.7	5.5	5.3	12.3	13.6
25-44	37.2	38.2	31.9	37.8	24.2	34.0	33.3	42.5
45-64	36.4	34.4	32.8	36.7	22.2	31.9	28.8	35.6
Métis								
15-24	26.2	26.7	12.8	13.9	7.6	9.0	20.2	24.4
25-44	44.9	48.8	34.2	43.1	30.0	48.1	40.0	55.6
45-64	42.5	37.5	38.9	42.8	31.1	40.0	38.2	41.1
Inuit								
15-24	18.3	10.4	8.0	7.7	4.3	3.8	5.6	6.3
25-44	38.1	32.7	33.3	33.1	20.8	16.1	26.9	43.4
45-64	32.1	26.9	23.3	24.2	33.3	0.0	30.1	22.0
Non-Status Indian								
15-24	15.8	17.6	0.0	15.8	7.9	8.0	18.0	18.4
25-44	41.7	45.5	33.6	42.0	25.2	46.9	39.8	52.5
45-64	41.2	37.9	27.5	41.1	20.0	33.3	32.4	35.5
Non-Aboriginal								
15-24	37.5	42.6	14.8	19.6	14.9	18.5	32.5	42.1
25-44	59.0	58.7	45.0	49.7	49.7	66.1	55.8	68.6
45-64	53.4	44.3	50.9	49.7	36.7	44.8	45.2	46.3

At the same time, it is not clear from this table that the lone parents obtained their post-secondary education **while** they were lone parents; they could have obtained their education while still married or after their children had left home. However, a study of Aboriginal lone parents in 1996 showed that the full-time attendance rates of Aboriginal single mothers with children under 15 years of age was higher than among either Aboriginal married mothers or non-Aboriginal single mothers, and that this was true among all age groups. In fact, among those over the age of 25, attendance rates were higher than those of Aboriginal women without children. (Hull 2001) The present study tends to confirm this attendance pattern. (See Section 3, Table 15.)

It can also be seen from the table that the proportion of female lone parents with post-secondary certification tends to be greater than the proportion among male lone parents for all the Aboriginal identity and age groups.

2. Changes in the Educational Attainment of Age Cohorts, 1996-2001

In Section 1.2 it was seen that, among all identity groups, the population aged 25-44 has higher levels of educational attainment than the population aged 15-24. This suggests that schooling is not confined to the youngest age groups and that a number of individuals continue to upgrade their education as they age. In order to look at this more directly, the educational attainment of particular age cohorts were compared in 1996 and 2001. For example, the attainment of the population aged 15-24 in 1996 was compared to the attainment of the population aged 20-29 in 2001. These two groups are largely the same set of individuals who have simply aged five years, although such factors as mortality and migration will mean that there are some changes in the composition of the age group over time. Assuming that the two populations are largely the same, changes in the educational attainment of the age cohort would reflect their schooling activity during the intervening five years.

There are particular problems when applying this type of cohort analysis to the Aboriginal population because of changing responses to questions on the Census concerning Aboriginal identity. For example, between the 1996 and 2001 Censuses the self-identified Métis population in Canada increased by 43%, an annual rate of increase of 7%. This rate exceeds the maximum rate of growth that is theoretically possible through natural increase (5.5% - see Siggner 1998, page 7). This implies that a large number of people who identified themselves as Métis in 2001 did not do so in 1996. In addition, an analysis of changes in the Census populations of the various age cohorts found that, while the Registered Indian population cohorts changed by a few percent between 1996 and 2001, the Other Aboriginal population cohorts changed much more dramatically, suggesting that there was substantial change in the make-up of these cohorts. For these reasons, the cohort analysis will focus on the Registered Indian population and, for comparison purposes, the non-Aboriginal population of Canada.

As shown in Table 11, four ten-year age cohorts were included in the analysis, referred to as Cohorts A-D. These were the populations that fell into the following age groups in 1996: 15-24, 25-34, 35-44, and 45-54. Five years later, each of these cohorts had aged by five years so that the 2001 age groups were: 20-29, 30-39, 40-49, and 50-59. The table shows the percentage of the population in each age cohort with various levels of educational attainment, from those without a high school certificate through various types of post-secondary attainment. Attainment is shown for the same age cohort in 1996 and 2001 and the change in attainment is identified, with a negative number indicating a reduction in the percentage with a given level of attainment, and a positive number indicating an increase in the percentage with that level of attainment.

Table 11
Changes in Educational Attainment of Registered Indian and Non-Aboriginal
Populations by Selected Age Cohorts, Canada, 1996 and 2001

Year	Age Group	Highest Level of Schooling				
		Up to Grade 13 Without Certificate	Secondary Certificate	Post-Secondary Without Certificate	Non-University Certificate	University Certificate
Percent of age cohort with given level of educational attainment (rows add to 100%)						
Registered Indian Population						
Cohort A						
1996	15-24	70.6	9.2	13.3	6.3	0.6
2001	20-29	44.5	12.2	23.0	16.4	4.0
Change		-26.2	3.0	9.7	10.1	3.3
Cohort B						
1996	25-34	43.0	8.6	22.4	22.6	3.4
2001	30-39	37.4	8.9	20.1	26.2	7.4
Change		-5.6	0.3	-2.3	3.6	4.0
Cohort C						
1996	35-44	42.2	7.2	20.0	25.2	5.4
2001	40-49	40.0	7.9	17.0	26.7	8.4
Change		-2.3	0.7	-3.0	1.6	3.0
Cohort D						
1996	45-54	50.6	5.6	15.6	23.1	5.1
2001	50-59	49.2	6.9	12.6	23.4	7.9
Change		-1.4	1.3	-3.1	0.4	2.9
Non-Aboriginal Population						
Cohort A						
1996	15-24	43.2	15.6	24.5	11.1	5.6
2001	20-29	14.6	13.1	27.2	24.0	21.2
Change		-28.6	-2.5	2.7	12.9	15.5
Cohort B						
1996	25-34	18.1	14.4	19.0	28.1	20.4
2001	30-39	16.4	13.6	15.5	29.0	25.5
Change		-1.6	-0.9	-3.6	0.9	5.2
Cohort C						
1996	35-44	21.9	16.9	16.6	27.1	17.5
2001	40-49	21.0	16.7	13.3	27.4	21.7
Change		-0.9	-0.2	-3.3	0.3	4.1
Cohort D						
1996	45-54	28.2	15.2	14.4	24.8	17.3
2001	50-59	28.3	15.2	10.6	24.6	21.4
Change		0.1	-0.1	-3.7	-0.3	4.0

As would be expected, there were relatively large changes in attainment for the youngest age cohorts (Cohort A), and smaller changes among older cohorts (Cohorts, B, C and D). Between 1996 and 2001, more than 25 percent of the Registered Indian Cohort A gained some level of post-secondary education, and about 13 percent gained post-secondary certification. By way of comparison, about 31 percent of the non-Aboriginal population in Cohort A gained some level of post-secondary education and 28 percent gained post-secondary certification.

Looking at the older age cohorts, it can be seen that the Registered Indian population continued to upgrade their educational qualifications at older ages. In Cohort B, for example, 7.6 percent of the Registered Indian population gained post-secondary certification between 1996 and 2001, compared to 6.1 percent of the non-Aboriginal population. Figures 9 to 12 illustrate the changes in educational attainment among the four Registered Indian age cohorts.

- * Each Registered Indian age cohort continues to increase its post-secondary attainment as it ages. The greatest increases in attainment take place among younger age cohorts, when the population is in their 20s, but attainment levels continue to increase among older cohorts.**
- * Between 1996 and 2001, the proportion of the Registered Indian population with post-secondary certification did not increase as quickly as among the non-Aboriginal population, especially within younger age cohorts.**

Figure 9
Changes in the Educational Attainment of Registered Indian Cohort A

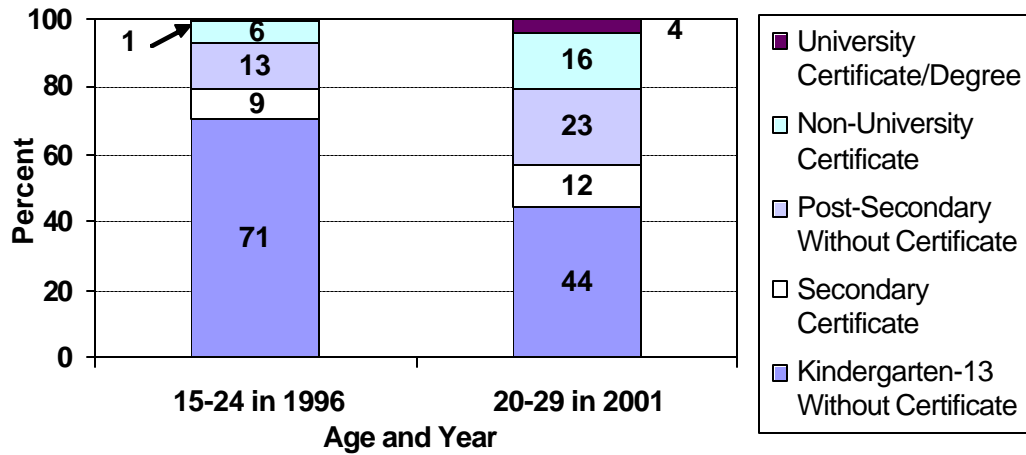


Figure 10
Changes in the Educational Attainment of Registered Indian Cohort B

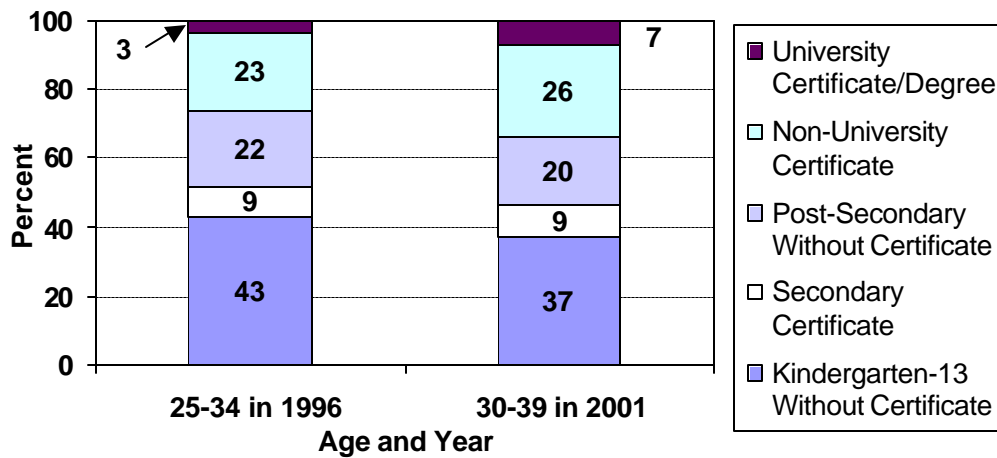


Figure 11
Changes in the Educational Attainment of Registered Indian Cohort C

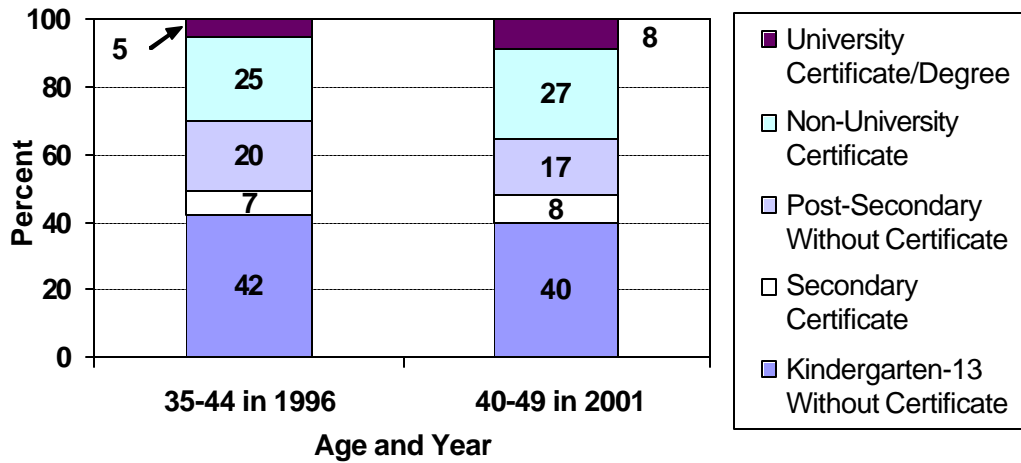
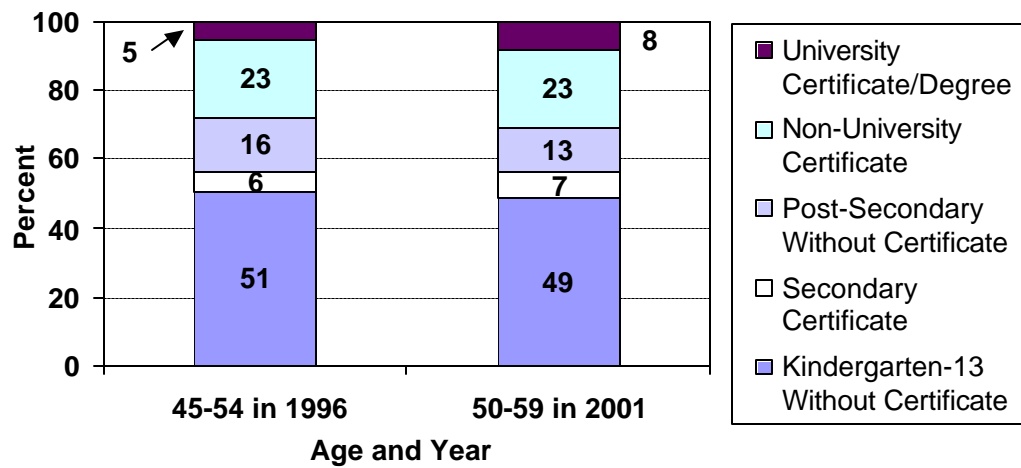


Figure 12
Changes in the Educational Attainment of Registered Indian Cohort D



3. Full- and Part-Time Attendance Rates

One way of looking at participation in post-secondary education is to calculate the proportion of the population attending school on either a full-time or part-time basis. The Census asks for this information for all those over the age of 15, regardless of their level of schooling. The wording of the Census question on attendance refers to the previous school year. Attendance is considered full-time if the course or program is longer than six weeks in duration and if the individual took at least 75% of a normal course load for the program. For the purpose of this study, the proportion of the population that attended in the previous school year is defined as the attendance rate. (This should not be confused with the daily attendance rates kept by many schools.)

As can be seen in Table 12, full-time attendance rates tend to be higher among the younger age groups, the non-Aboriginal population and women, than among older age groups, Aboriginal groups and men. The full-time attendance rate is more than 60% among Aboriginal groups in the 15-19 age group, but is between 20% and 30% among those aged 20-24, and less than 10% for the population over 25 years of age. The full-time attendance rate among the non-Aboriginal population is about 10% to 15% higher than among the various Aboriginal groups in the 15-19 age group, and about 15% to 20% higher in the 20-24 age group. Among the population over the age of 25, however, Aboriginal groups have higher full-time attendance rates than does the non-Aboriginal population. Full-time attendance rates tend to be similar among the four Aboriginal populations, but both Aboriginal and non-Aboriginal women tend to have higher full-time attendance rates than men, especially in older age groups.

Table 12
Full- and Part-Time Attendance Rates by Gender, Age and Identity Groups,
Canada, School Year 2000-2001

	15-19		20-24		25+	
	Male	Female	Male	Female	Male	Female
	Percent					
Full-Time Attendance Rate						
Registered Indian	61.3	61.3	21.3	26.2	5.1	8.6
Métis	63.5	64.9	21.0	29.5	3.3	5.3
Inuit	62.9	61.0	20.3	23.4	4.8	7.0
Non-Status Indian	62.3	63.5	19.7	25.4	3.7	4.0
Non-Aboriginal	72.6	75.4	38.0	43.1	2.4	2.5
Part-Time Attendance Rate						
Registered Indian	4.2	4.2	5.7	5.7	3.1	3.1
Métis	4.9	6.0	7.8	8.5	3.6	5.8
Inuit	2.2	2.3	4.7	3.1	2.3	3.7
Non-Status Indian	4.5	7.6	5.9	8.2	3.4	6.2
Non-Aboriginal	3.5	3.5	8.5	8.8	3.8	5.0

- * **The full-time school attendance rates of Aboriginal identity groups are lower than those of the non-Aboriginal population for ages younger than 25, and slightly greater for ages over 25.**
- * **Part-time school attendance rates are generally higher among the non-Aboriginal population than among the Aboriginal population, especially among those 25-34 years of age.**
- * **Among the 25-29 and 30-34 age groups, Registered Indian women have full-time attendance rates that are substantially higher than those of any of the other population groups.**

There are fewer differences between identity groups in part-time attendance rates, which tend to be highest among the population aged 20-24. There is a tendency for the Métis and Non-Status Indian populations to have higher part-time attendance rates than others, and also a tendency for Métis and Non-Status Indian women to have higher part-time attendance rates than Métis and Non-Status Indian men.

Figures 13 and 14 illustrate the trends in full-time and part-time attendance rates for Registered Indian, Other Aboriginal, and non-Aboriginal populations. For all three groups, the full-time attendance rate is high among the youngest age group and then falls off rapidly among older age groups, leveling off at or below 5% for ages over 35. Figure 13 also shows that Registered Indian and Other Aboriginal full-time attendance rates are much lower than those of the non-Aboriginal population for the younger age groups, but that they are slightly higher than the non-Aboriginal rates among those over 30.

Part-time attendance rates follow a different pattern, tending to be higher in the 20 – 39 age group than in younger or older groups. This is more pronounced for the non-Aboriginal population than for the Aboriginal groups. The non-Aboriginal population has higher part-time attendance rates than do the Aboriginal population groups, for all ages older than 20, especially in the 20-34 age group. Part-time attendance rates tend to be lowest among the Registered Indian population in most age groups. The data from Table 11 and Figures 13 and 14 are consistent with a pattern where the non-Aboriginal population tends to move more quickly through the various educational levels, while the Aboriginal population tends to continue their schooling at older ages.

Figure 13
Full-Time School Attendance Rate by Age and Identity Groups, Canada, School Year 2000-2001

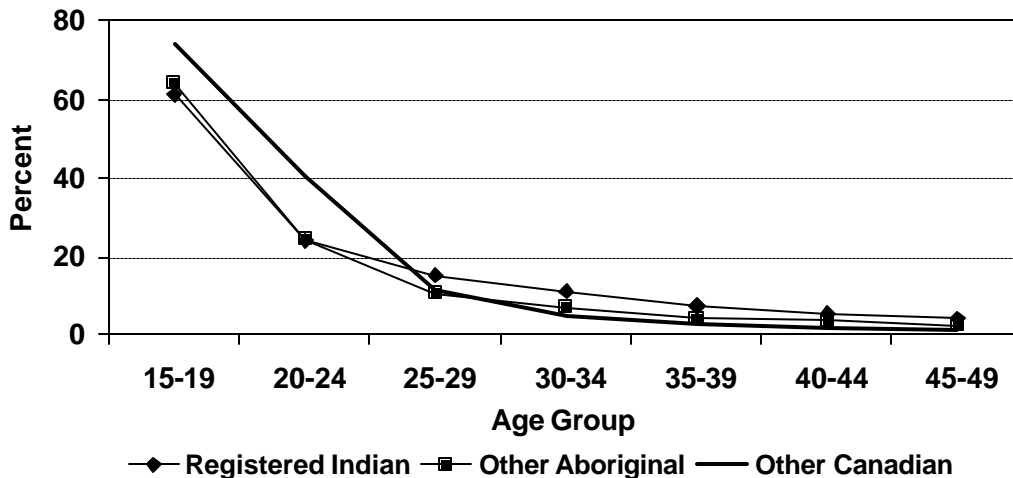
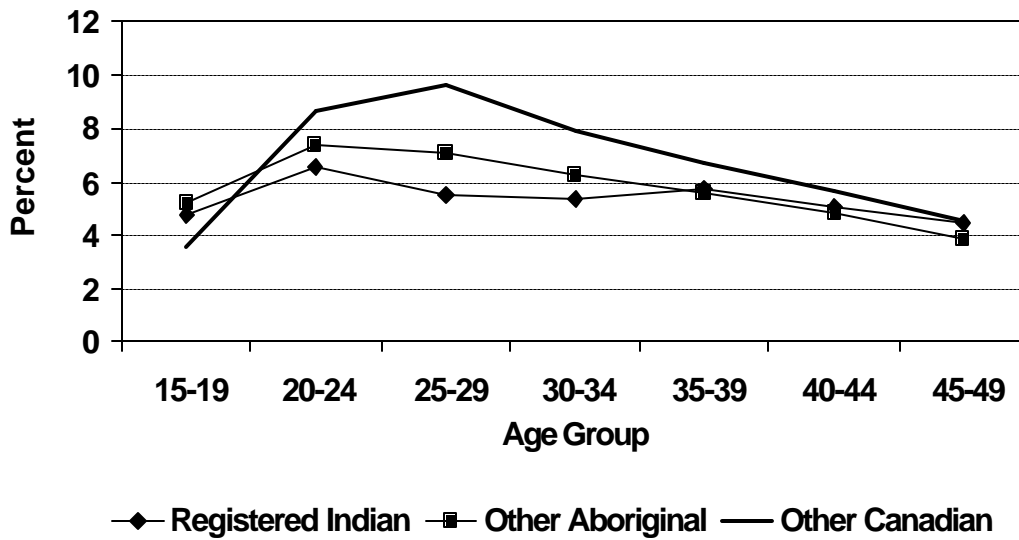


Figure 14
Part-Time School Attendance Rate by Age and Identity Groups, Canada, School



Year 2000-2001

Figures 15 and 16 also look at full and part-time attendance for the same age groups, but focus on the comparisons between Registered Indian and non-Aboriginal men and women. The figures show that while there is a tendency for women to have higher rates than men in both groups, the differences between men and women are larger for the Registered Indian population than for others. Particularly in the 25-29 and 30-34 age groups, Registered Indian women have full-time attendance rates that are substantially higher than those of any of the other population groups. It may also be noted that the gap in part-time attendance rates between women and men is much larger within the Registered Indian population than within the non-Aboriginal population, at least for ages 15 through 39.

Figure 15
Full-Time School Attendance Rate of Registered Indians and Non-Aboriginal by Gender and Age Group, Canada, School Year 2000-2001

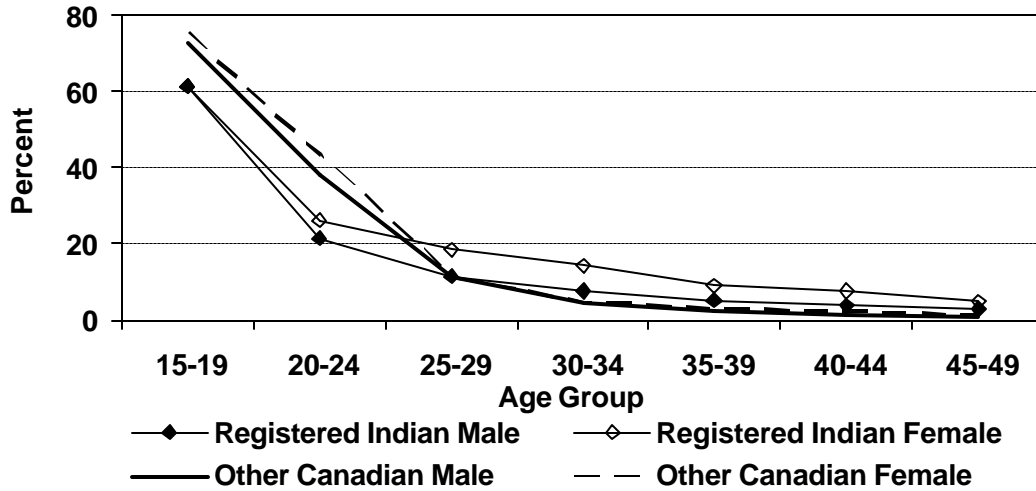


Figure 16
Part-Time School Attendance Rate of Registered Indians and Non-Aboriginal by Gender and Age Group, Canada, School Year 2000-2001

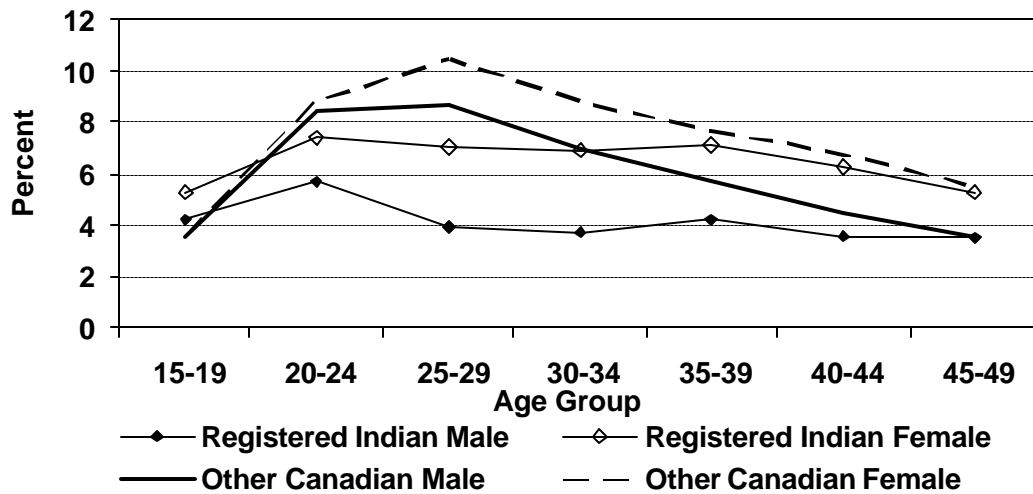


Table 13 looks in detail at the relationship between full-time school attendance and highest level of schooling. It shows that, while the full-time attendance rate drops with each year of age 15 or older, the attendance rate is also dependent on the level of schooling the individual has reached by a given age. Among Registered Indians, full-time attendance rates drop off very quickly after the age of 15 for those who have not reached high school and after the age of 17 for those who have not completed high school. For those who have reached the post-secondary level, full-time attendance rates are highest for the 18-to-19-year-old Registered Indian population, or among the 17-to-18-year-old non-Aboriginal population. Less than half of the Registered Indian population who are over 21 and have some post-secondary education continue to study full-time, while most of the non-Aboriginal population with some post-secondary education continue to attend full-time until they are over the age of 22.

Table 13
Full-Time School Attendance Rate of Population Aged 15-24 by Highest Level of
Schooling, Age and Identity Groups, Canada, School Year 2000-2001

Age	Highest Level of Schooling					All Levels
	< grade 9	9-13 Without Certificate	9-13 With Certificate	Post-Secondary Without Certificate	Post-Secondary With Certificate	
Percent						
Registered Indian						
15	66.6	79.7	83.3	**	**	76.2
16	47.0	74.3	85.0	60.9	**	70.7
17	31.1	67.5	77.8	62.9	58.6	64.9
18	14.5	52.7	52.8	78.2	60.7	51.2
19	8.7	35.3	28.7	73.5	59.4	39.2
20	4.3	23.6	17.2	59.5	50.3	30.4
21	5.5	15.4	12.7	56.8	40.1	26.4
22	3.5	9.4	12.2	45.1	41.2	22.2
23	4.1	9.1	7.4	40.9	32.7	19.9
24	2.4	10.9	6.1	36.2	30.1	19.5
Métis						
15	59.6	80.8	**	**	**	78.7
16	50.0	77.3	**	**	**	75.8
17	21.6	70.3	79.3	60.0	**	69.2
18	14.3	54.7	44.9	75.2	69.7	54.0
19	0.0	23.1	21.1	86.6	60.4	40.5
20	9.5	12.3	8.6	66.7	46.0	32.0
21	0.0	7.5	5.6	63.2	52.9	31.4
22	13.6	6.0	4.7	41.7	36.6	22.0
23	11.1	3.7	4.2	41.4	30.4	20.3
24	18.2	5.4	5.6	31.5	32.7	20.6
Inuit						
15	72.6	82.8	**	**	**	77.7
16	58.7	78.4	**	**	**	73.7
17	31.4	67.7	**	**	**	61.4
18	21.4	59.4	**	**	**	51.1
19	15.0	41.3	**	75.0	**	41.9
20	0.0	33.3	**	52.0	**	32.5
21	**	19.2	12.0	54.2	**	23.9
22	**	14.8	0.0	46.2	**	20.9
23	**	13.5	**	40.7	31.8	19.4
24	**	8.3	**	23.5	18.5	12.9

** Data suppressed wherever the total count is less than 100.

Table 13
Full-Time School Attendance Rate of Population Aged 15-24 by Highest Level of
Schooling, Age and Identity Groups, Canada, School Year 2000-2001

Age	Highest Level of Schooling					All Levels
	< grade 9	9-13 Without Certificate	9-13 With Certificate	Post-Secondary Without Certificate	Post-Secondary With Certificate	
Percent						
Non-Status Indian						
15	57.1	81.3	**	**	**	78.4
16	**	73.1	**	**	**	72.5
17	**	74.3	73.0	**	**	71.4
18	**	49.2	48.0	83.8	**	51.1
19	**	24.1	27.4	79.2	51.9	37.5
20	**	12.7	15.7	64.0	64.9	29.2
21	**	7.8	4.8	65.6	35.3	24.1
22	**	9.7	3.2	44.9	49.3	23.9
23	**	5.3	9.8	41.8	31.1	20.3
24	**	2.3	5.5	31.0	23.0	13.5
Non-Aboriginal						
15	76.0	83.4	83.9	77.1	39.8	82.7
16	51.3	81.1	87.1	79.2	47.9	80.6
17	25.5	76.5	80.5	90.8	67.0	77.0
18	13.6	65.4	58.9	89.9	79.5	68.4
19	8.2	36.7	37.1	87.1	77.3	60.4
20	6.1	17.7	18.2	80.3	66.7	54.5
21	4.1	10.2	11.9	71.9	58.8	48.6
22	4.0	6.6	8.2	60.3	53.0	41.9
23	3.0	5.3	5.5	45.4	41.2	32.3
24	1.6	4.3	4.2	32.2	30.2	23.6

** Data suppressed wherever the total count is less than 100.

- * **The full-time attendance rates of Aboriginal young people aged 15 are less than 80% and they decline to about 50% by the age of 18, indicating a high drop-out rate among this population.**
- * **Full-time attendance rates among the Registered Indian population are more than 10 percentage points lower than those of the non-Aboriginal population for ages from 16 through 23. The difference is greatest among the 18-22 age group, where non-Aboriginal rates are as much as 24 percentage points higher than Registered Indian attendance rates.**

Another way of looking at attendance is to ask what proportion of those attending are at the post-secondary level, as opposed to the elementary-secondary level. Table 14 provides this information, again for the various identity groups and for detailed age groups. (Both part-time and full-time attenders are included.) As would be expected, up to the age of 17 the great majority of students are attending at the elementary or secondary level, and less than 5% of the Aboriginal groups are attending post-secondary programs. For those aged 18 and 19 there is a shift, as more students finish high school and attend post-secondary programs. By the age of 20, a majority of the students in all of the identity groups are attending at the post-secondary level, although this proportion varies from 54% among Inuit students to 90% among non-Aboriginal students. By the time they reach the age of 23, more than 70% of Registered Indian and Inuit students are attending post-secondary programs, compared to almost 80% of Non-Status Indian, 85% of Métis and 90% of non-Aboriginal students.

Table 14
Proportion of Those Attending Who Were Enrolled at the Post-Secondary Level
by Age and Identity Groups, Canada, School Year 2000-2001

Age	Registered Indian	Métis	Inuit	Non-Status Indian	Non- Aboriginal
	Percent				
15	1.1	1.0	1.3	0.0	0.8
16	1.9	0.7	2.1	1.5	1.3
17	2.9	3.8	3.6	2.7	7.5
18	13.8	19.5	8.2	17.6	32.4
19	33.6	57.6	25.3	46.0	67.0
20	63.2	82.1	54.1	73.8	90.2
21	63.3	84.7	45.8	79.2	90.3
22	69.3	80.9	58.1	77.0	92.6
23	71.6	84.6	75.9	78.8	93.2
24	71.5	85.5	68.2	82.8	93.3
25+	80.5	86.4	83.0	82.8	90.3

Table 15 looks at the relationship between full-time attendance rates and family status. Four types of family status are identified: spouses (whether legal or common-law marriages), lone parents, sons or daughters living at home (whether or not they have previously been married), and non-family persons living by themselves or with unrelated individuals. The table also shows data for men and women in three broad age groups: 15-24, 25-44, and 45-64. Sons and daughters aged 15-24 years old have the highest attendance rates for all the population groups and for both men and women. Attendance rates among non-family persons are somewhat lower, but are usually higher than the attendance rates among lone parents. In all groups, spouses have the lowest full-time attendance rates.

Table 15
Full-Time Attendance Rate by Gender, Family Status, Age and Identity Groups,
Canada, School Year 2000-2001

Identity Group and Family Status	Male			Female		
	15-24	25-44	45-64	15-24	25-44	45-64
	Percent					
Registered Indian						
Spouse	17.4	6.2	1.8	21.9	9.7	2.6
Lone Parent	29.9	8.5	4.0	30.3	17.3	5.3
Son or Daughter	51.2	8.9	2.1	59.4	14.9	5.5
Non-Family Person	36.1	7.9	2.9	43.8	12.1	3.7
Métis						
Spouse	12.4	3.9	0.7	17.0	4.5	1.3
Lone Parent	31.9	6.1	1.9	30.4	12.5	3.7
Son or Daughter	53.4	9.5	1.9	64.3	15.6	0.0
Non-Family Person	25.6	5.5	1.5	40.6	12.5	3.0
Inuit						
Spouse	17.5	6.1	1.3	20.9	8.0	2.0
Lone Parent	36.0	7.2	0.0	29.5	11.4	4.0
Son or Daughter	52.0	7.8	0.0	58.1	11.3	0.0
Non-Family Person	33.7	8.0	2.7	35.9	14.1	4.0
Non-Status Indian						
Spouse	8.4	3.3	1.4	12.7	4.2	0.6
Lone Parent	31.8	10.9	2.9	24.2	7.2	5.9
Son or Daughter	54.5	7.5	5.0	63.0	8.4	0.0
Non-Family Person	24.1	7.5	2.5	38.2	9.0	2.2
Non-Aboriginal						
Spouse	16.2	3.0	0.6	18.8	3.2	0.6
Lone Parent	34.3	3.2	1.3	25.7	7.4	2.2
Son or Daughter	62.8	10.5	1.0	71.2	13.6	1.2
Non-Family Person	33.8	6.3	0.9	44.1	8.3	1.0

The situation is different for the 25-44 age group. Within this age group there is often little difference in attendance rates between lone parents, sons or daughters, and non-family persons, at least for the Aboriginal identity groups. In the non-Aboriginal population, however, sons or daughters living at home continue to show higher attendance rates than others. The differences between men and women are also greater among this age group, and this is as true for lone parents as it is for other types of family status. It appears, therefore, that lone parent status may be a factor in lowering attendance rates among the younger age group, but is not a factor among the 25-44-year-old age group.

4. Participation and Completion

In this section several indicators of participation and success in post-secondary education will be examined. This will begin with a look at secondary school completion rates and the rate at which students continue from secondary to post-secondary studies. Then post-secondary participation and completion rates will be examined. The table below provides definitions of the indicators used in this section.

Definitions of Secondary and Post-Secondary Indicators	
Secondary Completion Rate	Population with secondary school completion or any post-secondary education <i>Divided by:</i> Population with any secondary or post-secondary attainment, excluding those still attending secondary school
Post-Secondary Continuation Rate	Population with any post-secondary education <i>Divided by:</i> Population with some secondary education or higher, excluding those still attending secondary school
Non-University Participation Rate	Population with any non-university education <i>Divided by:</i> Total population
Non-University Completion Rate	Population with any non-university or trades certificate <i>Divided by:</i> Population with any non-university education, excluding those still attending a non-university program
University Participation Rate	Population with any university education <i>Divided by:</i> Total population
University Completion Rate	Population with any university certificate <i>Divided by:</i> Population with any university education, excluding those still attending university

These definitions are similar to those used in the 1996 Census study of Aboriginal Post-Secondary Education (Hull 2000). That study, however, relied on the standard Highest Level of Schooling variable. Using that variable, each person is classified only in terms of their *highest* level of education. This means that those with both non-university and university education are shown as having university education only, which results in undercounting of those with non-university education. The present study used a custom Census table that identifies separately those with university attainment, those with non-university attainment and those with both. This results in indicators that are somewhat more precise than those used in the previous study.

It should be noted that these indicators do not incorporate time periods into their definitions. For these indicators it does not matter whether an individual completes a given level of education in two years, four years or twenty years. Naturally, those who are older and have had a longer time to complete their studies are more likely to have done so. This means that there is a tendency for completion rates to increase with age. Often those in the mid-range of age groups, 25-44 for example, have the highest completion rates because, compared to older age groups, they tend to go further in school, while compared to younger age groups they have had more time to go back to school and complete their studies. (For further information, see the Notes to Users.)

4.1 Secondary Completion and Post-Secondary Continuation

Post-secondary attainment is built to a large degree on the success students have had at the secondary level. Most (but not all) post-secondary students are required to have earned a secondary school certificate prior to enrolling in post-secondary studies, especially when entering university. As can be seen in Table 16, the secondary school completion rate among the Aboriginal population (ages 15+) ranges from 65% to 70%. Among the non-Aboriginal population the secondary completion rate is 80%. These figures are little different from those identified in 1996. It is striking that the secondary completion rates are very low among the 15-24 year-old Aboriginal population groups, often 20 percentage points less than among the 25-44 age group. For example, the secondary completion rate of Registered Indians aged 15-24 is 50%, while the rate of Registered Indians aged 25-44 is 70%. This reflects the continuing educational activity of the population over 25. In contrast, among the non-Aboriginal population aged 15-24, the secondary completion rate is 81%, increasing only slightly to 86% among the population 25-44. In short, while many in the Aboriginal population ultimately achieve secondary completion or a higher level of education, many of them take significantly longer to do so.

Table 16
Secondary Completion Rates and Post-Secondary Continuation Rates by Gender,
Age and Identity Groups, Canada, 2001

Age and Identity Groups	High School Secondary Completion Rate			Post-Secondary Continuation Rate		
	Male	Female	Total	Male	Female	Total
	Percent					
Registered Indian						
15-24	47.2	53.1	50.3	31.6	37.7	34.8
25-44	66.6	72.6	69.9	55.7	63.1	59.7
45-64	69.1	70.4	69.8	60.9	60.4	60.6
65+	59.3	53.6	56.0	48.6	40.6	44.0
Total 15+	62.7	67.5	65.3	51.5	56.8	54.4
Métis						
15-24	58.5	66.8	62.7	37.1	48.7	43.0
25-44	71.4	78.4	75.0	58.2	66.1	62.3
45-64	70.2	68.6	69.4	60.8	56.8	58.8
65+	61.9	48.5	54.8	52.7	36.6	44.4
Total 15+	68.0	72.5	70.3	54.4	59.3	56.9
Inuit						
15-24	46.9	49.0	48.0	30.8	35.2	33.1
25-44	70.6	73.5	72.1	64.3	65.0	64.7
45-64	81.8	77.9	79.7	74.0	71.1	72.3
65+	72.4	78.9	75.0	75.0	75.0	73.5
Total 15+	66.4	67.8	67.1	57.6	58.6	58.1
Non-Status Indian						
15-24	55.2	60.4	57.9	34.3	40.3	37.4
25-44	71.3	77.2	74.4	55.7	63.7	59.9
45-64	70.2	70.3	70.3	58.4	56.6	57.5
65+	56.0	48.1	51.5	47.8	31.8	38.4
Total 15+	67.0	70.9	69.1	51.6	56.0	53.9
Non-Aboriginal						
15-24	78.1	83.4	80.7	59.3	69.0	64.2
25-44	84.0	87.2	85.6	70.2	72.5	71.4
45-64	80.5	79.3	79.9	66.2	59.5	62.8
65+	67.6	60.2	63.4	54.4	40.9	46.9
Total 15+	80.2	80.6	80.4	65.7	63.7	64.7

*** High School completion rates are very low among the Aboriginal population in the 15-24 age group, but are much higher in the 25-44 age group. This suggests a pattern of relatively slow educational progress among younger Aboriginal students, together with a continuing pursuit of education after the age of 25.**

The table also shows that the female population has had somewhat more success at the secondary level than the male population, at least among younger age groups. This holds true for all identity groups, but is most pronounced among the Métis and Registered Indian populations. Among the older age groups, however, there is a tendency for men to have higher completion rates than women.

Table 16 also provides data on post-secondary continuation rates. Again we find a large difference between the Aboriginal identity groups and the non-Aboriginal population, particularly among the 15-24 age group. The post-secondary continuation rate of the 15-24 year-old population varies from 33% among the Inuit to 43% among the Métis population. In contrast, the non-Aboriginal population aged 15-24 has a continuation rate of 64%, 20 to 30 percentage points higher than for the Aboriginal populations. Among those aged 25-44 the gap between Aboriginal and non-Aboriginal populations is much smaller.

*** It appears that most Aboriginal high school students eventually enrol in post-secondary programs of various kinds, but they do so at a later age on average than their non-Aboriginal counterparts.**

It can also be seen that there is again a substantial difference between the continuation rates of men and women. Younger women – those in the 15-24 and 25-44 age groups - tend to have higher post-secondary continuation rates than men of the same age, and this is true of all the identity groups. Again, the pattern reverses itself among the older age groups.

Figure 17 illustrates the secondary completion rates for the 15-24-year-old population among the various identity and gender populations and Figure 18 illustrates the post-secondary continuation rates of the various identity and gender groups for the population aged 15 or older.

Figure 17
High School Completion Rate of Population Aged 15-24 by Gender and Identity Group, Canada, 2001

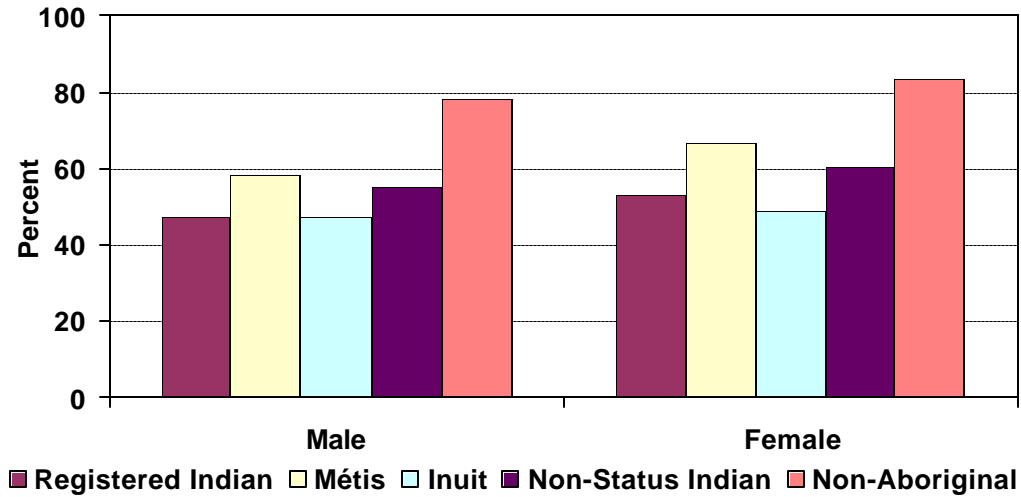
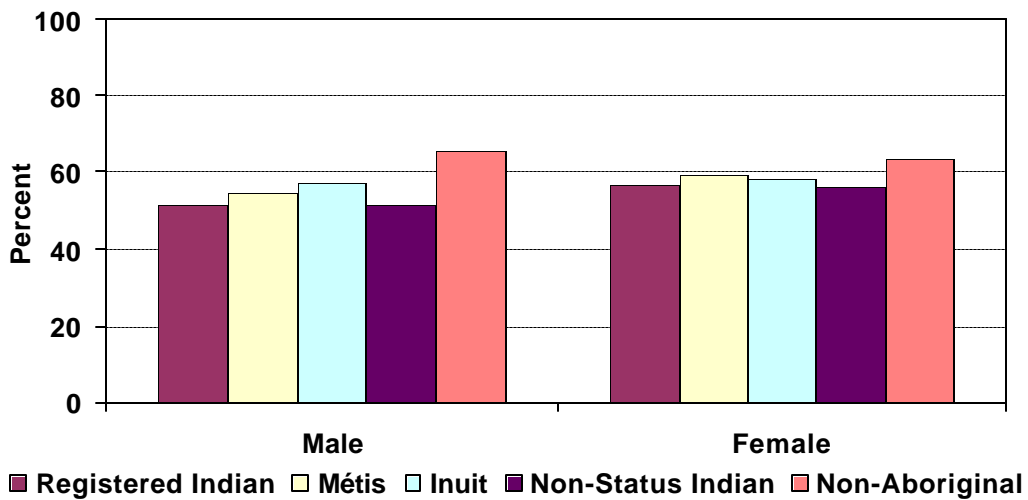


Figure 18
Post-Secondary Continuation Rate of Population 15+ by Gender and Identity Group, Canada, 2001



4.2 Non-University Participation and Completion

Table 17 provides data on non-university participation and completion rates for the various identity and age groups and for men and women. As the table shows, the proportion of the population that has attended trades or other non-university post-secondary programs varies between about 28% and 39% of the population, depending on the group. The highest participation rates are found among Métis, Non-Status Indian and non-Aboriginal women, with participation rates of about 37% to 39%. The lowest participation rates are found among Registered Indian men and Inuit men and women, and are about 28% to 30%. In general, women’s participation rates are higher than those of men. Figure 19 also shows these rates.

Figure 19
Non-University Participation Rate by Gender and Identity Group, Canada, 2001

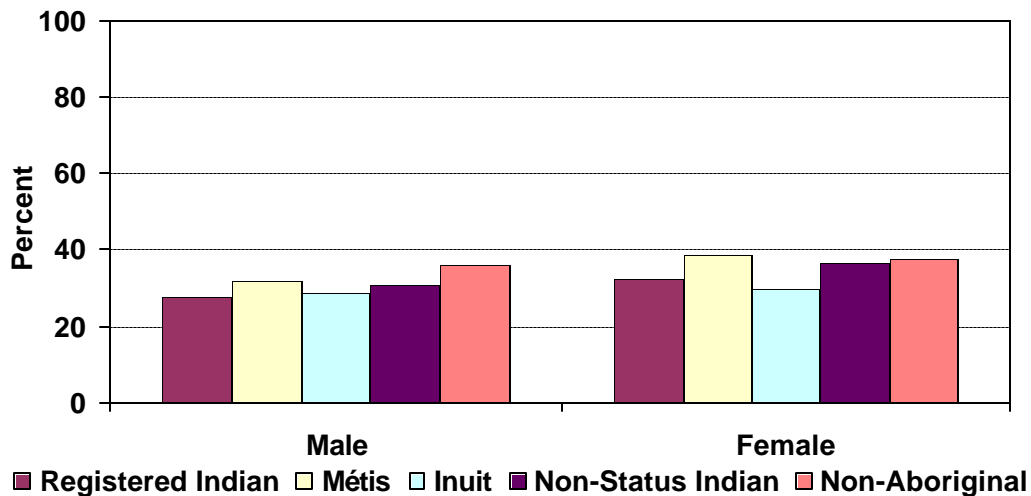


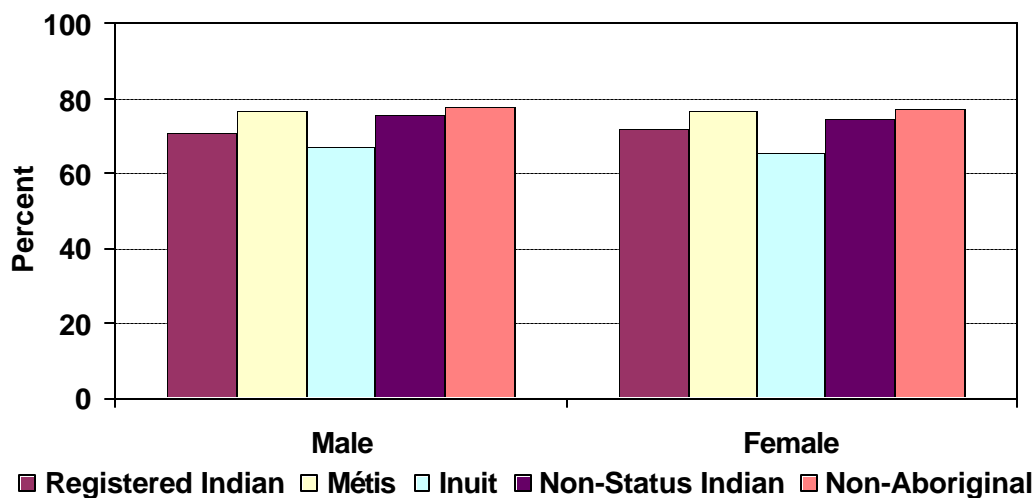
Table 17
Non-University Participation and Completion Rates by Gender, Age and Identity Groups, Canada, 2001

Age and Identity Group	Participation Rate			Completion Rate		
	Male	Female	Total	Male	Female	Total
	Percent					
Registered Indian						
15-24	12.4	16.0	14.2	62.5	62.0	62.1
25-34	36.3	44.0	40.4	69.0	70.5	69.8
35-44	38.1	44.4	41.5	74.2	73.5	73.8
45-54	36.1	38.9	37.6	72.4	73.2	72.9
55-64	24.7	25.4	25.1	71.8	74.1	73.1
65+	9.0	9.6	9.4	69.3	69.3	69.5
Total 15+	27.6	32.6	30.3	70.9	71.5	71.2
Métis						
15-24	15.8	21.2	18.5	75.1	76.1	75.7
25-34	42.7	52.4	47.7	74.0	76.3	75.3
35-44	43.1	51.8	47.5	78.1	78.0	78.0
45-54	39.6	42.1	40.8	78.7	76.4	77.5
55-64	26.0	30.1	27.9	77.8	76.7	77.4
65+	14.2	13.2	13.6	73.5	70.9	72.0
Total 15+	32.3	38.5	35.4	76.7	76.8	76.7
Inuit						
15-24	12.1	14.9	13.5	51.5	48.6	50.7
25-34	40.6	44.8	42.8	64.2	64.8	64.7
35-44	43.0	39.7	41.2	72.1	69.7	71.6
45-54	38.4	30.9	34.6	70.2	71.3	70.9
55-64	19.5	13.3	16.1	74.2	60.9	70.9
65+	9.2	9.8	9.9	70.6	45.5	72.0
Total 15+	28.9	29.8	29.3	67.3	65.1	66.3
Non-Status Indian						
15-24	14.8	18.3	16.6	71.5	71.8	71.7
25-34	40.0	50.3	45.3	74.2	74.7	74.4
35-44	40.1	49.1	44.8	77.0	77.1	76.8
45-54	37.5	41.9	39.9	78.6	74.0	76.2
55-64	27.3	29.8	28.5	75.7	73.9	74.5
65+	14.6	13.0	13.9	63.5	52.8	57.7
Total 15+	30.7	36.7	33.8	75.6	74.5	74.9
Non-Aboriginal						
15-24	25.2	29.3	27.2	79.6	83.5	81.7
25-34	48.9	53.9	51.4	77.0	78.7	77.9
35-44	45.3	47.7	46.5	78.2	78.0	78.1
45-54	39.4	40.1	39.7	77.4	76.8	77.1
55-64	29.7	31.1	30.4	77.4	74.6	75.9
65+	19.3	19.2	19.2	73.1	67.3	69.9
Total 15+	35.8	37.7	36.7	77.4	77.0	77.2

Looking at the various age groups, the highest participation rates are found in the 25-34 age group, with slightly lower rates in the 35-44 and 45-54 age groups. The 15-24 age group has lower participation rates, especially among the Aboriginal identity groups. While the participation rates of the Aboriginal and non-Aboriginal populations are not very different in most age groups, within the 15-24 age group the non-Aboriginal participation rates are from about 8 to 15 percentage points higher than those of the various Aboriginal identity groups. It should be kept in mind that many of those in the 15-24 age group are not old enough to have completed high school, and that the Aboriginal population not only has lower high school completion rates, but also tend to be older when they complete high school. Therefore, many Aboriginal people within this age group may not have qualified for entry into non-university post-secondary programs.

The table also shows that there is relatively little difference between the Aboriginal and non-Aboriginal identity groups in non-university completion rates. The Métis and non-Aboriginal populations have the highest completion rates, about 77% among both men and women in both groups. Completion rates of the Non-Status Indian population are only slightly lower. Non-university completion rates are somewhat lower among Registered Indians, about 71% among men and women, and among the Inuit population, at 67% among Inuit men and 65% among Inuit women. (See Figure 20.)

Figure 20
Non-University Completion Rate by Gender and Identity Group, Canada, 2001



- * **Non-university post-secondary participation rates among the Aboriginal population are slightly lower than those of the non-Aboriginal population, especially among Aboriginal men.**
- * **Non-university post-secondary completion rates among the Aboriginal population are similar to those of the non-Aboriginal population.**

Non-university completion rates tend to be similar among different age groups as well. Among the Registered Indian and Inuit populations, however, the 15-24 age groups do have substantially lower completion rates than older Registered Indian and Inuit groups respectively.

4.3 University Participation and Completion

As can be seen in Table 18, there are larger differences between the identity groups in university participation and completion rates. About 26% of the non-Aboriginal population has attained some university education, while among the various Aboriginal groups this proportion ranges from 4% to 16%, depending the gender and identity group. The Inuit population has the lowest university participation rates – 4% among men and 7% among women – while the participation rates of Registered Indian, Métis and Non-Status Indian populations are about 10% to 13% among men and 15% to 16% among women. Among all the Aboriginal identity groups, the participation of women is higher than men’s participation rates, but among the non-Aboriginal population there is no difference between genders. (See Figure 21.)

Figure 21
University Participation Rate by Gender and Identity Group, Canada, 2001

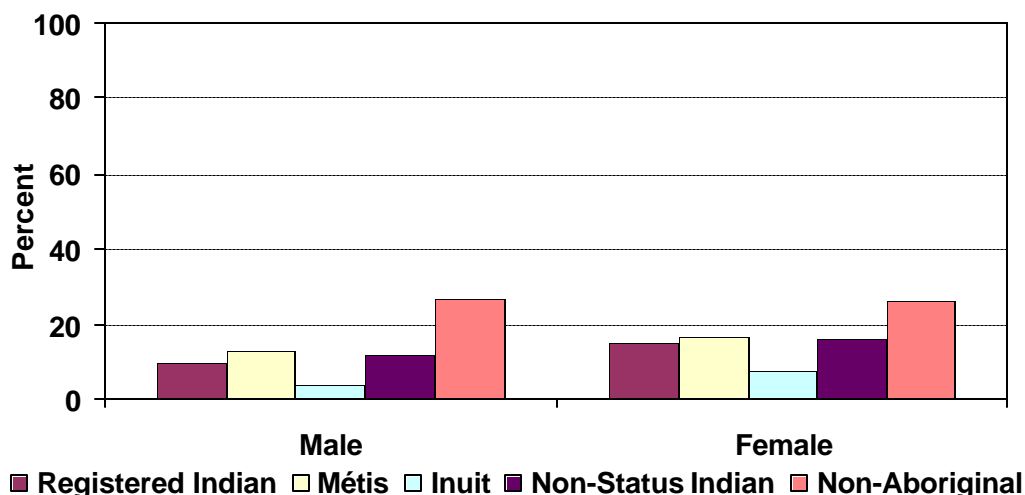


Table 18
University Participation and Completion Rates by Gender, Age and Identity
Groups, Canada, 2001

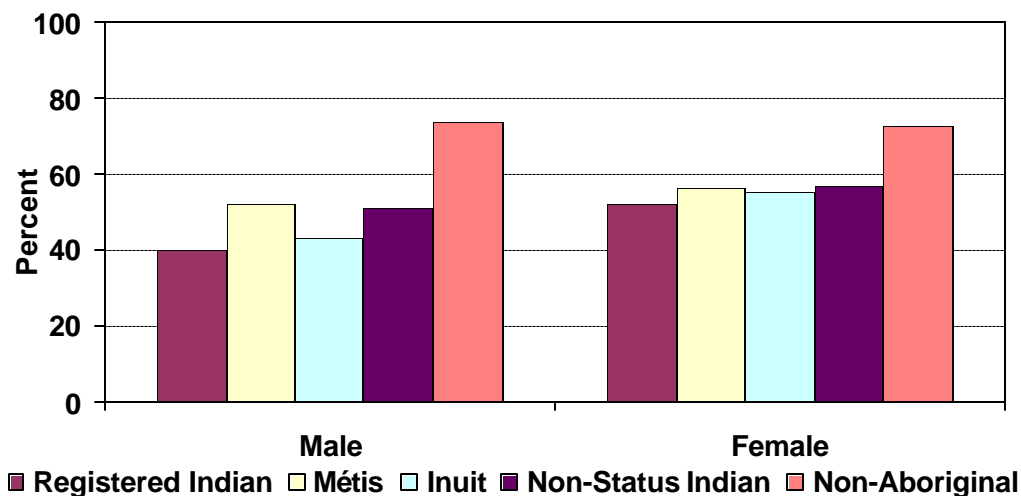
Age and Identity Groups	Participation Rate			Completion Rate		
	Male	Female	Total	Male	Female	Total
	Percent					
Registered Indian						
15-24	4.5	7.5	6.1	28.1	35.9	32.9
25-34	12.6	20.7	16.9	38.4	50.9	46.3
35-44	12.8	19.1	16.2	39.4	52.1	47.4
45-54	14.1	19.2	16.9	45.3	57.8	53.0
55-64	8.4	10.0	9.3	44.1	53.7	49.7
65+	3.5	3.4	3.4	50.0	48.8	49.7
Total 15+	9.8	14.8	12.5	40.4	52.0	47.6
Métis						
15-24	8.5	13.4	11.0	42.0	50.0	47.3
25-34	17.4	22.4	20.0	51.6	58.0	55.4
35-44	12.6	17.7	15.2	51.2	56.8	54.5
45-54	15.3	18.8	17.0	54.0	56.2	55.1
55-64	12.8	10.6	11.7	60.0	61.5	61.0
65+	6.0	3.8	4.9	52.5	40.5	48.1
Total 15+	12.6	16.4	14.5	52.4	56.4	54.6
Inuit						
15-24	1.9	4.4	3.2	66.7	45.0	45.2
25-34	6.2	9.3	7.8	45.7	56.6	51.1
35-44	5.3	8.7	7.0	38.5	55.3	47.6
45-54	5.6	9.0	7.3	**	64.3	55.8
55-64	1.2	4.0	2.6	**	**	**
65+	1.3	1.6	1.5	**	**	**
Total 15+	4.0	7.2	5.6	43.0	55.0	50.6
Non-Status Indian						
15-24	6.9	9.6	8.3	47.2	53.3	51.6
25-34	15.3	20.6	18.0	52.7	60.2	56.8
35-44	12.0	18.8	15.6	50.3	55.7	53.4
45-54	13.2	19.2	16.3	43.1	55.8	50.6
55-64	13.3	13.5	13.4	60.3	56.5	58.1
65+	8.0	5.8	6.9	69.0	55.6	63.0
Total 15+	11.5	15.7	13.7	51.3	56.8	54.5
Non-Aboriginal						
15-24	17.8	24.2	20.9	69.7	76.8	73.9
25-34	35.4	41.1	38.3	75.2	78.5	77.0
35-44	29.5	30.5	30.0	73.9	73.8	73.8
45-54	31.1	28.0	29.5	72.8	71.5	72.2
55-64	25.4	19.4	22.3	74.4	66.9	71.1
65+	16.0	10.0	12.6	71.1	57.6	65.1
Total 15+	26.4	26.0	26.2	73.5	72.9	73.2

** Data suppressed wherever the total count is less than 100.

- * **University participation rates among the Aboriginal population are often less than half the rates found among the non-Aboriginal population, and participation rates are especially low among Aboriginal men and among the Inuit population.**
- * **University completion rates are also much lower among the Aboriginal population than among the non-Aboriginal population, especially among Registered Indian and Inuit men.**

There are also large differences between the groups in university completion rates. While non-Aboriginal men and women have completion rates of about 73% (for the total population 15 or older), completion rates among Aboriginal identity groups range from about 40% to 57%. University completion rates are especially low among Registered Indian men (40%) and Inuit men (43%), while among Other Aboriginal men and women the completion rates range from 51% to 57%. Similarly, it is among the Registered Indian and Inuit identity groups that the differences between men and women are greatest. (See Figure 22.)

Figure 22
University Completion Rate by Gender and Identity Group, Canada, 2001



There are also some differences in the university participation and completion rates of different age groups. Participation rates follow a similar age-related pattern among all identity groups: they are relatively low among 15-24 year-olds, rising to a peak among 25-34 year-olds and then gradually declining among older age groups. Although the university participation rates are much higher among the non-Aboriginal population than among the Aboriginal identity groups, the age-related pattern is similar.

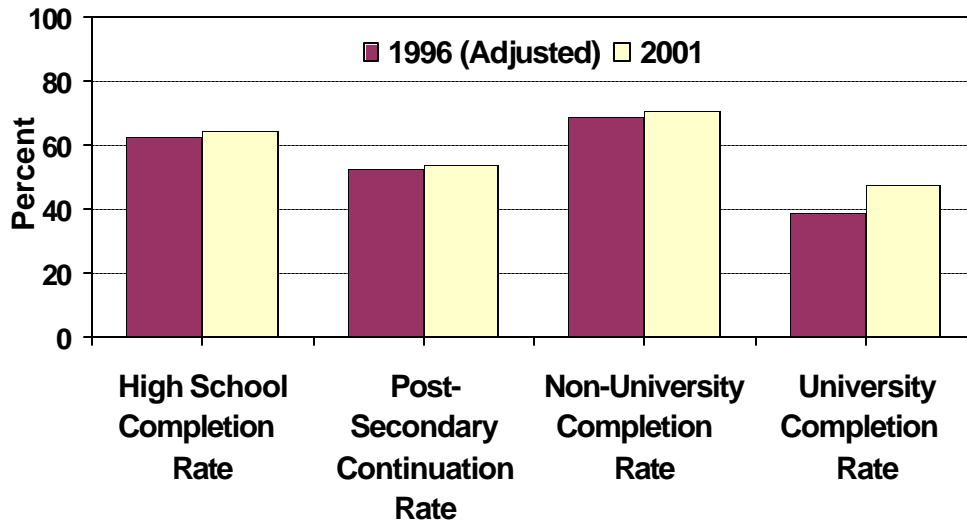
There are also age-related differences in university completion rates, and these differences tend to be greater among Aboriginal identity groups than among the non-Aboriginal population. For most of the Aboriginal identity groups, those aged 15-24 have lower completion rates than those in older age groups. The age group differences are especially large within the Registered Indian population, among whom men 25-34 have a completion rate ten percentage points higher than men 15-24, and women 25-34 have a completion rate 15 percentage points higher than women 15-24.

4.4 Comparisons of Educational Indicators in 1996 and 2001

It would be of interest to know whether the educational indicators described above have changed for the Aboriginal population from earlier Census years. There are, however, several difficulties in comparing indicators between 1996 and 2001. First, as previously described, the Aboriginal identity population shifted between the two Censuses, such that comparisons concerning the Other Aboriginal population cannot be made. Second, the definitions of educational indicators have been refined and made more accurate for this study, but as a result are not exactly comparable to those arrived at in the previous study based on the 1996 Census. Still, in order to explore the possibility of making a comparison, an analysis of the impact of the new calculation methods was carried out. As a result, it was estimated that the method used in this study decreased the overall non-university completion rate by about three percentage points and increased the overall university completion rate by about three percentage points. (See Appendix E for this analysis.)

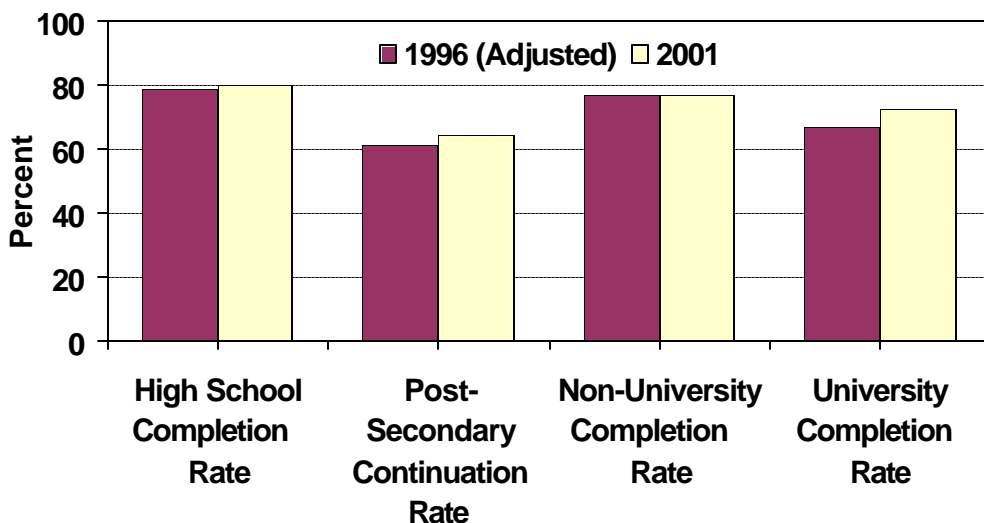
A comparison was made focusing only on the total Registered Indian and non-Aboriginal populations aged 15 or older and using adjusted indicators for 1996; that is, the 1996 non-university post-secondary completion rates were reduced by three percentage points and the 1996 university completion rates were increased by three percentage points. The results of this comparison are provided in Figures 23a and 23b. As Figure 23a shows, all four indicators appear to have improved among the Registered Indian population. While there was little change in high school completion, post-secondary continuation, and non-university completion rates, there was a significant improvement in the university completion rate, which rose from 39% in 1996 to 48% in 2001. It should be kept in mind that these rates are not age-adjusted and that there was a slight aging of the Registered Indian population over the period. Still, the changing age structure of the population by itself would not account for the apparent improvement in the university completion rate.

Figure 23a
Education Indicators for Registered Indian Population 15+, Canada, 1996 and 2001



It can be seen from Figure 23b that there was a similar trend in the non-Aboriginal population. That is, there was little change in high school completion, post-secondary continuation and non-university completion rates, but there was a larger improvement in the university completion rate. This suggests that similar trends are taking place among both sets of students. While it used different calculation methods, the 1996 study also suggested that there were improvements in the various indicators among all population groups between 1991 and 1996.

Figure 23b
Education Indicators for Non-Aboriginal Population 15+, Canada, 1996 and 2001



In any case, these comparisons should be treated with caution, particularly because of the change in calculation methods (see Notes to Users for more details).

5. Field of Study

The Census asks respondents who have completed one or more post-secondary programs to identify the major field of study of their highest certificate, diploma or degree. Table 19 presents this information for those whose highest level of certification was at the trades or other non-university level, and Table 20 presents the same information for those with university certification. In each table the distribution of major fields is shown separately for men and women, and for the various identity groups.

As can be seen from Table 19, men's non-university certification is highly concentrated in the field described as "Engineering Technologies and Trades." This heading includes such fields as building technologies (e.g. the construction trades), data processing, electronic/electrical technologies, environmental technologies, industrial technologies, and mechanical and transportation technologies. Certification for most of these fields is usually obtained through trades colleges. The majority of men with non-university certification, in all the identity groups, are found within this major field, including 58% of Registered Indian men, 67% of Métis men, and more than 60% of men in the other identity groups. There is relatively little difference between Aboriginal and non-Aboriginal men in this respect.

Table 19
Proportion of Population 15+ with Trades or Other Non-University Certificates by
Field of Study, Gender and Identity Group, Canada, 2001

Gender and Field of Study	Registered Indian	Métis	Inuit	Non-Status Indian	Non- Aboriginal
	Percent				
Male					
Education, Recreation and Counseling	5.0	2.3	4.9	3.1	1.9
Fine and Applied Arts	2.8	3.4	3.2	3.8	4.4
Humanities and Related Fields	2.2	1.9	2.4	2.3	2.8
Social Sciences and Related Fields	11.5	6.7	8.0	5.6	4.5
Commerce Management and Business Administration	9.2	8.4	9.5	9.6	13.9
Agricultural and Biological Sciences/Technologies	5.3	5.1	4.1	7.4	5.2
Engineering and Applied Sciences	1.0	0.7	0.3	0.7	1.3
Engineering Technologies and Trades	57.7	66.8	62.5	63.0	61.5
Health Professions, Sciences and Technologies	4.6	3.8	3.1	3.8	2.9
Mathematics and Physical Sciences	0.4	0.6	1.5	0.5	1.3
No Specialization	0.3	0.2	0.5	0.1	0.2
Total	100.0	100.0	100.0	100.0	100.0
Number	38,225	25,165	2,945	8,410	3,154,480
Female					
Education, Recreation and Counseling	13.0	8.6	19.8	8.1	9.8
Fine and Applied Arts	6.7	10.1	4.7	13.2	10.2
Humanities and Related Fields	2.5	2.0	3.9	2.1	3.8
Social Sciences and Related Fields	13.7	9.6	10.3	8.2	5.7
Commerce Management and Business Administration	30.2	32.8	33.6	32.9	36.2
Agricultural and Biological Sciences/Technologies	5.3	4.7	5.4	3.5	4.3
Engineering and Applied Sciences	0.4	0.3	0.0	0.3	0.3
Engineering Technologies and Trades	10.4	9.6	9.9	11.4	7.2
Health Professions, Sciences and Technologies	17.1	21.3	10.3	19.4	21.2
Mathematics and Physical Sciences	0.3	0.5	0.6	0.8	1.0
No Specialization	0.4	0.1	1.5	0.3	0.3
Total	100.0	100.0	100.0	100.0	100.0
Number	44,170	26,790	2,675	9,060	3,182,390

After Engineering Technologies and Trades, the next largest major field of study among Registered Indian men is Social Sciences and Related Fields (12% of Registered Indian men), followed by Commerce, Management and Business Administration (9% of Registered Indian men). It can be seen that, compared to the Aboriginal groups, a relatively small portion of non-Aboriginal men have certification in Social Sciences, and a relatively high proportion of non-Aboriginal men have certification in Commerce, Management and Business Administration.

In comparison to men, women with non-university certification in all the identity groups are more widely distributed across the major fields. In all the identity groups, more than 30% of women are found in Commerce, Management and Business Administration. Among the Aboriginal groups the next largest proportions are found in the three major fields of Health, Social Sciences, and Education. For example, among Registered Indian women 17% were in the Health field, 14% in Social Sciences, and 13% in Education. Among non-Aboriginal women, however, the next largest proportions are in the fields of Health (21%), Fine Arts (10%), and Education (10%).

- * Fields of study are closely related to gender among both the Aboriginal and non-Aboriginal populations. Among men with non-university certification there is a high degree of concentration of in the field of Engineering Technology and Trades, while women tend to have qualifications in commerce and business administration.**
- * Among those with university certificates or degrees, the differences between men and women are smaller. Education and social sciences account for more than half of both Aboriginal men's and women's university qualifications. In comparison, non-Aboriginal men and women have more diverse fields of study.**

As may be seen in Table 20, men with university certification in the various Aboriginal identity groups tend to be in the major fields of Social Sciences, Education and Commerce. In particular, one third of Registered Indian men have certification in Social Sciences and another 21% have certification in Education. These two major fields account for about 55% of Registered Indian men with university certification, compared to about 38% to 45% of the Other Aboriginal identity groups and 28% of non-Aboriginal men. In contrast, among non-Aboriginal men the most frequent major fields are Commerce and Engineering, each accounting for about 19% of the population.

Table 20
Proportion of Population 15+ with University Certificates or Degrees by Field of Study, Gender and Identity Group, Canada, 2001

Gender and Field of Study	Registered Indian	Métis	Inuit	Non-Status Indian	Non- Aboriginal
	Percent				
Male					
Education, Recreation and Counseling	21.1	21.5	20.0	16.4	11.2
Fine and Applied Arts	2.2	2.2	0.0	1.9	1.9
Humanities and Related Fields	10.7	10.1	7.5	14.2	9.6
Social Sciences and Related Fields	33.5	24.7	17.5	28.2	16.3
Commerce Management and Business Administration	13.4	14.8	17.5	10.8	19.4
Agricultural and Biological Sciences/Technologies	2.2	5.6	0.0	2.8	4.4
Engineering and Applied Sciences	7.5	8.5	7.5	14.9	18.9
Engineering Technologies and Trades	0.4	0.3	0.0	0.0	0.4
Health Professions, Sciences and Technologies	2.9	4.9	12.5	3.4	6.7
Mathematics and Physical Sciences	5.4	6.9	10.0	7.1	11.1
No Specialization	0.5	0.2	0.0	0.0	0.2
Total	100.0	100.0	100.0	100.0	100.0
Number	5,430	4,965	200	1,615	1,963,060
Female					
Education, Recreation and Counseling	32.8	30.7	39.0	21.3	23.8
Fine and Applied Arts	2.8	2.7	0.0	4.7	3.5
Humanities and Related Fields	7.8	10.1	8.5	11.5	13.5
Social Sciences and Related Fields	34.1	31.0	25.6	33.8	18.7
Commerce Management and Business Administration	10.0	8.7	7.3	8.6	14.1
Agricultural and Biological Sciences/Technologies	1.4	3.6	4.9	5.9	5.1
Engineering and Applied Sciences	0.9	1.5	0.0	1.4	3.4
Engineering Technologies and Trades	0.0	0.0	0.0	0.0	0.1
Health Professions, Sciences and Technologies	7.6	8.8	12.2	11.5	12.5
Mathematics and Physical Sciences	2.1	2.6	4.9	1.2	5.1
No Specialization	0.5	0.4	0.0	0.0	0.3
Total	100.0	100.0	100.0	100.0	100.0
Number	11,445	6,630	410	2,560	1,973,760

Aboriginal women with university qualifications are even more concentrated in the two major fields of Social Sciences and Education. Taken together, these two major fields account for between 62% and 65% of women in the various Aboriginal groups. By comparison, about 43% of non-Aboriginal women have university qualifications in these two major fields. The other fields with significant proportions of Aboriginal women are Commerce, Humanities, and Health. In each of these areas, smaller proportions of Aboriginal women have qualifications than non-Aboriginal women, and this is especially true when comparing Registered Indian women with non-Aboriginal women.

As has been seen in previous sections, there are differences between age groups in their participation in and completion of post-secondary education. Similarly, there are differences in the major fields of study, at least among those who have completed some level of post-secondary certification. Tables 21 and 22 explore these differences, showing the major fields for three age groups: those 15-24, 25-44 and 45-64 years old. The tables also provide data separately for men and women and for the various identity groups. Table 21 focuses on those with trades or other non-university certification, while Table 22 provides data for those with university certification.

*** Among the Aboriginal population there is less concentration in the fields of study of younger age groups compared to older age groups. This suggests that the range of programs that Aboriginal students participate in has been expanding in recent years.**

From Table 21 it can be seen that older Registered Indian men with non-university certification are more concentrated in the Engineering Technologies and Trades field than are younger Registered Indian men. Indeed, 61% of older Registered Indian men are in this field, compared to 49% of younger Registered Indian men. Although the degree of concentration is not as great among Registered Indian women, there is again greater concentration in the two largest major fields among older compared to younger Registered Indian women. The two fields with the largest numbers of Registered Indian women, Commerce and Health, account for about 51% of 45-64-year-old Registered Indian women, but only 34% of 15-24-year-old Registered Indian women. A similar pattern is seen among men and women in all of the other identity groups, except for Inuit women, among whom the 15-24 age group is equally as concentrated in a few major fields as is the 45-64 age group.

Table 21a
Proportion of Population Aged 15-64 with Trades or Other Non-University
Certificates by Field of Study, Gender, Age and Identity Groups, Canada, 2001

Identity Group and Field of Study	15-24		25-44		45-64	
	Male	Female	Male	Female	Male	Female
	Percent					
Registered Indian						
Education, Recreation and Counseling	5.1	13.7	4.8	12.5	5.8	13.8
Fine and Applied Arts	3.4	9.3	2.6	6.2	2.7	6.5
Humanities and Related Fields	2.8	3.1	2.1	2.3	2.0	2.8
Social Sciences and Related Fields	16.8	17.7	11.7	14.1	9.7	12.2
Commerce Management and Business Administration	7.2	22.0	9.3	32.7	9.6	27.5
Agricultural and Biological Sciences/Technologies	5.8	6.6	5.7	4.7	4.3	6.0
Engineering and Applied Sciences	0.7	0.5	1.2	0.4	0.7	0.2
Engineering Technologies and Trades	49.1	13.4	57.6	11.6	60.5	7.3
Health Professions, Sciences and Technologies	7.4	11.7	4.4	14.8	4.0	23.3
Mathematics and Physical Sciences	1.0	0.8	0.3	0.3	0.4	0.3
No Specialization	0.8	1.1	0.3	0.4	0.1	0.3
Total	100.0	100.0	100.0	100.0	100.0	100.0
Number	3,535	3,765	23,270	27,345	10,415	11,970
Others with Aboriginal Identity						
Education, Recreation and Counseling	5.9	10.4	2.4	8.8	2.4	9.3
Fine and Applied Arts	3.8	15.7	3.6	10.0	3.4	9.5
Humanities and Related Fields	3.7	4.8	1.9	1.9	2.0	2.1
Social Sciences and Related Fields	8.9	12.7	6.8	9.3	5.5	8.2
Commerce Management and Business Administration	8.2	23.2	9.4	34.4	8.1	33.8
Agricultural and Biological Sciences/Technologies	6.9	5.6	5.9	3.9	4.7	4.8
Engineering and Applied Sciences	1.0	0.5	0.8	0.2	0.4	0.5
Engineering Technologies and Trades	54.9	11.0	64.6	10.9	69.3	7.9
Health Professions, Sciences and Technologies	5.1	15.2	3.7	19.7	3.4	23.1
Mathematics and Physical Sciences	1.4	0.6	0.7	0.6	0.5	0.6
No Specialization	0.3	0.2	0.2	0.3	0.2	0.2
Total	100.0	100.0	100.0	100.0	100.0	100.0
Number	3,535	4,175	21,130	24,415	11,335	9,915
Non-Aboriginal						
Education, Recreation and Counseling	2.7	10.4	1.8	7.8	1.9	10.5
Fine and Applied Arts	4.8	13.2	4.1	11.3	4.4	8.3
Humanities and Related Fields	6.3	9.2	2.8	3.5	2.2	3.0
Social Sciences and Related Fields	6.6	10.2	5.0	6.7	3.7	3.9
Commerce Management and Business Administration	13.3	25.6	12.9	37.6	14.9	37.4
Agricultural and Biological Sciences/Technologies	6.5	6.6	5.3	4.3	4.6	3.5
Engineering and Applied Sciences	1.7	0.5	1.3	0.3	1.2	0.2
Engineering Technologies and Trades	51.4	8.5	62.4	8.9	63.0	5.8
Health Professions, Sciences and Technologies	2.8	13.0	3.1	18.6	2.8	26.4
Mathematics and Physical Sciences	3.3	2.1	1.1	1.0	1.1	0.9
No Specialization	0.6	0.6	0.2	0.2	0.2	0.2
Total	100.0	100.0	100.0	100.0	100.0	100.0
Number	274,700	314,930	1,481,280	1,531,990	1,075,535	1,021,575

Table 21b
Proportion of Population Aged 15-64 with Trades or Other Non-University
Certificates by Field of Study, Gender, Age and Other Aboriginal Identity Groups,
Canada, 2001

Identity Group and Field of Study	15-24		25-44		45-64	
	Male	Female	Male	Female	Male	Female
	Percent					
Métis						
Education, Recreation and Counseling	5.3	10.7	2.2	8.1	1.8	8.3
Fine and Applied Arts	4.7	14.4	3.3	9.6	3.5	9.9
Humanities and Related Fields	3.3	5.0	1.8	1.8	1.9	1.6
Social Sciences and Related Fields	8.8	13.0	7.0	9.8	5.8	8.6
Commerce Management and Business Administration	8.4	23.2	9.2	34.3	7.3	33.7
Agricultural and Biological Sciences/Technologies	6.4	5.4	5.5	4.1	4.5	5.4
Engineering and Applied Sciences	0.8	0.3	0.9	0.2	0.4	0.7
Engineering Technologies and Trades	56.1	11.0	65.6	10.4	70.5	7.4
Health Professions, Sciences and Technologies	4.3	15.7	3.8	21.1	3.5	24.0
Mathematics and Physical Sciences	1.6	0.7	0.5	0.5	0.5	0.5
No Specialization	0.4	0.0	0.2	0.2	0.2	0.1
Total	100.0	100.0	100.0	100.0	100.0	100.0
Number	2,440	2,990	13,950	16,220	7,860	6,890
Inuit						
Education, Recreation and Counseling	5.8	14.6	5.3	17.7	3.4	29.5
Fine and Applied Arts	3.8	7.3	3.7	4.5	2.7	4.8
Humanities and Related Fields	3.8	0.0	2.1	3.4	2.7	7.6
Social Sciences and Related Fields	17.3	17.1	8.0	9.5	5.5	11.4
Commerce Management and Business Administration	0.0	34.1	10.4	36.8	11.0	23.8
Agricultural and Biological Sciences/Technologies	3.8	0.0	4.3	5.8	3.4	4.8
Engineering and Applied Sciences	0.0	0.0	0.8	0.0	0.0	0.0
Engineering Technologies and Trades	53.8	14.6	60.6	11.1	67.1	5.7
Health Professions, Sciences and Technologies	5.8	9.8	2.4	9.5	3.4	11.4
Mathematics and Physical Sciences	0.0	4.9	1.9	0.8	0.0	0.0
No Specialization	0.0	0.0	0.0	1.6	0.0	1.9
Total	100.0	100.0	100.0	100.0	100.0	100.0
Number	260	205	1,880	1,890	730	525
Non-Status Indian						
Education, Recreation and Counseling	8.2	8.7	1.9	8.0	3.7	7.5
Fine and Applied Arts	1.9	21.7	4.4	13.2	3.7	9.7
Humanities and Related Fields	5.0	4.9	2.0	1.7	1.6	2.2
Social Sciences and Related Fields	6.9	11.4	5.9	8.5	5.1	6.6
Commerce Management and Business Administration	8.8	20.1	9.7	34.1	9.4	35.6
Agricultural and Biological Sciences/Technologies	9.4	7.1	7.8	2.7	5.7	3.1
Engineering and Applied Sciences	1.3	1.1	0.6	0.3	0.8	0.0
Engineering Technologies and Trades	49.1	10.3	63.2	12.2	66.3	10.4
Health Professions, Sciences and Technologies	7.5	15.2	3.7	18.4	3.1	23.0
Mathematics and Physical Sciences	1.9	0.0	0.6	0.8	0.0	1.1
No Specialization	0.0	0.0	0.2	0.3	0.4	0.4
Total	100.0	100.0	100.0	100.0	100.0	100.0
Number	795	920	4,915	5,720	2,450	2,260

As shown in Table 22, among those with university certification, there is also less concentration among younger than among older age groups. Registered Indian and Other Aboriginal populations with university certification tend to be concentrated in the major fields of Social Services and Education. For example, 71% of Registered Indian women aged 45-64 with university certification are found in these two fields, while about 54% of Registered Indian women aged 15-24 are found in these fields. For men in the same fields, the proportions are 62% and 41% for 45-64-year-olds and 15-24-year-olds respectively. The same is true for Other Aboriginal identity groups, but there is a different pattern among the non-Aboriginal population, with much less concentration than among the Aboriginal population among both older and younger age groups. In general, then, it appears that younger Aboriginal populations with post-secondary qualifications have been more evenly distributed among fields of study than older populations.

Table 22a
Proportion of Population Aged 15-64 with University Certificates or Degrees by
Field of Study, Gender, Age and Identity Groups, Canada, 2001

Identity Group and Field of Study	15-24		25-44		45-64	
	Male	Female	Male	Female	Male	Female
	Percent					
Registered Indian						
Education, Recreation and Counseling	6.5	18.4	17.4	30.7	29.1	38.7
Fine and Applied Arts	8.7	8.7	1.9	2.9	2.4	1.8
Humanities and Related Fields	10.9	13.6	10.3	7.2	11.1	7.8
Social Sciences and Related Fields	34.8	35.9	34.9	35.4	32.9	32.3
Commerce Management and Business Administration	15.2	9.7	14.2	11.1	12.5	8.2
Agricultural and Biological Sciences/Technologies	8.7	3.9	1.9	1.4	1.9	0.7
Engineering and Applied Sciences	10.9	0.0	8.5	1.4	5.7	0.3
Engineering Technologies and Trades	0.0	0.0	0.8	0.0	0.0	0.0
Health Professions, Sciences and Technologies	0.0	5.8	3.8	7.1	1.6	8.1
Mathematics and Physical Sciences	8.7	4.9	6.0	2.4	2.7	1.0
No Specialization	0.0	1.9	0.9	0.3	0.0	0.6
Total	100.0	100.0	100.0	100.0	100.0	100.0
Number	230	515	3,170	7,160	1,840	3,580
Others with Aboriginal Identity						
Education, Recreation and Counseling	14.0	19.0	16.1	27.4	27.9	33.9
Fine and Applied Arts	4.7	3.7	2.7	3.5	1.2	2.8
Humanities and Related Fields	24.4	14.7	9.9	9.2	10.7	11.5
Social Sciences and Related Fields	15.1	30.7	28.8	32.3	21.9	29.7
Commerce Management and Business Administration	19.8	6.7	13.5	8.9	13.7	8.2
Agricultural and Biological Sciences/Technologies	7.0	8.0	4.3	4.2	5.5	3.2
Engineering and Applied Sciences	7.0	4.9	11.5	1.7	8.4	0.0
Engineering Technologies and Trades	0.0	0.0	0.0	0.0	0.8	0.0
Health Professions, Sciences and Technologies	2.3	11.0	5.1	9.9	4.9	9.1
Mathematics and Physical Sciences	8.1	3.1	8.4	2.7	4.9	1.1
No Specialization	0.0	1.2	0.3	0.3	0.0	0.0
Total	100.0	100.0	100.0	100.0	100.0	100.0
Number	430	815	3,750	5,985	2,440	2,815
Non-Aboriginal						
Education, Recreation and Counseling	6.5	15.3	8.4	19.4	14.9	32.0
Fine and Applied Arts	2.7	4.2	2.0	3.4	1.7	3.4
Humanities and Related Fields	11.1	13.9	8.5	12.1	10.3	14.8
Social Sciences and Related Fields	17.0	23.9	16.7	20.3	16.6	16.1
Commerce Management and Business Administration	19.6	14.6	21.1	17.0	18.5	10.1
Agricultural and Biological Sciences/Technologies	7.3	8.4	4.3	5.3	4.2	4.0
Engineering and Applied Sciences	15.7	4.1	20.0	4.4	16.9	1.7
Engineering Technologies and Trades	0.3	0.1	0.4	0.2	0.4	0.1
Health Professions, Sciences and Technologies	4.3	8.4	5.9	12.0	6.7	13.7
Mathematics and Physical Sciences	15.0	6.6	12.5	5.8	9.5	4.0
No Specialization	0.4	0.5	0.2	0.2	0.2	0.3
Total	100.0	100.0	100.0	100.0	100.0	100.0
Number	89,420	143,830	966,950	1,113,090	728,045	602,670

Table 22b
Proportion of Population Aged 15-64 with University Certificates or Degrees by
Field of Study, Gender, Age and Other Aboriginal Identity Groups, Canada 2001

Identity Group and Field of Study	15-24		25-44		45-64	
	Male	Female	Male	Female	Male	Female
	Percent					
Métis						
Education, Recreation and Counseling	18.2	19.5	16.0	28.5	29.5	38.1
Fine and Applied Arts	3.6	4.4	2.8	2.9	1.1	1.8
Humanities and Related Fields	23.6	15.9	9.5	8.1	10.0	12.3
Social Sciences and Related Fields	18.2	25.7	28.2	32.8	22.4	29.4
Commerce Management and Business Administration	21.8	7.1	15.1	8.2	14.3	9.4
Agricultural and Biological Sciences/Technologies	7.3	7.1	4.3	3.8	6.5	1.8
Engineering and Applied Sciences	3.6	4.4	9.9	1.7	6.5	0.0
Engineering Technologies and Trades	0.0	0.0	0.4	0.0	0.5	0.0
Health Professions, Sciences and Technologies	0.0	10.6	5.2	10.2	5.1	5.5
Mathematics and Physical Sciences	3.6	2.7	9.0	3.1	4.9	1.3
No Specialization	0.0	1.8	0.0	0.0	0.0	0.0
Total	100.0	100.0	100.0	100.0	100.0	100.0
Number	275	565	2,680	4,070	1,850	1,905
Inuit						
Education, Recreation and Counseling	**	**	24.0	35.3	**	63.6
Fine and Applied Arts	**	**	0.0	3.9	**	0.0
Humanities and Related Fields	**	**	8.0	7.8	**	0.0
Social Sciences and Related Fields	**	**	24.0	29.4	**	9.1
Commerce Management and Business Administration	**	**	16.0	7.8	**	0.0
Agricultural and Biological Sciences/Technologies	**	**	0.0	0.0	**	0.0
Engineering and Applied Sciences	**	**	8.0	0.0	**	0.0
Engineering Technologies and Trades	**	**	0.0	0.0	**	0.0
Health Professions, Sciences and Technologies	**	**	12.0	11.8	**	27.3
Mathematics and Physical Sciences	**	**	16.0	0.0	**	0.0
No Specialization	**	**	0.0	3.9	**	0.0
Total	100.0	100.0	100.0	100.0	100.0	100.0
Number	20	40	125	255	40	110
Non-Status Indian						
Education, Recreation and Counseling	8.3	20.0	16.2	22.1	19.2	18.6
Fine and Applied Arts	0.0	5.0	2.8	4.5	2.0	5.5
Humanities and Related Fields	33.3	5.0	11.7	13.1	15.2	9.7
Social Sciences and Related Fields	16.7	42.5	32.4	32.1	24.2	35.9
Commerce Management and Business Administration	16.7	5.0	9.5	10.6	13.1	6.9
Agricultural and Biological Sciences/Technologies	0.0	5.0	3.9	5.4	0.0	6.9
Engineering and Applied Sciences	12.5	10.0	15.6	1.3	15.2	0.0
Engineering Technologies and Trades	0.0	0.0	0.0	0.0	0.0	0.0
Health Professions, Sciences and Technologies	0.0	12.5	2.8	9.0	2.0	16.6
Mathematics and Physical Sciences	8.3	5.0	7.3	1.3	7.1	1.4
No Specialization	0.0	0.0	0.0	0.0	0.0	0.0
Total	100.0	100.0	100.0	100.0	100.0	100.0
Number	120	200	895	1,560	495	725

** Data suppressed wherever the total count is less than 100.

Tables 23 and 24 look more closely at the differences between age groups for selected fields of study. As seen in Table 23, among men in all identity groups with non-university certification, smaller proportions of younger men are found in Engineering Technologies and Trades and larger proportions are found in Social Sciences, compared to older men. This is especially true among the Registered Indian, Métis and Inuit populations. Among women with non-university certification, smaller proportions of younger women tend to be found in the fields of Health and Commerce compared to the proportions among older women.

As seen in Table 24, among both younger men and women with university certification, smaller proportions are in the field of Education, at least for most identity and gender groups. Other differences between older and younger age groups vary considerably from one identity group to another.

Table 23
Proportions of Male and Female with Non-University Certificate in Selected Major Fields of Study by Gender, Age and Identity Groups, Showing Differences Between the Youngest and Oldest Age Groups, Canada, 2001

Identity Group and Major Field of Study	Male				Female			
	15-24	25-44	45-64	Difference*	15-24	25-44	45-64	Difference*
Registered Indian								
Engineering Technologies and Trades	49.1	57.6	60.5	-11.5	13.4	11.6	7.3	6.1
Social Sciences and Related Fields	16.8	11.7	9.7	7.1	17.7	14.1	12.2	5.5
Health Professions, Sciences and Technologies	7.4	4.4	4.0	3.4	11.7	14.8	23.3	-11.6
Commerce Management and Business Administration	7.2	9.3	9.7	-2.4	22.0	32.7	27.5	-5.4
Education, Recreation and Counselling	5.1	4.8	5.8	-0.7	13.7	12.5	13.8	-0.1
Métis								
Engineering Technologies and Trades	56.1	65.6	70.5	-14.4	11.0	10.4	7.4	3.6
Social Sciences and Related Fields	8.8	7.0	5.8	3.0	13.0	9.8	8.6	4.4
Health Professions, Sciences and Technologies	4.3	3.8	3.5	0.8	15.7	21.1	24.0	-8.3
Commerce Management and Business Administration	8.4	9.2	7.3	1.1	23.2	34.3	33.7	-10.4
Education, Recreation and Counselling	5.3	2.2	1.8	3.5	10.7	8.1	8.3	2.4
Inuit								
Engineering Technologies and Trades	53.8	60.6	67.1	-13.3	14.6	11.1	5.7	8.9
Social Sciences and Related Fields	17.3	8.0	5.5	11.8	17.1	9.5	11.4	5.6
Health Professions, Sciences and Technologies	5.8	2.4	3.4	2.3	9.8	9.5	11.4	-1.7
Commerce Management and Business Administration	0.0	10.4	11.0	-11.0	34.1	36.8	23.8	10.3
Education, Recreation and Counselling	5.8	5.3	3.4	2.3	14.6	17.7	29.5	-14.9
Non-Status Indian								
Engineering Technologies and Trades	49.1	63.2	66.3	-17.3	10.3	12.2	10.4	-0.1
Social Sciences and Related Fields	6.9	5.9	5.1	1.8	11.4	8.5	6.6	4.8
Health Professions, Sciences and Technologies	7.5	3.7	3.1	4.5	15.2	18.4	23.0	-7.8
Commerce Management and Business Administration	8.8	9.7	9.4	-0.6	20.1	34.1	35.6	-15.5
Education, Recreation and Counselling	8.2	1.9	3.7	4.5	8.7	8.0	7.5	1.2
Non-Aboriginal								
Engineering Technologies and Trades	51.4	62.4	63.0	-11.5	8.5	8.9	5.8	2.7
Social Sciences and Related Fields	6.6	5.0	3.7	2.9	10.2	6.7	3.9	6.3
Health Professions, Sciences and Technologies	2.8	3.1	2.8	0.1	13.0	18.6	26.4	-13.4
Commerce Management and Business Administration	13.3	12.9	14.9	-1.6	25.6	37.6	37.4	-11.8
Education, Recreation and Counselling	2.7	1.8	1.9	0.8	10.4	7.8	10.5	-0.1

* Difference = Percent of 15-24 age group - Percent of 45-64 age group.

Table 24
Proportions of Male and Female with University Certificate in Selected Major
Fields of Study by Gender, Age and Identity Groups, Showing Differences
Between the Youngest and Oldest Age Groups, Canada, 2001

Identity Group and Major Field of Study	Male				Female			
	15-24	25-44	45-64	Difference*	15-24	25-44	45-64	Difference*
	Percent							
Registered Indian								
Social Sciences and Related Fields	34.8	34.9	32.9	1.9	35.9	35.4	32.3	3.7
Education, Recreation and Counseling	6.5	17.4	29.1	-22.6	18.4	30.7	38.7	-20.2
Commerce Management and Business Administration	15.2	14.2	12.5	2.7	9.7	11.1	8.2	1.5
Humanities and Related Fields	10.9	10.3	11.1	-0.3	13.6	7.2	7.8	5.8
Engineering and Applied Sciences	10.9	8.5	5.7	5.2	0.0	1.4	0.3	-0.3
Health Professions, Sciences and Technologies	0.0	3.8	1.6	-1.6	5.8	7.1	8.1	-2.3
Métis								
Social Sciences and Related Fields	18.2	28.2	22.4	-4.3	25.7	32.8	29.4	-3.7
Education, Recreation and Counseling	18.2	16.0	29.5	-11.3	19.5	28.5	38.1	-18.6
Commerce Management and Business Administration	21.8	15.1	14.3	7.5	7.1	8.2	9.4	-2.4
Humanities and Related Fields	23.6	9.5	10.0	13.6	15.9	8.1	12.3	3.6
Engineering and Applied Sciences	3.6	9.9	6.5	-2.9	4.4	1.7	0.0	4.4
Health Professions, Sciences and Technologies	0.0	5.2	5.1	-5.1	10.6	10.2	5.5	5.1
Inuit								
Social Sciences and Related Fields	**	24.0	**	**	**	29.4	9.1	**
Education, Recreation and Counseling	**	24.0	**	**	**	35.3	63.6	**
Commerce Management and Business Administration	**	16.0	**	**	**	7.8	0.0	**
Humanities and Related Fields	**	8.0	**	**	**	7.8	0.0	**
Engineering and Applied Sciences	**	8.0	**	**	**	0.0	0.0	**
Health Professions, Sciences and Technologies	**	12.0	**	**	**	11.8	27.3	**
Non-Status Indian								
Social Sciences and Related Fields	16.7	32.4	24.2	-7.6	42.5	32.1	35.9	6.6
Education, Recreation and Counseling	8.3	16.2	19.2	-10.9	20.0	22.1	18.6	1.4
Commerce Management and Business Administration	16.7	9.5	13.1	3.5	5.0	10.6	6.9	-1.9
Humanities and Related Fields	33.3	11.7	15.2	18.2	5.0	13.1	9.7	-4.7
Engineering and Applied Sciences	12.5	15.6	15.2	-2.7	10.0	1.3	0.0	10.0
Health Professions, Sciences and Technologies	0.0	2.8	2.0	-2.0	12.5	9.0	16.6	-4.1
Non-Aboriginal								
Social Sciences and Related Fields	17.0	16.7	16.6	0.4	23.9	20.3	16.1	7.9
Education, Recreation and Counseling	6.5	8.4	14.9	-8.4	15.3	19.4	32.0	-16.7
Commerce Management and Business Administration	19.6	21.1	18.5	1.0	14.6	17.0	10.1	4.5
Humanities and Related Fields	11.1	8.5	10.3	0.9	13.9	12.1	14.8	-0.9
Engineering and Applied Sciences	15.7	20.0	16.9	-1.3	4.1	4.4	1.7	2.4
Health Professions, Sciences and Technologies	4.3	5.9	6.7	-2.4	8.4	12.0	13.7	-5.2

* Difference = Percent of 15-24 age group - Percent of 45-64 age group.

** Data suppressed wherever the total count is less than 100.

PART TWO: LABOUR MARKET OUTCOMES

The second part of this study looks at several labour market outcomes closely related to educational attainment. These outcomes include labour market activity, employment, occupations, industries and income levels. All of these variables will be presented in relation to highest level of schooling, with an emphasis on post-secondary education. Most tables and figures also include identity group, age and gender.

6. Labour Market Activity and Employment

Three indicators of labour market activity will be presented in this section: labour force participation rates, employment rates, and unemployment rates. These indicators provide three different ways of looking at the question of employment and unemployment. The labour force participation is defined as the number of adults (15 years old or older) who are working or actively seeking employment, divided by the total adult population. The employment rate, sometimes referred to as the employment-to-population ratio, is the number of people who are working divided by the total population. The unemployment rate is the number of people who are not working but are actively looking for work, divided by all those who are participating in the labour market. These are standard labour force indicators used in the Labour Force Survey and elsewhere. Each of the indicators focuses on a different aspect of labour market activity. It should be kept in mind that the unemployment rate is not the same as the proportion of people who are not working, because it considers only those who are actively looking for work. The proportion of the population not working (for whatever reason) can be calculated by subtracting the employment rate from 100%. For example, if the employment rate is 60%, the proportion of the population who are not working would be 40%.

Table 25 provides labour force participation rates by age, gender and identity group, as well as highest level of schooling. For all age, gender and identity groups, as educational attainment increases, so do labour force participation rates. For example, among Registered Indian men, aged 15 or older, the labour force participation of those with less than grade 9 is 39%, increasing to 66% among those with secondary education, and to more than 80% for those with post-secondary education. In addition, those with certification almost always have higher participation rates than those who do not, within a given educational level.

Table 25
Labour Force Participation Rate of Population 15+ Not Attending School Full-Time by Highest Level of Schooling, Gender, Age and Identity Groups, Canada, 2001

Identity Group and Highest Level of Schooling	15-24		25-44		45-64		Total 15+	
	Male	Female	Male	Female	Male	Female	Male	Female
Percent								
Registered Indian								
Less than grade 9	31.7	21.6	57.2	37.9	45.9	26.4	38.6	22.6
Grades 9-13	56.5	41.3	74.6	56.1	66.8	49.3	66.2	48.5
without certificate	51.5	35.6	72.3	51.8	65.2	45.2	63.0	43.8
with certificate	77.5	63.0	81.7	68.7	72.5	61.6	77.6	63.6
Trades or other non-university	83.7	72.0	88.5	78.7	78.3	67.5	83.4	73.4
without certificate	79.8	66.3	82.9	70.2	70.9	61.7	78.3	66.6
with trades certificate	86.0	70.7	89.6	79.3	79.4	64.5	84.0	72.0
with non-university certificate	88.8	86.7	92.3	85.2	82.4	73.2	88.0	79.8
University	84.1	77.6	91.0	85.1	81.3	79.6	86.0	81.8
without certificate/degree	85.8	74.3	88.1	80.0	76.0	73.9	83.8	77.0
with undergraduate certificate	**	**	94.5	87.7	81.3	76.9	87.2	81.2
with degree	**	90.7	95.8	91.9	89.0	85.7	90.1	88.6
Métis								
Less than grade 9	50.4	37.4	72.9	48.8	53.7	27.7	44.3	21.6
Grades 9-13	80.3	65.8	87.2	68.6	75.6	59.3	80.2	62.1
without certificate	74.8	59.3	85.5	63.7	73.2	57.4	77.1	57.1
with certificate	92.1	79.4	91.2	77.4	82.9	64.0	88.0	72.8
Trades or other non-university	90.7	84.2	92.6	82.5	80.6	72.2	85.8	77.9
without certificate	86.3	80.8	89.4	76.7	71.8	66.3	82.9	72.6
with trades certificate	92.5	83.5	93.3	80.3	82.0	71.9	85.4	76.1
with non-university certificate	96.0	88.2	93.9	86.8	83.7	75.5	89.5	82.2
University	96.1	90.1	94.9	87.5	83.6	82.1	88.8	84.9
without certificate/degree	93.8	88.2	94.2	82.7	82.4	77.2	89.5	80.9
with undergraduate certificate	100.0	**	98.7	87.9	74.2	77.0	82.8	79.6
with degree	100.0	97.1	95.0	92.8	87.6	88.6	89.5	91.3
Inuit								
Less than grade 9	42.9	38.6	71.3	57.3	58.8	44.7	53.0	44.0
Grades 9-13	63.6	56.6	81.5	71.3	74.0	68.1	72.6	65.2
without certificate	59.3	50.4	79.8	69.0	69.2	66.7	69.1	61.3
with certificate	84.7	82.4	87.9	76.7	85.7	**	85.5	80.0
Trades or other non-university	87.1	72.7	89.3	83.5	84.8	78.5	86.6	80.0
without certificate	81.6	73.7	82.9	78.3	86.0	66.7	82.1	73.7
with trades certificate	92.0	60.0	91.2	88.1	86.0	75.0	87.3	83.7
with non-university certificate	**	**	94.1	85.7	78.4	87.5	90.4	84.2
University	100.0	**	96.6	95.8	80.0	74.3	93.2	89.1
without certificate/degree	**	**	91.4	93.3	100.0	**	93.9	89.4
with undergraduate certificate	**	**	**	**	**	**	**	89.3
with degree	**	**	**	91.7	**	**	86.2	92.2

** Data suppressed wherever the total count is less than 100.

Table 25
Labour Force Participation Rate of Population 15+ Not Attending School Full-Time by Highest Level of Schooling, Gender, Age and Identity Groups, Canada, 2001

Identity Group and Highest Level of Schooling	15-24		25-44		45-64		Total 15+	
	Male	Female	Male	Female	Male	Female	Male	Female
	Percent							
Non-Status Indian								
Less than grade 9	45.5	27.3	60.9	34.8	42.9	20.4	38.5	19.4
Grades 9-13	79.9	65.1	82.7	66.0	67.6	52.8	76.2	59.0
without certificate	75.9	59.4	79.7	59.8	64.7	47.1	72.2	52.6
with certificate	89.5	78.6	87.7	76.2	75.0	66.3	84.8	71.9
Trades or other non-university	90.6	87.2	90.9	81.3	75.4	67.8	84.3	77.0
without certificate	77.2	80.3	84.6	75.7	79.1	54.7	80.8	69.1
with trades certificate	96.7	85.7	91.5	82.2	76.6	67.1	84.1	77.2
with non-university certificate	95.3	96.4	95.1	83.8	71.3	76.2	87.6	81.5
University	83.3	87.3	93.6	88.7	73.9	71.3	83.7	81.3
without certificate/degree	89.7	84.1	91.4	90.7	73.2	68.5	83.3	81.8
with undergraduate certificate	**	100.0	100.0	83.9	**	65.2	73.2	74.3
with degree	**	**	97.2	88.3	77.2	75.5	85.4	82.0
Non-Aboriginal								
Less than grade 9	65.8	40.9	75.1	50.8	60.1	34.1	37.6	18.4
Grades 9-13	81.2	71.1	90.8	74.4	77.7	59.1	73.5	53.5
without certificate	75.2	62.9	88.7	69.7	75.3	53.6	68.6	45.8
with certificate	89.7	82.5	93.3	78.5	80.9	64.9	80.5	62.5
Trades or other non-university	93.7	89.6	95.3	85.3	83.3	71.6	82.4	72.2
without certificate	90.9	84.8	93.4	81.0	81.0	67.2	82.7	66.6
with trades certificate	95.1	89.0	95.4	83.9	82.6	69.6	79.1	69.8
with non-university certificate	95.6	93.3	96.1	87.5	85.5	74.2	86.8	75.6
University	90.8	89.2	95.3	87.3	85.5	76.9	84.4	78.2
without certificate/degree	89.6	87.8	94.2	85.4	84.6	75.1	84.6	76.6
with undergraduate certificate	89.8	86.5	94.4	85.7	83.2	70.6	78.9	66.8
with degree	93.0	91.4	95.9	88.2	86.1	79.2	85.0	81.1

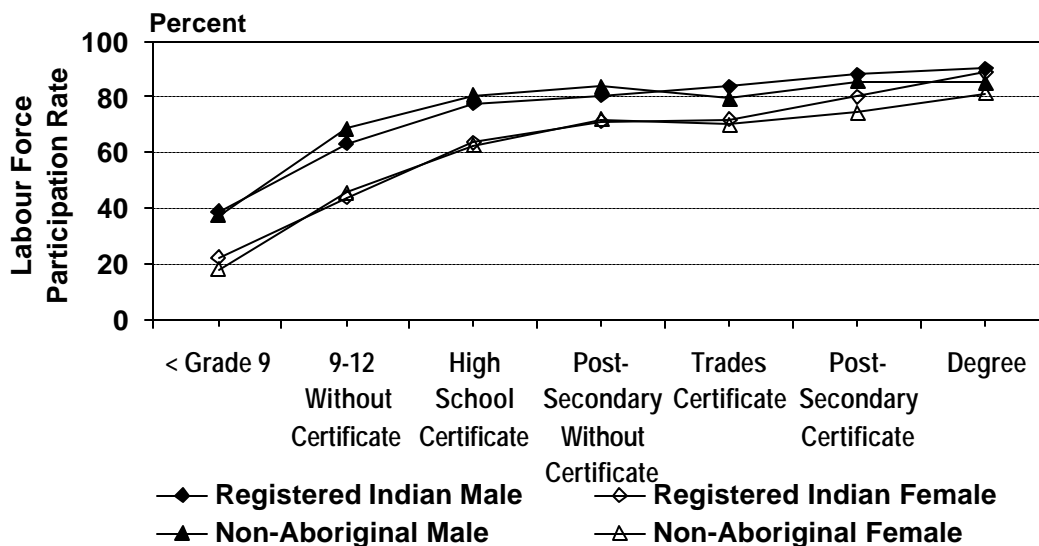
** Data suppressed wherever the total count is less than 100.

- * **Among all identity groups, labour force participation rates increase as educational attainment increases.**
- * **When educational attainment is taken into account, there is little difference between Aboriginal and non-Aboriginal identity groups in labour force participation rates, especially at higher levels of educational attainment.**
- * **Attainment of certification leads to higher participation rates within any given educational level.**

When comparing the different identity groups, it can be seen that the differences in participation rates are relatively small when educational attainment is taken into account. For example, there is very little difference in the labour force participation rates of men with non-university education. These rates vary only slightly among groups, and in fact non-Aboriginal men have the lowest rate (82%) while Inuit men have the highest (87%). However, it is important to take age into account because participation rates are usually highest among the middle age groups. Considering men in the 25-44 age group with trades or non-university education, there is still relatively little difference in rates among the identity groups. In this age group, Registered Indian and Inuit men have the lowest rate (89%) and non-Aboriginal men have the highest rate (95%).

The labour force participation rates of women are generally lower than those of men for the various age groups and educational levels. The differences between men's and women's participation rates are greatest for those with less education. At the lowest level of educational attainment, there is a gap in participation rates of as much as 20 percentage points or more between men and women. At the highest levels of educational attainment this gap is much smaller, usually less than ten percentage points. (See Figure 24.)

Figure 24
Labour Force Participation Rate of Registered Indian and Non-Aboriginal Population 15+, Not Attending School Full-Time by Educational Attainment and Gender, Canada, 2001



As can be seen in Table 26 and Figure 25, employment rates tend to have the same patterns and relationships to education, age and gender as participation rates. Employment rates generally increase with educational attainment, especially when moving from less than grade 9 education to completion of a secondary level certificate, and when moving from having some post-secondary education without certification to having post-secondary certification. For example, Registered Indian women 25-44 years old with less than grade 9 have an employment rate of 25%, but this increases to 39% for those with secondary education but no certificate, and 57% for those with a secondary certificate.

Table 26
Employment Rate of Population 15+ Not Attending School Full-Time by Highest Level of Schooling, Gender, Age and Identity Groups, Canada, 2001

Identity Group and Highest Level of Schooling	15-24		25-44		45-64		Total 15+	
	Male	Female	Male	Female	Male	Female	Male	Female
	Percent							
Registered Indian								
Less than grade 9	13.4	9.8	34.0	24.5	31.9	21.0	24.2	15.8
Grades 9-13	33.0	26.8	53.1	43.4	51.8	42.4	45.7	37.0
without certificate	27.5	21.0	49.6	38.7	49.3	37.9	41.6	31.9
with certificate	56.2	48.9	64.1	57.4	61.2	55.9	60.3	53.1
Trades or other non-university	59.4	54.9	68.7	66.2	63.3	59.6	64.9	62.0
without certificate	57.8	50.4	59.8	56.1	53.8	53.5	57.1	53.7
with trades certificate	57.6	50.2	68.6	64.5	63.8	56.3	64.6	59.3
with non-university certificate	69.2	70.2	78.2	75.5	70.9	66.0	74.4	70.9
University	69.5	62.1	79.7	76.0	72.3	74.0	75.4	73.5
without certificate/degree	71.6	57.5	73.2	67.7	64.3	67.0	69.9	65.6
with undergraduate certificate	**	**	82.9	79.3	70.1	73.4	76.1	74.4
with degree	**	90.7	92.7	87.4	84.2	80.6	86.2	83.9
Métis								
Less than grade 9	26.9	19.8	49.8	40.6	41.7	21.9	32.4	17.1
Grades 9-13	62.9	50.5	74.0	59.0	64.5	54.4	66.8	52.7
without certificate	55.6	42.9	71.0	53.1	61.3	52.5	62.5	47.3
with certificate	79.6	66.5	80.6	69.3	74.6	59.0	77.4	64.5
Trades or other non-university	73.8	73.8	80.5	74.6	70.8	67.4	74.5	70.9
without certificate	69.7	67.5	73.7	67.3	59.7	60.9	68.4	63.8
with trades certificate	77.0	73.7	80.6	71.6	71.3	67.8	73.8	68.8
with non-university certificate	77.0	81.5	85.8	80.3	76.5	70.2	81.0	76.2
University	85.8	78.6	88.5	82.3	77.3	77.8	82.3	79.4
without certificate/degree	82.5	76.5	85.3	75.9	76.4	71.0	81.1	73.6
with undergraduate certificate	100.0	**	84.8	82.6	65.2	73.8	71.5	75.7
with degree	95.2	91.2	93.1	88.7	81.5	85.3	86.2	87.1
Inuit								
Less than grade 9	20.4	19.3	48.6	45.2	48.1	37.8	38.0	34.3
Grades 9-13	43.0	40.5	61.4	59.0	57.5	58.0	53.2	51.5
without certificate	37.6	33.5	59.6	55.7	50.0	55.6	49.0	46.6
with certificate	67.8	72.5	70.7	67.4	81.0	53.3	70.3	70.7
Trades or other non-university	60.0	57.6	67.8	70.1	69.1	67.8	66.6	67.5
without certificate	52.6	57.9	60.3	60.8	67.4	54.5	60.7	58.8
with trades certificate	64.0	70.0	67.8	75.4	67.0	70.0	66.1	71.6
with non-university certificate	**	**	77.1	74.5	75.7	75.0	76.5	73.2
University	**	**	81.4	87.5	70.0	71.4	81.8	81.6
without certificate/degree	**	**	80.0	84.4	**	**	77.6	78.8
with undergraduate certificate	**	**	**	**	**	**	**	85.7
with degree	**	**	**	86.1	**	**	79.3	88.2

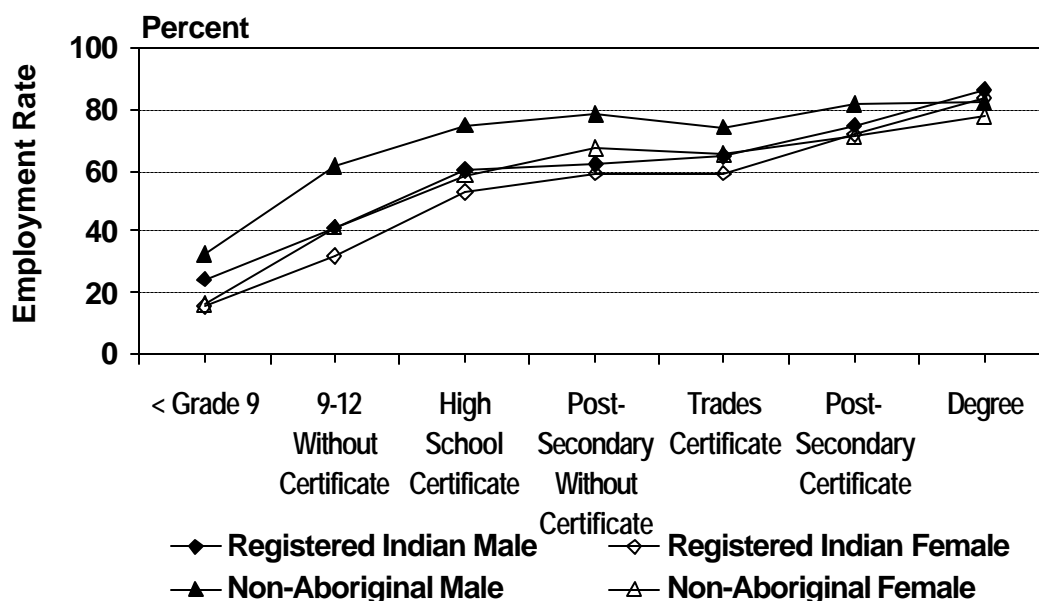
** Data suppressed wherever the total count is less than 100.

Table 26
Employment Rate of Population 15+ Not Attending School Full-Time by Highest Level of Schooling, Gender, Age and Identity Groups, Canada, 2001

Identity Group and Highest Level of Schooling	15-24		25-44		45-64		Total 15+	
	Male	Female	Male	Female	Male	Female	Male	Female
	Percent							
Non-Status Indian								
Less than grade 9	24.2	18.2	42.6	25.8	34.0	17.1	28.0	14.8
Grades 9-13	62.0	49.5	70.3	56.1	59.4	47.5	63.4	49.1
without certificate	55.3	42.0	65.7	49.1	56.1	42.6	58.1	42.3
with certificate	79.0	66.7	78.2	67.3	67.4	58.2	75.4	62.7
Trades or other non-university	76.1	72.6	78.1	72.8	66.9	60.8	73.0	68.4
without certificate	68.4	63.2	70.0	65.4	67.4	43.6	69.1	58.0
with trades certificate	78.7	67.3	78.5	72.0	67.7	59.2	72.6	67.2
with non-university certificate	72.1	89.1	84.2	77.6	62.6	71.8	77.0	75.9
University	80.6	83.6	86.8	81.9	69.5	66.4	78.1	75.5
without certificate/degree	79.3	81.8	81.7	80.2	67.0	64.9	75.8	74.5
with undergraduate certificate	**	**	100.0	78.6	**	52.2	68.3	65.7
with degree	**	**	93.8	84.7	70.7	70.0	81.2	78.6
Non-Aboriginal								
Less than grade 9	52.2	31.6	63.8	43.1	53.4	30.6	33.0	16.2
Grades 9-13	69.2	61.2	83.6	68.5	72.6	55.7	67.3	49.3
without certificate	62.0	52.1	80.3	62.9	69.8	50.1	61.8	41.5
with certificate	79.4	73.9	87.5	73.4	76.4	61.6	75.0	58.5
Trades or other non-university	84.9	82.9	90.1	80.5	78.7	68.4	77.7	68.3
without certificate	81.2	76.6	87.3	75.4	75.9	63.6	76.8	62.0
with trades certificate	85.7	81.7	89.8	78.4	77.6	66.1	74.2	65.6
with non-university certificate	88.6	87.9	92.0	83.4	81.6	71.3	82.8	72.2
University	82.7	83.6	91.5	83.4	82.5	74.3	81.0	74.9
without certificate/degree	80.7	81.2	89.7	81.0	80.5	71.9	80.1	72.7
with undergraduate certificate	82.0	80.1	90.2	81.6	79.6	68.1	75.3	64.0
with degree	86.2	86.9	92.4	84.5	83.5	76.9	82.1	78.0

** Data suppressed wherever the total count is less than 100.

Figure 25
Employment Rate of Registered Indian and Non-Aboriginal Population 15+, Not Attending School Full-Time by Educational Attainment and Gender, Canada, 2001



The gap in employment rates between men and women tends to be smaller than the gap in participation rates, especially among the Registered Indian and Inuit populations. For example, Registered Indian men 25-44 years old with a non-university post-secondary certificate have an employment rate of 78%, compared to 75% among Registered Indian women at the same age and educational level. This is a difference of only three percentage points. For the sample population groups, the difference in labour force participation rates is seven percentage points. In other words, Registered Indian and Inuit men are more likely than women to participate in the labour market even though they are not working, as will be seen in the discussion of unemployment rates below.

- * **Among all identity groups, employment rates increase as educational attainment increases.**
- * **When educational attainment is taken into account, there is little difference between Aboriginal and Non-Aboriginal identity groups in employment rates, especially at higher levels of educational attainment.**

As with participation rates, it can be seen from Table 26 and Figure 25 that the gap between Aboriginal and non-Aboriginal employment rates is smaller at higher levels of education. At the highest level, among those with a university degree, there is very little difference between the various Aboriginal and non-Aboriginal identity groups, while at lower educational levels the non-Aboriginal population has a substantially higher employment rate, especially for those with less than post-secondary education. For example, the employment rates of Registered Indian men and women, aged 25-44, with secondary certificates are 64% and 57% respectively, while among non-Aboriginal men and women of the same age and education the employment rates are 88% and 73% respectively.

Table 27 provides data on unemployment rates, again by age, gender and educational level. This table shows several things. First, among all identity groups unemployment rates are much higher for the youth population (15-24 years old) than among older populations. Second, unemployment rates are much higher among the various Aboriginal identity groups than among the non-Aboriginal population. When comparing populations of the same age, gender and educational level, the unemployment rate of the Aboriginal groups is often more than twice as high as the unemployment rate among the non-Aboriginal population. This is true even among those with various levels of post-secondary education, except for those with a university degree. Third, among the Aboriginal population unemployment rates are generally higher among men than among women, reflecting the higher participation rates of Aboriginal men. This implies that, among the Aboriginal population who are not working, more men than women are actively looking for work. Aboriginal women may, for example, be working in the home and taking care of children rather than seeking paid employment.

Table 27
Unemployment Rate of Population 15+ Not Attending School Full-Time by Highest Level of Schooling, Gender, Age and Identity Groups, Canada, 2001

Identity Group and Highest Level of Schooling	15-24		25-44		45-64		Total 15+	
	Male	Female	Male	Female	Male	Female	Male	Female
	Percent							
Registered Indian								
Less than grade 9	57.5	55.9	40.6	35.3	30.7	20.6	37.4	30.1
Grades 9-13	41.6	35.2	28.8	22.5	22.5	13.9	31.0	23.8
without certificate	46.6	41.0	31.4	25.3	24.5	16.0	33.9	27.1
with certificate	27.7	22.6	21.5	16.5	15.9	9.2	22.3	16.4
Trades or other non-university	28.8	23.6	22.4	15.9	19.3	11.7	22.2	15.5
without certificate	27.9	24.0	27.7	20.1	24.5	13.6	27.0	19.4
with trades certificate	32.6	29.7	23.4	18.4	19.6	12.7	23.1	17.6
with non-university certificate	22.1	18.5	15.4	11.3	13.9	10.0	15.5	11.3
University	16.7	19.4	12.5	10.7	11.2	7.1	12.3	10.2
without certificate/degree	16.5	22.6	16.9	15.3	15.6	9.1	16.5	14.8
with undergraduate certificate	**	**	11.6	9.9	11.5	5.1	13.1	8.6
with degree	**	2.6	2.8	5.2	5.4	5.8	4.1	5.4
Métis								
Less than grade 9	43.3	44.1	32.1	16.1	22.7	20.1	27.1	20.9
Grades 9-13	21.5	23.3	15.1	14.0	14.6	8.4	16.7	15.0
without certificate	25.9	27.9	16.9	16.5	16.2	8.8	19.0	17.1
with certificate	13.8	16.5	11.5	10.4	10.0	7.5	12.0	11.4
Trades or other non-university	18.8	12.1	13.1	9.5	12.3	6.7	13.3	9.1
without certificate	20.5	17.1	17.3	12.3	15.8	8.0	17.5	12.0
with trades certificate	16.8	11.7	13.6	11.0	12.9	5.6	13.5	9.5
with non-university certificate	19.8	7.0	8.6	7.4	8.3	7.0	9.4	7.3
University	10.7	12.7	6.8	6.1	7.7	5.4	7.4	6.5
without certificate/degree	13.2	13.3	9.3	8.4	8.6	8.0	9.4	8.7
with undergraduate certificate	**	**	15.4	5.2	15.2	4.3	13.0	4.5
with degree	4.8	12.1	2.3	4.4	5.5	3.4	3.6	4.2
Inuit								
Less than grade 9	47.6	47.1	32.4	23.0	18.1	14.5	28.2	22.3
Grades 9-13	32.4	29.0	24.6	16.5	18.5	17.0	26.5	21.0
without certificate	36.6	35.4	25.3	19.8	22.2	16.7	28.8	24.0
with certificate	20.0	14.3	21.6	10.6	**	**	18.6	11.7
Trades or other non-university	27.9	16.7	24.1	16.4	18.5	14.7	23.1	16.1
without certificate	32.3	21.4	26.4	21.5	21.6	13.6	26.1	20.7
with trades certificate	30.4	**	26.2	12.7	22.1	16.7	24.7	13.8
with non-university certificate	**	**	18.0	13.0	10.3	11.9	16.7	13.0
University	**	**	14.0	6.5	**	11.5	14.6	7.6
without certificate/degree	**	**	12.5	9.5	**	**	15.2	11.9
with undergraduate certificate	**	**	**	**	**	**	0.0	8.0
with degree	**	**	**	6.1	**	**	12.0	8.5

** Data suppressed wherever the total count is less than 100.

Table 27
Unemployment Rate of Population 15+ Not Attending School Full-Time by Highest Level of Schooling, Gender, Age and Identity Groups, Canada, 2001

Identity Group and Highest Level of Schooling	15-24		25-44		45-64		Total 15+	
	Male	Female	Male	Female	Male	Female	Male	Female
	Percent							
Non-Status Indian								
Less than grade 9	50.0	**	29.1	28.3	20.9	18.0	26.4	22.7
Grades 9-13	22.5	24.4	15.1	15.0	12.1	10.7	16.7	16.8
without certificate	27.2	29.3	17.4	17.6	13.3	9.6	19.5	19.6
with certificate	11.7	16.4	11.3	11.4	10.2	12.3	11.5	12.6
Trades or other non-university	16.7	17.3	13.9	10.5	11.1	10.3	13.4	11.1
without certificate	11.4	23.0	16.7	14.1	10.3	20.3	14.1	16.7
with trades certificate	18.6	21.4	14.0	12.0	11.2	10.8	13.6	13.0
with non-university certificate	24.4	9.4	10.7	7.5	11.0	5.8	12.1	6.8
University	0.0	2.1	7.2	7.6	6.0	6.9	6.9	7.3
without certificate/degree	3.8	5.4	11.3	11.2	8.5	5.3	9.4	9.2
with undergraduate certificate	**	**	0.0	10.6	**	20.0	3.3	11.5
with degree	**	**	4.3	5.0	7.0	2.4	4.1	4.1
Non-Aboriginal								
Less than grade 9	20.7	22.6	15.1	15.2	11.2	10.4	12.2	12.3
Grades 9-13	14.8	13.9	7.9	7.9	6.5	5.7	8.5	7.9
without certificate	17.5	17.1	9.4	9.8	7.4	6.4	9.9	9.5
with certificate	11.5	10.5	6.2	6.5	5.5	5.1	6.8	6.5
Trades or other non-university	9.4	7.5	5.4	5.6	5.6	4.5	5.8	5.4
without certificate	10.7	9.7	6.5	6.9	6.3	5.4	7.1	6.9
with trades certificate	9.9	8.2	5.9	6.6	6.0	5.0	6.2	6.1
with non-university certificate	7.4	5.8	4.3	4.7	4.5	3.9	4.6	4.5
University	8.9	6.3	4.0	4.5	3.5	3.3	3.9	4.2
without certificate/degree	9.9	7.5	4.8	5.1	4.9	4.2	5.2	5.1
with undergraduate certificate	8.7	7.3	4.4	4.7	4.3	3.6	4.5	4.3
with degree	7.3	4.9	3.6	4.2	3.0	2.9	3.4	3.8

** Data suppressed wherever the total count is less than 100.

- * **Unemployment rates are especially high among Aboriginal youth and are higher among Aboriginal men than women.**
- * **Achievement of key educational thresholds reduces unemployment levels dramatically among the Aboriginal population. These thresholds are:**
 - a) **Completion of a secondary school certificate;**
 - b) **Completion of a post-secondary certificate;**
 - c) **Completion of a university degree.**

As was seen with participation and employment rates, the gap between Aboriginal and non-Aboriginal unemployment rates tends to become smaller as educational levels increase. Figure 26 illustrates this, showing that the gap is very large for those with less than a secondary certificate, but declines with education until there is little difference among those with a university degree. (For this figure, university and non-university populations without certification have been combined, as have university and non-university populations with certification below the level of a university degree.)

Figure 26
Unemployment Rate of Registered Indian and Non-Aboriginal Population 15+, Not Attending School Full-Time by Educational Attainment and Gender, Canada, 2001

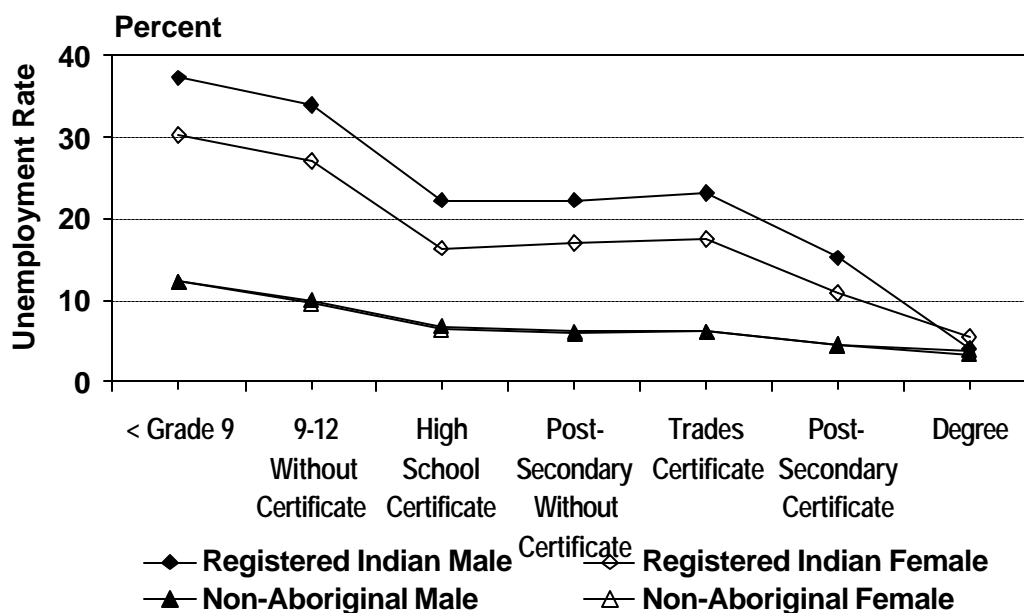


Figure 26 also points to three thresholds at which increased education has a dramatic impact on unemployment levels of Registered Indians. The first of these thresholds is high school or trades school completion. The unemployment rate among those with a high school certificate, a trades school certificate or some post-secondary education is substantially lower than among those who have not completed high school. Among Registered Indian men, the unemployment rate drops from 34 percent to 22 percent for those who have completed high school, while among Registered Indian women the rate drops from 27 percent to 16 percent. The second threshold comes with completion of post-secondary certification other than a university degree. Among Registered Indian men, the unemployment rate falls from 23 percent to 15 percent at this stage, while among Registered Indian women it falls from 18 percent to 11 percent. The third threshold is the completion of a university degree, at which point unemployment rates among Registered Indian men and women fall to 4 percent and 5 percent respectively. At this level of education, Registered Indian unemployment rates are similar to non-Aboriginal unemployment rates.

7. Occupations

For this study, occupations have been identified within the 2001 National Occupational Classification for Statistics. This classification was created to facilitate comparisons with data from previous Censuses that used the Standard Occupational Classification. The NOC places occupations within four skill levels. Level A includes managerial and professional occupations, Level B includes technical and semi-professional occupations, Level C includes intermediate and semi-skilled occupations, and Level D includes manual and other occupations requiring fewer skills. These occupational categories appear in Tables 28 to 30. As can be seen, in some cases the name of a type of occupation appears within more than one skill level, reflecting the fact that the occupational category includes jobs of various skill levels.

Table 28 shows the percentage distribution of those with post-secondary education, including those with or without certification, across the various occupations and levels. The table includes data for all the identity groups and for men and women. The table shows that the majority of those with post-secondary education in all identity and gender groups are found in Level A and Level B occupations. It also shows that the proportion in Levels A and B varies from 53% to 62% for the various Aboriginal identity and gender groups, while more than 70% of non-Aboriginal men and women with post-secondary are in Level A and B occupations. In Level A, women outnumber men for all Aboriginal identity groups. It can be seen that this is because of the relatively high proportions of Aboriginal women in professional occupations. Among the Inuit and Registered Indian populations, female professionals outnumber male professionals by a wide margin. On the other hand, there are slightly more men than women in senior and middle manager occupations among the Aboriginal identity groups. Among the non-Aboriginal population the same pattern exists, in that there are more women in the professions and more men in managerial occupations. However, the degree to which men outnumber women in management occupations is much

greater among the non-Aboriginal population than among the Aboriginal identity groups. When compared to Aboriginal men, non-Aboriginal men are much more frequently found in all of the Level A occupations, including the professions.

Table 28
Proportion of the Experienced Labour Force with Post-Secondary Education (with or without certificate) by Occupation, Gender and Identity Group, Canada, 2001

Occupation	Registered Indian		Métis		Inuit		Non-Status Indian		Non-Aboriginal	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
	Percent									
Level A	20.9	28.3	20.1	24.6	20.3	34.1	20.2	22.9	36.3	34.0
Senior managers	3.2	1.8	1.4	0.9	2.6	1.6	1.3	0.7	2.4	0.9
Middle managers	6.4	5.7	7.6	6.3	6.1	5.6	8.6	6.9	12.7	7.9
Professionals	11.3	20.9	11.1	17.5	11.6	26.7	10.4	15.1	21.2	25.2
Level B	37.4	28.9	42.0	28.7	35.3	28.1	40.8	30.2	35.4	27.6
Semi-professionals and technicians	9.0	13.2	8.8	12.0	9.9	11.3	9.0	12.6	9.3	10.7
Supervisors: clerical, sales and service	0.9	1.2	1.0	1.3	1.2	1.2	1.0	1.5	1.0	1.4
Supervisors: manufacturing, processing, etc.	3.0	0.4	3.7	0.8	2.5	0.3	3.2	1.0	3.9	1.0
Administrator and senior clerical	1.5	9.2	1.6	9.2	2.0	12.2	1.3	8.7	2.0	10.2
Skilled sales and service	4.4	3.9	4.2	4.5	3.2	2.6	5.5	5.2	4.5	3.7
Skilled crafts and trades	18.7	1.0	22.7	0.9	16.6	0.5	20.7	1.2	14.7	0.7
Level C	25.4	32.1	24.7	36.3	27.8	26.5	25.7	36.7	20.8	31.4
Clerical	3.5	14.0	3.8	15.1	4.6	14.4	4.1	15.3	4.6	14.4
Intermediate sales and service	5.3	15.1	6.5	17.9	5.0	10.3	7.0	17.1	6.5	14.3
Semi-skilled manual	16.6	3.0	14.4	3.3	18.2	1.8	14.6	4.2	9.7	2.7
Level D	16.3	10.6	13.2	10.3	16.6	11.4	13.3	10.3	7.5	7.0
Other sales and service	7.9	9.1	7.1	8.9	10.9	10.2	7.2	9.0	4.6	5.9
Other manual workers	8.5	1.5	6.1	1.4	5.8	1.5	6.1	1.3	2.9	1.0
Total percent	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total number (1,000's)	49.2	56.6	33.9	35.4	3.8	3.7	11.0	12.0	5,120.2	4,735.4

The majority of those in Level B occupations are men, among all identity groups. The difference between men and women is especially large among the Métis and Non-Status Indian populations, for whom the proportion of men in Level B occupations is 11 to 12 percentage points greater than the proportion of women. Comparing the specific occupational groups, it can be seen that, for all identity groups, men predominate in skilled crafts and trades and in supervisory manufacturing and processing occupations, while women predominate in administrative, clerical, and semi-professional occupations.

*** Forty percent or more (depending on identity group and gender) of Aboriginal people with some post-secondary education are employed in less skilled occupations. This suggests that they are underemployed, or that they have not completed their post-secondary certification, or both.**

The table also shows that a substantial number of those with post-secondary education are employed in Level C and D occupations, and that this is more true among the Aboriginal identity groups than among the non-Aboriginal population. Aboriginal men, in particular, are more often in Level D occupations than Aboriginal women, even though they have some post-secondary education.

It should be kept in mind that the differences between identity groups is partly a reflection of such things as the differences in the type of post-secondary education that people have obtained, and differences in the age structures of the populations. As has been seen in previous sections of the report, fewer Aboriginal people have completed university programs, for example, and a larger proportion of the Aboriginal population is found in younger age groups. These factors tend to lead to lower occupational levels.

Tables 29 and 30 are similar to Table 28, except that Table 29 provides data for the population with post-secondary education, but without any certification, and Table 30 provides data only for those with post-secondary certification. It should be kept in mind that this can include any type of certification, such as a trades or non-university certificate or a university degree.

Table 29
Proportion of the Experienced Labour Force with Post-Secondary Education
Without Any Certificate by Occupation, Gender and Identity Group, Canada, 2001

Occupation	Registered Indian		Métis		Inuit		Non-Status Indian		Non-Aboriginal	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
	Percent									
Level A	15.0	16.2	13.7	14.1	17.7	22.5	15.4	12.4	19.7	14.4
Senior managers	2.8	1.3	1.1	0.7	2.7	1.6	0.4	0.7	1.5	0.5
Middle managers	5.0	4.7	6.6	6.2	4.9	3.7	9.6	6.3	11.2	7.0
Professionals	7.2	10.2	5.9	7.2	10.2	17.6	5.6	5.6	7.0	6.8
Level B	31.5	27.4	31.9	24.1	30.5	25.8	30.7	24.2	29.6	24.9
Semi-professionals and technicians	7.9	11.1	7.2	8.8	8.9	9.4	6.5	7.6	7.1	7.1
Supervisors: clerical, sales and service	1.0	1.4	1.5	1.6	0.9	1.6	0.9	2.3	1.5	2.0
Supervisors: manufacturing, processing, etc.	2.6	0.6	3.2	0.7	1.8	0.0	2.8	1.2	3.9	1.1
Administrator and senior clerical	1.5	9.6	1.5	8.7	1.8	10.7	1.3	7.6	1.8	10.7
Skilled sales and service	4.3	3.9	3.4	3.5	2.2	2.9	5.6	4.0	5.0	3.1
Skilled crafts and trades	14.1	0.9	15.1	0.9	15.0	0.8	13.3	1.5	10.4	0.8
Level C	30.7	38.9	32.2	44.9	29.2	32.0	30.9	46.5	34.6	45.5
Clerical	4.8	16.9	4.6	17.7	4.0	17.2	6.1	18.4	7.6	19.6
Intermediate sales and service	7.4	17.8	9.4	22.8	8.0	12.7	8.1	22.2	11.5	21.3
Semi-skilled manual	18.6	4.1	18.2	4.3	17.3	2.0	16.7	5.8	15.4	4.6
Level D	22.8	17.5	22.2	17.0	23.5	19.3	23.0	16.9	16.0	15.2
Other sales and service	11.1	15.1	12.9	14.7	16.4	17.2	14.6	15.1	10.0	13.2
Other manual workers	11.7	2.5	9.4	2.2	7.1	2.5	8.3	1.8	6.0	2.1
Total percent	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total number (1,000's)	13.8	15.8	8.3	9.0	1.1	1.2	2.7	3.0	933.2	877.7

* Aboriginal underemployment (employment in Level C or D occupations) is associated with incomplete post-secondary education.

* Inuit men and women with incomplete post-secondary education have relatively high levels of employment in professional and management occupations.

As Table 29 shows, those with some post-secondary education but without post-secondary certification are more likely to be found in Level C and D occupations than in Level A and B occupations. This is true for all identity and gender groups except for non-Aboriginal men, among whom half are in Levels A and B and half are in Levels C and D. Among the Aboriginal identity groups, Inuit men and women have the highest proportions in Level A occupations. The proportion of Inuit women in professional occupations is especially high, exceeding that of any other identity group, including non-Aboriginal men and women.

There are several possible explanations for this. As seen in Tables 25 and 26, Inuit women have relatively high labour force participation and employment rates. Among women with either university or non-university post-secondary certification, the employment rates of Inuit women are higher than those of any other identity group. Second, the majority (58%) of the Inuit adult population lived in Northern Canada in 2001, and almost half (49%) lived in Nunavut. Based on unpublished 1996 Census data, a high proportion of Inuit women in Northern Canada were in Level A occupations (23%), compared to their counterparts in Southern Canada (16%). This was also true of women in Northern Canada generally. In addition, women in Northern Canada were more often in Level A occupations than men, while the reverse was true in Southern Canada.⁷ This suggests that the high proportion of Inuit women in these occupations is heavily influenced by the high proportion of the Inuit population living in Northern Canada and the occupational structure of the Northern labour market. Third, the Northern labour market may have grown to include a greater number of Level A occupations since the creation of Nunavut in 1999 and the associated expansion of government services within the new Nunavut Territory.

The largest proportion of the population with some post-secondary education tends to be found in Level C occupations, but substantial proportions are also found in Level B occupations. The occupations with the largest proportions tend to be skilled crafts and trades and semi-skilled manual occupations for men, and clerical and intermediate sales and service occupations for women. For example, 33% of Registered Indian men with some post-secondary education are found in skilled crafts and trades and semi-skilled manual occupations, while 35% of Registered Indian women with some post-secondary education are found in clerical and intermediate sales and service occupations.

Table 30 provides data for those with post-secondary certification (university or non-university). It can be seen that relatively high proportions of those with post-secondary certification are found in Level A and B occupations. When these two levels are combined, the proportions among the Aboriginal groups range from 58% of Inuit men to 67% of Métis men, and from 58% of Métis women to 69% of Inuit women. These figures may be compared to the 77% of non-Aboriginal men and 66% of non-Aboriginal women found in levels A and B.

⁷ Hull 2002, Table 5B.

Table 30
**Proportion of the Experienced Labour Force with Post-Secondary Certificate,
 Diploma or Degree by Occupation, Gender and Identity Group, Canada 2001**

Occupation	Registered Indian		Métis		Inuit		Non-Status Indian		Non-Aboriginal	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
	Percent									
Level A	23.2	33.1	22.2	28.3	21.3	39.6	21.7	26.3	40.0	38.4
Senior managers	3.3	2.0	1.5	1.0	2.6	1.8	1.6	0.8	2.6	0.9
Middle managers	6.9	6.1	8.0	6.3	6.6	6.5	8.2	7.2	13.0	8.1
Professionals	12.9	25.0	12.8	21.0	12.2	31.2	12.0	18.3	24.3	29.4
Level B	39.7	29.5	45.3	30.3	37.5	29.0	44.1	32.2	36.7	28.2
Semi-professionals and technicians	9.4	14.1	9.3	13.1	10.5	12.2	9.9	14.4	9.8	11.5
Supervisors: clerical, sales and service	0.8	1.1	0.8	1.2	1.1	1.0	1.0	1.2	0.9	1.3
Supervisors: manufacturing, processing, etc.	3.1	0.3	3.8	0.8	2.8	0.4	3.4	1.0	3.9	1.0
Administrator and senior clerical	1.4	9.0	1.7	9.4	2.1	12.8	1.3	9.0	2.0	10.1
Skilled sales and service	4.5	3.9	4.5	4.9	3.4	2.4	5.4	5.5	4.5	3.8
Skilled crafts and trades	20.5	1.0	25.2	0.9	17.2	0.6	23.1	1.0	15.6	0.6
Level C	23.3	29.6	22.2	33.4	27.3	23.5	24.0	33.4	17.7	28.2
Clerical	3.1	12.9	3.5	14.2	4.9	13.0	3.5	14.2	3.9	13.2
Intermediate sales and service	4.5	14.1	5.6	16.2	3.7	9.1	6.6	15.5	5.4	12.7
Semi-skilled manual	15.8	2.6	13.2	3.0	18.5	1.8	13.9	3.7	8.4	2.3
Level D	13.8	7.9	10.2	8.0	13.9	7.5	10.1	8.1	5.6	5.1
Other sales and service	6.6	6.7	5.2	6.8	8.6	6.7	4.8	6.9	3.4	4.3
Other manual workers	7.2	1.2	5.0	1.2	5.2	1.0	5.3	1.3	2.2	0.8
Total percent	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total number (1,000's)	35.4	40.8	25.6	26.4	2.7	2.5	8.3	9.0	4,187.0	3,857.7

*** Aboriginal men with post-secondary certification are most often found in skilled trades, while Aboriginal women with post-secondary qualifications are most often found in professional occupations.**

Among the four Aboriginal groups higher proportions of men than women are found in Level B occupations, while higher proportions of women than men are found in Level A occupations. To put it another way, Aboriginal men with post-secondary certification are more often found in Level B occupations, while Aboriginal women with post-secondary certification are more often found in Level A occupations (except among Métis women).

The difference between the proportions in Level A and Level B is substantial for Aboriginal men, ranging from 16 to 23 percentage points. In comparison, among the non-Aboriginal population with post-secondary certification, higher proportions of both men and women are in Level A occupations.

Among Aboriginal men with post-secondary certification, the proportion in Level A occupations ranges from 21% to 23%, while the proportion among Aboriginal women with post-secondary certification ranges from 26% (Non-Status Indian women) to 40% (Inuit women). Among non-Aboriginal men and women these proportions are 40% and 38% respectively. On the other hand, the proportions of Aboriginal men and women with post-secondary certification in Level B occupations tend to be slightly higher than those among the non-Aboriginal men and women respectively. For both Aboriginal and non-Aboriginal populations with post-secondary certification, higher proportions of men than women are found in Level B occupations.

These findings suggest several things. In general, women from all groups are more oriented towards professional occupations than are men. Second, post-secondary qualifications obtained by Aboriginal men tend to focus on non-professional occupations. As can be seen in Table 30, by far the largest proportions of Aboriginal men in Level B are found in skilled crafts and trades, unlike Aboriginal women in Level B occupations, who are more often in administrative and semi-professional occupations. These occupational patterns are consistent with the information on completion rates presented in Section 4.2, where it was found that Aboriginal men tend to have similar non-university completion rates, but lower university participation and completion rates, compared to those of Aboriginal women. The occupational patterns are also consistent with the information concerning fields of study in Section 5, where it was seen that Aboriginal men with post-secondary certification are very heavily concentrated in the field of Engineering Technologies and Trades.

Table 31 shows how the different groups rank in terms of the proportion of those with post-secondary certification in Level A occupations. Again, it can be seen that, unlike the non-Aboriginal population, Aboriginal women are more frequently found in Level A occupations than Aboriginal men, reflecting their higher enrolment and completion rates in university programs. The relatively high proportion of Inuit women in Level A occupations, however, is unexpected, given the relatively low university enrolment rates among this population. Again, as previously discussed, this may be related to the high proportion of Inuit women living in Northern Canada and the occupational structure of the labour market in that region.

Table 31
Proportion of the Experienced Labour Force with Post-Secondary Certificate in Level "A" Occupations by Gender and Identity Group, Canada, 2001

Identity Group	Gender	% In Level A
Non-Aboriginal	Male	40.0
Inuit	Female	39.6
Non-Aboriginal	Female	38.4
Registered Indian	Female	33.1
Métis	Female	28.3
Non-Status Indian	Female	26.3
Registered Indian	Male	23.2
Métis	Male	22.2
Non-Status Indian	Male	21.7
Inuit	Male	21.3

Figures 27 to 30 show the distribution of the our force across occupation levels by educational attainment. Three levels of educational attainment are compared – those with grades 9-13 (with or without a secondary certificate), those with post-secondary education without any certification, and those with post-secondary certification. Figures 25 and 26 focus on Registered Indian and non-Aboriginal men, and Figures 27 and 28 focus on Registered Indian and non-Aboriginal women.

It can be seen in Figures 27 and 28 that men with higher levels of schooling and certification are more often found in Levels A and B, and that the reverse is true for Levels C and D. It can also be seen that the largest group of Registered Indian men with post-secondary certification is found in Level B, while the largest group of non-Aboriginal men with post-secondary certification is found in Level A. Among Registered Indian men there are about as many with post-secondary certification in Level C as in Level A, while among non-Aboriginal men with post-secondary certification there is a clear downward trend, such that the lower the occupational level, the fewer men with post-secondary certification are found.

Figure 27
Proportion of Registered Indian Males 15+ by Occupational Level and Selected Level of Schooling, Canada, 2001

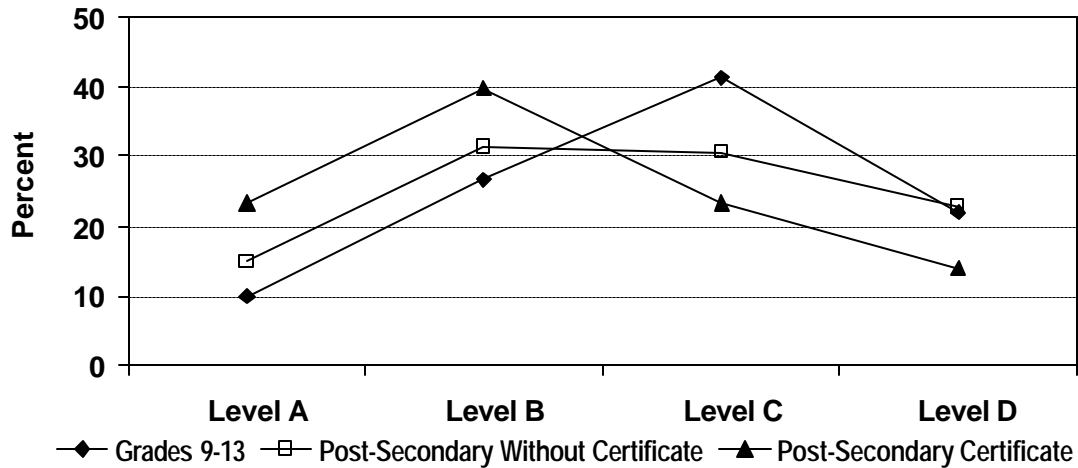
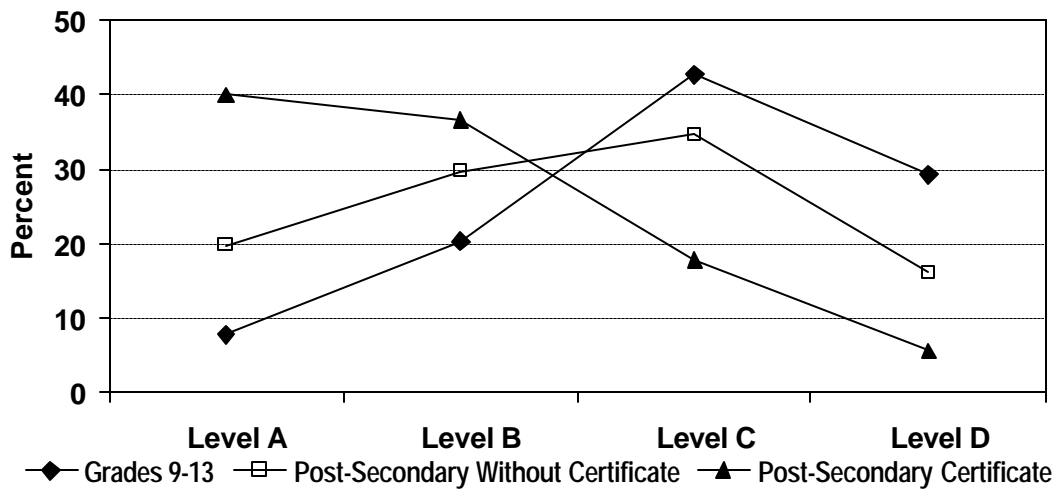


Figure 28
Proportion of Non-Aboriginal Males 15+ by Occupational Level and Selected Level of Schooling, Canada, 2001



In Figures 29 and 30 it can be seen that Registered Indian and non-Aboriginal women have similar occupational patterns, and that for both groups the largest proportions of those with post-secondary certification are found in Level A occupations. It is striking that for both groups there is little difference in the occupational distributions of those with some post-

secondary education (without certification) and those with grades 9-13 education. This suggests that, among both Registered Indian and other women, there may be little occupational benefit to obtaining partial post-secondary education without a certificate.

Figure 29
Proportion of Registered Indian Females 15+ by Occupational Level and Selected Level of Schooling, Canada, 2001

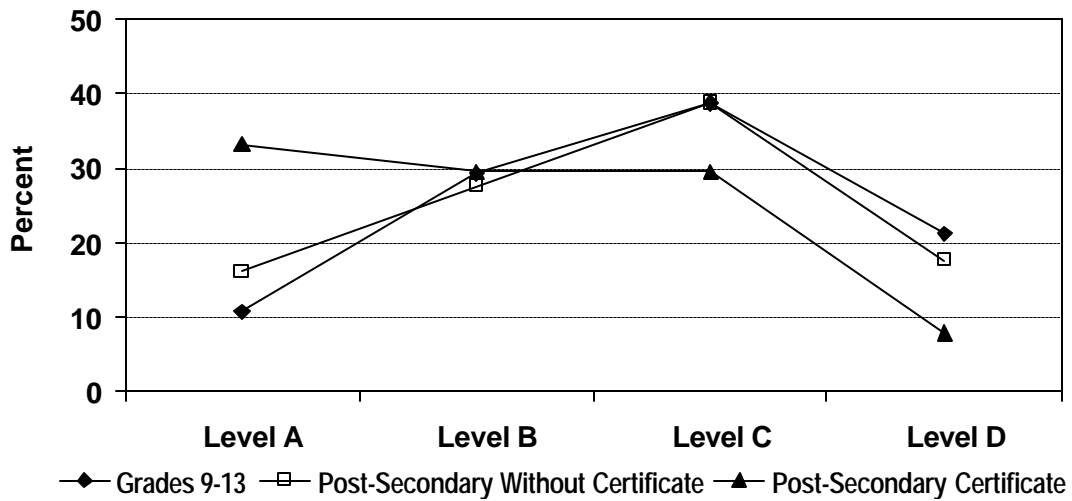
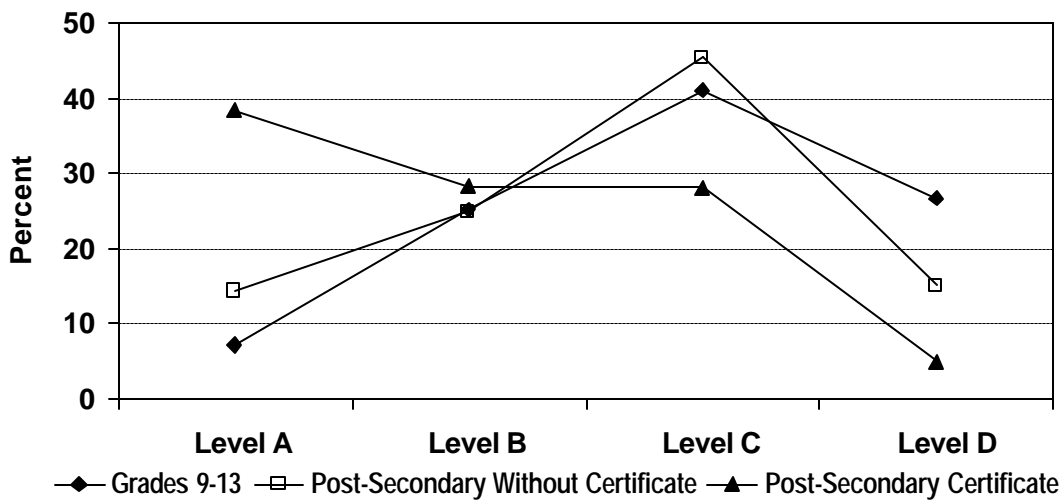


Figure 30
Proportion of Non-Aboriginal Females 15+ by Occupational Level and Selected Level of Schooling, Canada, 2001



8. Industries

Table 32 shows the industrial distribution of men in the experienced labour force with post-secondary certification (university or non-university). The table shows a number of differences among men in the five identity groups. Registered Indian men with post-secondary certification are most often found in the government services, construction, and education/health/social services industries. Taken together, these three major industries account for about 47% of Registered Indian men with post-secondary certification. In addition, about 10% of Registered Indian men are in the primary industries and another 10% are in the manufacturing industry.

Table 32
Proportion of Males in the Experienced Labour Force with Post-Secondary Certificate by Industry and Identity Group, Canada, 2001

Industry	Registered Indian	Métis	Inuit	Non-Status Indian	Non-Aboriginal
	Percent				
Primary Industries	10.2	9.4	7.5	5.9	4.3
Manufacturing	10.0	13.3	4.9	15.1	17.6
Construction	13.7	13.3	12.9	13.0	8.1
Transportation, communication and utilities	7.7	10.1	13.1	10.4	8.5
Wholesale and retail trade	7.4	12.6	6.9	13.2	14.1
Business services	9.4	11.1	11.1	13.5	20.1
Government services	21.3	10.8	26.3	9.5	7.7
Aboriginal government	13.3	0.7	0.4	0.7	0.0
Local government	2.3	2.4	16.3	1.9	2.5
Provincial/Territorial government	2.2	3.0	5.6	2.0	2.1
Federal government	3.5	4.7	4.1	5.0	3.1
Education, Health and Social Services	12.3	10.6	11.1	9.2	11.9
Education	6.4	5.6	5.6	4.7	7.0
Health	3.1	3.7	3.9	3.0	4.4
Social Services	2.7	1.3	1.7	1.4	0.6
Accommodation, food and beverage	2.9	2.7	1.3	4.7	2.9
Arts, entertainment and recreation	2.7	2.1	2.3	2.2	2.1
Other services	2.5	4.1	2.6	3.1	2.9
Total percent	100.0	100.0	100.0	100.0	100.0
Total number	35,410	25,575	2,665	8,280	4,186,970

Inuit men with post-secondary certification are concentrated in a few industries to an even greater extent than Registered Indian men. More than one quarter are in government services, with another 13% each in construction and in transportation and communication. Taken together, these three industries make up about 52% of the Inuit male labour force with post-secondary certification. Inuit men have the highest proportion of any identity group in government services and in transportation and communication, reflecting the structure of the labour market in Northern Canada, where the largest numbers of Inuit live.

- * **Inuit men with post-secondary certification are highly concentrated in the government services, construction, and transportation industries.**

- * **Registered Indian men with post-secondary certification are concentrated in the government services, construction, and education/health/social services industries.**

- * **Other Aboriginal men with post-secondary certification are employed in a greater variety of industries.**

Métis men with post-secondary certification are more broadly distributed among industries, with 10% to 13% of Métis men in each of seven different industries. Manufacturing, construction and trade each account for about 13% of Métis men with post-secondary certification, with another 10% to 11% in transportation & communication, business services, government services, and education/health/social services.

Non-Status Indian men with post-secondary certification are less concentrated in a few industries than either Registered Indian or Inuit men, and they have a relatively high proportion in the manufacturing industrial sector. Compared to men in the other Aboriginal groups, Non-Status Indian men are more often found in business services and less often in government services or primary industries.

While more than half of non-Aboriginal men with post-secondary certification are concentrated in just three industries, these are not the same industries that Registered Indian and Inuit men are most often found in. Even more than Non-Status Indian men, non-Aboriginal men are most often in the business services and manufacturing industries, following by wholesale and retail trade. These three industries account for just over half of non-Aboriginal men with post-secondary certification. Compared to the Aboriginal identity groups, relatively low proportions of non-Aboriginal men are found in government services, construction, and primary industries.

The table sub-divides government services into four areas: Aboriginal, local, provincial and territorial, and federal government services. It can be seen that the high proportion of Registered Indian men in government services is due to the high proportion in Aboriginal government. Among Inuit men, on the other hand, the greatest percentage is found in local government services, while there are very few in Aboriginal government. It is likely that the different patterns of industrial employment among different groups are related to such factors as the age, the educational and, especially, the geographical distributions of the different populations and the nature of the labour markets in different areas.

Table 33 provides information on the industrial distribution of women with post-secondary certification. It can be seen that women tend to be more highly concentrated in a small number of industries than are men. Almost 64% of Registered Indian women with post-secondary certification are found in just two major industries: education/health/social services and government services. A similar proportion of Inuit women with post-secondary certification are in these same two industries. Though Métis women are a little less concentrated, nevertheless, 64% of Métis women with post-secondary certification are found in three industries: education/health/social services, government services, and business services. Among Non-Status Indian women with post-secondary certification there is, again, a large proportion in education/health/social services, but there are more Non-Status Indian women in business services and in trade than in government services. Similarly, among non-Aboriginal women with post-secondary certification, the largest groups are found in education/health/social services, followed by business services and trade.

Table 33
Proportion of Females in the Experienced Labour Force with Post-Secondary Certificate by Industry, Identity Group, Canada, 2001

Industry	Registered Indian	Métis	Inuit	Non-Status Indian	Non-Aboriginal
			Percent		
Primary Industries	1.9	2.3	1.8	1.7	1.8
Manufacturing	3.0	4.8	1.2	6.4	7.1
Construction	1.2	1.3	1.6	1.7	1.2
Transportation, communication and utilities	2.9	4.4	4.9	4.5	3.9
Wholesale and retail trade	6.1	9.7	8.9	11.6	11.5
Business services	9.0	13.5	7.3	16.0	19.7
Government services	21.7	11.3	22.5	10.8	6.8
Aboriginal government	14.0	0.8	0.4	1.0	0.0
Local government	1.5	1.4	7.9	1.8	1.7
Provincial/Territorial government	2.8	4.3	9.1	3.5	2.4
Federal government	3.5	4.8	5.3	4.5	2.7
Education, Health and Social Services	42.9	38.9	42.2	31.4	36.8
Education	16.5	12.2	21.1	9.2	14.0
Health	14.7	19.0	14.4	15.9	18.6
Social Services	11.7	7.7	7.1	6.2	4.2
Accommodation, food and beverage	4.4	5.5	3.0	5.5	4.1
Arts, entertainment and recreation	2.3	1.9	0.8	2.8	2.0
Other services	4.7	6.5	5.7	7.7	5.2
Total percent	100.0	100.0	100.0	100.0	100.0
Total number	40,805	26,400	2,465	9,020	3,857,740

* **Inuit and Registered Indian women with post-secondary certification are heavily concentrated in two service industries: education/social/health services and government services.**

* **Métis and Non-Status Indian women with post-secondary certification are concentrated within three service industries: education/social/health services, business services, and government services.**

Figures 31 and 32 highlight some of the information from these two tables, focusing on selected industries and on the population with post-secondary certification. Figure 31 is concerned with men, while Figure 32 is concerned with women. In both figures, the relatively high proportions of Registered Indian and Inuit men and women in government services stand out, as do the relatively high proportions of non-Aboriginal men and women in business services. Because of the large proportion of women in education, health and social services, Figure 32 sub-divides this category into three. It can be seen from this that Registered Indian and Inuit women with post-secondary education have much higher proportions working in education than do the other groups, while Métis and non-Aboriginal women have higher proportions in the health industry.

Figure 31
Proportion of Males in the Experienced Labour Force with Post-Secondary Certificate by Selected Industry and Identity Group, Canada, 2001

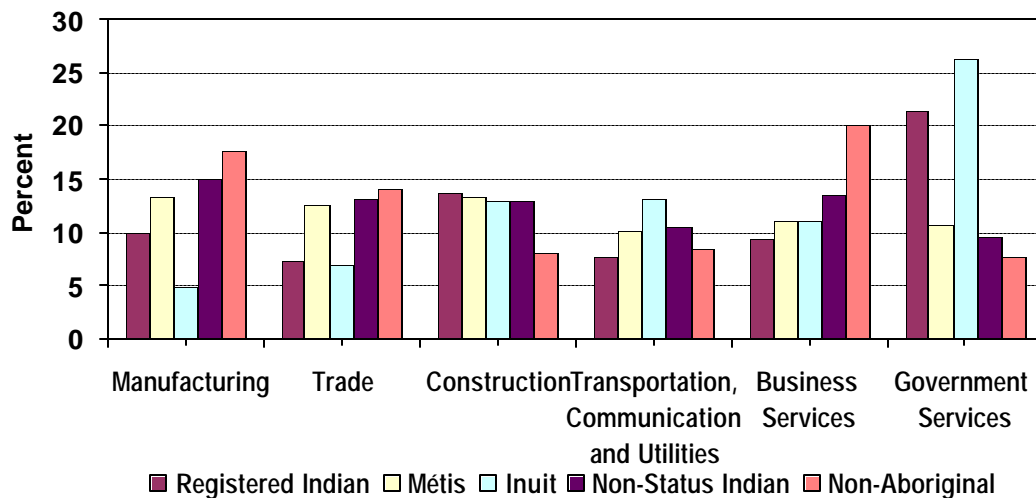
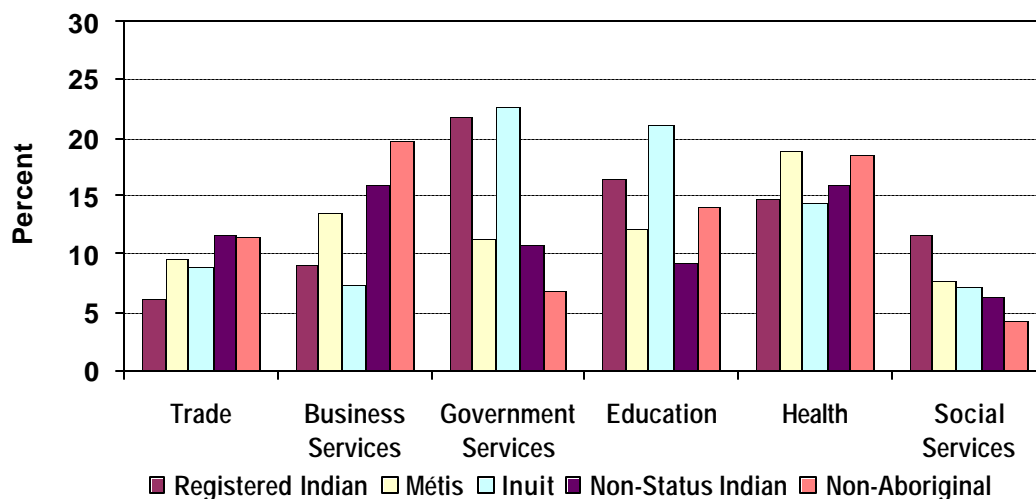


Figure 32
Proportion of Females in the Experienced Labour Force with Post-Secondary Certificate by Selected Industry and Identity Group, Canada, 2001



9. Average and Median Income

This section of the study looks at the total individual incomes of men and women from all sources, which includes income from employment, self-employment, government transfer payments, pensions, investments, and any other sources. (Employment income is dealt with in Section 10, and Section 11 looks at sources of income.) The following material focuses mainly on average income levels, followed by information on median income levels. Men’s and women’s incomes are first described separately and then compared.

Data on the average individual income among men in the year 2000 is provided in Table 34, showing incomes by identity group and educational attainment. It can be seen that men’s average incomes usually, but not always, increase with educational attainment. There is a large income gap between those who have completed a given level of certification and those who have not. For example, those with a secondary school (grades 9-13) certificate have substantially higher average incomes than those without a secondary school certificate. Similarly, those with post-secondary certification (certificate, diploma or degree) have much higher average incomes than those who have post-secondary standing but do not have any post-secondary certification.

Table 34
Average Income of Males 15+ with Income by Highest Level of Schooling, Age
and Identity Groups, Canada, 2000

Identity Group and Highest Level of Schooling	15-24	25-44	45-64	65+	Total 15+
	Dollars				
Registered Indian					
Less than grade 9	4,854	14,289	15,979	17,238	14,317
Grade 9-13 without certificate	5,395	17,903	21,898	18,910	13,708
Grade 9-13 with certificate	10,579	24,078	28,825	22,731	20,819
Post-secondary without certificate	9,991	20,865	24,148	18,309	19,006
Post-secondary with certificate	12,933	27,379	30,948	23,641	27,052
Métis					
Less than grade 9	5,890	19,150	21,985	18,648	19,642
Grade 9-13 without certificate	8,220	26,747	29,924	24,056	20,855
Grade 9-13 with certificate	13,774	30,078	37,492	25,384	25,910
Post-secondary without certificate	12,552	27,199	30,886	38,497	24,280
Post-secondary with certificate	16,940	36,271	39,108	27,963	35,180
Inuit					
Less than grade 9	5,943	17,211	21,721	21,085	17,865
Grade 9-13 without certificate	6,313	20,526	27,113	***	14,000
Grade 9-13 with certificate	11,341	25,353	34,192	***	20,476
Post-secondary without certificate	11,304	22,353	33,906	***	21,710
Post-secondary with certificate	16,263	31,995	38,036	***	32,073
Non-Status Indian					
Less than grade 9	9,526	15,271	19,656	18,356	17,522
Grade 9-13 without certificate	8,008	24,684	26,707	20,352	18,964
Grade 9-13 with certificate	12,908	28,056	32,300	27,313	24,629
Post-secondary without certificate	11,525	29,868	32,245	38,131	25,716
Post-secondary with certificate	16,423	36,244	37,604	30,941	34,700
Non-Aboriginal					
Less than grade 9	10,564	22,515	25,899	21,296	22,721
Grade 9-13 without certificate	7,490	30,511	34,716	27,515	25,531
Grade 9-13 with certificate	12,762	34,994	40,597	31,915	32,041
Post-secondary without certificate	11,179	35,664	44,486	34,643	29,936
Post-secondary with certificate	16,405	47,250	58,002	41,890	48,371

*** Income data suppressed because of small sample size.

- * **Among all identity groups, men's average incomes increase at two key thresholds: completion of a secondary school certificate and completion of a post-secondary certificate.**
- * **The gaps between the incomes of Aboriginal and non-Aboriginal men are greater at higher levels of education.**
- * **Among the Aboriginal identity groups, Métis men tend to have the highest average incomes and Registered Indian men tend to have the lowest incomes.**

Surprisingly, the average incomes of men with a secondary school certificate are often higher than the incomes of men with some post-secondary education, but without a post-secondary certificate. This is especially true for Registered Indian and Métis men in the 25-44 and 45-64 age groups. This finding points to questions concerning the concept of a simple educational attainment hierarchy. In particular, it is often the case that those who are enrolled in post-secondary programs have not completed a secondary level certificate.

Table 34 also shows that average incomes increase with age, at least through the 45-64 age group, declining among the 65 and older population. The biggest age-related differences are found between the 15-24 and 25-44 age groups. The older age group often has an average income that is two or three times as high as the average income of the younger age group. This reflects a number of factors – greater participation in the work force, more job experience and skills, and advancement within an occupation or career. Incomes also increase between the 25-44 and 45-64 age groups, although not to as great an extent.

While this general pattern applies to all groups, there are some differences in the way age and education affect incomes in the different identity groups. Compared to the various Aboriginal identity groups, non-Aboriginal men seem to benefit more from the combination of greater age and higher education. For example, the average income among Registered Indian men 15-24 years old with post-secondary certification is about \$13,000, and increases to about \$27,000 in the 25-44 age group. Among non-Aboriginal men with post-secondary certification, average incomes increase from about \$16,000 among those 15-24 years old, to about \$47,000 among those 25-44 years old. This is a much larger difference in both absolute and percentage terms.

Last, it can be seen that even when age and education are kept the same, average incomes are still substantially higher among non-Aboriginal men than among men in the four Aboriginal identity groups. Among the Aboriginal groups there are also differences in income, with Non-Status Indian and Métis men having higher incomes than Inuit and Registered Indian men.

When comparing the incomes of different identity groups with similar levels of education, it should be remembered that the educational categories are broad. Post-secondary completion, in particular, includes those who have completed only a trades school certificate, as well as those who have completed college programs and university degrees. Differences in income between groups most likely reflect, at least in part, differences in the nature of their educational qualifications within a given level of attainment. For example, a much greater proportion of non-Aboriginal men have university degrees compared to Aboriginal men, and this may explain much of the difference in income levels between the two groups.

To some extent, the average incomes of Aboriginal women follow a similar pattern to those of Aboriginal men. (See Table 35.) That is, those with higher levels of education, especially those with secondary school or post-secondary certification, have higher incomes than those without certification. And, as with the men, women's incomes tend to increase with age, up to the 45-64 age group, except among those with less than grade 9 education. It is noteworthy that, among those with less than grade 9 education, income levels are higher for those who are over the age of 65. This reflects their very low income levels at younger ages and, presumably, the effect of receiving Old Age Security and Canada or Québec Pension Plan payments in this age group. (It will be seen in Section 11 that government transfer payments of this type make up the bulk of income for this population.)

When the various identity groups are compared, a somewhat different pattern emerges than was found among men. Among Aboriginal men, the lowest incomes for the various age and education categories are consistently found among Registered Indian men and the highest income levels tend to be found among Métis and Non-Status Indian men. Among Aboriginal women, the lowest income levels are again found among Registered Indian women; however, the highest incomes tend to be found among Inuit women. In fact, the average incomes of Inuit women are often higher than those of non-Aboriginal women. This may reflect higher wage levels and northern allowances in Northern Canada, where the majority of Inuit women live, and possibly such factors as a growing demand in government services and a shortage of skilled workers in the North.

Table 35
Average Income of Females 15+ with Income by Highest Level of Schooling, Age
and Identity Groups, Canada, 2000

Identity Group and Highest Level of Schooling	15-24	25-44	45-64	65+	Total 15+
	Dollars				
Registered Indian					
Less than grade 9	5,488	11,488	9,971	14,399	11,175
Grade 9-13 without certificate	5,240	13,859	13,652	14,622	10,611
Grade 9-13 with certificate	8,179	17,545	20,063	15,175	15,174
Post-secondary without certificate	8,730	17,180	17,943	16,202	15,298
Post-secondary with certificate	11,247	23,145	24,367	19,204	22,489
Métis					
Less than grade 9	5,808	12,929	10,373	14,246	12,157
Grade 9-13 without certificate	5,823	15,917	16,865	15,596	12,701
Grade 9-13 with certificate	8,994	19,391	22,026	18,990	16,826
Post-secondary without certificate	10,396	19,396	22,931	18,824	17,179
Post-secondary with certificate	12,566	25,221	27,072	21,272	24,274
Inuit					
Less than grade 9	6,241	16,013	14,273	15,173	14,179
Grade 9-13 without certificate	6,478	18,531	19,434	***	12,765
Grade 9-13 with certificate	12,371	22,666	***	***	19,063
Post-secondary without certificate	10,538	21,269	22,832	***	18,650
Post-secondary with certificate	14,493	29,213	40,585	***	30,260
Non-Status Indian					
Less than grade 9	5,367	11,400	10,777	14,615	11,746
Grade 9-13 without certificate	6,143	14,568	15,553	15,508	11,701
Grade 9-13 with certificate	10,048	19,068	20,282	17,519	16,627
Post-secondary without certificate	9,001	18,485	20,127	28,397	16,514
Post-secondary with certificate	13,957	25,654	26,634	27,973	24,822
Non-Aboriginal					
Less than grade 9	7,162	13,705	13,263	15,053	14,249
Grade 9-13 without certificate	5,283	17,944	18,571	17,975	15,581
Grade 9-13 with certificate	8,935	21,682	23,469	20,350	20,363
Post-secondary without certificate	8,775	23,521	26,112	22,610	19,457
Post-secondary with certificate	13,247	30,621	34,448	26,822	29,958

*** Income data suppressed because of small sample size.

- * **Among all identity groups, women's average incomes increase at two key thresholds: completion of a secondary school certificate and completion of a post-secondary certificate.**
- * **The gaps between the incomes of Aboriginal and non-Aboriginal women are greater at higher levels of education, but they are much smaller than were found between Aboriginal and non-Aboriginal men.**
- * **Among the Aboriginal groups, Inuit women tend to have the highest average incomes, while Registered Indian women tend to have the lowest incomes.**

The comparisons between Aboriginal and non-Aboriginal income levels among women are, again, somewhat different than were found among men. While non-Aboriginal women tend to have higher incomes than the various Aboriginal identity groups, this is not always the case, as noted above. In addition, the gaps between Aboriginal and non-Aboriginal incomes are not as great as were found among men. Comparing Registered Indian women and non-Aboriginal women, it can be seen that the differences in average incomes range from about \$3,000 among those with less than Grade 9 education, to about \$7,500 among those with post-secondary certification. Comparing Registered Indian and non-Aboriginal men, it can be seen that the differences range from about \$7,500 to \$21,000 (as can be seen in Table 34).

A comparison of Tables 34 and 35 shows that the average incomes among women are lower than those of men for a given identity, age and educational group. The income gaps between men and women are small among those in the 15-24 age group, but are larger for those in the older age groups. The income gaps between men and women are largest among the non-Aboriginal population, and are larger among the Non-Status Indian and Métis identity groups than among the Registered Indian and Inuit identity groups.

Figure 33 illustrates how education is related to the average incomes of Registered Indian and non-Aboriginal men and women. It can be seen that all four gender and identity groups follow a similar pattern of increasing income with increased educational attainment. For all groups, increases in average incomes are greatest at the stages where certification is achieved (grades 9-13 with certification and post-secondary with certification). Non-Aboriginal men's incomes are much higher than those of the other three groups, while Registered Indian women's incomes are lowest and the incomes of Registered Indian men and non-Aboriginal women are very similar for a given level of education. The gap between the incomes of non-Aboriginal men and the other three groups is greatest for those with post-secondary certification.

Figure 33
Average Income of Population 15+ with Income by Highest Level of Schooling, Gender and Identity Group, Canada, 2000

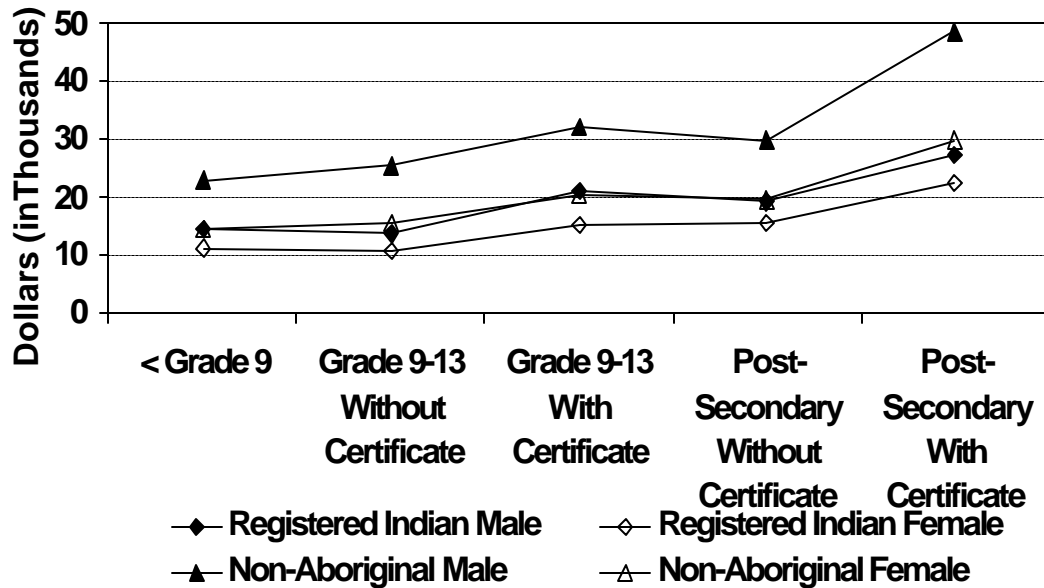


Figure 34 illustrates the relationships between age, education and income for the Registered Indian population only. (In this figure, data for men and women are not separated.) The figure shows that, within a given age group, the relationship between educational attainment and income follows the same pattern described above. That is, income goes up with education, particularly at the points where certification is achieved. The figure also shows that there is a large income gap between the youngest age group and the other three age groups, and that those in the 45-64 age group tend to have the highest incomes, at least when they also have higher levels of education.

Figure 34
Average Income of Registered Indian Population 15+ with Income by Highest Level of Schooling and Age Group, Canada, 2000

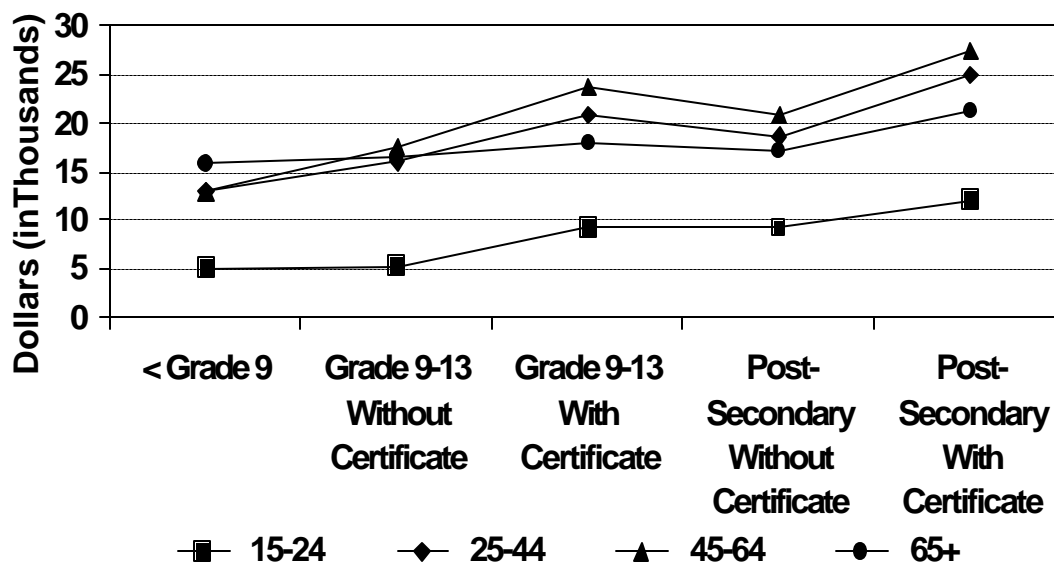


Table 36 compares women’s and men’s average incomes by showing women’s incomes as a percentage of men’s for the same identity, age and educational group. This shows that women’s incomes are generally below those of men, but that the extent of the difference varies considerably by identity group, education and age. Those groups with the highest male incomes also are the groups with the greatest differences between male and female incomes. For example, while the incomes of Registered Indian women 15 or older fall between 73% and 83% of the incomes of Registered Indian men, the incomes of non-Aboriginal women 15 or older are between 60% and 65% of the incomes of non-Aboriginal men. The gaps between men and women’s incomes are greatest for those in the 45-64 age group, and tend to be smaller for those with higher levels of educational attainment. There are only two situations where women’s average incomes are higher than those of men – among the Registered Indian population 15-24 years old with less than grade 9, and among the Inuit population 45-64 years old with post-secondary certification. In the first case this seems to reflect very low income levels among young Registered Indian men with little education, while in the second case it seems to be the result of the relatively high proportion of Inuit women employed in professional occupations, compared to Inuit men (as described in Section 7).

Table 36
Female's Average Total Income as a Percentage of Male's Average Total Income
by Highest Level of Schooling, Age and Identity Groups, Canada, 2000

Identity Group and Highest Level of Schooling	15-24	25-44	45-64	65+	Total 15
	Percent				
Registered Indian					
Less than grade 9	113	80	62	84	78
Grade 9-13 without certificate	97	77	62	77	77
Grade 9-13 with certificate	77	73	70	67	73
Post-secondary without certificate	87	82	74	88	80
Post-secondary with certificate	87	85	79	81	83
Métis					
Less than grade 9	99	68	47	76	62
Grade 9-13 without certificate	71	60	56	65	61
Grade 9-13 with certificate	65	64	59	75	65
Post-secondary without certificate	83	71	74	49	71
Post-secondary with certificate	74	70	69	76	69
Inuit					
Less than grade 9	105	93	66	72	79
Grade 9-13 without certificate	103	90	72	***	91
Grade 9-13 with certificate	109	89	***	***	93
Post-secondary without certificate	93	95	67	***	86
Post-secondary with certificate	89	91	107	***	94
Non-Status Indian					
Less than grade 9	56	75	55	80	67
Grade 9-13 without certificate	77	59	58	76	62
Grade 9-13 with certificate	78	68	63	64	68
Post-secondary without certificate	78	62	62	74	64
Post-secondary with certificate	85	71	71	90	72
Non-Aboriginal					
Less than grade 9	68	61	51	71	63
Grade 9-13 without certificate	71	59	53	65	61
Grade 9-13 with certificate	70	62	58	64	64
Post-secondary without certificate	78	66	59	65	65
Post-secondary with certificate	81	65	59	64	62

*** Income data suppressed because of small sample size.

Tables 37 and 38 provide data on median incomes by educational attainment, age, gender and identity group. Median incomes are, in some ways, a better description of the central tendencies of the population. While average incomes are affected by small numbers of individuals at the extremes, median incomes are the point at which half of the population have higher incomes and half have lower incomes.

Comparing these tables to Tables 33 and 34, it can be seen that median incomes are somewhat lower than average incomes for the same age, education and identity group. For example, while the average income of Registered Indian women aged 25-44 with post-secondary certification is \$23,145, their median income is \$20,570. These differences are found among all the groups, but the general relationships between age, education and income remain the same.

Table 37
Median Income of Males 15+ with Income by Highest Level of Schooling, Age and Identity Groups, Canada, 2000

Identity Group and Highest Level of Schooling	15-24	25-44	45-64	65+	Total 15+
	Dollars				
Registered Indian					
Less than grade 9	2,551	10,022	10,616	14,734	11,490
Grade 9-13 without certificate	2,503	12,472	15,939	15,566	7,581
Grade 9-13 with certificate	5,991	19,235	24,026	18,353	14,240
Post-secondary without certificate	6,533	15,735	17,900	14,648	13,457
Post-secondary with certificate	8,516	23,477	26,089	18,215	22,198
Métis					
Less than grade 9	2,511	15,000	14,275	15,436	14,771
Grade 9-13 without certificate	3,602	23,514	26,024	18,496	14,318
Grade 9-13 with certificate	10,558	28,719	34,958	21,370	21,687
Post-secondary without certificate	9,961	24,222	25,195	26,723	18,805
Post-secondary with certificate	12,671	33,028	35,790	22,517	31,331
Inuit					
Less than grade 9	3,004	12,254	15,074	18,772	13,742
Grade 9-13 without certificate	3,298	15,442	25,913	***	7,420
Grade 9-13 with certificate	8,961	20,940	30,043	***	14,318
Post-secondary without certificate	7,763	16,946	30,370	***	15,536
Post-secondary with certificate	12,814	27,750	32,672	***	26,718
Non-Status Indian					
Less than grade 9	4,639	10,730	13,569	15,492	13,601
Grade 9-13 without certificate	4,197	19,297	21,610	15,980	12,636
Grade 9-13 with certificate	9,984	25,794	32,892	25,304	20,641
Post-secondary without certificate	10,116	24,751	27,792	18,402	19,947
Post-secondary with certificate	12,111	32,261	32,081	21,464	30,048
Non-Aboriginal					
Less than grade 9	7,129	18,912	21,839	17,062	17,863
Grade 9-13 without certificate	3,530	28,004	30,446	21,511	20,500
Grade 9-13 with certificate	9,015	32,041	35,928	24,722	27,931
Post-secondary without certificate	8,022	31,081	36,963	25,694	22,729
Post-secondary with certificate	12,421	40,087	46,706	30,495	39,378

*** Income data suppressed because of small sample size.

Table 38
Median Income of Females 15+ with Income by Highest Level of Schooling, Age
and Identity Group, Canada, 2000

Identity Group and Highest Level of Schooling	15-24	25-44	45-64	65+	Total 15+
	Dollars				
Registered Indian					
Less than grade 9	3,201	9,631	8,064	12,541	10,414
Grade 9-13 without certificate	2,994	11,455	10,001	12,816	7,484
Grade 9-13 with certificate	5,538	14,549	16,425	12,585	11,260
Post-secondary without certificate	6,405	14,415	13,211	13,898	11,998
Post-secondary with certificate	8,964	20,570	21,509	14,551	19,382
Métis					
Less than grade 9	3,006	10,868	8,367	12,848	11,700
Grade 9-13 without certificate	3,136	12,823	12,882	13,914	9,541
Grade 9-13 with certificate	6,455	17,417	16,919	15,774	13,274
Post-secondary without certificate	8,028	16,417	18,261	15,823	13,143
Post-secondary with certificate	10,531	22,084	24,114	15,167	20,645
Inuit					
Less than grade 9	4,560	12,895	10,811	13,605	11,607
Grade 9-13 without certificate	4,003	14,994	12,018	***	8,011
Grade 9-13 with certificate	8,304	17,476	***	***	13,131
Post-secondary without certificate	7,519	16,247	16,573	***	13,386
Post-secondary with certificate	9,885	25,735	28,002	***	24,571
Non-Status Indian					
Less than grade 9	4,261	9,295	8,995	12,942	10,431
Grade 9-13 without certificate	3,500	11,421	12,225	12,687	8,702
Grade 9-13 with certificate	7,224	15,926	14,146	13,424	12,754
Post-secondary without certificate	6,605	15,318	13,868	23,937	12,533
Post-secondary with certificate	10,248	22,851	21,355	18,219	20,853
Non-Aboriginal					
Less than grade 9	5,104	10,966	9,987	13,189	12,416
Grade 9-13 without certificate	2,993	15,064	14,547	14,594	12,337
Grade 9-13 with certificate	6,384	19,282	20,262	15,689	16,437
Post-secondary without certificate	6,720	20,455	21,994	16,932	14,372
Post-secondary with certificate	10,375	27,415	30,011	19,704	25,407

*** Income data suppressed because of small sample size.

10. Employment Income

Educational attainment can affect employment income in two ways, as suggested in previous sections of this study. First, higher educational attainment is associated with higher levels of labour market participation and employment rates. Second, as seen in Section 7, higher educational attainment is associated with occupations that are likely to result in higher incomes. While the previous section looked at total individual income, this section will focus more specifically on employment-related income, which includes income from wages, salaries and self-employment. As in the previous section average incomes of men and women will be considered separately because of the strong relationship between income levels and gender.

Table 39 shows the average employment incomes of those men who had any amount of employment income in 2000, including those with negative employment income. Therefore it does not include those without any employment income, and this should be kept in mind when reviewing all the tables in this section. Comparing this table to Table 34 above, it can be seen that, at least among Registered Indian men, average **employment** income tends to be higher than average **total** income reported in Table 33. This is because those without employment income have been excluded, and this group tends to have lower incomes than the population with employment income.

Table 39
Average Employment Income of Males 15+ with Employment Income by Highest Level of Schooling, Age and Identity Groups, Canada, 2000

Identity Group and Highest Level of Schooling	15-24	25-44	45-64	65+	Total 15+
	Dollars				
Registered Indian					
Less than grade 9	7,287	16,517	21,536	17,051	17,510
Grade 9-13 without certificate	6,710	20,892	27,444	20,009	16,860
Grade 9-13 with certificate	11,790	26,953	35,004	20,232	23,597
Post-secondary without certificate	9,990	22,269	27,909	18,274	20,359
Post-secondary with certificate	13,695	28,031	33,737	21,488	28,340
Métis					
Less than grade 9	6,080	20,508	28,502	15,622	23,048
Grade 9-13 without certificate	8,383	28,712	33,505	21,417	21,985
Grade 9-13 with certificate	13,890	31,187	39,618	***	26,637
Post-secondary without certificate	12,028	27,986	34,367	28,505	24,516
Post-secondary with certificate	16,707	36,579	40,563	18,134	35,752
Inuit					
Less than grade 9	5,779	18,109	24,030	13,128	17,875
Grade 9-13 without certificate	6,203	21,880	30,122	***	14,481
Grade 9-13 with certificate	11,616	25,487	33,377	***	20,681
Post-secondary without certificate	10,942	22,041	36,042	***	21,801
Post-secondary with certificate	15,568	31,731	38,984	***	31,991
Non-Status Indian					
Less than grade 9	16,063	17,965	28,976	18,509	23,343
Grade 9-13 without certificate	8,003	27,519	32,077	14,010	20,515
Grade 9-13 with certificate	12,806	30,142	37,392	***	26,023
Post-secondary without certificate	10,811	32,416	34,467	***	26,576
Post-secondary with certificate	16,555	37,495	41,237	31,773	36,469
Non-Aboriginal					
Less than grade 9	11,270	25,687	29,779	17,371	25,840
Grade 9-13 without certificate	7,561	31,960	36,778	23,311	25,745
Grade 9-13 with certificate	12,817	35,558	41,270	27,443	32,089
Post-secondary without certificate	10,875	36,419	45,775	28,414	29,783
Post-secondary with certificate	16,395	47,360	57,852	36,986	48,527

*** Income data suppressed because of small sample size.

However, the differences between employment income and total income vary between identity, educational and age groups. Among non-Aboriginal men and among those over the age of 65, average employment income is lower than average total income. These differences reflect different mixes of people who do or do not have employment income, as well as different rates of pay and amounts of time worked in a year. Those population groups with lower rates of employment, that is, younger and less well educated groups, tend to show the largest differences between average employment income and average total income.

Apart from these comparisons, men's average employment income follows the general pattern identified in the previous section. Incomes usually increase with age and education, especially for those achieving educational certification. Average employment incomes are highest among non-Aboriginal men, substantially lower for Non-Status Indian and Métis men, and lowest among Inuit and Registered Indian men.

- * **Aboriginal men's average employment incomes increase at two key thresholds: completion of a secondary school certificate and completion of a post-secondary certificate.**
- * **The gaps between the employment incomes of Aboriginal and non-Aboriginal men are greatest for those with post-secondary certification.**
- * **Among the Aboriginal groups, Registered Indian and Inuit men have lower average employment incomes, while Métis and Non-Status Indian men tend to have higher average employment incomes.**

Table 40 shows the average employment income of women in the various identity, education and age groups. A comparison of this table with Table 34 above shows that there is relatively little difference between the average *total* incomes and the average *employment* incomes of women. Apart from this, it is clear that women's employment incomes follow the same general pattern as women's total incomes and men's incomes. Average employment incomes usually increase with age and education, especially at key certification levels.

Table 40
Average Employment Income of Females 15+ with Employment Income by
Highest Level of Schooling, Age and Identity Groups, Canada, 2000

Identity Group and Highest Level of Schooling	15-24	25-44	45-64	65+	Total 15+
	Dollars				
Registered Indian					
Less than grade 9	5,350	10,752	13,929	12,377	11,682
Grade 9-13 without certificate	4,943	14,443	17,798	10,923	11,550
Grade 9-13 with certificate	8,466	18,350	22,957	22,060	16,345
Post-secondary without certificate	7,634	16,849	20,990	10,684	15,192
Post-secondary with certificate	9,869	22,405	26,721	19,044	22,593
Métis					
Less than grade 9	4,449	13,254	13,756	12,250	12,546
Grade 9-13 without certificate	5,125	16,366	19,111	10,953	12,545
Grade 9-13 with certificate	8,617	19,412	25,133	13,603	16,908
Post-secondary without certificate	9,343	18,738	25,972	7,142	16,629
Post-secondary with certificate	11,713	24,375	28,745	17,394	24,023
Inuit					
Less than grade 9	4,861	14,284	14,352	6,735	12,750
Grade 9-13 without certificate	5,604	18,114	22,520	***	12,223
Grade 9-13 with certificate	11,957	22,280	24,000	***	18,511
Post-secondary without certificate	8,636	19,563	25,589	***	17,243
Post-secondary with certificate	12,488	27,915	41,859	***	29,442
Non-Status Indian					
Less than grade 9	4,436	11,818	12,000	10,701	10,714
Grade 9-13 without certificate	5,132	15,702	18,421	16,930	11,396
Grade 9-13 with certificate	9,286	20,858	22,870	18,708	17,330
Post-secondary without certificate	8,164	19,250	24,587	22,998	16,517
Post-secondary with certificate	13,877	25,531	29,482	27,174	25,306
Non-Aboriginal					
Less than grade 9	7,264	15,496	16,886	11,261	15,452
Grade 9-13 without certificate	4,960	19,063	21,240	14,797	15,311
Grade 9-13 with certificate	8,748	22,472	25,247	15,475	20,948
Post-secondary without certificate	8,267	23,994	27,603	15,734	18,942
Post-secondary with certificate	12,938	30,767	34,968	17,854	30,118

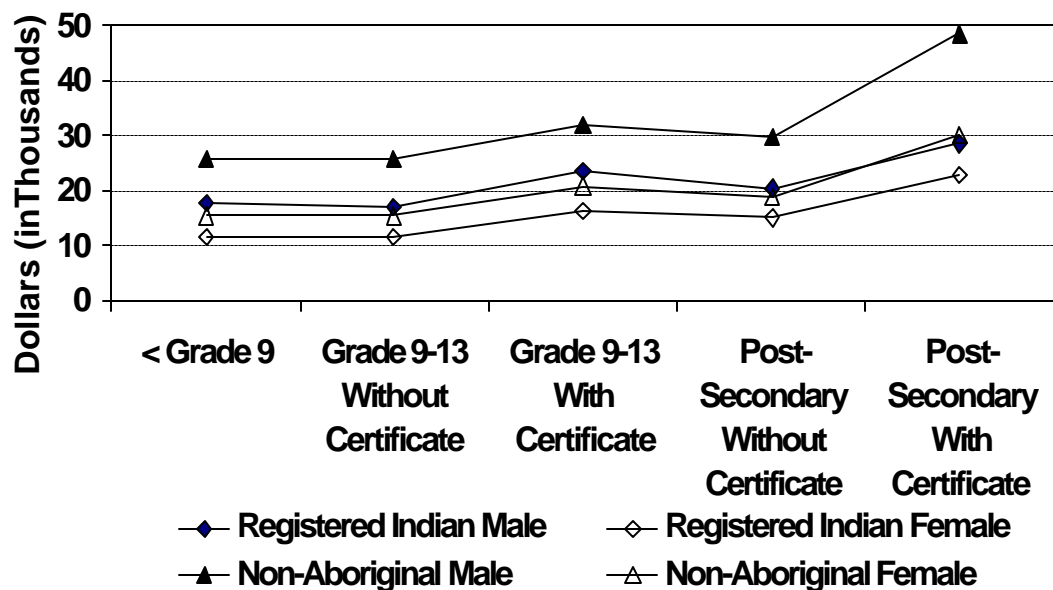
*** Income data suppressed because of small sample size.

- * **Aboriginal women's average employment incomes increase at two key thresholds: completion of a secondary school certificate and completion of a post-secondary certificate.**
- * **The gaps between the employment incomes of Aboriginal and non-Aboriginal women are greatest for those with post-secondary certification.**
- * **Among the Aboriginal groups, Registered Indian women have the lowest average employment incomes, while Inuit women tend to have the highest average employment incomes.**

Employment incomes are highest among non-Aboriginal women, lower for the various Aboriginal identity groups, and lowest Registered Indian women. However, the employment incomes of Inuit women are relatively high, at least in comparison with those of other Aboriginal women. This is probably the result of two factors, as previously mentioned. First, a large proportion of Inuit live in Northern Canada, where wages (as well as living costs) are higher than in other parts of Canada. Second, it was seen in Section 7 that a relatively high proportion of Inuit women are in professional occupations.

Figure 35 illustrates how education is related to the average employment incomes of Registered Indian and non-Aboriginal men and women. It can be seen that all four gender and identity groups follow a similar pattern of increasing employment income with increased educational attainment. For all groups, increases in average employment incomes are greatest at the stages where certification is achieved (grades 9-13 with certification and post-secondary with certification). In fact, employment incomes are slightly lower for those with some post-secondary education, but without post-secondary certification. As previously discussed this may, in part, reflect the lack of any type of secondary or post-secondary certification among some portion of this group.

Figure 35
Average Employment Income of Population 15+ with Employment Income by Level of Schooling, Gender and Identity Group, Canada, 2000



The figure also shows that non-Aboriginal men’s employment incomes are much higher than those of the other three groups, while Registered Indian women’s employment incomes are lowest, and the employment incomes of Registered Indian men and non-Aboriginal women are very similar for a given level of education. In addition, the gap between the employment incomes of non-Aboriginal men and the other three groups increases for those with post-secondary certification.

Figure 36 illustrates the relationships between age, education and employment income for the Registered Indian population only. (In this figure, data for men and women are not separated.) The figure shows that, within a given age group, the relationship between educational attainment and employment income follows the same pattern described above. That is, employment income goes up with education, particularly where certification is achieved. The figure also shows that there is a large income gap between the youngest age group and the other three age groups, and that those in the 45-64 age group have the highest employment incomes.

Figure 36
Average Employment Income of Registered Indian Population 15+ with
Employment Income by Highest Level of Schooling and Age Group, Canada, 2000

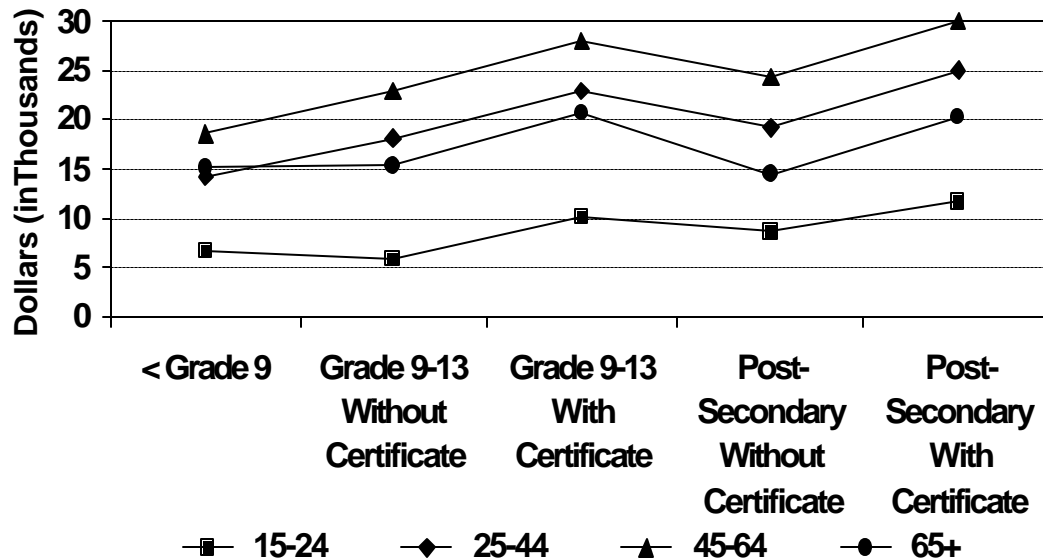


Table 41 compares women’s and men’s average employment incomes by showing women’s incomes as a percentage of men’s for the same identity, age and educational group. This shows that women’s employment incomes are generally below those of men, but that the extent of the difference varies considerably by identity group, education and age. Those groups with the highest male employment incomes also are the groups with the greatest differences between male and female employment incomes. For example, while the incomes of Registered Indian women 15 or older fall between 67% and 80% of the incomes of Registered Indian men, the incomes of non-Aboriginal women 15 or older are between 59% and 65% of the incomes of non-Aboriginal men. The gaps between men and women’s incomes are greatest for those in the 45-64 age group, and tend to be smaller for those with higher levels of educational attainment.

Table 41
Female's Average Employment Income as a Percentage of Male's Average
Employment Income by Highest Level of Schooling, Age and Identity Groups,
Canada, 2000

Identity Group and Highest Level of Schooling	15-24	25-44	45-64	65+	Total 15+
	Percent				
Registered Indian					
Less than grade 9	73	65	65	73	67
Grade 9-13 without certificate	74	69	65	55	69
Grade 9-13 with certificate	72	68	66	109	69
Post-secondary without certificate	76	76	75	58	75
Post-secondary with certificate	72	80	79	89	80
Métis					
Less than grade 9	73	65	48	78	54
Grade 9-13 without certificate	61	57	57	51	57
Grade 9-13 with certificate	62	62	63	***	63
Post-secondary without certificate	78	67	76	25	68
Post-secondary with certificate	70	67	71	96	67
Inuit					
Less than grade 9	84	79	60	51	71
Grade 9-13 without certificate	90	83	75	***	84
Grade 9-13 with certificate	103	87	72	***	90
Post-secondary without certificate	79	89	71	***	79
Post-secondary with certificate	80	88	107	***	92
Non-Status Indian					
Less than grade 9	28	66	41	58	46
Grade 9-13 without certificate	64	57	57	121	56
Grade 9-13 with certificate	73	69	61	***	67
Post-secondary without certificate	76	59	71	***	62
Post-secondary with certificate	84	68	71	86	69
Non-Aboriginal					
Less than grade 9	64	60	57	65	60
Grade 9-13 without certificate	66	60	58	63	59
Grade 9-13 with certificate	68	63	61	56	65
Post-secondary without certificate	76	66	60	55	64
Post-secondary with certificate	79	65	60	48	62

*** Income data suppressed because of small sample size.

A comparison of Table 36 with Table 41 shows that the gaps between in **total** income between Aboriginal men and women are smaller than the gaps in **employment** income. This suggests that other sources of income, especially government transfer payments, tend to equalize incomes somewhat between Aboriginal men and women.

11. Source of Income

This section focuses on major sources of income based on the division of income sources into three categories: (1) income derived from employment, (2) income derived from government transfer payments (such as social assistance and employment insurance), and (3) income from other sources (such as pensions and investments). These sources of income are viewed in two ways. First, the proportion of total individual income that comes from a given source is examined. Second, the proportion of the population for whom a given source is their major source of income is identified. The focus is on income from employment and income from transfer payments. (The proportion from other sources is not discussed but can be calculated as the residual that does not come from either employment or transfer payments.)

Because of the differences between men's and women's employment and income characteristics, it is important to look at men's and women's sources of incomes separately. For this reason, and because of the amount of detail involved, separate tables are presented in this section for men and women.

Table 42 looks at the proportion of men's income that is derived from employment, by identity group, educational attainment and age group. It can be seen that, for each identity group, the proportion of income that comes from employment is relatively low for those men with less than grade 9 education but much higher for those with some high school education or post-secondary education. There is relatively less difference in the proportion among those with various levels of secondary and post-secondary education. For example, among Registered Indian men with a high school certificate, about 85% of their income is derived from employment, virtually the same as the proportion among those with post-secondary education. On the other hand, among Registered Indian men with some high school education, but no high school certificate, about 76% of their income is from employment.

Table 42
Proportion of Male's Individual Income Derived from Employment by Highest
Level of Schooling, Age and Identity Groups, Canada, 2000

Identity Group and Highest Level of	15-24	25-44	45-64	65+	Total 15+
	Percent				
Registered Indian-All Schooling Levels	75.3	83.5	80.2	16.2	77.7
Less than grade 9	53.0	65.0	65.0	12.9	49.9
Grades 9-13	74.5	81.4	81.1	19.9	78.4
without certificate	70.7	78.7	79.3	19.3	75.7
with certificate	84.3	87.5	86.6	22.1	85.1
Post-Secondary	81.0	87.4	85.0	24.3	84.9
without certificate	78.2	82.3	79.8	20.6	80.2
with certificate	83.8	89.0	86.2	25.1	86.4
Métis-All Schooling Levels	87.9	90.9	83.1	18.1	84.1
Less than grade 9	74.8	77.5	71.5	14.0	56.2
Grades 9-13	88.5	90.0	84.4	22.2	85.8
without certificate	86.9	88.9	82.9	24.5	84.1
with certificate	91.1	92.1	87.7	14.2	89.2
Post-Secondary	87.3	92.1	84.8	20.5	87.1
without certificate	85.8	89.1	82.3	24.1	84.5
with certificate	88.2	92.8	85.2	19.3	87.8
Inuit-All Schooling Levels	80.7	86.3	84.2	22.5	81.1
Less than grade 9	68.4	76.4	75.5	20.4	63.8
Grades 9-13	82.5	85.2	84.6	9.1	83.7
without certificate	80.9	84.8	81.1	9.1	82.6
with certificate	87.9	86.8	92.6	***	87.6
Post-Secondary	81.8	89.2	89.9	34.7	87.6
without certificate	78.7	85.9	87.7	23.3	85.1
with certificate	86.0	90.7	90.0	36.1	88.5
Non-Status Indian-All Schooling Levels	85.4	89.6	81.3	18.2	83.1
Less than grade 9	68.3	70.9	66.6	8.5	52.5
Grades 9-13	85.0	88.1	81.7	13.5	83.4
without certificate	82.3	86.4	80.4	12.4	80.9
with certificate	90.3	91.1	85.4	17.7	87.9
Post-Secondary	87.9	91.6	84.5	32.7	87.4
without certificate	86.3	89.0	86.4	40.3	86.2
with certificate	89.0	92.3	84.1	30.6	87.6
Non-Aboriginal-All Schooling Levels	90.4	94.0	84.2	16.2	80.5
Less than grade 9	83.4	82.4	71.0	9.3	44.6
Grades 9-13	91.3	92.3	82.3	14.2	77.5
without certificate	89.8	91.0	81.2	13.8	73.7
with certificate	93.0	93.6	83.6	15.2	82.0
Post-Secondary	89.9	94.8	85.9	20.3	84.6
without certificate	88.1	93.7	84.9	16.8	83.9
with certificate	91.2	94.9	86.0	20.8	84.7

*** Income data suppressed because of small sample size.

- * **The proportion of Aboriginal men's income derived from employment increases with higher educational levels, especially for those who have completed secondary school.**

- * **The proportion of employment income is greater among men aged 25-44 than among older or younger men.**

The table also shows that there is a substantial difference between those with post-secondary certification (of any kind) and those with some post-secondary education but no certification. Among Registered Indian men with post-secondary education, 86% of income is from employment, while among Registered Indian men with post-secondary education **without** certification, 80% of income is from employment. The result is that Registered Indian men with a high school certificate have a higher proportion of income from employment than those with some post-secondary education but no certification. The same is true among Métis men; in fact, Métis men with a high school certificate have a slightly higher proportion of income from employment than even those with post-secondary certification.

These comparisons vary somewhat by identity group, but they generally show that achievement of a high school certificate is an important threshold in terms of receiving employment income. It should also be kept in mind that investment and pension income can affect these proportions. Those with higher levels of education tend to have higher incomes (as seen in Table 34) and are therefore more likely to have investment income compared to those with lower levels of income. Still, those with certification, at either the secondary or post-secondary level, tend to have the highest proportions of employment income.

The proportion of employment income is also related to age, increasing as we move from the 15-24 age group to the 25-44 age group, decreasing slightly among the 45-64 age group, and reaching its lowest levels among the population 65 or older. The decreasing proportion of employment income among the older population is the expected result of individuals who have retired or who are unable to work for health reasons. The differences between the 25-44 and 45-64 age groups are not as great among the Registered Indian and Inuit populations as they are among the other identity groups.

Last, there are some differences between identity groups. Among the Aboriginal groups the lowest proportions of employment income are found among Registered Indian men. For all education and identity groups under the age of 65, a majority of income is derived from employment, ranging from a low of 53% for Registered Indian men 15-24 years old with less than grade 9 schooling, to 95% among non-Aboriginal men with post-secondary certification in the 25-44 age group. The proportion of employment income is not always highest among the non-Aboriginal population, even when controlling for age and education. Among older age groups in particular, non-Aboriginal proportions may be similar to or lower than those of the various Aboriginal identity groups. This reflects the increasing proportions of income from investments and pensions among older non-Aboriginal men.

Table 43 is similar to Table 42 and shows the proportion of **women's** income that is derived from employment, by identity group, educational attainment and age group. Comparing Table 43 to Table 42, it can be seen that a much lower proportion of women's income is derived from employment than of men's income. This is especially true at lower levels of educational attainment. For example, among Registered Indian men 25-44 years old with less than grade 9 education, 65% of income is from employment, while among Registered Indian women also 25-44 with less than grade 9 education, only 35% of income comes from employment. The differences between men and women become smaller among older age groups and those with higher levels of educational attainment. For example, among the Registered Indian population aged 45-64 with post-secondary education, 85% of the income of men is from employment, while 82% of the income of women is from employment. This pattern of differences between men and women's employment income would be expected from the information on employment rates presented in Section 6, Table 26.

Table 43
Proportion of Female's Individual Income Derived from Employment by Highest
Level of Schooling, Age and Identity Groups, Canada, 2000

Identity Group and Highest Level of	15-24	25-44	45-64	65+	Total 15+
	Percent				
Registered Indian-All Schooling Levels	53.3	67.4	73.0	8.8	63.5
Less than grade 9	22.3	34.7	41.9	5.9	25.8
Grades 9-13	49.4	57.4	69.6	9.1	56.6
without certificate	42.9	52.0	65.2	9.5	51.1
with certificate	67.5	70.0	78.5	7.6	69.6
Post-Secondary	64.1	74.6	81.6	19.7	74.8
without certificate	60.6	64.3	75.4	10.8	65.1
with certificate	68.2	78.0	83.0	22.0	78.0
Métis-All Schooling Levels	74.7	78.3	79.0	9.4	74.1
Less than grade 9	36.2	48.2	45.4	4.7	26.1
Grades 9-13	71.3	70.8	75.5	11.3	68.7
without certificate	66.0	66.4	72.9	8.6	64.1
with certificate	80.4	77.3	80.7	21.3	76.8
Post-Secondary	78.8	81.8	84.3	16.8	80.9
without certificate	76.8	74.5	83.1	7.8	75.4
with certificate	80.8	83.6	84.5	19.3	82.4
Inuit-All Schooling Levels	66.5	74.7	76.2	13.0	71.6
Less than grade 9	44.8	57.2	55.1	8.9	48.3
Grades 9-13	69.1	72.1	80.3	14.3	72.0
without certificate	63.2	68.6	79.8	15.1	68.3
with certificate	86.3	80.8	76.5	***	82.2
Post-Secondary	69.6	80.4	88.2	32.7	80.8
without certificate	66.2	71.8	82.5	9.4	71.5
with certificate	71.6	83.7	89.8	41.7	84.2
Non-Status Indian-All Schooling Levels	73.1	79.2	73.8	18.2	73.2
Less than grade 9	42.3	42.9	32.4	5.6	24.2
Grades 9-13	68.1	69.5	70.3	18.7	65.9
without certificate	61.8	61.5	64.6	17.5	58.5
with certificate	79.0	80.1	79.4	22.3	77.1
Post-Secondary	80.9	84.1	80.8	34.3	81.5
without certificate	79.1	75.7	73.2	29.9	73.1
with certificate	82.3	86.0	82.3	36.0	83.7
Non-Aboriginal-All Schooling Levels	85.7	86.8	78.7	5.9	71.7
Less than grade 9	59.2	60.7	54.5	3.0	23.1
Grades 9-13	82.8	80.5	75.9	5.7	62.4
without certificate	78.8	76.1	72.0	5.4	54.1
with certificate	87.0	83.6	79.1	6.2	70.2
Post-Secondary	87.4	88.9	81.5	8.2	79.7
without certificate	84.7	84.3	79.5	6.8	74.0
with certificate	89.0	89.6	81.8	8.5	80.6

*** Income data suppressed because of small sample size.

- * The proportion of Aboriginal women's income derived from employment increases with greater education, especially for those who have completed secondary school.**
- * The proportion of employment income tends to be higher among older women, reaching its greatest level among those aged 25-44 or 45-64, depending on identity group.**

Among women, as among men, the proportion of income that comes from employment tends to increase with education. And again, as with men, the proportion of employment income is also related to age. This proportion is higher among women in the 25-44 age group than among those in the 15-24 age group. For Registered Indian, Métis and Inuit women, the proportion of income from employment is slightly higher among the 45-64 age group than among the 25-44 age groups, but among Non-Status Indian women and non-Aboriginal women, the reverse is true. Proportions of employment income are lowest among those over 65.

Last, as with men, there are differences between identity groups. Among the Aboriginal identity groups, the lowest proportions of employment income are found among Registered Indian women.

Figure 37 illustrates the relationships between educational attainment, identity group and gender, by focusing on Registered Indian and non-Aboriginal men and women 25-44 years old. The figure shows that the proportion of employment income among this age group generally increases with educational attainment, except that it falls back somewhat among those with post-secondary education but without certification. The figure also shows that employment income is the smallest proportion of total income among Registered Indian women, is much higher among both Registered Indian men and non-Aboriginal women, and is highest among non-Aboriginal men. Last, it can be seen that the gaps between the population groups become smaller as educational attainment increases.

Figure 37
Proportion of Individual Income from Employment in the Population Aged 25-44
by Highest Level of Schooling, Gender and Identity Group, Canada, 2000

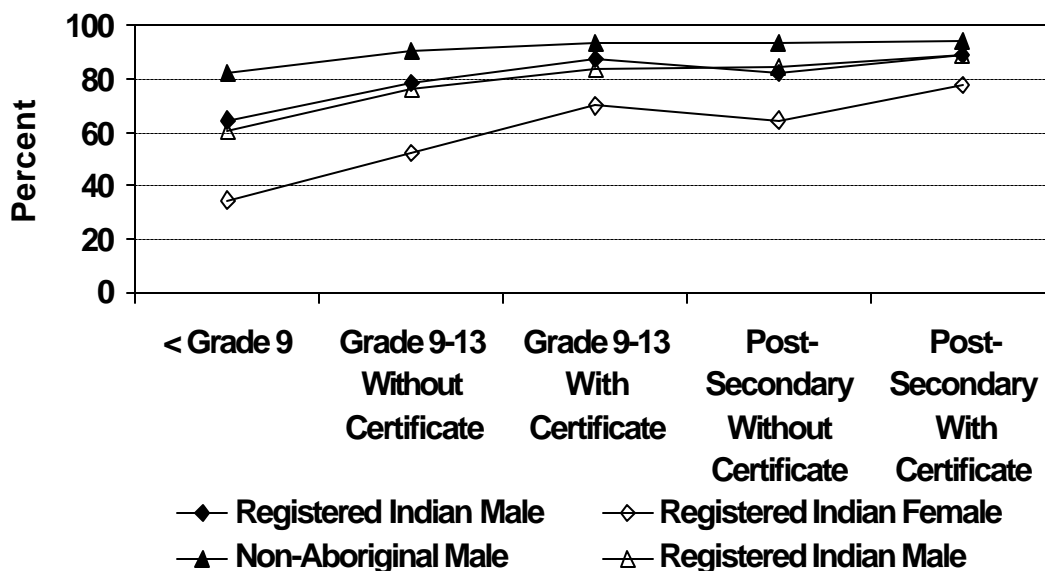
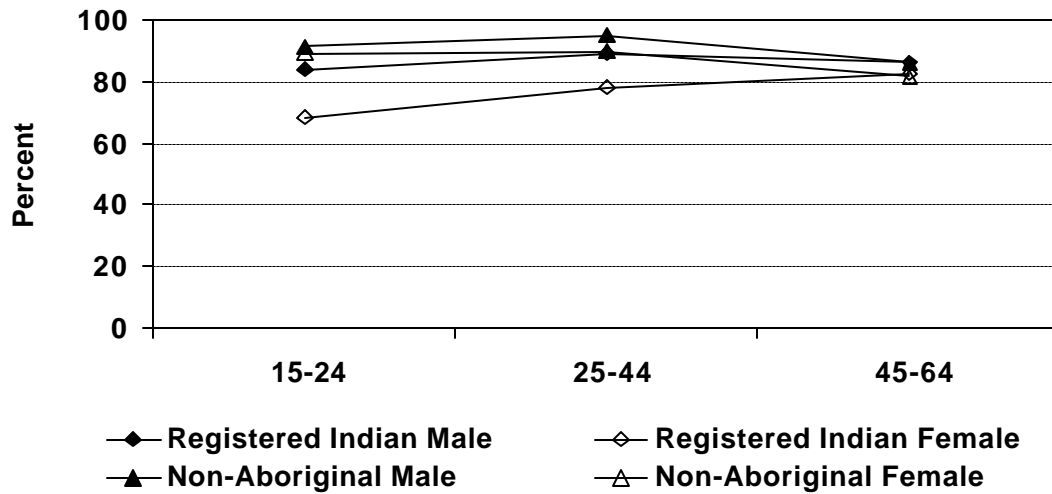


Figure 38 further compares men and women by focusing on those with post-secondary certification and comparing Registered Indian and non-Aboriginal men and women in different age groups. From this figure it can be seen that, when educational attainment and age are held constant, there is little difference in the proportion of employment income among the different groups. For those with post-secondary certification, the differences are greatest among the 15-24 age group, and there is almost no difference among those in the 45-64 age group. The figure also shows that, among the younger age groups, Registered Indian women with post-secondary certification tend to have smaller proportions of employment income than the other three groups. Among older Registered Indian women, the proportions of employment income are higher and there is less difference between Registered Indian women and the other population groups.

Figure 38
Proportion of Individual Income from Employment in the Population Aged 15-64 with Post-Secondary Certificate by Gender, Age and Identity Groups, Canada, 2000



Tables 44 and 45 are similar to Tables 42 and 43, but they focus on the proportion of income from government transfer payments. These tables tend to show the “flip side” of the employment income tables because employment income and transfer income make up most of the income of most population groups. It should be kept in mind that transfer income includes Old Age Security Program from the Canada or Québec Pension Plan, benefits from Employment Insurance, Canada Child Tax Benefits, and other income from government sources. It does not include income from investments or private and employer-sponsored pension plans. Among both men (Table 44) and women (Table 45), the proportion of transfer income tends to **decrease** as educational attainment **increases**.

Table 44
Proportion of Male's Individual Income Derived from Government Transfer
Payments by Highest Level of Schooling, Age and Identity Groups, Canada, 2000

Identity Group and Highest Level of	15-24	25-44	45-64	65+	Total 15+
	Percent				
Registered Indian-All Schooling Levels	22.2	15.1	15.2	73.9	19.3
Less than grade 9	44.8	33.9	31.0	81.4	46.6
Grades 9-13	23.6	17.5	15.1	64.0	19.3
without certificate	27.3	20.3	17.0	66.8	22.1
with certificate	14.2	11.1	9.6	54.9	12.4
Post-Secondary	15.1	11.0	9.9	56.4	11.9
without certificate	17.2	15.8	12.9	70.8	16.1
with certificate	13.3	9.5	9.1	53.4	10.6
Métis-All Schooling Levels	9.9	7.8	10.2	60.1	11.6
Less than grade 9	25.7	20.4	22.2	74.9	37.0
Grades 9-13	9.8	9.1	9.8	55.9	11.0
without certificate	11.4	10.1	11.0	54.6	12.4
with certificate	7.1	7.1	6.9	57.8	8.2
Post-Secondary	9.6	6.4	7.9	43.7	8.2
without certificate	10.3	9.5	11.0	31.5	10.9
with certificate	9.1	5.6	7.4	47.3	7.6
Inuit-All Schooling Levels	17.5	12.6	12.6	68.9	16.8
Less than grade 9	30.3	22.4	20.6	72.7	32.8
Grades 9-13	16.2	14.1	11.2	79.1	14.8
without certificate	17.6	14.7	14.9	69.2	16.3
with certificate	12.2	11.8	4.9	***	10.2
Post-Secondary	15.5	9.5	8.0	50.0	10.4
without certificate	18.7	13.4	8.9	69.3	13.5
with certificate	12.6	8.2	7.7	47.6	9.3
Non-Status Indian-All Schooling Levels	12.5	8.9	12.2	59.8	12.8
Less than grade 9	31.1	27.5	28.5	76.8	40.8
Grades 9-13	13.2	10.6	13.1	60.9	13.4
without certificate	15.7	12.1	15.1	64.7	15.7
with certificate	8.3	8.0	8.9	40.5	9.0
Post-Secondary	9.4	7.0	8.0	39.5	8.5
without certificate	10.7	9.7	8.0	35.7	10.2
with certificate	8.5	6.3	8.0	41.2	8.0
Non-Aboriginal-All Schooling Levels	6.2	3.5	4.7	41.0	8.6
Less than grade 9	14.2	15.3	16.8	61.9	37.1
Grades 9-13	6.4	5.7	6.7	44.3	11.5
without certificate	7.4	7.0	8.1	46.8	14.4
with certificate	5.4	4.3	5.1	38.8	8.1
Post-Secondary	5.8	2.6	3.0	29.9	5.2
without certificate	6.1	4.1	4.5	35.8	7.0
with certificate	5.6	2.3	2.9	29.0	4.9

*** Income data suppressed because of small sample size.

Table 45
Proportion of Female's Individual Income Derived from Government Transfer Payments by Highest Level of Schooling, Age and Identity Groups, Canada, 2000

Identity Group and Highest Level of	15-24	25-44	45-64	65+	Total 15+
	Percent				
Registered Indian-All Schooling Levels	42.7	29.3	21.6	81.9	32.2
Less than grade 9	73.5	62.1	52.8	87.5	69.1
Grades 9-13	47.9	39.4	24.4	79.0	39.3
without certificate	54.3	44.7	29.1	80.2	44.9
with certificate	30.2	27.0	14.8	74.1	26.0
Post-Secondary	30.0	22.1	13.2	63.3	20.9
without certificate	33.7	32.3	20.0	78.4	30.8
with certificate	25.6	18.6	11.8	59.0	17.7
Métis-All Schooling Levels	22.2	18.1	14.2	76.5	20.8
Less than grade 9	61.3	49.6	46.4	87.6	67.2
Grades 9-13	27.1	25.7	17.7	73.6	26.4
without certificate	32.4	30.0	20.3	77.9	30.8
with certificate	18.2	19.6	12.3	57.8	18.7
Post-Secondary	16.7	14.5	9.1	57.4	14.1
without certificate	18.1	21.8	11.1	63.3	19.6
with certificate	15.3	12.7	8.7	55.0	12.6
Inuit-All Schooling Levels	29.4	21.6	19.3	77.2	24.2
Less than grade 9	50.6	38.5	38.3	82.4	45.8
Grades 9-13	28.1	24.5	16.1	80.1	24.7
without certificate	33.3	27.5	16.8	79.1	28.1
with certificate	13.0	16.6	13.3	***	15.4
Post-Secondary	25.0	16.0	8.6	47.5	15.3
without certificate	27.7	23.3	14.8	89.0	23.2
with certificate	21.3	13.1	7.5	39.2	12.3
Non-Status Indian-All Schooling Levels	23.5	17.8	17.6	67.1	21.5
Less than grade 9	58.2	56.6	52.5	84.5	66.5
Grades 9-13	29.0	27.8	20.8	69.6	29.2
without certificate	35.2	35.1	26.1	73.6	36.1
with certificate	18.6	18.3	12.6	58.5	18.9
Post-Secondary	14.8	12.7	11.6	40.6	13.4
without certificate	17.1	20.7	19.1	42.2	21.1
with certificate	13.3	10.9	10.1	40.6	11.5
Non-Aboriginal-All Schooling Levels	9.7	9.2	7.9	57.2	16.0
Less than grade 9	36.3	34.2	29.0	75.6	58.5
Grades 9-13	13.7	15.3	10.8	58.8	23.2
without certificate	16.8	19.5	14.1	61.9	30.0
with certificate	10.3	12.3	8.2	53.2	16.8
Post-Secondary	7.4	7.2	5.2	42.7	9.4
without certificate	8.4	11.3	7.8	48.9	14.2
with certificate	6.8	6.6	4.9	41.2	8.6

*** Income data suppressed because of small sample size.

Transfer income is greatest among the oldest and youngest age groups. For example, among the Registered Indian population with any post-secondary education, transfer income is lowest among the 45-64 age group, higher among the 25-44 age group, higher still among the 15-24 age group, and highest among those over 65. The high rates of government transfer income among younger age groups reflect high unemployment rates among these age groups, as described in Section 6, Table 27. The high proportion of transfer income among the oldest age group reflects income from Old Age Security and the Canada and Québec Pension Plans. A similar pattern may be found, with some exceptions, among most other identity groups and for various levels of educational attainment.

Higher proportions of the income of the Registered Indian population in general, and of Registered Indian youth in particular, come from transfer payments, compared to other identity groups. In addition, higher proportions of women's income than of men's income come from transfer payments, especially for those with lower levels of educational attainment.

- * **The proportion of income that comes from government transfer payments tends to be greatest for the youngest and oldest age groups.**
- * **The proportion of transfer payment income declines as educational attainment increases, and particularly with secondary school completion.**
- * **The proportion of transfer payment income is much higher among women than among men for most Aboriginal identity and age groups. However, the differences between men and women are smaller among those with higher levels of education.**
- * **Similarly, the proportion of transfer payment income is higher among the Aboriginal population than among the non-Aboriginal population, but these differences are much smaller when comparing populations of the same educational attainment and age.**

Figure 39 illustrates these relationships by looking at the proportion of transfer income among Registered Indian and non-Aboriginal men and women in the 25-44 age group. The figure shows that the proportion of transfer income among these groups generally decreases with educational attainment, except that it increases somewhat for those with post-secondary education but without certification. The figure also shows that transfer

groups, is a much lower proportion among both Registered Indian men and non-Aboriginal women, and is lowest among non-Aboriginal men. Last, it can be seen that the gaps between the population groups become smaller as educational attainment increases.

Figure 39
Proportion of Individual Income from Government Transfer Payments in the Population Aged 25-44 by Highest Level of Schooling, Gender and Identity Groups, Canada, 2000

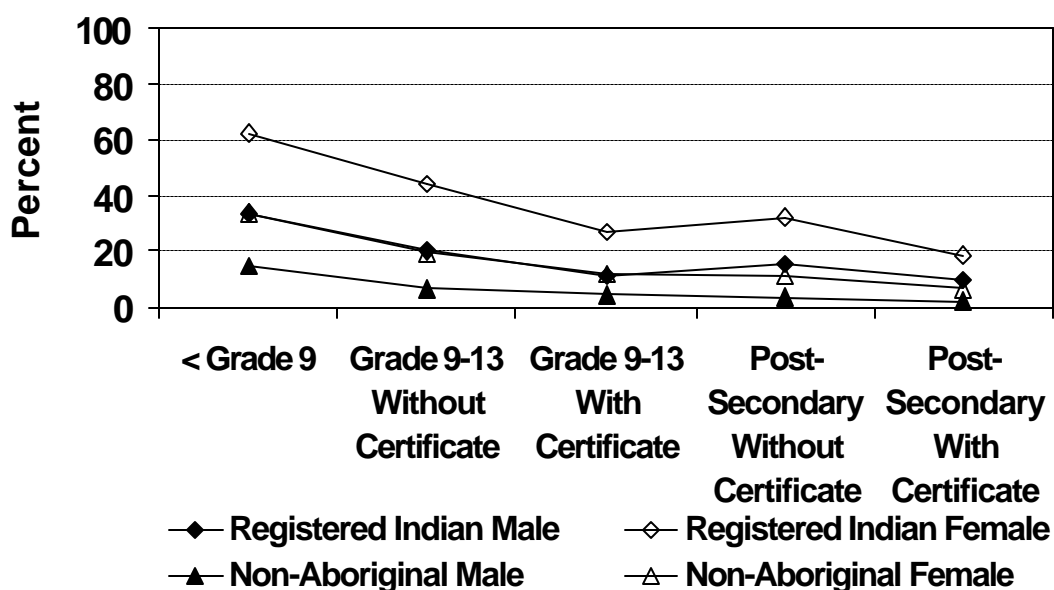
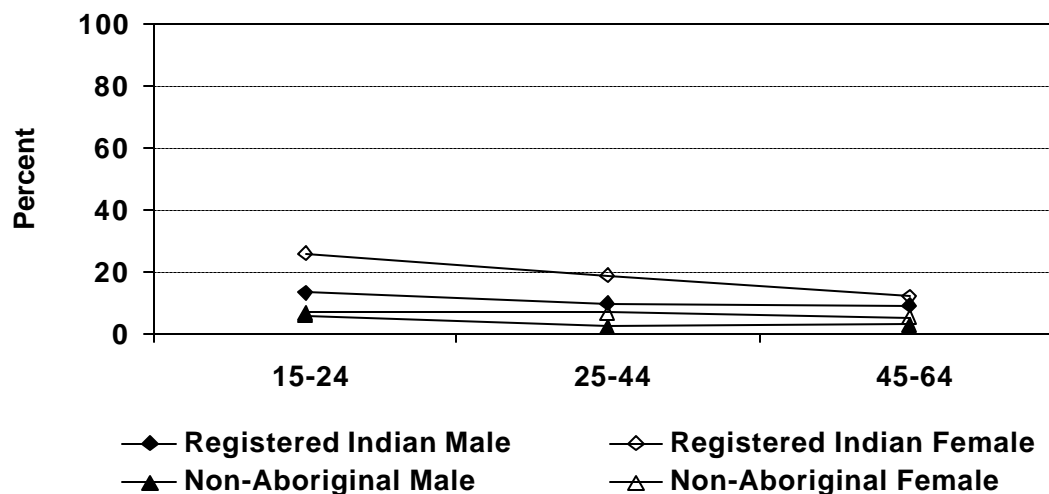


Figure 40 focuses specifically on those with post-secondary certification, and compares three age groups. The figure shows that differences between groups in the proportion of transfer income are much smaller when age and education are kept constant, but that some differences remain. The differences are greatest among the 15-24 year-old age group where the proportion of transfer income among Registered Indian women (about 26%) is twice as high as among Registered Indian men (13%) and close to four times as high as among non-Aboriginal women (7%). By comparison, among the 45-64 age group only 12% of the income of Registered Indian women comes from transfer payments, compared to 9% of the income of Registered Indian men and 5% of non-Aboriginal women.

Figure 40
Proportion of Individual Income from Government Transfer Payments in the Population Aged 15-64 with Post-Secondary Certificate by Gender, Age and Identity Groups, Canada, 2000



Tables 46 to 49 are similar to Tables 42 to 45, but instead of showing the percentage of income derived from a given source, these tables show the proportion of the population for whom a given source is their major, or largest, source of income. Again, we focus on two major income sources: income from employment and income from government transfer payments. (The third major source – “other sources” – includes investment and pension income and is a much smaller part of income for most age groups, except for those over 65 years old.)

Table 46 looks at the proportion of men whose major source of income is derived from employment, by identity group, educational attainment and age group. It can be seen that, for each identity group, the proportion of men whose major source of income is employment increases with educational attainment. The proportion is relatively low for those men with less than grade 9 education but much higher for those with some high school education or post-secondary education. The differences in the percentage whose major source is employment are greatest between those with less than grade 9 compared to those with some secondary education, and those with some secondary education compared to those with a secondary certificate.

Table 46
Proportion of Males whose Major Source of Income is Employment by Highest
Level of Schooling, Age and Identity Groups, Canada, 2000

Identity Group and Highest Level of	15-24	25-44	45-64	65+	Total 15+
			Percent		
Registered Indian-All Schooling Levels	55.1	67.4	59.4	9.0	59.1
Less than grade 9	30.5	45.7	41.5	6.6	33.3
Grades 9-13	54.4	62.7	59.4	12.2	57.9
without certificate	51.5	59.7	57.2	11.0	55.0
with certificate	69.1	72.2	67.5	16.9	69.3
Post-Secondary	69.0	76.5	70.6	16.1	72.6
without certificate	67.3	67.8	62.7	14.5	65.8
with certificate	70.9	80.1	72.9	16.1	75.6
Métis-All Schooling Levels	82.1	82.4	68.6	12.0	74.2
Less than grade 9	63.2	61.9	49.3	8.3	40.2
Grades 9-13	82.3	79.6	70.6	15.5	76.7
without certificate	81.0	77.3	68.6	16.7	74.6
with certificate	85.9	84.7	77.0	10.9	82.2
Post-Secondary	83.0	86.3	74.2	16.4	80.0
without certificate	81.9	81.6	69.5	24.5	77.8
with certificate	83.8	87.8	75.2	14.7	80.8
Inuit-All Schooling Levels	71.1	73.1	68.2	12.6	67.8
Less than grade 9	58.4	59.8	55.8	12.2	49.9
Grades 9-13	73.9	69.9	74.0	***	71.4
without certificate	72.2	69.5	72.5	***	70.1
with certificate	81.3	71.7	85.7	***	77.9
Post-Secondary	71.5	80.6	78.3	19.0	77.6
without certificate	72.5	74.3	77.6	***	73.2
with certificate	72.2	84.0	79.2	***	79.9
Non-Status Indian-All Schooling Levels	77.8	76.9	63.3	10.8	69.9
Less than grade 9	37.3	49.7	41.6	5.3	34.3
Grades 9-13	78.4	73.3	64.0	9.6	71.0
without certificate	75.4	69.8	61.5	8.8	67.8
with certificate	86.7	79.9	70.5	13.3	78.9
Post-Secondary	81.9	82.8	71.9	22.4	77.9
without certificate	84.6	75.4	75.6	26.7	77.0
with certificate	78.5	85.2	71.0	21.4	78.2
Non-Aboriginal-All Schooling Levels	86.6	88.8	75.5	8.5	72.6
Less than grade 9	73.1	65.5	55.4	5.3	33.0
Grades 9-13	87.4	85.3	73.4	8.2	71.8
without certificate	86.2	82.4	71.1	7.9	68.2
with certificate	89.6	88.7	76.6	9.0	77.4
Post-Secondary	86.3	91.3	80.0	11.5	79.6
without certificate	85.5	88.3	77.1	9.7	79.4
with certificate	87.0	91.9	80.5	11.8	79.6

*** Income data suppressed because of small sample size.

The proportion whose major source of income is employment is also related to age. The proportion tends to increase from the 15-24 age group to the 25-44 age group. Depending on identity group and educational level, the proportion may be slightly higher or slightly lower among the 45-64 age group compared to the 25-44 age group, but decreases sharply among the population 65 or older. The decreasing proportion whose major source of income is employment among the older population is the expected result of individuals who have retired or who are unable to work for health reasons.

There are also substantial differences between identity groups. The highest proportions of men whose major source is employment are found among non-Aboriginal men and the lowest proportions are found among Registered Indian men. Less than half of Registered Indian and Non-Status Indian men with less than grade 9 education in the prime working age groups (15-64) have employment as their major source of income. For other identity groups, a majority of men in the 15-64 age range have employment as their major source of income, regardless of educational level.

Table 46, showing the proportion whose major source of income is employment, may be compared to Table 42, showing the proportion of total income that comes from employment. This comparison shows that the proportion of total income (Table 42) is higher than the proportion of the population with employment as their major source of income (Table 46). Table 42 is more useful when looking at income flows within a population, while Table 46 provides a better picture of how many individuals are relying primarily on employment income.

- * **The proportion of the population whose major source of income is employment increases as education increases. This proportion is lowest among the youngest and oldest age groups, and higher among those aged 25-64.**

- * **Among the Aboriginal identity groups, the Registered Indian population has the lowest proportion whose major source of income is employment.**

- * **Among all population groups, higher proportions of men than of women have employment as their major source of income.**

Table 47 looks at the proportion of women whose major source of income is derived from employment, by identity group, educational attainment and age group. Comparing this table to Table 46, it can be seen that women generally have lower proportions whose major source of income is employment. For example, the proportions of Registered Indian women whose major source is employment ranges from about 45% to 65%, depending on educational level, while among Registered Indian men it ranges from about 60% to 75%.

Table 47
Proportion of Females whose Major Source of Income is Employment by Highest Level of Schooling, Age and Identity Groups, Canada, 2000

Identity Group and Highest Level of Schooling	15-24	25-44	45-64	65+	Total 15+
			Percent		
Registered Indian-All Schooling Levels	42.6	50.9	50.3	4.5	45.8
Less than grade 9	16.1	23.2	24.3	3.0	17.1
Grades 9-13	40.2	41.1	47.8	4.8	40.7
without certificate	36.8	36.5	43.1	5.2	36.6
with certificate	54.9	54.5	61.6	2.8	54.3
Post-Secondary	56.5	61.6	65.7	11.7	60.9
without certificate	54.3	49.5	55.9	5.1	51.0
with certificate	59.7	67.1	68.5	13.7	65.7
Métis-All Schooling Levels	71.6	66.5	61.9	4.9	62.4
Less than grade 9	38.0	35.3	27.3	2.0	18.9
Grades 9-13	69.9	56.3	60.0	7.3	59.1
without certificate	67.8	50.9	58.2	5.2	55.6
with certificate	75.4	65.9	64.5	16.9	67.0
Post-Secondary	76.0	73.3	72.1	9.4	72.0
without certificate	74.0	64.0	66.4	4.1	66.3
with certificate	78.3	76.2	73.7	11.0	74.2
Inuit-All Schooling Levels	59.3	59.4	53.5	6.6	55.6
Less than grade 9	42.5	42.4	37.8	4.9	35.2
Grades 9-13	63.0	56.9	64.1	***	59.8
without certificate	60.3	54.2	60.8	***	57.3
with certificate	75.4	65.9	71.4	***	69.9
Post-Secondary	59.6	68.1	73.2	***	67.0
without certificate	57.0	57.2	65.0	***	57.1
with certificate	65.3	73.8	77.2	***	72.9
Non-Status Indian-All Schooling Levels	69.5	64.4	55.2	10.7	60.0
Less than grade 9	46.5	26.6	20.7	3.9	18.6
Grades 9-13	67.9	52.4	53.6	13.3	55.6
without certificate	64.3	45.0	48.1	11.7	50.7
with certificate	77.6	64.9	64.4	15.8	66.3
Post-Secondary	74.9	73.8	66.8	19.2	71.1
without certificate	77.1	60.0	52.0	24.0	62.1
with certificate	72.1	78.2	70.2	18.8	74.5
Non-Aboriginal-All Schooling Levels	82.8	76.8	66.2	3.5	61.3
Less than grade 9	52.6	43.5	38.1	1.8	17.6
Grades 9-13	81.3	67.6	62.8	3.5	55.0
without certificate	79.7	61.8	57.4	3.2	49.2
with certificate	84.4	72.6	68.2	4.1	62.3
Post-Secondary	84.7	81.4	73.5	5.5	72.9
without certificate	83.4	74.2	68.9	4.7	69.0
with certificate	85.8	82.8	74.2	5.7	73.9

*** Income data suppressed because of small sample size.

Apart from this, the patterns seen in Table 46 are also found in Table 47. There are large differences between identity groups. The highest proportions of women whose major source is employment are found among non-Aboriginal women and the lowest proportions are found among Registered Indian women. Again, the proportion whose major source is employment tends to increase with education, and the highest proportions are found in the 25-44 and 45-64 age groups.

- * **Employment is the major source of income for 60% to 75% of Aboriginal men, while it is the major source for 45% to 62% of Aboriginal women, depending on the identity group.**
- * **The proportion of the Registered Indian youth population (15- 24) whose major source of income is employment is much lower than among the older (25-44) Registered Indian population.**
- * **In contrast, among the other Aboriginal identity groups the proportion of youth (15-24) whose major source is employment is similar to or higher than the proportion among the older population (25-44).**

Figures 41 to 43 illustrate these relationships, focusing on the 25-44 age group so that the relationships between the education and major source of income variables can be seen more clearly. Figure 41 shows the percentage of men whose major source is employment, by identity group, while Figure 42 shows the percentage of women whose major source is employment, by identity group. The differences among educational levels and between men and women are more striking than those between identity groups.

Figure 41
Proportion of Males Aged 25-44 whose Major Source of Income is Employment by Identity Group, Canada, 2000

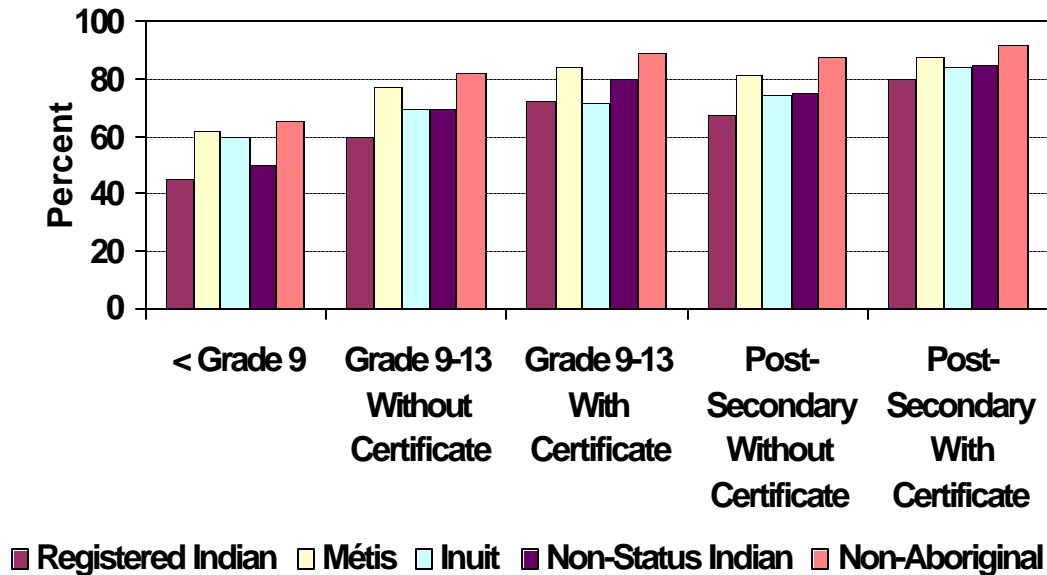


Figure 42
Proportion of Females Aged 25-44 whose Major Source of Income is Employment by Identity Group, Canada, 2000

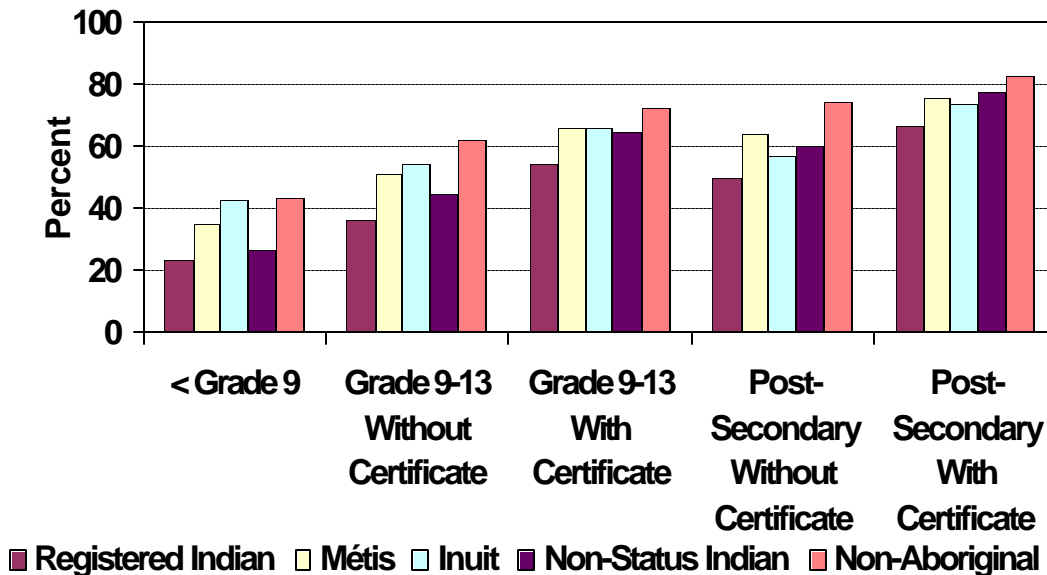


Figure 43 looks only at Registered Indian and non-Aboriginal men and women. The figure shows that the proportion whose major source of income is employment generally increases with educational attainment, except that it decreases somewhat among those with post-secondary education but without certification. The figure also shows that proportion whose major source is employment is smallest among Registered Indian women, is substantially higher among both Registered Indian men and non-Aboriginal women, and is higher still among non-Aboriginal men. And it can be seen that the gaps between the population groups become smaller as educational attainment increases.

Figure 43
Proportion of Population Aged 25-44 whose Major Source of Income is Employment by Highest Level of Schooling, Gender and Identity Group, Canada, 2000

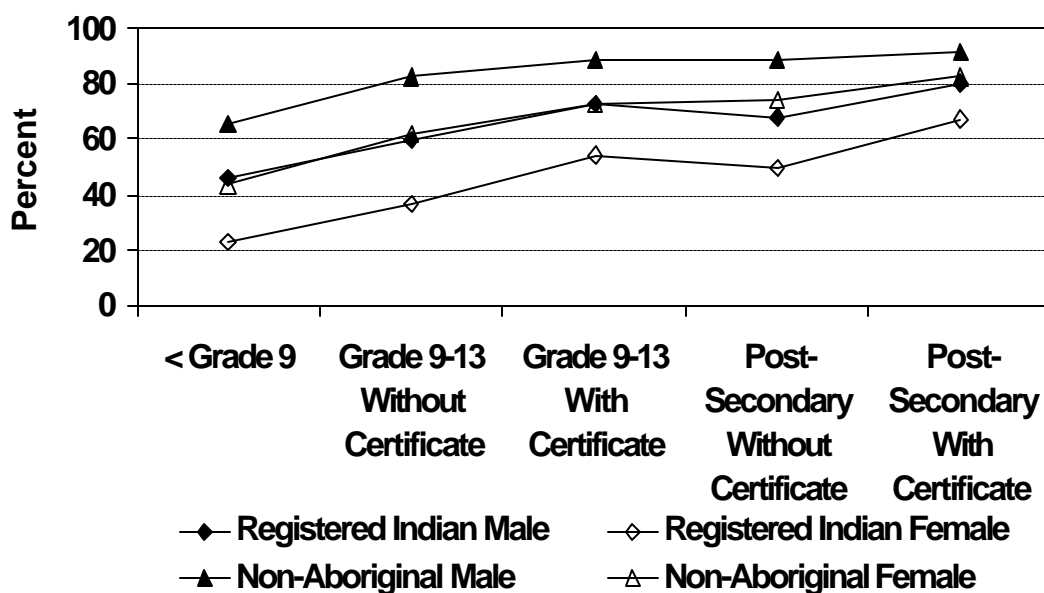


Table 48 looks at the proportion of men whose major source of income is derived from government transfer payments, by identity group, educational attainment and age group. Again, government transfer income may be seen as the “flip side” of employment income, in that these are the two largest components of income, and because as the proportion of employment income goes up, the proportion of government transfer income goes down, and vice versa. Similarly, as the proportion of the population whose major source of income is from employment goes up, the proportion whose major source is from government transfer payments goes down.

Table 48
Proportion of Males whose Major Source of Income is Government Transfer
Payments by Highest Level of Schooling, Age and Identity Groups, Canada, 2000

Identity Group and Highest Level of	15-24	25-44	45-64	65+	Total 15+
	Percent				
Registered Indian-All Schooling Levels	34.8	31.3	36.8	86.2	36.8
Less than grade 9	48.6	53.4	54.7	91.0	61.9
Grades 9-13	35.5	36.2	37.2	78.7	37.1
without certificate	37.3	39.2	39.3	81.9	39.5
with certificate	26.9	26.8	29.2	67.7	28.2
Post-Secondary	25.9	22.0	25.3	72.1	24.5
without certificate	26.7	30.4	33.2	85.5	30.9
with certificate	24.6	18.6	23.0	69.5	21.7
Métis-All Schooling Levels	15.7	16.5	25.4	75.4	22.4
Less than grade 9	37.9	36.4	45.5	86.6	55.7
Grades 9-13	15.8	19.5	24.3	67.3	20.8
without certificate	17.0	21.8	26.5	69.2	22.8
with certificate	12.8	14.3	17.5	60.9	15.4
Post-Secondary	13.8	12.5	18.8	58.4	16.0
without certificate	14.5	17.8	25.4	49.1	19.2
with certificate	12.6	10.9	17.4	60.8	14.9
Inuit-All Schooling Levels	27.2	26.1	29.2	82.1	30.5
Less than grade 9	40.4	39.0	40.0	83.7	47.6
Grades 9-13	24.8	29.8	21.9	***	27.2
without certificate	26.0	30.5	27.5	***	28.5
with certificate	18.8	28.3	14.3	***	21.4
Post-Secondary	25.2	18.7	19.2	71.4	20.8
without certificate	26.1	25.1	22.4	***	25.2
with certificate	24.1	15.7	18.2	***	18.5
Non-Status Indian-All Schooling Levels	20.1	22.1	31.3	75.2	27.0
Less than grade 9	60.8	49.1	55.1	88.2	62.1
Grades 9-13	19.9	25.7	30.8	70.2	26.2
without certificate	22.7	29.0	33.7	73.8	29.5
with certificate	10.6	19.4	23.3	53.3	18.2
Post-Secondary	15.0	16.1	21.5	55.3	18.7
without certificate	12.6	23.0	19.8	60.0	20.6
with certificate	17.5	14.0	21.9	55.7	18.0
Non-Aboriginal-All Schooling Levels	9.8	9.6	13.3	61.4	18.3
Less than grade 9	23.7	32.8	33.7	80.3	55.8
Grades 9-13	9.3	13.3	15.6	61.7	19.7
without certificate	9.8	16.2	18.4	64.4	23.0
with certificate	8.4	10.0	11.9	55.2	14.7
Post-Secondary	9.6	6.9	8.6	45.1	11.3
without certificate	9.6	10.0	12.5	53.1	13.5
with certificate	9.6	6.3	8.0	43.8	10.8

*** Income data suppressed because of small sample size.

It can be seen that, for each identity group, the proportion of men whose major source of income is from transfer payments decreases with educational attainment. A high proportion of men with less than grade 9 education have transfer payments as their major source of income, but the proportion is much lower for those with some high school education or post-secondary education. The differences in the percentage whose major source is transfer payments are greatest between those with less than grade 9 compared to those with some secondary education, and those with some secondary education compared to those with a secondary certificate.

- * **The proportion of the population whose major source of income is from transfer payments decreases as education increases, particularly at the points where secondary and post-secondary certification is obtained.**

- * **Among the Aboriginal identity groups, the Registered Indian population has the highest proportion whose major source of income is transfer payments.**

- * **Among all population groups, higher proportions of women than of men have transfer payments as their major source of income.**

There are substantial differences between identity groups. The lowest proportions of men whose major source is transfer payments are found among non-Aboriginal men and the highest proportions are found among Registered Indian men. About one quarter of Registered Indian men with post-secondary education in the prime working age groups (15-64) have transfer payments as their major source of income. This contrasts with less than ten percent of non-Aboriginal men with post-secondary education in these age groups whose major source is transfer income.

The proportion of men whose major source of income is from transfer payments is also related to age. The proportion is highest among the population over the age of 65, as would be expected since this population has low levels of employment income. As a general rule, the proportion whose major source is transfer payments tends to be lower among the younger age groups, including those 15-24 and those 25-44 years old. Among the 45-64 year-old population there tends to be slightly a higher percentage of men whose major source is transfer payments.

Table 48, showing the proportion whose major source of income is transfer payments, may be compared to Table 44, showing the proportion of total income that comes from transfer payments. This comparison shows that the proportion of total income from transfer payments among men (Table 44) is higher than the proportion of men with transfer payments as their major source of income (Table 48). As previously noted, data concerning total income (as in Table 44) is more useful when looking at income flows within a population, while data concerning major source of income (as in Table 48) provides a better picture of how many individuals are relying primarily on employment income.

Table 49 looks at the proportion of women whose major source of income is derived from government transfer payments, by identity group, educational attainment and age group. It can be seen that, for each identity group, the proportion of women whose major source of income is from transfer payments decreases with educational attainment. A high proportion of women with less than grade 9 education have transfer payments as their major source of income, but the proportion is much lower for those with some high school education or post-secondary education. The differences in the percentage whose major source is transfer payments are greatest between those with less than grade 9 compared to those with some secondary education, and between those with some secondary education compared to those with a secondary certificate.

Table 49
Proportion of Females whose Major Source of Income is Government Transfer Payments by Highest Level of Schooling, Age and Identity Groups, Canada, 2000

Identity Group and Highest Level of	15-24	25-44	45-64	65+	Total 15+
	Percent				
Registered Indian-All Schooling Levels	47.8	46.4	44.1	91.3	49.3
Less than grade 9	66.6	73.5	69.6	94.2	77.3
Grades 9-13	49.7	56.4	46.3	90.3	53.4
without certificate	51.6	60.9	51.1	91.2	56.8
with certificate	41.4	43.0	32.2	87.0	42.0
Post-Secondary	37.5	35.7	29.1	78.1	35.2
without certificate	40.1	47.9	39.7	88.6	45.3
with certificate	33.5	30.2	26.2	74.6	30.3
Métis-All Schooling Levels	25.3	30.9	31.3	88.5	33.6
Less than grade 9	59.5	64.7	67.0	95.1	77.6
Grades 9-13	28.1	41.0	33.5	85.6	37.4
without certificate	30.0	46.3	35.5	88.9	40.7
with certificate	23.0	31.7	28.3	72.3	29.7
Post-Secondary	19.3	24.0	20.7	73.9	23.6
without certificate	20.1	33.1	27.1	77.6	28.8
with certificate	18.6	21.2	19.1	72.3	21.6
Inuit-All Schooling Levels	38.0	37.7	41.7	89.3	41.1
Less than grade 9	55.0	55.0	56.2	90.3	60.5
Grades 9-13	35.3	40.3	35.9	***	37.9
without certificate	37.4	42.6	37.3	***	40.0
with certificate	22.8	32.9	28.6	***	28.8
Post-Secondary	35.5	28.8	22.0	***	29.4
without certificate	38.7	38.9	30.0	***	38.3
with certificate	28.6	23.4	19.5	***	24.0
Non-Status Indian-All Schooling Levels	27.9	33.6	37.7	83.1	36.5
Less than grade 9	53.5	71.1	69.2	91.7	75.9
Grades 9-13	30.1	46.4	38.5	84.2	41.4
without certificate	33.1	53.0	42.6	85.8	45.7
with certificate	22.0	34.8	29.9	76.3	32.1
Post-Secondary	21.1	23.6	28.1	63.0	25.2
without certificate	19.0	38.1	40.7	60.0	34.1
with certificate	22.8	19.1	24.5	62.5	21.7
Non-Aboriginal-All Schooling Levels	12.8	20.0	19.8	77.9	29.3
Less than grade 9	42.7	53.1	48.3	89.8	73.1
Grades 9-13	14.8	29.3	23.5	78.9	35.4
without certificate	15.7	35.0	28.9	81.4	41.2
with certificate	13.2	24.4	18.0	73.8	28.2
Post-Secondary	10.5	15.3	12.4	62.1	17.9
without certificate	10.7	22.5	18.0	69.8	22.6
with certificate	10.3	14.0	11.4	59.8	16.8

*** Income data suppressed because of small sample size.

As has been seen in previous tables, there are substantial differences between identity groups. The lowest proportions of women whose major source is transfer payments are found among non-Aboriginal women and the highest proportions are found among Registered Indian women. Between 29% and 38% of Registered Indian women with post-secondary education in the prime working age groups have transfer payments as their major source of income (depending on the age group). This contrasts with about 10% to 15% of non-Aboriginal women with post-secondary education in these age groups whose major source is transfer income.

The proportion of women whose major source of income is from transfer payments is also related to age. High proportions of women over the age of 65 have transfer payments as their major source of income, as would be expected since many in this age group have little or no employment income. Among those over 65 years old, the proportion whose major source is transfer payments ranges between 75% and 95% of Registered Indian women, and between 60% and 90% of non-Aboriginal women, depending on educational attainment. Among the other age groups the relationship between age and transfer payments varies among identity groups. Among Registered Indian women, those in the 45-64 age group tend to have the lowest proportions whose major source is transfer payments, while among most other identity groups those in the 15-24 age group tend to have the lowest proportions.

Table 49, showing the proportion whose major source of income is transfer payments, may be compared to Table 45, showing the proportion of total income that comes from transfer payments. As in similar comparisons in previous sections, the proportion of total income from transfer payments among women (Table 45) is higher than the proportion of the population with transfer payments as their major source of income (Table 49).

Figures 44 to 46 illustrate these relationships, focusing on the 25-44 age group so that the relationships between the education and major source of income variables can be seen more clearly. Figure 44 shows the percentage of men whose major source is transfer payments, by identity group, while Figure 45 shows the percentage of women whose major source is transfer payments, by identity group. The differences among educational levels and between men and women are more striking than those between identity groups. For example, the proportion of women whose major source is transfer payments is consistently much higher than that of men for the same educational level and identity group.

Figure 44
Proportion of Males Aged 25-44 whose Major Source of Income is Government Transfer Payments by Identity Group, Canada, 2000

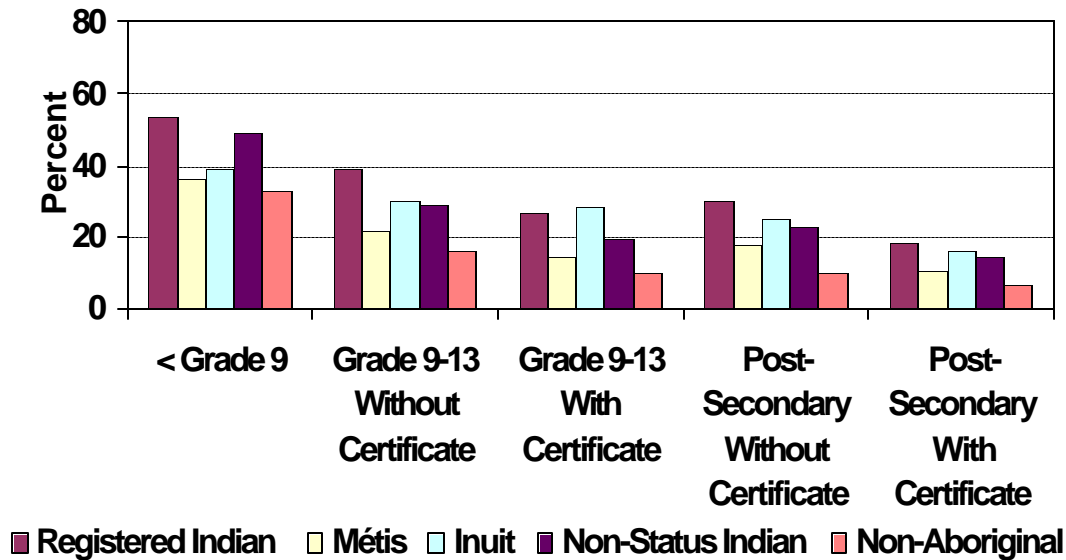


Figure 45
Proportion of Females Aged 25-44 whose Major Source of Income is Government Transfer Payments by Identity Group, Canada, 2000

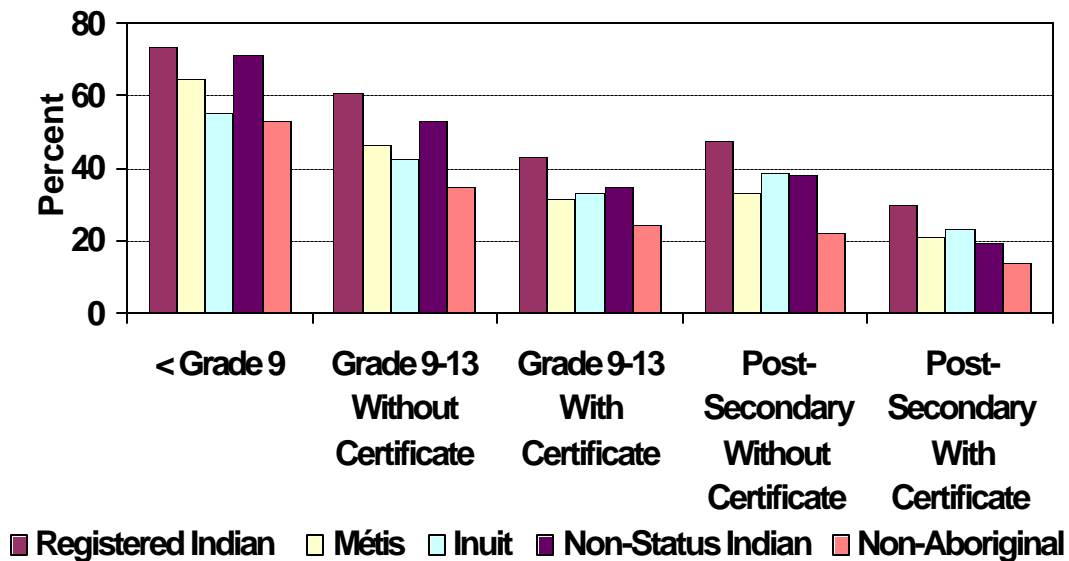
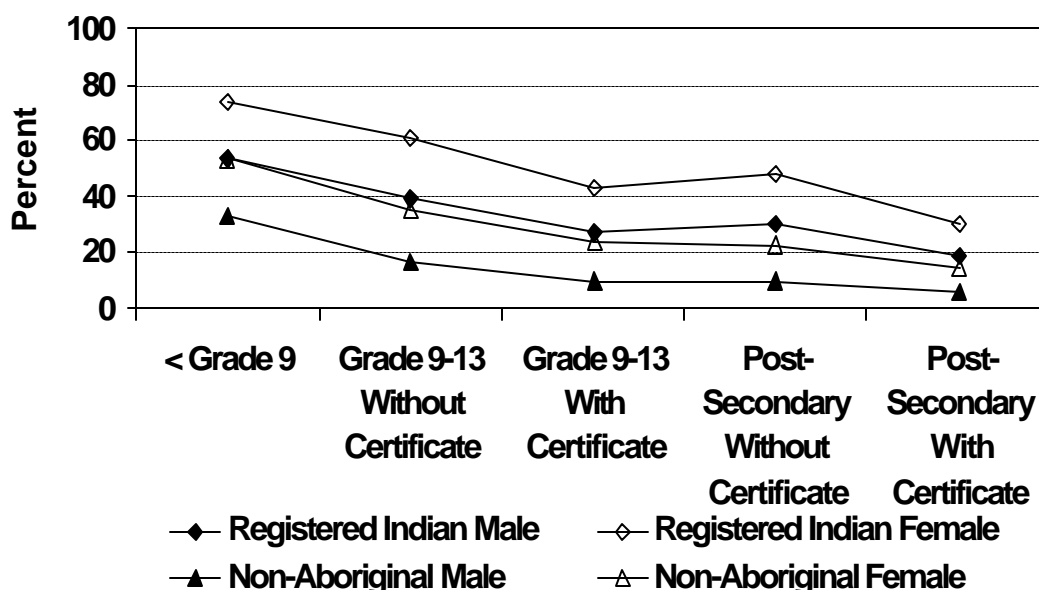


Figure 46 looks only at Registered Indian and non-Aboriginal men and women. The figure shows that the proportion whose major source of income is transfer payments generally decreases with educational attainment, except that it increases somewhat among those with post-secondary education but without certification. The figure also shows that the proportion whose major source is transfer payments is greatest among Registered Indian women, is substantially lower among both Registered Indian men and non-Aboriginal women, and is lower still among non-Aboriginal men. And it can be seen that the gaps between the population groups become smaller as educational attainment increases.

Figure 46
Proportion of Population Aged 25-44 whose Major Source of Income is Government Transfer Payments by Highest Level of Schooling, Gender and Identity Group, Canada, 2000



Conclusions

The degree to which the Aboriginal population of Canada has obtained post-secondary education has long been seen as an important measure of progress in Canadian society. Post-secondary education is valuable both to individuals and to Canada as a whole. To the Aboriginal population, achieving higher levels of post-secondary education provides increased opportunities for employment and income and, to Aboriginal communities, a more highly educated population provides a stronger base for economic and other forms of community development. To Canada, the Aboriginal population represents a growing segment of the Canadian labour force and it is important to the country that it be a well educated segment, contributing to Canadian society in many ways.

The current study, based on the 2001 Census, is the third in a series of Census studies to look at post-secondary educational attainment among Canada's Aboriginal population. As such this study builds, to some extent, on information from the previous two studies. Although it is not a full trend analysis, this study does include some limited comparisons of its findings with those of the previous study. At the same time, issues of data comparability limit such comparisons.

This study looked at post-secondary education in two broad ways. The first part of the study documents Aboriginal attainment and various indicators of educational progress and success. These include such measures as participation rates, completion rates, and attendance rates for various types of post-secondary education and various segments of the population. The second part looks at aspects of employment and income that are related to educational attainment, again exploring them from a number of standpoints. Throughout the study the four Aboriginal identity groups are considered – the Registered Indian, Métis, Inuit, and Non-Status Indian populations. The characteristics of these groups are compared to the characteristics of the non-Aboriginal population.

It is important to keep in mind that “post-secondary education” is a broad term that includes trades and college education as well as university education. The study usually differentiates between university and non-university post-secondary education in order to better describe the educational attainment of the population.

The findings of this study provide a consistent picture of educational attainment and the way it is related to other socio-economic variables and outcomes. Five general themes have emerged from the study.

Educational attainment is increasing among all segments of the Aboriginal population.

The findings show some progress in Aboriginal post-secondary education, as well as some apparently deep-seated factors inhibiting educational progress. On the positive side there is a continuing increase in attainment levels among all of the Aboriginal population groups. There is strength in the non-university sector in particular, where Aboriginal participation and completion rates are similar to those of other Canadians.

Strength can also be seen in the high rates of participation in post-secondary education among the older Aboriginal population, in some cases at a higher level of participation than among the non-Aboriginal population. There is also evidence that older Aboriginal lone parents have not been deterred from participating in post-secondary education.

On the other hand, within the progress that has been made there are some clear weaknesses. When looked at in relative terms, educational attainment levels are not increasing as quickly among the Aboriginal population as among the non-Aboriginal population. The result is a continuing gap between Aboriginal and non-Aboriginal educational levels.

It is also clear that the educational progress of Aboriginal students through secondary and post-secondary programs is relatively slow. Aboriginal students tend to take longer than average to complete high school, enrol in post-secondary education, and complete post-secondary programs. Aboriginal attendance rates are lower than those of the non-Aboriginal population, particularly among those between the ages of 18 and 22. If many Aboriginal students are continuing their education at an older age this is, in part, because some did not successfully complete these programs at a younger age.

In the area of university education, a large gap continues to exist in participation rates, and especially in completion rates, between Aboriginal groups and the non-Aboriginal population. In addition, the relative position of the Aboriginal population within Canada has not improved in educational terms; as the Aboriginal population have been increasing their educational attainment, so have other Canadians, such that a gap between the populations continues to exist in most areas of educational attainment.

Educational certification is crucial for employment and earnings success.

The study identifies several key threshold levels of education at which the population achieves greater success in employment or higher levels of income. These thresholds are all related to the achievement of certification, which can be in the form of a secondary school certificate, a trades certificate, a college certificate, or a university certificate or degree. Generally, those with a certificate have substantially improved employment and income characteristics compared to those without a certificate. On the other hand, those who have completed some post-secondary education but have not received any certification do not seem to derive much benefit from this in terms of employment and income. As a group, those with incomplete post-secondary education may even have lower employment rates or incomes than those who have only a secondary school certificate.

Moreover, there is evidence that certification is of greater importance to the Aboriginal population than to others. The differences between those with and without certificates are greater among the Aboriginal population than among the non-Aboriginal population. While it is possible to overstate the value of a certificate, particularly when it is not closely related to occupational skill requirements, certificates are clearly valued in the labour market. Given that the quality of the education obtained by many Aboriginal students in inner-city, Northern or reserve schools has been questioned,⁸ secondary and post-secondary certification may take on added importance as a way of gaining access to employment.

When educational attainment increases, the gaps between the Aboriginal and non-Aboriginal populations become smaller.

Throughout the study there is ample evidence that educational attainment leads to greater opportunities in the areas of employment and income. Labour force participation and

⁸ For example, in the Report of the Royal Commission on Aboriginal Peoples. Volume 3 - Gathering Strength. (Royal Commission on Aboriginal Peoples. 1996).

employment rates increase dramatically with higher levels of education, while unemployment rates decrease. Employment income and total income also increase with education, such that those with post-secondary certification have incomes that may be twice as high as those who did not complete high school. With higher educational levels, income from employment increases, while income from government transfer payments decreases. In addition, higher levels of education tend to reduce the gap between Aboriginal men and women in terms of employment characteristics and income levels.

This study also finds, as have previous studies, that as educational attainment increases, Aboriginal labour force participation, employment and unemployment rates become more like those of the non-Aboriginal population. The same cannot be said about income levels, where the gap in average incomes between Aboriginal and non-Aboriginal groups remains the same or increases with higher levels of education.

There are many differences between segments of the Aboriginal population.

There are many differences between the four Aboriginal identity groups profiled in this study. The differences are sometimes small, sometimes large. In some cases it can be seen that there are greater differences between the different Aboriginal groups than between the Aboriginal and non-Aboriginal populations. Many of the differences may have to do with the different geographic distributions of the populations, touched on only briefly in this study. For example, the Inuit population is a Northern population, a fact that affects such things as access to post-secondary education, wage rates, and types of occupations and industries that predominate. On the other hand, a substantial proportion of the Registered Indian population lives on reserves, which have their own political, economic and geographic characteristics. These characteristics have an effect on the employment, educational and income characteristics of the Registered Indian population, as evidenced in tables comparing on- and off-reserve populations.

In general, the Registered Indian and Inuit populations have lower levels of educational attainment than the Métis and Non-Status Indian populations. This tends to extend to other characteristics as well, such as employment and income characteristics.

Aboriginal women have achieved greater post-secondary success than Aboriginal men, but Aboriginal men have higher employment rates and incomes.

Aboriginal men and women often have different characteristics. In terms of educational progress Aboriginal women tend to have higher rates of success or achievement than men. However, Aboriginal women tend to participate less in the labour market and to have lower incomes than Aboriginal men. Aboriginal men and women also tend to follow different occupational tracks. In these respects, the Aboriginal population is similar to the non-Aboriginal population, but in some cases the differences between men and women are more pronounced. For example, the relatively large proportion of Aboriginal women who follow an educational and career path leading towards professional occupations is quite different from what is seen among Aboriginal men. These differences suggest that there

is a restricted range of opportunities for both Aboriginal men and women, stemming from such things as socialization, geography, socio-economic circumstances, and the ways our society tends to structure occupations by gender.

In these and other matters, the study does not provide definitive conclusions. Still, it describes some of the significant educational achievements of the Aboriginal population in post-secondary education, and it provides evidence that may be useful to various people and organizations in promoting further progress in Aboriginal education in Canada.

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Appendix A

2001 Census Table Specifications

GROUP A: CANADA, PROVINCES & TERRITORIES

- 1 Population 15+ by Highest Level of Schooling (13) by Age (5) by Identity Group (9) by Sex (3) by School Attendance (4) **[Basic Education Attainment]**
- 2 Population 15+ by Highest Level of Schooling (13) by Age (5) by Identity Group (5) by On- and Off-Reserve Residence (3) by Sex (3) by School Attendance (4) **[On/Off Reserve]**
- 3 Population 15+ by Highest Level of Schooling (13) by Age (5) by Identity Group (5) by Rural/Urban Residence (4) by Sex (3) by School Attendance (4) **[Rural/Urban]**

GROUP B: SELECTED CMAs

- 4 Population 15+ by Highest Level of Schooling (8) by Age (5) by Identity Group (5) by Sex (3) by School Attendance (4) **[Basic Education Attainment]**

GROUP C: CANADA

- 5 Population 15+ by Highest Level of Schooling (13) by Age (12) by Identity Group (9) by Sex (3) by School Attendance (4) **[5 Year Cohorts]**
- 6 Population 15+ by Post-Secondary Attendance (5) by Post-Secondary Certification (5) by Identity Group (9) by Age (11) by Sex (3) by School Attendance (4) **[Post-Secondary Participation and Success Rates]**
- 7 Population 15+ by Post-secondary Certification (5) by Field of Study (14) by Identity Group (9) by Age (5) by Sex (3) **[Field of study by certification]**
- 8 Population 15+ by Labour Force Activity (4) by Highest Level of Schooling (13) by Age (5) by Sex (3) by Identity Group (9) by School Attendance (4) **[Labour Force Indicators]**
- 9 Experienced Labour Force 15+ by Highest Level of Schooling (8) by Sex (3) by Identity Group (9) by Sex (3) by Industry (20) **[Industries]**
- 10 Experienced Labour Force 15+ by Highest Level of Schooling (8) by Sex (3) by Identity Group (9) by Sex (3) by Occupation (19) **[Occupations]**
- 11 Population 15+ with Income by Highest Level of Schooling (8) by Age (5) by Sex (3) by Identity Group (9) by Composition of Income (4) **[Composition of income]**
- 12 Population 15+ with Income by Highest Level of Schooling (8) by Age (5) by Sex (3) by Identity Group (9) by Major Source of Income (4) **[Source of Income]**

-
- 13 Population 15+ with Income by Highest Level of Schooling (8) by Age (5) by Sex (3) by Identity Group (9) Showing Median and Average Total Income [**Average Income**]
 - 14 Population 15+ with Employment Income by Highest Level of Schooling (8) by Age (5) by Sex (3) by Identity Group (9) Showing Median and Average Employment Income [**Employment Income**]
 - 15 Population 15+ by Highest Level of Schooling (6) by Age (14) by Sex (3) by Identity Group (9) by School Attendance (4) [**Enrolment Rates - Detailed Age Cohorts**]
 - 16 Population 15+ by Highest Level of Schooling (6) by Age (14) by Sex (3) by Identity Group (5) by School Attendance (4) by On- and Off-Reserve Residence (3) [**Enrolment Rates - On/Off Reserve**]
 - 17 Population 15+ by Family Status (6) by Age (5) by Sex (3) by Identity Group (9) by Highest Level of Schooling (6) by School Attendance (4) [**Family Status**]
-

GEOGRAPHIES

Provinces and Territories (13)

- 1 Total - Canada
- 2 Atlantic region (Newfoundland, PEI, Nova Scotia, New Brunswick)
- 3 Québec
- 4 Ontario
- 5 Manitoba
- 6 Saskatchewan
- 7 Alberta
- 9 B.C.
- 10 Northern Canada
- 11 Yukon
- 12 Northwest Territories
- 13 Nunavut

CMAAs & CAs (44)

- | | |
|---------------------------|------------------|
| 1 Total - All CMAAs & CAs | 8 St. Catharines |
| 2 Halifax | 9 Kitchener |
| 3 Québec | 10 London |
| 4 Montreal | 11 Windsor |
| 5 Ottawa-Hull | 12 Sudbury |
| 6 Toronto | 13 Thunder Bay |
| 7 Hamilton | 14 Winnipeg |

15	Regina	31	North Bay
16	Saskatoon	32	Peterborough
17	Calgary	33	Port Alberni
18	Edmonton	34	Portage la Prairie
19	Vancouver	35	Prince Albert
20	Victoria	36	Prince George
21	Abbotsford	37	Prince Rupert
22	Brandon	38	Sault Ste. Marie
23	Brantford	39	Sept-Îles
24	Cape Breton	40	Terrace
25	Chilliwack	41	Thompson
26	Duncan	42	Whitehorse
27	Fredericton	43	Williams Lake
28	Kamloops	44	Wood Buffalo
29	Kelowna		
30	Nanaimo		

VARIABLES FOR 2001 CENSUS TABLES

Age (5)

1	Total 15+
2	15-24
3	25-44
4	45-64
5	65+

Age (9)

1	Total 15+
2	15-24
3	25-44
4	25-34
5	35-44
6	45-64
7	45-54
8	55-64
9	65+

Age (11)

1	Total 15+
2	15-24
3	15-17
4	18-24
5	25-44
6	25-34
7	35-44
8	45-64
9	45-54
10	55-64
11	65+

Age (12)

1	Total 15+
2	15-19
3	20-24
4	25-29
5	30-34
6	35-39
7	40-44
8	45-49
9	50-54
10	55-59
11	60-64
12	65+

Age (14)

1	Total Pop 15+
2	15-19
3	15
4	16
5	17
6	18
7	19
8	20-24
9	20
10	21
11	22
12	23
13	24
14	25+

Composition of Income (4)

- 1 Aggregate income
- 2 Employment income (percent)
- 3 Government transfer income (percent)
- 4 Income from all other sources (percent)

Family Status (6)

- 1 Total
- 2 Family person
- 3 Married or common-law spouse
- 4 Lone parent
- 5 Never-married son or daughter
- 6 Non-family person

Highest Level of Schooling -- HLOS (6)

- 1 Total
- 2 Less than grade 9
- 3 Grade 9-13 without certificate
- 4 Grade 9-13 with certificate
- 5 Some post-secondary school without post-secondary certificate
- 6 Post-secondary certificate, diploma or degree

Highest Level of Schooling -- HLOS (8)

- 1 Total
- 2 Less than grade 9
- 3 Grades 9-13
- 4 Without secondary school certificate
- 5 With secondary school certificate
- 6 Some post-secondary
- 7 Without post-secondary certificate, diploma or degree
- 8 With post-secondary certificate, diploma or degree

Highest Level of Schooling (13)

- 1 Total
- 2 Less than grade 9
- 3 Grades 9-13 total
- 4 without secondary school certificate
- 5 with secondary school certificate
- 6 Trades or other non-university
- 7 without certificate
- 8 with trades certificate or diploma
- 9 with other non-university certificate or diploma
- 10 University
- 11 without university certificate, diploma or degree
- 11 with university certificate or diploma below bachelor's level
- 12 with bachelor's degree
- 13 with other degree or certificate above the bachelor's level

Identity Group (5)

- 1 Total Population
- 2 Total with Aboriginal Identity and/or Registered Indian status
- 3 Registered Indian
- 4 Others with Aboriginal Identity
- 5 Non-Aboriginal identity

Identity Group (9)

- 1 Total Population
 - 2 Total with Aboriginal Identity and/or Registered Indian status
 - 3 Registered Indian (with or without Aboriginal identity)
 - 4 Others with Aboriginal Identity
 - 5 Métis only or Métis & non-Aboriginal identity
 - 6 Inuit only or Inuit & non-Aboriginal identity
 - 7 North American Indian only or NAI & non-Aboriginal identity
 - 8 Multiple Aboriginal identity
 - 9 Non-Aboriginal identity
- [1 = 2+9; 2=3+4; 4=5+6+7+8]

Industry (20)

- 1 Total
- 2 Primary industries
- 3 Agriculture
- 4 Fishing and Trapping
- 5 Logging and Forestry
- 6 Mining, Oil/Gas and Forestry
- 7 Manufacturing
- 8 Construction
- 9 Transportation, communications and utilities
- 10 Wholesale and retail trade
- 11 Business services
- 12 Government services
- 13 Local government
- 14 Provincial government
- 15 Federal government
- 16 Education, health and social services
- 17 Education services
- 18 Health services
- 19 Social services
- 20 Accommodation, food and beverage and other services

Labour Force Activity (4)

- 1 Total Population 15+
- 2 Labour force participants
- 3 Employed
- 4 Unemployed

Major Source of Income (4)

- 1 Total
- 2 Major source is from employment
- 3 Major source is from government transfers
- 4 Major source is from other sources

Occupation (19)

- 1 Total
- 2 Level A occupations
- 3 Senior managers
- 4 Middle managers
- 5 Professionals
- 6 Level B occupations
- 7 Semi-professionals and technicians
- 8 Supervisors - clerical, sales and service
- 9 Supervisors - manufacturing, processing, trades, and primary industry
- 10 Administrative and senior clerical
- 11 Sales and service
- 12 Skilled crafts and trades
- 13 Level C occupations
- 14 Clerical
- 15 Sales and service
- 16 Semi-skilled manual workers
- 17 Level D occupations
- 18 Other sales and service
- 19 Other manual workers

On/Off Reserve Residence (3)

- 1 Total
- 2 Living on reserve
- 3 Living off reserve

Post-secondary Attendance (5)

- 1 Total
- 2 Never attended post-secondary
- 3 Attended trades or non-university but not university
- 4 Attended university but not trades or non-university
- 5 Attended both university and trades or non-university

Post-secondary Certification (5)

- 1 Total
- 2 Some post-secondary without certification
- 3 Trades and/or non-university diploma or certificate without university certificate or degree
- 4 University certificate, diploma or degree without trades or non-university certificate
- 5 Both university and non-university or trades certificate, diploma or degree

Rural/Urban Residence (4)

- 1 Total
- 2 Rural (places with population < 10,000)
- 3 Towns (places with population 10,000 - 99,999)
- 4 Cities (population 100,000)

School Attendance (4)

- 1 Total
- 2 Attended school full-time in 2000-01
- 3 Attended school part-time in 2000-01
- 4 Did not attend school in 2000-01

Sex (3)

- 1 Total
- 2 Male
- 3 Female

Appendix B

Provincial/Regional Tables: Highest Level of Schooling of Population 15+ by
Rural/Urban Location, Age and Identity Groups, Canada, 2001
(*Data suppressed wherever the total count is less than 100.)

Table B1
Proportion of Population 15+ Residing in All Rural/Urban Locations by Highest
Level of Schooling, Age and Identity Groups, Canada, 2001

(Attending or Not Attending School)	Age Group				Total 15+
	15-24	25-44	45-64	65+	
	Percent				
Registered Indian					
Less than grade 9	10.5	10.5	26.1	68.1	17.5
Secondary school	69.3	37.1	29.3	18.0	42.6
without certificate	58.9	27.9	22.5	14.1	33.9
with certificate	10.4	9.2	6.8	3.8	8.6
Trades or other non-university	14.1	35.9	30.4	10.6	27.4
without certificate	7.6	10.8	6.9	2.2	8.6
with trades certificate or diploma	3.9	13.5	13.7	5.3	10.5
with other certificate or diploma	2.6	11.6	9.8	3.1	8.3
University	6.1	16.6	14.1	3.4	12.5
without university certificate, diploma or degree	5.1	9.5	6.3	1.4	7.2
with university certificate or diploma only	0.3	1.9	2.2	0.6	1.4
with university degree	0.7	5.2	5.6	1.3	3.9
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	95,190	167,075	80,650	22,705	365,620
Others with Aboriginal Identity					
Less than grade 9	5.2	6.1	18.6	53.4	11.6
Secondary school	69.0	36.3	33.5	26.2	43.5
without certificate	54.7	24.4	24.5	21.2	32.0
with certificate	14.3	12.0	9.0	5.0	11.4
Trades or other non-university	16.4	41.3	33.4	15.3	31.4
without certificate	7.5	10.3	6.7	3.4	8.3
with trades certificate or diploma	4.2	15.7	15.9	7.9	12.3
with other certificate or diploma	4.6	15.2	10.8	4.1	10.8
University	9.4	16.3	14.5	5.2	13.5
without university certificate, diploma or degree	7.3	8.1	5.9	1.9	7.0
with university certificate or diploma only	0.6	1.4	2.2	0.9	1.3
with university degree	1.6	6.8	6.5	2.3	5.1
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	73,875	127,330	68,550	16,970	286,720
Other Canadians (without Aboriginal identity)					
Less than grade 9	2.3	3.0	10.6	32.3	9.7
Secondary school	55.0	28.1	33.4	36.0	35.3
without certificate	39.3	14.1	18.1	24.8	21.1
with certificate	15.6	13.9	15.3	11.2	14.2
Trades or other non-university	21.8	35.3	29.4	19.1	28.8
without certificate	10.0	7.0	4.8	4.0	6.4
with trades certificate or diploma	4.3	11.9	12.0	8.5	10.2
with other certificate or diploma	7.5	16.4	12.5	6.6	12.2
University	20.9	33.6	26.7	12.6	26.2
without university certificate, diploma or degree	14.0	8.7	6.2	3.0	7.9
with university certificate or diploma only	1.3	2.6	3.3	2.3	2.5
with university degree	5.7	22.4	17.2	7.3	15.7
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	3,819,135	8,752,770	7,091,935	3,585,170	23,249,015

Table B2
Proportion of Population 15+ Residing in Rural Location (population less than 10,000) by Highest Level of Schooling, Age and Identity Groups, Canada, 2001

(Attending or Not Attending School)	Age Group				Total 15+
	15-24	25-44	45-64	65+	
	Percent				
Registered Indian					
Less than grade 9	13.4	13.9	31.4	74.8	22.0
Secondary school	69.7	38.1	27.3	13.7	42.2
without certificate	60.2	29.4	21.5	10.9	34.4
with certificate	9.5	8.6	5.8	2.8	7.8
Trades or other non-university	12.7	35.2	29.3	9.2	26.1
without certificate	6.3	10.2	6.6	2.0	7.8
with trades certificate or diploma	4.2	14.5	14.2	4.8	11.0
with other certificate or diploma	2.1	10.5	8.5	2.4	7.3
University	4.2	12.9	12.1	2.3	9.7
without university certificate, diploma or degree	3.6	7.8	5.4	1.1	5.7
with university certificate or diploma only	0.2	1.7	2.1	0.5	1.3
with university degree	0.3	3.4	4.5	0.9	2.7
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	59,860	100,565	50,820	16,145	227,395
Others with Aboriginal Identity					
Less than grade 9	7.6	9.4	23.9	62.4	16.2
Secondary school	70.7	36.6	32.5	20.3	43.1
without certificate	57.6	25.3	24.4	16.3	32.7
with certificate	13.2	11.3	8.1	4.1	10.5
Trades or other non-university	14.8	42.6	33.1	13.8	31.2
without certificate	6.8	10.0	6.0	2.7	7.7
with trades certificate or diploma	4.1	18.1	17.1	8.1	13.6
with other certificate or diploma	3.9	14.5	10.0	3.0	9.9
University	6.9	11.3	10.5	3.4	9.5
without university certificate, diploma or degree	5.6	6.0	4.3	1.3	5.1
with university certificate or diploma only	0.5	1.2	1.8	0.5	1.1
with university degree	0.9	4.2	4.3	1.6	3.2
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	34,035	57,370	33,505	9,100	134,005
Other Canadians (without Aboriginal identity)					
Less than grade 9	3.4	4.2	12.8	37.9	12.5
Secondary school	62.3	36.1	37.8	35.2	40.6
without certificate	46.1	19.3	22.6	26.2	25.7
with certificate	16.2	16.8	15.2	9.0	14.9
Trades or other non-university	21.0	39.7	31.2	18.0	30.4
without certificate	8.7	6.7	4.4	3.3	5.7
with trades certificate or diploma	5.4	16.2	14.7	8.9	12.8
with other certificate or diploma	7.0	16.8	12.0	5.8	11.9
University	13.2	19.9	18.2	8.9	16.5
without university certificate, diploma or degree	9.6	6.5	4.8	2.3	5.7
with university certificate or diploma only	0.9	1.7	2.7	2.1	1.9
with university degree	2.8	11.6	10.7	4.6	8.8
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	979,025	2,172,150	2,088,780	1,030,585	6,270,540

Table B3
Proportion of Population 15+ Residing in Towns (population 10,000-99,999) by
Highest Level of Schooling, Age and Identity Groups, Canada, 2001

(Attending or Not Attending School)	Age Group				Total 15+
	15-24	25-44	45-64	65+	
	Percent				
Registered Indian					
Less than grade 9	6.2	6.2	18.7	56.9	11.4
Secondary school	68.8	36.7	33.6	26.9	44.0
without certificate	56.4	26.3	26.2	21.2	33.9
with certificate	12.4	10.3	7.3	5.8	10.0
Trades or other non-university	17.0	38.3	32.7	12.2	30.2
without certificate	10.1	12.3	6.9	1.8	10.0
with trades certificate or diploma	3.9	12.1	13.9	6.0	10.0
with other certificate or diploma	3.0	14.0	11.9	4.2	10.2
University	8.0	18.8	15.0	4.0	14.4
without university certificate, diploma or degree	6.9	11.3	7.6	1.8	8.8
with university certificate or diploma only	0.4	2.1	2.3	0.6	1.6
with university degree	0.7	5.5	5.2	1.8	4.0
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	13,345	23,860	10,970	2,505	50,680
Others with Aboriginal Identity					
Less than grade 9	3.3	3.4	14.9	46.5	8.4
Secondary school	70.4	38.4	35.1	31.7	46.4
without certificate	54.2	24.9	25.0	25.8	33.3
with certificate	16.2	13.5	10.1	6.1	13.1
Trades or other non-university	16.9	41.8	36.3	17.0	32.1
without certificate	7.8	10.5	7.6	2.3	8.6
with trades certificate or diploma	4.1	14.7	16.2	9.9	11.8
with other certificate or diploma	5.1	16.5	12.6	4.8	11.7
University	9.4	16.3	13.7	4.6	13.1
without university certificate, diploma or degree	7.2	8.1	5.5	1.9	6.9
with university certificate or diploma only	0.6	2.0	2.0	0.6	1.5
with university degree	1.6	6.1	6.0	2.3	4.6
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	13,155	20,040	10,650	2,615	46,460
Other Canadians (without Aboriginal identity)					
Less than grade 9	2.3	2.5	9.4	30.6	9.4
Secondary school	58.2	31.6	36.2	38.3	38.6
without certificate	41.9	16.1	19.9	27.3	23.5
with certificate	16.3	15.5	16.3	11.0	15.1
Trades or other non-university	22.7	39.8	32.4	20.9	31.4
without certificate	10.2	7.6	5.0	4.1	6.7
with trades certificate or diploma	4.9	14.1	13.7	9.5	11.6
with other certificate or diploma	7.6	18.0	13.7	7.2	13.1
University	16.9	26.2	22.1	10.2	20.6
without university certificate, diploma or degree	12.0	8.3	5.7	2.6	7.2
with university certificate or diploma only	1.0	2.1	3.0	2.2	2.2
with university degree	3.9	15.7	13.4	5.4	11.2
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	523,725	1,107,230	945,485	532,335	3,108,780

Table B4
Proportion of Population 15+ Residing in Cities (population 100,000+) by Highest Level of Schooling, Age and Identity Groups, Canada, 2001

(Attending or Not Attending School)	Age Group				Total 15+
	15-24	25-44	45-64	65+	
	Percent				
Registered Indian					
Less than grade 9	5.1	5.0	16.1	48.3	9.4
Secondary school	68.7	34.9	32.5	29.3	42.6
without certificate	57.0	25.2	23.3	23.1	32.6
with certificate	11.7	9.7	9.2	6.4	10.0
Trades or other non-university	16.2	36.2	32.2	15.0	29.3
without certificate	9.4	11.5	7.6	3.1	9.7
with trades certificate or diploma	3.1	11.8	12.4	6.9	9.5
with other certificate or diploma	3.7	12.9	12.1	5.1	10.0
University	10.0	23.9	19.3	7.3	18.6
without university certificate, diploma or degree	7.9	12.6	8.0	2.7	10.0
with university certificate or diploma only	0.4	2.1	2.4	1.4	1.7
with university degree	1.6	9.2	8.9	3.1	7.0
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	21,980	42,650	18,855	4,055	87,550
Others with Aboriginal Identity					
Less than grade 9	3.1	3.2	13.1	41.1	7.3
Secondary school	66.1	35.2	34.1	33.6	42.6
without certificate	51.3	23.1	24.3	27.4	30.7
with certificate	14.8	12.1	9.8	6.2	11.9
Trades or other non-university	18.1	39.6	32.4	16.9	31.4
without certificate	8.3	10.6	7.2	5.0	9.0
with trades certificate or diploma	4.5	13.4	14.1	6.3	11.0
with other certificate or diploma	5.3	15.6	11.1	5.7	11.5
University	12.7	22.1	20.4	8.4	18.7
without university certificate, diploma or degree	9.7	10.5	8.1	3.0	9.4
with university certificate or diploma only	0.6	1.4	2.7	1.8	1.5
with university degree	2.4	10.2	9.7	3.6	7.8
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	26,685	49,915	24,400	5,260	106,260
Other Canadians (without Aboriginal identity)					
Less than grade 9	1.9	2.5	9.7	29.8	8.5
Secondary school	51.1	24.1	30.5	35.9	32.2
without certificate	35.9	11.7	15.3	23.4	18.5
with certificate	15.3	12.4	15.2	12.4	13.7
Trades or other non-university	21.9	32.7	27.7	19.2	27.5
without certificate	10.5	7.0	5.0	4.4	6.6
with trades certificate or diploma	3.7	9.7	10.3	8.0	8.6
with other certificate or diploma	7.6	16.0	12.5	6.8	12.2
University	25.1	40.6	32.1	15.1	31.8
without university certificate, diploma or degree	16.3	9.6	6.9	3.5	9.0
with university certificate or diploma only	1.5	3.1	3.7	2.5	2.9
with university degree	7.3	28.0	21.5	9.2	19.9
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	2,316,385	5,473,390	4,057,670	2,022,245	13,869,690

Table B5
Proportion of Population 15+ Residing in Rural/Urban Location by Highest Level of Schooling and Identity Group, Canada, 2001

(Attending or Not Attending School)	Rural	Towns	Cities	Total
	Percent			
Registered Indian				
Less than grade 9	22.0	11.4	9.4	17.5
Secondary school	42.2	44.0	42.6	42.6
without certificate	34.4	33.9	32.6	33.9
with certificate	7.8	10.0	10.0	8.6
Trades or other non-university	26.1	30.2	29.3	27.4
without certificate	7.8	10.0	9.7	8.6
with trades certificate or diploma	11.0	10.0	9.5	10.5
with other certificate or diploma	7.3	10.2	10.0	8.3
University	9.7	14.4	18.6	12.5
without university certificate, diploma or degree	5.7	8.8	10.0	7.2
with university certificate or diploma only	1.3	1.6	1.7	1.4
with university degree	2.7	4.0	7.0	3.9
Total Percentage	100.0	100.0	100.0	100.0
Total Number	227,395	50,680	87,550	365,620
Others with Aboriginal Identity				
Less than grade 9	16.2	8.4	7.3	11.6
Secondary school	43.1	46.4	42.6	43.5
without certificate	32.7	33.3	30.7	32.0
with certificate	10.5	13.1	11.9	11.4
Trades or other non-university	31.2	32.1	31.4	31.4
without certificate	7.7	8.6	9.0	8.3
with trades certificate or diploma	13.6	11.8	11.0	12.3
with other certificate or diploma	9.9	11.7	11.5	10.8
University	9.5	13.1	18.7	13.5
without university certificate, diploma or degree	5.1	6.9	9.4	7.0
with university certificate or diploma only	1.1	1.5	1.5	1.3
with university degree	3.2	4.6	7.8	5.1
Total Percentage	100.0	100.0	100.0	100.0
Total Number	134,005	46,460	106,260	286,720
Other Canadians (without Aboriginal identity)				
Less than grade 9	12.5	9.4	8.5	9.7
Secondary school	40.6	38.6	32.2	35.3
without certificate	25.7	23.5	18.5	21.1
with certificate	14.9	15.1	13.7	14.2
Trades or other non-university	30.4	31.4	27.5	28.8
without certificate	5.7	6.7	6.6	6.4
with trades certificate or diploma	12.8	11.6	8.6	10.2
with other certificate or diploma	11.9	13.1	12.2	12.2
University	16.5	20.6	31.8	26.2
without university certificate, diploma or degree	5.7	7.2	9.0	7.9
with university certificate or diploma only	1.9	2.2	2.9	2.5
with university degree	8.8	11.2	19.9	15.7
Total Percentage	100.0	100.0	100.0	100.0
Total Number	6,270,540	3,108,780	13,869,690	23,249,015

Table B6
Proportion of Population 15+ Residing in All Rural/Urban Locations by Highest Level of Schooling, Age and Identity Groups, Newfoundland and Labrador, 2001

(Attending or Not Attending School)	Age Group				Total 15+
	15-24	25-44	45-64	65+	
	Percent				
Registered Indian					
Less than grade 9	3.2	10.4	23.7	62.5	14.9
Secondary school	58.1	26.4	27.3	25.0	35.4
without certificate	47.1	18.2	18.7	25.0	27.0
with certificate	10.3	8.2	7.9	0.0	8.5
Trades or other non-university	18.1	47.2	40.3	12.5	35.1
without certificate	6.5	6.1	4.3	0.0	5.8
with trades certificate or diploma	4.5	24.2	25.2	6.3	18.0
with other certificate or diploma	7.1	16.0	10.8	0.0	11.3
University	21.3	15.6	7.9	6.3	14.6
without university certificate, diploma or degree	19.4	9.1	1.4	0.0	9.4
with university certificate or diploma only	0.0	1.3	2.9	0.0	1.6
with university degree	1.3	5.2	3.6	0.0	3.6
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	775	1,155	695	160	2,780
Others with Aboriginal Identity					
Less than grade 9	7.1	11.1	31.9	72.0	19.0
Secondary school	59.6	26.2	24.4	14.7	33.7
without certificate	47.8	17.7	17.2	12.6	25.0
with certificate	11.7	8.5	7.0	2.1	8.6
Trades or other non-university	17.5	46.7	31.9	12.6	33.4
without certificate	5.8	7.5	3.6	3.5	5.8
with trades certificate or diploma	6.9	24.7	19.8	7.0	17.8
with other certificate or diploma	5.0	14.6	8.5	2.8	9.8
University	15.8	16.1	11.9	1.4	14.0
without university certificate, diploma or degree	12.6	8.8	5.1	0.0	8.4
with university certificate or diploma only	0.5	1.8	1.9	1.4	1.4
with university degree	2.8	5.6	4.7	0.0	4.2
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	2,825	4,765	2,645	715	10,950
Other Canadians (without Aboriginal identity)					
Less than grade 9	1.4	7.0	17.8	45.9	15.1
Secondary school	55.5	28.7	35.9	35.4	36.6
without certificate	43.5	19.4	26.7	28.2	27.2
with certificate	12.0	9.3	9.2	7.2	9.4
Trades or other non-university	16.0	37.8	28.6	11.2	27.2
without certificate	5.7	4.5	3.0	2.1	3.9
with trades certificate or diploma	6.0	20.9	17.5	6.3	15.1
with other certificate or diploma	4.3	12.4	8.1	2.8	8.2
University	27.1	26.4	17.7	7.5	21.0
without university certificate, diploma or degree	20.9	11.0	4.9	2.3	9.5
with university certificate or diploma only	1.2	1.5	2.3	2.2	1.8
with university degree	5.0	13.9	10.5	3.0	9.7
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	69,500	145,665	131,940	58,185	405,290

Table B7
Proportion of Population 15+ Residing in Rural Location (population less than 10,000) by Highest Level of Schooling, Age and Identity Groups, Newfoundland and Labrador, 2001

(Attending or Not Attending School)	Age Group				Total 15+
	15-24	25-44	45-64	65+	
	Percent				
Registered Indian					
Less than grade 9	3.9	12.1	26.5	70.4	16.6
Secondary school	60.6	27.1	29.1	18.5	36.2
without certificate	50.4	17.6	18.8	22.2	26.8
with certificate	10.2	10.1	9.4	0.0	9.4
Trades or other non-university	20.5	48.2	38.5	7.4	36.2
without certificate	7.9	6.0	5.1	7.4	6.2
with trades certificate or diploma	5.5	26.1	23.9	7.4	18.7
with other certificate or diploma	7.1	16.6	9.4	0.0	11.3
University	15.7	12.6	6.0	0.0	10.9
without university certificate, diploma or degree	14.2	5.5	0.0	0.0	6.4
with university certificate or diploma only	0.0	1.0	3.4	0.0	1.7
with university degree	1.6	6.0	1.7	0.0	3.2
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	635	995	585	135	2,350
Others with Aboriginal Identity					
Less than grade 9	7.3	11.8	33.2	73.2	20.2
Secondary school	60.5	27.2	24.5	13.8	34.0
without certificate	47.7	18.1	17.2	10.9	24.8
with certificate	13.0	9.1	7.3	2.9	9.2
Trades or other non-university	18.3	47.1	31.7	12.3	33.7
without certificate	6.1	7.7	3.3	2.9	6.0
with trades certificate or diploma	6.9	24.7	20.1	6.5	18.0
with other certificate or diploma	4.9	14.6	8.1	2.9	9.7
University	13.8	14.1	10.4	1.4	12.2
without university certificate, diploma or degree	11.6	8.3	5.2	0.0	7.8
with university certificate or diploma only	0.6	1.4	1.9	1.4	1.3
with university degree	1.6	4.2	3.3	0.0	3.1
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	2,455	4,270	2,410	690	9,820
Other Canadians (without Aboriginal identity)					
Less than grade 9	1.6	9.6	22.2	55.5	19.3
Secondary school	60.6	33.7	37.9	31.5	39.2
without certificate	47.3	23.2	29.4	26.3	29.7
with certificate	13.2	10.5	8.6	5.2	9.5
Trades or other non-university	16.8	38.8	27.3	8.1	26.8
without certificate	6.2	4.4	2.7	1.3	3.7
with trades certificate or diploma	6.7	22.6	17.8	5.2	15.8
with other certificate or diploma	3.9	11.8	6.8	1.6	7.3
University	21.0	17.8	12.6	4.8	14.7
without university certificate, diploma or degree	16.9	8.4	3.7	1.5	7.2
with university certificate or diploma only	1.2	1.0	1.9	1.8	1.5
with university degree	3.0	8.4	7.0	1.5	6.0
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	42,155	90,495	86,375	37,660	256,685

Table B8
Proportion of Population 15+ Residing in Towns (population 10,000-99,999) by
Highest Level of Schooling, Age and Identity Groups,
Newfoundland and Labrador, 2001

(Attending or Not Attending School)	Age Group				Total 15+
	15-24	25-44	45-64	65+	
	Percent				
Registered Indian					
Less than grade 9	**	**	**	**	0.0
Secondary school	**	**	**	**	40.0
without certificate	**	**	**	**	37.5
with certificate	**	**	**	**	0.0
Trades or other non-university	**	**	**	**	25.0
without certificate	**	**	**	**	7.5
with trades certificate or diploma	**	**	**	**	12.5
with other certificate or diploma	**	**	**	**	5.0
University	**	**	**	**	32.5
without university certificate, diploma or degree	**	**	**	**	22.5
with university certificate or diploma only	**	**	**	**	0.0
with university degree	**	**	**	**	7.5
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	65	75	40	15	200
Others with Aboriginal Identity					
Less than grade 9	7.5	8.6	30.0	**	14.6
Secondary school	67.5	15.5	26.7	**	33.8
without certificate	62.5	15.5	20.0	**	30.8
with certificate	5.0	0.0	6.7	**	3.8
Trades or other non-university	7.5	53.4	23.3	**	31.5
without certificate	5.0	0.0	6.7	**	2.3
with trades certificate or diploma	0.0	31.0	10.0	**	16.2
with other certificate or diploma	5.0	19.0	10.0	**	13.1
University	17.5	24.1	20.0	**	20.0
without university certificate, diploma or degree	10.0	8.6	0.0	**	6.9
with university certificate or diploma only	0.0	5.2	6.7	**	2.3
with university degree	5.0	10.3	20.0	**	11.5
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	200	290	150	10	650
Other Canadians (without Aboriginal identity)					
Less than grade 9	1.4	3.6	12.5	35.5	11.0
Secondary school	53.6	25.8	35.1	43.4	36.2
without certificate	41.4	17.3	24.5	34.3	26.2
with certificate	12.1	8.5	10.6	9.1	9.9
Trades or other non-university	16.4	41.8	34.7	13.3	30.9
without certificate	5.5	5.3	3.6	3.0	4.4
with trades certificate or diploma	6.3	20.8	21.0	7.3	16.4
with other certificate or diploma	4.6	15.7	10.0	3.0	10.1
University	28.6	28.8	17.7	7.7	22.0
without university certificate, diploma or degree	22.1	13.1	5.8	2.5	10.7
with university certificate or diploma only	1.0	1.4	1.9	2.1	1.6
with university degree	5.5	14.3	9.9	3.2	9.7
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	8,205	17,145	15,950	7,275	48,575

Table B9
Proportion of Population 15+ Residing in Cities (population 100,000+) by Highest Level of Schooling, Age and Identity Groups, Newfoundland and Labrador, 2001

(Attending or Not Attending School)	Age Group				Total 15+
	15-24	25-44	45-64	65+	
	Percent				
Registered Indian					
Less than grade 9	**	**	**	**	4.4
Secondary school	**	**	**	**	24.4
without certificate	**	**	**	**	17.8
with certificate	**	**	**	**	4.4
Trades or other non-university	**	**	**	**	35.6
without certificate	**	**	**	**	0.0
with trades certificate or diploma	**	**	**	**	15.6
with other certificate or diploma	**	**	**	**	22.2
University	**	**	**	**	37.8
without university certificate, diploma or degree	**	**	**	**	31.1
with university certificate or diploma only	**	**	**	**	0.0
with university degree	**	**	**	**	4.4
Total Percentage	100.0	100.0	100.0	**	100.0
Total Number	75	80	70	0	225
Others with Aboriginal Identity					
Less than grade 9	0.0	0.0	**	**	0.0
Secondary school	36.4	19.5	**	**	27.1
without certificate	33.3	14.6	**	**	20.8
with certificate	6.1	7.3	**	**	4.2
Trades or other non-university	21.2	31.7	**	**	29.2
without certificate	6.1	7.3	**	**	7.3
with trades certificate or diploma	12.1	14.6	**	**	15.6
with other certificate or diploma	6.1	7.3	**	**	6.3
University	42.4	48.8	**	**	42.7
without university certificate, diploma or degree	33.3	17.1	**	**	21.9
with university certificate or diploma only	0.0	4.9	**	**	2.1
with university degree	12.1	22.0	**	**	18.8
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	165	205	85	20	480
Other Canadians (without Aboriginal identity)					
Less than grade 9	0.9	2.5	7.7	24.1	6.6
Secondary school	45.2	18.2	30.3	42.0	30.1
without certificate	36.1	11.2	20.1	30.1	21.1
with certificate	9.1	7.0	10.2	11.9	9.0
Trades or other non-university	14.0	33.5	29.2	18.9	26.6
without certificate	4.6	4.4	3.7	4.1	4.2
with trades certificate or diploma	4.5	16.8	14.5	8.9	12.7
with other certificate or diploma	5.0	12.3	11.0	5.9	9.7
University	39.8	45.8	32.8	14.9	36.7
without university certificate, diploma or degree	29.4	16.3	8.2	4.2	14.8
with university certificate or diploma only	1.3	2.6	3.6	3.5	2.7
with university degree	9.1	26.9	21.1	7.2	19.1
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	19,140	38,025	29,610	13,255	100,030

Table B10
Proportion of Population 15+ Residing in Rural/Urban Location by Highest Level of Schooling and Identity Group, Newfoundland and Labrador, 2001

(Attending or Not Attending School)	Rural	Towns	Cities	Total
	Percent			
Registered Indian				
Less than grade 9	16.6	0.0	4.4	14.9
Secondary school	36.2	40.0	24.4	35.4
without certificate	26.8	37.5	17.8	27.0
with certificate	9.4	0.0	4.4	8.5
Trades or other non-university	36.2	25.0	35.6	35.1
without certificate	6.2	7.5	0.0	5.8
with trades certificate or diploma	18.7	12.5	15.6	18.0
with other certificate or diploma	11.3	5.0	22.2	11.3
University	10.9	32.5	37.8	14.6
without university certificate, diploma or degree	6.4	22.5	31.1	9.4
with university certificate or diploma only	1.7	0.0	0.0	1.6
with university degree	3.2	7.5	4.4	3.6
Total Percentage	100.0	100.0	100.0	100.0
Total Number	2,350	200	225	2,780
Others with Aboriginal Identity				
Less than grade 9	20.2	14.6	0.0	19.0
Secondary school	34.0	33.8	27.1	33.7
without certificate	24.8	30.8	20.8	25.0
with certificate	9.2	3.8	4.2	8.6
Trades or other non-university	33.7	31.5	29.2	33.4
without certificate	6.0	2.3	7.3	5.8
with trades certificate or diploma	18.0	16.2	15.6	17.8
with other certificate or diploma	9.7	13.1	6.3	9.8
University	12.2	20.0	42.7	14.0
without university certificate, diploma or degree	7.8	6.9	21.9	8.4
with university certificate or diploma only	1.3	2.3	2.1	1.4
with university degree	3.1	11.5	18.8	4.2
Total Percentage	100.0	100.0	100.0	100.0
Total Number	9,820	650	480	10,950
Other Canadians (without Aboriginal identity)				
Less than grade 9	19.3	11.0	6.6	15.1
Secondary school	39.2	36.2	30.1	36.6
without certificate	29.7	26.2	21.1	27.2
with certificate	9.5	9.9	9.0	9.4
Trades or other non-university	26.8	30.9	26.6	27.2
without certificate	3.7	4.4	4.2	3.9
with trades certificate or diploma	15.8	16.4	12.7	15.1
with other certificate or diploma	7.3	10.1	9.7	8.2
University	14.7	22.0	36.7	21.0
without university certificate, diploma or degree	7.2	10.7	14.8	9.5
with university certificate or diploma only	1.5	1.6	2.7	1.8
with university degree	6.0	9.7	19.1	9.7
Total Percentage	100.0	100.0	100.0	100.0
Total Number	256,685	48,575	100,030	405,290

Table B11
Proportion of Population 15+ Residing in All Rural/Urban Locations by Highest
Level of Schooling, Age and Identity Groups, Prince Edward Island, 2001

(Attending or Not Attending School)	Age Group				Total 15+
	15-24	25-44	45-64	65+	
	Percent				
Registered Indian					
Less than grade 9	0.0	7.1	17.6	**	11.5
Secondary school	65.5	31.0	26.5	**	38.1
without certificate	55.2	21.4	20.6	**	29.2
with certificate	13.8	11.9	5.9	**	8.8
Trades or other non-university	27.6	42.9	38.2	**	35.4
without certificate	10.3	7.1	0.0	**	7.1
with trades certificate or diploma	13.8	28.6	23.5	**	23.0
with other certificate or diploma	0.0	7.1	14.7	**	6.2
University	6.9	16.7	14.7	**	15.0
without university certificate, diploma or degree	6.9	9.5	5.9	**	5.3
with university certificate or diploma only	6.9	0.0	0.0	**	1.8
with university degree	6.9	4.8	8.8	**	6.2
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	145	210	170	40	565
Others with Aboriginal Identity					
Less than grade 9	**	9.1	15.0	**	8.8
Secondary school	**	27.3	30.0	**	45.6
without certificate	**	22.7	20.0	**	36.8
with certificate	**	0.0	10.0	**	8.8
Trades or other non-university	**	27.3	45.0	**	29.4
without certificate	**	9.1	10.0	**	4.4
with trades certificate or diploma	**	9.1	10.0	**	8.8
with other certificate or diploma	**	13.6	20.0	**	16.2
University	**	31.8	15.0	**	17.6
without university certificate, diploma or degree	**	27.3	0.0	**	11.8
with university certificate or diploma only	**	9.1	10.0	**	2.9
with university degree	**	0.0	0.0	**	2.9
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	95	110	100	40	340
Other Canadians (without Aboriginal identity)					
Less than grade 9	1.6	4.6	12.5	28.9	10.4
Secondary school	60.3	31.8	33.1	39.8	38.5
without certificate	45.6	18.2	23.3	32.6	26.9
with certificate	14.7	13.6	9.8	7.2	11.6
Trades or other non-university	14.9	35.1	30.0	19.3	27.4
without certificate	4.7	4.7	4.5	3.5	4.4
with trades certificate or diploma	4.3	14.5	14.1	8.1	11.5
with other certificate or diploma	5.9	15.9	11.3	7.7	11.4
University	23.3	28.6	24.4	12.0	23.7
without university certificate, diploma or degree	16.9	11.1	8.1	3.5	9.9
with university certificate or diploma only	0.9	1.6	3.2	3.2	2.2
with university degree	5.5	15.9	13.1	5.2	11.5
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	18,685	37,265	32,850	16,990	105,785

Table B12
Proportion of Population 15+ Residing in Rural Location (population less than 10,000) by Highest Level of Schooling, Age and Identity Groups, Prince Edward Island, 2001

(Attending or Not Attending School)	Age Group				Total 15+
	15-24	25-44	45-64	65+	
	Percent				
Registered Indian					
Less than grade 9	0.0	9.7	18.2	**	11.3
Secondary school	68.2	32.3	22.7	**	40.0
without certificate	63.6	16.1	18.2	**	31.3
with certificate	9.1	12.9	0.0	**	8.8
Trades or other non-university	22.7	38.7	40.9	**	33.8
without certificate	13.6	6.5	0.0	**	7.5
with trades certificate or diploma	9.1	29.0	31.8	**	23.8
with other certificate or diploma	0.0	6.5	9.1	**	3.8
University	9.1	16.1	18.2	**	12.5
without university certificate, diploma or degree	0.0	6.5	0.0	**	5.0
with university certificate or diploma only	9.1	0.0	0.0	**	2.5
with university degree	0.0	9.7	18.2	**	7.5
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	110	155	110	25	400
Others with Aboriginal Identity					
Less than grade 9	**	**	**	**	7.5
Secondary school	**	**	**	**	52.5
without certificate	**	**	**	**	42.5
with certificate	**	**	**	**	12.5
Trades or other non-university	**	**	**	**	22.5
without certificate	**	**	**	**	0.0
with trades certificate or diploma	**	**	**	**	7.5
with other certificate or diploma	**	**	**	**	10.0
University	**	**	**	**	22.5
without university certificate, diploma or degree	**	**	**	**	17.5
with university certificate or diploma only	**	**	**	**	5.0
with university degree	**	**	**	**	0.0
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	75	55	55	15	200
Other Canadians (without Aboriginal identity)					
Less than grade 9	1.5	5.9	15.1	34.7	12.5
Secondary school	64.8	35.5	35.8	38.7	41.2
without certificate	50.0	20.0	25.6	31.9	28.8
with certificate	14.8	15.4	10.2	6.8	12.3
Trades or other non-university	14.3	36.9	30.0	16.7	27.7
without certificate	4.8	4.8	4.9	2.9	4.6
with trades certificate or diploma	4.0	15.7	14.8	7.7	12.2
with other certificate or diploma	5.4	16.3	10.5	6.1	11.0
University	19.5	21.8	19.0	10.0	18.7
without university certificate, diploma or degree	14.6	9.2	6.4	2.7	8.3
with university certificate or diploma only	1.0	1.3	2.9	3.2	2.0
with university degree	3.8	11.3	9.8	4.0	8.4
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	11,115	22,830	20,190	9,840	63,970

Table B13
Proportion of Population 15+ Residing in Towns (population 10,000-99,999) by
Highest Level of Schooling, Age and Identity Groups, Prince Edward Island, 2001

(Attending or Not Attending School)	Age Group				Total 15+
	15-24	25-44	45-64	65+	
	Percent				
Registered Indian					
Less than grade 9	**	**	**	**	6.1
Secondary school	**	**	**	**	33.3
without certificate	**	**	**	**	24.2
with certificate	**	**	**	**	9.1
Trades or other non-university	**	**	**	**	39.4
without certificate	**	**	**	**	6.1
with trades certificate or diploma	**	**	**	**	18.2
with other certificate or diploma	**	**	**	**	15.2
University	**	**	**	**	18.2
without university certificate, diploma or degree	**	**	**	**	9.1
with university certificate or diploma only	**	**	**	**	6.1
with university degree	**	**	**	**	6.1
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	40	55	50	15	165
Others with Aboriginal Identity					
Less than grade 9	**	**	**	**	11.1
Secondary school	**	**	**	**	37.0
without certificate	**	**	**	**	29.6
with certificate	**	**	**	**	0.0
Trades or other non-university	**	**	**	**	40.7
without certificate	**	**	**	**	11.1
with trades certificate or diploma	**	**	**	**	7.4
with other certificate or diploma	**	**	**	**	22.2
University	**	**	**	**	11.1
without university certificate, diploma or degree	**	**	**	**	7.4
with university certificate or diploma only	**	**	**	**	0.0
with university degree	**	**	**	**	0.0
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	20	50	40	20	135
Other Canadians (without Aboriginal identity)					
Less than grade 9	1.7	2.5	8.4	21.0	7.3
Secondary school	53.8	26.0	28.8	41.4	34.5
without certificate	39.1	15.3	19.6	33.6	24.1
with certificate	14.6	10.7	9.2	7.8	10.4
Trades or other non-university	15.7	32.2	29.9	22.8	26.9
without certificate	4.4	4.5	4.0	4.2	4.3
with trades certificate or diploma	4.7	12.4	13.2	8.7	10.6
with other certificate or diploma	6.6	15.3	12.7	9.9	12.0
University	28.9	39.3	32.8	14.8	31.3
without university certificate, diploma or degree	20.3	14.0	10.6	4.5	12.5
with university certificate or diploma only	0.8	2.0	3.7	3.3	2.5
with university degree	7.8	23.2	18.5	6.9	16.2
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	7,570	14,435	12,665	7,150	41,820

Table B14
Proportion of Population 15+ Residing in Rural/Urban Location by Highest Level of Schooling and Identity Group, Prince Edward Island, 2001

(Attending or Not Attending School)	Rural	Towns	Cities	Total
	Percent			
Registered Indian				
Less than grade 9	11.3	6.1	**	11.5
Secondary school	40.0	33.3	**	38.1
without certificate	31.3	24.2	**	29.2
with certificate	8.8	9.1	**	8.8
Trades or other non-university	33.8	39.4	**	35.4
without certificate	7.5	6.1	**	7.1
with trades certificate or diploma	23.8	18.2	**	23.0
with other certificate or diploma	3.8	15.2	**	6.2
University	12.5	18.2	**	15.0
without university certificate, diploma or degree	5.0	9.1	**	5.3
with university certificate or diploma only	2.5	6.1	**	1.8
with university degree	7.5	6.1	**	6.2
Total Percentage	100.0	100.0	**	100.0
Total Number	400	165	0	565
Others with Aboriginal Identity				
Less than grade 9	7.5	11.1	**	8.8
Secondary school	52.5	37.0	**	45.6
without certificate	42.5	29.6	**	36.8
with certificate	12.5	0.0	**	8.8
Trades or other non-university	22.5	40.7	**	29.4
without certificate	0.0	11.1	**	4.4
with trades certificate or diploma	7.5	7.4	**	8.8
with other certificate or diploma	10.0	22.2	**	16.2
University	22.5	11.1	**	17.6
without university certificate, diploma or degree	17.5	7.4	**	11.8
with university certificate or diploma only	5.0	0.0	**	2.9
with university degree	0.0	0.0	**	2.9
Total Percentage	100.0	100.0	**	100.0
Total Number	200	135	0	340
Other Canadians (without Aboriginal identity)				
Less than grade 9	12.5	7.3	**	10.4
Secondary school	41.2	34.5	**	38.5
without certificate	28.8	24.1	**	26.9
with certificate	12.3	10.4	**	11.6
Trades or other non-university	27.7	26.9	**	27.4
without certificate	4.6	4.3	**	4.4
with trades certificate or diploma	12.2	10.6	**	11.5
with other certificate or diploma	11.0	12.0	**	11.4
University	18.7	31.3	**	23.7
without university certificate, diploma or degree	8.3	12.5	**	9.9
with university certificate or diploma only	2.0	2.5	**	2.2
with university degree	8.4	16.2	**	11.5
Total Percentage	100.0	100.0	**	100.0
Total Number	63,970	41,820	0	105,785

Table B15
Proportion of Population 15+ Residing in All Rural/Urban Locations by Highest
Level of Schooling, Age and Identity Groups, Nova Scotia, 2001

(Attending or Not Attending School)	Age Group				Total 15+
	15-24	25-44	45-64	65+	
	Percent				
Registered Indian					
Less than grade 9	7.0	8.2	17.8	44.9	12.2
Secondary school	64.0	25.2	23.0	23.1	34.4
without certificate	54.7	17.4	19.0	19.2	27.4
with certificate	9.2	7.8	3.9	3.8	7.0
Trades or other non-university	11.7	34.9	35.3	25.6	28.6
without certificate	4.2	6.7	5.1	2.6	5.5
with trades certificate or diploma	5.6	18.8	22.1	19.2	16.2
with other certificate or diploma	1.7	9.6	8.2	5.1	6.9
University	17.3	31.7	23.9	5.1	24.7
without university certificate, diploma or degree	15.1	18.9	13.9	2.6	15.8
with university certificate or diploma only	0.6	2.6	3.6	0.0	2.3
with university degree	1.7	9.9	6.3	0.0	6.5
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	1,790	3,220	1,655	390	7,055
Others with Aboriginal Identity					
Less than grade 9	3.3	7.9	18.3	55.4	12.1
Secondary school	64.9	32.3	29.4	23.2	39.9
without certificate	51.2	24.2	21.6	21.4	30.5
with certificate	14.0	7.9	7.8	3.6	9.4
Trades or other non-university	18.2	40.2	35.3	7.1	31.1
without certificate	3.7	4.8	6.9	3.6	5.0
with trades certificate or diploma	2.9	19.8	16.1	3.6	13.4
with other certificate or diploma	11.2	15.5	12.8	0.0	12.8
University	14.0	19.6	16.5	14.3	17.1
without university certificate, diploma or degree	7.4	11.5	5.5	5.4	8.6
with university certificate or diploma only	1.7	1.5	3.2	5.4	2.2
with university degree	5.4	6.4	7.8	3.6	6.3
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	1,210	1,965	1,090	280	4,545
Other Canadians (without Aboriginal identity)					
Less than grade 9	2.2	3.5	10.3	24.9	8.9
Secondary school	55.3	27.5	32.7	43.3	36.1
without certificate	44.4	16.6	23.4	36.2	26.4
with certificate	10.9	10.9	9.2	7.1	9.8
Trades or other non-university	13.5	36.2	32.3	19.9	28.7
without certificate	3.5	4.4	3.6	3.2	3.8
with trades certificate or diploma	4.1	15.9	15.9	9.0	12.9
with other certificate or diploma	5.9	15.8	12.8	7.7	11.9
University	29.1	32.9	24.7	11.9	26.3
without university certificate, diploma or degree	20.2	10.7	6.6	3.0	9.6
with university certificate or diploma only	1.4	2.5	3.0	2.6	2.5
with university degree	7.5	19.7	15.2	6.2	14.1
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	114,345	261,170	226,550	118,695	720,760

Table B16
Proportion of Population 15+ Residing in Rural Location (population less than 10,000) by Highest Level of Schooling, Age and Identity Groups, Nova Scotia, 2001

(Attending or Not Attending School)	Age Group				Total 15+
	15-24	25-44	45-64	65+	
	Percent				
Registered Indian					
Less than grade 9	8.1	9.8	20.9	50.8	14.5
Secondary school	64.1	27.0	21.7	24.6	35.0
without certificate	55.2	19.1	17.7	18.0	27.9
with certificate	8.5	8.1	4.0	4.9	7.0
Trades or other non-university	10.7	35.6	35.7	19.7	28.5
without certificate	4.4	6.2	6.4	3.3	5.7
with trades certificate or diploma	4.4	19.8	22.1	14.8	16.2
with other certificate or diploma	1.9	9.8	6.8	3.3	6.6
University	17.4	27.4	21.7	3.3	22.2
without university certificate, diploma or degree	14.4	17.5	13.3	3.3	14.8
with university certificate or diploma only	0.7	2.9	4.8	3.3	2.5
with university degree	1.9	7.3	3.2	3.3	4.7
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	1,350	2,405	1,245	305	5,300
Others with Aboriginal Identity					
Less than grade 9	2.8	10.1	20.3	56.8	14.2
Secondary school	67.1	32.6	30.4	24.3	40.2
without certificate	51.7	24.7	22.8	18.9	30.6
with certificate	15.4	7.9	8.2	5.4	9.6
Trades or other non-university	21.7	43.2	31.6	10.8	32.2
without certificate	4.2	4.0	8.2	0.0	5.0
with trades certificate or diploma	2.8	24.2	10.1	5.4	13.5
with other certificate or diploma	15.4	14.5	13.3	5.4	13.6
University	9.1	14.1	17.7	10.8	13.5
without university certificate, diploma or degree	5.6	6.2	4.4	5.4	5.5
with university certificate or diploma only	2.8	2.2	4.4	5.4	3.2
with university degree	0.0	4.8	8.9	0.0	4.6
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	715	1,135	790	185	2,825
Other Canadians (without Aboriginal identity)					
Less than grade 9	2.6	4.7	12.3	28.6	11.0
Secondary school	61.6	31.1	34.6	43.4	38.8
without certificate	50.6	19.1	25.4	36.9	28.9
with certificate	10.9	11.9	9.2	6.5	10.0
Trades or other non-university	14.3	40.2	33.4	18.3	30.4
without certificate	3.6	4.6	3.6	2.8	3.8
with trades certificate or diploma	4.2	18.8	17.4	9.0	14.5
with other certificate or diploma	6.5	16.7	12.3	6.5	12.0
University	21.5	24.0	19.7	9.8	19.8
without university certificate, diploma or degree	16.0	8.6	5.5	2.6	7.6
with university certificate or diploma only	1.1	2.2	2.8	2.5	2.3
with university degree	4.4	13.3	11.4	4.7	9.9
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	57,245	136,560	127,940	66,605	388,345

Table B17
Proportion of Population 15+ Residing in Towns (population 10,000-99,999) by
Highest Level of Schooling, Age and Identity Groups, Nova Scotia, 2001

(Attending or Not Attending School)	Age Group				Total 15+
	15-24	25-44	45-64	65+	
	Percent				
Registered Indian					
Less than grade 9	4.2	2.1	7.7	**	6.3
Secondary school	64.6	20.2	23.1	**	31.7
without certificate	60.4	14.9	17.3	**	26.8
with certificate	6.3	4.3	3.8	**	4.4
Trades or other non-university	12.5	33.0	36.5	**	30.2
without certificate	0.0	5.3	0.0	**	3.9
with trades certificate or diploma	8.3	18.1	19.2	**	16.1
with other certificate or diploma	4.2	9.6	13.5	**	9.3
University	18.8	42.6	30.8	**	32.7
without university certificate, diploma or degree	18.8	26.6	17.3	**	20.5
with university certificate or diploma only	0.0	2.1	3.8	**	1.5
with university degree	0.0	16.0	15.4	**	10.7
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	240	470	260	60	1,025
Others with Aboriginal Identity					
Less than grade 9	**	21.7	**	60.0	17.5
Secondary school	**	34.8	**	60.0	35.1
without certificate	**	30.4	**	60.0	28.1
with certificate	**	0.0	**	60.0	5.3
Trades or other non-university	**	17.4	**	60.0	21.1
without certificate	**	0.0	**	60.0	5.3
with trades certificate or diploma	**	13.0	**	60.0	8.8
with other certificate or diploma	**	0.0	**	60.0	7.0
University	**	30.4	**	60.0	26.3
without university certificate, diploma or degree	**	17.4	**	60.0	14.0
with university certificate or diploma only	**	0.0	**	60.0	0.0
with university degree	**	8.7	**	60.0	10.5
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	95	115	55	25	285
Other Canadians (without Aboriginal identity)					
Less than grade 9	2.6	4.2	11.4	24.7	10.4
Secondary school	56.8	30.2	37.0	47.1	40.1
without certificate	45.2	18.8	27.3	40.6	30.2
with certificate	11.6	11.5	9.6	6.4	9.9
Trades or other non-university	13.2	36.2	29.8	18.5	26.9
without certificate	2.9	4.3	3.5	3.2	3.6
with trades certificate or diploma	4.8	16.3	14.5	7.7	12.1
with other certificate or diploma	5.5	15.6	11.8	7.5	11.2
University	27.4	29.3	21.8	9.8	22.7
without university certificate, diploma or degree	19.5	10.9	6.1	2.4	9.1
with university certificate or diploma only	1.9	3.3	3.4	2.4	2.9
with university degree	6.1	15.0	12.3	4.9	10.7
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	17,790	35,030	34,735	21,940	109,495

Table B18
Proportion of Population 15+ Residing in Cities (population 100,000+) by Highest Level of Schooling, Age and Identity Groups, Nova Scotia, 2001

(Attending or Not Attending School)	Age Group				Total 15+
	15-24	25-44	45-64	65+	
	Percent				
Registered Indian					
Less than grade 9	0.0	4.3	9.7	**	4.1
Secondary school	65.0	20.0	32.3	**	34.9
without certificate	45.0	8.6	32.3	**	24.7
with certificate	20.0	10.0	0.0	**	11.0
Trades or other non-university	17.5	31.4	29.0	**	28.1
without certificate	5.0	11.4	0.0	**	6.2
with trades certificate or diploma	12.5	14.3	22.6	**	15.8
with other certificate or diploma	0.0	7.1	6.5	**	5.5
University	17.5	45.7	25.8	**	32.9
without university certificate, diploma or degree	15.0	21.4	12.9	**	17.1
with university certificate or diploma only	0.0	4.3	0.0	**	1.4
with university degree	0.0	22.9	16.1	**	13.7
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	200	350	155	30	730
Others with Aboriginal Identity					
Less than grade 9	3.7	2.1	12.2	**	6.6
Secondary school	65.4	31.7	30.6	**	40.4
without certificate	51.9	23.2	20.4	**	30.7
with certificate	13.6	9.2	8.2	**	9.8
Trades or other non-university	12.3	39.4	40.8	**	30.7
without certificate	0.0	6.3	4.1	**	4.2
with trades certificate or diploma	4.9	14.1	30.6	**	13.9
with other certificate or diploma	6.2	18.3	8.2	**	12.5
University	18.5	26.8	16.3	**	22.3
without university certificate, diploma or degree	8.6	19.0	10.2	**	13.6
with university certificate or diploma only	0.0	0.0	0.0	**	0.0
with university degree	8.6	8.5	6.1	**	8.4
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	405	710	245	75	1,435
Other Canadians (without Aboriginal identity)					
Less than grade 9	1.4	1.2	5.5	16.9	4.6
Secondary school	45.6	20.9	26.4	40.4	29.5
without certificate	34.9	11.7	17.3	31.4	20.1
with certificate	10.6	9.1	9.1	9.0	9.4
Trades or other non-university	12.3	30.0	31.6	24.6	26.6
without certificate	3.5	4.2	3.6	4.2	3.9
with trades certificate or diploma	3.5	11.4	13.7	10.0	10.5
with other certificate or diploma	5.3	14.4	14.2	10.4	12.2
University	40.7	47.8	36.5	18.1	39.3
without university certificate, diploma or degree	26.5	13.9	9.0	4.6	13.5
with university certificate or diploma only	1.7	2.6	3.1	3.1	2.6
with university degree	12.6	31.3	24.5	10.4	23.2
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	39,305	89,585	63,880	30,150	222,920

Table B19
Proportion of Population 15+ Residing in Rural/Urban Location by Highest Level of Schooling, Age and Identity Groups, Nova Scotia, 2001

(Attending or Not Attending School)	Rural	Towns	Cities	Total
	Percent			
Registered Indian				
Less than grade 9	14.5	6.3	4.1	12.2
Secondary school	35.0	31.7	34.9	34.4
without certificate	27.9	26.8	24.7	27.4
with certificate	7.0	4.4	11.0	7.0
Trades or other non-university	28.5	30.2	28.1	28.6
without certificate	5.7	3.9	6.2	5.5
with trades certificate or diploma	16.2	16.1	15.8	16.2
with other certificate or diploma	6.6	9.3	5.5	6.9
University	22.2	32.7	32.9	24.7
without university certificate, diploma or degree	14.8	20.5	17.1	15.8
with university certificate or diploma only	2.5	1.5	1.4	2.3
with university degree	4.7	10.7	13.7	6.5
Total Percentage	100.0	100.0	100.0	100.0
Total Number	5,300	1,025	730	7,055
Others with Aboriginal Identity				
Less than grade 9	14.2	17.5	6.6	12.1
Secondary school	40.2	35.1	40.4	39.9
without certificate	30.6	28.1	30.7	30.5
with certificate	9.6	5.3	9.8	9.4
Trades or other non-university	32.2	21.1	30.7	31.1
without certificate	5.0	5.3	4.2	5.0
with trades certificate or diploma	13.5	8.8	13.9	13.4
with other certificate or diploma	13.6	7.0	12.5	12.8
University	13.5	26.3	22.3	17.1
without university certificate, diploma or degree	5.5	14.0	13.6	8.6
with university certificate or diploma only	3.2	0.0	0.0	2.2
with university degree	4.6	10.5	8.4	6.3
Total Percentage	100.0	100.0	100.0	100.0
Total Number	2,825	285	1,435	4,545
Other Canadians (without Aboriginal identity)				
Less than grade 9	11.0	10.4	4.6	8.9
Secondary school	38.8	40.1	29.5	36.1
without certificate	28.9	30.2	20.1	26.4
with certificate	10.0	9.9	9.4	9.8
Trades or other non-university	30.4	26.9	26.6	28.7
without certificate	3.8	3.6	3.9	3.8
with trades certificate or diploma	14.5	12.1	10.5	12.9
with other certificate or diploma	12.0	11.2	12.2	11.9
University	19.8	22.7	39.3	26.3
without university certificate, diploma or degree	7.6	9.1	13.5	9.6
with university certificate or diploma only	2.3	2.9	2.6	2.5
with university degree	9.9	10.7	23.2	14.1
Total Percentage	100.0	100.0	100.0	100.0
Total Number	388,345	109,495	222,920	720,760

Table B20
Proportion of Population 15+ Residing in All Rural/Urban Locations by Highest
Level of Schooling, Age and Identity Groups, New Brunswick, 2001

(Attending or Not Attending School)	Age Group				Total 15+
	15-24	25-44	45-64	65+	
	Percent				
Registered Indian					
Less than grade 9	6.1	8.1	22.5	57.1	13.7
Secondary school	68.6	30.9	23.1	21.4	37.6
without certificate	55.9	20.6	18.2	14.3	28.2
with certificate	12.7	10.3	5.2	7.1	9.4
Trades or other non-university	11.2	35.3	30.7	13.1	27.2
without certificate	3.5	7.5	5.5	3.6	5.8
with trades certificate or diploma	5.5	17.1	17.6	6.0	13.8
with other certificate or diploma	2.0	10.7	7.9	3.6	7.6
University	14.4	25.7	23.7	9.5	21.5
without university certificate, diploma or degree	13.5	18.5	12.2	4.8	15.1
with university certificate or diploma only	0.6	1.8	3.6	2.4	1.8
with university degree	0.6	5.4	7.9	2.4	4.7
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	1,735	3,400	1,645	420	7,200
Others with Aboriginal Identity					
Less than grade 9	3.7	10.8	30.0	59.7	18.0
Secondary school	63.3	36.8	30.0	26.9	40.2
without certificate	50.0	21.1	18.4	22.4	26.8
with certificate	13.3	15.8	11.9	4.5	13.4
Trades or other non-university	21.1	34.5	30.7	10.4	28.7
without certificate	8.3	5.0	4.3	0.0	5.2
with trades certificate or diploma	4.6	12.0	18.1	3.0	11.5
with other certificate or diploma	8.3	17.7	8.3	4.5	12.0
University	11.5	17.7	9.4	3.0	12.9
without university certificate, diploma or degree	9.2	10.5	2.9	0.0	7.4
with university certificate or diploma only	0.9	0.5	0.0	0.0	0.5
with university degree	1.4	7.2	5.8	0.0	5.1
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	1,090	2,090	1,385	335	4,905
Other Canadians (without Aboriginal identity)					
Less than grade 9	1.8	5.1	15.7	42.0	13.7
Secondary school	58.4	35.3	35.2	30.5	38.3
without certificate	42.3	17.0	21.3	22.8	23.4
with certificate	16.1	18.3	13.9	7.7	14.9
Trades or other non-university	15.0	31.9	28.6	17.5	25.8
without certificate	5.0	4.9	3.7	3.0	4.2
with trades certificate or diploma	3.6	11.9	13.5	7.8	10.4
with other certificate or diploma	6.4	15.1	11.4	6.7	11.2
University	24.8	27.7	20.4	9.9	22.1
without university certificate, diploma or degree	18.2	10.2	5.3	2.6	8.8
with university certificate or diploma only	1.1	1.7	2.5	2.1	1.9
with university degree	5.5	15.8	12.6	5.3	11.4
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	94,325	209,955	181,220	91,775	577,265

Table B21
Proportion of Population 15+ Residing in Rural Location (population less than 10,000) by Highest Level of Schooling, Age and Identity Groups, New Brunswick, 2001

(Attending or Not Attending School)	Age Group				Total 15+
	15-24	25-44	45-64	65+	
	Percent				
Registered Indian					
Less than grade 9	6.9	8.7	24.2	60.3	15.0
Secondary school	68.6	31.6	22.7	17.6	37.5
without certificate	58.0	20.8	17.6	10.3	28.3
with certificate	10.6	10.9	5.1	7.4	9.2
Trades or other non-university	11.3	36.9	31.5	13.2	28.2
without certificate	4.0	8.3	5.9	2.9	6.6
with trades certificate or diploma	5.5	18.5	19.0	5.9	14.7
with other certificate or diploma	1.8	10.1	6.6	2.9	6.9
University	12.8	22.7	21.6	10.3	19.4
without university certificate, diploma or degree	11.7	16.2	9.9	5.9	13.1
with university certificate or diploma only	0.0	1.8	4.0	2.9	2.0
with university degree	1.1	4.2	8.1	0.0	4.2
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	1,370	2,710	1,365	340	5,785
Others with Aboriginal Identity					
Less than grade 9	5.6	14.2	28.8	64.2	20.3
Secondary school	67.3	38.4	31.5	22.6	41.5
without certificate	53.1	21.5	18.9	18.9	27.3
with certificate	14.2	16.9	13.1	3.8	14.3
Trades or other non-university	18.5	34.4	31.1	9.4	28.1
without certificate	7.4	4.6	4.1	3.8	4.9
with trades certificate or diploma	4.3	13.2	18.5	3.8	12.3
with other certificate or diploma	6.2	16.9	9.0	0.0	11.1
University	9.3	13.2	8.6	3.8	9.9
without university certificate, diploma or degree	7.4	7.9	1.8	0.0	5.5
with university certificate or diploma only	1.2	0.7	0.9	0.0	0.5
with university degree	0.0	4.6	5.9	3.8	3.9
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	810	1,510	1,110	265	3,695
Other Canadians (without Aboriginal identity)					
Less than grade 9	2.0	6.9	19.9	51.0	17.2
Secondary school	64.4	40.1	37.0	27.2	40.9
without certificate	46.9	19.8	23.5	21.0	25.5
with certificate	17.4	20.3	13.5	6.2	15.5
Trades or other non-university	14.7	32.8	27.9	14.5	25.5
without certificate	4.7	4.8	3.3	2.3	3.9
with trades certificate or diploma	3.7	13.1	14.1	7.0	11.0
with other certificate or diploma	6.2	14.9	10.4	5.2	10.6
University	18.9	20.2	15.2	7.3	16.4
without university certificate, diploma or degree	14.4	8.0	4.1	2.0	6.8
with university certificate or diploma only	1.0	1.6	2.1	1.8	1.7
with university degree	3.5	10.5	9.1	3.5	7.9
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	54,010	125,395	110,825	53,045	343,275

Table B22
Proportion of Population 15+ Residing in Towns (population 10,000-99,999) by
Highest Level of Schooling, Age and Identity Groups, New Brunswick, 2001

(Attending or Not Attending School)	Age Group				Total 15+
	15-24	25-44	45-64	65+	
	Percent				
Registered Indian					
Less than grade 9	0.0	5.0	14.3	**	8.2
Secondary school	67.1	28.1	25.0	**	38.3
without certificate	47.9	19.4	19.6	**	27.7
with certificate	19.2	8.6	3.6	**	10.6
Trades or other non-university	11.0	28.8	26.8	**	23.4
without certificate	0.0	3.6	0.0	**	2.8
with trades certificate or diploma	5.5	11.5	12.5	**	9.9
with other certificate or diploma	2.7	14.4	12.5	**	10.6
University	20.5	37.4	33.9	**	30.5
without university certificate, diploma or degree	20.5	26.6	23.2	**	23.1
with university certificate or diploma only	0.0	1.4	3.6	**	1.4
with university degree	0.0	9.4	7.1	**	6.4
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	365	695	280	75	1,410
Others with Aboriginal Identity					
Less than grade 9	0.0	1.7	34.5	**	11.6
Secondary school	51.8	32.8	23.6	**	35.5
without certificate	42.9	19.8	16.4	**	24.8
with certificate	10.7	12.9	5.5	**	10.7
Trades or other non-university	28.6	34.5	29.1	**	31.0
without certificate	10.7	6.0	3.6	**	6.6
with trades certificate or diploma	5.4	7.8	20.0	**	9.5
with other certificate or diploma	14.3	20.7	5.5	**	14.9
University	17.9	30.2	12.7	**	21.9
without university certificate, diploma or degree	16.1	16.4	7.3	**	13.2
with university certificate or diploma only	0.0	1.7	0.0	**	0.8
with university degree	0.0	12.1	5.5	**	8.3
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	280	580	275	75	1,210
Other Canadians (without Aboriginal identity)					
Less than grade 9	1.4	2.4	9.1	29.6	8.7
Secondary school	50.4	28.1	32.5	35.1	34.4
without certificate	36.1	12.8	17.9	25.4	20.4
with certificate	14.3	15.3	14.6	9.8	14.0
Trades or other non-university	15.5	30.7	29.8	21.6	26.3
without certificate	5.2	5.0	4.2	4.0	4.7
with trades certificate or diploma	3.5	10.2	12.7	8.9	9.6
with other certificate or diploma	6.7	15.5	12.9	8.8	12.1
University	32.7	38.8	28.6	13.6	30.5
without university certificate, diploma or degree	23.2	13.4	7.3	3.4	11.6
with university certificate or diploma only	1.3	1.8	3.1	2.5	2.2
with university degree	8.2	23.6	18.2	7.6	16.7
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	40,310	84,565	70,390	38,730	233,990

Table B23
Proportion of Population 15+ Residing in Rural/Urban Location by Highest Level of Schooling and Identity Group, New Brunswick, 2001

(Attending or Not Attending School)	Rural	Towns	Cities	Total
	Percent			
Registered Indian				
Less than grade 9	15.0	8.2	**	13.7
Secondary school	37.5	38.3	**	37.6
without certificate	28.3	27.7	**	28.2
with certificate	9.2	10.6	**	9.4
Trades or other non-university	28.2	23.4	**	27.2
without certificate	6.6	2.8	**	5.8
with trades certificate or diploma	14.7	9.9	**	13.8
with other certificate or diploma	6.9	10.6	**	7.6
University	19.4	30.5	**	21.5
without university certificate, diploma or degree	13.1	23.0	**	15.1
with university certificate or diploma only	2.0	1.4	**	1.8
with university degree	4.2	6.4	**	4.7
Total Percentage	100.0	100.0	**	100.0
Total Number	5,785	1,410	0	7,200
Others with Aboriginal Identity				
Less than grade 9	20.3	11.6	**	18.0
Secondary school	41.5	35.5	**	40.2
without certificate	27.3	24.8	**	26.8
with certificate	14.3	10.7	**	13.4
Trades or other non-university	28.1	31.0	**	28.7
without certificate	4.9	6.6	**	5.2
with trades certificate or diploma	12.3	9.5	**	11.5
with other certificate or diploma	11.1	14.9	**	12.0
University	9.9	21.9	**	12.9
without university certificate, diploma or degree	5.5	13.2	**	7.4
with university certificate or diploma only	0.5	0.8	**	0.5
with university degree	3.9	8.3	**	5.1
Total Percentage	100.0	100.0	**	100.0
Total Number	3,695	1,210	0	4,905
Other Canadians (without Aboriginal identity)				
Less than grade 9	17.2	8.7	**	13.7
Secondary school	40.9	34.4	**	38.3
without certificate	25.5	20.4	**	23.4
with certificate	15.5	14.0	**	14.9
Trades or other non-university	25.5	26.3	**	25.8
without certificate	3.9	4.7	**	4.2
with trades certificate or diploma	11.0	9.6	**	10.4
with other certificate or diploma	10.6	12.1	**	11.2
University	16.4	30.5	**	22.1
without university certificate, diploma or degree	6.8	11.6	**	8.8
with university certificate or diploma only	1.7	2.2	**	1.9
with university degree	7.9	16.7	**	11.4
Total Percentage	100.0	100.0	**	100.0
Total Number	343,275	233,990	0	577,265

Table B24
Proportion of Population 15+ Residing in All Rural/Urban Locations by Highest
Level of Schooling, Age and Identity Groups, Quebec, 2001

(Attending or Not Attending School)	Age Group				Total 15+
	15-24	25-44	45-64	65+	
	Percent				
Registered Indian					
Less than grade 9	26.8	19.7	35.4	71.7	29.5
Secondary school	49.5	33.1	28.9	17.0	34.6
without certificate	40.0	23.8	17.1	8.7	24.7
with certificate	9.5	9.3	11.8	8.2	9.8
Trades or other non-university	19.4	32.4	22.9	7.2	25.0
without certificate	10.6	8.8	4.3	1.4	7.5
with trades certificate or diploma	5.4	14.3	11.6	4.0	10.7
with other certificate or diploma	3.4	9.3	7.1	1.6	6.7
University	4.3	14.7	12.8	4.2	11.0
without university certificate, diploma or degree	3.2	6.9	4.5	1.2	5.0
with university certificate or diploma only	0.4	1.8	2.5	1.2	1.5
with university degree	0.9	6.1	5.9	2.1	4.4
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	7,845	15,075	8,085	2,860	33,860
Others with Aboriginal Identity					
Less than grade 9	15.4	13.0	27.9	63.4	21.8
Secondary school	53.9	38.4	32.9	21.5	38.9
without certificate	41.4	25.4	17.5	13.0	25.7
with certificate	12.4	13.0	15.4	8.6	13.2
Trades or other non-university	24.6	35.8	24.8	9.4	28.0
without certificate	12.4	10.0	5.9	2.7	8.7
with trades certificate or diploma	6.3	15.9	12.0	4.1	11.6
with other certificate or diploma	6.1	9.9	6.9	2.7	7.6
University	6.2	12.7	14.3	5.6	11.2
without university certificate, diploma or degree	4.0	4.8	4.6	1.2	4.3
with university certificate or diploma only	0.7	1.8	2.9	1.5	1.8
with university degree	1.5	6.2	6.8	2.9	5.1
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	4,935	8,835	6,560	1,695	22,030
Other Canadians (without Aboriginal identity)					
Less than grade 9	5.0	4.7	16.8	47.1	15.0
Secondary school	43.8	29.3	35.4	29.8	33.7
without certificate	28.6	13.7	14.2	15.1	16.5
with certificate	15.1	15.6	21.2	14.7	17.2
Trades or other non-university	35.8	35.3	24.7	12.6	28.6
without certificate	16.7	6.7	4.4	3.3	7.1
with trades certificate or diploma	7.6	13.4	10.8	5.6	10.5
with other certificate or diploma	11.5	15.3	9.5	3.7	11.1
University	15.4	30.6	23.1	10.5	22.7
without university certificate, diploma or degree	8.9	6.6	4.0	1.9	5.4
with university certificate or diploma only	1.4	3.4	4.4	2.4	3.3
with university degree	5.1	20.6	14.7	6.2	14.0
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	932,830	2,129,175	1,840,940	873,505	5,776,455

Table B25
Proportion of Population 15+ Residing in Rural Location (population less than 10,000) by Highest Level of Schooling, Age and Identity Groups and, Quebec, 2001

(Attending or Not Attending School)	Age Group				Total 15+
	15-24	25-44	45-64	65+	
	Percent				
Registered Indian					
Less than grade 9	32.5	24.2	41.7	82.4	34.6
Secondary school	49.4	33.9	26.7	10.8	34.4
without certificate	41.4	26.8	17.3	5.9	26.7
with certificate	8.2	7.1	9.2	4.8	7.7
Trades or other non-university	16.5	32.0	21.5	4.8	23.7
without certificate	8.8	8.8	4.1	0.8	7.2
with trades certificate or diploma	5.4	16.0	12.0	3.1	11.5
with other certificate or diploma	2.2	7.2	5.3	0.9	5.1
University	1.5	9.9	10.2	1.7	7.2
without university certificate, diploma or degree	1.2	5.3	3.8	0.6	3.6
with university certificate or diploma only	0.2	1.5	2.2	0.0	1.2
with university degree	0.3	3.1	4.0	0.8	2.5
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	5,825	10,460	5,250	1,765	23,300
Others with Aboriginal Identity					
Less than grade 9	20.6	17.7	35.9	74.2	28.2
Secondary school	57.1	39.8	30.6	13.1	39.2
without certificate	47.2	29.1	17.5	6.1	28.1
with certificate	10.1	10.8	13.1	7.1	11.0
Trades or other non-university	20.3	35.9	24.1	7.6	26.5
without certificate	9.4	10.0	6.2	2.0	8.1
with trades certificate or diploma	5.9	17.1	12.5	4.0	12.1
with other certificate or diploma	5.2	8.7	5.4	1.5	6.3
University	1.8	6.7	9.5	4.0	6.1
without university certificate, diploma or degree	1.1	2.2	3.2	1.5	2.2
with university certificate or diploma only	0.4	1.2	3.2	0.0	1.5
with university degree	0.4	3.2	3.0	2.5	2.4
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	2,810	4,815	3,315	990	11,925
Other Canadians (without Aboriginal identity)					
Less than grade 9	6.0	6.4	22.7	58.7	19.8
Secondary school	50.6	39.0	38.7	24.7	38.5
without certificate	33.8	20.1	17.5	12.8	20.3
with certificate	16.7	18.9	21.2	11.9	18.3
Trades or other non-university	35.8	38.5	24.3	10.3	29.0
without certificate	14.8	6.2	3.9	2.4	6.2
with trades certificate or diploma	10.3	17.7	12.2	5.1	12.8
with other certificate or diploma	10.7	14.6	8.2	2.8	10.0
University	7.6	16.1	14.3	6.3	12.7
without university certificate, diploma or degree	4.4	3.7	2.5	1.1	3.0
with university certificate or diploma only	0.9	2.0	3.3	1.8	2.2
with university degree	2.3	10.3	8.5	3.4	7.4
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	235,160	537,195	519,005	229,005	1,520,370

Table B26
Proportion of Population 15+ Residing in Towns (population 10,000-99,999) by
Highest Level of Schooling, Age and Identity Groups, Quebec, 2001

(Attending or Not Attending School)	Age Group				Total 15+
	15-24	25-44	45-64	65+	
	Percent				
Registered Indian					
Less than grade 9	15.8	16.7	34.9	68.5	25.5
Secondary school	55.9	33.8	28.5	20.4	36.3
without certificate	46.7	21.4	20.4	11.1	25.9
with certificate	8.6	12.7	8.6	9.3	10.4
Trades or other non-university	22.4	34.4	24.7	7.4	26.8
without certificate	14.5	9.0	3.2	0.0	8.2
with trades certificate or diploma	3.3	11.0	11.3	3.7	8.7
with other certificate or diploma	3.9	14.0	10.2	3.7	10.0
University	6.6	15.1	11.3	3.7	11.3
without university certificate, diploma or degree	5.3	7.4	4.3	0.0	5.4
with university certificate or diploma only	1.3	1.3	1.6	0.0	1.2
with university degree	0.0	6.4	4.8	3.7	4.6
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	760	1,495	930	270	3,455
Others with Aboriginal Identity					
Less than grade 9	8.5	9.0	29.6	53.7	19.9
Secondary school	45.7	42.8	43.0	26.8	41.8
without certificate	31.9	24.1	23.2	19.5	25.1
with certificate	13.8	19.3	19.0	9.8	16.8
Trades or other non-university	37.2	40.0	19.0	17.1	30.3
without certificate	20.2	10.3	4.9	0.0	9.9
with trades certificate or diploma	6.4	17.9	9.2	9.8	11.6
with other certificate or diploma	11.7	12.4	4.9	4.9	8.7
University	8.5	8.3	9.2	0.0	7.8
without university certificate, diploma or degree	3.2	2.1	1.4	0.0	1.7
with university certificate or diploma only	2.1	0.0	2.1	0.0	1.4
with university degree	4.3	5.5	4.2	0.0	4.7
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	470	725	710	205	2,115
Other Canadians (without Aboriginal identity)					
Less than grade 9	5.4	5.1	16.9	53.1	16.7
Secondary school	46.6	33.7	39.5	28.4	36.9
without certificate	30.3	16.0	15.4	14.1	17.9
with certificate	16.3	17.6	24.1	14.4	19.0
Trades or other non-university	38.2	39.5	26.6	11.7	30.6
without certificate	17.6	6.9	4.5	2.8	7.3
with trades certificate or diploma	8.7	15.7	11.9	5.5	11.6
with other certificate or diploma	11.9	16.9	10.1	3.4	11.7
University	9.9	21.7	17.1	6.7	15.8
without university certificate, diploma or degree	5.7	4.8	2.7	1.1	3.7
with university certificate or diploma only	1.0	2.8	4.1	2.0	2.8
with university degree	3.2	14.1	10.2	3.7	9.3
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	118,145	241,760	229,380	112,830	702,110

Table B27
Proportion of Population 15+ Residing in Cities (population 100,000+) by Highest Level of Schooling, Age and Identity Groups, Quebec, 2001

(Attending or Not Attending School)	Age Group				Total 15+
	15-24	25-44	45-64	65+	
	Percent				
Registered Indian					
Less than grade 9	6.8	6.2	18.1	49.7	14.5
Secondary school	46.4	30.1	35.4	28.5	34.2
without certificate	30.0	15.0	15.0	13.3	17.5
with certificate	16.4	15.0	20.2	15.8	16.7
Trades or other non-university	31.2	33.0	26.0	12.1	28.3
without certificate	16.4	8.8	5.2	2.4	8.4
with trades certificate or diploma	6.4	10.2	10.5	6.7	9.2
with other certificate or diploma	8.0	13.8	10.5	2.4	10.6
University	16.0	30.9	20.7	10.3	23.1
without university certificate, diploma or degree	11.2	12.2	6.3	3.0	9.4
with university certificate or diploma only	1.2	2.9	3.4	3.0	2.7
with university degree	3.6	15.8	10.5	3.0	10.8
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	1,250	3,125	1,905	825	7,105
Others with Aboriginal Identity					
Less than grade 9	8.4	7.0	16.8	45.5	12.8
Secondary school	49.8	35.6	33.3	34.7	37.9
without certificate	34.2	20.9	16.2	23.8	22.3
with certificate	15.6	14.9	17.4	10.9	15.6
Trades or other non-university	28.2	34.9	27.4	9.9	29.5
without certificate	15.0	10.0	5.9	4.0	9.4
with trades certificate or diploma	7.2	13.9	11.8	2.0	11.0
with other certificate or diploma	6.3	11.0	9.5	4.0	9.1
University	13.2	22.7	22.3	9.9	19.7
without university certificate, diploma or degree	9.0	9.0	7.5	0.0	8.0
with university certificate or diploma only	0.9	2.7	2.8	3.0	2.4
with university degree	3.6	10.7	11.8	5.0	9.3
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	1,665	3,285	2,535	505	7,990
Other Canadians (without Aboriginal identity)					
Less than grade 9	4.5	4.0	14.0	40.8	12.7
Secondary school	40.4	24.7	33.0	32.3	31.0
without certificate	26.2	10.8	12.3	16.3	14.6
with certificate	14.3	13.9	20.7	15.9	16.4
Trades or other non-university	35.3	33.3	24.5	13.8	28.0
without certificate	17.3	6.8	4.7	3.7	7.4
with trades certificate or diploma	6.3	11.3	9.8	5.9	9.2
with other certificate or diploma	11.7	15.3	10.0	4.2	11.4
University	19.7	38.0	28.5	13.1	28.4
without university certificate, diploma or degree	11.3	8.0	5.0	2.4	6.8
with university certificate or diploma only	1.8	4.1	4.9	2.8	3.8
with university degree	6.6	25.8	18.7	8.0	17.8
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	579,525	1,350,220	1,092,560	531,670	3,553,975

Table B28
Proportion of Population 15+ Residing in Rural/Urban Location by Highest Level of Schooling and Identity Group, Quebec, 2001

(Attending or Not Attending School)	Rural	Towns	Cities	Total
	Percent			
Registered Indian				
Less than grade 9	34.6	25.5	14.5	29.5
Secondary school	34.4	36.3	34.2	34.6
without certificate	26.7	25.9	17.5	24.7
with certificate	7.7	10.4	16.7	9.8
Trades or other non-university	23.7	26.8	28.3	25.0
without certificate	7.2	8.2	8.4	7.5
with trades certificate or diploma	11.5	8.7	9.2	10.7
with other certificate or diploma	5.1	10.0	10.6	6.7
University	7.2	11.3	23.1	11.0
without university certificate, diploma or degree	3.6	5.4	9.4	5.0
with university certificate or diploma only	1.2	1.2	2.7	1.5
with university degree	2.5	4.6	10.8	4.4
Total Percentage	100.0	100.0	100.0	100.0
Total Number	23,300	3,455	7,105	33,860
Others with Aboriginal Identity				
Less than grade 9	28.2	19.9	12.8	21.8
Secondary school	39.2	41.8	37.9	38.9
without certificate	28.1	25.1	22.3	25.7
with certificate	11.0	16.8	15.6	13.2
Trades or other non-university	26.5	30.3	29.5	28.0
without certificate	8.1	9.9	9.4	8.7
with trades certificate or diploma	12.1	11.6	11.0	11.6
with other certificate or diploma	6.3	8.7	9.1	7.6
University	6.1	7.8	19.7	11.2
without university certificate, diploma or degree	2.2	1.7	8.0	4.3
with university certificate or diploma only	1.5	1.4	2.4	1.8
with university degree	2.4	4.7	9.3	5.1
Total Percentage	100.0	100.0	100.0	100.0
Total Number	11,925	2,115	7,990	22,030
Other Canadians (without Aboriginal identity)				
Less than grade 9	19.8	16.7	12.7	15.0
Secondary school	38.5	36.9	31.0	33.7
without certificate	20.3	17.9	14.6	16.5
with certificate	18.3	19.0	16.4	17.2
Trades or other non-university	29.0	30.6	28.0	28.6
without certificate	6.2	7.3	7.4	7.1
with trades certificate or diploma	12.8	11.6	9.2	10.5
with other certificate or diploma	10.0	11.7	11.4	11.1
University	12.7	15.8	28.4	22.7
without university certificate, diploma or degree	3.0	3.7	6.8	5.4
with university certificate or diploma only	2.2	2.8	3.8	3.3
with university degree	7.4	9.3	17.8	14.0
Total Percentage	100.0	100.0	100.0	100.0
Total Number	1,520,370	702,110	3,553,975	5,776,455

Table B29
Proportion of Population 15+ Residing in All Rural/Urban Locations by Highest Level of Schooling, Age and Identity Groups, Ontario, 2001

(Attending or Not Attending School)	Age Group				Total 15+
	15-24	25-44	45-64	65+	
	Percent				
Registered Indian					
Less than grade 9	6.0	7.2	21.9	60.1	14.3
Secondary school	69.5	35.4	32.2	23.0	41.4
without certificate	57.9	24.6	22.9	18.4	31.2
with certificate	11.6	10.8	9.3	4.6	10.2
Trades or other non-university	18.3	41.3	33.4	13.6	32.2
without certificate	11.0	11.3	6.7	2.6	9.5
with trades certificate or diploma	3.2	13.9	14.1	6.2	11.0
with other certificate or diploma	4.2	16.1	12.6	4.8	11.8
University	6.2	16.1	12.5	3.2	12.1
without university certificate, diploma or degree	4.6	8.3	5.3	0.8	6.2
with university certificate or diploma only	0.2	1.5	1.7	0.7	1.2
with university degree	1.4	6.4	5.5	1.6	4.7
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	17,260	34,935	18,645	5,500	76,340
Others with Aboriginal Identity					
Less than grade 9	2.1	2.0	14.2	39.3	7.2
Secondary school	71.7	37.8	37.0	32.7	45.4
without certificate	53.8	22.1	25.5	24.8	30.7
with certificate	17.9	15.7	11.5	8.1	14.7
Trades or other non-university	17.1	43.1	34.2	19.8	33.4
without certificate	7.7	9.4	6.6	5.0	8.0
with trades certificate or diploma	4.0	14.7	15.3	9.4	12.0
with other certificate or diploma	5.3	19.0	12.3	5.6	13.3
University	9.2	17.0	14.5	8.1	14.0
without university certificate, diploma or degree	6.5	7.5	5.6	2.4	6.5
with university certificate or diploma only	0.8	0.9	1.5	1.3	1.0
with university degree	1.9	8.6	7.5	4.5	6.5
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	13,460	25,515	14,220	3,130	56,330
Other Canadians (without Aboriginal identity)					
Less than grade 9	1.4	2.2	9.0	28.3	8.1
Secondary school	59.3	27.1	33.2	37.8	35.8
without certificate	42.7	12.9	18.3	26.0	21.4
with certificate	16.7	14.2	14.9	11.8	14.4
Trades or other non-university	17.7	35.0	29.9	20.6	28.4
without certificate	8.5	7.3	5.0	4.2	6.3
with trades certificate or diploma	2.6	9.6	11.0	9.0	8.8
with other certificate or diploma	6.6	18.1	14.0	7.4	13.3
University	21.6	35.7	27.9	13.4	27.6
without university certificate, diploma or degree	14.3	8.2	6.3	3.2	7.8
with university certificate or diploma only	1.1	2.2	2.6	2.0	2.1
with university degree	6.3	25.3	19.1	8.2	17.7
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	1,448,960	3,439,495	2,651,840	1,375,075	8,915,370

Table B30
Proportion of Population 15+ Residing in Rural Location (population less than 10,000) by Highest Level of Schooling, Age and Identity Groups, Ontario, 2001

(Attending or Not Attending School)	Age Group				Total 15+
	15-24	25-44	45-64	65+	
	Percent				
Registered Indian					
Less than grade 9	8.9	11.4	27.4	67.6	19.6
Secondary school	70.8	36.0	28.3	18.5	40.6
without certificate	60.7	25.8	20.2	15.0	31.5
with certificate	10.0	10.1	8.1	3.6	9.1
Trades or other non-university	16.9	41.5	33.6	11.5	31.3
without certificate	9.3	11.2	6.8	2.5	8.9
with trades certificate or diploma	3.9	15.2	15.3	5.3	11.8
with other certificate or diploma	3.8	15.0	11.5	3.8	10.6
University	3.4	11.2	10.7	2.4	8.5
without university certificate, diploma or degree	2.8	6.2	4.7	0.7	4.6
with university certificate or diploma only	0.1	1.6	1.7	0.6	1.2
with university degree	0.5	3.5	4.3	1.1	2.8
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	9,715	18,295	10,480	3,600	42,090
Others with Aboriginal Identity					
Less than grade 9	2.1	2.1	15.9	45.5	8.8
Secondary school	77.9	40.9	36.6	28.4	47.0
without certificate	58.0	23.9	27.2	20.6	32.1
with certificate	20.0	17.0	9.4	7.8	14.9
Trades or other non-university	12.8	45.4	36.7	21.8	34.2
without certificate	5.8	8.2	5.9	4.3	6.8
with trades certificate or diploma	3.6	18.2	18.2	12.1	14.5
with other certificate or diploma	3.4	19.0	12.5	5.1	12.8
University	7.1	11.6	10.8	4.7	9.9
without university certificate, diploma or degree	4.9	5.1	4.1	1.6	4.6
with university certificate or diploma only	0.8	0.8	1.8	0.0	1.0
with university degree	1.5	5.7	4.9	2.7	4.3
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	4,460	8,665	5,780	1,285	20,195
Other Canadians (without Aboriginal identity)					
Less than grade 9	2.5	2.2	7.9	28.8	8.7
Secondary school	66.4	35.1	38.8	38.5	41.8
without certificate	48.7	16.7	22.3	27.8	25.4
with certificate	17.7	18.4	16.5	10.7	16.3
Trades or other non-university	18.1	42.7	34.1	22.3	32.6
without certificate	8.2	7.5	4.8	3.9	6.1
with trades certificate or diploma	3.1	14.0	14.3	10.9	11.9
with other certificate or diploma	6.8	21.2	15.1	7.5	14.6
University	13.1	20.0	19.1	10.3	17.0
without university certificate, diploma or degree	9.3	5.9	5.1	2.8	5.6
with university certificate or diploma only	0.7	1.2	1.9	1.7	1.5
with university degree	3.1	12.8	12.1	5.8	9.9
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	288,150	637,385	623,105	319,630	1,868,270

Table B31
Proportion of Population 15+ Residing in Towns (population 10,000-99,999) by
Highest Level of Schooling, Age and Identity Groups, Ontario, 2001

(Attending or Not Attending School)	Age Group				Total 15+
	15-24	25-44	45-64	65+	
	Percent				
Registered Indian					
Less than grade 9	1.8	2.4	15.2	47.6	8.3
Secondary school	69.8	35.7	37.1	35.2	43.7
without certificate	54.9	22.5	25.8	26.9	30.9
with certificate	15.1	13.2	11.4	7.6	12.8
Trades or other non-university	19.9	45.4	33.5	14.5	34.9
without certificate	14.1	12.2	5.9	2.8	10.5
with trades certificate or diploma	2.8	12.8	13.3	7.6	10.3
with other certificate or diploma	3.0	20.3	14.4	4.8	14.0
University	8.5	16.6	13.8	2.8	13.2
without university certificate, diploma or degree	6.4	8.6	7.0	0.0	7.2
with university certificate or diploma only	0.0	1.8	1.5	0.0	1.3
with university degree	2.0	5.9	5.3	1.4	4.8
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	2,515	5,270	2,640	725	11,145
Others with Aboriginal Identity					
Less than grade 9	1.0	1.8	14.6	37.3	6.9
Secondary school	73.3	41.4	40.3	35.1	49.3
without certificate	54.8	24.4	26.5	26.9	33.1
with certificate	18.5	17.2	13.9	9.0	16.2
Trades or other non-university	17.5	42.6	36.9	20.1	33.1
without certificate	8.3	8.9	8.4	3.7	8.3
with trades certificate or diploma	3.6	11.8	13.7	9.7	9.9
with other certificate or diploma	5.8	21.9	14.8	6.0	14.9
University	8.1	14.2	8.0	7.5	10.6
without university certificate, diploma or degree	6.3	6.2	3.6	3.0	5.4
with university certificate or diploma only	0.7	1.5	1.5	0.0	1.1
with university degree	1.2	6.5	3.3	5.2	4.2
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	2,945	4,660	2,740	670	11,015
Other Canadians (without Aboriginal identity)					
Less than grade 9	1.2	1.5	7.7	26.0	7.7
Secondary school	64.8	32.7	38.1	41.7	41.1
without certificate	47.6	15.8	21.7	29.7	25.2
with certificate	17.2	16.8	16.4	12.0	15.9
Trades or other non-university	19.4	41.9	33.5	22.6	32.3
without certificate	9.4	8.3	5.3	4.3	6.9
with trades certificate or diploma	2.8	12.0	12.3	10.2	10.3
with other certificate or diploma	7.2	21.5	15.9	8.1	15.1
University	14.6	23.9	20.7	9.6	18.9
without university certificate, diploma or degree	10.2	6.9	5.3	2.4	6.2
with university certificate or diploma only	0.6	1.2	1.8	1.6	1.3
with university degree	3.8	15.9	13.6	5.6	11.4
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	156,295	351,565	286,535	173,790	968,185

Table B32
Proportion of Population 15+ Residing in Cities (population 100,000+) by Highest Level of Schooling, Age and Identity Groups, Ontario, 2001

(Attending or Not Attending School)	Age Group				Total 15+
	15-24	25-44	45-64	65+	
	Percent				
Registered Indian					
Less than grade 9	2.6	2.8	14.6	44.3	7.7
Secondary school	66.8	34.3	37.2	29.4	41.8
without certificate	53.8	23.5	26.6	23.4	30.8
with certificate	12.9	10.8	10.6	6.0	11.0
Trades or other non-university	20.4	39.1	33.0	19.6	32.6
without certificate	12.5	10.9	7.0	3.4	10.0
with trades certificate or diploma	2.0	12.2	12.4	8.1	9.8
with other certificate or diploma	5.9	16.0	13.7	8.1	12.8
University	10.2	23.8	15.3	6.4	17.9
without university certificate, diploma or degree	7.1	11.4	5.8	1.3	8.6
with university certificate or diploma only	0.3	1.1	1.8	1.7	1.1
with university degree	2.9	11.3	7.8	3.8	8.2
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	5,030	11,375	5,530	1,175	23,105
Others with Aboriginal Identity					
Less than grade 9	2.5	2.1	12.4	34.0	6.0
Secondary school	66.3	34.3	35.6	36.2	42.4
without certificate	50.1	20.1	23.2	28.1	28.4
with certificate	16.2	14.3	12.4	8.1	14.0
Trades or other non-university	20.0	41.7	30.6	17.9	32.8
without certificate	8.8	10.4	6.3	6.4	8.9
with trades certificate or diploma	4.6	13.4	13.3	6.4	10.9
with other certificate or diploma	6.5	17.9	10.9	5.5	13.0
University	11.3	21.9	21.4	12.3	18.8
without university certificate, diploma or degree	7.8	9.6	8.0	3.4	8.5
with university certificate or diploma only	0.8	0.7	1.2	3.4	1.0
with university degree	2.6	11.6	12.2	6.0	9.3
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	6,060	12,190	5,705	1,175	25,125
Other Canadians (without Aboriginal identity)					
Less than grade 9	1.1	2.3	9.6	28.5	8.0
Secondary school	56.5	24.2	30.4	36.7	33.1
without certificate	40.2	11.5	16.3	24.6	19.5
with certificate	16.3	12.7	14.1	12.1	13.6
Trades or other non-university	17.3	32.0	27.8	19.6	26.6
without certificate	8.4	7.1	5.0	4.3	6.3
with trades certificate or diploma	2.4	8.1	9.6	8.1	7.6
with other certificate or diploma	6.5	16.8	13.2	7.2	12.7
University	25.1	41.4	32.2	15.2	32.3
without university certificate, diploma or degree	16.3	8.9	6.8	3.5	8.8
with university certificate or diploma only	1.3	2.6	2.9	2.2	2.4
with university degree	7.5	30.0	22.5	9.5	21.1
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	1,004,510	2,450,545	1,742,200	881,655	6,078,915

Table B33
Proportion of Population 15+ Residing in Rural/Urban Location by Highest Level of Schooling and Identity Group, Ontario, 2001

(Attending or Not Attending School)	Rural	Towns	Cities	Total
	Percent			
Registered Indian				
Less than grade 9	19.6	8.3	7.7	14.3
Secondary school	40.6	43.7	41.8	41.4
without certificate	31.5	30.9	30.8	31.2
with certificate	9.1	12.8	11.0	10.2
Trades or other non-university	31.3	34.9	32.6	32.2
without certificate	8.9	10.5	10.0	9.5
with trades certificate or diploma	11.8	10.3	9.8	11.0
with other certificate or diploma	10.6	14.0	12.8	11.8
University	8.5	13.2	17.9	12.1
without university certificate, diploma or degree	4.6	7.2	8.6	6.2
with university certificate or diploma only	1.2	1.3	1.1	1.2
with university degree	2.8	4.8	8.2	4.7
Total Percentage	100.0	100.0	100.0	100.0
Total Number	42,090	11,145	23,105	76,340
Others with Aboriginal Identity				
Less than grade 9	8.8	6.9	6.0	7.2
Secondary school	47.0	49.3	42.4	45.4
without certificate	32.1	33.1	28.4	30.7
with certificate	14.9	16.2	14.0	14.7
Trades or other non-university	34.2	33.1	32.8	33.4
without certificate	6.8	8.3	8.9	8.0
with trades certificate or diploma	14.5	9.9	10.9	12.0
with other certificate or diploma	12.8	14.9	13.0	13.3
University	9.9	10.6	18.8	14.0
without university certificate, diploma or degree	4.6	5.4	8.5	6.5
with university certificate or diploma only	1.0	1.1	1.0	1.0
with university degree	4.3	4.2	9.3	6.5
Total Percentage	100.0	100.0	100.0	100.0
Total Number	20,195	11,015	25,125	56,330
Other Canadians (without Aboriginal identity)				
Less than grade 9	8.7	7.7	8.0	8.1
Secondary school	41.8	41.1	33.1	35.8
without certificate	25.4	25.2	19.5	21.4
with certificate	16.3	15.9	13.6	14.4
Trades or other non-university	32.6	32.3	26.6	28.4
without certificate	6.1	6.9	6.3	6.3
with trades certificate or diploma	11.9	10.3	7.6	8.8
with other certificate or diploma	14.6	15.1	12.7	13.3
University	17.0	18.9	32.3	27.6
without university certificate, diploma or degree	5.6	6.2	8.8	7.8
with university certificate or diploma only	1.5	1.3	2.4	2.1
with university degree	9.9	11.4	21.1	17.7
Total Percentage	100.0	100.0	100.0	100.0
Total Number	1,868,270	968,185	6,078,915	8,915,370

Table B34
Proportion of Population 15+ Residing in All Rural/Urban Locations by Highest
Level of Schooling, Age and Identity Groups, Manitoba, 2001

(Attending or Not Attending School)	Age Group				Total 15+
	15-24	25-44	45-64	65+	
	Percent				
Registered Indian					
Less than grade 9	13.5	14.3	37.4	79.7	22.2
Secondary school	73.6	42.9	25.7	10.9	46.3
without certificate	66.3	35.2	22.5	10.2	40.0
with certificate	7.3	7.7	3.1	0.8	6.3
Trades or other non-university	8.0	26.7	21.2	6.4	19.2
without certificate	4.0	8.2	5.4	2.0	6.1
with trades certificate or diploma	2.4	10.3	9.4	3.2	7.5
with other certificate or diploma	1.6	8.2	6.5	1.2	5.6
University	5.0	16.2	15.8	3.2	12.2
without university certificate, diploma or degree	4.3	10.7	6.6	1.5	7.6
with university certificate or diploma only	0.2	1.5	2.2	0.0	1.2
with university degree	0.4	3.9	7.0	1.7	3.4
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	15,410	25,265	10,990	2,980	54,650
Others with Aboriginal Identity					
Less than grade 9	4.2	4.6	19.0	58.4	11.2
Secondary school	70.7	41.9	37.9	27.1	47.4
without certificate	57.0	29.1	31.0	24.2	36.4
with certificate	13.8	12.8	7.0	2.7	11.1
Trades or other non-university	12.8	35.9	29.0	12.3	26.9
without certificate	4.9	8.2	5.9	2.1	6.4
with trades certificate or diploma	3.8	14.3	14.1	6.3	11.0
with other certificate or diploma	4.1	13.5	9.1	3.9	9.4
University	12.2	17.6	14.0	2.3	14.4
without university certificate, diploma or degree	10.0	10.0	5.7	1.0	8.4
with university certificate or diploma only	0.5	0.9	2.5	0.4	1.1
with university degree	1.7	6.7	5.9	1.0	4.9
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	10,595	18,450	9,725	2,560	41,330
Other Canadians (without Aboriginal identity)					
Less than grade 9	2.2	2.9	8.2	31.2	9.5
Secondary school	59.2	31.1	35.1	38.0	38.1
without certificate	44.6	17.8	24.3	30.6	26.4
with certificate	14.7	13.3	10.8	7.3	11.7
Trades or other non-university	13.9	31.5	29.3	19.6	25.8
without certificate	5.1	6.2	4.8	4.4	5.3
with trades certificate or diploma	3.6	11.6	12.2	8.6	9.9
with other certificate or diploma	5.3	13.7	12.2	6.6	10.6
University	24.6	34.4	27.4	11.2	26.5
without university certificate, diploma or degree	17.8	12.2	7.4	3.3	10.0
with university certificate or diploma only	1.0	2.3	3.4	1.9	2.4
with university degree	5.8	19.9	16.6	6.1	14.1
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	125,970	274,320	232,885	140,155	773,335

Table B35
Proportion of Population 15+ Residing in Rural Location (population less than 10,000) by Highest Level of Schooling, Age and Identity Groups, Manitoba, 2001

(Attending or Not Attending School)	Age Group				Total 15+
	15-24	25-44	45-64	65+	
	Percent				
Registered Indian					
Less than grade 9	16.4	17.4	41.2	83.2	25.9
Secondary school	73.4	44.2	25.4	9.2	46.6
without certificate	65.6	36.7	22.7	8.3	40.4
with certificate	7.7	7.5	2.7	0.9	6.2
Trades or other non-university	6.6	24.8	20.2	6.3	17.5
without certificate	3.4	7.5	4.9	1.3	5.4
with trades certificate or diploma	2.1	10.0	9.8	3.9	7.3
with other certificate or diploma	1.1	7.3	5.5	0.9	4.8
University	3.6	13.6	13.3	1.3	10.0
without university certificate, diploma or degree	3.3	9.0	5.6	0.7	6.2
with university certificate or diploma only	0.2	1.5	2.2	0.0	1.1
with university degree	0.1	3.2	5.5	0.9	2.6
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	10,590	16,825	7,435	2,285	37,135
Others with Aboriginal Identity					
Less than grade 9	3.6	6.2	21.4	64.9	13.7
Secondary school	75.8	45.1	40.1	22.4	50.0
without certificate	60.7	30.9	32.3	19.4	37.9
with certificate	15.2	14.2	7.8	3.0	12.0
Trades or other non-university	10.7	35.5	27.7	11.9	25.5
without certificate	3.3	5.8	4.3	1.9	4.5
with trades certificate or diploma	3.2	15.6	14.9	7.5	11.6
with other certificate or diploma	4.3	14.1	8.6	2.6	9.4
University	9.8	13.3	10.8	1.1	10.8
without university certificate, diploma or degree	8.2	8.4	4.9	0.7	6.9
with university certificate or diploma only	0.3	0.7	1.9	0.0	0.9
with university degree	1.1	4.0	4.1	0.7	3.0
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	4,430	7,355	4,225	1,340	17,355
Other Canadians (without Aboriginal identity)					
Less than grade 9	4.1	5.7	11.5	41.7	14.4
Secondary school	68.4	38.3	39.7	35.4	42.9
without certificate	53.2	23.0	29.9	30.7	31.4
with certificate	15.2	15.4	9.8	4.8	11.5
Trades or other non-university	13.0	32.6	30.0	16.1	25.5
without certificate	5.1	5.7	4.3	3.2	4.7
with trades certificate or diploma	3.4	13.3	13.9	7.5	10.8
with other certificate or diploma	4.4	13.6	11.8	5.4	10.0
University	14.5	23.3	18.8	6.8	17.2
without university certificate, diploma or degree	10.6	8.7	5.0	2.2	6.6
with university certificate or diploma only	1.1	2.5	3.5	1.8	2.4
with university degree	2.9	12.0	10.3	2.8	8.2
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	41,420	87,740	83,525	52,205	264,890

Table B36
Proportion of Population 15+ Residing in Towns (population 10,000-99,999) by
Highest Level of Schooling, Age and Identity Groups, Manitoba, 2001

(Attending or Not Attending School)	Age Group				Total 15+
	15-24	25-44	45-64	65+	
	Percent				
Registered Indian					
Less than grade 9	9.4	8.5	30.0	79.2	14.5
Secondary school	72.6	32.8	23.3	16.7	43.3
without certificate	67.9	26.2	21.7	16.7	38.0
with certificate	4.7	6.6	1.7	0.0	5.2
Trades or other non-university	10.7	29.5	24.2	0.0	21.8
without certificate	3.0	7.9	5.8	0.0	5.8
with trades certificate or diploma	3.8	9.0	7.5	0.0	6.7
with other certificate or diploma	3.4	12.3	12.5	0.0	9.1
University	7.3	29.5	22.5	0.0	20.4
without university certificate, diploma or degree	6.0	22.7	11.7	0.0	14.9
with university certificate or diploma only	0.0	2.2	1.7	0.0	1.5
with university degree	0.9	4.9	8.3	0.0	3.9
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	1,170	1,830	600	120	3,720
Others with Aboriginal Identity					
Less than grade 9	9.4	2.9	18.0	56.0	10.0
Secondary school	65.8	46.4	35.0	32.0	49.1
without certificate	53.7	33.2	32.0	36.0	38.5
with certificate	11.4	13.5	3.0	0.0	10.4
Trades or other non-university	13.4	31.4	29.0	12.0	25.2
without certificate	4.0	8.8	6.0	0.0	6.4
with trades certificate or diploma	6.7	9.1	18.0	8.0	9.7
with other certificate or diploma	3.4	13.5	6.0	8.0	8.9
University	11.4	19.0	18.0	0.0	15.7
without university certificate, diploma or degree	10.7	10.9	7.0	0.0	9.9
with university certificate or diploma only	0.0	1.1	0.0	0.0	0.5
with university degree	0.0	6.9	11.0	0.0	5.3
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	745	1,370	500	125	2,740
Other Canadians (without Aboriginal identity)					
Less than grade 9	1.4	1.7	7.2	22.1	6.8
Secondary school	57.8	31.3	36.6	43.2	39.8
without certificate	43.9	18.8	27.3	36.6	29.0
with certificate	13.9	12.5	9.3	6.5	10.8
Trades or other non-university	17.9	35.0	31.6	23.9	28.9
without certificate	5.9	5.5	4.5	4.3	5.1
with trades certificate or diploma	3.8	14.4	14.2	10.9	11.8
with other certificate or diploma	8.3	15.2	12.9	8.7	12.1
University	22.9	32.0	24.6	10.8	24.5
without university certificate, diploma or degree	16.3	13.1	6.6	3.3	10.1
with university certificate or diploma only	0.9	1.9	2.9	1.9	2.0
with university degree	5.7	17.0	15.1	5.6	12.4
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	8,110	15,625	12,675	7,795	44,205

Table B37
Proportion of Population 15+ Residing in Cities (population 100,000+) by Highest Level of Schooling, Age and Identity Groups, Manitoba, 2001

(Attending or Not Attending School)	Age Group				Total 15+
	15-24	25-44	45-64	65+	
	Percent				
Registered Indian					
Less than grade 9	6.0	7.8	29.1	64.7	14.3
Secondary school	74.3	42.4	26.7	16.4	46.5
without certificate	67.6	33.7	22.3	16.4	39.5
with certificate	6.8	8.8	4.2	1.7	7.0
Trades or other non-university	11.2	30.8	23.4	6.9	23.0
without certificate	6.0	9.8	6.4	3.4	7.9
with trades certificate or diploma	2.7	11.5	8.8	1.7	8.2
with other certificate or diploma	2.5	9.4	8.0	2.6	6.9
University	8.2	19.0	20.8	11.2	16.2
without university certificate, diploma or degree	6.7	11.7	8.3	5.2	9.4
with university certificate or diploma only	0.3	1.6	2.5	0.0	1.4
with university degree	1.4	5.6	10.2	5.2	5.4
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	3,655	6,610	2,955	580	13,795
Others with Aboriginal Identity					
Less than grade 9	4.1	3.7	17.0	50.7	9.3
Secondary school	67.3	38.8	36.4	32.4	45.2
without certificate	54.2	27.2	29.6	29.7	34.8
with certificate	13.0	11.6	6.7	3.2	10.4
Trades or other non-university	14.4	37.0	30.3	12.3	28.3
without certificate	6.4	9.9	7.3	2.7	8.0
with trades certificate or diploma	4.1	13.9	13.1	5.0	10.8
with other certificate or diploma	3.9	13.0	9.8	5.0	9.5
University	14.4	20.6	16.3	4.1	17.1
without university certificate, diploma or degree	11.2	11.0	6.2	1.4	9.4
with university certificate or diploma only	0.6	0.9	3.2	0.0	1.4
with university degree	2.5	8.7	6.7	1.8	6.3
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	5,425	9,715	5,000	1,095	21,235
Other Canadians (without Aboriginal identity)					
Less than grade 9	1.2	1.6	6.2	25.3	7.0
Secondary school	54.4	27.4	32.2	39.1	35.3
without certificate	39.9	15.0	20.5	30.0	23.4
with certificate	14.5	12.4	11.6	9.1	11.9
Trades or other non-university	14.0	30.6	28.6	21.4	25.7
without certificate	5.0	6.5	5.2	5.2	5.6
with trades certificate or diploma	3.7	10.5	11.0	9.0	9.3
with other certificate or diploma	5.4	13.6	12.4	7.2	10.8
University	30.3	40.4	33.0	14.2	32.0
without university certificate, diploma or degree	21.8	13.9	8.9	4.0	12.0
with university certificate or diploma only	1.0	2.3	3.4	1.9	2.4
with university degree	7.4	24.2	20.7	8.3	17.7
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	76,440	170,960	136,685	80,155	464,235

Table B38
Proportion of Population 15+ Residing in Rural/Urban Location by Highest Level of Schooling and Identity Group, Manitoba, 2001

(Attending or Not Attending School)	Rural	Towns	Cities	Total
	Percent			
Registered Indian				
Less than grade 9	25.9	14.5	14.3	22.2
Secondary school	46.6	43.3	46.5	46.3
without certificate	40.4	38.0	39.5	40.0
with certificate	6.2	5.2	7.0	6.3
Trades or other non-university	17.5	21.8	23.0	19.2
without certificate	5.4	5.8	7.9	6.1
with trades certificate or diploma	7.3	6.7	8.2	7.5
with other certificate or diploma	4.8	9.1	6.9	5.6
University	10.0	20.4	16.2	12.2
without university certificate, diploma or degree	6.2	14.9	9.4	7.6
with university certificate or diploma only	1.1	1.5	1.4	1.2
with university degree	2.6	3.9	5.4	3.4
Total Percentage	100.0	100.0	100.0	100.0
Total Number	37,135	3,720	13,795	54,650
Others with Aboriginal Identity				
Less than grade 9	13.7	10.0	9.3	11.2
Secondary school	50.0	49.1	45.2	47.4
without certificate	37.9	38.5	34.8	36.4
with certificate	12.0	10.4	10.4	11.1
Trades or other non-university	25.5	25.2	28.3	26.9
without certificate	4.5	6.4	8.0	6.4
with trades certificate or diploma	11.6	9.7	10.8	11.0
with other certificate or diploma	9.4	8.9	9.5	9.4
University	10.8	15.7	17.1	14.4
without university certificate, diploma or degree	6.9	9.9	9.4	8.4
with university certificate or diploma only	0.9	0.5	1.4	1.1
with university degree	3.0	5.3	6.3	4.9
Total Percentage	100.0	100.0	100.0	100.0
Total Number	17,355	2,740	21,235	41,330
Other Canadians (without Aboriginal identity)				
Less than grade 9	14.4	6.8	7.0	9.5
Secondary school	42.9	39.8	35.3	38.1
without certificate	31.4	29.0	23.4	26.4
with certificate	11.5	10.8	11.9	11.7
Trades or other non-university	25.5	28.9	25.7	25.8
without certificate	4.7	5.1	5.6	5.3
with trades certificate or diploma	10.8	11.8	9.3	9.9
with other certificate or diploma	10.0	12.1	10.8	10.6
University	17.2	24.5	32.0	26.5
without university certificate, diploma or degree	6.6	10.1	12.0	10.0
with university certificate or diploma only	2.4	2.0	2.4	2.4
with university degree	8.2	12.4	17.7	14.1
Total Percentage	100.0	100.0	100.0	100.0
Total Number	264,890	44,205	464,235	773,335

Table B39
Proportion of Population 15+ Residing in All Rural/Urban Locations by Highest
Level of Schooling, Age and Identity Groups, Saskatchewan, 2001

(Attending or Not Attending School)	Age Group				Total 15+
	15-24	25-44	45-64	65+	
	Percent				
Registered Indian					
Less than grade 9	11.4	13.2	31.0	74.5	19.0
Secondary school	73.1	35.5	26.0	12.6	44.5
without certificate	64.0	27.7	22.6	10.8	37.4
with certificate	9.1	7.8	3.5	2.0	7.1
Trades or other non-university	8.5	28.6	23.6	9.4	20.3
without certificate	3.7	8.8	5.6	1.4	6.2
with trades certificate or diploma	3.4	11.5	12.1	5.8	8.7
with other certificate or diploma	1.5	8.2	5.9	2.0	5.3
University	6.9	22.8	19.4	3.4	16.1
without university certificate, diploma or degree	6.3	14.1	9.2	2.0	10.1
with university certificate or diploma only	0.3	2.7	3.0	0.6	1.9
with university degree	0.3	6.0	7.1	0.8	4.2
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	15,440	21,735	8,890	2,495	48,560
Others with Aboriginal Identity					
Less than grade 9	5.2	5.9	19.6	61.5	11.8
Secondary school	67.9	38.0	33.4	20.1	44.5
without certificate	55.5	27.5	26.6	16.6	34.6
with certificate	12.5	10.5	6.9	3.8	9.9
Trades or other non-university	12.7	36.9	32.6	14.0	27.8
without certificate	4.2	8.8	7.0	3.2	6.8
with trades certificate or diploma	4.5	15.5	16.4	6.1	12.1
with other certificate or diploma	4.0	12.6	9.2	4.7	9.0
University	14.2	19.1	14.3	4.4	15.8
without university certificate, diploma or degree	11.7	10.0	5.1	2.6	9.1
with university certificate or diploma only	0.3	1.7	3.0	1.2	1.6
with university degree	2.1	7.3	6.1	0.9	5.2
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	8,525	13,485	6,375	1,715	30,095
Other Canadians (without Aboriginal identity)					
Less than grade 9	1.7	2.1	7.4	32.7	9.6
Secondary school	59.8	32.2	36.2	38.3	39.4
without certificate	46.5	19.3	25.4	31.7	28.3
with certificate	13.3	12.9	10.8	6.6	11.1
Trades or other non-university	14.4	34.6	30.2	17.9	26.5
without certificate	4.6	5.4	4.4	3.7	4.7
with trades certificate or diploma	4.7	15.2	14.2	8.2	11.7
with other certificate or diploma	5.1	14.0	11.6	6.0	10.2
University	24.1	31.1	26.2	11.1	24.5
without university certificate, diploma or degree	18.5	11.5	7.1	3.0	9.8
with university certificate or diploma only	0.9	2.4	4.4	3.4	2.9
with university degree	4.7	17.2	14.7	4.7	11.8
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	118,890	227,165	198,265	132,545	676,865

Table B40
Proportion of Population 15+ Residing in Rural Location (population less than 10,000) by Highest Level of Schooling, Age and Identity Groups, Saskatchewan, 2001

(Attending or Not Attending School)	Age Group				Total 15+
	15-24	25-44	45-64	65+	
	Percent				
Registered Indian					
Less than grade 9	12.3	15.8	37.1	79.3	22.8
Secondary school	74.5	36.8	23.5	10.0	44.2
without certificate	65.8	29.3	20.2	8.2	37.5
with certificate	8.7	7.5	3.3	1.7	6.7
Trades or other non-university	8.2	29.0	24.4	8.5	20.4
without certificate	3.1	8.0	5.1	1.5	5.5
with trades certificate or diploma	3.7	12.8	13.2	4.7	9.5
with other certificate or diploma	1.4	8.2	6.0	2.0	5.3
University	5.0	18.4	15.0	2.0	12.6
without university certificate, diploma or degree	4.4	11.1	6.7	1.2	7.6
with university certificate or diploma only	0.3	2.6	3.0	0.5	1.8
with university degree	0.3	4.6	5.4	0.5	3.1
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	9,895	13,890	6,150	2,005	31,940
Others with Aboriginal Identity					
Less than grade 9	6.6	8.8	25.1	63.4	15.6
Secondary school	67.8	37.5	33.3	18.6	43.4
without certificate	58.7	28.1	28.0	17.0	35.5
with certificate	9.3	9.5	5.3	2.1	7.9
Trades or other non-university	13.4	40.7	30.0	13.9	29.0
without certificate	4.2	8.9	5.6	3.1	6.5
with trades certificate or diploma	4.8	18.3	15.9	7.7	13.4
with other certificate or diploma	4.2	13.4	8.6	3.1	9.2
University	12.4	12.9	11.5	4.1	11.9
without university certificate, diploma or degree	10.4	7.3	3.9	1.5	7.0
with university certificate or diploma only	0.4	1.6	2.6	1.5	1.5
with university degree	1.5	4.0	5.0	1.0	3.4
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	3,885	6,220	3,305	970	14,375
Other Canadians (without Aboriginal identity)					
Less than grade 9	2.6	3.3	9.8	38.5	13.1
Secondary school	67.2	38.3	40.0	39.0	43.5
without certificate	55.1	23.9	29.5	33.4	32.7
with certificate	12.1	14.4	10.5	5.6	10.9
Trades or other non-university	14.4	36.9	30.8	14.3	26.4
without certificate	4.7	5.5	4.5	3.2	4.6
with trades certificate or diploma	5.0	17.6	15.5	6.7	12.5
with other certificate or diploma	4.7	13.7	10.8	4.4	9.3
University	15.8	21.6	19.4	8.2	17.0
without university certificate, diploma or degree	12.7	8.6	5.4	2.3	6.8
with university certificate or diploma only	0.9	2.1	4.5	3.4	2.9
with university degree	2.3	10.8	9.4	2.6	7.2
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	49,050	95,345	97,955	69,895	312,255

Table B41
Proportion of Population 15+ Residing in Towns (population 10,000-99,999) by
Highest Level of Schooling, Age and Identity Groups, Saskatchewan, 2001

(Attending or Not Attending School)	Age Group				Total 15+
	15-24	25-44	45-64	65+	
	Percent				
Registered Indian					
Less than grade 9	9.7	10.5	19.2	63.2	14.1
Secondary school	72.3	36.3	35.8	15.8	47.3
without certificate	60.5	28.3	30.6	15.8	38.8
with certificate	12.1	8.1	5.7	0.0	8.6
Trades or other non-university	10.0	29.1	21.2	10.5	20.6
without certificate	5.0	11.7	5.7	0.0	7.9
with trades certificate or diploma	3.8	7.4	9.3	7.9	6.5
with other certificate or diploma	0.9	10.1	6.7	5.3	6.3
University	8.0	24.0	22.8	10.5	17.9
without university certificate, diploma or degree	6.8	15.0	14.0	7.9	11.7
with university certificate or diploma only	0.0	4.3	3.1	0.0	2.5
with university degree	1.2	4.9	5.7	5.3	3.6
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	1,695	2,230	965	190	5,080
Others with Aboriginal Identity					
Less than grade 9	5.3	4.3	12.5	71.9	9.9
Secondary school	72.8	44.4	35.3	12.5	49.6
without certificate	54.6	32.6	26.3	10.9	37.1
with certificate	18.2	11.7	8.6	3.1	12.6
Trades or other non-university	12.7	34.8	36.9	10.9	27.3
without certificate	5.0	8.3	6.3	3.1	6.7
with trades certificate or diploma	3.2	14.7	18.0	4.7	11.2
with other certificate or diploma	4.0	12.1	12.5	6.3	9.4
University	9.2	16.4	14.9	3.1	13.2
without university certificate, diploma or degree	6.1	7.9	7.1	3.1	6.8
with university certificate or diploma only	0.8	2.3	2.4	3.1	1.7
with university degree	2.6	5.8	5.1	0.0	4.6
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	1,895	2,655	1,275	320	6,140
Other Canadians (without Aboriginal identity)					
Less than grade 9	1.7	1.5	6.9	31.3	9.5
Secondary school	63.7	33.5	37.9	39.1	41.2
without certificate	48.5	21.0	26.5	32.4	29.7
with certificate	15.2	12.5	11.4	6.6	11.4
Trades or other non-university	17.4	39.2	32.0	20.2	29.3
without certificate	5.5	6.5	4.3	3.9	5.2
with trades certificate or diploma	5.5	16.7	15.5	9.5	12.9
with other certificate or diploma	6.4	15.9	12.2	6.8	11.3
University	17.2	25.8	23.3	9.4	20.1
without university certificate, diploma or degree	14.0	10.3	6.9	2.6	8.4
with university certificate or diploma only	0.5	1.9	3.3	3.3	2.4
with university degree	2.6	13.6	13.0	3.5	9.3
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	15,825	30,780	24,425	19,865	90,890

Table B42
Proportion of Population 15+ Residing in Cities (population 100,000+) by Highest Level of Schooling, Age and Identity Groups, Saskatchewan, 2001

(Attending or Not Attending School)	Age Group				Total 15+
	15-24	25-44	45-64	65+	
	Percent				
Registered Indian					
Less than grade 9	9.7	7.7	16.3	50.0	10.8
Secondary school	69.9	31.9	29.3	28.3	44.1
without certificate	61.0	23.8	25.9	25.0	36.6
with certificate	8.7	8.1	3.4	3.3	7.5
Trades or other non-university	8.8	27.3	21.7	15.0	19.9
without certificate	4.8	9.8	6.8	0.0	7.5
with trades certificate or diploma	2.1	10.1	10.1	13.3	7.5
with other certificate or diploma	1.9	7.4	4.8	0.0	5.0
University	11.6	33.2	32.4	6.7	25.2
without university certificate, diploma or degree	10.9	21.1	15.2	3.3	16.3
with university certificate or diploma only	0.3	2.1	3.1	0.0	1.7
with university degree	0.3	10.1	13.8	3.3	7.1
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	3,850	5,620	1,775	300	11,540
Others with Aboriginal Identity					
Less than grade 9	3.1	3.0	14.5	48.3	7.3
Secondary school	64.8	35.1	32.6	29.9	42.8
without certificate	51.7	23.9	24.0	19.5	31.7
with certificate	13.3	11.1	8.6	9.2	11.2
Trades or other non-university	12.0	33.0	34.3	16.1	26.4
without certificate	3.5	8.9	10.0	3.4	7.4
with trades certificate or diploma	4.7	12.4	16.4	4.6	10.6
with other certificate or diploma	3.6	11.7	7.8	6.9	8.4
University	20.2	28.9	18.9	8.0	23.6
without university certificate, diploma or degree	17.5	14.8	5.8	5.7	13.5
with university certificate or diploma only	0.0	1.7	4.5	0.0	1.6
with university degree	2.6	12.4	8.4	2.3	8.4
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	2,745	4,605	1,795	435	9,580
Other Canadians (without Aboriginal identity)					
Less than grade 9	0.9	1.1	4.5	23.9	5.6
Secondary school	51.9	26.0	30.7	36.8	34.1
without certificate	38.0	14.4	19.6	28.7	22.7
with certificate	13.9	11.6	11.0	8.1	11.4
Trades or other non-university	13.5	31.2	29.0	22.7	25.7
without certificate	4.3	4.9	4.4	4.5	4.6
with trades certificate or diploma	4.1	12.5	12.2	10.0	10.4
with other certificate or diploma	5.0	13.7	12.4	8.2	10.8
University	33.7	41.7	35.9	16.5	34.6
without university certificate, diploma or degree	25.2	14.6	9.2	4.3	13.6
with university certificate or diploma only	1.0	2.9	4.7	3.4	3.1
with university degree	7.5	24.3	22.0	8.8	17.9
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	54,010	101,040	75,885	42,790	273,720

Table B43
Proportion of Population 15+ Residing in Rural/Urban Location by Highest Level of Schooling and Identity Group, Saskatchewan, 2001

(Attending or Not Attending School)	Rural	Towns	Cities	Total
	Percent			
Registered Indian				
Less than grade 9	22.8	14.1	10.8	19.0
Secondary school	44.2	47.3	44.1	44.5
without certificate	37.5	38.8	36.6	37.4
with certificate	6.7	8.6	7.5	7.1
Trades or other non-university	20.4	20.6	19.9	20.3
without certificate	5.5	7.9	7.5	6.2
with trades certificate or diploma	9.5	6.5	7.5	8.7
with other certificate or diploma	5.3	6.3	5.0	5.3
University	12.6	17.9	25.2	16.1
without university certificate, diploma or degree	7.6	11.7	16.3	10.1
with university certificate or diploma only	1.8	2.5	1.7	1.9
with university degree	3.1	3.6	7.1	4.2
Total Percentage	100.0	100.0	100.0	100.0
Total Number	31,940	5,080	11,540	48,560
Others with Aboriginal Identity				
Less than grade 9	15.6	9.9	7.3	11.8
Secondary school	43.4	49.6	42.8	44.5
without certificate	35.5	37.1	31.7	34.6
with certificate	7.9	12.6	11.2	9.9
Trades or other non-university	29.0	27.3	26.4	27.8
without certificate	6.5	6.7	7.4	6.8
with trades certificate or diploma	13.4	11.2	10.6	12.1
with other certificate or diploma	9.2	9.4	8.4	9.0
University	11.9	13.2	23.6	15.8
without university certificate, diploma or degree	7.0	6.8	13.5	9.1
with university certificate or diploma only	1.5	1.7	1.6	1.6
with university degree	3.4	4.6	8.4	5.2
Total Percentage	100.0	100.0	100.0	100.0
Total Number	14,375	6,140	9,580	30,095
Other Canadians (without Aboriginal identity)				
Less than grade 9	13.1	9.5	5.6	9.6
Secondary school	43.5	41.2	34.1	39.4
without certificate	32.7	29.7	22.7	28.3
with certificate	10.9	11.4	11.4	11.1
Trades or other non-university	26.4	29.3	25.7	26.5
without certificate	4.6	5.2	4.6	4.7
with trades certificate or diploma	12.5	12.9	10.4	11.7
with other certificate or diploma	9.3	11.3	10.8	10.2
University	17.0	20.1	34.6	24.5
without university certificate, diploma or degree	6.8	8.4	13.6	9.8
with university certificate or diploma only	2.9	2.4	3.1	2.9
with university degree	7.2	9.3	17.9	11.8
Total Percentage	100.0	100.0	100.0	100.0
Total Number	312,255	90,890	273,720	676,865

Table B44
Proportion of Population 15+ Residing in All Rural/Urban Locations by Highest
Level of Schooling, Age and Identity Groups, Alberta, 2001

(Attending or Not Attending School)	Age Group				Total 15+
	15-24	25-44	45-64	65+	
	Percent				
Registered Indian					
Less than grade 9	10.7	9.1	23.7	70.7	15.3
Secondary school	69.6	37.9	27.7	16.8	44.1
without certificate	60.3	30.4	21.9	14.0	36.6
with certificate	9.4	7.6	5.8	2.8	7.5
Trades or other non-university	15.1	38.3	34.1	10.4	29.5
without certificate	8.6	13.5	9.7	2.3	10.9
with trades certificate or diploma	4.5	14.1	13.6	4.7	10.8
with other certificate or diploma	2.0	10.7	10.8	3.4	7.8
University	4.6	14.7	14.5	2.1	11.1
without university certificate, diploma or degree	3.9	8.4	6.2	1.5	6.4
with university certificate or diploma only	0.2	1.6	2.4	0.4	1.3
with university degree	0.4	4.6	5.9	0.0	3.4
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	14,695	23,870	9,870	2,355	50,790
Others with Aboriginal Identity					
Less than grade 9	3.1	4.5	13.8	54.6	8.8
Secondary school	71.9	36.8	35.7	25.2	45.4
without certificate	57.0	26.2	27.9	22.3	34.7
with certificate	14.9	10.7	7.8	2.7	10.8
Trades or other non-university	17.7	44.1	36.5	14.4	33.7
without certificate	9.0	12.6	7.9	3.4	10.1
with trades certificate or diploma	4.2	16.7	18.7	8.5	13.3
with other certificate or diploma	4.5	14.8	9.9	2.5	10.3
University	7.3	14.7	14.0	5.8	12.0
without university certificate, diploma or degree	5.7	7.4	6.1	2.3	6.4
with university certificate or diploma only	0.5	1.4	1.8	0.9	1.2
with university degree	1.1	5.9	6.0	2.5	4.4
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	13,985	23,650	11,325	2,775	51,735
Other Canadians (without Aboriginal identity)					
Less than grade 9	1.7	1.9	5.3	23.7	5.6
Secondary school	59.1	27.9	31.5	39.3	36.1
without certificate	43.3	16.0	20.4	31.4	24.2
with certificate	15.8	11.9	11.1	7.9	11.9
Trades or other non-university	19.0	37.9	34.7	23.9	31.8
without certificate	8.6	7.9	5.5	4.6	6.9
with trades certificate or diploma	4.0	13.6	14.7	11.0	11.9
with other certificate or diploma	6.5	16.4	14.4	8.3	13.0
University	20.2	32.3	28.6	13.2	26.6
without university certificate, diploma or degree	14.2	9.6	7.3	3.1	9.0
with university certificate or diploma only	0.9	2.0	2.7	2.3	2.0
with university degree	5.1	20.7	18.6	7.7	15.6
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	406,650	896,000	637,640	279,210	2,219,495

Table B45
Proportion of Population 15+ Residing in Rural Location (population less than 10,000) by Highest Level of Schooling, Age and Identity Groups, Alberta, 2001

(Attending or Not Attending School)	Age Group				Total 15+
	15-24	25-44	45-64	65+	
	Percent				
Registered Indian					
Less than grade 9	14.3	12.5	29.3	77.2	20.1
Secondary school	69.6	39.7	27.0	12.8	44.3
without certificate	61.4	33.1	22.1	10.1	37.8
with certificate	8.2	6.6	4.9	2.7	6.5
Trades or other non-university	13.7	37.2	31.9	9.0	27.6
without certificate	7.3	12.7	8.8	2.2	9.8
with trades certificate or diploma	4.8	15.0	14.6	4.3	11.3
with other certificate or diploma	1.6	9.5	8.4	2.2	6.5
University	2.4	10.6	11.7	1.6	7.9
without university certificate, diploma or degree	2.1	6.7	5.3	0.8	4.7
with university certificate or diploma only	0.1	1.3	1.9	0.0	1.0
with university degree	0.1	2.7	4.6	0.0	2.2
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	9,390	14,335	6,475	1,840	32,040
Others with Aboriginal Identity					
Less than grade 9	5.2	6.1	16.8	61.2	12.1
Secondary school	75.2	38.5	36.3	21.1	46.4
without certificate	60.9	28.1	28.0	19.0	36.1
with certificate	14.2	10.4	8.1	2.0	10.3
Trades or other non-university	15.9	44.9	37.6	13.6	33.5
without certificate	9.0	11.2	7.8	2.7	9.2
with trades certificate or diploma	3.9	20.5	21.2	9.5	15.6
with other certificate or diploma	3.0	13.2	8.7	1.0	8.7
University	3.9	10.5	9.5	3.4	8.1
without university certificate, diploma or degree	3.3	5.4	4.1	1.0	4.2
with university certificate or diploma only	0.0	1.3	1.1	1.0	0.9
with university degree	0.4	3.9	4.2	2.0	3.0
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	5,695	9,565	5,125	1,470	21,855
Other Canadians (without Aboriginal identity)					
Less than grade 9	3.6	3.2	6.1	27.6	7.6
Secondary school	68.1	35.7	38.1	42.5	43.1
without certificate	52.4	21.1	26.6	36.0	30.4
with certificate	15.7	14.6	11.5	6.5	12.7
Trades or other non-university	17.1	41.6	36.5	21.5	32.9
without certificate	7.3	8.0	5.4	3.6	6.5
with trades certificate or diploma	4.2	17.4	17.5	11.5	14.3
with other certificate or diploma	5.7	16.3	13.6	6.4	12.2
University	11.2	19.5	19.2	8.5	16.4
without university certificate, diploma or degree	8.3	7.0	5.5	2.2	6.1
with university certificate or diploma only	0.6	1.4	2.2	2.2	1.6
with university degree	2.2	11.0	11.5	4.2	8.7
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	109,045	230,635	194,615	86,695	620,990

Table B46
Proportion of Population 15+ Residing in Towns (population 10,000-99,999) by
Highest Level of Schooling, Age and Identity Groups, Alberta, 2001

(Attending or Not Attending School)	Age Group				Total 15+
	15-24	25-44	45-64	65+	
	Percent				
Registered Indian					
Less than grade 9	5.0	3.9	18.7	47.6	7.9
Secondary school	65.4	40.6	25.1	23.8	44.2
without certificate	51.9	27.6	19.3	23.8	32.9
with certificate	13.1	13.0	5.3	0.0	11.3
Trades or other non-university	20.8	40.6	37.4	19.0	34.1
without certificate	13.5	14.8	10.5	9.5	13.5
with trades certificate or diploma	4.2	13.8	14.0	0.0	10.8
with other certificate or diploma	3.1	12.0	13.5	14.3	9.8
University	9.2	14.6	19.3	9.5	13.8
without university certificate, diploma or degree	7.7	9.3	7.6	0.0	8.6
with university certificate or diploma only	0.8	0.4	4.1	0.0	1.3
with university degree	0.8	4.9	7.0	0.0	3.9
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	1,300	2,425	855	105	4,675
Others with Aboriginal Identity					
Less than grade 9	1.7	2.6	9.1	51.0	5.2
Secondary school	73.9	36.6	36.5	28.6	47.9
without certificate	57.7	24.5	30.1	24.5	35.9
with certificate	16.1	12.0	6.4	6.1	12.0
Trades or other non-university	16.6	46.7	41.2	12.2	35.1
without certificate	6.8	13.2	8.1	0.0	9.8
with trades certificate or diploma	5.5	17.9	18.9	8.2	13.9
with other certificate or diploma	4.2	15.7	14.2	4.1	11.4
University	8.1	14.2	13.2	6.1	11.8
without university certificate, diploma or degree	6.2	7.0	4.7	0.0	6.1
with university certificate or diploma only	1.1	2.8	1.4	0.0	1.9
with university degree	0.8	4.5	6.8	4.1	3.8
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	2,355	3,445	1,480	245	7,530
Other Canadians (without Aboriginal identity)					
Less than grade 9	1.4	1.2	4.1	24.2	4.8
Secondary school	62.0	30.9	32.9	41.1	39.0
without certificate	44.7	17.7	21.6	34.0	26.2
with certificate	17.3	13.2	11.2	7.2	12.7
Trades or other non-university	21.5	42.9	39.0	23.7	35.2
without certificate	9.4	8.9	5.8	4.3	7.6
with trades certificate or diploma	5.1	16.8	17.5	11.0	13.9
with other certificate or diploma	7.0	17.2	15.7	8.4	13.6
University	15.1	25.0	24.0	11.0	21.0
without university certificate, diploma or degree	11.1	8.8	6.8	2.9	8.0
with university certificate or diploma only	0.7	1.7	2.6	2.5	1.9
with university degree	3.2	14.4	14.6	5.7	11.1
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	62,555	125,690	83,535	37,850	309,620

Table B47
Proportion of Population 15+ Residing in Cities (population 100,000+) by Highest Level of Schooling, Age and Identity Groups, Alberta, 2001

(Attending or Not Attending School)	Age Group				Total 15+
	15-24	25-44	45-64	65+	
	Percent				
Registered Indian					
Less than grade 9	4.2	3.9	11.0	47.0	6.5
Secondary school	71.2	33.4	30.5	33.7	43.6
without certificate	60.2	25.8	22.4	30.1	35.1
with certificate	10.8	7.6	8.3	3.6	8.5
Trades or other non-university	16.5	39.8	38.7	14.5	32.3
without certificate	10.1	14.7	11.6	2.4	12.5
with trades certificate or diploma	3.7	12.4	11.2	6.0	9.6
with other certificate or diploma	2.6	12.7	15.7	7.2	10.2
University	8.2	22.9	19.8	3.6	17.5
without university certificate, diploma or degree	6.9	11.7	8.1	2.4	9.4
with university certificate or diploma only	0.2	2.7	2.9	0.0	2.0
with university degree	0.9	8.4	8.8	0.0	6.1
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	4,010	7,110	2,545	415	14,075
Others with Aboriginal Identity					
Less than grade 9	1.8	3.5	12.1	46.2	6.9
Secondary school	67.9	35.4	35.0	29.2	43.7
without certificate	53.0	25.0	26.9	26.4	32.9
with certificate	15.0	10.4	8.0	3.3	10.8
Trades or other non-university	20.0	42.5	33.9	16.0	33.4
without certificate	9.9	13.7	8.1	4.2	11.1
with trades certificate or diploma	4.0	12.9	15.8	7.1	10.9
with other certificate or diploma	5.9	15.9	10.0	4.7	11.5
University	10.3	18.5	19.2	8.5	16.0
without university certificate, diploma or degree	7.7	9.3	8.7	4.2	8.5
with university certificate or diploma only	0.7	1.1	2.8	0.9	1.3
with university degree	1.9	8.0	7.7	3.3	6.1
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	5,935	10,645	4,715	1,060	22,350
Other Canadians (without Aboriginal identity)					
Less than grade 9	0.9	1.6	5.1	21.4	4.8
Secondary school	54.1	23.8	27.5	37.0	32.0
without certificate	38.7	13.4	16.7	28.2	20.7
with certificate	15.4	10.4	10.9	8.9	11.3
Trades or other non-university	19.2	35.1	32.8	25.3	30.4
without certificate	8.9	7.6	5.5	5.2	7.0
with trades certificate or diploma	3.6	11.3	12.6	10.7	10.2
with other certificate or diploma	6.7	16.2	14.6	9.3	13.2
University	25.8	39.5	34.6	16.3	32.9
without university certificate, diploma or degree	17.8	11.0	8.3	3.7	10.6
with university certificate or diploma only	1.1	2.3	3.0	2.3	2.3
with university degree	7.0	26.3	23.3	10.2	20.0
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	235,050	539,675	359,500	154,665	1,288,890

Table B48
Proportion of Population 15+ Residing in Rural/Urban Location by Highest Level of Schooling and Identity Group, Alberta, 2001

(Attending or Not Attending School)	Rural	Towns	Cities	Total
	Percent			
Registered Indian				
Less than grade 9	20.1	7.9	6.5	15.3
Secondary school	44.3	44.2	43.6	44.1
without certificate	37.8	32.9	35.1	36.6
with certificate	6.5	11.3	8.5	7.5
Trades or other non-university	27.6	34.1	32.3	29.5
without certificate	9.8	13.5	12.5	10.9
with trades certificate or diploma	11.3	10.8	9.6	10.8
with other certificate or diploma	6.5	9.8	10.2	7.8
University	7.9	13.8	17.5	11.1
without university certificate, diploma or degree	4.7	8.6	9.4	6.4
with university certificate or diploma only	1.0	1.3	2.0	1.3
with university degree	2.2	3.9	6.1	3.4
Total Percentage	100.0	100.0	100.0	100.0
Total Number	32,040	4,675	14,075	50,790
Others with Aboriginal Identity				
Less than grade 9	12.1	5.2	6.9	8.8
Secondary school	46.4	47.9	43.7	45.4
without certificate	36.1	35.9	32.9	34.7
with certificate	10.3	12.0	10.8	10.8
Trades or other non-university	33.5	35.1	33.4	33.7
without certificate	9.2	9.8	11.1	10.1
with trades certificate or diploma	15.6	13.9	10.9	13.3
with other certificate or diploma	8.7	11.4	11.5	10.3
University	8.1	11.8	16.0	12.0
without university certificate, diploma or degree	4.2	6.1	8.5	6.4
with university certificate or diploma only	0.9	1.9	1.3	1.2
with university degree	3.0	3.8	6.1	4.4
Total Percentage	100.0	100.0	100.0	100.0
Total Number	21,855	7,530	22,350	51,735
Other Canadians (without Aboriginal identity)				
Less than grade 9	7.6	4.8	4.8	5.6
Secondary school	43.1	39.0	32.0	36.1
without certificate	30.4	26.2	20.7	24.2
with certificate	12.7	12.7	11.3	11.9
Trades or other non-university	32.9	35.2	30.4	31.8
without certificate	6.5	7.6	7.0	6.9
with trades certificate or diploma	14.3	13.9	10.2	11.9
with other certificate or diploma	12.2	13.6	13.2	13.0
University	16.4	21.0	32.9	26.6
without university certificate, diploma or degree	6.1	8.0	10.6	9.0
with university certificate or diploma only	1.6	1.9	2.3	2.0
with university degree	8.6	11.1	20.0	15.6
Total Percentage	100.0	100.0	100.0	100.0
Total Number	620,990	309,620	1,288,890	2,219,495

Table B49
Proportion of Population 15+ Residing in All Rural/Urban Locations by Highest
Level of Schooling, Age and Identity Groups, British Columbia, 2001

(Attending or Not Attending School)	Age Group				Total 15+
	15-24	25-44	45-64	65+	
	Percent				
Registered Indian					
Less than grade 9	5.4	5.9	18.9	62.9	12.5
Secondary school	72.1	39.8	33.7	22.4	45.0
without certificate	57.4	28.7	26.6	18.3	34.4
with certificate	14.7	11.1	7.1	4.1	10.6
Trades or other non-university	16.4	40.1	35.5	11.4	31.5
without certificate	8.7	13.0	8.4	2.7	10.2
with trades certificate or diploma	4.9	14.2	15.7	5.3	11.8
with other certificate or diploma	2.7	12.9	11.3	3.4	9.5
University	6.1	14.2	11.9	3.3	11.0
without university certificate, diploma or degree	4.9	7.9	6.0	1.7	6.3
with university certificate or diploma only	0.6	2.2	1.9	0.6	1.6
with university degree	0.7	4.0	4.0	1.0	3.0
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	17,330	33,145	17,480	4,510	72,470
Others with Aboriginal Identity					
Less than grade 9	2.4	3.0	10.0	36.8	6.7
Secondary school	72.1	34.9	32.8	35.0	43.7
without certificate	55.9	22.4	24.4	28.6	31.7
with certificate	16.2	12.5	8.5	6.4	12.0
Trades or other non-university	16.5	42.3	37.9	22.0	33.5
without certificate	8.3	10.5	6.7	4.0	8.6
with trades certificate or diploma	3.8	15.2	16.3	12.1	12.4
with other certificate or diploma	4.3	16.6	14.9	6.0	12.5
University	9.0	19.8	19.2	5.9	16.1
without university certificate, diploma or degree	7.2	9.5	9.0	2.7	8.4
with university certificate or diploma only	0.7	2.3	2.6	0.7	1.9
with university degree	1.1	8.0	7.7	2.6	5.9
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	11,395	19,880	11,550	2,730	45,555
Other Canadians (without Aboriginal identity)					
Less than grade 9	1.1	1.9	5.7	20.8	6.0
Secondary school	56.7	25.7	29.8	38.4	34.0
without certificate	40.9	13.5	17.2	28.2	21.4
with certificate	15.8	12.2	12.6	10.1	12.6
Trades or other non-university	17.5	35.6	32.7	24.7	30.0
without certificate	8.8	8.1	5.5	5.1	6.9
with trades certificate or diploma	3.4	11.7	13.1	11.0	10.7
with other certificate or diploma	5.3	15.8	14.1	8.6	12.4
University	24.6	36.9	31.8	16.1	30.0
without university certificate, diploma or degree	17.4	10.9	8.9	4.4	10.2
with university certificate or diploma only	1.9	3.3	3.7	2.8	3.1
with university degree	5.3	22.8	19.1	8.9	16.6
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	483,425	1,116,040	945,950	497,125	3,042,540

Table B50
Proportion of Population 15+ Residing in Rural Location (population less than 10,000) by Highest Level of Schooling, Age and Identity Groups, British Columbia, 2001

(Attending or Not Attending School)	Age Group				Total 15+
	15-24	25-44	45-64	65+	
	Percent				
Registered Indian					
Less than grade 9	6.0	6.8	22.7	68.6	15.4
Secondary school	73.9	41.5	33.2	17.3	45.1
without certificate	59.2	29.3	26.9	14.2	34.5
with certificate	14.8	12.2	6.4	3.2	10.6
Trades or other non-university	15.1	40.5	33.4	10.7	30.5
without certificate	7.1	12.6	8.4	2.5	9.5
with trades certificate or diploma	5.7	15.6	14.8	5.1	12.3
with other certificate or diploma	2.3	12.3	10.2	3.2	8.7
University	5.0	11.3	10.6	3.7	9.1
without university certificate, diploma or degree	4.0	6.8	5.3	1.5	5.4
with university certificate or diploma only	0.6	1.9	1.6	0.8	1.4
with university degree	0.4	2.6	3.7	1.2	2.2
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	8,865	16,650	9,700	2,950	38,170
Others with Aboriginal Identity					
Less than grade 9	1.4	3.1	10.9	41.9	7.5
Secondary school	76.0	37.5	37.1	31.9	46.2
without certificate	59.4	24.3	29.2	24.1	34.1
with certificate	16.6	13.1	7.9	7.3	12.1
Trades or other non-university	14.5	42.2	37.7	19.4	32.9
without certificate	7.5	10.1	5.4	3.1	7.8
with trades certificate or diploma	3.9	17.1	18.1	10.5	13.8
with other certificate or diploma	2.9	15.1	14.1	6.3	11.3
University	8.1	17.1	14.2	6.3	13.5
without university certificate, diploma or degree	6.1	8.9	7.8	3.1	7.6
with university certificate or diploma only	1.3	1.8	1.1	0.0	1.4
with university degree	0.7	6.3	5.5	3.7	4.5
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	3,460	6,040	4,110	955	14,565
Other Canadians (without Aboriginal identity)					
Less than grade 9	1.5	1.4	4.5	19.9	5.7
Secondary school	67.8	32.9	33.3	38.9	39.1
without certificate	50.1	18.2	21.3	30.6	26.1
with certificate	17.6	14.7	12.1	8.3	13.1
Trades or other non-university	14.9	40.7	36.9	27.3	33.3
without certificate	7.0	8.7	5.5	4.6	6.6
with trades certificate or diploma	3.8	16.0	17.1	13.8	14.2
with other certificate or diploma	4.1	16.0	14.4	8.9	12.5
University	15.8	25.0	25.3	14.0	21.9
without university certificate, diploma or degree	12.4	9.9	8.6	4.0	8.8
with university certificate or diploma only	1.2	2.4	2.9	2.6	2.4
with university degree	2.3	12.8	13.7	7.3	10.7
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	89,755	201,740	219,885	105,175	616,550

Table B51
Proportion of Population 15+ Residing in Towns (population 10,000-99,999) by
Highest Level of Schooling, Age and Identity Groups, British Columbia, 2001

(Attending or Not Attending School)	Age Group				Total 15+
	15-24	25-44	45-64	65+	
	Percent				
Registered Indian					
Less than grade 9	5.9	5.7	17.4	60.0	10.9
Secondary school	70.0	40.5	37.1	28.5	46.9
without certificate	56.9	30.7	30.2	21.8	37.0
with certificate	13.1	9.9	6.9	7.3	10.0
Trades or other non-university	17.5	38.4	35.3	9.7	30.8
without certificate	10.4	13.6	8.0	1.8	11.0
with trades certificate or diploma	4.0	13.2	16.0	4.8	11.0
with other certificate or diploma	3.1	11.7	11.0	2.4	8.9
University	6.5	15.2	10.4	1.2	11.3
without university certificate, diploma or degree	6.0	8.4	5.4	1.2	6.8
with university certificate or diploma only	0.4	2.3	2.3	0.0	1.8
with university degree	0.2	4.4	2.6	1.2	2.7
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	4,550	8,105	3,855	825	17,330
Others with Aboriginal Identity					
Less than grade 9	3.3	3.2	11.9	41.4	7.9
Secondary school	70.9	35.7	30.9	36.8	44.5
without certificate	55.1	22.1	21.5	31.6	31.9
with certificate	15.8	13.5	9.5	4.6	12.6
Trades or other non-university	16.3	43.8	39.3	19.5	33.4
without certificate	8.1	12.8	8.2	1.7	9.6
with trades certificate or diploma	3.8	15.6	17.5	14.9	12.7
with other certificate or diploma	4.4	15.5	13.6	2.9	11.0
University	9.5	17.3	17.9	2.9	14.3
without university certificate, diploma or degree	7.8	9.7	8.0	1.1	8.1
with university certificate or diploma only	0.4	2.5	3.5	0.0	2.0
with university degree	1.4	5.3	6.3	1.1	4.1
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	3,640	5,285	3,120	870	12,920
Other Canadians (without Aboriginal identity)					
Less than grade 9	1.2	1.6	4.8	18.8	5.9
Secondary school	63.0	30.3	32.5	40.4	38.1
without certificate	46.2	15.8	19.7	30.7	24.7
with certificate	16.8	14.5	12.8	9.8	13.4
Trades or other non-university	16.5	39.8	36.7	27.4	32.8
without certificate	8.0	9.0	5.9	5.6	7.2
with trades certificate or diploma	4.1	14.5	15.7	12.8	12.9
with other certificate or diploma	4.4	16.3	15.1	9.0	12.6
University	19.3	28.2	26.0	13.4	23.2
without university certificate, diploma or degree	15.0	10.9	8.5	3.9	9.5
with university certificate or diploma only	1.6	3.1	3.3	3.0	2.9
with university degree	2.6	14.2	14.1	6.5	10.9
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	85,265	180,960	168,720	104,040	538,985

Table B52
Proportion of Population 15+ Residing in Cities (population 100,000+) by Highest Level of Schooling, Age and Identity Groups, British Columbia, 2001

(Attending or Not Attending School)	Age Group				Total 15+
	15-24	25-44	45-64	65+	
	Percent				
Registered Indian					
Less than grade 9	3.6	4.5	11.0	43.2	7.4
Secondary school	70.4	35.8	31.8	35.8	42.8
without certificate	53.8	25.7	22.7	31.8	31.7
with certificate	16.6	10.1	9.1	4.7	11.1
Trades or other non-university	17.9	40.8	40.8	16.2	34.4
without certificate	10.6	13.1	8.7	4.1	11.1
with trades certificate or diploma	4.0	12.4	17.7	7.4	11.5
with other certificate or diploma	3.4	15.3	14.4	5.4	11.9
University	8.2	19.0	16.5	4.1	15.3
without university certificate, diploma or degree	5.7	9.5	8.4	3.4	8.1
with university certificate or diploma only	0.6	2.9	2.0	0.0	2.0
with university degree	1.8	6.6	6.0	1.4	5.1
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	3,915	8,390	3,920	740	16,975
Others with Aboriginal Identity					
Less than grade 9	2.3	2.7	7.8	27.6	5.1
Secondary school	70.1	32.6	30.2	37.6	41.1
without certificate	53.8	21.2	22.0	29.8	29.5
with certificate	16.3	11.4	8.3	7.2	11.6
Trades or other non-university	18.4	41.4	37.0	27.1	34.2
without certificate	9.2	9.4	6.8	7.2	8.6
with trades certificate or diploma	3.7	13.5	13.7	10.5	11.1
with other certificate or diploma	5.4	18.5	16.6	9.4	14.4
University	9.1	23.3	24.9	8.3	19.6
without university certificate, diploma or degree	7.7	9.8	10.9	3.9	9.2
with university certificate or diploma only	0.3	2.6	3.2	2.2	2.2
with university degree	1.2	10.9	10.9	1.1	8.1
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	4,295	8,555	4,320	905	18,075
Other Canadians (without Aboriginal identity)					
Less than grade 9	1.0	2.0	6.5	21.8	6.2
Secondary school	51.8	22.6	27.6	37.4	31.1
without certificate	36.8	11.6	14.8	26.5	18.9
with certificate	15.0	11.0	12.8	10.9	12.2
Trades or other non-university	18.5	33.1	29.9	22.8	28.2
without certificate	9.6	7.6	5.5	5.1	6.9
with trades certificate or diploma	3.1	9.8	10.7	9.4	8.9
with other certificate or diploma	5.9	15.6	13.7	8.4	12.4
University	28.7	42.3	36.1	17.9	34.5
without university certificate, diploma or degree	19.5	11.1	9.2	4.8	10.9
with university certificate or diploma only	2.2	3.6	4.2	2.9	3.4
with university degree	6.9	27.6	22.7	10.3	20.2
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	308,405	733,345	557,350	287,905	1,887,000

Table B53
Proportion of Population 15+ Residing in Rural/Urban Location by Highest Level of Schooling and Identity Group, British Columbia, 2001

(Attending or Not Attending School)	Rural	Towns	Cities	Total
	Percent			
Registered Indian				
Less than grade 9	15.4	10.9	7.4	12.5
Secondary school	45.1	46.9	42.8	45.0
without certificate	34.5	37.0	31.7	34.4
with certificate	10.6	10.0	11.1	10.6
Trades or other non-university	30.5	30.8	34.4	31.5
without certificate	9.5	11.0	11.1	10.2
with trades certificate or diploma	12.3	11.0	11.5	11.8
with other certificate or diploma	8.7	8.9	11.9	9.5
University	9.1	11.3	15.3	11.0
without university certificate, diploma or degree	5.4	6.8	8.1	6.3
with university certificate or diploma only	1.4	1.8	2.0	1.6
with university degree	2.2	2.7	5.1	3.0
Total Percentage	100.0	100.0	100.0	100.0
Total Number	38,170	17,330	16,975	72,470
Others with Aboriginal Identity				
Less than grade 9	7.5	7.9	5.1	6.7
Secondary school	46.2	44.5	41.1	43.7
without certificate	34.1	31.9	29.5	31.7
with certificate	12.1	12.6	11.6	12.0
Trades or other non-university	32.9	33.4	34.2	33.5
without certificate	7.8	9.6	8.6	8.6
with trades certificate or diploma	13.8	12.7	11.1	12.4
with other certificate or diploma	11.3	11.0	14.4	12.5
University	13.5	14.3	19.6	16.1
without university certificate, diploma or degree	7.6	8.1	9.2	8.4
with university certificate or diploma only	1.4	2.0	2.2	1.9
with university degree	4.5	4.1	8.1	5.9
Total Percentage	100.0	100.0	100.0	100.0
Total Number	14,565	12,920	18,075	45,555
Other Canadians (without Aboriginal identity)				
Less than grade 9	5.7	5.9	6.2	6.0
Secondary school	39.1	38.1	31.1	34.0
without certificate	26.1	24.7	18.9	21.4
with certificate	13.1	13.4	12.2	12.6
Trades or other non-university	33.3	32.8	28.2	30.0
without certificate	6.6	7.2	6.9	6.9
with trades certificate or diploma	14.2	12.9	8.9	10.7
with other certificate or diploma	12.5	12.6	12.4	12.4
University	21.9	23.2	34.5	30.0
without university certificate, diploma or degree	8.8	9.5	10.9	10.2
with university certificate or diploma only	2.4	2.9	3.4	3.1
with university degree	10.7	10.9	20.2	16.6
Total Percentage	100.0	100.0	100.0	100.0
Total Number	616,550	538,985	1,887,000	3,042,540

Table B54
Proportion of Population 15+ Residing in All Rural/Urban Locations by Highest
Level of Schooling, Age and Identity Groups, Yukon, 2001

(Attending or Not Attending School)	Age Group				Total 15+
	15-24	25-44	45-64	65+	
	Percent				
Registered Indian					
Less than grade 9	5.2	5.5	13.7	70.0	12.8
Secondary school	60.4	26.4	24.0	10.0	31.8
without certificate	47.4	20.7	20.6	8.3	25.2
with certificate	13.0	5.8	4.0	0.0	6.5
Trades or other non-university	31.8	55.9	50.3	13.3	45.9
without certificate	15.6	17.9	12.0	3.3	14.9
with trades certificate or diploma	8.4	16.4	22.9	5.0	15.4
with other certificate or diploma	7.8	21.3	16.0	5.0	15.6
University	3.2	12.5	10.9	5.0	9.5
without university certificate, diploma or degree	1.9	7.3	5.1	3.3	5.1
with university certificate or diploma only	0.0	1.2	1.7	3.3	1.3
with university degree	0.0	3.6	4.0	3.3	3.1
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	770	1,645	875	300	3,595
Others with Aboriginal Identity					
Less than grade 9	0.0	5.2	20.0	**	9.2
Secondary school	64.7	22.9	22.5	**	35.2
without certificate	47.1	16.7	20.0	**	26.5
with certificate	17.6	6.3	0.0	**	9.2
Trades or other non-university	23.5	51.0	30.0	**	38.3
without certificate	17.6	10.4	7.5	**	10.7
with trades certificate or diploma	0.0	28.1	17.5	**	18.4
with other certificate or diploma	5.9	12.5	5.0	**	8.7
University	9.8	20.8	22.5	**	17.3
without university certificate, diploma or degree	7.8	8.3	5.0	**	7.7
with university certificate or diploma only	0.0	2.1	5.0	**	2.6
with university degree	0.0	8.3	10.0	**	7.7
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	255	480	200	45	980
Other Canadians (without Aboriginal identity)					
Less than grade 9	1.9	1.2	2.4	19.6	3.0
Secondary school	62.2	20.1	23.1	34.2	29.1
without certificate	44.4	11.2	13.0	27.7	18.4
with certificate	17.8	9.0	10.1	6.9	10.6
Trades or other non-university	19.3	41.8	38.0	33.5	36.2
without certificate	9.7	7.9	6.3	5.8	7.5
with trades certificate or diploma	3.5	16.1	15.8	18.1	14.1
with other certificate or diploma	6.2	17.9	15.9	9.2	14.7
University	16.6	37.0	36.6	12.3	31.8
without university certificate, diploma or degree	13.0	9.5	9.8	5.0	9.8
with university certificate or diploma only	1.2	2.8	4.2	3.5	3.1
with university degree	2.6	24.7	22.6	3.8	18.9
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	2,895	7,345	6,380	1,300	17,915

Table B55
Proportion of Population 15+ Residing in Rural Location (population less than 10,000) by Highest Level of Schooling, Age and Identity Groups, Yukon, 2001

(Attending or Not Attending School)	Age Group				Total 15+
	15-24	25-44	45-64	65+	
	Percent				
Registered Indian					
Less than grade 9	4.5	5.4	17.2	78.3	15.7
Secondary school	57.3	27.1	23.8	8.7	29.8
without certificate	44.9	20.2	18.9	6.5	23.3
with certificate	12.4	6.9	4.9	0.0	6.8
Trades or other non-university	33.7	59.6	49.2	13.0	47.3
without certificate	14.6	17.2	10.7	4.3	13.7
with trades certificate or diploma	11.2	19.2	19.7	6.5	16.3
with other certificate or diploma	9.0	23.2	18.9	4.3	17.4
University	3.4	7.4	10.7	4.3	7.2
without university certificate, diploma or degree	3.4	4.4	6.6	0.0	4.1
with university certificate or diploma only	0.0	1.0	1.6	0.0	1.1
with university degree	0.0	3.0	3.3	4.3	2.0
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	445	1,015	610	230	2,295
Others with Aboriginal Identity					
Less than grade 9	**	6.3	9.5	**	8.6
Secondary school	**	28.1	23.8	**	30.0
without certificate	**	15.6	19.0	**	21.4
with certificate	**	12.5	9.5	**	8.6
Trades or other non-university	**	46.9	42.9	**	41.4
without certificate	**	9.4	9.5	**	11.4
with trades certificate or diploma	**	25.0	19.0	**	18.6
with other certificate or diploma	**	15.6	9.5	**	10.0
University	**	21.9	28.6	**	18.6
without university certificate, diploma or degree	**	9.4	9.5	**	7.1
with university certificate or diploma only	**	0.0	9.5	**	2.9
with university degree	**	9.4	9.5	**	8.6
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	60	160	105	25	350
Other Canadians (without Aboriginal identity)					
Less than grade 9	2.7	1.5	2.9	16.3	3.3
Secondary school	57.0	20.7	22.2	32.7	27.3
without certificate	41.9	9.5	11.6	24.5	15.9
with certificate	15.1	11.2	10.6	9.2	11.3
Trades or other non-university	25.3	44.0	43.1	40.8	40.8
without certificate	12.9	7.1	6.4	6.1	7.5
with trades certificate or diploma	5.9	17.2	20.5	21.4	17.3
with other certificate or diploma	6.5	19.6	16.2	13.3	15.9
University	15.1	33.8	31.9	11.2	28.7
without university certificate, diploma or degree	10.8	8.6	9.1	2.0	8.7
with university certificate or diploma only	1.6	2.8	3.3	3.1	2.8
with university degree	2.2	22.4	19.3	3.1	17.2
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	930	2,680	2,590	490	6,690

Table B56
Proportion of Population 15+ Residing in Towns (population 10,000-99,999) by
Highest Level of Schooling, Age and Identity Groups, Yukon, 2001

(Attending or Not Attending School)	15-24	25-44	45-64	65+	Total 15+
	Percent				
Registered Indian					
Less than grade 9	6.0	5.6	5.7	**	7.7
Secondary school	62.7	25.4	26.4	**	35.5
without certificate	49.3	20.6	24.5	**	28.6
with certificate	14.9	4.8	3.8	**	6.6
Trades or other non-university	26.9	49.2	56.6	**	43.6
without certificate	16.4	19.8	15.1	**	17.0
with trades certificate or diploma	6.0	11.1	32.1	**	13.9
with other certificate or diploma	4.5	18.3	7.5	**	12.4
University	3.0	19.8	13.2	**	13.5
without university certificate, diploma or degree	0.0	11.9	3.8	**	6.9
with university certificate or diploma only	3.0	1.6	0.0	**	1.5
with university degree	0.0	6.3	9.4	**	5.0
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	335	630	265	65	1,295
Others with Aboriginal Identity					
Less than grade 9	0.0	7.8	**	**	8.7
Secondary school	66.7	21.9	**	**	38.9
without certificate	46.2	17.2	**	**	29.4
with certificate	20.5	4.7	**	**	9.5
Trades or other non-university	20.5	53.1	**	**	35.7
without certificate	15.4	9.4	**	**	10.3
with trades certificate or diploma	0.0	31.3	**	**	18.3
with other certificate or diploma	5.1	12.5	**	**	7.1
University	12.8	18.8	**	**	15.9
without university certificate, diploma or degree	10.3	7.8	**	**	7.1
with university certificate or diploma only	5.1	3.1	**	**	2.4
with university degree	0.0	7.8	**	**	7.9
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	195	320	95	20	630
Other Canadians (without Aboriginal identity)					
Less than grade 9	1.5	0.9	2.0	21.7	2.8
Secondary school	64.6	19.7	23.6	36.0	30.1
without certificate	45.5	12.1	13.9	29.8	19.8
with certificate	19.3	7.7	9.8	5.6	10.2
Trades or other non-university	16.5	40.7	34.6	29.2	33.5
without certificate	8.1	8.3	6.3	5.6	7.4
with trades certificate or diploma	2.0	15.5	12.5	16.1	12.2
with other certificate or diploma	6.1	17.0	15.6	6.8	13.9
University	17.3	38.8	39.8	13.7	33.6
without university certificate, diploma or degree	13.7	10.0	10.2	6.8	10.5
with university certificate or diploma only	1.3	2.9	4.6	3.1	3.2
with university degree	2.8	26.1	24.9	4.3	19.9
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	1,965	4,660	3,790	805	11,225

Table B57
Proportion of Population 15+ Residing in Rural/Urban Location by Highest Level of Schooling and Identity Group, Yukon, 2001

(Attending or Not Attending School)	Rural	Towns	Cities	Total
	Percent			
Registered Indian				
Less than grade 9	15.7	7.7	**	12.8
Secondary school	29.8	35.5	**	31.9
without certificate	23.3	28.6	**	25.2
with certificate	6.8	6.6	**	6.5
Trades or other non-university	47.3	43.6	**	45.9
without certificate	13.7	17.0	**	14.9
with trades certificate or diploma	16.3	13.9	**	15.4
with other certificate or diploma	17.4	12.4	**	15.6
University	7.2	13.5	**	9.5
without university certificate, diploma or degree	4.1	6.9	**	5.1
with university certificate or diploma only	1.1	1.5	**	1.3
with university degree	2.0	5.0	**	3.1
Total Percentage	100.0	100.0	**	100.0
Total Number	2,295	1,295	0	3,595
Others with Aboriginal Identity				
Less than grade 9	8.6	8.7	**	9.2
Secondary school	30.0	38.9	**	35.2
without certificate	21.4	29.4	**	26.5
with certificate	8.6	9.5	**	9.2
Trades or other non-university	41.4	35.7	**	38.3
without certificate	11.4	10.3	**	10.7
with trades certificate or diploma	18.6	18.3	**	18.4
with other certificate or diploma	10.0	7.1	**	8.7
University	18.6	15.9	**	17.3
without university certificate, diploma or degree	7.1	7.1	**	7.7
with university certificate or diploma only	2.9	2.4	**	2.6
with university degree	8.6	7.9	**	7.7
Total Percentage	100.0	100.0	**	100.0
Total Number	350	630	0	980
Other Canadians (without Aboriginal identity)				
Less than grade 9	3.3	2.8	**	3.0
Secondary school	27.3	30.1	**	29.1
without certificate	15.9	19.8	**	18.4
with certificate	11.3	10.2	**	10.6
Trades or other non-university	40.8	33.5	**	36.2
without certificate	7.5	7.4	**	7.5
with trades certificate or diploma	17.3	12.2	**	14.1
with other certificate or diploma	15.9	13.9	**	14.7
University	28.7	33.6	**	31.8
without university certificate, diploma or degree	8.7	10.5	**	9.8
with university certificate or diploma only	2.8	3.2	**	3.1
with university degree	17.2	19.9	**	18.9
Total Percentage	100.0	100.0	**	100.0
Total Number	6,690	11,225	0	17,915

Table B58
Proportion of Population 15+ Residing in All Rural/Urban Locations by Highest Level of Schooling, Age and Identity Groups, Northwest Territories, 2001

(Attending or Not Attending School)	Age Group				Total 15+
	15-24	25-44	45-64	65+	
	Percent				
Registered Indian					
Less than grade 9	10.1	19.9	38.2	90.7	27.8
Secondary school	71.2	32.0	21.5	3.6	37.3
without certificate	64.4	26.5	17.0	2.9	32.2
with certificate	6.6	5.3	4.8	1.4	5.1
Trades or other non-university	15.9	41.3	33.0	5.0	29.9
without certificate	9.6	12.3	8.2	1.4	9.6
with trades certificate or diploma	3.8	15.6	14.8	3.6	11.2
with other certificate or diploma	2.5	13.6	10.3	0.0	9.0
University	2.8	6.8	7.0	0.0	5.1
without university certificate, diploma or degree	2.5	3.4	2.4	0.0	2.6
with university certificate or diploma only	0.0	0.9	1.2	0.0	0.6
with university degree	0.5	2.4	3.3	0.0	1.8
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	1,980	3,375	1,650	700	7,700
Others with Aboriginal Identity					
Less than grade 9	9.9	13.6	26.2	79.7	19.9
Secondary school	69.5	26.2	20.8	10.9	36.1
without certificate	59.9	18.8	15.8	7.8	28.9
with certificate	9.9	7.2	5.0	3.1	7.2
Trades or other non-university	14.5	51.0	41.6	9.4	36.0
without certificate	8.8	16.1	8.4	3.1	11.2
with trades certificate or diploma	2.7	17.3	19.8	7.8	13.1
with other certificate or diploma	3.4	17.3	13.9	0.0	11.5
University	5.3	9.2	10.9	3.1	8.2
without university certificate, diploma or degree	4.6	4.0	4.0	0.0	4.0
with university certificate or diploma only	0.0	0.5	1.5	0.0	0.8
with university degree	0.8	4.5	5.4	0.0	3.4
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	1,310	2,020	1,010	320	4,655
Other Canadians (without Aboriginal identity)					
Less than grade 9	1.5	1.2	3.3	19.1	2.5
Secondary school	58.0	19.9	21.1	30.0	26.7
without certificate	40.7	9.5	11.0	20.9	15.3
with certificate	17.4	10.3	10.2	9.1	11.4
Trades or other non-university	18.0	37.4	36.6	31.8	33.9
without certificate	7.0	6.1	5.0	3.6	5.8
with trades certificate or diploma	4.6	14.8	17.1	15.5	13.9
with other certificate or diploma	6.5	16.6	14.5	11.8	14.2
University	22.4	41.5	38.9	20.0	36.9
without university certificate, diploma or degree	15.9	12.0	9.1	4.5	11.5
with university certificate or diploma only	1.1	2.3	3.3	1.8	2.4
with university degree	5.2	27.3	26.7	11.8	23.0
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	2,300	7,350	4,380	550	14,580

Table B59
Proportion of Population 15+ Residing in Rural Location (population less than 10,000) by Highest Level of Schooling, Age and Identity Groups, Northwest Territories, 2001

(Attending or Not Attending School)	Age Group				Total 15+
	15-24	25-44	45-64	65+	
	Percent				
Registered Indian					
Less than grade 9	11.1	22.1	41.3	91.0	30.6
Secondary school	72.0	32.2	20.1	3.0	36.7
without certificate	65.7	27.7	15.5	3.0	32.2
with certificate	6.0	4.5	4.6	1.5	4.5
Trades or other non-university	15.4	41.0	33.2	5.3	29.1
without certificate	9.3	11.9	7.8	1.5	9.2
with trades certificate or diploma	3.9	16.7	15.5	3.8	11.7
with other certificate or diploma	2.1	12.6	9.9	0.0	8.1
University	1.5	4.7	5.7	1.5	3.6
without university certificate, diploma or degree	1.5	2.3	2.1	0.0	1.8
with university certificate or diploma only	0.6	0.5	1.1	0.0	0.5
with university degree	0.0	1.6	2.8	0.0	1.4
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	1,660	2,780	1,415	665	6,520
Others with Aboriginal Identity					
Less than grade 9	11.7	15.8	30.2	83.1	23.7
Secondary school	69.9	26.3	18.5	8.5	34.9
without certificate	61.7	18.9	14.8	6.8	28.9
with certificate	8.7	7.4	3.7	0.0	6.3
Trades or other non-university	13.8	52.2	42.0	10.2	35.9
without certificate	8.2	17.2	8.0	3.4	11.3
with trades certificate or diploma	2.6	19.2	21.0	8.5	14.0
with other certificate or diploma	3.1	15.8	13.6	3.4	10.5
University	4.1	5.7	8.0	0.0	5.5
without university certificate, diploma or degree	3.6	2.7	2.5	0.0	2.8
with university certificate or diploma only	0.0	0.7	1.9	0.0	0.7
with university degree	1.0	2.7	3.7	0.0	1.8
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	980	1,485	810	295	3,570
Other Canadians (without Aboriginal identity)					
Less than grade 9	2.4	1.3	2.7	18.5	3.0
Secondary school	56.9	19.3	21.1	27.8	24.9
without certificate	39.8	9.6	10.4	22.2	14.3
with certificate	17.1	9.6	10.4	7.4	10.7
Trades or other non-university	21.1	38.8	40.7	35.2	36.9
without certificate	8.1	6.0	4.5	3.7	5.5
with trades certificate or diploma	4.9	17.6	21.7	18.5	17.4
with other certificate or diploma	7.3	15.4	14.8	11.1	14.1
University	20.3	40.7	35.6	18.5	35.2
without university certificate, diploma or degree	13.8	11.1	7.7	5.6	10.0
with university certificate or diploma only	0.0	2.4	2.4	0.0	2.1
with university degree	4.9	27.2	25.5	11.1	23.0
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	615	2,335	1,685	270	4,910

Table B60
Proportion of Population 15+ Residing in Towns (population 10,000-99,999)
Highest Level of Schooling, Age and Identity Groups, Northwest Territories, 2001

(Attending or Not Attending School)	Age Group				Total 15+
	15-24	25-44	45-64	65+	
	Percent				
Registered Indian					
Less than grade 9	4.8	10.2	18.8	**	12.7
Secondary school	68.3	30.5	31.3	**	40.1
without certificate	58.7	21.2	27.1	**	31.6
with certificate	9.5	10.2	4.2	**	8.4
Trades or other non-university	19.0	42.4	33.3	**	33.8
without certificate	11.1	14.4	8.3	**	11.8
with trades certificate or diploma	4.8	10.2	10.4	**	8.4
with other certificate or diploma	4.8	17.8	14.6	**	13.1
University	9.5	16.1	14.6	**	13.5
without university certificate, diploma or degree	7.9	8.5	6.3	**	7.2
with university certificate or diploma only	0.0	2.5	4.2	**	1.7
with university degree	0.0	6.8	10.4	**	4.6
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	315	590	240	40	1,185
Others with Aboriginal Identity					
Less than grade 9	3.1	6.6	10.0	**	6.9
Secondary school	69.2	26.4	27.5	**	40.1
without certificate	55.4	17.9	20.0	**	29.5
with certificate	15.4	7.5	10.0	**	10.6
Trades or other non-university	18.5	47.2	40.0	**	35.9
without certificate	9.2	13.2	10.0	**	11.1
with trades certificate or diploma	3.1	13.2	15.0	**	10.1
with other certificate or diploma	6.2	22.6	15.0	**	15.2
University	10.8	18.9	22.5	**	17.1
without university certificate, diploma or degree	7.7	7.5	10.0	**	7.8
with university certificate or diploma only	0.0	1.9	0.0	**	0.9
with university degree	0.0	8.5	15.0	**	8.3
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	325	530	200	30	1,085
Other Canadians (without Aboriginal identity)					
Less than grade 9	0.9	1.0	3.5	20.0	2.3
Secondary school	58.8	20.3	21.2	30.9	27.6
without certificate	40.9	9.6	11.3	21.8	15.9
with certificate	17.8	10.7	9.8	9.1	11.7
Trades or other non-university	17.2	36.9	34.0	27.3	32.4
without certificate	6.5	6.3	5.6	0.0	6.0
with trades certificate or diploma	4.5	13.4	14.3	12.7	12.1
with other certificate or diploma	5.9	17.2	14.3	12.7	14.3
University	23.1	42.0	41.0	20.0	37.8
without university certificate, diploma or degree	16.9	12.5	9.8	3.6	12.3
with university certificate or diploma only	1.2	2.3	3.9	3.6	2.5
with university degree	5.0	27.3	27.1	14.5	23.0
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	1,685	5,015	2,695	275	9,670

Table B61
Proportion of Population 15+ Residing in Rural/Urban Location by Highest Level of Schooling and Identity Group, Northwest Territories, 2001

(Attending or Not Attending School)	Rural	Towns	Cities	Total
	Percent			
Registered Indian				
Less than grade 9	30.6	12.7	**	27.8
Secondary school	36.7	40.1	**	37.3
without certificate	32.2	31.6	**	32.2
with certificate	4.5	8.4	**	5.1
Trades or other non-university	29.1	33.8	**	29.9
without certificate	9.2	11.8	**	9.6
with trades certificate or diploma	11.7	8.4	**	11.2
with other certificate or diploma	8.1	13.1	**	9.0
University	3.6	13.5	**	5.1
without university certificate, diploma or degree	1.8	7.2	**	2.6
with university certificate or diploma only	0.5	1.7	**	0.6
with university degree	1.4	4.6	**	1.8
Total Percentage	100.0	100.0	**	100.0
Total Number	6,520	1,185	0	7,700
Others with Aboriginal Identity				
Less than grade 9	23.7	6.9	**	19.9
Secondary school	34.9	40.1	**	36.1
without certificate	28.9	29.5	**	28.9
with certificate	6.3	10.6	**	7.2
Trades or other non-university	35.9	35.9	**	36.0
without certificate	11.3	11.1	**	11.2
with trades certificate or diploma	14.0	10.1	**	13.1
with other certificate or diploma	10.5	15.2	**	11.5
University	5.5	17.1	**	8.2
without university certificate, diploma or degree	2.8	7.8	**	4.0
with university certificate or diploma only	0.7	0.9	**	0.8
with university degree	1.8	8.3	**	3.4
Total Percentage	100.0	100.0	**	100.0
Total Number	3,570	1,085	0	4,655
Other Canadians (without Aboriginal identity)				
Less than grade 9	3.0	2.3	**	2.5
Secondary school	24.9	27.6	**	26.7
without certificate	14.3	15.9	**	15.3
with certificate	10.7	11.7	**	11.4
Trades or other non-university	36.9	32.4	**	33.9
without certificate	5.5	6.0	**	5.8
with trades certificate or diploma	17.4	12.1	**	13.9
with other certificate or diploma	14.1	14.3	**	14.2
University	35.2	37.8	**	36.9
without university certificate, diploma or degree	10.0	12.3	**	11.5
with university certificate or diploma only	2.1	2.5	**	2.4
with university degree	23.0	23.0	**	23.0
Total Percentage	100.0	100.0	**	100.0
Total Number	4,910	9,670	0	14,580

Table B62
Proportion of Population 15+ Residing in All Rural/Urban Locations by Highest
Level of Schooling, Age and Identity Groups, Nunavut, 2001

(Attending or Not Attending School)	Age Group				Total 15+
	15-24	25-44	45-64	65+	
	Percent				
Registered Indian					
Less than grade 9	**	**	**	**	**
Secondary school	**	**	**	**	**
without certificate	**	**	**	**	**
with certificate	**	**	**	**	**
Trades or other non-university	**	**	**	**	**
without certificate	**	**	**	**	**
with trades certificate or diploma	**	**	**	**	**
with other certificate or diploma	**	**	**	**	**
University	**	**	**	**	**
without university certificate, diploma or degree	**	**	**	**	**
with university certificate or diploma only	**	**	**	**	**
with university degree	**	**	**	**	**
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	15	35	10	0	60
Others with Aboriginal Identity					
Less than grade 9	18.7	25.1	55.2	86.3	31.3
Secondary school	66.9	23.1	8.2	1.6	33.2
without certificate	60.8	19.5	6.1	1.6	29.3
with certificate	6.1	3.5	2.1	0.0	3.9
Trades or other non-university	13.6	47.9	33.1	11.3	32.7
without certificate	8.7	19.6	8.4	3.2	13.3
with trades certificate or diploma	2.7	13.5	14.1	6.5	9.9
with other certificate or diploma	2.0	14.9	10.5	1.6	9.4
University	1.0	3.9	3.6	1.6	2.8
without university certificate, diploma or degree	0.7	1.9	1.1	0.0	1.3
with university certificate or diploma only	0.0	0.8	0.8	0.0	0.6
with university degree	0.2	1.2	1.7	1.6	1.0
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	4,200	6,085	2,375	620	13,280
Other Canadians (without Aboriginal identity)					
Less than grade 9	4.1	0.8	2.3	**	2.1
Secondary school	42.5	13.7	17.1	**	18.1
without certificate	30.1	4.4	6.0	**	7.9
with certificate	13.7	9.3	11.1	**	10.3
Trades or other non-university	26.0	32.1	33.6	**	31.7
without certificate	11.0	5.5	3.7	**	5.4
with trades certificate or diploma	4.1	9.3	11.1	**	9.1
with other certificate or diploma	12.3	17.5	18.4	**	17.1
University	26.0	53.2	47.5	**	48.2
without university certificate, diploma or degree	16.4	12.9	9.2	**	11.8
with university certificate or diploma only	0.0	2.2	4.1	**	2.8
with university degree	6.8	38.1	34.1	**	33.7
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	365	1,825	1,085	70	3,340

Table B63
Proportion of Population 15+ Residing in Rural Location (population less than 10,000) by Highest Level of Schooling, Age and Identity Groups, Nunavut, 2001

(Attending or Not Attending School)	Age Group				Total 15+
	15-24	25-44	45-64	65+	
	Percent				
Registered Indian					
Less than grade 9	**	**	**	**	**
Secondary school	**	**	**	**	**
without certificate	**	**	**	**	**
with certificate	**	**	**	**	**
Trades or other non-university	**	**	**	**	**
without certificate	**	**	**	**	**
with trades certificate or diploma	**	**	**	**	**
with other certificate or diploma	**	**	**	**	**
University	**	**	**	**	**
without university certificate, diploma or degree	**	**	**	**	**
with university certificate or diploma only	**	**	**	**	**
with university degree	**	**	**	**	**
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	15	35	0	0	60
Others with Aboriginal Identity					
Less than grade 9	18.7	25.1	55.1	86.4	31.3
Secondary school	66.9	23.1	8.2	1.6	33.2
without certificate	60.8	19.5	6.1	1.6	29.3
with certificate	6.1	3.6	2.1	0.0	3.9
Trades or other non-university	13.6	47.9	33.1	11.2	32.7
without certificate	8.7	19.6	8.4	3.2	13.4
with trades certificate or diploma	2.9	13.5	14.1	6.4	9.9
with other certificate or diploma	2.1	14.8	10.5	2.4	9.4
University	0.8	3.9	3.6	1.6	2.8
without university certificate, diploma or degree	0.7	1.9	1.1	0.0	1.3
with university certificate or diploma only	0.2	0.8	0.8	0.0	0.6
with university degree	0.2	1.2	1.7	1.6	0.9
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	4,200	6,085	2,370	625	13,280
Other Canadians (without Aboriginal identity)					
Less than grade 9	4.1	0.8	1.8	**	1.9
Secondary school	43.8	14.0	17.0	**	18.3
without certificate	28.8	4.7	6.0	**	7.9
with certificate	13.7	9.3	11.5	**	10.3
Trades or other non-university	26.0	32.1	33.5	**	31.7
without certificate	9.6	5.5	3.7	**	5.4
with trades certificate or diploma	4.1	9.3	11.0	**	9.1
with other certificate or diploma	12.3	17.5	18.3	**	17.1
University	26.0	53.2	47.2	**	48.2
without university certificate, diploma or degree	16.4	12.9	9.2	**	11.8
with university certificate or diploma only	2.7	2.2	4.1	**	2.7
with university degree	11.0	38.1	33.5	**	33.8
Total Percentage	100.0	100.0	100.0	100.0	100.0
Total Number	365	1,825	1,090	70	3,340

Appendix C

Provincial/Regional Tables: Highest Level of Schooling of Population 15+ by On- and Off-Reserve Residence, Gender and Identity Group, Canada, 2001

(**Data suppressed wherever the total count is less than 100.)

(Attending or Not Attending School)

Table C1
Proportion of Population 15+ by Highest Level of Schooling, Gender, Identity Group and On- and Off-Reserve Residence, Canada, 2001

Identity Group and Highest Level of Schooling	On Reserve			Off Reserve		
	Male	Female	Total	Male	Female	Total
	Percent					
Registered Indian						
Less than grade 9	25.1	23.3	24.2	11.3	11.5	11.4
Secondary school	42.7	40.1	41.4	46.3	41.6	43.6
without certificate	36.1	33.2	34.7	35.7	31.5	33.3
with certificate	6.7	6.9	6.8	10.6	10.1	10.3
Trades or other non-university	25.7	24.9	25.3	29.1	29.6	29.4
without certificate	7.0	8.0	7.5	8.7	10.2	9.5
with trades certificate or diploma	13.6	8.4	11.0	12.9	8.0	10.1
with other certificate or diploma	5.1	8.4	6.7	7.5	11.5	9.8
University	6.5	11.7	9.0	13.2	17.3	15.6
without university certificate, diploma or degree	4.3	6.7	5.5	8.0	9.2	8.7
with university certificate or diploma only	0.8	1.7	1.3	1.1	2.0	1.6
with university degree	1.4	3.2	2.3	4.1	6.2	5.3
Total Percentage	100.0	100.0	100.0	100.0	100.0	100.0
Total Number	87,460	86,195	173,655	82,680	109,290	191,970
Others with Aboriginal Identity						
Less than grade 9	22.3	17.3	19.9	12.4	10.5	11.4
Secondary school	41.2	41.8	41.5	44.9	42.2	43.5
without certificate	33.2	33.3	33.2	33.5	30.6	32.0
with certificate	7.9	8.5	8.2	11.5	11.6	11.5
Trades or other non-university	30.6	29.6	30.1	31.0	31.9	31.5
without certificate	8.1	9.9	8.9	7.6	9.0	8.3
with trades certificate or diploma	16.5	9.6	13.1	15.6	9.1	12.3
with other certificate or diploma	6.0	10.4	8.1	7.9	13.8	10.9
University	6.0	11.2	8.5	11.7	15.4	13.6
without university certificate, diploma or degree	3.2	5.2	4.2	6.2	7.9	7.1
with university certificate or diploma only	0.6	1.6	1.2	1.0	1.6	1.3
with university degree	2.1	4.4	3.2	4.5	5.9	5.2
Total Percentage	100.0	100.0	100.0	100.0	100.0	100.0
Total Number	3,900	3,645	7,550	137,320	141,855	279,180
Other Canadians (without Aboriginal identity)						
Less than grade 9	7.3	4.5	5.9	9.3	10.0	9.7
Secondary school	35.9	38.9	37.4	34.8	35.8	35.3
without certificate	25.5	24.8	25.2	21.6	20.6	21.1
with certificate	10.4	14.1	12.3	13.2	15.2	14.2
Trades or other non-university	34.2	32.3	33.2	29.5	28.1	28.8
without certificate	6.3	7.5	6.9	6.1	6.6	6.4
with trades certificate or diploma	18.8	10.2	14.5	13.3	7.2	10.2
with other certificate or diploma	9.1	14.7	11.8	10.1	14.3	12.2
University	22.6	24.3	23.4	26.4	26.0	26.2
without university certificate, diploma or degree	7.3	7.8	7.6	7.9	7.9	7.9
with university certificate or diploma only	1.8	2.7	2.3	2.1	3.0	2.5
with university degree	13.5	13.7	13.6	16.4	15.1	15.7
Total Percentage	100.0	100.0	100.0	100.0	100.0	100.0
Total Number	15,765	15,495	31,260	11,299,665	11,918,085	23,217,750

Table C2
Proportion of Population 15+ by Highest Level of Schooling, Gender, Identity Group and On- and Off-Reserve Residence, Atlantic Region, 2001

Identity Group and Highest Level of Schooling	On Reserve			Off Reserve		
	Male	Female	Total	Male	Female	Total
	Percent					
Registered Indian						
Less than grade 9	14.7	13.8	14.2	14.2	9.9	12.1
Secondary school	35.2	34.0	34.6	40.0	35.4	37.7
without certificate	28.2	26.0	27.0	31.9	25.1	28.5
with certificate	7.0	8.2	7.6	8.0	10.2	9.2
Trades or other non-university	33.3	26.6	29.8	30.3	27.3	28.7
without certificate	6.0	5.8	5.9	5.5	5.3	5.4
with trades certificate or diploma	20.5	12.2	16.2	19.1	11.1	15.1
with other certificate or diploma	6.9	8.5	7.7	5.5	10.8	8.1
University	16.8	25.8	21.4	15.6	27.4	21.6
without university certificate, diploma or degree	12.6	17.0	14.9	10.2	16.6	13.5
with university certificate or diploma only	1.8	2.3	1.9	1.0	2.9	2.0
with university degree	2.6	6.4	4.5	4.5	7.8	6.2
Total Percentage	100.0	100.0	100.0	100.0	100.0	100.0
Total Number	4,490	4,755	9,245	4,080	4,275	8,350
Others with Aboriginal Identity						
Less than grade 9	**	**	9.5	18.7	15.6	17.2
Secondary school	**	**	57.1	36.2	37.1	36.6
without certificate	**	**	42.9	26.6	26.9	26.8
with certificate	**	**	14.3	9.6	10.2	9.9
Trades or other non-university	**	**	23.8	32.9	30.5	31.7
without certificate	**	**	9.5	5.0	5.9	5.5
with trades certificate or diploma	**	**	9.5	18.8	11.5	15.2
with other certificate or diploma	**	**	9.5	9.2	13.0	11.1
University	**	**	9.5	12.2	16.8	14.5
without university certificate, diploma or degree	**	**	9.5	6.8	9.8	8.3
with university certificate or diploma only	**	**	0.0	1.3	1.5	1.4
with university degree	**	**	9.5	4.1	5.6	4.8
Total Percentage	100.0	100.0	100.0	100.0	100.0	100.0
Total Number	50	55	105	10,475	10,155	20,630
Other Canadians (without Aboriginal identity)						
Less than grade 9	12.6	5.5	8.4	13.3	10.7	11.9
Secondary school	46.0	40.7	43.3	36.0	38.0	37.1
without certificate	32.2	19.8	26.4	25.2	26.0	25.6
with certificate	13.8	19.8	16.9	10.8	12.0	11.4
Trades or other non-university	33.3	35.2	34.3	28.3	26.5	27.4
without certificate	5.7	9.9	8.4	3.8	4.2	4.0
with trades certificate or diploma	20.7	11.0	16.3	16.0	9.3	12.5
with other certificate or diploma	4.6	14.3	9.6	8.5	13.0	10.8
University	11.5	18.7	14.6	22.4	24.7	23.6
without university certificate, diploma or degree	6.9	11.0	8.4	9.1	9.6	9.3
with university certificate or diploma only	2.3	0.0	1.1	1.4	2.8	2.1
with university degree	2.3	5.5	5.1	11.9	12.3	12.1
Total Percentage	100.0	100.0	100.0	100.0	100.0	100.0
Total Number	435	455	890	871,810	936,405	1,808,215

Table C3
Proportion of Population 15+ by Highest Level of Schooling, Gender, Identity Group and On- and Off-Reserve Residence, Quebec, 2001

Identity Group and Highest Level of Schooling	On Reserve			Off Reserve		
	Male	Female	Total	Male	Female	Total
	Percent					
Registered Indian						
Less than grade 9	36.8	34.9	35.8	17.6	20.3	19.1
Secondary school	31.8	32.7	32.3	37.9	38.7	38.3
without certificate	26.4	26.6	26.5	21.5	22.0	21.8
with certificate	5.3	6.1	5.8	16.4	16.6	16.5
Trades or other non-university	25.5	22.3	23.9	28.9	25.1	26.8
without certificate	6.5	8.5	7.5	7.5	7.7	7.6
with trades certificate or diploma	14.8	8.1	11.4	11.9	7.9	9.6
with other certificate or diploma	4.3	5.7	5.0	9.6	9.5	9.6
University	5.9	10.0	8.0	15.6	16.0	15.8
without university certificate, diploma or degree	3.2	4.6	3.9	7.8	5.9	6.7
with university certificate or diploma only	1.0	1.6	1.3	2.0	2.0	2.0
with university degree	1.8	3.8	2.9	5.9	8.1	7.1
Total Percentage	100.0	100.0	100.0	100.0	100.0	100.0
Total Number	10,295	10,720	21,010	5,610	7,240	12,855
Others with Aboriginal Identity						
Less than grade 9	25.0	**	19.4	22.9	20.7	21.8
Secondary school	40.0	**	38.9	38.4	39.5	38.9
without certificate	30.0	**	27.8	26.3	25.1	25.7
with certificate	10.0	**	8.3	12.1	14.4	13.2
Trades or other non-university	25.0	**	27.8	28.5	27.5	28.0
without certificate	10.0	**	5.6	8.2	9.3	8.8
with trades certificate or diploma	15.0	**	11.1	13.8	9.6	11.6
with other certificate or diploma	10.0	**	11.1	6.5	8.6	7.6
University	10.0	**	11.1	10.1	12.3	11.2
without university certificate, diploma or degree	10.0	**	5.6	3.8	4.6	4.3
with university certificate or diploma only	0.0	**	0.0	1.6	2.1	1.8
with university degree	0.0	**	5.6	4.7	5.5	5.1
Total Percentage	100.0	100.0	100.0	100.0	100.0	100.0
Total Number	100	85	180	10,855	10,990	21,850
Other Canadians (without Aboriginal identity)						
Less than grade 9	10.8	7.7	9.3	14.2	15.8	15.0
Secondary school	25.3	23.9	24.3	33.3	34.1	33.7
without certificate	16.5	13.5	15.0	17.4	15.6	16.5
with certificate	8.9	9.7	9.3	15.9	18.4	17.2
Trades or other non-university	31.0	29.7	30.4	29.6	27.6	28.6
without certificate	6.3	4.5	5.4	7.1	7.0	7.1
with trades certificate or diploma	14.6	9.7	12.5	12.7	8.3	10.5
with other certificate or diploma	9.5	15.5	12.5	9.9	12.2	11.1
University	32.9	38.7	35.8	22.9	22.6	22.7
without university certificate, diploma or degree	5.7	5.8	5.4	5.4	5.4	5.4
with university certificate or diploma only	1.3	2.6	1.6	2.7	3.8	3.3
with university degree	25.9	31.6	28.8	14.7	13.4	14.0
Total Percentage	100.0	100.0	100.0	100.0	100.0	100.0
Total Number	790	775	1,565	2,803,795	2,971,100	5,774,895

Table C4
Proportion of Population 15+ by Highest Level of Schooling, Gender, Identity Group and On- and Off-Reserve Residence, Ontario, 2001

Identity Group and Highest Level of Schooling	On Reserve			Off Reserve		
	Male	Female	Total	Male	Female	Total
	Percent					
Registered Indian						
Less than grade 9	24.0	24.4	24.2	8.8	9.4	9.2
Secondary school	40.3	35.9	38.1	45.0	41.7	43.1
without certificate	33.5	29.4	31.5	32.7	29.9	31.1
with certificate	6.8	6.5	6.6	12.3	11.9	12.0
Trades or other non-university	30.9	30.4	30.7	32.4	33.4	33.0
without certificate	8.1	9.2	8.7	9.8	10.0	9.9
with trades certificate or diploma	15.1	8.9	12.0	12.8	8.5	10.4
with other certificate or diploma	7.8	12.3	10.0	9.8	14.9	12.7
University	4.8	9.2	7.0	13.8	15.4	14.7
without university certificate, diploma or degree	2.8	5.0	3.9	7.3	7.4	7.4
with university certificate or diploma only	0.6	1.8	1.2	0.8	1.4	1.1
with university degree	1.3	2.5	1.9	5.7	6.6	6.2
Total Percentage	100.0	100.0	100.0	100.0	100.0	100.0
Total Number	13,160	13,090	26,245	21,690	28,405	50,090
Others with Aboriginal Identity						
Less than grade 9	11.8	6.1	7.5	7.6	6.8	7.2
Secondary school	52.9	45.5	47.8	46.8	44.0	45.4
without certificate	41.2	30.3	35.8	31.9	29.4	30.6
with certificate	11.8	12.1	11.9	14.9	14.6	14.8
Trades or other non-university	29.4	30.3	29.9	33.4	33.4	33.4
without certificate	5.9	6.1	6.0	7.5	8.5	8.0
with trades certificate or diploma	14.7	9.1	11.9	15.4	8.7	12.0
with other certificate or diploma	5.9	15.2	10.4	10.4	16.1	13.3
University	8.8	21.2	14.9	12.2	15.8	14.0
without university certificate, diploma or degree	5.9	15.2	9.0	6.0	6.9	6.5
with university certificate or diploma only	0.0	0.0	0.0	0.8	1.3	1.0
with university degree	0.0	6.1	3.0	5.4	7.6	6.5
Total Percentage	100.0	100.0	100.0	100.0	100.0	100.0
Total Number	170	165	335	27,590	28,405	55,990
Other Canadians (without Aboriginal identity)						
Less than grade 9	11.9	5.5	9.0	7.5	8.7	8.1
Secondary school	36.9	38.8	37.7	35.2	36.4	35.8
without certificate	25.0	22.4	24.0	21.8	20.9	21.4
with certificate	10.7	16.4	13.5	13.3	15.5	14.4
Trades or other non-university	41.7	42.4	41.9	28.9	28.0	28.4
without certificate	10.7	9.7	10.2	6.1	6.6	6.3
with trades certificate or diploma	22.6	10.9	17.1	11.8	6.0	8.8
with other certificate or diploma	8.3	21.8	15.0	11.1	15.4	13.3
University	10.7	12.7	11.7	28.4	26.9	27.6
without university certificate, diploma or degree	3.6	4.8	3.9	7.9	7.8	7.8
with university certificate or diploma only	1.2	2.4	1.5	1.9	2.3	2.1
with university degree	6.5	6.1	6.0	18.6	16.9	17.7
Total Percentage	100.0	100.0	100.0	100.0	100.0	100.0
Total Number	840	825	1,670	4,318,695	4,595,005	8,913,700

Table C5
Proportion of Population 15+ by Highest Level of Schooling, Gender, Identity Group and On- and Off-Reserve Residence, Manitoba, 2001

Identity Group and Highest Level of Schooling	On Reserve			Off Reserve		
	Male	Female	Total	Male	Female	Total
	Percent					
Registered Indian						
Less than grade 9	29.1	26.6	27.9	15.4	14.8	15.0
Secondary school	47.8	46.0	46.9	47.2	44.6	45.6
without certificate	42.5	40.1	41.4	40.0	37.2	38.3
with certificate	5.2	5.8	5.5	7.3	7.4	7.3
Trades or other non-university	16.3	15.5	15.9	23.8	23.1	23.4
without certificate	5.0	5.1	5.0	6.7	7.8	7.4
with trades certificate or diploma	8.2	5.8	7.0	11.3	6.1	8.1
with other certificate or diploma	3.1	4.7	3.9	5.8	9.2	7.8
University	6.9	11.9	9.3	13.6	17.5	16.0
without university certificate, diploma or degree	4.6	7.1	5.8	9.1	10.3	9.8
with university certificate or diploma only	0.8	1.5	1.1	1.0	1.5	1.3
with university degree	1.5	3.2	2.3	3.5	5.8	4.9
Total Percentage	100.0	100.0	100.0	100.0	100.0	100.0
Total Number	15,680	14,935	30,615	9,665	14,370	24,035
Others with Aboriginal Identity						
Less than grade 9	18.2	12.7	16.4	12.2	10.2	11.2
Secondary school	54.5	49.1	51.6	49.8	45.0	47.4
without certificate	43.9	40.0	41.8	38.3	34.4	36.3
with certificate	9.1	9.1	9.0	11.5	10.7	11.1
Trades or other non-university	22.7	23.6	23.0	26.1	27.9	27.0
without certificate	6.1	7.3	6.6	6.4	6.5	6.4
with trades certificate or diploma	12.1	10.9	10.7	13.4	8.8	11.0
with other certificate or diploma	4.5	7.3	5.7	6.3	12.5	9.5
University	6.1	12.7	9.0	11.9	16.9	14.5
without university certificate, diploma or degree	0.0	3.6	4.1	7.1	9.8	8.5
with university certificate or diploma only	0.0	3.6	0.0	0.9	1.4	1.1
with university degree	3.0	5.5	4.1	3.9	5.8	4.9
Total Percentage	100.0	100.0	100.0	100.0	100.0	100.0
Total Number	330	275	610	19,810	20,915	40,725
Other Canadians (without Aboriginal identity)						
Less than grade 9	8.1	3.1	6.0	9.5	9.6	9.5
Secondary school	26.7	26.2	26.5	38.5	37.8	38.2
without certificate	22.1	15.4	19.2	27.1	25.8	26.4
with certificate	4.7	9.2	7.3	11.3	12.1	11.7
Trades or other non-university	23.3	21.5	21.9	25.8	25.8	25.8
without certificate	4.7	3.1	4.0	4.8	5.7	5.3
with trades certificate or diploma	12.8	6.2	9.3	12.9	7.1	9.9
with other certificate or diploma	4.7	12.3	7.3	8.1	12.9	10.6
University	41.9	50.8	46.4	26.2	26.8	26.5
without university certificate, diploma or degree	5.8	9.2	7.3	9.9	10.2	10.0
with university certificate or diploma only	4.7	3.1	4.0	2.1	2.7	2.4
with university degree	31.4	38.5	35.1	14.3	14.0	14.1
Total Percentage	100.0	100.0	100.0	100.0	100.0	100.0
Total Number	430	325	755	376,950	395,630	772,585

Table C6
Proportion of Population 15+ by Highest Level of Schooling, Gender, Identity Group and On- and Off-Reserve Residence, Saskatchewan, 2001

Identity Group and Highest Level of Schooling	On Reserve			Off Reserve		
	Male	Female	Total	Male	Female	Total
	Percent					
Registered Indian						
Less than grade 9	26.1	22.3	24.2	13.5	13.1	13.3
Secondary school	45.2	44.2	44.7	48.0	41.7	44.3
without certificate	38.8	36.9	37.8	40.8	34.2	37.0
with certificate	6.4	7.3	6.9	7.2	7.4	7.4
Trades or other non-university	20.8	18.6	19.7	21.9	20.4	21.0
without certificate	5.0	5.1	5.1	6.2	8.5	7.5
with trades certificate or diploma	12.0	7.2	9.6	10.8	5.6	7.8
with other certificate or diploma	3.8	6.1	5.0	4.9	6.3	5.7
University	8.0	15.0	11.5	16.6	24.8	21.3
without university certificate, diploma or degree	5.7	9.1	7.4	11.1	14.6	13.1
with university certificate or diploma only	1.0	2.2	1.6	1.4	2.7	2.2
with university degree	1.3	3.6	2.5	4.1	7.4	6.0
Total Percentage	100.0	100.0	100.0	100.0	100.0	100.0
Total Number	12,875	12,690	25,575	9,625	13,365	22,990
Others with Aboriginal Identity						
Less than grade 9	33.5	28.1	30.6	12.0	9.1	10.5
Secondary school	37.1	42.2	39.5	48.1	41.7	44.9
without certificate	32.0	34.9	33.5	38.4	31.1	34.7
with certificate	5.2	6.8	6.0	9.7	10.7	10.2
Trades or other non-university	24.7	20.8	22.9	26.8	29.5	28.2
without certificate	5.7	7.8	6.8	6.0	7.5	6.8
with trades certificate or diploma	15.5	8.3	11.9	14.4	9.8	12.1
with other certificate or diploma	4.1	4.7	4.4	6.4	12.2	9.3
University	5.2	8.9	7.3	13.2	19.6	16.4
without university certificate, diploma or degree	2.6	3.6	3.1	7.6	11.2	9.4
with university certificate or diploma only	1.0	2.1	1.3	1.2	2.0	1.6
with university degree	1.5	3.1	2.9	4.3	6.5	5.4
Total Percentage	100.0	100.0	100.0	100.0	100.0	100.0
Total Number	970	960	1,925	13,865	14,310	28,170
Other Canadians (without Aboriginal identity)						
Less than grade 9	8.5	3.1	6.5	10.5	8.7	9.6
Secondary school	30.5	29.6	30.0	41.0	37.9	39.4
without certificate	19.5	18.4	18.4	29.5	27.2	28.3
with certificate	11.0	12.2	11.5	11.5	10.8	11.1
Trades or other non-university	33.1	28.6	30.9	25.4	27.6	26.5
without certificate	4.2	5.1	5.1	4.3	5.0	4.7
with trades certificate or diploma	18.6	10.2	14.7	14.6	8.9	11.7
with other certificate or diploma	10.2	14.3	11.5	6.5	13.7	10.2
University	28.0	37.8	32.3	23.2	25.7	24.5
without university certificate, diploma or degree	8.5	7.1	7.4	9.3	10.2	9.8
with university certificate or diploma only	0.0	3.1	2.8	2.2	3.7	2.9
with university degree	17.8	27.6	22.1	11.7	11.9	11.8
Total Percentage	100.0	100.0	100.0	100.0	100.0	100.0
Total Number	590	490	1,085	330,865	344,925	675,785

Table C7
Proportion of Population 15+ by Highest Level of Schooling, Gender, Identity Group and On- and Off- Reserve Residence, Alberta, 2001

Identity Group and Highest Level of Schooling	On Reserve			Off Reserve		
	Male	Female	Total	Male	Female	Total
	Percent					
Registered Indian						
Less than grade 9	23.5	20.8	22.2	10.3	9.7	10.0
Secondary school	44.8	42.8	43.8	49.2	40.8	44.4
without certificate	39.8	36.8	38.3	39.9	31.9	35.3
with certificate	5.0	6.0	5.5	9.3	8.9	9.1
Trades or other non-university	26.3	26.7	26.5	29.7	33.3	31.8
without certificate	8.3	10.3	9.3	9.5	14.0	12.1
with trades certificate or diploma	14.2	8.8	11.5	13.9	7.6	10.3
with other certificate or diploma	3.9	7.6	5.8	6.3	11.7	9.4
University	5.3	9.7	7.5	10.8	16.1	13.9
without university certificate, diploma or degree	3.6	5.6	4.6	6.3	8.8	7.7
with university certificate or diploma only	0.6	1.3	0.9	1.0	2.1	1.6
with university degree	1.2	2.7	2.0	3.6	5.3	4.5
Total Percentage	100.0	100.0	100.0	100.0	100.0	100.0
Total Number	10,830	11,085	21,910	12,295	16,585	28,875
Others with Aboriginal Identity						
Less than grade 9	19.5	13.5	16.6	9.8	7.7	8.7
Secondary school	45.5	45.9	45.7	46.7	44.2	45.4
without certificate	40.3	37.8	38.4	35.8	33.5	34.6
with certificate	5.2	6.8	7.3	10.9	10.7	10.8
Trades or other non-university	29.9	29.7	29.1	32.6	34.8	33.8
without certificate	9.1	12.2	10.6	8.6	11.6	10.1
with trades certificate or diploma	16.9	8.1	12.6	17.5	9.3	13.3
with other certificate or diploma	3.9	8.1	6.0	6.6	13.9	10.3
University	5.2	12.2	8.6	10.8	13.3	12.1
without university certificate, diploma or degree	2.6	4.1	4.0	5.7	7.0	6.4
with university certificate or diploma only	0.0	2.7	1.3	0.8	1.6	1.2
with university degree	0.0	6.8	4.6	4.2	4.7	4.5
Total Percentage	100.0	100.0	100.0	100.0	100.0	100.0
Total Number	385	370	755	24,985	25,995	50,980
Other Canadians (without Aboriginal identity)						
Less than grade 9	4.6	2.4	3.9	5.5	5.7	5.6
Secondary school	24.4	31.7	28.0	35.4	36.7	36.1
without certificate	16.8	17.9	17.3	24.5	23.9	24.2
with certificate	8.4	13.8	11.0	10.9	12.8	11.9
Trades or other non-university	32.1	30.9	31.5	32.8	30.7	31.8
without certificate	6.1	7.3	6.7	6.3	7.5	6.9
with trades certificate or diploma	15.3	8.1	11.8	16.4	7.4	11.9
with other certificate or diploma	11.5	16.3	13.0	10.1	15.8	13.0
University	36.6	35.8	36.6	26.3	26.9	26.6
without university certificate, diploma or degree	6.9	8.1	7.5	9.0	9.0	9.0
with university certificate or diploma only	1.5	1.6	1.6	1.5	2.6	2.0
with university degree	28.2	26.0	27.2	15.9	15.3	15.6
Total Percentage	100.0	100.0	100.0	100.0	100.0	100.0
Total Number	655	615	1,270	1,106,275	1,111,950	2,218,230

Table C8
Proportion of Population 15+ by Highest Level of Schooling, Gender, Identity Group and On- and Off-Reserve Residence, British Columbia, 2001

Identity Group and Highest Level of Schooling	On Reserve			Off Reserve		
	Male	Female	Total	Male	Female	Total
	Percent					
Registered Indian						
Less than grade 9	16.6	15.6	16.1	9.3	10.1	9.7
Secondary school	47.6	41.2	44.5	48.7	42.7	45.4
without certificate	37.0	31.7	34.4	36.9	32.4	34.4
with certificate	10.6	9.5	10.1	11.9	10.3	11.0
Trades or other non-university	30.4	32.5	31.4	30.6	32.3	31.6
without certificate	8.9	10.3	9.6	10.0	11.3	10.7
with trades certificate or diploma	15.2	10.4	12.9	12.9	9.4	10.9
with other certificate or diploma	6.3	11.7	8.9	7.6	11.7	9.9
University	5.3	10.8	8.0	11.5	14.8	13.4
without university certificate, diploma or degree	3.6	5.8	4.7	7.6	7.6	7.6
with university certificate or diploma only	0.7	2.0	1.3	1.4	2.3	1.9
with university degree	1.0	2.9	1.9	2.5	4.9	3.9
Total Percentage	100.0	100.0	100.0	100.0	100.0	100.0
Total Number	16,180	15,075	31,255	18,145	23,070	41,215
Others with Aboriginal Identity						
Less than grade 9	13.6	10.0	11.9	7.8	5.4	6.5
Secondary school	50.0	46.0	48.2	45.6	41.7	43.6
without certificate	33.9	36.0	34.4	33.3	30.0	31.6
with certificate	16.1	11.0	13.8	12.2	11.8	12.0
Trades or other non-university	27.1	27.0	26.6	32.3	35.0	33.7
without certificate	8.5	7.0	8.3	7.6	9.6	8.6
with trades certificate or diploma	12.7	8.0	11.0	16.4	8.8	12.5
with other certificate or diploma	5.1	12.0	7.8	8.3	16.6	12.6
University	9.3	18.0	12.8	14.4	17.9	16.2
without university certificate, diploma or degree	5.1	10.0	7.3	7.6	9.1	8.4
with university certificate or diploma only	1.7	3.0	1.8	1.4	2.4	1.9
with university degree	1.7	6.0	3.7	5.4	6.4	5.9
Total Percentage	100.0	100.0	100.0	100.0	100.0	100.0
Total Number	590	500	1,090	21,585	22,885	44,470
Other Canadians (without Aboriginal identity)						
Less than grade 9	7.3	4.9	6.1	5.6	6.4	6.0
Secondary school	41.2	44.0	42.7	33.4	34.4	33.9
without certificate	30.1	29.4	29.8	21.8	20.9	21.4
with certificate	11.1	14.6	12.9	11.5	13.6	12.6
Trades or other non-university	32.9	32.3	32.6	30.7	29.4	30.0
without certificate	6.3	7.9	7.2	6.3	7.5	6.9
with trades certificate or diploma	18.1	10.7	14.2	14.5	7.0	10.7
with other certificate or diploma	8.5	13.7	11.2	9.9	14.8	12.4
University	18.6	18.7	18.7	30.3	29.8	30.0
without university certificate, diploma or degree	7.7	7.6	7.6	10.2	10.3	10.3
with university certificate or diploma only	2.0	2.7	2.3	2.5	3.7	3.1
with university degree	9.0	8.4	8.7	17.5	15.8	16.6
Total Percentage	100.0	100.0	100.0	100.0	100.0	100.0
Total Number	9,330	9,830	19,160	1,475,295	1,548,085	3,023,375

Table C9
Proportion of Population 15+ by Highest Level of Schooling, Gender, Identity Group and On- and Off-Reserve Residence, Northern Canada, 2001

Identity Group and Highest Level of Schooling	On Reserve			Off Reserve		
	Male	Female	Total	Male	Female	Total
	Percent					
Registered Indian						
Less than grade 9	30.5	26.7	28.7	10.8	9.8	10.3
Secondary school	34.6	35.0	34.8	41.6	33.5	37.1
without certificate	30.1	30.3	30.2	32.7	26.2	29.1
with certificate	4.6	4.7	4.6	8.9	7.1	7.9
Trades or other non-university	32.1	33.3	32.8	38.7	41.1	39.9
without certificate	9.2	11.5	10.3	11.7	15.4	13.8
with trades certificate or diploma	15.8	8.7	12.4	17.5	9.3	12.9
with other certificate or diploma	7.1	13.0	10.1	9.5	16.4	13.4
University	2.7	4.9	3.8	8.9	15.9	12.7
without university certificate, diploma or degree	1.4	2.3	1.9	5.7	8.1	6.9
with university certificate or diploma only	0.4	0.9	0.6	0.6	1.8	1.3
with university degree	0.8	1.6	1.3	2.5	6.0	4.5
Total Percentage	100.0	100.0	100.0	100.0	100.0	100.0
Total Number	3,955	3,840	7,795	1,575	1,985	3,555
Others with Aboriginal Identity						
Less than grade 9	21.8	16.5	19.1	28.0	29.2	28.6
Secondary school	34.1	36.5	35.2	34.0	33.7	33.9
without certificate	27.6	28.5	28.1	29.5	28.9	29.2
with certificate	6.5	8.0	7.1	4.5	4.9	4.7
Trades or other non-university	39.1	39.4	39.1	34.2	31.5	32.9
without certificate	10.3	12.9	11.6	12.5	13.3	12.9
with trades certificate or diploma	20.3	11.6	16.1	13.6	7.1	10.4
with other certificate or diploma	8.0	14.9	11.6	8.1	11.1	9.7
University	5.0	8.0	6.5	3.7	5.5	4.6
without university certificate, diploma or degree	2.7	3.6	3.1	1.9	2.3	2.1
with university certificate or diploma only	0.8	0.8	0.8	0.6	0.9	0.7
with university degree	2.3	3.2	2.4	1.2	2.4	1.8
Total Percentage	100.0	100.0	100.0	100.0	100.0	100.0
Total Number	1,305	1,245	2,545	8,155	8,215	16,365
Other Canadians (without Aboriginal identity)						
Less than grade 9	3.9	2.1	3.1	3.2	2.1	2.6
Secondary school	24.7	27.3	25.8	27.5	27.0	27.3
without certificate	15.2	14.5	15.0	17.7	14.9	16.4
with certificate	9.3	12.6	10.8	9.9	12.1	10.9
Trades or other non-university	40.1	31.7	36.2	36.2	33.0	34.6
without certificate	5.4	6.4	6.0	6.1	7.3	6.7
with trades certificate or diploma	22.9	8.7	16.5	17.9	8.0	13.1
with other certificate or diploma	11.9	16.3	13.9	12.2	17.7	14.8
University	31.2	39.5	34.9	33.1	38.0	35.5
without university certificate, diploma or degree	8.4	10.8	9.4	10.6	11.2	10.9
with university certificate or diploma only	1.5	3.4	2.4	1.9	3.8	2.8
with university degree	21.4	25.2	23.1	20.7	23.0	21.8
Total Percentage	100.0	100.0	100.0	100.0	100.0	100.0
Total Number	2,690	2,180	4,870	15,980	14,985	30,970

Appendix D

Highest Level of Schooling in Selected Census Metropolitan Areas (CMAs) and Census Agglomerations (CAs) by Identity Group, 2001
(Totals may not sum due to rounding.)

Table D1
Proportion of Population 15+ with Any Post-Secondary Education by Identity Group for Selected Urban Areas, 2001

Urban Area (CMA or CA)	Registered Indians	Others with Aboriginal Identity	Non-Aboriginal
		Percent	
Halifax	61.7	55.1	64.2
Ottawa - Hull	61.7	55.1	64.3
North Bay	60.3	45.1	56.2
Kamloops	59.2	52.8	57.6
Kitchener	56.5	53.0	54.1
Whitehorse	56.1	55.3	68.0
Peterborough	55.7	42.0	54.8
Cape Breton	54.5	38.7	47.9
Québec	54.2	53.7	58.1
London	53.5	49.3	57.3
Toronto	53.1	53.2	59.6
Calgary	52.4	52.3	65.0
Windsor	52.3	47.2	54.2
Greater Sudbury	52.2	48.6	52.1
Brantford	51.4	38.6	46.8
Brandon	50.8	45.0	54.4
Nanaimo	50.1	60.7	58.5
Kelowna	49.8	47.7	57.8
Vancouver	49.4	52.9	63.2
Victoria	49.2	61.0	65.6
Sault Ste. Marie	49.1	47.6	52.3
Fredericton	48.5	69.5	63.1
Montréal	48.0	49.7	55.7
Thunder Bay	47.2	52.8	54.9
Edmonton	46.9	47.4	59.9
Abbotsford	46.2	50.2	52.3
Saskatoon	46.1	51.2	60.4
St. Catharines - Niagara	45.6	45.8	50.6
Chilliwack	45.0	43.7	51.4
Regina	45.0	49.3	58.5
Williams Lake	44.0	39.1	53.6
Prince George	41.4	40.4	56.6
Terrace	41.4	57.0	53.7
Prince Albert	41.0	43.0	53.5
Thompson	39.5	42.9	55.4
Winnipeg	39.3	45.9	57.4
Duncan	39.1	43.2	56.4
Hamilton	38.9	41.4	54.9
Port Alberni	34.4	50.0	48.3
Wood Buffalo	34.3	43.2	63.0
Prince Rupert	34.0	34.5	55.6
Portage la Prairie	31.9	33.0	46.0
Sept-Îles	27.7	54.1	47.5
43 Selected Urban Areas	47.0	49.1	58.8

Table D2
Proportion of Population 15+ by Highest Level of Schooling, Identity Group for Selected Census Metropolitan Areas (CMAs) and Census Agglomerations (CAs), 2001

Urban Area	Registered Indian	Others with Aboriginal Identity	Non-Aboriginal
	Percent		
Total: 43			
Urban Areas			
< Grade 9	10.7	7.4	8.3
9-13 without certificate	32.7	31.3	19.1
9-13 with certificate	9.6	12.1	13.7
Post Secondary without certificate	19.5	17.6	15.5
Post Secondary with certificate or degree	27.4	31.6	43.3
Total percent	100.0	100.0	100.0
Total number	135,695	139,225	15,283,570
Halifax			
< Grade 9	6.1	6.5	5.1
9-13 without certificate	22.4	27.8	21.1
9-13 with certificate	9.2	11.0	9.6
Post Secondary without certificate	21.9	17.7	16.6
Post Secondary with certificate or degree	40.3	37.4	47.7
Total percent	100.0	100.0	100.0
Total number	980	1,780	287,090
Cape Breton			
< Grade 9	11.2	25.8	11.2
9-13 without certificate	29.5	12.9	30.9
9-13 with certificate	4.7	19.4	10.0
Post Secondary without certificate	24.8	19.4	12.8
Post Secondary with certificate or degree	30.1	22.6	35.1
Total percent	100.0	100.0	100.0
Total number	2,240	155	85,760
Fredericton			
< Grade 9	11.0	3.4	6.8
9-13 without certificate	30.2	23.7	16.9
9-13 with certificate	10.3	3.4	13.2
Post Secondary without certificate	27.2	27.1	17.5
Post Secondary with certificate or degree	21.9	42.4	45.6
Total percent	100.0	100.0	100.0
Total number	1,505	295	64,135

Urban Area	Registered Indian	Others with Aboriginal Identity	Non-Aboriginal
Sept-Îles			
< Grade 9	40.5	10.8	17.1
9-13 without certificate	26.2	18.9	18.0
9-13 with certificate	5.7	13.5	17.4
Post Secondary without certificate	13.1	16.2	10.1
Post Secondary with certificate or degree	14.6	43.2	37.3
Total percent	100.0	100.0	100.0
Total number	1,680	185	19,565
Québec			
< Grade 9	13.1	10.5	11.0
9-13 without certificate	15.7	17.4	12.6
9-13 with certificate	16.8	17.4	18.3
Post Secondary without certificate	15.9	17.4	12.3
Post Secondary with certificate or degree	38.1	37.4	45.7
Total percent	100.0	100.0	100.0
Total number	2,325	950	559,480
Montréal			
< Grade 9	14.7	12.9	13.2
9-13 without certificate	20.2	21.8	15.0
9-13 with certificate	17.1	15.7	16.1
Post Secondary without certificate	18.2	16.6	14.4
Post Secondary with certificate or degree	29.6	33.0	41.3
Total percent	100.0	100.0	100.0
Total number	3,710	5,125	2,752,380
Ottawa - Hull			
< Grade 9	7.0	7.3	6.1
9-13 without certificate	18.0	24.2	16.4
9-13 with certificate	13.2	13.2	13.1
Post Secondary without certificate	21.0	19.0	15.8
Post Secondary with certificate or degree	40.8	36.2	48.5
Total percent	100.0	100.0	100.0
Total number	3,925	6,765	834,370
Peterborough			
< Grade 9	10.1	7.2	6.2
9-13 without certificate	24.5	32.6	24.8
9-13 with certificate	9.7	18.1	14.2
Post Secondary without certificate	20.7	12.3	14.3
Post Secondary with certificate or degree	35.9	29.0	40.5
Total percent	100.0	100.0	100.0
Total number	1,185	690	80,255

Urban Area	Registered Indian	Others with Aboriginal Identity	Non-Aboriginal
Toronto			
< Grade 9	7.5	4.2	8.6
9-13 without certificate	28.1	27.6	18.6
9-13 with certificate	11.4	15.1	13.3
Post Secondary without certificate	19.0	18.2	15.0
Post Secondary with certificate or degree	34.0	35.2	44.6
Total percent	100.0	100.0	100.0
Total number	6,880	8,290	3,713,810
Hamilton			
< Grade 9	9.3	6.1	8.0
9-13 without certificate	39.7	38.4	22.5
9-13 with certificate	11.9	14.1	14.6
Post Secondary without certificate	10.8	13.1	14.0
Post Secondary with certificate or degree	28.3	28.1	40.8
Total percent	100.0	100.0	100.0
Total number	2,685	2,525	522,335
St. Catharines - Niagara			
< Grade 9	6.6	7.0	9.0
9-13 without certificate	33.3	32.3	24.4
9-13 with certificate	14.8	14.9	16.0
Post Secondary without certificate	14.5	14.9	14.2
Post Secondary with certificate or degree	30.8	31.2	36.4
Total percent	100.0	100.0	100.0
Total number	1,755	1,780	300,100
Kitchener			
< Grade 9	5.1	3.4	7.9
9-13 without certificate	27.7	28.4	23.0
9-13 with certificate	10.7	15.3	14.9
Post Secondary without certificate	25.4	20.1	14.3
Post Secondary with certificate or degree	31.6	32.5	39.8
Total percent	100.0	100.0	100.0
Total number	885	1,340	322,390
Brantford			
< Grade 9	6.9	4.4	8.6
9-13 without certificate	30.2	43.0	28.9
9-13 with certificate	11.4	14.0	15.7
Post Secondary without certificate	22.4	7.0	12.0
Post Secondary with certificate or degree	30.2	34.2	34.8
Total percent	100.0	100.0	100.0
Total number	1,225	570	66,100

Urban Area	Registered Indian	Others with Aboriginal Identity	Non-Aboriginal
London			
< Grade 9	4.9	7.7	6.1
9-13 without certificate	30.9	29.3	21.6
9-13 with certificate	10.8	14.0	15.0
Post Secondary without certificate	24.5	15.3	14.7
Post Secondary with certificate or degree	29.0	34.0	42.6
Total percent	100.0	100.0	100.0
Total number	2,365	1,500	339,130
Windsor			
< Grade 9	4.5	8.0	7.7
9-13 without certificate	27.3	29.6	21.0
9-13 with certificate	15.3	15.5	17.1
Post Secondary without certificate	16.5	18.0	16.0
Post Secondary with certificate or degree	35.2	28.9	38.1
Total percent	100.0	100.0	100.0
Total number	880	1,940	240,380
North Bay			
< Grade 9	11.3	8.5	7.4
9-13 without certificate	22.3	32.1	22.5
9-13 with certificate	5.8	14.7	13.9
Post Secondary without certificate	20.5	13.4	14.4
Post Secondary with certificate or degree	39.4	31.3	41.8
Total percent	100.0	100.0	100.0
Total number	1,460	1,120	48,110
Greater Sudbury			
< Grade 9	10.1	11.7	10.4
9-13 without certificate	28.5	25.9	23.2
9-13 with certificate	9.6	13.8	14.3
Post Secondary without certificate	16.8	16.6	13.5
Post Secondary with certificate or degree	35.1	32.2	38.7
Total percent	100.0	100.0	100.0
Total number	2,565	2,900	119,855
Sault Ste. Marie			
< Grade 9	11.1	5.7	9.5
9-13 without certificate	28.0	30.4	23.3
9-13 with certificate	11.9	17.0	14.9
Post Secondary without certificate	23.7	16.7	14.1
Post Secondary with certificate or degree	25.2	31.3	38.2
Total percent	100.0	100.0	100.0
Total number	2,485	1,680	59,650

Urban Area	Registered Indian	Others with Aboriginal Identity	Non-Aboriginal
Thunder Bay			
< Grade 9	11.3	7.5	9.0
9-13 without certificate	34.7	27.9	23.0
9-13 with certificate	6.8	12.1	13.1
Post Secondary without certificate	18.8	18.5	14.0
Post Secondary with certificate or degree	28.5	33.6	40.9
Total percent	100.0	100.0	100.0
Total number	4,130	1,325	92,675
Winnipeg			
< Grade 9	14.3	9.2	7.0
9-13 without certificate	39.2	34.8	23.6
9-13 with certificate	7.2	10.2	12.0
Post Secondary without certificate	17.1	17.4	17.4
Post Secondary with certificate or degree	22.2	28.5	40.0
Total percent	100.0	100.0	100.0
Total number	14,290	22,925	496,135
Portage la Prairie			
< Grade 9	21.8	12.9	13.0
9-13 without certificate	40.8	44.2	31.9
9-13 with certificate	5.0	9.9	9.0
Post Secondary without certificate	16.0	10.3	11.2
Post Secondary with certificate or degree	16.4	22.7	34.8
Total percent	100.0	100.0	100.0
Total number	1,190	1,165	12,930
Brandon			
< Grade 9	11.8	10.3	6.5
9-13 without certificate	33.3	32.2	27.8
9-13 with certificate	4.1	12.8	11.2
Post Secondary without certificate	29.3	23.1	16.3
Post Secondary with certificate or degree	21.1	21.5	38.1
Total percent	100.0	100.0	100.0
Total number	1,230	1,210	30,215
Thompson			
< Grade 9	15.0	7.1	4.7
9-13 without certificate	39.2	42.4	29.4
9-13 with certificate	6.1	6.5	10.5
Post Secondary without certificate	17.6	13.5	15.5
Post Secondary with certificate or degree	21.8	29.4	39.9
Total percent	100.0	100.0	100.0
Total number	1,900	850	6,760

Urban Area	Registered Indian	Others with Aboriginal Identity	Non-Aboriginal
Regina			
< Grade 9	10.8	7.6	5.7
9-13 without certificate	36.4	31.8	23.8
9-13 with certificate	7.6	11.3	12.0
Post Secondary without certificate	25.4	21.0	18.8
Post Secondary with certificate or degree	19.9	28.5	39.7
Total percent	100.0	100.0	100.0
Total number	5,405	4,145	142,150
Saskatoon			
< Grade 9	10.5	7.1	5.8
9-13 without certificate	36.1	31.2	22.8
9-13 with certificate	7.4	10.4	11.0
Post Secondary without certificate	22.3	20.6	17.0
Post Secondary with certificate or degree	23.6	30.6	43.4
Total percent	100.0	100.0	100.0
Total number	6,455	6,075	163,440
Prince Albert			
< Grade 9	14.7	9.4	9.3
9-13 without certificate	37.1	35.5	26.2
9-13 with certificate	6.9	12.2	10.9
Post Secondary without certificate	19.2	13.9	13.4
Post Secondary with certificate or degree	21.4	28.9	40.2
Total percent	100.0	100.0	100.0
Total number	3,195	3,945	23,120
Calgary			
< Grade 9	4.7	4.4	4.1
9-13 without certificate	32.7	31.7	19.8
9-13 with certificate	9.9	11.6	11.1
Post Secondary without certificate	22.7	20.6	18.0
Post Secondary with certificate or degree	29.9	31.6	46.9
Total percent	100.0	100.0	100.0
Total number	5,760	9,470	740,900
Edmonton			
< Grade 9	8.7	8.2	5.3
9-13 without certificate	36.5	33.4	23.0
9-13 with certificate	7.9	11.0	11.8
Post Secondary without certificate	19.8	17.5	16.4
Post Secondary with certificate or degree	27.2	29.9	43.5
Total percent	100.0	100.0	100.0
Total number	11,325	16,270	713,560

Urban Area	Registered Indian	Others with Aboriginal Identity	Non-Aboriginal
Wood Buffalo			
< Grade 9	16.3	9.8	2.4
9-13 without certificate	35.8	33.3	21.9
9-13 with certificate	13.5	13.7	12.8
Post Secondary without certificate	13.5	11.6	15.4
Post Secondary with certificate or degree	19.7	31.5	47.6
Total percent	100.0	100.0	100.0
Total number	2,335	1,935	28,305
Kelowna			
< Grade 9	6.4	5.4	5.8
9-13 without certificate	30.0	34.5	24.1
9-13 with certificate	14.8	11.9	12.2
Post Secondary without certificate	22.2	18.9	17.2
Post Secondary with certificate or degree	27.6	28.5	40.7
Total percent	100.0	100.0	100.0
Total number	1,015	1,770	117,200
Kamloops			
< Grade 9	7.7	4.6	5.7
9-13 without certificate	25.9	29.6	24.1
9-13 with certificate	7.2	13.0	12.6
Post Secondary without certificate	24.1	19.5	18.0
Post Secondary with certificate or degree	34.9	32.9	39.6
Total percent	100.0	100.0	100.0
Total number	2,280	1,535	66,065
Chilliwack			
< Grade 9	11.1	9.0	7.2
9-13 without certificate	35.0	35.9	26.3
9-13 with certificate	8.9	10.8	15.1
Post Secondary without certificate	19.2	13.2	16.1
Post Secondary with certificate or degree	26.4	29.3	35.3
Total percent	100.0	100.0	100.0
Total number	1,800	835	51,445
Abbotsford			
< Grade 9	7.6	4.7	8.4
9-13 without certificate	33.5	32.9	25.6
9-13 with certificate	11.9	12.5	13.7
Post Secondary without certificate	17.8	16.9	17.0
Post Secondary with certificate or degree	28.4	32.9	35.3
Total percent	100.0	100.0	100.0
Total number	1,180	1,595	109,565

Urban Area	Registered Indian	Others with Aboriginal Identity	Non-Aboriginal
Vancouver			
< Grade 9	7.6	4.9	6.2
9-13 without certificate	31.2	30.7	18.4
9-13 with certificate	11.8	11.6	12.2
Post Secondary without certificate	18.5	17.2	17.8
Post Secondary with certificate or degree	30.8	35.7	45.4
Total percent	100.0	100.0	100.0
Total number	13,075	14,050	1,593,785
Victoria			
< Grade 9	8.2	4.7	3.4
9-13 without certificate	33.7	23.9	19.1
9-13 with certificate	8.9	10.5	11.9
Post Secondary without certificate	19.8	19.8	18.6
Post Secondary with certificate or degree	29.6	41.2	47.0
Total percent	100.0	100.0	100.0
Total number	3,415	3,010	252,850
Duncan			
< Grade 9	14.2	8.3	5.1
9-13 without certificate	40.6	31.1	26.1
9-13 with certificate	6.1	16.7	12.4
Post Secondary without certificate	18.5	10.6	15.7
Post Secondary with certificate or degree	20.8	32.6	40.6
Total percent	100.0	100.0	100.0
Total number	1,970	660	28,150
Nanaimo			
< Grade 9	11.4	5.7	4.7
9-13 without certificate	29.4	24.6	24.5
9-13 with certificate	9.1	9.5	12.3
Post Secondary without certificate	19.1	21.3	17.4
Post Secondary with certificate or degree	30.7	38.9	41.1
Total percent	100.0	100.0	100.0
Total number	1,805	1,055	66,340
Port Alberni			
< Grade 9	12.6	6.9	7.7
9-13 without certificate	45.4	33.8	29.0
9-13 with certificate	7.6	9.2	15.0
Post Secondary without certificate	17.9	18.5	14.2
Post Secondary with certificate or degree	16.6	30.8	34.1
Total percent	100.0	100.0	100.0
Total number	1,510	650	18,305

Urban Area	Registered Indian	Others with Aboriginal Identity	Non-Aboriginal
Williams Lake			
< Grade 9	12.0	5.3	5.1
9-13 without certificate	34.8	37.6	27.1
9-13 with certificate	9.2	18.0	14.1
Post Secondary without certificate	20.6	15.0	15.3
Post Secondary with certificate or degree	23.4	24.1	38.4
Total percent	100.0	100.0	100.0
Total number	1,580	665	17,410
Prince Rupert			
< Grade 9	16.7	14.3	6.0
9-13 without certificate	39.3	42.9	25.7
9-13 with certificate	9.9	8.3	12.8
Post Secondary without certificate	14.8	7.1	16.5
Post Secondary with certificate or degree	19.4	28.6	39.1
Total percent	100.0	100.0	100.0
Total number	2,635	420	8,520
Terrace			
< Grade 9	12.7	7.0	7.4
9-13 without certificate	36.6	25.6	24.2
9-13 with certificate	9.4	10.5	14.7
Post Secondary without certificate	13.6	24.4	16.1
Post Secondary with certificate or degree	28.7	33.7	37.6
Total percent	100.0	100.0	100.0
Total number	1,655	430	13,090
Prince George			
< Grade 9	10.7	7.9	5.7
9-13 without certificate	34.5	37.5	24.1
9-13 with certificate	13.5	14.1	13.6
Post Secondary without certificate	20.8	16.7	18.2
Post Secondary with certificate or degree	20.2	23.6	38.4
Total percent	100.0	100.0	100.0
Total number	2,330	2,905	61,260
Whitehorse			
< Grade 9	8.0	9.2	2.7
9-13 without certificate	28.2	27.0	18.8
9-13 with certificate	7.6	9.2	10.5
Post Secondary without certificate	23.3	19.1	17.6
Post Secondary with certificate or degree	32.2	36.8	50.4
Total percent	100.0	101.3	100.0
Total number	1,505	760	14,505

Appendix E

Methods of Calculating Non-University and University Completion Rates

Methods of Calculating Non-University and University Completion Rates

Method #1 (Used in 1996 report) Based on HLOS by Attendance

A. Non-University Completion Rate

$$\frac{\text{[Population With Non-University or Trades Certificate]}}{\text{[Population With Non-University or Trades Certificate + Population With Some Non-University Not Attending School Full-Time]}}$$

B. University Completion Rate

$$\frac{\text{[Population With University Certificate, Diploma or Degree]}}{\text{[Population With University or Certificate/Diploma/Degree + Population With Some University Not Attending School Full-Time]}}$$

Method #2 (Used in 2001 report) Based on custom Post-Secondary Attendance, custom Highest Level of Certification by Attendance

A. Non-University Completion Rate

$$\frac{\text{[Population With Non-University Certificate, Excluding Trades Certificate Without Post-Secondary Attendance]}}{\text{[Non-University Certificate + Population With Some Non-University Not Attending School Full-Time or Part-Time]}}$$

B. University Completion Rate

$$\frac{\text{[Population With University Certificate, Diploma or Degree]}}{\text{[Population With University or Certificate/Diploma/Degree + Population With Some University Not Attending School Full-Time or Part-Time]}}$$

Differences in Methods & Implications

- a. Method #1 counts everyone with trades certificates as post-secondary completions. Method #2 excludes those with trades certificates who never attended post-secondary. It is assumed that this group is made up of people with certificates earned through high schools or apprenticeships.

Implication: Non-University Completion rate is about 3% lower using Method #2

- b. Method #1 is based on the standard Highest Level of Schooling variable, under which a number of individuals with non-university certificates are not counted because they are shown only as having some level of university standing.

Implication: Non-University Completion rate is about 2% lower using Method #2

- c. Method #1 excludes those attending school full-time without certificates from the denominator, while Method #2 excludes those attending school full- or part-time without certificates from the denominator.

Implication: University Completion Rate is about 3% higher and Non-University Completion Rate is about 2% higher using Method #2