Education data analysis from the 2001 census : technical paper based on Aboriginal identity data

/ First Nations and Northern Statistics Section, Corporate Information Management Directorate

[Ottawa : Indian and Northern Affairs Canada, 2003]

E96.2	
E38	
2003	
c. 1	
1.	

WIGE

EDUCATION DATA ANALYSIS FROM THE 2001 CENSUS: TECHNICAL PAPER BASED ON Aboriginal identity data

FIRST NATIONS AND NORTHERN STATISTICS SECTION CORPORATE INFORMATION MANAGEMENT DIRECTORATE SEPTEMBER 2003

INTRODUCTION

The following *Education Data Analysis* provides an overview of recently released 2001 Census data and a comparison with 1996 Census data. It focuses on three education variables: *School Attendance, Highest Level of Schooling* and *Major Field of Study* for each province and territory across Canada as well as a national comparison. The focus is on Registered Indians, Inuit (Nunavut and Canada only) and Total Population for those aged 15 years and over. For Nunavut, the focus is on the Inuit population because there are no reserves and just over half of the national population of Inuit (51.3% in 1996 and 52.2% in 2001) reside there¹.

Registered Indians refers to those persons who responded yes to question 21 on the Census meaning they are registered as Indians under the **Indian** Act, are Treaty Indians, only if they are registered as Indians under the **Indian** Act, or have become registered as Indians since June 1985 when **Bill C-31** changed the **Indian** Act. The category "Registered Indians" is broken down into those living "On-reserve" and those living "Off-reserve". To ensure the numbers convey a true picture in comparing Registered Indians to the total population, the total population count excludes Registered Indians and thereby eliminates double counting of persons. For Nunavut, the total population excludes the Inuit population².

Notes to users:

- Canada's newest territory, Nunavut, was part of the Northwest Territories until April 1, 1999. Therefore, at the time of the 1996 Census, the population of Nunavut was included in the Northwest Territories. However, the Census data for 1996 has been adjusted for this and, therefore, the numbers for 1996 and 2001 for those two geographical areas are comparable.
- Statistics Canada imposes random rounding to Census data to provide a strong protection against direct, residual or negative disclosure. Based on established probabilities, it means that every number in a table is rounded up or down to the nearest multiple of 5 or sometimes 10. The random rounding method prevents any significant error to the data. However, you may have a column for which the elements of the total do not add up to the total and this is due to the random rounding of each element.
- The numbers presented in the tables for Canada, provinces and territories represent the reported incidence of School Attendance, Highest Level of Schooling or Major Field of Study. Refer to the appendix for each section for all numbers, including total population counts from which the percentages are calculated.
- Numbers in the Atlantic provinces, Yukon and Northwest Territory are quite low due to the small population compared to the other provinces. Users should be cautious in looking at changes from 1996 to 2001 in the Atlantic provinces, Yukon and Northwest Territory as a small increase or decrease in the number could have a disproportionate effect on the change in the percentage.
- The on-reserve population from the 1996 and 2001 censuses also include crown land. Additionally, Saskatchewan, Northwest Territories and Yukon contain First Nations living on

¹ Refer to table in Appendix showing the Inuit population across Canada for 1996 and 2001.

 $^{^2}$ For a description of the total population coverage of each table, refer to footnotes at the bottom of each page.

A State

ы

lands other than reserve or crown land who receive on-reserve type funding from Indian and Northern Affairs. Consequently, these locations have been considered as reserve communities in the 1996 and 2001 censuses and have therefore been included in the on-reserve count.

TABLE OF CONTENTS

	Pg.
1. DEFINITION OF VARIABLES	i
2. HIGHLIGHTS	ii
3. DATA ANALYSIS	
 3.1 CANADA 3.2 NEWFOUNDLAND AND LABRADOR 3.3 PRINCE EDWARD ISLAND 3.4 NOVA SCOTIA 3.5 NEW BRUNSWICK 3.6 QUEBEC 3.7 ONTARIO 3.8 MANITOBA 3.9 SASKATCHEWAN 3.10 ALBERTA 3.11 BRITISH COLUMBIA 3.12 YUKON 3.13 NORTHWEST TERRITORIES 3.14 NUNAVUT 	2 16 24 32 40 48 56 64 72 80 88 96 104 112
4 APPENDIX	
4.1 DATA TABLES CANADA NEWFOUNDLAND AND LABRADOR PRINCE EDWARD ISLAND NOVA SCOTIA NEW BRUNSWICK QUEBEC ONTARIO MANITOBA SASKATCHEWAN ALBERTA BRITISH COLUMBIA YUKON NORTHWEST TERRITORIES NUNAVUT	$120 \\ 123 \\ 126 \\ 129 \\ 132 \\ 135 \\ 138 \\ 141 \\ 144 \\ 147 \\ 150 \\ 153 \\ 156 \\ 159 \\ 159 \\ 125 \\ 150 \\ 159 \\ 125 \\ 150 \\ 159 \\ 120 $

4.2 INUIT POPULATION IN CANADA, 1996 AND 2001

DEFINITION OF VARIABLES

School Attendance:

Refers to either full time or part time (day or evening) attendance at school, college or university during the nine month period between Sept 2000 and May 15, 2001 for the 2001 Census and Sept 1995 and May 14, 1996 for the 1996 Census. It is counted only for courses which could be used as credits towards a certificate, diploma or degree.

Highest Level of Schooling:

Refers to the highest grade/year of elementary or secondary school attended, or to the highest year of university or other non-university education completed. University education is considered to be a higher level of schooling than other non-university education. Also, the attainment of a degree, certificate or diploma is considered to be at a higher level than years completed or attended without an education qualification.

Major Field of Study:

Refers to the predominant discipline or area of learning or training of a person's highest postsecondary degree, certificate or diploma. This classification structure consists of 10 major categories:

- Educational, recreational and counselling services
- Fine and applied arts
- Humanities and related fields
- Social sciences and related fields
- Commerce, management and business administration
- Agricultural and biological sciences/technologies
- Engineering and applied sciences
- Engineering and applied science technologies and trades
- Health professions, sciences and technologies
- Mathematics and physical sciences

PLEASE NOTE: Registered Indians refers to those persons who responded yes to question 21 on the Census meaning they are registered as Indians under the Indian Act, are Treaty Indians, only if they are registered as Indians under the Indian Act, or have become registered as Indians since June 1985 when Bill C-31 changed the Indian Act. The category "Registered Indians" is broken down into those living "On-reserve" and those living "Off-reserve". To ensure the numbers convey a true picture in comparing Registered Indians to the total population, the total population count excludes Registered Indians and thereby eliminates double counting of persons. For Nunavut, the total population excludes the Inuit population³.

Sources: 1996 Census Dictionary, Statistics Canada. 2001 Census Dictionary, Statistics Canada.



³ For a description of the total population coverage of each table, refer to footnotes at the bottom of each page.

HIGHLIGHTS

School Attendance

- In 2001, Saskatchewan reported the highest number of On-Reserve Registered Indians attending school full time, 4,965. This number represents about 18% of the total Canadian population of On-Reserve Registered Indians attending school full time (27,010).
- In 2001, British Columbia reported the highest number of On-Reserve Registered Indians not attending school full time, 26,510. This number represents about 18% of the total Canadian population of On-Reserve Registered Indians not attending school full time (146,645).
- In 2001, British Columbia also reported the highest number of On-Reserve Registered Indian men and women attending school part time, 830 and 1,170 respectively. This represents about 33% of the total On-Reserve Registered Indian men population in Canada attending school part time (2,505) and 30% of the total On-Reserve Registered Indian women population in Canada attending school part time (3,950).
- The highest increase in the number of On-Reserve Registered Indians not attending school full time between 1996 and 2001 was in Ontario, an increase of 5,455 people. This number represents about 25% of the total Canadian increase of 21,730 On-Reserve Registered Indians not attending school full time between 1996 and 2001.

Highest Level of Schooling

- In 1996, the largest reported highest level of schooling by On-Reserve Registered Indian men in Canada was Trade Certificate/Diploma (8,995 persons). In 2001, this number increased to 12,570 persons and remained the largest reported choice.
- In 1996, the largest reported highest level of schooling by On-Reserve Registered Indian women in Canada was College Certificate/Diploma, 5,770 persons. In 2001, this number increased to 8,955 persons and remained the largest reported choice.
- Manitoba had the highest number of On-Reserve Registered Indians in 1996 and 2001 with less than high school diploma, with 20,180 and 21,210 persons respectively. In both years, the number represented approximately 21% of the total On-Reserve Registered Indians in Canada with less than high school diploma.
- In 2001, a higher number of On-Reserve Registered Indian women in Canada reported

University degree¹ as their highest level of schooling, 2,790, compared to 1,190 On-Reserve Registered Indian men in Canada who reported the same.

- In 2001, British Columbia reported the highest number of On-Reserve Registered Indians with Post-Secondary degrees² (8,495). This number represents about 21% of the total Canadian On-Reserve Registered Indian population with Post-Secondary degrees (40,975).
- In 2001, Ontario reported the highest number of Post-Secondary degrees² for Off-Reserve Registered Indians (17,065). This number represents about 29% of the total Canadian Off-Reserve Registered Indian population with Post-Secondary degrees (58,300).

Major Field of Study

- The most common major field of study reported nationally in 2001 for On-Reserve Registered Indians and Off-Reserve Registered Indians in Canada was Applied Science Technology and Trades, 6.8% and 7.7% respectively.
- The most common major field of study reported nationally in 2001 for the Total Population³ was Commerce Management and Business Administration (9.6%).
- The largest increase in the reported major field of study for On-Reserve Registered Indians in Canada between 1996 and 2001, was an increase of 2,795 persons who indicated Applied Science Technologies and Trades as their major field of study.

¹ University degree includes Undergraduate, Graduate and Post-graduate degrees.

² Post-secondary degree includes College/Trade certificate or diploma or University degree.

³ Total population refers to the total population of Canada excluding the total population of Registered Indians in Canada.

CANADA*

* <u>Saskatchewan</u>, <u>Northwest Territories</u> and <u>Yukon</u> contain First Nations living on lands other than reserve or crown land who receive on-reserve type funding from Indian and Northern Affairs. Consequently, these locations have been considered as reserve communities in the 1996 and 2001 Census and have therefore been included in the on-reserve count.

SCHOOLATTENDANCE

Highlights:

- □ In 2001, Saskatchewan reported the highest proportion of Off-Reserve Registered Indians (24.1%) attending school full time. Ontario reported the highest number of Off-Reserve Registered Indians (7,750) attending school full time.
- □ Additionally, Saskatchewan also reported the highest number of On-Reserve Registered Indians (4,965) attending school full time.

Figure 1.1 Full time school attendance, Registered Indians On-Reserve, Off-Reserve and Total Population¹, Province/Territory, 2001.

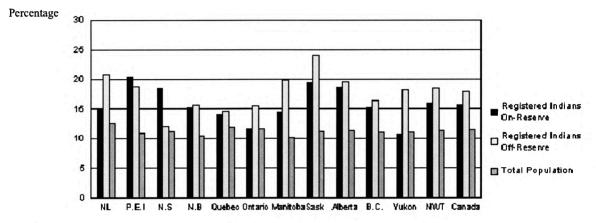


Table 1.1 Full time

school attendance, Registered Indians On-Reserve, Off-Reserve and Total Population², Province/Territory, 2001.

		2001									
Attending school full time	Registere On-Res	이 집에 있는 것을 잘 많이 했다.	Registere Off-Res		Total Population 1.4						
	#	%	#	%	#	%					
Newfoundland and Labrador	85	15.0	460	20.7	52,290	12.6					
Prince Edward Island	50	20.4	60	18.8	11,570	10.9					
Nova Scotia	840	18.5	305	12.1	81,540	11.2					
New Brunswick	595	15.2	515	15.6	61,005	10.5					
Quebec	2,950	14.0	1,890	14.7	695,580	12.0					
Ontario	3,070	11.7	7,750	15.5	1,049,300	11.7					
Manitoba	4,445	14.5	4,750	19.8	82,215	10.1					
Saskatchewan	4,965	19.4	5,535	24.1	79,355	11.2					
Alberta	4,095	18.7	5,655	19.6	255,925	11.3					
British Columbia	4,745	15.2	6,750	16.4	340,150	11.0					
Yukon	150	10.8	400	18.2	2,075	11.0					
Northwest Territories	1,025	16.0	240	18.5	2,200	11.4					
Canada	27,010	15.6	34,320	17.9	2,715,905	11.5					

Source: 2001 Census, INAC Core Tabulations (T2-2) and T2.

²Numbers represent reported incidence of full time school attendance for each province/territory. For derivation of percentages, refer to appendix of each province/territory for total population numbers.

¹ Total population refers to the total population of each province/.territory/Canada excluding total Registered Indians in each jurisdiction to eliminate double counting. Furthermore, please note that in the Canada section (3.1) of the data analysis, the total population of Canada also includes the population of Nunavut.

School Attendance cont'd

Highlights:

- British Columbia reported the highest number of On-Reserve Registered Indians not attending school full time (26,510) in 2001.
- Ontario had the highest increase in the number of On-Reserve Registered Indians not attending school full time from 1996 to 2001, an increase of 5,455 people.

Figure 1.2 Not attending school full time¹, Registered Indians On-Reserve, Province/Territory/Canada, 1996 and 2001.

Percentage

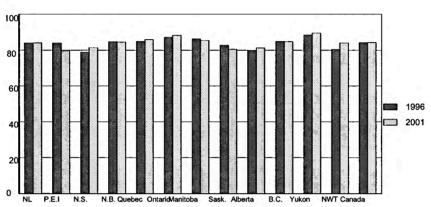


Table 1.2 Not attending school full time¹, Registered Indians On-Reserve, Province/Territory/Canada, 1996 and 2001.

	Registered Indians On-Reserve							
Not attending school full time	199	6 2	2001	2				
	#	%	#	%				
Nevyfoundland and Labrador	425	84.1	475	84.1				
Prince Edward Island	105	84.0	195	79.6				
Nova Scotia	3,315	78.9	3,695	81.5				
New Brunswick	2,865	84.8	3,305	84.6				
Quebec	15,385	84.9	18,060	86.0				
Ontario	17,725	87.2	23,180	88.3				
Manitoba	24,125	86.3	26,170	85.5				
Saskatchevvan	18,050	82.8	20,610	80.6				
Alberta	13,675	80.0	17,820	81.3				
British Columbia	23,750	84.9	26,510	84.8				
Yukon	1,090	88.6	1,250	89.6				
Northwest Territories	4,410	80.6	5,380	84.1				
Canada	124,915	84.3	146,645	84.4				

¹ Includes those attending school part time and those not attending school.

² Numbers represent reported incidence of full time school attendance for each province/territory. For derivation of percentages, refer to appendix of each province/territory for total population numbers.

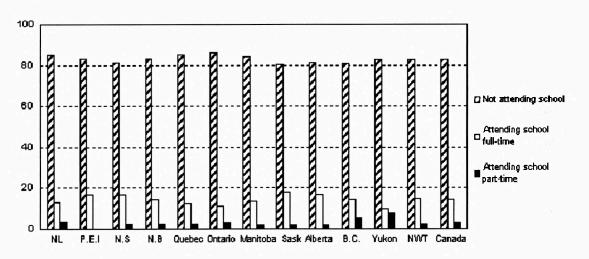
SchoolAttendance cont'd

Highlights:

- □ In 2001, British Columbia had the highest number of On-Reserve Registered Indian men attending school full time and part time, 2,300 and 830 respectively.
- Manitoba reported the highest number of On-Reserve Registered Indian men not attending school full time in 2001 (13,255).

Figure 1.3 School Attendance, Registered Indian Men On-Reserve, Province/Territory/Canada, 2001.

Percentage



			200)1		
School Attendance - Men	Not atte		Attendin full-ti	• · · · · · · · · · · · · · · · · · · ·	Attending part-ti	
	#	%	#	%	#	%
Newfoundland and Labrador	260	85.2	40	13.1	10	3.3
Prince Edward Island	100	83.3	20	16.7	0	0.0
Nova Scotia	1,760	81,1	360	16.6	50	2.3
New Brunswick	1,570	83.1	270	14.3	50	2.6
Quebec	8,755	85.1	1,270	12.3	265	2.6
Ontario	11,315	86.0	1,465	11.1	375	2.8
Manitoba	13,225	84.3	2,135	13.6	315	2.0
Saskatchewan	10,355	80.4	2,265	17.6	265	2.1
Alberta	8,805	81.3	1,810	16.7	215	2.0
British Columbia	13,055	80.7	2,300	14.2	830	5.1
Yukon	590	82.5	70	9.8	55	7.7
Northwest Territories	2,685	82.9	490	15.1	70	2.2
Canada	72,460	82.8	12,490	14.3	2,505	2.9

Source: 2001, INAC Core and Custom Tabulations (T2-2).

-4-

¹ Numbers represent reported incidence of full time school attendance for each province/territory. For derivation of percentages, refer to the appendix of each province/territory for total population numbers.

School Attendance cont'd

Highlights:

- In 2001, Saskatchewan reported the highest number of On-Reserve Registered Indian women attending school full time (2,700).
- British Columbia reported the highest number of On-Reserve Registered Indian women attending school part time in 2001 (1,170).

Figure 1.4 School Attendance, Registered Indian Women On-Reserve, Province/Territory/Canada, 2001.

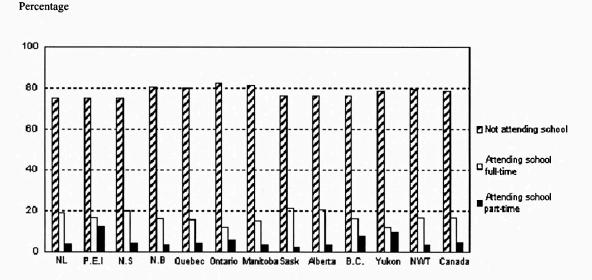


Table 1.4 School Attendance, Registered Indian Women On-Reserve, Province/Territory/Canada, 2001.

	2001								
School Attendance - Women	Not atte scho	~	Attendin full-t	-	Attending school				
	#	%	#	%	#	%			
Newfoundland and Labrador	195	75.0	50	19.2	10	3.8			
Prince Edward island	90	75.0	20	16.7	15	12.5			
Nova Scotia	1,785	75.3	480	20.3	100	4.2			
New Brunswick	1,620	80.6	325	16.2	65	3.2			
Quebec	8,565	79.9	1,680	15.7	480	4.5			
Ontario	10,745	82.1	1,600	12.2	745	5.7			
Manitoba	12,130	81.2	2,310	15.5	495	3.3			
Saskatchewan	9,660	76.1	2,700	21.3	335	2.6			
Aiberta	8,425	76.0	2,280	20.6	375	3.4			
British Columbia	11,455	76.0	2,450	16.3	1,170	7.8			
Yukon	535	78.7	80	11.8	65	9.6			
Northwest Territories	2,515	79.6	535	16.9	105	3.3			
Canada	67,730	78.6	14,515	16.8	3,950	4.6			

Source: 2001, INAC Core and Custom Tabulations (T2-2).

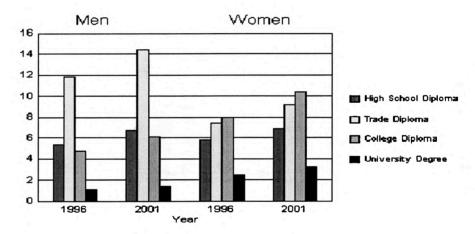
Numbers represent reported incidence of full time school attendance for each province/territory. For derivation of percentages, refer to appendix of each province/territory for total population numbers.

Highest Level of Schooling

Highlights:

- □ In 1996, 11.8% of On-Reserve Registered Indian men reported Trade certificate/diploma as their Highest Level of schooling whereas 7.4% of women reported the same. In 2001, these numbers grew to 14.4% for men and 9.2% for women.
- In 1996 and 2001, a higher percentage of On-Reserve Registered Indian women reported University degrees¹ as their highest level of schooling then men. In 1996, 2.5% of women had University degrees¹ whereas only 1.1% of men did. In 2001, 3.2% of women had University degrees¹ and 1.4% of men reported the same.

Figure 2.1 Highest Level of Schooling, Registered Indians On-Reserve, Men and Women, Canada, 1996 and 2001³.



Percentage

Table 2.1 Highest Level of Schooling, Registered Indians On-Reserve, Men and Women, Canada, 1996 and 2001.

		M	en ²		Women ²				
Highest Level of Schooling	19	96	20	D1	19	96	20	01	
	#	%	#	%	#	%	#	%	
Total	75,970	100	87,460	100	72,190	100	86,195	100	
High School Diploma	4,120	5.4	5,825	6.7	4,195	5.8	5,955	6.9	
Trade Certificate/Diploma	8,995	11.8	12,570	14.4	5,340	7.4	7,940	9.2	
College Certificate/Diploma	3,640	4.8	5,315	6.1	5,770	8.0	8,955	10.4	
University Certificate/Diploma	NA	NA	700	0.8	NA	NA	1,505	1.7	
University Degree ¹	805	1.1	1,190	1.4	1,820	2.5	2,790	3.2	

¹ "University degree" includes Undergraduate, Graduate and Post-graduate degrees.

² Numbers represent the reported incidence of highest level of schooling for On-Reserve Registered Indians in Canada. Refer to appendix of Canada for the total population numbers from which the percentages were derived.

³ Please note that as no comparable figures for the category "University Certificate or Diploma" exist from the 1996 census, the category has been excluded from the graph comparing the Highest Level of Schooling for 1996 and 2001.

$Highest\,Level \, of\,Schooling\, {\rm cont}{}^{\rm d}$

Highlights:

- In 2001, Manitoba reported the highest number of On-Reserve Registered Indian men with University degrees¹ (230).
- British Columbia had the highest number of On-Reserve Registered Indian men with Trade or College certificate/diploma, 2,580 and 1,155 respectively.

Figure 2.2 Highest Level of Schooling, Registered Indian Men On-Reserve, Province/Territory/Canada, 2001.

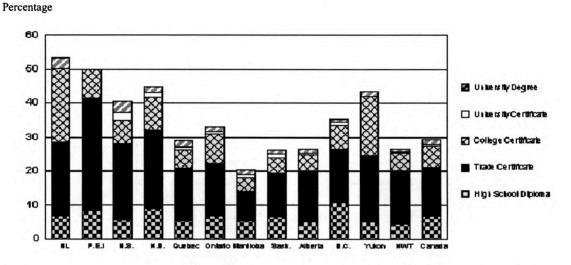


Table 2.2 Highest Level of Schooling, Registered Indian Men On-Reserve, Province/Territory/Canada, 2001.

Highest Level of Schooling	High School ling Diploma ²		Trade Certificate/Diploma ²		College Certificate/Diploma ²		University Certificate/Diploma ²		University Degree ^{1,2}	
	#	%	#	%	#	%	#	%	#	%
Newfoundland and Labrador	20	6.7	65	21.7	65	21.7	0	0.0	10	3.3
Prince Edward Island	10	8.3	40	33.3	10	8.3	0	0.0	0	0.0
Nova Scotia	120	5.5	495	22.8	145	6.7	50	2.3	70	3.2
New Brunswick	170	9.0	435	23.0	185	9.8	25	1.3	35	1.8
Quebec	555	5.4	1,580	15.4	555	5.4	95	0.9	190	1.8
Ontario	890	6.8	2,040	15.5	1,150	8.7	85	0.6	165	1.3
Manitoba	815	5.2	1,400	8.9	620	4.0	120	0.8	230	1.5
Saskatchewan	820	6.4	1,675	13.0	595	4.6	125	1.0	170	1.3
Alberta	540	5.0	1,610	14.9	525	4.8	60	0.6	130	1.2
British Columbia	1,710	10.6	2,580	15.9	1,155	7.1	120	0.7	160	1.0
Yukon	35	4.9	140	19.6	125	17.5	0	0.0	10	1.4
Northwest Territories	145	4.5	505	15.6	170	5.2	10	0.3	30	0.9
Canada	5,825	6.7	12,570	14.4	5,315	6.1	700	0.8	1,190	1.4

Source: 2001 Census, INAC Core and Custom Tabulations (T2-2).

Canada

¹ "University degree" includes Undergraduate, Graduate and Post-graduate degrees.

² Numbers represent reported incidence of highest level of schooling of male On-Reserve Registered Indians for each province/territory. For derivation of percentages, refer to appendix of each province/territory for total population numbers.

$Highest\,Level \, \text{of}\,Schooling\, \text{cont'd}$

Highlights:

- In 2001, Manitoba reported the highest number of On-Reserve Registered Indian women with University degrees¹ (475).
- British Columbia reported the highest number of On-Reserve Registered Indian women in 2001 with Trade or College certificate/diploma, 1,685 and 2,055 respectively.

Figure 2.3 Highest Level of Schooling, Registered Indian Women On-Reserve, Province/Territory/Canada, 2001.

Percentage

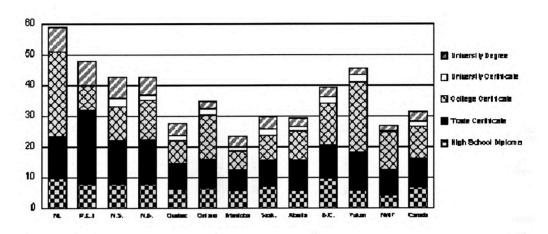


Table 2.3 Highest Level of Schooling, Registered Indian Women On-Reserve, Province/Territory/Canada, 2001.

Highest Level of Schooling	High S Diplo				College Certificate/Diploma ²		University Certificate/Diploma ²		University Degree ^{1,2}	
	#	%	#	%	#	%	#	%	#	%
Newfoundland and Labrador	25	9.8	35	13.7	70	27.5	0	0.0	20	7.8
Prince Edward Island	10	8.0	30	24.0	10	8.0	0	0.0	10	8.0
Nova Scotia	185	7.8	335	14.2	260	11.0	70	3.0	160	6.8
New Brunswick	160	8.0	290	14.4	260	12.9	35	1.7	115	5.7
Quebec	655	6.1	915	8.5	815	7.6	170	1.6	405	3.8
Ontario	850	6.5	1,225	9.4	1,915	14.6	235	1.8	330	2.5
Manitoba	870	5.8	965	6.5	945	6.3	230	1.5	475	3.2
Saskatchewan	930	7.3	1,050	8.3	1,045	8.2	285	2.2	460	3.6
Alberta	660	6.0	1,065	9.6	1,055	9.5	140	1.3	305	2.8
British Columbia	1,430	9.5	1,685	11.2	2,055	13.6	295	2.0	445	3.0
Yukon	40	5.9	85	12.5	155	22.8	15	2.2	15	2.2
Northwest Territories	135	4.3	260	8.2	385	12.2	20	0.6	55	1.7
Canada	5,955	6.9	7,940	9.2	8,955	10.4	1,505	1.7	2,790	3.2

Source: 2001 Census, INAC Core and Custom Tabulations (T2-2).

¹ "University degree" includes Undergraduate, Graduate and Post-graduate degrees.

² Numbers represent reported incidence of highest level of schooling of male Registered Indians On-Reserve for each province/territory. For derivation of percentages, refer to appendix of each province/territory for total population numbers.

Highest Level of Schooling cont'd

Highlights:

- □ In 2001, British Columbia reported the highest number of Post-Secondary degrees¹ for On-Reserve Registered Indians (8,495).
- Ontario reported the highest number of Post-Secondary degrees¹ for Off-Reserve Registered Indians in 2001 (17,065).

Figure 2.4 Post-Secondary degree¹, Registered Indians On-Reserve, Off-Reserve and Total Population², Province/Territory/Canada, 2001.

Percentage

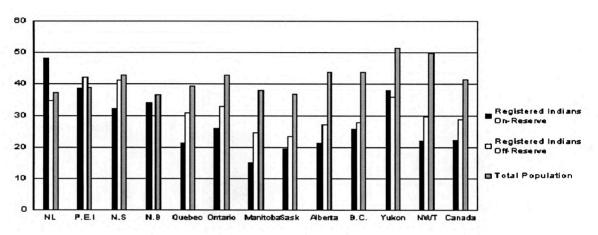


Table 2.4 Post-Secondary degree¹, Registered Indians On-Reserve, Off-Reserve and Total Population², Province/Territory/Canada, 2001.

		an this h					
Post-Secondary Degree ¹	Registered Indians On Reserve ³		Registere Off Res		Total Population ^{2,3}		
	#	%	#	%	#	%	
Newfoundland and Labrador	270	48.2	810	36.5	162,395	39.0	
Prince Edward Island	95	38.8	145	45.3	43,630	41.1	
Nova Scotia	1,585	35.0	1,085	43.1	328,705	45.3	
New Brunswick	1,385	35.5	1,060	32.1	223,580	38.4	
Quabec	4,735	22.5	4,225	32.9	2,470,900	42.6	
Ontario	7,135	27.1	17,065	34.1	4,020,505	44.8	
Manitoba	4,990	16.3	6,205	25.8	328,675	40.3	
Saskatchewan	5,400	21.1	5,865	25.5	280,565	39.7	
Alberta	4,890	22.3	8,310	28.8	1,038,855	45.7	
British Columbia	8,495	27.2	12,290	29.8	1,443,905	46.8	
Yukon	545	39.1	815	37.1	10,290	54.5	
Northwest Territories	1,435	22.4	400	30.8	9,985	51.9	
Canada	40,975	23.6	58,300	30.3	10,367,135	44.0	

Source: 2001, INAC Core and Custom Tabulations (T2-2).

¹Post-secondary education includes Trade and/or College Certificate or Diploma or University Certificate or Degree. University Degree includes Undergraduate, Graduate and Post-graduate degrees.

² Total Population refers to the total population of each prov/terr/Canada excluding total Registered Indians in each prov/terr/Canada to eliminate double counting. The total population of Canada also includes the population of Nunavut.

³ Numbers represent reported incidence of post-secondary degrees of On-Reserve, Off-Reserve Registered Indians and total population for each province/territory. For derivation of percentages, refer to appendix of each province/territory for total population numbers.

$H{\scriptstyle \text{ighest}}\,L{\scriptstyle \text{evelof}}\,S{\scriptstyle \text{chooling cont}}{\scriptstyle \text{d}}$

Highlights:

- From 1996 to 2001, there was an increase across Canada in Post-Secondary degrees¹ for On-Reserve Registered Indians.
- The largest increase in number of Post-Secondary degrees¹ between 1996 and 2001 was an increase of 3,110 in Ontario.

Figure 2.5 Post-Secondary degree¹, Registered Indians On-Reserve, Province/Territory/Canada, 1996 and 2001.

Percentage

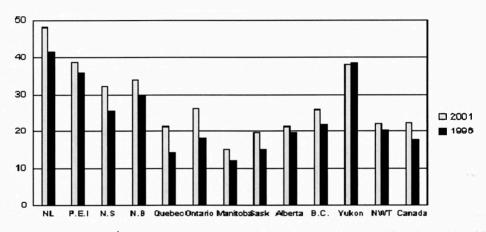


Table 2.5 Post-Secondary degree¹, Registered Indians On-Reserve, Province/Territory/Canada, 1996 and 2001.

De et Casanders Devrag1	199	6 ²	200	1 2
Post-Secondary Degree ¹	#	%	#	%
Newfoundland and Labrador	210	41.5	270	48.2
Prince Edward Island	45	36.0	95	38.8
Nova Scotla	1,075	25.6	1,465	32.3
New Brunswick	1,005	29.7	1,325	34.0
Quebec	2,595	14.3	4,470	21.3
Ontario	3,705	18.2	6,815	26.0
Manitoba	3,425	12.3	4,635	15.1
Saskatchewan	3,280	15.0	4,990	19.5
Alberta	3,360	19.7	4,685	21.4
British Columbia	6,080	21.7	8,075	25.8
Yukon	475	38.6	530	38.0
Northwest Territories	1,115	20.4	1,405	22.0
Canada	26,380	17.8	38,765	22.3

¹ Post-Secondary degree includes Trade and/or College Certificate/Diploma and/or University Degree, but does not include University Certificate for which comparable figures do not exist from the 1996 census. University degree includes Undergraduate, Graduate and Post-graduate degrees.

² Numbers represent reported incidence of Post-Secondary degrees of On-Reserve Registered Indians for each province/territory. For derivation of percentages, refer to appendix of each province/territory for total population numbers.

Canada

$H{\scriptstyle \text{ighest}}\,L{\scriptstyle \text{evelof}}\,S{\scriptstyle \text{chooling cont}}$

Highlights:

- Excluding New Brunswick, the percentage of On-Reserve Registered Indians with less than high school diploma decreased across the country between 1996 and 2001.
- □ The greatest decline in the percentage of On-Reserve Registered Indians with less than high school diploma was in Ontario. From 1996 to 2001 there was a decrease from 64.4% to 55.7%.

Figure 2.6 Less than High School Diploma, Registered Indians On-Reserve, Province/Territory/Canada, 1996 and 2001.

Percentage

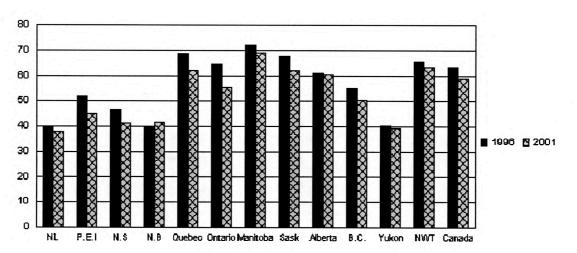


Table 2.6 Less Than High School Diploma, Registered Indians On-Reserve, Province/Territory/Canada, 1996 and 2001.

Less than High School Diploma	199	6 ¹	200	н 1
	#	%	#	%
Newfoundland and Labrador	200	39.6	210	37.5
Prince Edward Island	65	52.0	110	44.9
Nova Scotia	1,955	46.5	1,875	41.3
New Brunswick	1,355	40.0	1,620	41.5
Quebec	12,425	68.6	13,090	62.3
Ontario	13,095	64.4	14,625	55.7
Manitoba	20,180	72.2	21,210	69.3
Saskatchewan	14,695	67.4	15,860	62.0
Alberta	10,430	61.0	13,255	60.5
British Columbia	15,395	\$ 5.1	15,810	50.6
Yukon	495	40.2	545	39.1
Northwest Territories	3,595	65.7	4,045	63.2
Canada	93,895	63.4	102,250	58.9

¹ Numbers represent reported incidence of less than high school diploma for each province/territory. For derivation of percentages, refer to appendix of each province/territory for total population numbers.

$\overline{H}_{\text{IGHEST}} \xrightarrow{} L_{\text{EVEL OF}} \xrightarrow{} S_{\text{CHOOLING CONT'D}}$

Highlights:

Between 1996 and 2001, the proportion of On-Reserve Registered Indian men with less than High School diploma decreased from 65.0% to 61.2% and decreased from 61.6% to 56.5% for women.

Figure 2.7 Less than High School Diploma, Registered Indians On-Reserve, Men and Women, Canada, 1996 and 2001.

Percentage

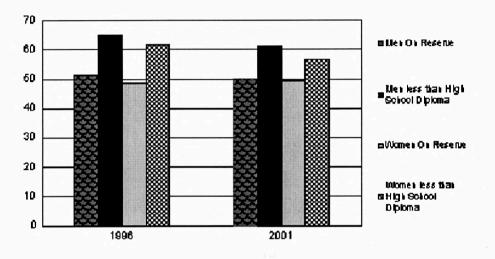


Table 2.7 Less than High School Diploma, Registered Indians On-Reserve, Men and Women, Canada, 1996 and 2001.

Les	s than High School Diploma	19:	96	2001		
		#	%	#	%	
T-t-l	Total Registered Indians On Reserve With ess than High School Diploma		100.0	173,655	100.0	
			63.2	102,250	58.9	
hilan	Registered Indians On Reserve	75,970	51.3	87,460	50.4	
Men	With less than High School Diploma	49,405	65.0	53,520	61.2	
Women	Registered Indians On Reserve		48.7	86,195	49.6	
AAONIGII	With less than High School Diploma	44,490	61.6	48,730	56.5	

$M_{\text{AJOR}}F_{\text{IELD}\,\text{OF}}S_{\text{TUDY}}$

Highlights:

- In 2001, Applied Science Technologies and Trades was the most common field of study for On-Reserve Registered Indians(6.8%) and Off-Reserve (7.7%). For the Total Population¹, it was Commerce Management and Business Administration (9.6%).
- In 2001, the second most common field for On-Reserve Registered Indians was Social Sciences and related fields (3.9%). For Off-Reserve Registered Indians it was Commerce and Business Management (6.3%) and for Total Population¹ it was Applied Science Technologies and trades (9.4%).

Figure 3.1 Major Field of Study, Registered Indians On-Reserve, Off-Reserve and Total Population¹, Canada, 2001.

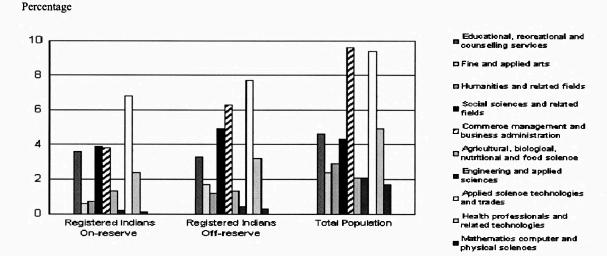


Table 3.1 Major Field of Study, Registered Indians On-Reserve, Off-Reserve and Total Population¹, Canada, 2001.

Major Field of Study	Registered On-Rese		Registered In Off-Reserv		Total Population ^{1,2}		
	#	%	#	%	#	%	
Total	173,655	100	191,970	100	23,535,730	10	
Educational, recreational and counselling services	6,305	3.6	6,260	3.3	1,071,135	4.	
Fina and applied arts	1,095	0.6	3,340	1.7	572,485	2.	
Humanities and related fields	1,195	0.7	2,215	1.2	671,150	2.9	
Social sciences and related fields	6,695	3.9	9,490	4.9	1,022,035	4.:	
Commerca management and business administration	6,595	3.8	12,120	6.3	2,268,500	9.	
Agricultural, biological, nutritional and food scienca	2,190	1.3	2,445	1.3	492,870	2.1	
Engineering and applied sciences	390	0.2	680	0.4	488,590	2.1	
Applied science technologies and trades	11,870	6.8	14,820	7.7	2,207,455	9.4	
Health professionals and related technologies	4,235	2.4	6,115	3.2	1,153,750	4.9	
Mathematics computer and physical sciences	190	0.1	630	0.3	393,695	1.	
No specialization	132,890	76.5	133.845	69.7	13,194,070	56.	

Source: 2001 Census, INAC Core and Custom Tabulations (T1).

¹ Total Population represents total Canadian population excluding total Registered Indians in Canada to eliminate double counting.

² Numbers represent reported Major Field of Study for all On-Reserve Registered Indians in Canada. For derivation of percentages, refer to appendix of each province/territory for total population numbers.

Major Field of Study

Highlights:

- □ The most common field of study for On-Reserve Registered Indians in 2001, Applied Science Technology and Trades, 6.8 %, increased 0.7 percentage points from 1996.
- □ Social Science and related fields, the second most common in 2001, increased from 3.0 % in 1996 to 3.9 % in 2001.

Figure 3.2 Major Field of Study, Registered Indians On-Reserve, Canada, 1996 and 2001.



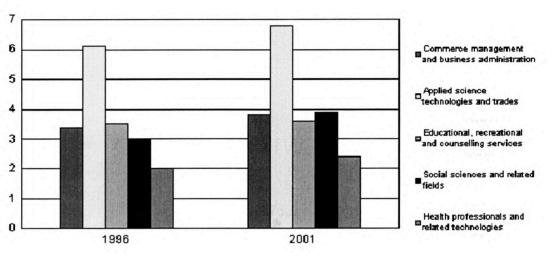


Table 3.2 Major Field of Study, Registered Indians On-Reserve, Canada, 1996 and 2001.

	Regist	tered India	ns On-Reserv	ve	
Major Field of Study	1996	1	2001 ¹		
	#	%	#	%	
Total	148,155	100	173,655	100	
Educational, recreational and counselling services	5,200	3.5	6,305	3.6	
Fine and applied arts	975	0.7	1,095	0.6	
Humanities and related fields	780	0.5	1,195	0.7	
Social sciences and related fields	4,420	3.0	6,695	3.9	
Commerce management and business administration	5,070	3.4	6,595	3.8	
Agricultural, biological, nutritional and food science	1,540	1.0	2,190	1.3	
Engineering and applied sciences	240	0.2	390	0.2	
Applied science technologies and trades	9,075	6.1	11,870	6.8	
Health professionals and related technologies	2,895	2.0	4,235	2.4	
Mathematics computer and physical sciences	95	0.1	190	0.1	
No specialization	117,855	79.5	132,890	76.5	

¹ Numbers represent reported Major Field of Study for all Registered Indians On-Reserve in Canada. For derivation of percentages, refer to appendix of each province/territory for total population numbers.



Newfoundland and Labrador*

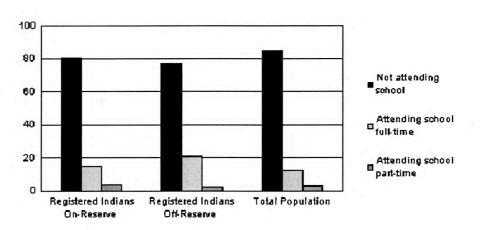
*Cautionary note: small numbers may result in the appearance of a large percentage change between 1996 and 2001.

SCHOOLATTENDANCE

Highlights:

- In 2001, a higher percentage of Off-Reserve Registered Indians were attending school full time, 20.7%, than On-Reserve Registered Indians, 15.0%, and the total population¹, 12.6%.
- On-Reserve Registered Indians living had a higher percentage of part time school attendance, 3.5%, compared to those living Off-Reserve, 2.0%, as well as the total population¹, 2.5%.

Figure 1.1 School attendance, Registered Indians On-Reserve, Off-Reserve and Total Population¹, 2001.



Percentage

Table 1.1 School attendance, Registered Indians On-Reserve, Off-Reserve and Total Population¹, 2001.

School Attendance	Registered Indians On-Reserve		Registered Indians Off-Reserve		Total Population ¹		
	#	%	#	%	#	%	
Total	565	100.0	2,220	100.0	416,235	100.0	
Not attending School	455	80.5	1,710	77.0	353,615	85.0	
Attending School Full Time	85	15.0	460	20.7	52,290	12.6	
Attending School Part time	20	3.5	45	2.0	10,335	2.5	

Source: 2001 Census, INAC Core and Custom Tabulations (T2-2).

¹ Total Population refers to total population of Newfoundland and Labrador excluding Registered Indians living in Newfoundland and Labrador to eliminate double counting.

School Attendance cont'd

Highlights:

- In 2001, On-Reserve Registered Indian men had a full time school attendance of 13.1% whereas the rate for On-Reserve Registered Indian Women was 19.2%.
- Between 1996 and 2001 there was little change in the full time school attendance. It decreased 0.9% points for On-Reserve Registered Indian men and increased 1.0% point for On-Reserve Registered Indian women.

Figure 1.2 School attendance, Registered Indians On-Reserve, Men and Women, 1996 and 2001.

Percentage

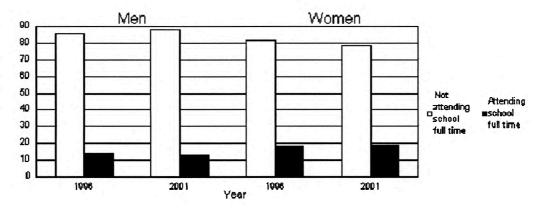


Table 1.2 School attendance, Registered Indians On-Reserve, Men and Women, 1996 and 2001.

6 • • • • • • • • • • • • • • • • • • •		Me	n		Women				
School Attendance	1996	1996 2001		19	96	2001			
	#	%	#	%	#	%	#	%	
Total	285	100.0	305	100.0	220	100.0	260	100.0	
Not attending school full time	245	86.0	270	88.5	180	81.8	205	78.8	
Attending school full time	40	14.0	40	13.1	40	18.2	50	19.2	

$Highest\,Level \, \text{of}\, Schooling$

Highlights:

- In 2001, Off-Reserve Registered Indians reported a lower percentage of University degrees¹, 3.2%, than On-Reserve Registered Indians, 5.4%, and the total population², 9.6%.
- Registered Indians, On and Off-Reserve, had a higher percentage of Trade certificate/diplomas, 18.8% and 19.1% respectively, than the total population², 16.8%.
- On-Reserve Registered Indians reported a much higher College certificate/diploma achievement, 24.1%, compared to Off-Reserve Registered Indians, 12.4%, and the total population², 10.8%.

Figure 2.1 Highest Level of Schooling, Registered Indians On and Off-Reserve and Total Population², 2001.

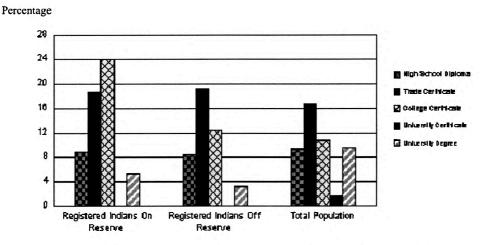


Table 2.1 Highest Level of Schooling, Registered Indians On and Off-Reserve and Total Population², 2001.

Highest Level of Schooling		ed Indians Iserve		ed Indians Serve	Total Population		
	#	%	#	%	#	%	
Totai	560	100.0	2,220	100.0	416,235	100.0	
High School Diptoma	50	8.9	190	8.6	39,185	9.4	
Trade Certificate/Diploma	105	18.8	425	19.1	69,990	16.8	
College Certificate/Diploma	135	24.1	275	12.4	45,150	10.8	
University Certificate/Diploma	0	0.0	0	0.0	7,410	1.8	
University Degree ¹	30	5.4	70	3.2	39,845	9.6	

Source: 2001 Census, INAC Core and Custom Tabulations (T2-2).

¹ "University degree" includes Undergraduate, Graduate and Post-graduate degrees.

² Total Population refers to total population of Newfoundland and Labrador excluding Registered Indians living in Newfoundland and Labrador to eliminate double counting.

$Highest \, Level \, \text{of } Schooling \, \, \text{contd}$

Highlights:

- In 2001, On-Reserve Registered Indian women reported double the University degrees¹ of On-Reserve Registered Indian men.
- Between 1996 and 2001, the percentage with only High School diploma increased from 5.2% to 6.7% for On-Reserve Registered Indian men and from 9.1% to 9.8% for On-Reserve Registered Indian women.

Figure 2.2 Highest level of schooling, Registered Indians On-Reserve, Men and Women, 1996 and 2001².

Percentage

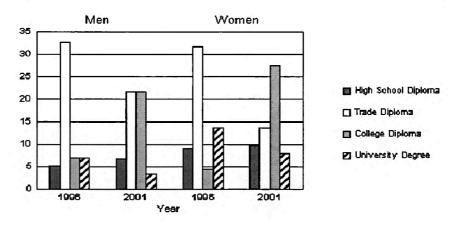


Table 2.2 Highest level of schooling, Registered Indians On-Reserve, Men and Women, 1996 and 2001.

		м	en		Women					
Highest Level of Schooling	19	96	2	001	1	996	2	2001		
	#	%	#	%	#	%	#	%		
Total	290	100.0	300	100.0	220	100.0	255	100.0		
High School Diploma	15	5.2	20	6.7	20	9.1	25	9.8		
Trade Certificate/Diploma	95	32.8	65	21.7	70	31.8	35	13.7		
College Certificate/Diploma	20	6.9	65	21.7	10	4.5	70	27.5		
University Certificate/Diploma	NA	NA	0	0.0	NA	NA	0	0.0		
University Degree ¹	10	3.4	10	3.3	15	6.8	20	7.8		

¹ "University degree" includes Undergraduate, Graduate and Post-graduate degrees.

² Please note that as no comparable figures for the category "University Certificate or Diploma" exist from the 1996 census, the category has been excluded from the graph comparing the Highest Level of Schooling for 1996 and 2001.

$H \text{ighest}\,L \text{evel of }S \text{chooling cont}d$

Highlights:

- □ In 2001, the gender distribution of On-Reserve Registered Indians was 53.6% men and 45.5% women. 40.0% of men had less than High School diploma and 35.3% of women had less than High School diploma.
- Between 1996 and 2001, the percentage of On-Reserve Registered Indians with less than High School diploma decreased 1.3% points for men and decreased 3.3% points for women.

Figure 2.3 Less than High School Diploma, Registered Indians On-Reserve, Men and Women, 1996 and 2001.

Percentage

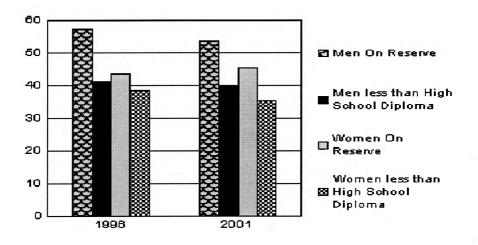


Table 2.3 Less than High School Diploma, Registered Indians On-Reserve, Men and Women, 1996 and 2001.

	as than Uich Cabaal Disloma	- 19	96	2001		
LC	ss than High School Diploma	#	%	#	%	
Total ¹	Registered Indians On Reserve	505	100.0	560	100.0	
10(8).	With less than High School Diploma	200	39.6	210	37.5	
Men	Registered Indians On Reserve	290	57.4	300	53.6	
MCII	With less than High School Diploma	120	41.3	120	40.0	
Wornen Registered Indians On Reserve		220	43.6	255	45.5	
		85	38.6	90	35.3	

¹ Total refers to the total population of Registered Indians On-Reserve in Newfoundland and Labrador.

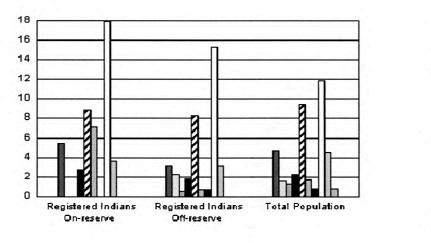
$M_{\text{AJOR}}\,F_{\text{IELD}\,\text{OF}}\,S_{\text{TUDY}}$

Highlights:

- In 2001, Applied Science Technologies and Trades was the most common field of study for On-Reserve Registered Indians (17.9%), Off-Reserve (15.3%) and total population¹ (11.8%).
- Commerce Management and Business Administration was the second most common field of study for all three population groups, On-Reserve Registered Indians (8.9%), Off-Reserve (8.3%), and total population¹ (9.4%).

Figure 3.1 Major Field of Study, Registered Indians On-Reserve, Off-Reserve and Total Population¹, 2001.

Percentage



Educational, recreational, counselling

EFine and applied arts

Humanities and related fields

Social sciences and related fields

Commerce management

Agricultural, biological, Instritional and food science

Engineering and applied sciences

Applied science technologies and trades Health professionals and related technologies

Mathematics computer and physical sciences

Table 3.1 Major Field of Study, Registered Indians On-reserve, Off-reserve and Total Population¹, 2001.

Major Field of Study	Regist India On-res	ns	Registo India Off-res	ns	Total Population ¹		
	#	%	#	%	#	%	
Total	560	100	2,220	100	416,235	100	
Educational, recreational and counselling services	30	5.4	70	3.2	19,715	4.7	
Fine and applied arts	0	0.0	50	2.3	6,695	1.6	
Humanities and related fields	0	0.0	10	0.5	5,595	1.3	
Social sciences and related fields	15	2.7	40	1.8	9,375	2.3	
Commerce management and business administration	50	8.9	185	8.3	39,195	9.4	
Agricultural, biological, nutritional and food science	40	7.1	15	0.7	6,960	1.7	
Engineering and applied sciences	0	0.0	15	0.7	3,210	0.8	
Applied science technologies and trades	100	17.9	340	15.3	49,175	11.8	
Health professionals and related technologies	20	3.6	70	3.2	18,820	4.5	
Mathematics computer and physical sciences	0	0.0	0	0.0	3,405	0.8	
No specialization	290	51.8	1,405	63.3	254,090	61.0	

Source: 2001 Census, INAC Core and Custom Tabulations (T1).

¹ Total Population refers to the total population of Newfoundland and Labrador excluding Registered Indians living in Newfoundland and Labrador to eliminate double counting.

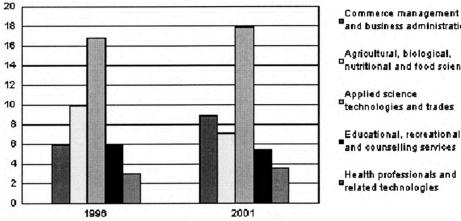
Major Field of Study

Highlights:

- D The most common field of study for On-Reserve Registered Indians in 2001, Applied Science Technology and Trades, increased 1.1% points between 1996 and 2001.
- Agricultural, Biological, Nutritional and Food Science, the second most common in 2001, decreased from 9.9% in 1996 to 7.1% in 2001.

Figure 3.2 Major Field of Study, Registered Indians On-Reserve, 1996 and 2001.

Percentage



and business administration

Agricultural, biological, ^Dnutritional and food science

Applied science ^mtechnologies and trades

Educational, recreational and counselling services

Health professionals and

Table 3.2 Major Field of Study, Registered Indians On-Reserve, 1996 and 2001.

	Regist	ered Indian	s On-Rese	гче	
Major Field of Study	1990	6	2001		
	#	%	#	%	
Total	505	100	560	100	
Educational, recreational and counselling services	30	5.9	30	5.4	
Fine and applied arts	0	0.0	0	0.0	
Humanities and related fields	0	0.0	O	0.0	
Social sciences and related fields	10	2.0	15	2.3	
Commerce management and business administration	30	5.9	50	8.9	
Agricultural, biological, nutritional and food science	50	9.9	40	7.1	
Engineering and applied sciences	0	0.0	0	0.0	
Applied science technologies and trades	85	16.8	100	17.9	
Health professionals and related technologies	15	3.0	20	3.6	
Mathematics computer and physical sciences	0	0.0	0	0.0	
No specialization	280	55.4	290	51.8	

PRINCE EDWARD ISLAND*

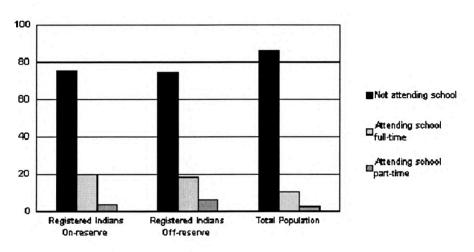
*Cautionary note: small numbers may result in the appearance of a large percentage change between 1996 and 2001.

SCHOOLATTENDANCE

Highlights:

- In 2001, 50 On-Reserve Registered Indians and 60 Off-Reserve Registered Indians reported attending school full time.
- Off-Reserve Registered Indians living had double the part time school attendance, 20, of those living On-Reserve, 10.

Figure 1.1 School attendance, Registered Indians On-Reserve, Off-Reserve and Total Population¹, 2001.



Percentage

Table 1.1 School attendance, Registered Indians On-Reserve, Off-Reserve and Total Population¹, 2001.

School Attendance		ed Indians eserve	Registered Indians Off-reserve			opulation ¹	
	#	*	#	*	#	%	
Total	245	100.0	320	100.0	106,125	100.0	
Not attending School	185	75.5	240	75.0	91,470	86.2	
Attending School Full Time	50	20.4	60	18.8	11,570	10.9	
Attending School Part time	10	4.1	20	6.3	3,090	2.9	

Source: 2001 Census, INAC Core and Custom Tabulations (T2-2).

¹ Total Population refers to the total population of Prince Edward Island excluding Registered Indians living on Prince Edward Island to eliminate double counting.

SCHOOLATTENDANCECONT'D

Highlights:

- In 2001, On-Reserve Registered Indian men and women reported an equal percentage of full time school attendance.
- □ The full time school attendance for men doubled between 1996 and 2001.
- □ The full time school attendance for women increased by 5 between 1996 and 2001.

Figure 1.2 School attendance¹, Registered Indians On-Reserve, Men and Women, 1996 and 2001.

Percentage

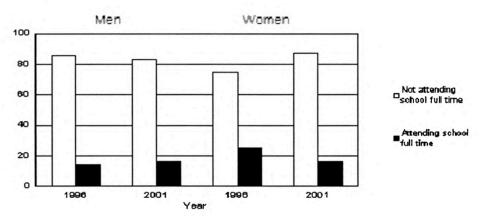


Table 1.2 School attendance¹, Registered Indians On-Reserve, Men and Women, 1996 and 2001.

School Attendance	Men				Women				
	1996		2001		1996		2001		
	#	%	#	%	#	%	#	%	
Total	70	100.0	120	100.0	60	100.0	120	100.0	
Not attending school full time ¹	60	85.7	100	83.3	45	75.0	105	87.5	
Attending school full time	10	14.3	20	16.7	15	25.0	20	16.7	

¹ Not attending school full time includes those not attending school and those attending school part time.

Highest Level of Schooling

Highlights:

- In 2001, Registered Indians On-Reserve reported 10 University degrees¹ compared to Off-Reserve Registered Indians who reported 35.
- □ Registered Indians, On-Reserve and Off-Reserve, reported 70 Trade certificates/diplomas.
- Off-Reserve Registered Indians reported double the College certificate/diplomas reported by On-Reserve Registered Indians, 15 and 30 respectively.

Figure 2.1 Highest Level of Schooling, Registered Indians On and Off-Reserve and Total Population², 2001.

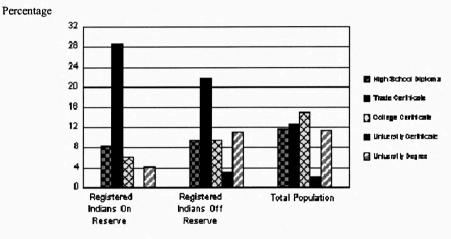


Table 2.1 Highest Level of Schooling, Registered Indians On and Off-Reserve and Total Population², 2001.

Highest Level of Schooling		tered ns On erve	India	itered ns Off erve	Total Population ²		
	#	%	#	%	#	%	
Total	245	100	320	100	106,135	100	
High School Diploma	20	8.2	30	9.4	12,295	11.6	
Trade Certificate/Diploma	70	28.6	70	21.9	13,295	12.5	
College Certificate/Diploma	15	6.1	30	9.4	15,810	14.9	
University Certificate/Diploma	0	0.0	10	3.1	2,375	2.2	
University Degree ¹	10	4.1	35	10.9	12,150	11.4	

Source: 2001 Census, INAC Core and Custom Tabulations (T2-2).

¹ "University degree" includes Undergraduate, Graduate and Post-graduate degrees.

² Total Population refers to total population of Prince Edward Island excluding Registered Indians living in Prince Edward Island. to eliminate double counting.

$H{\scriptstyle \text{ighest}}\,L{\scriptstyle \text{evel}}\,\text{of}\,S{\scriptstyle \text{chooling cont}}$

Highlights:

- □ In 2001, On-Reserve Registered Indian women reported 10 University degrees¹ while On-Reserve Registered Indian men reported none.
- Between 1996 and 2001, the number of On-Reserve Registered Indians with only High School diplomas did not change for men and increased from 0 to 10 for women.

Figure 2.2 Highest level of schooling, Registered Indians On-Reserve, Men and Women, 1996 and 2001².

Percentage

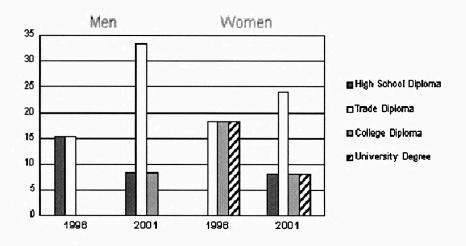


Table 2.2 Highest level of schooling, Registered Indians On-Reserve, Men and Women, 1996 and 2001.

Highest Level of Schooling		Men					Women			
	1996		2001		1996		2001			
	#	%	#	%		%	#	%		
Total	65	100.0	120	100.0	55	100.0	125	100.0		
High School Diploma	10	15.4	10	8.3	0	0.0	10	8.0		
Trade Certificate/Diploma	10	15.4	40	33.3	10	18.2	30	24.0		
College Certificate/Diploma	0	0.0	10	8.3	10	18.2	10	8.0		
University Certificate/Diploma	NA	NA	0	0.0	NA	NA	0	0.0		
University Degree ¹	0	0.0	0	0.0	10	18.2	10	8.0		

ources: 1996 Census, INAC Core and Custom Tabulations (T11). 2001 Census, INAC Core and Custom Tabulations (T2-2). S

¹ "University degree" includes Undergraduate, Graduate and Post-graduate degrees.

² Please note that as no comparable figures for the category "University Certificate or Diploma" exist from the 1996 census, the category has been excluded from the graph comparing the Highest Level of Schooling for 1996 and 2001.

HIGHEST LEVEL OF SCHOOLING CONT'D

Highlights:

- In 2001, the gender distribution of On-Reserve Registered Indians was 49.0% men and 51.0% women. 45.8% of men and 40.0% of women have less than High School diploma.
- Between 1996 and 2001, for On-Reserve Registered Indians, the population of men decreased 3.0% points and the population of men with less than High School diploma decreased by 15.7% points. For women, the population increased by 7.0% points and the population of women with less than High School diploma decreased by 5.5% points.

Figure 2.3 Less than High School Diploma, Registered Indians On-Reserve, Men and Women, 1996 and 2001.

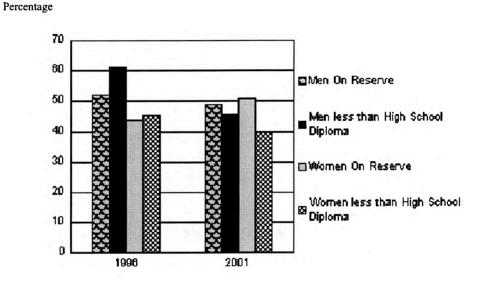


Table 2.3 Less than High School Diploma, Registered Indians On-Reserve, Men and Women, 1996 and 2001.

Less than High School Diploma		1:	996	2001		
		#	%	#	%	
Total ¹	Registered Indians On Reserve	125	100.0	245	100.0	
10(4).	With less than High School Diploma	65	52.0	110	44.9	
Men 🛏	Registered Indians On Reserve	65	52.0	120	49.0	
	With less than High School Diploma	40	61.5	55	45.8	
Women	Registered Indians On Reserve	55	44.0	125	51.0	
44011IC11	With less than High School Diploma	25	45.5	50	40.0	

Sources: 1996 Census, INAC Core and Custom Tabulations (T11). 2001 Census, INAC Core and Custom Tabulations (T2-2).

¹ Total refers to the total population of On-Reserve Registered Indians in Prince Edward Island.

-28-

\overline{M} A JOR \overline{F} I ELD OF \overline{S} TUDY

Highlights:

- In 2001, Applied Science Technologies and Trades was the most common field of study for On-Reserve Registered Indians, 12.2%.
- □ The most common field of study for Off-Reserve Registered Indians and total population¹ in 2001 was Commerce Management and Business Administration, 14.1% and 11.3% respectively.

Figure 3.1 Major Field of Study, Registered Indians On-Reserve, Off-Reserve and Total Population¹, 2001.

Percentage

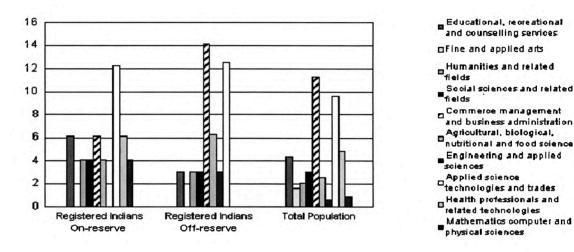


Table 3.1 Major Field of Study, Registered Indians On-Reserve, Off-Reserve and Total Population¹, 2001.

Major Field of Study	Registered Indians On-reserve		Registered Indians Off-reserve		Total Population ¹	
	#	%	#	%	#	%
Total	245	100	320	100	106,135	100
Educational, recreational and counselling services	15	6.1	10	3.1	4,715	4.4
Fine and applied arts	0	0.0	0	0.0	1,650	1.6
Humanities and related fields	10	4.1	10	3.1	2,225	2.1
Social sciences and related fields	10	4.1	10	3.1	3,245	3.1
Commerce management and business administration	15	6.1	45	14.1	12,045	11.3
Agricultural, biological, nutritional and food science	10	4.1	20	6.3	2,735	2.6
Engineering and applied sciences	0	0.0	10	3.1	680	0.6
Applied science technologies and trades	30	12.2	40	12.5	10,185	9.6
Health professionals and related technologies	15	6.1	0	0.0	5,145	4.8
Mathematics computer and physical sciences	10	4.1	0	0.0	945	0.9
No specialization	150	61.2	180	56.3	62,550	58.9

¹ Total population refers to the total population of Prince Edward Island excluding Registered Indians living there to eliminate double counting.

$M_{AJOR} \overline{F_{IELD OF} S_{TUDY}}$

Highlights:

- □ The most common field of study for On-Reserve Registered Indians in 2001, Applied Science Technology and Trades, increased 4.2% points from 1996.
- **D** The largest change from 1996 to 2001 was an increase of 6.1% points in Health Professions and related fields.

Figure 3.2 Major Field of Study, Registered Indians On-Reserve, 1996 and 2001.

Percentage

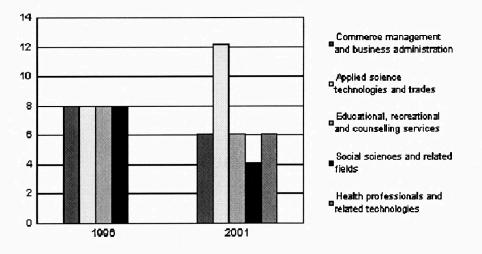


Table 3.2 Major Field of Study, Registered Indians On-Reserve, 1996 and 2001.

	Regis	tered Indian	s On-reser	ve	
Major Field of Study	1996	•	2001		
	#	%	#	%	
Total	125	100	245	100	
Educational, recreational and counselling services	10	8.0	15	6.1	
Fine and applied arts	0	0.0	0	0.0	
Humanities and related fields	0	0.0	10	4.1	
Social sciences and related fields	10	8.0	10	4.1	
Commerce management and business administration	10	8.0	15	6.1	
Agricultural, biological, nutritional and food science	0	0.0	10	4.1	
Engineering and applied sciences	0	0.0	0	0.0	
Applied science technologies and trades	10	8.0	30	12.2	
Health professionals and related technologies	0	0.0	15	6.1	
Mathematics computer and physical sciences	0	0.0	10	4.1	
No specialization	80	64.0	150	61.2	

Sources: 1996 Census, INAC Core and Custom Tabulations (T05). 2001 Census, INAC Core and Custom Tabulations (T1).

NOVA SCOTIA*

,

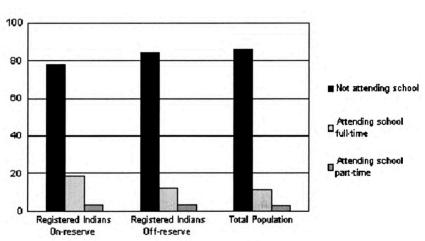
*Cautionary note: small numbers may result in the appearance of a large percentage change between 1996 and 2001.

SCHOOL**A**TTENDANCE

Highlights:

- □ In 2001, a higher percentage of On-Reserve Registered Indians reported attending school full time, 18.5%, than Off-Reserve Registered Indians, 12.1%, and the total population¹, 11.2%.
- Registered Indians living Off-Reserve had a higher percentage of part-time school attendance, 3.6%, compared to those living On-Reserve, 3.3%, as well as the total population¹, 2.9%.

Figure 1.1 School attendance, Registered Indians On-Reserve, Off-Reserve and Total Population¹, 2001.



Percentage

Table 1.1 School attendance, Registered Indians On-Reserve, Off-Reserve and Total Population¹, 2001.

School Attendance		ed Indians serve	Registere Off-re	a second s	Total Population [†]		
	#	%	#	%	#	%	
Total	4,535	100.0	2,520	100.0	725,310	100.0	
Not attending School	3,545	78.2	2,125	84.3	622,815	85.9	
Attending School Full Time	840	18.5	305	12.1	81,540	11.2	
Attending School Part time	150	3.3	90	3.6	20,955	2.9	

¹ Total Population refers to the total population of Nova Scotia excluding total Registered Indians living there to eliminate double counting.

School Attendance cont'd

Highlights:

- □ In 2001, On-Reserve Registered Indian men had a full time school attendance of 16.6% whereas for On-Reserve Registered Indian women it was 20.3%.
- Between 1996 and 2001, the full time school attendance for men decreased 2.8% points.
- Between 1996 and 2001, the full time school attendance for women increased 2.4% points.

Figure 1.2 School attendance¹, Registered Indians On-Reserve, Men and Women, 1996 and 2001.

Percentage

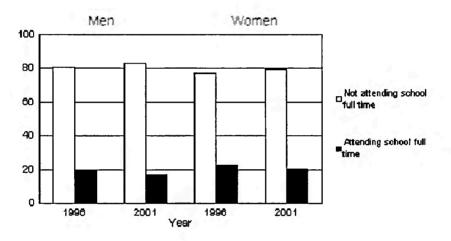


Table 1.2 School attendance¹, Registered Indians On-Reserve, Men and Women, 1996 and 2001.

School Attendance		B	vien		Women				
	1996		2001		1996		2001		
	#	%	#	%	#	%	#	%	
Total	2,065	100.0	2,170	100.0	2,140	100.0	2,370	100.0	
Not attending school full time	1,665	80.6	1,810	83.4	1,655	77.3	1,885	79.5	
Attending school full time	400	19.4	360	16.6	485	22.7	480	20.3	

Sources: 1996 Census, INAC Core and Custom Tabulations (T22a). 2001 Census, INAC Core and Custom Tabulations (T2-2).

¹ Not attending school full time includes those not attending school and those attending school part time.

$Highest\,Level \, of\,Schooling$

Highlights:

Percentage

- □ In 2001, 230 Registered Indians living On-Reserve and Off-Reserve reported having University degrees¹.
- Registered Indians, living On and Off-Reserve, reported a higher percentage of Trade certificates or diplomas, 18.3% and 18.5% respectively, than the total population², 28.7%.
- On-Reserve Registered Indians reported a lower College certificate/diploma achievement, 8.9%, compared to Off-Reserve Registered Indians, 13.7% and the total population², 14.7%.

Figure 2.1 Highest Level of Schooling, Registered Indians On and Off-Reserve and Total Population², 2001.

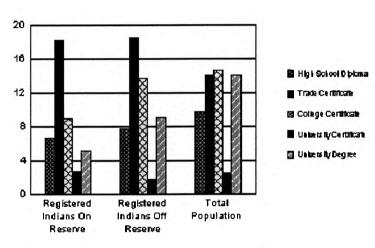


Table 2.1 Highest Level of Schooling, Registered Indians On and Off-Reserve and Total Population², 2001.

Highest Level of Schooling	Registered Indians On Reserve		Regis Indiar Resi	ns Off	Total Population ²		
	#	%	#	%	#	%	
Total	4,535	100	2,520	100	725,310	100	
High School Diploma	300	6.6	195	7.7	70,835	9.8	
Trade Certificate/Diploma	830	18.3	465	18.5	101,900	14.0	
College Certificate/Diploma	405	8.9	345	13.7	106,585	14.7	
University Certificate/Diploma	120	2.6	45	1.8	18,025	2.5	
University Degree ¹	230	5.1	230	9.1	102,195	14.1	

² Total Population refers to the total population of Nova Scotia excluding Registered Indians living there to eliminate double counting.



¹ "University degree" includes Undergraduate, Graduate and Post-graduate degrees.

Nova Scotia

$H{\scriptstyle \text{ighest}}\,L{\scriptstyle \text{evel}}\, \text{of}\,S{\scriptstyle \text{chooling cont}}$

Highlights:

- □ In 2001, Registered Indian women reported 90 more University degrees¹ then Registered Indian men.
- Between 1996 and 2001, the number with only High School diploma decreased by 5 for men and increased by 70 for women.

Figure 2.2 Highest level of schooling, Registered Indians On-Reserve, Men and Women, 1996 and 2001².

Percentage

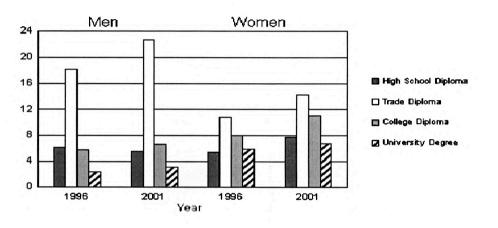


Table 2.2 Highest level of schooling, Registered Indians On-Reserve, Men and Women, 1996 and 2001.

	Men				Women				
Highest Level of Schooling	1996		2001		1996		2001		
	*	%	#	%	#	%	#	%	
Total	2,065	100.0	2,170	100.0	2,135	100.0	2,365	100.0	
High School Diploma	125	6.1	120	5.5	115	5.4	185	7.8	
Trade Certificate/Diploma	375	18.2	495	22.8	230	10.8	335	14.2	
College Certificate/Diploma	120	5.8	145	6.7	170	8.0	260	11.0	
University Certificate/Diploma	NA	NA	50	2.3	NA	NA	70	3.0	
University Degree ¹	50	2.4	70	3.2	125	5.9	160	6.8	

Sources: 1996 Census, INAC Core and Custom Tabulations (T11). 2001 Census, INAC Core and Custom Tabulations (T2-2).

¹ "University degree" includes Undergraduate, Graduate and Post-graduate degrees.

² Please note that as no comparable figures for the category "University Certificate or Diploma" exist from the 1996 census, the category has been excluded from the graph comparing the Highest Level of Schooling for 1996 and 2001.

$Highest \, Level \, \text{of } Schooling \, \text{cont} \, \text{d}$

Highlights:

- □ In 2001, for On-Reserve Registered Indians, the gender distribution was 47.9% men and 52.1% women. 44.0% of On-Reserve Registered Indians men and 38.7% of On-Reserve Registered Indian women had less than High School diploma
- Between 1996 and 2001, the percentage of On-Reserve Registered Indians with less than High School diploma decreased by 5.2 percentage point, from 46.5% to 41.3%.

Figure 2.3 Less than High School Diploma, Registered Indians On-Reserve, Men and Women, 1996 and 2001.

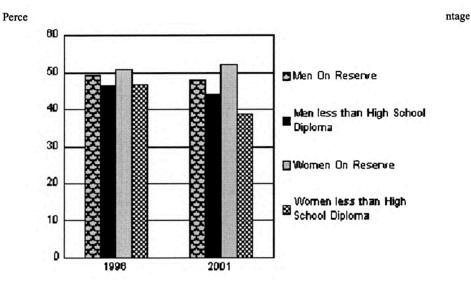


Table 2.3 Less than High School Diploma, Registered Indians On-Reserve, Men and Women, 1996 and 2001.

		19	96	2001		
Less than High School Diploma		#	%	#	%	
Total ¹ Registered Indians On Reserve		4,200	100.0	4,535	100.0	
LOCAL.	With less than High School Diploma	1,955	46.5	1,875	41.3	
Registered Indians On Reserve		2,065	49.2	2,170	47.9	
Men	With less than High School Diploma	960	46.5	955	44.0	
	Registered Indians On Reserve	2,135	50.8	2,365	52.1	
Women	With less than High School Diploma	995	46.6	915	38.7	

Sources: 1996 Census, INAC Core and Custom Tabulations (T11). 2001 Census, INAC Core and Custom Tabulations (T2-2).

¹ Total refers to the total population of On-Reserve Registered Indians in Nova Scotia.

$M_{\text{AJOR}}\,F_{\text{Ield}\,\text{Of}}\,S_{\text{TUDY}}$

Highlights:

- In 2001, Applied Science Technologies and Trades was the most common field of study for On-Reserve Registered Indians (11.4%), Off-Reserve (15.5%) and total population¹ (11.6%).
- Commerce Management and Business Administration was the second most common field of study for all three population groups, On-Reserve Registered Indians(5.3%), Off-Reserve (8.9%), and total population¹ (11.0%).

Figure 3.1 Major Field of Study, Registered Indians On-Reserve, Off-Reserve and Total Population¹, 2001.

Percentage

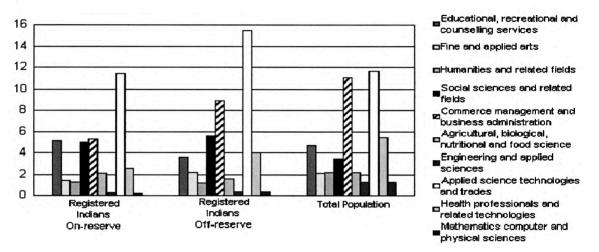


Table 3.1 Major Field of Study, Registered Indians On-Reserve, Off-Reserve and Total Population¹, 2001.

Major Field of Study	Registered On-rese		Registered Off-res		Total Population	
	#	%	#	%	#	%
Total	4,535	100	2,520	100	725,310	100
Educational, recreational and counselling services	230	5.1	90	3.6	33,765	4.7
Fine and applied arts	65	1.4	55	2.2	14,870	2.1
Humanities and related fields	60	1.3	30	1.2	16,045	2.2
Social sciences and related fields	225	5.0	140	5.6	25,450	3.5
Commerce management and business administration	240	5.3	225	8.9	79,750	11.0
Agricultural, biological, nutritional and food science	95	2.1	40	1.6	16,065	2.2
Engineering and applied sciences	15	0.3	10	0.4	9,765	1.3
Applied science technologies and trades	515	11.4	390	15.5	83,865	11.6
Health professionals and related technologies	120	2.6	100	4.0	39,140	5.4
Mathematics computer and physical sciences	10	0.2	10	0.4	9,425	1.3
No specialization	2,950	65.0	1,435	56.9	397,165	54.8

¹ Total Population refers to the total population of Nova Scotia excluding total Registered Indians that live there to eliminate double counting.

$M_{\text{AJOR}} \overline{F_{\text{IELD}}} \text{ of } S_{\text{TUDY}}$

Highlights:

- □ The most common field of study for On-Reserve Registered Indians in 2001, Applied Science Technology and Trades, decreased 1.0% points in that field from 1996.
- Commerce Management and Business Administration, the second most common in 2001, increased from 4.9% in 1996 to 5.3% in 2001.

Figure 3.2 Major Field of Study, Registered Indians On-Reserve, 1996 and 2001.

Percentage

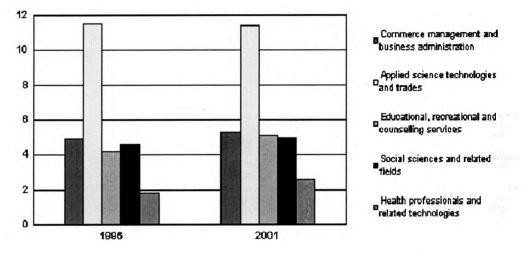


Table 3.2 Major Field of Study, Registered Indians On-Reserve, 1996 and 2001.

	Regis	tered Indian	s On-reserv	16	
Major Field of Study	1996		2001		
	#	%	#	%	
Total	4,200	100	4,535	100	
Educational, recreational and counselling services	175	4.2	230	5.1	
Fine and applied arts	70	1.7	65	1.4	
Humanities and related fields	25	0.6	60	1.3	
Social sciences and related fields	195	4.6	225	5.0	
Commerce management and business administration	205	4.9	240	5.3	
Agricultural, biological, nutritional and food science	50	1.2	95	2.1	
Engineering and applied sciences	10	0.2	15	0.3	
Applied science technologies and trades	485	11.5	515	11.4	
Health professionals and related technologies	75	1.8	120	2.6	
Mathematics computer and physical sciences	0	0.0	10	0.2	
No specialization	2,895	68.9	2,950	65.0	

Sources: 1996 Census, INAC Core and Custom Tabulations (T05). 2001 Census, INAC Core and Custom Tabulations (T1).

NEW BRUNSWICK*

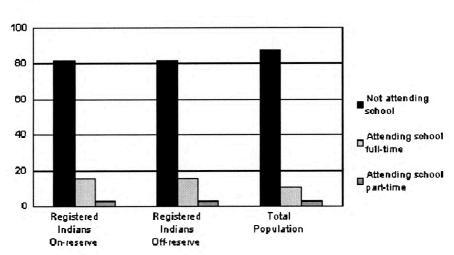
*Cautionary note: small numbers may result in the appearance of a large percentage change between 1996 and 2001.

SCHOOLATTENDANCE

Highlights:

- □ In 2001, Off-Reserve Registered Indians reported a higher percentage of attending school full time, 15.6%, than On-Reserve Registered Indians, 15.2%, and the total population¹, 10.5%.
- On-Reserve Registered Indians had a higher percentage of part time school attendance, 2.8%, compared to those Off-Reserve, 2.7%, as well as the total population¹, 2.5%.

Figure 1.1 School attendance, Registered Indians On-Reserve, Off-Reserve and Total Population¹, 2001.



Percentage

Table 1.1 School attendance, Registered Indians On-Reserve, Off-Reserve and Total Population¹, 2001.

School Attendance	Registere On-re		Registere Off-re	ed Indians serve	Total Population ¹		
	#	%	#	%	#	%	
Total	3,905	100.0	3,295	100.0	582,175	100.0	
Not attending School	3,195	81.8	2,700	81.9	506,875	87.1	
Attending School Full Time	595	15.2	515	15.6	61,005	10.5	
Attending School Part time	110	2.8	90	2.7	14,295	2.5	

¹ Total Population refers to the total population of New Brunswick excluding Registered Indians living there to eliminate double counting.

SchoolAttendance cont'd

Highlights:

- In 2001, On-Reserve Registered Indian men had a full time school attendance of 14.3%. On-Reserve Registered Indian women had a full time attendance of 16.2%.
- □ The number of men attending school full time increased from 220 to 270 between 1996 and 2001.
- □ The number of women attending school full time decreased increased from 290 to 325 between 1996 and 2001.

Figure 1.2 School attendance¹, Registered Indians On-Reserve, Men and Women, 1996 and 2001.

Percentage

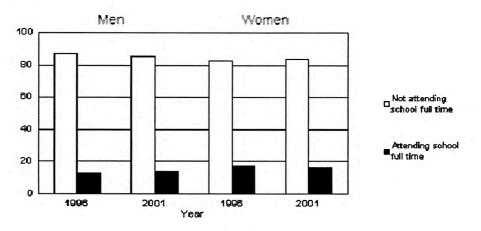


Table 1.2 School attendance¹, Registered Indians On-Reserve, Men and Women, 1996 and 2001.

	Men				Women				
School Attendance	1996		2001		1996		2001		
	#	%	#	%	#	%	#	%	
Total	1,710	100.0	1,890	100.0	1,665	100.0	2,010	100.0	
Not attending school full time ¹	1,490	87.1	1,620	85.7	1,375	82.6	1,685	83.8	
Attending school full time	220	12.9	270	14.3	290	17.4	325	16.2	

Sources: 1996 Census, INAC Core and Custom Tabulations (T22a). 2001 Census, INAC Core and Custom Tabulations (T2-2).

¹ Not attending school full time includes those not attending school and those attending school part time.

$Highest\,Level \, \text{of}\,Schooling}$

Highlights:

- □ In 2001, On-Reserve Registered Indians reported a lower number of University degrees¹ (155) than Off-Reserve Registered Indians (185).
- On-Reserve Registered Indians reported 290 more Trade certificate/diplomas than Off-Reserve Registered Indians (430).

Figure 2.1 Highest Level of Schooling, Registered Indians On and Off-Reserve and Total Population², 2001.

Percentage

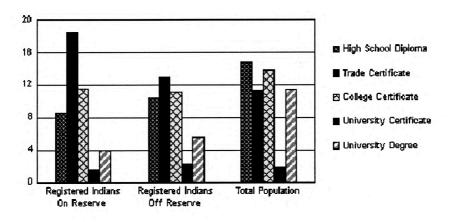


Table 2.1 Highest Level of Schooling, Registered Indians On and Off-Reserve and Total Population², 2001.

Highest Level of Schooling	Registered Indians On Reserve		Registere Off Re		Total Population ²		
	#	%	#	%	#	%	
Total	3,900	100	3,300	100	582,170	100	
High School Diploma	335	8.6	345	10.5	86,475	14.9	
Trade Certificate/Diploma	720	18.5	430	13.0	65,500	11.3	
College Certificate/Diploma	450	11.5	370	11.2	80,720	13.9	
University Certificate/Diploma	60	1.5	75	2.3	11,080	1.9	
University Degree ¹	155	4.0	185	5.6	66,280	11.4	

¹ "University degree" includes Undergraduate, Graduate and Post-graduate degrees.

² Total population refers to the total population of New Brunswick excluding Registered Indians living there to eliminate double counting.

$H{\scriptstyle \text{ighest}}\,L{\scriptstyle \text{evel}\,\text{of}}\,S{\scriptstyle \text{chooling cont}}$

Highlights:

- In 2001, On-Reserve Registered Indian women reported 80 more University degrees¹ then On-Reserve Registered Indian men.
- Between 1996 and 2001, the number of On-Reserve Registered Indians with only High School diploma increased from 125 to 170 for men and from 110 to 160 for women.
- D Between 1996 and 2001, the number of College diploma/certificates increased by 50 for women and 35 for men.

Figure 2.2 Highest level of schooling, Registered Indians On-Reserve, Men and Women, 1996 and 2001².

Percentage

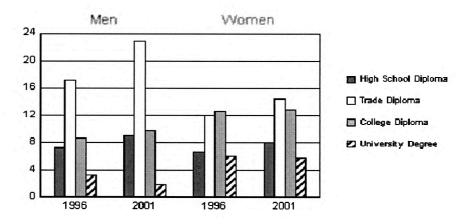


Table 2.2 Highest level of schooling, Registered Indians On-Reserve, Men and Women, 1996 and 2001.

Highest Level of Schooling		м	en		Women				
	- 19	96	2001		1996		2001		
	*	%	#	%	#	%	#	%	
Total	1,715	100.0	1,895	100.0	1,665	100.0	2,010	100.0	
High School Diploma	125	7.3	170	9.0	110	6.6	160	8.0	
Trade Certificate/Diploma	295	17.2	435	23.0	200	12.0	290	14.4	
College Certificate/Diploma	150	8.7	185	9.8	210	12.6	260	12.9	
University Certificate/Diploma	NA	NA	25	1.3	NA	NA	35	1.7	
University Degree ¹	55	3.2	35	1.8	100	6.0	115	5.7	

Sources: 1996 Census, INAC Core and Custom Tabulations (T11). 2001 Census, INAC Core and Custom Tabulations (T2-2).

¹ "University degree" includes Undergraduate, Graduate and Post-graduate degrees.

² Please note that as no comparable figures for the category "University Certificate or Diploma" exist from the 1996 census, the category has been excluded from the graph comparing the Highest Level of Schooling for 1996 and 2001.

$\overline{H}{\rm ighest}\,L{\rm evel}\,{\rm of}\,S{\rm chooling\,cont'd}$

Highlights:

- In 2001, the gender distribution of Registered Indians On-Reserve was 48.6% men and 51.5% women. 41.7% of On-Reserve Registered Indian men and 41.3% of On-Reserve Registered Indian women have less than High School diploma.
- Between 1996 and 2001, the percentage of On-Reserve Registered Indians with less than High School diploma increased by 1.5 percentage points, from 40.0% to 41.5%.

Figure 2.3 Less than High School Diploma, Registered Indians On-Reserve, Men and Women, 1996 and 2001.

Percentage

Table 2.3 Less than High School Diploma, Registered Indians On-Reserve, Men and Women, 1996 and 2001.

		19	96	2001		
Less than High School Diploma		#	%	#	%	
Total ¹	Registered Indians On Reserve	3,385	100.0	3,900	100.0	
10(8).	With less than High School Diploma	1,355	40.0	1,620	41.5	
Men	Registered Indians On Reserve	1,715	50.7	1,895	48.6	
men	With less than High School Diploma	720	42.0	790	41.7	
Women	Registered Indians On Reserve	1,665	49.2	2,010	51.5	
AAOUUCU	With less than High School Diploma		38.1	830	41.3	

Sources: 1996 Census, INAC Core and Custom Tabulations (T11). 2001 Census, INAC Core and Custom Tabulations (T2-2).

¹ Total refers to the total population of Registered Indians On-Reserve in New Brunswick.

$M_{\text{AJOR}}\,F_{\text{Ield}\,\text{Of}}\,S_{\text{TUDY}}$

Highlights:

- In 2001, Applied Science Technologies and Trades was the most common field of study for On-Reserve Registered Indians (11.9%), Off-Reserve (9.0%) and total population¹ (10.2%).
- Commerce Management and Business Administration was the second most common field of study for Off-Reserve Registered Indians (6.1%), and total population¹ (9.3%). For On-Reserve Registered Indians it was Social Sciences and related fields (5.6%).

Figure 3.1 Major Field of Study, Registered Indians On-Reserve, Off-Reserve and Total Population¹, 2001.

Percentage

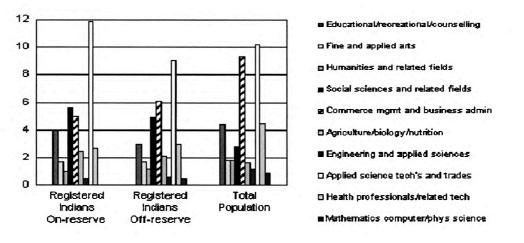


Table 3.1 Major Field of Study, Registered Indians On-Reserve, Off-Reserve and Total Population¹, 2001.

Major Field of Study	Regist India On-res	ns j	Registe India Off-res	ns	Total Population ¹	
	#	%	#	%	#	%
Total	3,905	100	3,295	100	582,170	100
Educational, recreational and counselling services	155	4.0	100	3.0	25,530	4.4
Fine and applied arts	65	1.7	55	1.7	10,715	1.8
Humanities and related fields	40	1.0	40	1.2	10,210	1.8
Social sciences and related fields	220	5.6	160	4.9	16,215	2.8
Commerce management and business administration	195	5.0	200	6.1	53,880	9.3
Agricultural, biological, nutritional and food science	95	2.4	70	2.1	9,235	1.6
Engineering and applied sciences	20	0.5	20	0.6	7,180	1.2
Applied science technologies and trades	465	11.9	295	9.0	59,255	10.2
Health professionals and related technologies	105	2.7	100	3.0	26,035	4.5
Mathematics computer and physical sciences	0	0.0	15	0.5	5,015	0.9
No specialization	2,525	64.7	2,245	68.1	358,910	61.7

¹ Total Population refers to the total population of New Brunswick excluding Registered Indians living there to eliminate double counting.

$M_{\text{AJOR}}\,F_{\text{Ield of}}\,S_{\text{TUDY}}$

Highlights:

- The most common field of study for On-Reserve Registered Indians in 2001, Applied Science Technology and Trades, increased from 370 in 1996 to 465 in 2001.
- □ Social Sciences and related fields, the second most common in 2001, increased from 195 in 1996 to 220 in 2001.

Figure 3.2 Major Field of Study, Registered Indians On-Reserve, 1996 and 2001.

Percentage

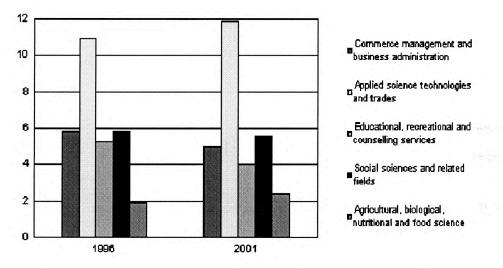


Table 3.2 Major Field of Study, Registered Indians On-Reserve, 1996 and 2001.

	Registered Indians On-reserve							
Major Field of Study	1996		2001					
	#	%	#	%				
Total	3,380	100	3,905	100				
Educational, recreational and counselling services	180	5.3	155	4.0				
Fine and applied arts	60	1.8	65	1.7				
Humanities and related fields	- 30	0.9	40	1.0				
Social sciences and related fields	195	5.8	220	5.6				
Commerce management and business administration	195	5.8	195	5.0				
Agricultural, biological, nutritional and food science	65	1.9	95	2.4				
Engineering and applied sciences	15	0.4	20	0.5				
Applied science technologies and trades	370	10.9	465	11.9				
Health professionals and related technologies	100	3.0	105	2.7				
Mathematics computer and physical sciences	10	0.3	0	0.0				
No specialization	2,165	64.1	2,525	64.7				

Sources: 1996 Census, INAC Core and Custom Tabulations (T05). 2001 Census, INAC Core and Custom Tabulations (T1).

QUEBEC

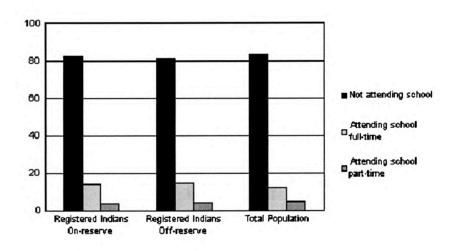
٠

SCHOOL ATTENDANCE

Highlights:

- □ In 2001, a higher percentage of Off-Reserve Registered Indians reported attending school full time, 14.7%, than On-Reserve Registered Indians, 14.0%, and the total population¹, 12.0%.
- The total population¹ had a higher percentage of part time school attendance, 4.4%, compared to On-Reserve Registered Indians, 13.4%, and Off-Reserve Registered Indians, 3.9%.

Figure 1.1 School attendance, Registered Indians On-Reserve, Off-Reserve and Total Population¹, 2001.



Percentage

Table 1.1 School attendance, Registered Indians On-Reserve, Off-Reserve and Total Population', 2001.

School Attendance	Registere On-re:		Registere Off-re		Total Population ¹		
	#	%	#	%	#	%	
Totai	21,010	100.0	12,850	100.0	5,798,485	100.0	
Not attending School	17,320	82.4	10,465	81.4	4,845,975	83.6	
Attending School Full Time	2,950	14.0	1,890	14.7	695,580	12.0	
Attending School Part time	740	3.5	495	3.9	256,925	4.4	

¹ Total Population refers to the total population of Quebec excluding Registered Indians living there to eliminate double counting.

SCHOOLATTENDANCE CONT'D

Highlights:

- In 2001, On-Reserve Registered Indian men had a full time school attendance of 12.3%. For On-Reserve Registered Indian women it was 15.7%.
- □ The full time school attendance for men increased from 1,250 to 1,270 between 1996 and 2001.
- □ The full time school attendance for women increased from 1,475 to 1,680 between 1996 and 2001.

Figure 1.2 School attendance¹, Registered Indians On-Reserve, Men and Women, 1996 and 2001.

Percentage

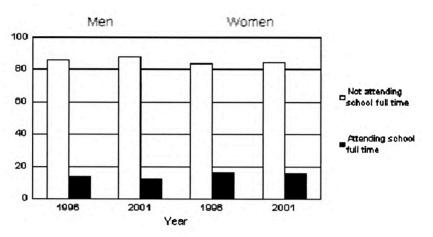


Table 1.2 School attendance¹, Registered Indians On-Reserve, Men and Women, 1996 and 2001.

School Attendance		M	ën		Women				
	19	96	20	01	19	96	2001		
	#	%	#	%	#	%	#	%	
Total	9,070	100.0	10,290	100.0	9,045	100.0	10,715	100.0	
Not attending school full time ¹	7,820	86.2	9,020	87.7	7,570	83.7	9,045	84.4	
Attending school full time	1,250	13.8	1,270	12.3	1,475	16.3	1,680	15.7	

Sources: 1996 Census, INAC Core and Custom Tabulations (T22a). 2001 Census, INAC Core and Custom Tabulations (T2-2). Quebec

 $^{^{1}}$ Not attending school full time includes those not attending school and those attending school part time.

Highest Level of Schooling

Highlights:

- On-Reserve Registered Indians had a lower percentage of University degrees¹, 2.9%, than those living Off-Reserve, 7.1%, and the total population², 14.0%.
- On-Reserve Registered Indians had a higher percentage of Trade certificate/diplomas, 11.9%, than Off-Reserve, 10.0%, and the total population², 10.8%.
- On-Reserve Registered Indians reported a lower College certificate/diploma achievement, 6.5%, compared to Off-Reserve Registered Indians, 13.8%, and the total population², 14.6%.

Figure 2.1 Highest Level of Schooling, Registered Indians On and Off-Reserve and Total Population², 2001.

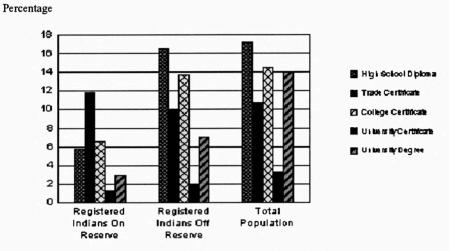


Table 2.1 Highest Level of Schooling, Registered Indians On and Off-Reserve and Total Population², 2001.

Highest Level of Schooling	Registere On Re:		Registere Off Re		Total Population ²		
	#	%	#	%	#	%	
Total	21,010	100	12,855	100	5,798,490	100	
High School Diploma	1,210	5.8	2,120	16.5	995,865	17.2	
Trade Certificate/Diploma	2,495	11.9	1,290	10.0	625,575	10.8	
College Certificate/Diploma	1,375	6.5	1,770	13.8	844,530	14.6	
University Certificate/Diploma	265	1.3	255	2.0	188,145	3.2	
University Degree ¹	600	2.9	910	7.1	812,650	14.0	

² Total Population refers to the total population of Quebec excluding Registered Indians living there to eliminate double counting.



¹ "University degree" includes Undergraduate, Graduate and Post-graduate degrees.

Quebec

$H \text{ighest}\,L \text{evel of }S \text{chooling cont} \text{d}$

Highlights:

- In 2001, Registered Indian women On-Reserve reported 215 more University degrees¹ then On-Reserve Registered Indian men.
- Between 1996 and 2001, the number with only High School diploma increased from 420 to 555 for men and from 550 to 655 for women.

Figure 2.2 Highest level of schooling, Registered Indians On-Reserve, Men and Women, 1996 and 2001².

Percentage

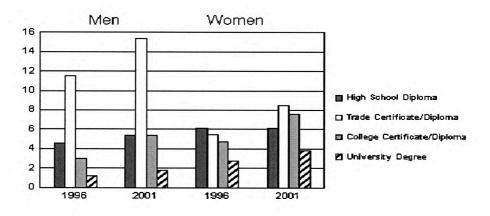


Table 2.2 Highest level of schooling, Registered Indians On-Reserve, Men and Women, 1996 and 2001.

Highest Level of Schooling		м	en		Women				
	1996 200			01 19		96	20	01	
	#	%	#	%	#	%	#	%	
Total	9,065	100.0	10,290	100.0	9,050	100.0	10,715	100.0	
High School Diploma	420	4.6	555	5.4	550	6.1	655	6.1	
Trade Certificate/Diploma	1040	11.5	1580	15.4	495	5.5	915	8.5	
College Certificate/Diploma	275	3.0	555	5.4	425	4.7	815	7.6	
University Certificate/Diploma	NA	NA	95	0,9	NA	NA	170	1.6	
University Degree ¹	110	1.2	190	1.8	255	2.8	405	3.8	

Sources: 1996 Census, INAC Core and Custom Tabulations (T11). 2001 Census, INAC Core and Custom Tabulations (T2-2).

¹ "University degree" includes Undergraduate, Graduate and Post-graduate degrees.

² Please note that as no comparable figures for the category "University Certificate or Diploma" exist from the 1996 census, the category has been excluded from the graph comparing the Highest Level of Schooling for 1996 and 2001.

$H{\scriptstyle \text{ighest}}\,L{\scriptstyle \text{evel}\,\text{of}}\,S{\scriptstyle \text{chooling}\,\text{cont}\,\text{d}}$

Highlights:

- □ In 2001, for On-Reserve Registered Indians, the gender distribution was 49.0% men and 51.0% women. 63.2% of On-Reserve Registered Indian men and 61.5% of On-Reserve Registered Indian women have less than High School Diploma.
- Between 1996 and 2001, the percentage of On-Reserve Registered Indians with less than High School diploma decreased by 6.3 percentage points, from 68.6% to 62.3%.
 - Figure 2.3 Less than High School Diploma, Registered Indians, On-Reserve, Men and Women, 1996 and 2001.

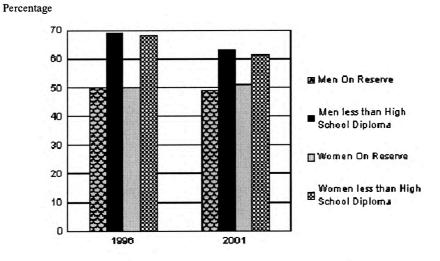


Table 2.3 Less than High School Diploma, Registered Indians On-Reserve, Men and Women, 1996 and 2001.

		19	96	2001		
Less than High School Diploma		#	%	#	%	
7 - 4 - 11	Registered Indians On Reserve	18,115	100.0	21,010	100.0	
Total ¹	With less than High School Diploma	12,425	68.6	13,090	62.3	
	Registered Indians On Reserve	9,065	50.0	10,290	49.0	
Men	With less than High School Diploma	6,245	68.9	6,500	63.2	
il forman	Registered Indians On Reserve	9,050	50.0	10,715	51.0	
Women	With less than High School Diploma		68.2	6,590	61.5	

Sources: 1996 Census, INAC Core and Custom Tabulations (T11). 2001 Census, INAC Core and Custom Tabulations (T2-2).

¹ Total refers to the total population of Registered Indians On-Reserve in Quebec.

$M_{\text{AJOR}}\,F_{\text{IELD}\,\text{OF}}\,S_{\text{TUDY}}$

Highlights:

Percentage

- In 2001, Applied Science Technologies and Trades was the most common field of study for On-Reserve Registered Indians (6.9%) and Off-Reserve (7.6%). It was the second most common for the total population¹ (8.6%).
- Commerce Management and Business Administration was the second most common field of study for On-Reserve Registered Indians (4.0%) and Off-Reserve (7.2%). It was the most common field of study for the total population¹ (9.8%).

Figure 3.1 Major Field of Study, Registered Indians On-Reserve, Off-Reserve and Total Population¹, 2001.

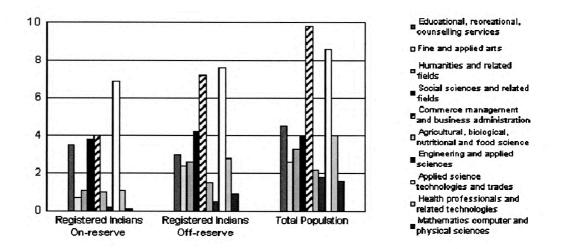


Table 3.1 Major Field of Study, Registered Indians On-Reserve, Off-Reserve and Total Population¹, 2001.

Major Field of Study	Regist India On-res	ns	Registered Indians Off-reserve		Total Population ¹	
	#	%	#	%	#	%
Total	21,010	100	12,855	100	5,798,485	100
Educational, recreational and counselling services	730	3.5	390	3.0	261,090	4.5
Fine and applied arts	145	0.7	310	2.4	152,705	2.6
Humanities and related fields	240	1.1	340	2.6	192,395	3.3
Social sciences and related fields	790	3.8	535	4.2	231,600	4.0
Commerce management and business administration	845	4.0	925	7.2	568,520	9.8
Agricultural, biological, nutritional and food science	210	1.0	195	1.5	126,465	2.2
Engineering and applied sciences	40	0.2	70	0.5	102,150	1.8
Applied science technologies and trades	1,445	6.9	975	7.6	500,135	8.6
Health professionals and related technologies	240	1.1	365	2.8	233,420	4.0
Mathematics computer and physical sciences	20	0.1	110	0.9	91,105	1.6
No specialization	16,300	77.6	8,640	67.2	3,338,890	57.6

¹ Total Population refers to the total population of Quebec excluding Registered Indians living there to eliminate double counting.

$\overline{M}_{AJOR}F_{IELD OF}S_{TUDY}$

Highlights:

- □ The most common field of study for On-Reserve Registered Indians in 2001, Applied Science Technology and Trades, increased from 925 in 1996 to 1,445 in 2001.
- The second most common major field of study, Commerce Management and Business Administration, rose from 510 in 1996 to 845 in 2001.

Figure 3.2 Major Field of Study, Registered Indians On-Reserve, 1996 and 2001.

Percentage

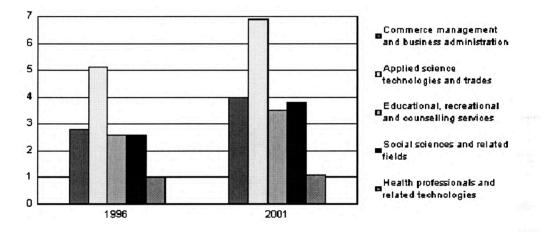


Table 3.2 Major Field of Study, Registered Indians On-Reserve, 1996 and 2001.

	Regis	ter ed Indiar	Registered Indians On-reserve							
Major Fleid of Study	1996		2001							
	#	%	#	%						
Total	18,115	100	21,010	100						
Educational, recreational and counselling services	465	2.6	730	3,5						
Fine and applied arts	105	0.6	145	0.7						
Humanities and related fields	155	0.9	240	1.1						
Social sciences and related fields	465	2.6	790	3.8						
Commerce management and business administration	510	2.8	845	4.0						
Agricultural, biological, nutritional and food science	140	0.8	210	1.0						
Engineering and applied sciences	30	0.2	40	0.2						
Applied science technologies and trades	925	5.1	1,445	6.9						
Health professionals and related technologies	175	1.0	240	1.1						
Mathematics computer and physical sciences	15	0.1	20	0.1						
No specialization	15,135	83.5	16,300	77.E						

Sources: 1996 Census, INAC Core and Custom Tabulations (T05). 2001 Census, INAC Core and Custom Tabulations (T1).

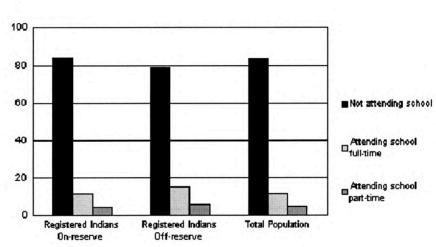
ONTARIO

School Attendance

Highlights:

- In 2001, more Off-Reserve Registered Indians reported attending school full time (7,750) than those living On-Reserve (3,070).
- Off-Reserve Registered Indians living also had a higher number of part-time school attendance (2,815) compared to those living On-Reserve (1,120).

Figure 1.1 School attendance, Registered Indians On-Reserve, Off-Reserve and Total Population¹, 2001.



Percentage

Table 1.1 School attendance, Registered Indians On-Reserve, Off-Reserve and Total Population¹, 2001.

School Attendance On-Res			Registere Off-Re		Total Population		
	#	%	#	%	#	%	
Total	26,245	100.0	50,090	100.0	8,971,695	100.0	
Not attending School	22,060	84.1	39,530	78.9	7,489,605	83.5	
Attending School Full Time	3,070	11.7	7,750	15.5	1,049,300	11.7	
Attending School Part time	1,120	4.3	2,815	5.6	432,805	4.8	

¹ Total Population refers to the total population of Ontario excluding Registered Indians living there to eliminate double counting.

SCHOOL ATTENDANCE CONT'D

Percentage

Highlights:

- In 2001, 1,465 On-Reserve Registered Indian men reported attending school full time whereas 1,600 On-Reserve Registered Indian women reported the same.
- □ The full time school attendance for men increased by 170 between 1996 and 2001.
- □ The full time school attendance for women increased 300 between 1996 and 2001.

Figure 1.2 School attendance¹, Registered Indians On-Reserve, Men and Women, 1996 and 2001.

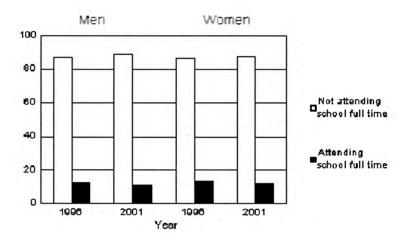


Table 1.2 School attendance¹, Registered Indians On-Reserve, Men and Women, 1996 and 2001.

School Attendance		Me	n	Women				
	1996		2001		1996		2001	
	#	%	#	%	#	%	#	%
Total	10,360	100.0	13,160	100.0	9,960	100.0	13,090	100.0
Not attending school full time ¹	9,065	87.5	11,690	88.8	8,660	86.9	11,490	87.8
Attending school full time	1,295	12.5	1,465	11.1	1,300	13.1	1,600	12.2

Sources: 1996 Census, INAC Core and Custom Tabulations (T22a). 2001 Census, INAC Core and Custom Tabulations (T2-2). Ontario

¹ Not attending school full time includes those not attending school and those attending school part time.

Highest Level of Schooling

Highlights:

Percentage

- □ In 2001, an average of On and Off-Reserve Registered Indians reported fewer University degrees¹ (490) compared to Off-Reserve Registered Indians (3,115).
- Off-Reserve Registered Indians reported a more Trade certificate/diplomas (5,580) than those living On-Reserve (3,260).
- On-Reserve Registered Indians reported a lower College certificate/diploma achievement (3,065) compared to Off-Reserve Registered Indians (7,805).

Figure 2.1 Highest Level of Schooling, Registered Indians On-Reserve, Off-Reserve and Total Population², 2001.

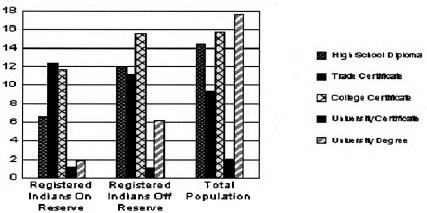


Table 2.1 Highest Level of Schooling, Registered Indians On-Reserve, Off-Reserve and Total Population², 2001.

Highest Level of Schooling	Registered Indians On Reserve		Registere Off Re		Total Population ²		
	#	%	#	%	#	%	
Total	26,250	100	50,095	100	8,971,705	100	
High School Diploma	1,735	6.6	6,035	12.0	1,296,190	14.4	
Trade Certificate/Diploma	3,260	12.4	5,580	11.1	839,275	9.4	
College Certificate/Diploma	3,065	11.7	7,805	15.6	1,410,200	15.7	
University Certificate/Diploma	320	1.2	565	1.1	187,310	2.1	
University Degree ¹	490	1.9	3,115	6.2	1,583,720	17.7	

¹ "University degree" includes Undergraduate, Graduate and Post-graduate degrees.

² Total Population refers to the total population of Ontario excluding Registered Indians living there to eliminate double counting.

Ontario

Highest Level of Schooling contd

Highlights:

- In 2001, On-Reserve Registered Indian women reported 165 more University degrees¹ than On-Reserve Registered Indian men.
- Between 1996 and 2001, the number with only High School diploma increased from 585 to 890 for men and from 560 to 850 for women.

Figure 2.2 Highest level of schooling, Registered Indians On-Reserve, Men and Women, 1996 and 2001².

Percentage

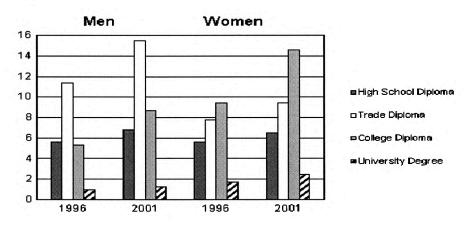


Table 2.2 Highest level of schooling, Registered Indians On-Reserve, Men and Women, 1996 and 2001.

Highest Level of Schooling		м	en		1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1			
	1996		2001		1996		2001	
	#	%	#	%	#	%	#	%
Total	10,360	100.0	13,155	100.0	9,965	100.0	13,090	100.0
High School Diploma	585	5.6	890	6.8	560	5.6	850	6.5
Trade Certificate/Diploma	1,180	11.4	2,040	15.5	780	7.8	1,225	9.4
College Certificate/Diploma	545	5.3	1,150	8.7	935	9.4	1,915	14.6
University Certificate/Diploma	NA	NA	85	0.6	NA	NA	235	1.8
University Degree ¹	105	1.0	165	1.3	170	1.7	330	2.5

Sources: 1996 Census, INAC Core and Custom Tabulations (T11). 2001 Census, INAC Core and Custom Tabulations (T2-2).

¹ "University degree" includes Undergraduate, Graduate and Post-graduate degrees.

² Please note that as no comparable figures for the category "University Certificate or Diploma" exist from the 1996 census, the category has been excluded from the graph comparing the Highest Level of Schooling for 1996 and 2001.

$H{\rm ighest}\,L{\rm evel}\,{\rm of}\,S{\rm chooling\,cont}{\rm d}$

Highlights:

Percentage

- □ In 2001, for Registered Indians On-Reserve, the gender distribution was 50.1% men and 49.9% women. 57.6% of On-Reserve Registered Indian men and 53.9% of On-Reserve Registered Indian women had less than High School diploma.
- Between 1996 and 2001, the percentage of On-Reserve Registered Indians with less than High School diploma decreased by 8.7 percentage points, from 64.4% to 55.7%.

Figure 2.3 Less than High School Diploma, Registered Indians On-Reserve, Men and Women, 1996 and 2001.

70 ΰŨ Men On Reserve 50 Men less than High School 40 Diploma 30 Women On Reserve 20 Women less than High School Diploma 10 D 1996 2001

Table 2.3 Less than High School Diploma, Registered Indians On-Reserve, Men and Women, 1996 and 2001.

Less than High School Diploma		19	96	2001		
		#	%	#	%	
Total ¹	Registered Indians On Reserve	20,325	100.0	26,250	100.0	
10(91.	With less than High School Diploma	13,095	64.4	14,625	55.7	
	Registered Indians On Reserve	10,360	51.0	13,155	50.1	
Men	With less than High School Diploma	6,830	65.9	7,575	57.6	
Women	Registered Indians On Reserve	9,965	49.0	13,090	50.0	
440111811	With less than High School Diploma	6,260	62.8	7,050	53.9	

Sources: 1996 Census, INAC Core and Custom Tabulations (T11). 2001 Census, INAC Core and Custom Tabulations (T2-2).

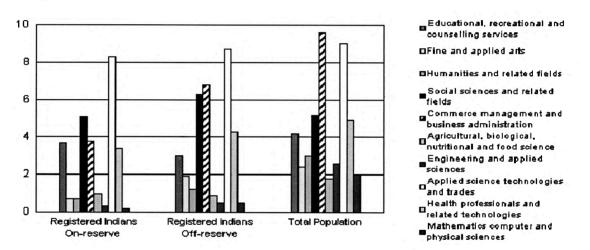
¹ Total refers to the total population of Registered Indians On-Reserve in Ontario.

$M_{\text{AJOR}}\,F_{\text{IELD}\,\text{OF}}\,S_{\text{TUDY}}$

Highlights:

- In 2001, Applied Science Technologies and Trades was the most common field of study for On-Reserve Registered Indians (8.3%) and Off-Reserve (8.7%). For the total population¹ it was Commerce Management and Business Administration (9.6%).
- Commerce Management and Business Administration was the second most common field of study for Off-Reserve Registered Indians (6.8%). For On-Reserve Registered Indians it was Social Sciences and related fields (5.1%). For the total population¹ it was Applied Science Technology and Trades (9.0%).

Figure 3.1 Major Field of Study, Registered Indians On-Reserve, Off-Reserve and Total Population¹, 2001.



Percentage

Table 3.1 Major Field of Study, Registered Indians On-Reserve, Off-Reserve and Total Population¹, 2001.

Major Field of Study	Registered Indians On-reserve		Registered Indians Off-reserve		Total Population ¹	
	#	%	#	%	#	%
Total	26,245	100	50,095	100	8,971,700	100
Educational, recreational and counselling services	975	3.7	1,505	3.0	377,350	4.2
Fine and applied arts	175	0.7	970	1.9	216,760	2.4
Humanities and related fields	185	0.7	585	1.2	272,185	З.С
Social sciences and related fields	1,330	5.1	3,180	6.3	465,080	5.2
Commerce management and business administration	995	3.8	3,405	6.8	861 335	9.6
Agricultural, biological, nutritional and food science	260	1.0	445	0.9	164,925	1.6
Engineering and applied sciences	90	0.3	245	0.5	228,905	2.6
Applied science technologies and trades	2,185	8.3	4,335	8.7	803,220	9.0
Health professionals and related technologies	895	3.4	2,140	4.3	444,080	4.9
Mathematics computer and physical sciences	40	0.2	250	0.5	179,435	2.0
No specialization	19,125	72.9	33.040	66.0	4,958,425	55.3

¹ Total Population refers to the total population of Ontario excluding Registered Indians living there to eliminate double counting.

\overline{M} A JOR \overline{F} I ELD OF \overline{S} TUDY

Highlights:

- □ The most common field of study for On-Reserve Registered Indians in 2001, Applied Science Technology and Trades, increased 820 in that field from 1996.
- Social Sciences and related fields, the second most common in 2001, increased from 700 in 1996 to 1,330 in 2001.

Figure 3.2 Major Field of Study, Registered Indians On-Reserve, 1996 and 2001.

Percentage

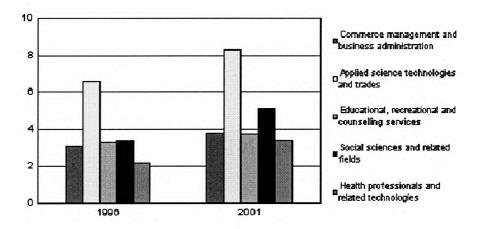


Table 3.2 Major Field of Study, Registered Indians On-Reserve, 1996 and 2001.

	Registered Indians On-reserve							
Major Field of Study	1996	61. T	2001					
	#	%	#	%				
Total	20,325	100	26,245	100				
Educational, recreational and counselling services	665	3.3	975	3.7				
Fine and applied arts	145	0.7	175	0.7				
Humanities and related fields	125	0.6	185	0.7				
Social sciences and related fields	700	3.4	1,330	5.1				
Commerce management and business administration	640	3.1	995	3.8				
Agricultural, biological, nutritional and food science	130	0.6	260	1.0				
Engineering and applied sciences	20	0.1	90	0.3				
Applied science technologies and trades	1,335	6.6	2,185	8.3				
Health professionals and related technologies	450	2.2	895	3.4				
Mathematics computer and physical sciences	15	0.1	40	0.3				
No specialization	16,105	79.2	19,125	72.9				

Sources: 1996 Census, INAC Core and Custom Tabulations (T05). 2001 Census, INAC Core and Custom Tabulations (T1).

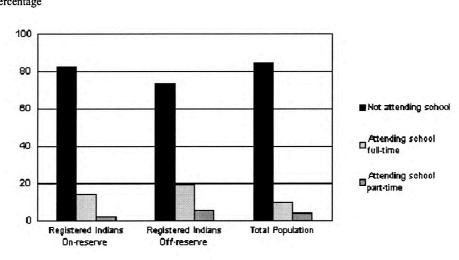
Manitoba

SCHOOLATTENDANCE

Highlights:

- In 2001, a slightly higher number of Off-Reserve Registered Indians reported attending school full-time (4,750) compared to On-Reserve Registered Indians (4,445).
- Off-Reserve Registered Indians living reported a higher number attending school part-time (1,455) compared to those living On-Reserve (810).

Figure 1.1 School attendance, Registered Indians On-Reserve, Off-Reserve and Total Population¹, 2001.



Percentage

Table 1.1 School attendance, Registered Indians On-Reserve, Off-Reserve and Total Population¹, 2001.

School Attendance	Registered Indians On-reserve		Registere Off-re		Total Population ¹		
	#	%	#	%	#	%	
Total	30,615	100.0	24,035	100.0	814,665	100.0	
Not attending School	25,360	82.8	17,825	74.2	693,765	85.2	
Attending School Full Time	4,445	14.5	4,750	19.8	82,215	10.1	
Attending School Part time	810	2.6	1,455	6.1	38,680	4.7	

¹ Total Population refers to the total population of Manitoba excluding Registered Indians living there to eliminate double counting.

Manitoba

$S_{CHOOL}A$ ttendance cont'd

Highlights:

- In 2001, On-Reserve Registered Indian men had a slightly lower number attending school full time (2,135) than Registered Indian women On-Reserve (2,310).
- □ The reported full time school attendance for men increased 215 between 1996 and 2001.
- □ The reported full time school attendance for women increased 405 between 1996 and 2001.

Figure 1.2 School attendance¹, Registered Indians On-Reserve, Men and Women, 1996 and 2001.

Percentage

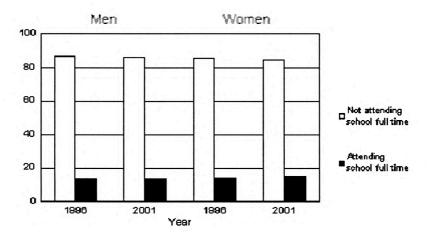


 Table 1.2 School attendance¹, Registered Indians On-Reserve, Men and Women, 1996 and 2001.

School Attendance		M	en	Women				
	1996		2001		1996		2001	
	#	%	#	%	#	%	#	%
Total	14,475	100.0	15,680	100.0	13,475	100.0	14,935	100.0
Not attending school full time ¹	12,555	86.7	13,540	86.4	11,570	85.9	12,625	84.5
Attending school full time	1,920	13.3	2,135	13.6	1,905	14.1	2,310	15.5

Sources: 1996 Census, INAC Core and Custom Tabulations (T22a). 2001 Census, INAC Core and Custom Tabulations (T2-2).

¹ Not attending school full time includes those not attending school and those attending school part time.

Highest Level of Schooling

Highlights:

- On-Reserve Registered Indians had a lower number of University degrees¹ (705) than Off-Reserve Registered Indians (1,170).
- Registered Indians On-Reserve had a higher number of Trade certificates/diplomas (2,360) than Off-Reserve Registered Indians (2,215).
- On-Reserve Registered Indians had a lower number of College certificate/diplomas (1,570) compared to Off-Reserve Registered Indians (2,500).

Figure 2.1 Highest Level of Schooling, Registered Indians On-Reserve, Off-Reserve and Total Population², 2001.

Percentage

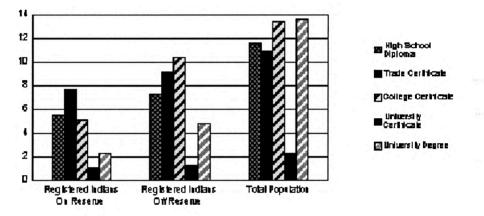
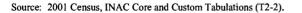


Table 2.1 Highest Level of Schooling, Registered Indians On-Reserve, Off-Reserve and Total Population², 2001.

Highest Level of Schooling	Registered Indians On Reserve		Registere Off Re		Total Population ⁴		
	#	%	#	%	#	%	
Total	30,615	100	24,035	100	814,665	100	
High School Diploma	1,685	5.5	1,755	7.3	95,105	11.7	
Trade Certificate/Diploma	2,360	7.7	2,215	9.2	88,955	10.9	
College Certificate/Diploma	1,570	5.1	2,500	10.4	109,605	13.5	
University Certificate/Diploma	355	1.2	320	1.3	18,780	2.3	
University Degree ¹	705	2.3	1,170	4.9	111,335	13.7	



¹ "University degree" includes Undergraduate, Graduate and Post-graduate degrees.

² Total Population refers to the total population of Manitoba excluding Registered Indians living there to eliminate double counting.

$H{\scriptstyle \text{ighest}} \, L{\scriptstyle \text{evel}} \, \text{of} \, S{\scriptstyle \text{chooling cont}} \, \\$

Highlights:

Percentage

- In 2001, On-Reserve Registered Indian women reported 245 more University degrees¹ than On-Reserve Registered Indian men.
- Between 1996 and 2001, the number with only High School diploma increased from 570 to 815 for men and from 650 to 870 for women.

Figure 2.2 Highest level of schooling, Registered Indians On-Reserve, Men and Women, 1996 and 2001².

Women Men 10 8 🖬 High School Diploma 6 Trade Diploma 4 🔲 College Diploma Z University Degree 2 n 1006 2001 1006 2001

Table 2.2 Highest level of schooling, Registered Indians On-Reserve, Men and Women, 1996 and 2001.

		М	en		Women				
Highest Level of Schooling	19	96	2001		1996		2001		
	#	%	#	%	#	%	#	%	
Total	14,475	100.0	15,680	100.0	13,470	100.0	14,935	100.0	
High School Diploma	570	3.9	815	5.2	650	4.8	870	5.8	
Trade Certificate/Diploma	1,035	7.2	1,400	8.9	650	4.8	965	6.5	
College Certificate/Diploma	540	3.7	620	4.0	695	5.2	945	6.3	
University Certificate/Diploma	NA	NA	120	0.8	NA	NA	230	1.5	
University Degree ¹	170	1.2	230	1.5	335	2.5	475	32	

Sources: 1996 Census, INAC Core and Custom Tabulations (T11). 2001 Census, INAC Core and Custom Tabulations (T2-2).

¹ "University degree" includes Undergraduate, Graduate and Post-graduate degrees.

² Please note that as no comparable figures for the category "University Certificate or Diploma" exist from the 1996 census, the category has been excluded from the graph comparing the Highest Level of Schooling for 1996 and 2001.

$Highest\,Level\,of\,Schooling\,{\rm cont}{\rm d}$

Highlights:

- In 2001, for On-Reserve Registered Indians, the gender distribution was 51.2% men and 48.8% women. 71.7% of On-Reserve Registered Indian men and 66.8% of On-Reserve Registered Indian women had less than High School diploma.
- Between 1996 and 2001, the percentage of On-Reserve Registered Indians with less than High School diploma decreased by 2.9 percentage points, from 72.2% to 69.3%.

Figure 2.3 Less than High School Diploma, Registered Indians On-Reserve, Men and Women, 1996 and 2001.

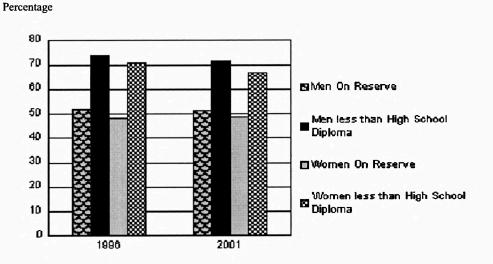


Table 2.3 Less than High School Diploma, Registered Indians On-Reserve, Men and Women, 1996 and 2001.

Major Field of Study	Registered On-res		Registered Off-res		Total Population ¹		
	#	%	#	%	#	%	
Fotal	30,615	100	24,035	100	814,665	100	
Educational, recreational and counselling services	1,125	3.7	860	3.6	39,270	4.8	
Fine and applied arts	75	0.2	210	0.9	17,515	2.1	
Humanities and related fields	145	0.5	270	1.1	16,955	2.1	
Social sciences and related fields	690	2.3	995	4.1	29,755	3.7	
Commerce management and business administration	850	2.8	1,325	5.5	69,395	8.5	
Agricultural, biological, nutritional and food science	165	0.5	210	0.9	17,920	2.2	
Engineering and applied sciences	10	0.1	35	0.1	9,520	1.2	
Applied science technologies and trades	1,315	4.3	1,485	6.2	71,235	8.7	
Health professionals and related technologies	565	1.8	745	3.1	47,445	5.8	
Mathematics computer and physical sciences	20	0.1	55	0.2	9,310	1.1	
No specialization	25,655	83.8	17,850	74.3	486,340	59.7	

Sources: 1996 Census, INAC Core and Custom Tabulations (T11). 2001 Census, INAC Core and Custom Tabulations (T2-2).

¹ Total refers to the total population of Registered Indians On-Reserve in Manitoba.

$M_{\text{AJOR}}\,F_{\text{IELD}\,\text{OF}}\,S_{\text{TUDY}}$

Highlights:

- In 2001, Applied Science Technologies and Trades was the most common field of study for On-Reserve Registered Indians (4.3%), Off-Reserve (6.2%) and total population¹ (8.7%).
- Commerce Management and Business Administration was the second most common field of study for Off-Reserve Registered Indians (5.5%), and total population¹ (8.5%). For On-Reserve Registered Indians it was Educational, Recreational and Counselling services (3.7%).

Figure 3.1 Major Field of Study, Registered Indians On-Reserve, Off-Reserve and Total Population¹, 2001.

Percentage

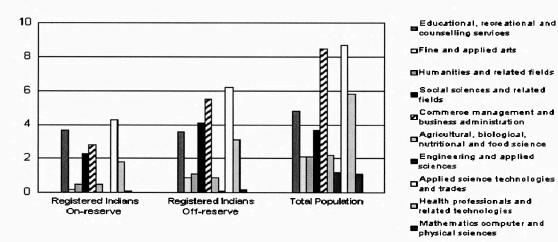


Table 3.1 Major Field of Study, Registered Indians On-Reserve, Off-Reserve and Total Population¹, 2001.

Major Field of Study	Registered On-res		Registered Off-res		Total Population ¹		
	#		#	%	#	%	
Total	30,615	100	24,035	100	814,665	100	
Educational, recreational and counselling services	1,125	3.7	860	3.6	39,270	4.8	
Fine and applied arts	75	0.2	210	0.9	17,515	2.1	
Humanities and related fields	145	0.5	270	1.1	16,955	2.1	
Social sciences and related fields	690	2.3	995	4.1	29,755	3.7	
Commerce management and business administration	850	2.8	1,325	5.5	69,395	8.5	
Agricultural, biological, nutritional and food science	165	0.5	210	0.9	17,920	2.2	
Engineering and applied sciences	10	0.1	35	0.1	9,520	1.2	
Applied science technologies and trades	1,315	4.3	1,485	6.2	71,235	8.7	
Health professionals and related technologies	565	1.8	745	3.1	47,445	5.8	
Mathematics computer and physical sciences	20	0.1	55	0.2	9,310	1.1	
No specialization	25,655	83.8	17,850	74.3	486,340	59.7	

¹ Total Population refers to the total population of Manitoba excluding Registered Indians living there to eliminate double counting.

\overline{M} ajor \overline{F} ield of \overline{S} tudy

Highlights:

There was relatively little change between 1996 and 2001. The largest change was an increase of 260 On-Reserve Registered Indians who reported Applied Science Technology and Trades as their Major Field of Study.

Figure 3.2 Major Field of Study, Registered Indians On-Reserve, 1996 and 2001.

Percentage

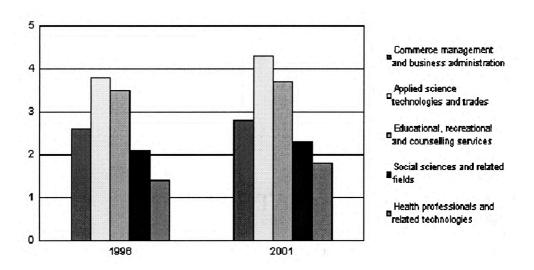


Table 3.2 Major Field of Study, Registered Indians On-Reserve, 1996 and 2001.

	Regis	tered Indiar	ns On-reserv	ve	
Major Field of Study	1996		2001		
	#	%	#	%	
Total	27,945	100	30,615	100	
Educational, recreational and counselling services	965	3.5	1,125	3.7	
Fine and applied arts	85	0.3	75	0.2	
Humanities and related fields	90	0.3	145	0.5	
Social sciences and related fields	595	2.1	690	2.3	
Commerce management and business administration	720	2.6	850	2.8	
Agricultural, biological, nutritional and food science	130	0.5	165	0.5	
Engineering and applied sciences	10	0.1	10	0.1	
Applied science technologies and trades	1,055	3.8	1,315	4.3	
Health professionals and related technologies	400	1.4	565	1.8	
Mathematics computer and physical sciences	10	0.1	20	0.	
No specialization	23,890	85.5	25,855	83.0	

Sources: 1996 Census, INAC Core and Custom Tabulations (T05). 2001 Census, INAC Core and Custom Tabulations (T1).



SASKATCHEWAN*

ï.

.

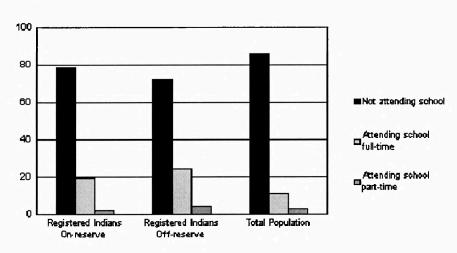
* Saskatchewan contains First Nations living on lands other than reserve or crown land who receive on-reserve type funding from Indian and Northern Affairs. Consequently, these locations have been considered as reserve communities in the 1996 and 2001 Census and have therefore been included in the on-reserve count.

SCHOOLATTENDANCE

Highlights:

- In 2001, more Off-Reserve Registered Indians reported attending school full-time (5,535) than On-Reserve Registered Indians (4,965).
- Off-Reserve Registered Indians living also reported a higher number attending school part-time (925) compared to those living On-Reserve (600).

Figure 1.1 School attendance, Registered Indians On-Reserve, Off-Reserve and Total Population¹, 2001.



Percentage

Table 1.1 School attendance, Registered Indians On-Reserve, Off-Reserve and Total Population¹, 2001.

School Attendance	Registere On-res		Registere Off-re:		Total Population ¹		
	#	%	#	%	#	%	
Total	25,575	100.0	22,985	100.0	706,960	100.0	
Not attending School	20,010	78.2	16,525	71.9	604,810	85.6	
Attending School Full Time	4,965	19.4	5,535	24.1	79,355	11.2	
Attending School Part time	600	2.3	925	4.0	22,800	3.2	

¹ Total Population refers to the total population of Saskatchewan excluding Registered Indians living there to eliminate double counting.

SchoolAttendance cont'd

Highlights:

- In 2001, On-Reserve Registered Indian men reported fewer attending school full time (2,265) than On-Reserve Registered Indian women (2,700).
- □ The full time school attendance for men increased from 1,760 to 2,265 between 1996 and 2001.
- □ The full time school attendance for women increased from 1,995 to 2,700 between 1996 and 2001.

Figure 1.2 School attendance¹, Registered Indians On-Reserve, Men and Women, 1996 and 2001.

Percentage

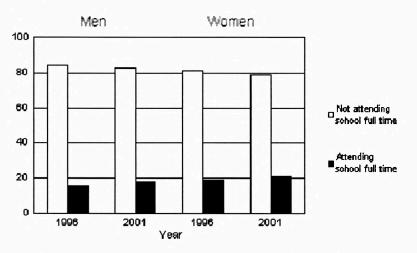


Table 1.2 School attendance¹, Registered Indians On-Reserve, Men and Women, 1996 and 2001.

Sebnai ättendense	· · · · ·	Į,	len		Women				
School Attendance	1996		2001		1996		2001		
	#	%	#	%	#	%	#	%	
Total	11,190	100.0	12,880	100.0	10,610	100.0	12,695	100.0	
Not attending school full time ¹	9,430	84.3	10,620	82.5	8,615	81.2	9,995	78.7	
Attending school full time	1,760	15.7	2,265	17.6	1,995	18.8	2,700	21.3	

Sources: 1996 Census, INAC Core and Custom Tabulations (T22a). 2001 Census, INAC Core and Custom Tabulations (T2-2).

¹ Not attending school full time includes those not attending school and those attending school part time.

$Highest\,Level \, \text{of}\, Schooling}$

Highlights:

Percentage

- In 2001, On-Reserve Registered Indians reported a lower number of University degrees¹ (630) than Off-Reserve Registered Indians (1,390).
- On-Reserve Registered Indians reported a higher number of Trade certificates/diplomas (2,725) than Registered Indians Off-Reserve (2045).
- Registered Indians On-Reserve reported a lower number of College certificate/diplomas (1,635) compared to Registered Indians Off-Reserve (1,930).

Figure 2.1 Highest Level of Schooling, Registered Indians On-Reserve, Off-Reserve and Total Population², 2001.

14 12 10 🖬 High School Diploma 8 Trade Certificate Z College Certificate 6 Usine is fly Certificate 4 🕑 Uniters fly Degree 2 ٥ Registered Total Population Registered Indians Off Indians On Reserve Reserve

Table 2.1 Highest Level of Schooling, Registered Indians On-Reserve, Off-Reserve and Total Population², 2001.

Highest Level of Schooling	Registered Indians On Reserve		Registere Off Re:		Total Population ²		
	#	%	#	%	#	%	
Total	25,575	100	22,990	100	706,965	100	
Kigh School Diploma	1,750	6.8	1,690	7.4	78,355	11.1	
Trade Certificate/Diploma	2,725	10.7	2,045	8.9	90,010	12.7	
College Certificate/Diploma	1,635	6.4	1,930	8.4	88,745	12.6	
University Certificate/Diploma	410	1.6	500	2.2	20,255	2.9	
University Degree ¹	630	2.5	1,390	6.0	81,555	11.5	

¹ "University degree" includes Undergraduate, Graduate and Post-graduate degrees.

² Total Population refers to the total population of Saskatchewan excluding Registered Indians living there to eliminate double counting.

HIGHEST LEVEL OF SCHOOLING CONTD

Highlights:

- In 2001, On-Reserve Registered Indian women reported 290 more University degrees¹ than On-Reserve Registered Indian men.
- Between 1996 and 2001, the number with only High School diploma increased from 510 to 820 for men and 580 to 930 for women.

Figure 2.2 Highest level of schooling, Registered Indians On-Reserve, Men and Women, 1996 and 2001².

Percentage

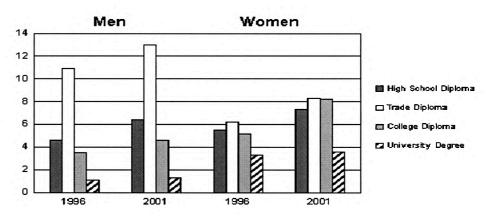


Table 2.2 Highest level of schooling, Registered Indians On-Reserve, Men and Women, 1996 and 2001.

		м	len		Women				
Highest Level of Schooling	1996		2001		1996		2001		
	#	%	#	%	#	%	#	%	
Total	11,190	100.0	12,875	100.0	10,605	100.0	12,695	100.0	
High School Diploma	510	4.6	820	6.4	580	5.5	930	7.3	
Trade Certificate/Diploma	1,215	10.9	1,675	13.0	655	6.2	1,050	8.3	
College Certificate/Diploma	390	3.5	595	4.6	550	5.2	1,045	8.2	
University Certificate/Diploma	N.A	NA	125	1.0	NA	NA	285	2.2	
University Degree ¹	125 -	1.1	170	1.3	345	3.3	460	3.6	

Sources: 1996 Census, INAC Core and Custom Tabulations (T11). 2001 Census, INAC Core and Custom Tabulations (T2-2).

¹ "University degree" includes Undergraduate, Graduate and Post-graduate degrees.

² Please note that as no comparable figures for the category "University Certificate or Diploma" exist from the 1996 census, the category has been excluded from the graph comparing the Highest Level of Schooling for 1996 and 2001.

$Highest \, Level \, \text{of } Schooling \, \text{contd}$

Highlights:

- □ In 2001, for Registered Indians On-Reserve, the gender distribution was 50.3% men and 49.6% women. 64.9% of On-Reserve Registered Indian men and 59.2% of On-Reserve Registered Indian women had less than High School diploma.
- Between 1996 and 2001, the percentage of On-Reserve Registered Indians with less than High School diploma decreased by 5.4 percentage points, from 67.4% to 62.0%.

Figure 2.3 Less than High School Diploma, Registered Indians On-Reserve, Men and Women, 1996 and 2001.

Percentage

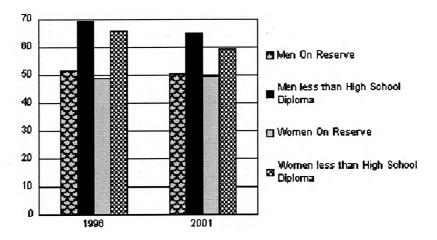


Table 2.3 Less than High School Diploma, Registered Indians On-Reserve, Men and Women, 1996 and 2001.

		19	98	20	01
LE	ess than High School Diploma	#	%	#	%
	Registered Indians On Reserve	21,800	100.0	25,575	100.0
Total ¹	With less than High School Diploma	14,695	67.4	15,860	62.0
3.4	Registered Indians On Reserve		51.3	12,875	50.3
Men	With less than High School Diploma	7,735	69.1	8,355	64.9
Women	Registered Indians On Reserve	10,605	48.6	12,695	49.6
¥40111011	With less than High School Diploma	6,960	65.6	7,510	59.2

Sources: 1996 Census, INAC Core and Custom Tabulations (T11). 2001 Census, INAC Core and Custom Tabulations (T2-2).

¹ Total refers to the total population of Registered Indians On-Reserve in Saskatchewan.

$M_{\text{AJOR}}\,F_{\text{IELD}\,\text{OF}}\,S_{\text{TUDY}}$

Highlights:

- In 2001, Applied Science Technologies and Trades was the most common field of study for On-Reserve Registered Indians (5.4%), Off-Reserve (5.4%) and total population¹ (8.9%).
- Commerce Management and Business Administration was the second most common field of study for Off-Reserve Registered Indians (5.3%) and total population¹ (8.1%). For Registered Indians On-Reserve it was Social Sciences and related fields (4.7%).

Figure 3.1 Major Field of Study, Registered Indians On-Reserve, Off-Reserve and Total Population¹, 2001.

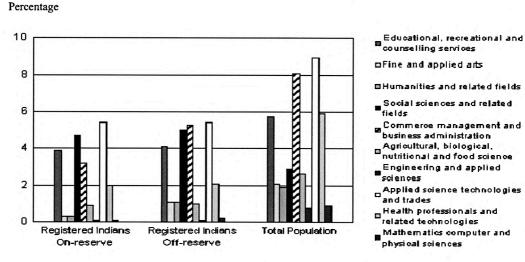


Table 3.1 Major Field of Study, Registered Indians On-Reserve, Off-Reserve and Total Population¹, 2001.

Major Field of Study	Regist India On-res	n-s	Registe India Off-res	ns	Total Population ¹	
	#	%	#	%	#	%
Total	25,570	100	22,985	100	706,965	100
Educational, recreational and counselling services	1,010	3.9	935	4.1	40,315	5.7
Fine and applied arts	85	0.3	260	1.1	14,620	2.1
Humanities and related fields	85	0.3	245	1.1	13,090	1.5
Social sciences and related fields	1,190	4.7	1,145	5.0	20,500	2.9
Commerce management and business administration	830	3.2	1,210	5.3	57,390	8.1
Agricultural, biological, nutritional and food science	235	0.9	235	1.0	18,510	2.6
Engineering and applied sciences	20	0.1	25	0.1	5,505	0.6
Applied science technologies and trades	1,390	5.4	1,250	5.4	63,010	8.9
Health professionals and related technologies	505	2.0	490	2.1	41,475	5.9
Mathematics computer and physical sciences	15	0.1	45	0.2	6,015	0.9
No specialization	20,195	79.0	17,145	74.6	426,545	60.3

¹ Total Population refers to the total population in Saskatchewan excluding Registered Indians living there to eliminate double counting.

$M_{\text{AJOR}}\,F_{\text{Ield}\,\text{Of}}\,S_{\text{TUDY}}$

Highlights:

,

.

- □ The most common field of study for On-Reserve Registered Indians in 2001, Applied Science Technology and Trades, increased from 1,195 in 1996 to 1,390 in 2001.
- □ The largest change between 1996 and 2001 was for Social Sciences and related fields which increased from 710 to 1,190.

Figure 3.2 Major Field of Study, Registered Indians On-Reserve, 1996 and 2001.

Percentage

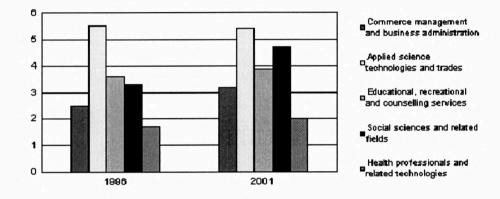


Table 3.2 Major Field of Study, Registered Indians On-Reserve, 1996 and 2001.

	Regis	tered India	ns On-reser	VC	
Major Field of Study	1996		2001		
	#	%	#	%	
Total	21,800	100	25,570	100	
Educational, recreational and counselling services	775	3.6	1,010	3.9	
Fine and applied arts	75	0.3	85	0.3	
Humanities and related fields	65	0.3	85	0.3	
Social sciences and related fields	710	3.3	1,190	4.7	
Commerce management and business administration	545	2.5	830	3.2	
Agricultural, biological, nutritional and food science	175	0.8	235	0.9	
Engineering and applied sciences	10	0.1	20	0.1	
Applied science technologies and trades	1,195	5.5	1,390	5.4	
Health professionals and related technologies	375	1.7	505	2.0	
Mathematics computer and physical sciences	10	0.1	15	0.1	
No specialization	17,870	82.0	20,195	79.0	

Sources: 1996 Census, INAC Core and Custom Tabulations (T05). 2001 Census, INAC Core and Custom Tabulations (T1). Alberta

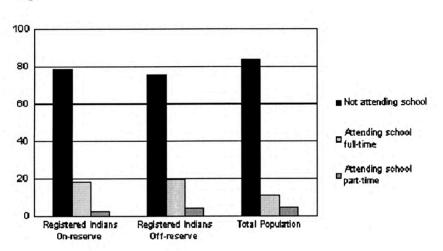
4

School Attendance

Highlights:

- In 2001, more Off-Reserve Registered Indians reported attending school full time (5,655) than On-Reserve Registered Indians (4,095).
- □ On-Reserve Registered Indians living reported a lower number attending school part time (590) compared to those living Off-Reserve (1,240).

Figure 1.1 School attendance, Registered Indians On-Reserve, Off-Reserve and Total Population¹, 2001.



Percentage

Table 1.1 School attendance, Registered Indians On-Reserve, Off-Reserve and Total Population¹, 2001.

School Attendance	Registere On-res		Registere Off-re		Total Population ¹		
	#	%	#	%	#	%	
Total	21,910	100.0	28,875	100.0	2,271,235	100.0	
Not attending School	17,230	78.6	21,985	76.1	1,903,200	83.8	
Attending School Full Time	4,095	18.7	5,655	19.6	255,925	11.3	
Attending School Part time	590	2.7	1,240	4.3	112,105	4.9	

¹ Total Population refers to the total population of Alberta excluding Registered Indians living there to eliminate double counting.

S chool A t tendance cont'd

Highlights:

- In 2001, On-Reserve Registered Indian men reported fewer attending school full time (1,810) than On-Reserve Registered Indian women (2,280).
- □ The full time school attendance for men increased from 1,550 to 1,810 between 1996 and 2001.
- □ The full time school attendance for women increased from 1,875 to 2,280.

Figure 1.2 School attendance¹, Registered Indians On-Reserve, Men and Women, 1996 and 2001.

Percentage

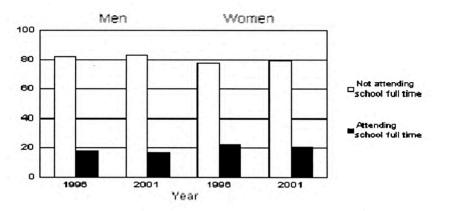


Table 1.2 School attendance¹, Registered Indians On-Reserve, Men and Women, 1996 and 2001.

School Attendance		Me	en 🛛	Women				
	1996		2001		1996		2001	
	#	%	#	%	#	%	#	%
Total	8,645	100.0	10,830	100.0	8,455	100.0	11,080	100.0
Not attending school full time ¹	7,095	82.1	9,020	83.3	6,580	77.8	6,800	79.4
Attending school full time	1,550	17.9	1,810	16.7	1,875	22.2	2,280	20.6

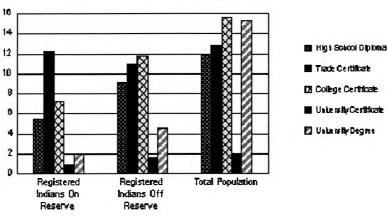
Sources: 1996 Census, INAC Core and Custom Tabulations (T22a). 2001 Census, INAC Core and Custom Tabulations (T2-2). Alberta

¹ Not attending school full time includes those not attending school and those attending school part time.

Highest Level of Schooling

Highlights:

- On-Reserve Registered Indians reported a lower number of University degrees¹ (430) than Off-Reserve Registered Indians (1,310).
- On-Reserve Registered Indians reported fewer Trade certificates/diplomas (2,675) than Off-Reserve Registered Indians (3,155).
- □ On-Reserve Registered Indians reported fewer College certificates/diplomas (1,580) compared to Off-Reserve Registered Indians (3,380).
- Figure 2.1 Highest Level of Schooling, Registered Indians On-Reserve, Off-Reserve and Total Population², 2001.



Percentage

Table 2.1 Highest Level of Schooling, Registered Indians On-Reserve, Off-Reserve and Total Population², 2001.

Highest Level of Schooling	Registered Indians On Reserve		Registere Off Re		Total Population ²		
	#	%	#	%	#	%	
Total	21,910	100	28,875	100	2,271,230	100	
High School Diploma	1,200	5.5	2,620	9.1	269,095	11.8	
Trade Certificate/Diploma	2,675	12.2	3,155	10.9	291,310	12.8	
College Certificate/Diploma	1,580	7.2	3,380	11.7	353,430	15.6	
University Certificate/Diploma	205	0.9	465	1.6	45,885	2.0	
University Degree ¹	430	2.0	1,310	4.5	348,230	15.3	

¹ "University degree" includes Undergraduate, Graduate and Post-graduate degrees.

² Total Population refers to the total population of Alberta excluding Registered Indians living there to eliminate double counting.

$Highest \, Level \, \text{of } Schooling \, \, \text{cont'd}$

Highlights:

- In 2001, On-Reserve Registered Indian women reported 175 more University degrees¹ then On-Reserve Registered Indian men.
- Between 1996 and 2001, the number with only High School diploma increased from 295 to 540 for men and from 355 to 660 for women.

Figure 2.2 Highest level of schooling, Registered Indians On-Reserve, Men and Women, 1996 and 2001².

Percentage

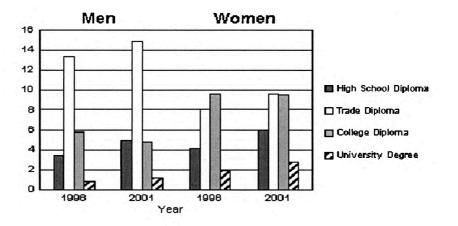


Table 2.2 Highest level of schooling, Registered Indians On-Reserve, Men and Women, 1996 and 2001.

Highest Level of Schooling		М	len		Women				
	1996		2001		1996		2001		
	#	%	#	%	#	%	#	%	
Total	8,645	100.0	10,830	100.0	8,450	100.0	11,080	100.0	
High School Diploma	295	3.4	540	5.0	355	4.2	660	6.0	
Trade Certificate/Diploma	1,155	13.4	1,610	14.9	675	8.0	1,065	9.6	
College Certificate/Diploma	500	5.8	525	4.8	810	9.6	1,055	9.5	
University Certificate/Diploma	NA	NA	60	0.6	NA	NA	140	1.3	
University Degree ¹	65	0.8	130	1.2	160	1.9	305	2.8	

Sources: 1996 Census, INAC Core and Custom Tabulations (T11). 2001 Census, INAC Core and Custom Tabulations (T2-2).

¹ "University degree" includes Undergraduate, Graduate and Post-graduate degrees.

² Please note that as no comparable figures for the category "University Certificate or Diploma" exist from the 1996 census, the category has been excluded from the graph comparing the Highest Level of Schooling for 1996 and 2001.

$H{\scriptstyle \text{ighest}}\,L{\scriptstyle \text{evel}}\, {\scriptstyle \text{of}}\,S{\scriptstyle \text{chooling cont}}{\scriptstyle \text{d}}$

Highlights:

- □ In 2001, for Registered Indians On-Reserve, the gender distribution was 49.4% men and 50.6% women. 63.4% of On-Reserve Registered Indian men and 57.7% of On-Reserve Registered Indian women had less than High School diploma.
- Between 1996 and 2001, the percentage of On-Reserve Registered Indians with less than High School diploma fell slightly, from 61.0% to 60.5%.

Figure 2.3 Less than High School Diploma, Registered Indians On-Reserve, Men and Women, 1996 and 2001.

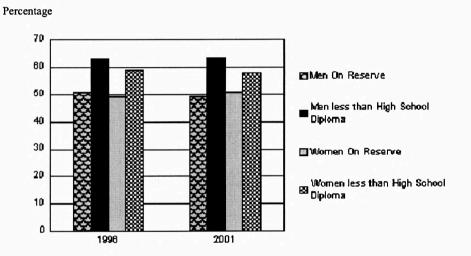


Table 2.3 Less than High School Diploma, Registered Indians On-Reserve, Men and Women, 1996 and 2001.

	the Web Cabool Diploma	19	96	20	01
L	ess than High School Diploma	#	%	#	%
Total ¹	Registered Indians On Reserve	17,095	100. 0	21,910	100.0
i otal -	With less than High School Diploma	10,430	61.0	13,255	60.5
Men	Registered Indians On Reserve		50.6	10,830	49.4
TAJICAN R	With less than High School Diploma	5,450	63.0	6,865	63.4
Women	Registered Indians On Reserve	8,450	49.4	11,080	50.6
WOULELI	With less than High School Diploma	4,980	58.9	6,390	57.7

Sources: 1996 Census, INAC Core and Custom Tabulations (T11). 2001 Census, INAC Core and Custom Tabulations (T2-2).

¹ Total refers to the total population of Registered Indians On-Reserve in Alberta.

Highlights:

- In 2001, Applied Science Technologies and Trades was the most common field of study for On-Reserve Registered Indians (6.1%), Off-Reserve (7.6%) and total population¹ (11.5%).
- Commerce Management and Business Administration was the second most common field of study for Off-Reserve Registered Indians (6.1%) and the total population¹ (9.6%). For On-Reserve Registered Indians it was Social Sciences and related fields (4.7%).

Figure 3.1 Major Field of Study, Registered Indians On-Reserve, Off-Reserve and Total Population¹, 2001.

Percentage

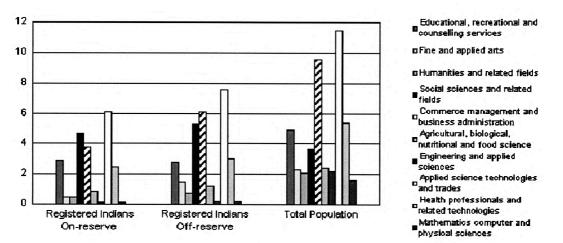


Table 3.1 Major Field of Study, Registered Indians On-Reserve, Off-Reserve and Total Population¹, 2001.

Major Field of Study	Regist India On-res	ns	Registo India Off-res	ns	Total Population ¹	
	#	%	#	%	#	%
Total	21,915	100	28,875	100	2,271,240	100
Educational, recreational and counselling services	635	2.9	815	2.8	111,990	4.9
Fine and applied arts	110	0.5	435	1.5	52,195	2.3
Humanities and related fields	105	0.5	195	0.7	47,950	2.1
Social sciences and related fields	1,040	4.7	1,525	5.3	83,180	3.7
Commerce management and business administration	840	3.8	1,765	6.1	217,275	9.6
Agricultural, biological, nutritional and food science	180	0.8	340	1.2	53,615	2.4
Engineering and applied sciences	15	0.1	70	0.2	50,200	2.2
Applied science technologies and trades	1,335	6.1	2,205	7.6	262,100	11.5
Health professionals and related technologies	550	2.5	880	3.0	121,930	5.4
Mathematics computer and physical sciences	15	0.1	45	0.2	36,445	1.6
No specialization	17,085	78.0	20,610	71.4	1,234,345	54.3

¹ Total Population refers to the total population of Alberta excluding Registered Indians living there to eliminate double counting.

$M_{AJOR}F_{IELD}OFS_{TUDY}$

Highlights:

- □ The most common field of study for On-Reserve Registered Indians in 2001, Applied Science Technology and Trades, increased from a reported 1,335 in 1996 to 2,205 in 2001.
- □ There was relatively little change in the percentage of each field of study from 1996 to 2001. The largest change was a decrease of 0.9% points in Educational, Recreational and Counselling Services.

Figure 3.2 Major Field of Study, Registered Indians On-Reserve, 1996 and 2001.

Percentage

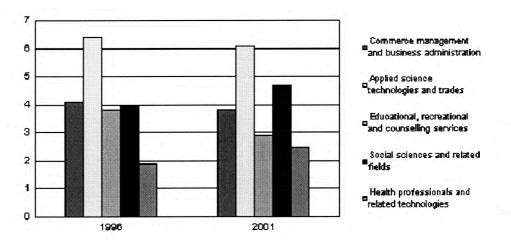


Table 3.2 Major Field of Study, Registered Indians On-Reserve, 1996 and 2001.

	Regis	tered Indiar	ns On-reserv	16	
Major Field of Study	1996	F	2001		
	#	%	#	%	
Total	17,095	100	21,915	100	
Educational, recreational and counselling services	655	3.8	635	2.9	
Fine and applied arts	130	0.8	110	0.5	
Humanities and related fields	70	0.4	105	0.5	
Social sciences and related fields	690	4.0	1,040	4.7	
Commerce management and business administration	700	4.1	840	3.8	
Agricultural, biological, nutritional and food science	200	1.2	180	0.8	
Engineering and applied sciences	25	0.1	15	0.1	
Applied science technologies and trades	1,095	6.4	1,335	6.1	
Health professionals and related technologies	325	1.9	550	2.5	
Mathematics computer and physical sciences	15	0.1	15	0.1	
No specialization	13,195	77.2	17,085	78.0	

Sources: 1996 Census, INAC Core and Custom Tabulations (T05). 2001 Census, INAC Core and Custom Tabulations (T1).

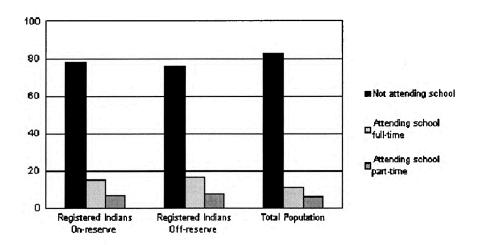
BRITISH COLUMBIA

SCHOOLATTENDANCE

Highlights:

- In 2001, more Off-Reserve Registered Indians reported attending school full time (6,750) than On-Reserve Registered Indians (4,745).
- Off-Reserve Registered Indians living also reported a higher number attending school part time (3,120) compared to those living On-Reserve (2,005).

Figure 1.1 School attendance, Registered Indians On-Reserve, Off-Reserve and Total Population¹, 2001.



Percentage

Table 1.1 School attendance, Registered Indians On-Reserve, Off-Reserve and Total Population¹, 2001.

School Attendance	Registere On-Re	ed Indians serve	Registere Off-Re	d Indians serve	Total Population ¹		
	#	%	#	%	#	%	
Total	31,255	100.0	41,215	100.0	3,088,095	100.0	
Not attending School	24,505	78.4	31,350	76.1	2,560,295	82.9	
Attending School Full Time	4,745	15.2	6,750	16.4	340,150	11.0	
Attending School Part time	2,005	6.4	3,120	7.6	187,650	6.1	

¹ Total Population refers to the total population of British Columbia excluding Registered Indians living there to eliminate double counting.

School Attendance cont'd

Highlights:

- □ In 2001, 2,300 On-Reserve Registered Indian men reported attending school full time whereas 2,450 Registered Indian women reported the same.
- □ The full time school attendance for men increased by 175 between 1996 and 2001.
- □ The full time school attendance for women increased by 360 between 1996 and 2001.

Figure 1.2 School attendance¹, Registered Indians On-Reserve, Men and Women, 1996 and 2001.

Percentage

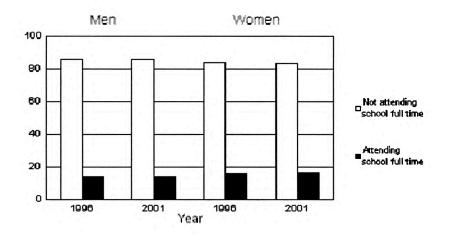


Table 1.2 School attendance¹, Registered Indians On-Reserve, Men and Women, 1996 and 2001.

School Attendance		M	en		Women				
	1996		2001		1996		2001		
	#	%	#	%	#	%	#	%	
Total	14,710	100.0	16,180	100.0	13,250	100.0	15,075	100.0	
Not attending school full time ¹	12,585	85.6	13,885	85.8	11,160	84.2	12,625	83.7	
Attending school full time	2,125	14.4	2,300	14.2	2,090	15.8	2,450	16.3	

Sources: 1996 Census, INAC Core and Custom Tabulations (T22a). 2001 Census, INAC Core and Custom Tabulations (T2-2).

¹ Not attending school full time includes those not attending school and those attending school part time.

$H {\rm ighest}\,L {\rm evel}\, {\rm of}\,S {\rm chooling}$

Highlights:

- In 2001, On-Reserve Registered Indians reported fewer University degrees¹ (600) than Off-Reserve Registered Indians (1,600).
- On-Reserve Registered Indians also reported fewer Trade certificate/diplomas (4,270) than Off-Reserve Registered Indians (4,935).
- On-Reserve Registered Indians reported fewer College certificate/diplomas (3,205) compared to Off-Reserve Registered Indians (4,980).

Figure 2.1 Highest Level of Schooling, Registered Indians On-Reserve, Off-Reserve and Total Population², 2001.

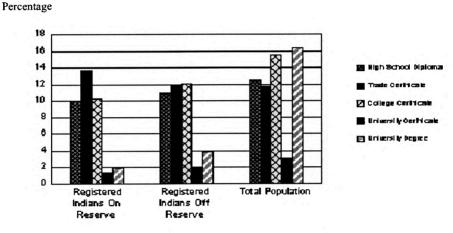


Table 2.1 Highest Level of Schooling, Registered Indians On-Reserve, Off-Reserve and Total Population², 2001.

Highest Level of Schooling	Registered Indians On Reserve		Registere Off Re		Total Population ²		
	#	%	#	%	#	%	
Total	31,255	100	41,210	100	3,088,095	100	
High School Diploma	3,145	10.1	4,520	11.0	388,070	12.6	
Trade Certificate/Diploma	4,270	13.7	4,935	12.0	364,045	11.8	
College Certificate/Diploma	3,205	10.3	4,980	12.1	476,795	15.4	
University Certificate/Diploma	420	1.3	775	1.9	95,740	3.1	
University Degree ¹	600	1.9	1,600	3.9	507,325	16.4	

² Total Population refers to the total population of British Columbia excluding Registered Indians living there to eliminate double counting.



¹ "University degree" includes Undergraduate, Graduate and Post-graduate degrees.

British Columbia

$H{\scriptstyle \text{ighest}}\,L{\scriptstyle \text{evel}\,\text{of}}\,S{\scriptstyle \text{chooling cont'd}}$

Highlights:

- In 2001, On-Reserve Registered Indian women reported 285 more University degrees¹ then On-Reserve Registered Indian men.
- Between 1996 and 2001, the number with only High School diploma increased from 1,330 to 1,710 for men and from 1,125 to 1,430 for women.

Figure 2.2 Highest level of schooling, Registered Indians On-Reserve, Men and Women, 1996 and 2001².

Percentage

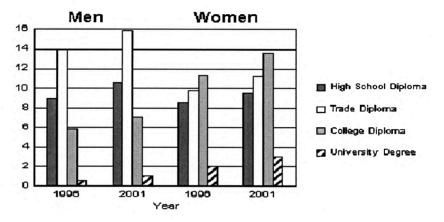


Table 2.2 Highest level of schooling, Registered Indians On-Reserve, Men and Women, 1996 and 2001.

Highest Level of Schooling		M	len		Women				
	1996		2001		1996		2001		
	#	%	#	%	#	%	#	%	
Total	14,705	100.0	16,180	100.0	13,250	100.0	15,075	100.0	
High School Diploma	1,330	9.0	1,710	10.6	1,125	8.5	1,430	9.5	
Trade Certificate/Diploma	2,055	14.0	2,580	15.9	1,305	9.8	1,685	11.2	
College Certificate/Diploma	860	5.8	1,155	7.1	1,495	11.3	2,055	13.6	
University Certificate/Diploma	NA	NA	120	0.7	NA	NA	295	2.0	
University Degree ¹	95	0.6	160	1.0	270	2.0	445	3.0	

Sources: 1996 Census, INAC Core and Custom Tabulations (T11). 2001 Census, INAC Core and Custom Tabulations (T2-2).

¹ "University degree" includes Undergraduate, Graduate and Post-graduate degrees.

² Please note that as no comparable figures for the category "University Certificate or Diploma" exist from the 1996 census, the category has been excluded from the graph comparing the Highest Level of Schooling for 1996 and 2001.

$Highest\,Level\,of\,Schooling\,{\rm cont}\,d$

Highlights:

- □ In 2001, for On-Reserve Registered Indians, the gender distribution was 51.8% men and 48.2% women. 53.6% of On-Reserve Registered Indian men and 47.3% of On-Reserve Registered Indian women had less than High School diploma.
- Between 1996 and 2001, the percentage of On-Reserve Registered Indians with less than High School diploma decreased by 4.5%, from 55.1% to 50.6%.
 - Figure 2.3 Less than High School Diploma, Registered Indians On-Reserve, Men and Women, 1996 and 2001.

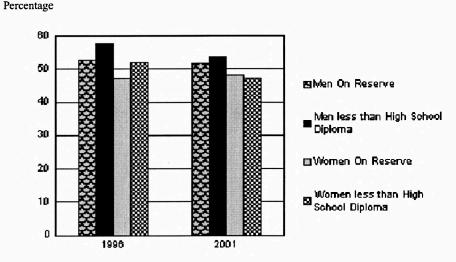


Table 2.3 Less than High School Diploma, Registered Indians On-Reserve, Men and Women, 1996 and 2001.

Less than High School Diploma		19	96	2001		
		#	%	#	%	
7-4-11	Registered Indians On Reserve	27,960	100.0	31,255	100.0	
Total ¹	With less than High School Diploma	15,395	55.1	15,810	50.6	
Men	Registered Indians On Reserve	14,705	52.6	16,180	51.8	
	With less than High School Diploma	8,490	57.7	8,675	53.6	
Women	Registered Indians On Reserve	13,250	47.4	15,075	48.2	
	With less than High School Diploma	6,905	52.1	7,135	47.3	

Sources: 1996 Census, INAC Core and Custom Tabulations (T11). 2001 Census, INAC Core and Custom Tabulations (T2-2).

¹ Total refers to the total population of Registered Indians On-Reserve in British Columbia.

$M_{\text{AJOR}}\,F_{\text{IELD}\,\text{OF}}\,S_{\text{TUDY}}$

Highlights:

Percentage

- In 2001, Applied Science Technologies and Trades was the most common field of study for On-Reserve Registered Indians and Off-Reserve, both 7.6%. This was the second most common for the total population¹, 9.7%.
- Commerce Management and Business Administration was the most common field of study for total population¹,
 9.9%, and the second most common for On-Reserve Registered Indians, 4.4%, and Off-Reserve, 6.2%.

Figure 3.1 Major Field of Study, Registered Indians On-Reserve, Off-Reserve and Total Population¹, 2001.

Educational, recreational and 10 counselling services © Fine and applied arts 8 a Humanities and related fields Social sciences and related 6 fields 8 Commerce management and business administration 4 Agricultural, biological, Inutritional and food science Bigineering and applied sciences 2 Applied science technologies and trades 0 Health professionals and Registered Indians ^Brelated technologies Registered Indians **Total Population** On-reserve Off-reserve Mathematics computer and physical sciences

Table 3.1 Major Field of Study, Registered Indians On-Reserve, Off-Reserve and Total Population¹, 2001.

Major Field of Study	Registered On-rese		Registered Off-res		Total Population ¹	
	#	%	#	%	#	%
Total	31,255	100	41,215	100	3,088,100	100
Educational, recreational and counselling services	1,130	3.6	1,340	3.3	153,870	5.0
Fine and applied arts	320	1.0	940	2.3	83,780	2.7
Humanities and related fields	255	0.8	450	1.1	93,095	3.0
Social sciences and related fields	1,000	3.2	1,610	3.9	134,590	4.4
Commerce management and business administration	1,365	4.4	2,570	6.2	305,095	9.9
Agricultural, biological, nutritional and food science	795	2.5	820	2.0	75,170	2.4
Engineering and applied sciences	155	0.5	185	0.4	70,645	2.3
Applied science technologies and trades	2,375	7.6	3,130	7.6	298,715	9.7
Health professionals and related technologies	1,040	3.3	1,110	2.7	173,855	5.6
Mathematics computer and physical sciences	40	0.1	85	0.2	51,855	1.7
No specialization	22,785	72.9	28,980	70.3	1,647,425	53.3

¹ Total population refers to the total population of British Columbia excluding Registered Indians living there to eliminate double counting.

$\overline{M}\text{AJOR}\,F\text{ield of }S\text{tudy cont}\text{d}$

Highlights:

- □ The most common field of study for On-Reserve Registered Indians in 2001, Applied Science Technology and Trades, increased 0.8% points in that field from 1996.
- Commerce Management and Business Administration, the second most common in 2001, increased from 4.3% in 1996 to 4.4% in 2001.

Figure 3.2 Major Field of Study, Registered Indians On-Reserve, 1996 and 2001.

Percentage

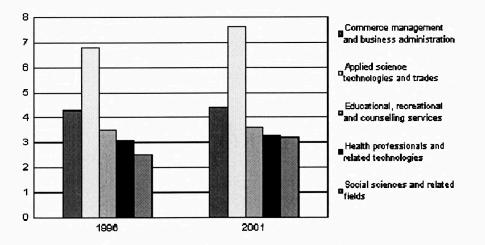


Table 3.2 Major Field of Study, Registered Indians On-Reserve, 1996 and 2001.

	Registered Indians On-reserve							
Major Field of Study	1996		2001					
	#	%	#	%				
Total	27,960	100	31,255	100				
Educational, recreational and counselling services	985	3.5	1,130	3.6				
Fine and applied arts	285	1.0	320	1.0				
Humanities and related fields	150	0.5	255	0.8				
Social sciences and related fields	695	2.5	1,000	3.2				
Commerce management and business administration	1,195	4.3	1,365	4.4				
Agricultural, biological, nutritional and food science	550	2.0	795	2.5				
Engineering and applied sciences	110	0.4	155	0.5				
Applied science technologies and trades	1,910	6.8	2,375	7.6				
Health professionals and related technologies	860	3.1	1,040	3.3				
Mathematics computer and physical sciences	15	0.1	40	0.1				
No specialization	21,205	75.8	22,785	72.9				

Sources: 1996 Census, INAC Core and Custom Tabulations (T05). 2001 Census, INAC Core and Custom Tabulations (T1).

YUKON^{*,**}

.

*Cautionary note: small numbers may result in the appearance of a large percentage change between 1996 and 2001.

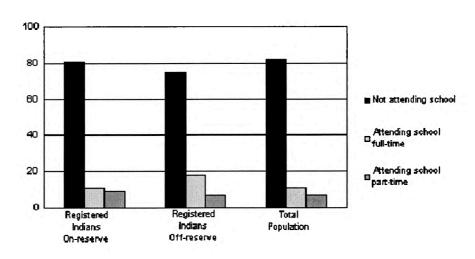
** Yukon contain First Nations living on lands other than reserve or crown land who receive onreserve type funding from Indian and Northern Affairs. Consequently, these locations have been considered as reserve communities in the 1996 and 2001 Census and have therefore been included in the on-reserve count.

SCHOOLATTENDANCE

Highlights:

- In 2001, more Off-Reserve Registered Indians reported attending school full time (400) than On-Reserve Registered Indians (150).
- On-Reserve Registered Indians living reported slightly less attending school part time (125) compared to Off-Reserve Registered Indians living (150).

Figure 1.1 School attendance, Registered Indians On-Reserve, Off-Reserve and Total Population¹, 2001.



Percentage

Table 1.1 School attendance, Registered Indians On-Reserve, Off-Reserve and Total Population¹, 2001.

School Attendance		ed Indians serve	Registere Off-re	ed Indians serve	Total Population ¹		
	#	%	#	%	#	%	
Total	1,395	100.0	2,200	100.0	18,895	100.0	
Not attending School	1,125	80.6	1,650	75.0	15,455	81.8	
Attending School Full Time	150	10.8	400	18.2	2,075	11.0	
Attending School Part time	125	9.0	150	6.8	1,365	7.2	

¹ Total Population refers to the total population of the Yukon excluding Registered Indians living there to eliminate double counting.

School Attendance cont'd

Highlights:

- In 2001, On-Reserve Registered Indian men reported only 10 fewer attending school full time than reported by On-Reserve Registered Indian women.
- **D** The full time school attendance for men increased from 60 to 70 between 1996 and 2001.
- □ The full time school attendance for women increased from 75 to 80 between 1996 and 2001.

Figure 1.2 School attendance¹, Registered Indians On-Reserve, Men and Women, 1996 and 2001.

Percentage

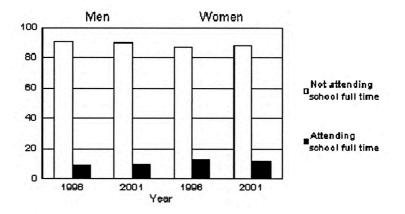


Table 1.2 School attendance¹, Registered Indians On-Reserve, Men and Women, 1996 and 2001.

		м	en		Women				
School Attendance	1996		2001		1996		2001		
	#	%	#	%	#	%	#	%	
Total	635	100.0	715	100.0	590	100.0	680	100.0	
Not attending school full time	575	90.6	645	90.2	515	87.3	600	88.2	
Attending school full time	60	9.4	70	9.8	75	12.7	80	11.8	

Sources: 1996 Census, INAC Core and Custom Tabulations (T22a). 2001 Census, INAC Core and Custom Tabulations (T2-2).

¹ Not attending school full time includes those not attending school and those attending school part time.

Highest Level of Schooling

Highlights:

- □ In 2001, On-Reserve Registered Indians reported fewer University degrees¹ (20) than Registered Indians living Off-Reserve (95).
- On-Reserve Registered Indians reported fewer Trade certificates/diplomas (230) than Off-Reserve Registered Indians (350).
- On-Reserve Registered Indians also reported fewer College certificate/diplomas (280) compared to Off-Reserve Registered Indians (345).

Figure 2.1 Highest Level of Schooling, Registered Indians On-Reserve, Off-Reserve and Total Population², 2001.

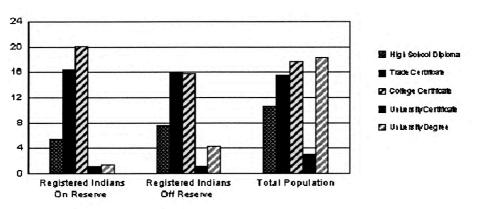




Table 2.1 Highest Level of Schooling, Registered Indians On-Reserve, Off-Reserve and Total Population², 2001.

Highest Level of Schooling	Registered Indians On Reserve		Registere Off Re	ed Indians serve	Total Population ²		
	#	%	#	%	#	%	
Total	1,395	100	2,195	100	18,895	100	
High School Diploma	75	5.4	165	7.5	2,000	10.6	
Trade Certificate/Diploma	230	16.5	350	15.9	2,920	15.5	
College Certificate/Diploma	280	20.1	345	15.7	3,340	17.7	
University Certificate/Diploma	15	1.1	25	1.1	570	3.0	
University Degree ¹	20	1.4	95	4.3	3,460	18.3	

¹ "University degree" includes Undergraduate, Graduate and Post-graduate degree.

² Total Population refers to the total population of the Yukon excluding Registered Indians living there to eliminate double counting.

HIGHEST LEVEL OF SCHOOLING CONT'D

Highlights:

- In 2001, On-Reserve Registered Indian women reported only 5 more University degrees¹ then On-Reserve Registered Indian men.
- Between 1996 and 2001, the number with only High School diploma increased from 0 to 10 for men and from 10 to 15 for women.

Figure 2.2 Highest level of schooling, Registered Indians On-Reserve, Men and Women, 1996 and 2001².

Percentage

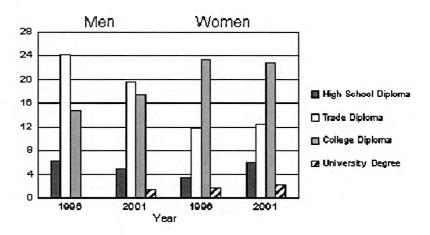


Table 2.2 Highest level of schooling, Registered Indians On-Reserve, Men and Women, 1996 and 2001.

	Men				Women				
Highest Level of Schooling	1996		2001		1998		2001		
	#	%	¥ -	%	#	%	#	%	
Total	640	100.0	715	100.0	595	100.0	680	100.0	
High School Diploma	40	6.3	35	4.9	20	3.4	40	5.9	
Trade Certificate/Diploma	155	24.2	140	19.6	70	11.8	85	12.5	
College Certificate/Diploma	95	14.8	125	17.5	140	23.5	155	22.8	
University Certificate/Diploma	NA	NA	0	0.0	NA	NA	15	2.2	
University Degree ¹	0	0.0	10	1.4	10	1.7	15	2.2	

Sources: 1996 Census, INAC Core and Custom Tabulations (T11). 2001 Census, INAC Core and Custom Tabulations (T2-2).

¹ "University degree" includes Undergraduate, Graduate and Post-graduate degrees.

² Please note that as no comparable figures for the category "University Certificate or Diploma" exist from the 1996 census, the category has been excluded from the graph comparing the Highest Level of Schooling for 1996 and 2001.

$H{\scriptstyle \text{ighest}}\,L{\scriptstyle \text{evel}\,\text{of}}\,S{\scriptstyle \text{chooling cont}}{\scriptstyle \text{d}}$

Highlights:

- □ In 2001, for On-Reserve Registered Indians, the gender distribution was 51.3% men and 48.7% women. 40.6% of On-Reserve Registered Indian men and 37.5% of On-Reserve Registered Indian women had less than High School diploma.
- Between 1996 and 2001, the percentage of On-Reserve Registered Indians with less than High School diploma decreased by 1.1 percentage points, from 40.2% to 39.1%.
 - Figure 2.3 Less than High School Diploma, Registered Indians On-Reserve, Men and Women, 1996 and 2001.

Major Field of Study	Registered On-rese		Registered Off-res		Total Population ¹	
	#	%	#	%	#	%
Total	1,395	100	2,195	100	18,895	100
Educational, recreational and counselling services	55	3.9	100	4.6	1,255	6.6
Fine and applied arts	15	1.1	40	1.8	495	2.6
Humanities and related fields	20	1.4	30	1.4	600	3.2
Social sciences and related fields	65	4.7	90	4.1	1,235	6.5
Commerce management and business administration	70	5.0	135	6.2	1,805	9.6
Agricultural, biological, nutritional and food science	25	1.8	50	2.3	625	3.3
Engineering and applied sciences	0	0.0	15	0.7	385	2.0
Applied science technologies and trades	195	14.0	255	11.6	2,505	13.3
Health professionals and related technologies	85	6.1	80	3.6	1,090	5.8
Mathematics computer and physical sciences	0	0.0	15	0.7	295	1.6
No specialization	855	61.3	1,385	63.1	8,610	45.6

Percentage

Table 2.3 Less than High School Diploma, Registered Indians On-Reserve, Men and Women, 1996 and 2001.

Less than High School Diploma		19	196	2001		
		#	%	#	%	
Total ¹	Registered Indians On Reserve	1,230	100.0	1,395	100.0	
lotal.	With less than High School Diploma	495	40.2	545	39.1	
Men	Registered Indians On Reserve	640	52.0	715	51.3	
	With less than High School Diploma	285	44.5	290	40.6	
Women –	Registered Indians On Reserve	595	48.4	680	48.7	
	With less than High School Diploma	210	35.3	255	37.5	

Sources: 1996 Census, INAC Core and Custom Tabulations (T11). 2001 Census, INAC Core and Custom Tabulations (T2-2).

¹ Total refers to the total population of Registered Indians On-Reserve in the Yukon.

$M_{\text{AJOR}}\,F_{\text{Ield}\,\text{Of}}\,S_{\text{TUDY}}$

Highlights:

- In 2001, Applied Science Technologies and Trades was the most common field of study for On-Reserve Registered Indians (14.0%), Off-Reserve (11.6%) and total population¹ (13.3%).
- Commerce Management and Business Administration was the second most common field of study for Off-Reserve Registered Indians (6.2%) and total population¹ (9.6%). For On-Reserve Registered Indians it was Health Professionals and related technologies (6.1%).

Figure 3.1 Major Field of Study, Registered Indians On-Reserve, Off-Reserve and Total Population¹, 2001.

Percentage

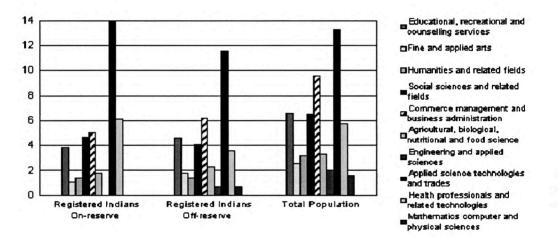


Table 3.1 Major Field of Study, Registered Indians On-Reserve, Off-Reserve and Total Population¹, 2001.

Major Field of Study	Registered Indians On-reserve		Registered Off-res		Total Population ¹		
	#	%	#	%	#	%	
Total	1,395	100	2,195	100	18,895	100	
Educational, recreational and counselling services	55	3.9	100	4.6	1,255	6.6	
Fine and applied arts	15	1.1	40	1.8	495	2.6	
Humanities and related fields	20	1.4	30	1.4	600	3.2	
Social sciences and related fields	65	4.7	90	4.1	1,235	6.5	
Commerce management and business administration	70	5.0	135	6.2	1,805	9.6	
Agricultural, biological, nutritional and food science	25	1.8	50	2.3	625	3.3	
Engineering and applied sciences	0	0.0	15	0.7	385	2.0	
Applied science technologies and trades	195	14.0	255	11.6	2,505	13.3	
Health professionals and related technologies	85	6.1	80	3,6	1,090	5.8	
Mathematics computer and physical sciences	0	0.0	15	0.7	295	1.6	
No specialization	855	61.3	1,385	63.1	8,610	45.6	

Source: 2001 Census, INAC Core and Custom Tabulations (T1).

Total Population refers to the total population in the Yukon excluding Registered Indians living there to eliminate double counting.

$M_{\text{AJOR}}\,F_{\text{IELD}\,\text{OF}}\,S_{\text{TUDY\,cont'D}}$

Highlights:

- □ The most common field of study for On-Reserve Registered Indians in 2001, Applied Science Technology and Trades, decreased by 2.3% points from 1996.
- Health Professionals and related technologies, the second most common in 2001, had the largest increase of 2.8% points from 1996.

Figure 3.2 Major Field of Study, Registered Indians On-Reserve, 1996 and 2001.

Percentage

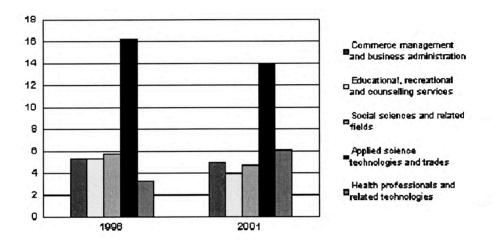


Table 3.2 Major Field of Study, Registered Indians On-Reserve, 1996 and 2001.

	Regis	tered Indian	s On-reserv	ve
Major Field of Study	1996		2001	
	#	%	#	%
Total	1,230	100	1,395	100
Educational, recreational and counseling services	65	5.3	55	3.9
Fine and applied arts	10	0.8	15	1.1
Humanities and related fields	20	1.6	20	1.4
Social sciences and related fields	70	5.7	65	4.7
Commerce management and business administration	65	5.3	70	5.0
Agricultural, biological, nutritional and food science	10	0.8	25	1.8
Engineering and applied sciences	0	0.0	0	0.0
Applied science technologies and trades	200	16.3	195	14.0
Health professionals and related technologies	40	3.3	85	6.1
Mathematics computer and physical sciences	0	0.0	0	0.0
No specialization	730	59.3	855	61.3

Sources: 1996 Census, INAC Core and Custom Tabulations (T05). 2001 Census, INAC Core and Custom Tabulations (T1).

NORTHWEST TERRITORIES

*Cautionary note: small numbers may result in the appearance of a large percentage change between 1996 and 2001.

** Northwest Territories contain First Nations living on lands other than reserve or crown land who receive on-reserve type funding from Indian and Northern Affairs. Consequently, these locations have been considered as reserve communities in the 1996 and 2001 Census and have therefore been included in the on-reserve count.

SCHOOL ATTENDANCE

Highlights:

- In 2001, more On-Reserve Registered Indians reported attending school full time (1,025) than Off-Reserve Registered Indians (240).
- On-Reserve Registered Indians living reported a higher number attending school part time (175) compared to those living Off-Reserve (70).

Figure 1.1 School attendance, Registered Indians On-Reserve, Off-Reserve and Total Population¹, 2001.

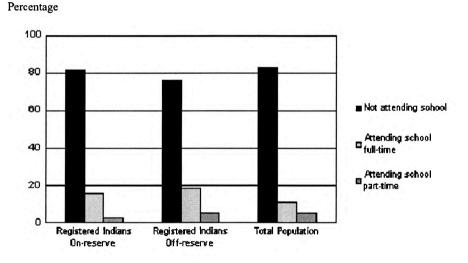


Table 1.1 School attendance, Registered Indians On-Reserve, Off-Reserve and Total Population¹, 2001.

School Attendance	Registere On-re		Registere Off-re		Total Population		
	#	%	#	%	#	%	
Total	6,400	100.0	1,300	100.0	19,245	100.0	
Not attending School	5,205	81.3	990	76.2	15,955	82.9	
Attending School Full Time	1,025	16.0	240	18.5	2,200	11.4	
Attending School Part time	175	2.7	70	5.4	1,085	5.6	

Source: 2001 Census, INAC Core and Custom Tabulations (T2-2).

¹ Total Population refers to the total population of the Northwest Territories excluding Registered Indians living there to eliminate double counting.

$S{\rm CHOOL} A {\rm TTENDANCE\, cont^{*}d}$

Highlights:

- In 2001, fewer On-Reserve Registered Indian men reported attending school full time (490) than On-Reserve Registered Indian women (535).
- □ The full time school attendance for men increased from 445 to 490 between 1996 and 2001.
- □ The full time school attendance for women decreased from 610 to 535 between 1996 and 2001.

Figure 1.2 School attendance¹, Registered Indians On-Reserve, Men and Women, 1996 and 2001.

Percentage

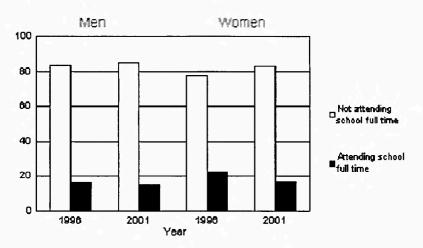


Table 1.2 School attendance¹, Registered Indians On-Reserve, Men and Women, 1996 and 2001.

		M	en		Women				
School Attendance	1936		2001		1996		2001		
	· :#:-	%	#	%	#	%	· # · ·	%	
Total	2,745	100.0	3,240	100.0	2,720	100.0	3,160	100.0	
Not attending school full time ¹	2,300	83.8	2,755	85.0	2,110	77.6	2,620	82.9	
Attending school full time	445	16.2	490	15.1	610	22.4	535	16.9	

Sources: 1996 Census, INAC Core and Custom Tabulations (T22a). 2001 Census, INAC Core and Custom Tabulations (T2-2).

¹ Not attending school full time includes those not attending school and those attending school part time.

Highest Level of Schooling

Highlights:

- In 2001, On-Reserve Registered Indians reported more University degrees¹ (85) than Off-Reserve Registered Indians (60).
- Off-Reserve Registered Indians reported fewer Trade certificates/diplomas (125) than On-Reserve Registered Indians (765).
- On-Reserve Registered Indians reported more College certificate/diplomas (555) compared to Registered Indians Off-Reserve (200).

Figure 2.1 Highest Level of Schooling, Registered Indians On-Reserve, Off-Reserve and Total Population², 2001.

Percentage

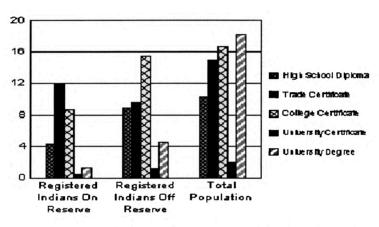


Table 2.1 Highest Level of Schooling, Registered Indians On-Reserve, Off-Reserve and Total Population², 2001.

Highest Level of Schooling	Registered Indians On Reserve		Registere Off Re		Total Population ²		
	#	%	#	%	#	%	
Total	6,400	100	1,300	100	19,240	100	
High School Diploma	280	4.4	115	8.8	1,990	10.3	
Trade Certificate/Diploma	765	12.0	125	9.6	2,875	14.9	
College Certificate/Diploma	555	8.7	200	15.4	3,210	16.7	
University Certificate/Diploma	30	0.5	15	1.2	380	2.0	
University Degree ¹	85	1.3	60	4.6	3,520	18.3	

Source: 2001 Census, INAC Core and Custom Tabulations (T2-2).

² Total Population refers to the total population of the Northwest Territories excluding Registered Indians living there to eliminate double counting.



¹ "University degree" includes Undergraduate, Graduate and Post-graduate degrees.

$H{\scriptstyle \text{ighest}}\,L{\scriptstyle \text{evel}\,\text{of}}\,S{\scriptstyle \text{chooling cont}}$

Highlights:

- In 2001, On-Reserve Registered Indian women reported 25 more University degrees¹ than On-Reserve Registered Indian men.
- Between 1996 and 2001, the number with only High School diploma increased from 95 to 145 for men and from 115 to 135 for women.

Figure 2.2 Highest level of schooling, Registered Indians On-Reserve, Men and Women, 1996 and 2001².

Percentage

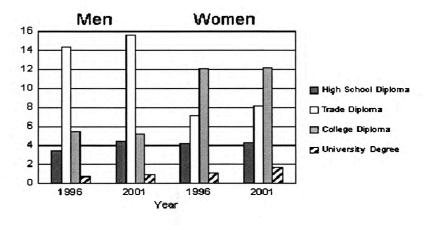


Table 2.2 Highest level of schooling, Registered Indians On-Reserve, Men and Women, 1996 and 2001.

alter and a second state		м	en		Women					
Highest Level of Schooling	1996		2001		1996		2001			
	#	%	#	%	#	%	#	%		
Total	2,750	100.0	3,240	100.0	2,725	100.0	3,160	100.0		
High School Diploma	95	3.5	145	4.5	115	4.2	135	4.3		
Trade Certificate/Diploma	395	14.4	505	15.6	195	7.2	260	8.2		
College Certificate/Diploma	150	5.5	170	5.2	330	12.1	385	12.2		
University Certificate/Diploma	NA	NA	10	0.3	NA	NA	20	0.6		
University Degree ¹	20	0.7	30	0.9	30	1.1	55	1.7		

Sources: 1996 Census, INAC Core and Custom Tabulations (T11). 2001 Census, INAC Core and Custom Tabulations (T2-2).

¹ "University degree" includes Undergraduate, Graduate and Post-graduate degrees.

² Please note that as no comparable figures for the category "University Certificate or Diploma" exist from the 1996 census, the category has been excluded from the graph comparing the Highest Level of Schooling for 1996 and 2001.

$H{\scriptstyle \text{ighest}}\,L{\scriptstyle \text{evel}\,\text{of}}\,S{\scriptstyle \text{chooling cont}}$

Highlights:

- In 2001, for On-Reserve Registered Indians, the gender distribution was 50.6% men and 49.4% women. 65.1% of On-Reserve Registered Indian men and 61.4% of On-Reserve Registered Indian women had less than High School diploma.
- Between 1996 and 2001, the percentage of On-Reserve Registered Indians with less than High School diploma decreased by 2.5 percentage points, from 65.7% to 63.2%.

Figure 2.3 Less than High School Diploma, Registered Indians On-Reserve, Men and Women, 1996 and 2001.

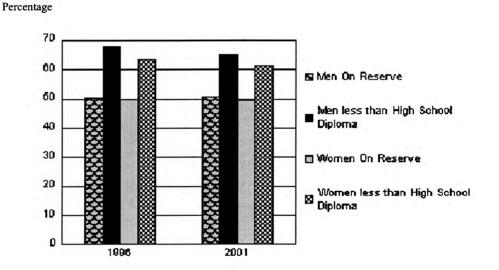


Table 2.3 Less than High School Diploma, Registered Indians On-Reserve, Men and Women, 1996 and 2001.

	then Nick Cabool Dislama	19	96	2001		
Le	ss than High School Diploma	#	%	#	%	
Total ¹	Registered Indians On Reserve	5,470	100.0	6,400	100.0	
10(81-	With less than High School Diploma	3,595	65.7	4,045	63.2	
Мел	Registered Indians On Reserve	2,750	50.3	3,240	50.6	
	With less than High School Diploma	1,865	67.8	2,110	65.1	
Women	Registered Indians On Reserve	2,725	49.8	3,160	49.4	
YYUII ICH	With less than High School Diploma	1,730	63.5	1,940	61.4	

Sources: 1996 Census, INAC Core and Custom Tabulations (T11). 2001 Census, INAC Core and Custom Tabulations (T2-2).

¹ Total refers to the total population of On-Reserve Registered Indians in the Northwest Territories.

Major \overline{F} ield of Study

Highlights:

- In 2001, Applied Science Technologies and Trades was the most common field of study for On-Reserve Registered Indians (8.1%) and the total population¹ (14.1%). For Off-Reserve Registered Indians it was Commerce Management and Business Administration (10.0%).
- Commerce Management and Business Administration was the second most common field of study for On-Reserve Registered Indians (4.9%) and the total population¹ (9.7%). For Off-Reserve Registered Indians it was Applied Science Technologies and Trades (8.5%).

Figure 3.1 Major Field of Study, Registered Indians On-Reserve, Off-Reserve and Total Population¹, 2001.

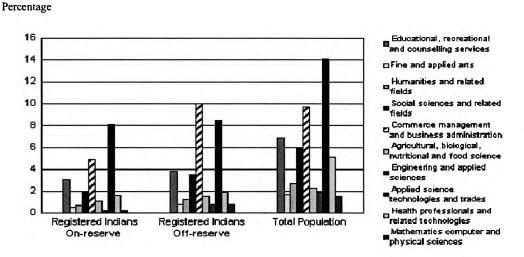


Table 3.1 Major Field of Study, Registered Indians On-Reserve, Off-Reserve and Total Population¹, 2001.

Major Field of Study	Registered On-Resi		Registered Off-Res		Total Population ¹		
	#	%	#	%	#	%	
Total	6,405	100	1,300	100	19,245	100	
Educational, recreational and counselling services	200	3.1	50	3.8	1,325	6.9	
Fine and applied arts	30	0.5	10	0.8	335	1.7	
Humanities and related fields	45	0.7	15	1.2	510	2.7	
Social sciences and related fields	125	2.0	45	3.5	1,140	5.9	
Commerce management and business administration	315	4.9	130	10.0	1,860	9.7	
Agricultural, biological, nutritional and food science	70	1.1	20	1.5	450	2.3	
Engineering and applied sciences	15	0.2	10	0.8	360	1.9	
Applied science technologies and trades	520	8.1	110	8.5	2,710	14.1	
Health professionals and related technologies	100	1.6	25	1.9	975	5.1	
Mathematics computer and physical sciences	10	0.2	10	0.8	290	1.5	
No specialization	4,970	77.6	895	68.8	9,280	48.2	

Source: 2001 Census, INAC Core and Custom Tabulations (T1).

¹ Total Population refers to the total population of the Northwest Territories excluding Registered Indians living there to eliminate double counting.

$\overline{M}_{AJOR\,F\,IELD\,OF\,S}_{TUDY\,CONT'D}$

Highlights:

- The most common field of study for On-Reserve Registered Indians in 2001, Applied Science Technology and Trades, increased 0.6% points in that field from 1996.
- □ The largest change between 1996 and 2001 was in the Educational, Recreational and Counselling field which decreased by 1.1% points.

Figure 3.2 Major Field of Study, Registered Indians On-Reserve, 1996 and 2001.

Percentage

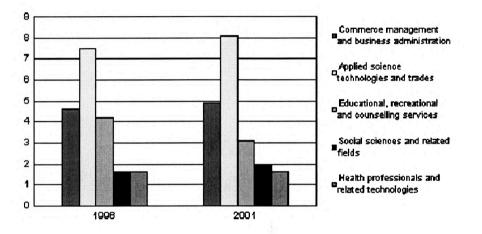


Table 3.2 Major Field of Study, Registered Indians On-Reserve, 1996 and 2001.

	Regis	tered Indian	s On-reser	ve
Major Field of Study	1996		2001	
	#	%	#	%
Total	5,470	100	6,405	100
Educational, recreational and counselling services	230	4.2	200	3.1
Fine and applied arts	15	0.3	30	0.5
Humanities and related fields	45	0.8	45	0.7
Social sciences and related fields	85	1.6	125	2.0
Commerce management and business administration	250	4.6	315	4.9
Agricultural, biological, nutritional and food science	50	0.9	70	1.1
Engineering and applied sciences	0	0.0	15	0.2
Applied science technologies and trades	410	7.5	520	8.1
Health professionals and related technologies	85	1.6	100	1.6
Mathematics computer and physical sciences	10	0.2	10	0.2
No specialization	4,285	78.3	4,970	77.6

Sources: 1996 Census, INAC Core and Custom Tabulations (T05). 2001 Census, INAC Core and Custom Tabulations (T1).

NUNAVUT*

.

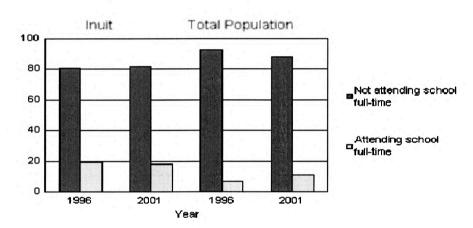
* The concentration for Nunavut is on the Inuit population because there are no reserves in Nunavut and just over half of the national population of Inuit (51.3% in 1996 and 52.2% in 2001) reside there. (Refer to appendix showing the Inuit population across Canada for 1996 and 2001)

School Attendance

Highlights:

- In 2001, a higher percentage of Inuit reported attending school full time, 18.1% compared to the total population², 11.6%.
- □ The percentage of Inuit attending school full time decreased from 19.3% in 1996 to 18.1% in 2001. For the total population² it increased from 7.1% in 1996 to 11.6% in 2001.

Figure 1.1 School attendance¹, Inuit and Total Population², Nunavut, 1996 and 2001.



Percentage

Table 1.1 School attendance¹, Inuit and Total Population², Nunavut, 1996 and 2001.

		In	uit		Total Population ²					
School Attendance	1996		2001		1996		2001			
	#	%	#	%	#	%	#	%		
Total	11,940	100.0	11,980	100.0	3,500	100.0	4,700	100.0		
Not attending school full time ¹	9,640	80.7	9,815	81.9	3,250	92.9	4,155	88.4		
Attending school full time	2,300	19.3	2,160	18.0	250	7.1	550	11.7		

Sources: 1996 Census, INAC Core and Custom Tabulations (T22a). 2001 Census, INAC Core and Custom Tabulations (T2-2).

¹ Not attending school full time includes those not attending school and those attending school part time.

² Total Population refers to the total population of Nunavut excluding Inuit living in Nunavut to eliminate double counting.

School Attendance cont'd

Highlights:

- In 2001, the Inuit population in Nunavut reported 18.1% attending school full time compared to 14.4% for Inuit in Canada².
- □ From 1996 to 2001, the full time school attendance for Inuit in Nunavut decreased 1.2% and for Inuit in Canada² it decreased 3.3%.

Figure 1.2 School attendance¹, Inuit in Nunavut and Inuit in Canada², 1996 and 2001.

Percentage

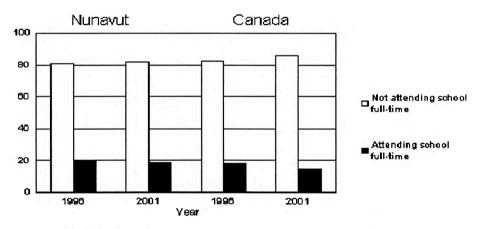


Table 1.2 School attendance¹, Inuit in Nunavut and Inuit in Canada², 1996 and 2001

		19) 96		2001					
School Attendance	Inuit in I	Nunavut	Inuit in	Inuit in Canada		Nunavut	Inuit in Canada			
	#	%	#	%	#	%	#	%		
Total	11,940	100.0	11,320	100.0	11,980	100.0	10,945	100.0		
Not attending School full time	9,640	80.7	9,315	82.3	9,815	81.9	9,370	85.6		
Attending School full time	2,300	19.3	2,005	17.7	2,165	18.1	1,580	14.4		

Sources: 1996 Census, INAC Core and Custom Tabulations (T22a). 2001 Census, INAC Core and Custom Tabulations (T1).

¹ Not attending school full time includes those not attending school and those attending school part time.

² Inuit in Canada refers to the total Inuit population in Canada excluding the population of Inuit residing in Nunavut to eliminate double counting.

$H {\rm ighest}\, L {\rm evel}\, {\rm of}\, S {\rm chooling}$

Highlights:

- In 2001, the total population² of Nunavut had a much higher percentage of University degrees¹, 24.8%, compared to the Inuit Population in Nunavut, 0.8%.
- From 1996 to 2001, the percentage with Trades decreased by 0.3% for Inuit and decreased by 3.2% for the total population².
- □ From 1996 to 2001, the percentage with College certificate/diploma increased 0.9% for Inuit and 4.8% for the total population².

Figure 2.1 Highest Level of Schooling, Inuit and Total Population², Nunavut, 1996 and 2001³.

Percentage

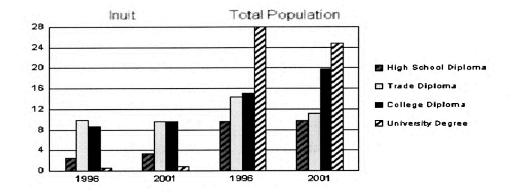


Table 2.1 Highest Level of Schooling, Inuit and Total Population¹, Nunavut, 1996 and 2001.

	P	Inu	it		Total Population ²					
Highest Level of Schooling	1996		2001		1996		2001			
	#	%	#	%	#	%	#	%		
Total	11,940	100.0	11,975	100.0	3,505	100.0	4,705	100.0		
High School Diploma	300	2.5	410	3.4	335	9.6	460	9.8		
Trade Certificate/Diploma	1,185	9.9	1,155	9.6	505	14.4	525	11.2		
College Certificate/Diploma	1,035	8.7	1,145	9.6	525	15.0	930	19.8		
University Certificate/Diploma	NA	NA	60	0.5	NA	NA	110	2.3		
University Degree ¹	70	0.6	95	0.8	980	28.0	1,165	24.8		

Sources: 1996 Census, INAC Core and Custom Tabulations (T02). 2001 Census, INAC Core and Custom Tabulations (T1).

³ Please note that as no comparable figures for the category "University Certificate or Diploma" exist from the 1996 census, the category has been excluded from the graph comparing the Highest Level of Schooling for 1996 and 2001.

¹ "University degree" includes Undergraduate, Graduate and Post-graduate degrees.

² Total Population refers to the total population in Nunavut excluding the Inuit living there to eliminate double counting.

$H{\scriptstyle \text{ighest}}\,L{\scriptstyle \text{evel}}\,{\scriptstyle \text{of}}\,S{\scriptstyle \text{chooling cont}}$

Highlights:

- In 2001, the Inuit population of Nunavut had a much higher percentage with less than High School diploma, 62.3%, than the total population¹, 19.8%.
- □ From 1996 to 2001, the Inuit population with less than High School diploma decreased 2.9% and the total population¹ with less than High School diploma increased 8.0%.

Figure 2.2 Less than High School Diploma, Inuit and Total Population¹, Nunavut, 1996 and 2001.

Percentage

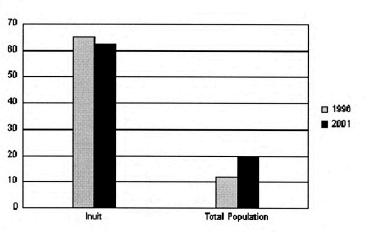


Table 2.2 Less than High School Diploma, Inuit and Total Population¹, Nunavut, 1996 and 2001.

Less Than High School Diploma	19	96	20	01
Less man nigh school uipiona	#	%	#	%
Inuit Population	7,780	65.2	7,460	62.3
Total Population ²	415	11.8	930	19.8

Sources: 1996 Census, INAC Core and Custom Tabulations (T02). 2001 Census, INAC Core and Custom Tabulations (T1).

¹ Total Population refers to the total population of Nunavut excluding the lnuit living there to eliminate double counting.

$Highest \, Level \, \text{of } S \text{chooling cont'd}$

Highlights:

- In 2001, a higher percentage of the total Inuit in Canada reported having University degrees¹, 2.9%, than Inuit in Nunavut, 1.3%.
- Between 1996 and 2001, the percentage with College certificate/diplomas increased for Inuit in Nunavut by 2.0% points and Inuit in Canada by 1.2% points.

Figure 2.3 Highest level of schooling, Inuit in Nunavut and Inuit in Canada², 1996 and 2001³.

Percentage

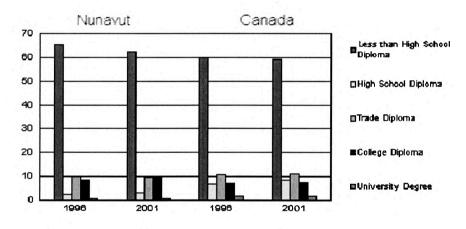


Table 2.3 Highest level of schooling, Inuit in Nunavut and Inuit in Canada¹, 1996 and 2001.

		19	996	1 - 5		2	DO1	1.16
Highest Level of Schooling	Inuit in I	lunavut	Inuit in Ca	nada ²	inuit in l	lunavut	Inuit in (Canada ²
	#	%	#	%	#	%	#	%
Total	11,940	100	11,320	100	11,975	100	10,950	100
Less than High School Diploma	7,780	65.2	6,800	60.1	7,460	62.3	6,500	59.4
High School Diploma	300	2.5	780	6.9	410	3.4	950	8.7
Trade Certificate/Diploma	1,185	9,9	1,195	10.6	1,155	9.6	1,225	11.2
College Certificate/Diploma	1,035	8.7	805	7.1	1,145	9.6	845	7.7
University Certificate/Diploma	NA	NA	NA	NA	60	0.5	110	1.0
University Degree ¹	70	0.6	205	1.8	95	0.8	190	1.7

Sources: 1996 Census, INAC Core and Custom Tabulations (T02). 2001 Census, INAC Core and Custom Tabulations (T1).

³ Please note that as no comparable figures for the category "University Certificate or Diploma" exist from the 1996 census, the category has been excluded from the graph comparing the Highest Level of Schooling for 1996 and 2001.

¹ "University degree" includes Undergraduate, Graduate and Post-graduate degrees.

² Inuit in Canada refers to the total population of Inuit in Canada excluding Inuit residing in Nunavut to eliminate double counting.

$M_{\text{AJOR}}F_{\text{IELD}OF}S_{\text{TUDY}}$

Highlights:

- In 2001, Applied Science Technologies and Trades was the most common field of study for Inuit in Nunavut (6.9%).
- Educational, Recreational and Counselling Services was the most common field of study for the total population¹ (11.3%).

Figure 3.1 Major Field of Study, Inuit and Total Population¹, Nunavut, 2001.

Percentage

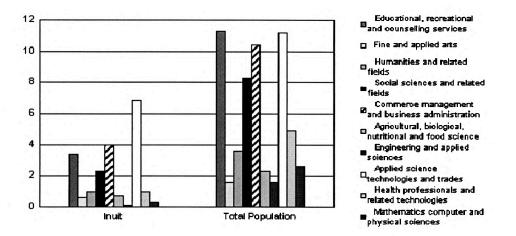


Table 3.1 Major Field of Study, Inuit and Total Population¹, Nunavut, 2001.

Major Field of Study	Inu	it i	Tota Populat	
	#	%	#	%
Total	11,980	100	4,700	100
Educational, recreational and counselling services	410	3.4	530	11.3
Fine and applied arts	75	0.6	75	1.6
Humanities and related fields	120	1.0	170	3.6
Social sciences and related fields	270	2.3	390	8.3
Commerce management and business administration	480	4.0	490	10.4
Agricultural, biological, nutritional and food science	80	0.7	110	2.3
Engineering and applied sciences	10	0.1	75	1.6
Applied science technologies and trades	830	6.9	525	11.2
Health professionals and related technologies	125	1.0	230	4.9
Mathematics computer and physical sciences	35	0.3	120	2.6
No specialization	9,545	79.7	1.985	42.2

Source: 2001 Census, INAC Core and Custom Tabulations (T1).

¹ Total Population refers to the total population of Nunavut excluding Inuit living there to eliminate double counting.

$M_{\text{AJOR}}\,F_{\text{IELD}\,\text{OF}}\,S_{\text{TUDY}}$

Highlights:

- □ There were no significant changes in field of study between 1996 and 2001.
- The most common field of study for Inuit in 2001, Applied Science Technology and Trades, increased by 1.1% points from 1996.

Figure 3.2 Major Field of Study, Inuit, Nunavut, 1996 and 2001.

Percentage

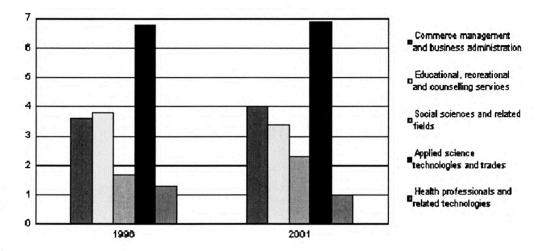


Table 3.2 Major Field of Study, Inuit, Nunavut, 1996 and 2001.

		Inui		
Major Field of Study	1996		2001	
	#	%	#	%
Total	11,940	100	11,980	100
Educational, recreational and counselling services	450	3.8	410	3.4
Fine and applied arts	75	0.6	75	0.6
Humanities and related fields	110	0.9	120	1.0
Social sciences and related fields	200	1.7	270	2.3
Commerce management and business administration	430	3.6	480	4.0
Agricultural, biological, nutritional and food science	90	0.8	80	0.7
Engineering and applied sciences	10	0.1	10	0.1
Applied science technologies and trades	815	6.8	830	6.9
Health professionals and related technologies	160	1.3	125	1.0
Mathematics computer and physical sciences	35	0.3	35	0.3
No specialization	9,565	80.1	9,545	79.7

Sources: 1996 Census, INAC Core and Custom Tabulations (T05). 2001 Census, INAC Core and Custom Tabulations (T1).

Appendix



Table 1.1: School Attendance, Registered Indians On-reserve, Off-reserve and Total Population, Male and Female, 2001; Registered Indians On-reserve, Male and Female, 1996 (Horizontal Analysis - percentages indicate the gender distribution of each variable)

								1	1.0		200	1							<i>U</i>			1	1996		
	Re		ed Inc serve	dlans O e ²	n	Re	Registered Indians Off Reserve Mae Female					tal Reg	istere	d India	ns		Total P	opular	tloní		Re		d Ind serve	lans Oi 2	n
School Attendance	Total	Ma	le	Fan	εle	Terrol	Ma	e	Fem	ale	Tedal	Mai	e	Fem	ale	Tatal	Mais	1 N	Fema	le	Total	Ма	le	Fem	ale
School Auenuance	10181	#	%	4	%	Total	#	%	*	*	Total	#	56	#	%	Total	#	*	#	%	Iotal	#	%	#	%
Tota	173,66)	87 460	58.4	86 165	47.6	161,970	82,580	45.1	10€,290	68.J	365,625	173, 40	46.5	195,430	635	23,535,735	11 466 650	48.7	12,076,090	51.3	148,155	75.965	51.0	72,185	487
Not attending school ful time	146,645	74 965	51.1	71 660	43.6	167,650	68,240	45.3	89 400	56.7	304,295	143,215	47.1	161,035	629	20,319,843	10 126 0'0	48.3	10,690,830	51.4	124,915	64,875	51.€	60,000	48 1
Not attending school	140,193	72 460	5.7	\$7 7:0	43.3	147,140	64,695	44.0	82 440	58.)	267,336	137, 66	47.7	150,170	523	19,717,155	9,348,245	48.3	16.08.914	51.1	NA	NA	NA	NA	NA.
Atlencing school part time	8,465	2,605	38.8	3,26)	61.2	10,616	3,545	35.7	6,363	66.2	16,985	6,055	35.7	·0915	643	1, 02,665	477,765	43.3	624,615	56.7	N.A	NA	NA	NA	N/A
Atlencing school full time	27.610	12 400	46.2	4 5 15	53.7	34,326	14,435	42.1	·9 8€0	58.)	61.325	26.925	40.9	34 400	56 1	2,715,505	1,330,345	49.)	1,385,260	51D	13.240	1.050	47.7	12,155	523

Table 1.2: School Attendance, Registered Indians On-reserve, Off-reserve and Total Population, Male and Female, 2001; Registered Indians On-reserve, Male and Female, 1996 (Vertical Analysis - percentages Indicate the distribution of each variable from the total of male or the total of female population)

	1.1		1.4			1.11		4.1	1.1		2001	1									1 T. J.	1	996		
	Re	•	ed Ind serve	ians O	n	Re	Registered Indians Off Reserve Mae Fende					tal Regi	stere	d India	ns		Total Po	opulat	ion'		Re		d Indi serve	ians Or 2	n
School Attendance	Total	Ma	le	Fan	ŧle		Ma	e	Fem	ale	7.4.1	Male	,	Fem	ale	T at at	Mala		Fernal	e	Total	Ма	le	Fen	ale
School Adendance	TOISI	*	%	*	%	To:al	#	%	*	%	Total	#	%	*	%	Total	*	*	#	%	IOTAI	¥	%	#	%
To:a	173,360	37,460	100.)	36,165	160 0	161,970	\$2,380	100.0	10€.290	100.0	365,625	170,140	100.6	195,430	103.6	23 535,735	11,456,650	106.0	12,079,090	100.0	148,155	75 965	10.0	72,135	103.6
Not attending school ful time	146,345	74,965	85.7	71,680	832	157,650	68,240	82.5	6€,400	\$1.6	304,295	143,215	84.2	161,035	62.4	20 6 19,840	10,126,010	68.4	16,690,830	65.5	124,315	64875	£5.4	60,030	63.2
Not attending school	140,190	72,460	82.3	37,730	78.6	147,140	64,395	78.2	62,440	75.4	267,336	137,160	80.6	150,170	73.8	9717,165	9,648,245	64.2	16,068,915	65.4	NA.	NA	NA	NA	NA
Atlencing school part time	6.455	2,565	2.)	3,960	46	10,5 0	3,545	4.3	6,930	6.4	13,666	6,015	3.6	10,915	5.6	1 102,865	47,785	4.2	£24,91č	£.2	N.ª	NA	NA	NA	N/A
Atlencing school *ull time	27,010	12,400	14.3	14,515	16.6	34,320	14,435	17.5	15,630	16.2	61,325	26,925	15.8	34,400	17.8	2715.965	1,330,645	1.6	.385,280	11.5	23.240	11 060	14.3	12,155	13.8

Sources: 1996 Census, INAC Core and Custom Tabulations (T22a) 2001 Census, INAC Core and Custom Tabulations (T2-2)

Hote: 1) Total Population refers to the population excluding Registered Indians to eliminate double counting

2) Sesketchewan, Northwest Territories and Yukon contain First Nations living on lands other than reserve or crown land who receive on-reserve type funding from Indian and Northern Affairs. Consequently, these locations have been considered as reserve communities in the 1996 and 2001 Census and have therefore been included in the on-reserve count.

CANADA - Highest Level of Schooling

Table 2.1: Highest Level of Schooling, Registered Indians On-reserve, Off-reserve and Total Population, Nale and Female, 2001; Registered Indians On-reserve, Nale and Female, 1996 (Horizontal Analysis - percentages indicate the gender distribution of each level of schooling)

			-	2		-		14		Y 1	2001		1.1					·				_	1996	2.777	-
	Re	-	d Ind ærve ³	lans Ör		Regist	ared In	dians	Off Res	erve	To	tal Reg	istere	d Indlar	IS	16	Total P	opulat	ion ¹		Re	•	ed Ind serve	lians Oi 3	n
Winhort Level of Coheating	Tatal	Mai	8	Fer	sie	Tobsi	t/a	в	Fern	ea	Totel	Me	8	Fane	e e	To:el	i/ale		Fanale		Txte	Me	ele 🛛	Fena	ale
Highest Level of Schooling	1 DEB	#	%	#	ų.	10051	#	%	*	Ж	122	*	<u>4</u>	*	%		#	35	#	ъ		7	35	#	%
Tctsl	·73 ččč	37,460	50.4	33,196	4.B	131,906	82,08)	-4.1	·09,26C	66 E	006 ESE	173,140	46.5	125,486	63.6	20,535,735	1 ,458,350	46.7	12 676 000	51.3	·48,1ćC	76 676	61.0	72 160	48
Less than high sphool graduation certificate	102 2CC	53,520	52.0	43,730	477	35,800	38,885	4.)	46 575	547	'88 11C	92,405	49.1	35,706	50.0	7,288,700	3,589,373	4.)	3 7 16,920	51.0	93,965	49 465	\$2.0	44 460	47 4
High School graduation pertificate only	1 760	5,825	49.4	5,066	ð. 35	19,705	8,745	4.2	tec	66 E	31 67E	14,675	48.2	17,005	53.9	3,306,320	.,505,535	4£.1	I \$31,815	54.0	8,31£	4 120	40.5	4 165	50 :
High School graduation and some postsecondary_	·8 666	3,335	44.7	10,320	6£3	23,015	11,175	38.)	16 24	00 1	48 670	19,610	41.3	27, '00	58.2	2,543,495	,218,535	47.3	1 323,995	52.1	10,5%	8 EEC	46.0	10 570	541
Trades pert ficete or diplome	20 € 1C	12,5*0	31.0	7,940	SE.7	21,100	11,485	£4.4	9,E16	46 Č	4I €1C	24,065	57.3	17,550	42.2	2,557,315	618,433	65.3	637,820	33.7	4,340	8 662	62.7	6 240	37 3
Colege certificate or dictome	·4576	5,315	37.2	3.055	617	23,055	8,95)	39.3	·\$ \$CC	80 C	38 226	10,370	35.3	24,889	65.0	3,540,175	* 441.755	4.7	2 [56.410	59.3	0,416	364	38.7	6 770	01 3
University certificace or cipiorra	2 3 10	700	21.7	1,605	ćć.1	3,085	933	30.1	2,160	200	6 26C	1,630	30.3	3,600	09.1	590,135	240,505	4.3	366,000	59.*	NA.	NA.	NA	N4	N4
University degree ²	3 555	1,100	23.0	2,700	70.1	13, 80	3,41)	33.3	0.750	90 <	·4 14C	4,505	32.5	3,540	67.5	3,373,510	· 860.333	đC.3	1 613,400	49.4	: 64	£C.5	30.7	1 650	90 :

Table 2.2: Highest Level of Schooling, Registered Indians On-reserve, Off-reserve and Total Population, Male and Female, 2001; Registered Indians On-reserve, Male and Female, 1996 (Vertical Analysis - percentages indicate the distribution from the total of male or total of female population)

										1	2001	1									A	1	1996	1.1	
	Re	-	ed Ind serve	lans Or		Regist	ered in	dians	Off Res	erve	To	tal Reg	istere	d Indla	ns		Total P	opulat	ion ¹		Re	~	ed ind serve	ianes O s	n
Highest Level of Schooling	Tatal	Мэ		Ferre		Totel	l/e		Fam		Totel	Me	-	Fen	-	To:al	i/ele	_	Fanale		Tota	M		Fen	ele
		*	%	#	<u>%</u>		2	%	#	<u>></u>		*	4	*	%		#	*>	#	*		#	*	*	*
ictel	173 EEE	37,460	100.0	33,195	1CC .D	191,905	82,08)	1CC .)	109,260	100 C	306 626	170,140	100.0	195,485	100.0	20,536,735	1 456,350	100.0	12 676 090	100.0	40,160	76 E7C	100.0	72 160	.00
Less than high school graduation certificate	102 25C	53,520	51.2	43,730	16.5	35,880	38,885	47.0	48 575	43 C	*88 11C	32,405	54.3	35,705	49.0	7,268,700	3,500,370	31.2	3 7 18,920	33.8	93,865	49 405	85.0	44 -€0	0
High School graduation pertiticate only	1 780	5,825	3.7	5,055	6.9	19,795	8,745	10.3	tec	10 1	31 676	14,676	8.3	17,005	8.7	3,336,323	. 505,535	15.1	1 630,815	15.2	8,315	4 150	6.4	4 166	6
High School grequation and some postsecondary	·9 666	2,336	2.6	10,320	15 D	29,015	11,175	13.5	10,840	154	48 670	19,510	11.5	27, 00	13.8	2,543,405	219,505	10.3	1 323,005	11.0	·9,665	8 666	11.8	10 670	14
Trades pertificate or diploma	20 č 1C	12,570	14.4	7,940	82	21, 00	11,405	12.3	9.616	38	41 616	24,000	14.1	17,550	9.0	2,567,315	619,400	14.1	\$37,920	7.8	4,340	8 555	11.8	6 340	7
Colege certiticate or dictoma	·4 276	5,316	3.1	2,966	10.4	23,966	8,060	6.7	·6 £CC	14 č	38 22E	13,370	7.3	24,900	12.7	3,540,175	.441,755	12.3	2 000,410	17.4	9,41č	3 640	4.8	6 770	9
University certificate or ciploma	2 2 10	700	3.8	1,605	1.7	D,085	Ø3D	1.1	2,160	20	5 2SC	1,030	1.3	D,000	1.0	596,135	240,535	2.1	365,600	2.0	NA.	NA.	NA	N4	N
University degree ²	3 660	1,190	1.4	2,790	\$2	10,100	3,41)	4.1	0,760	05	4 140	4,696	2.7	9,640	4.9	3,373,610	. 860,333	16.2	1 €15,430	15.0	2,858	EC.E	1.7	1 620	2
																							•		
ources: 1996 Census, MAC Core and Custom	Tabulatio	ns (T11)																						
2001 Consus, INAC Core and Custom	ces: 1996 Census, MAC Core and Custom Tabulations (T11) 2001 Census, INAC Core and Custom Tabulations (T2-2)										0 														
Notes: 1) Total Population refers to the popula	tion exclu	nding Re	gister	ed India	ns ta e	liminate	double c		1 10			-											0		
2) "University degree" includes Underg 3) Sasketchewan, Northwest Territoria							s other (hen re	Serve o	r erow	n land w	ho recei	ve on-i	eserve	type fu	nding from	Indian end	Northe	rn Affairs. (Consec	uently, t	hese la	cetiona	have b	een

-121-

CANADA - Major Field of Study

Table 3.1: Major Field of Study, Registered Indians On-reserve, Off-reserve, Total Registered Indians and Total Population, 2001; Registered Indians On-reserve, 1996.

				200	1				1996	51
	Registered in Reserv		Registered in Resei	the second s	Totai Reg indla		Totai Pop	ouiation ²	Registered I Reser	
Major Field of Study	Total		Tote		Tat	al	Tol	al	Tote	le l
INAJUI FIEIU UI SIUUY	#	%	#	%	¥	%	#	%	#	%
Tota	173,655	10C	191 970	100	365,625	100	23,535,730	100	148,155	100
Educational recreational and counseling services	6,305	3.6	6 260	3.3	12,565	3.4	1,071,135	4.6	5,200	3.5
Fine and apolied arts	1,095	3.0	3 340	1.7	4,435	·.2	572,485	2.4	975	0.7
Humanities and related fields	1,195	0.7	2 21 5	1.2	3,415	0.9	671,150	29	780	0.5
Social sciences and related fields	6,695	3.9	9 4 90	4.9	16,190	4.4	1,022,035	43	4,420	3.0
Commerce management and pusiness administration	6,595	3.6	12120	6.3	18,720	5.1	2,268,500	38	5,070	3.4
Agricultural biological, nutritional and food science	2,190	1.3	2 4 4 5	1.3	4,635	ŕ.3	492,870	2.1	′ ,54 0	1.0
Engineering and applied sciences	390	2.0	680	0.4	1,075	0.3	488,590	2.1	240	0.2
Applied science technologies and trades	11,870	6.E	14820	7.7	26,690	7.3	2,207,455	9.4	9,075	6.1
Health professionals and releted technologies	4,235	2.4	6115	3.2	10,350	2.8	1,153,750	49	2,895	2.0
Mathematics computer and physical sciences	190	0.1	630	0.3	815	0.2	393,695	1.7	95	0.1
No specialization	1 32,890	76.5	133845	69.7	266,735	73.0	13,194,070	56.1	117,855	79.5

-122-

NEWFOUNDLAND AND LABRADOR - School Attendance

Table 1.1: School Attendance, Registered Indians On-Reserve, Off-Reserve and Total Population, Male and Female, 2001; Registered Indians On-Reserve, Male and Female, 1996 (Horizontal Analysis - percentages indicate the gender distribution of each variable)

	A. 15.	1.1				31.1		1.1	1.4.5	2	001	42.5	1.									1.1.1	1996	5.25	-
	Regis	tered l	ndians	On Res	ie rve	Regis	tered	ndians	Off Res	serve	To	tal Reg	y istered	l Indiar	IS		Total	Popula	tion ¹		Regi	stered l	ndians	On Res	erve
School Attendance	1.1	Me	le	Fenale Male	le	Fein	ale	1 1 1	Ма	ê	Ferre	e e		Ne	le	Fen	nale	1.1	Ma	le	Fem	ae			
School Allendance	Tctal	#	°,	#	%	Tctal	#	%	*	*	Total	#	*	*	86	Tctal	#	%	#	*	Totel	*	95	*	80
lotal	535	305	540	260	460	2,22)	1,080	43.6	1,140	\$1.4	2 780	1 380	49.5	1,400	50.4	416,235	202,045	485	214,190	£1.£	5)5	235	58.4	22)	43.0
Not stiending school ful time	475	270	538	205	43 2	1,765	£4)	47.9	920	52.4	2 236	1 110	40.7	1,120	50.1	363,650	176, 60	484	137,30C	£1.£	425	245	57.3	18)	42 :
Not attending school	455	260	57 1	·65	42.9	1,710	825	43.2	8\$5	51.8	2 165	1 080	40.6	1,080	40.3	3£3,£15	171,010	484	132,310	- E1.E	NA	NA	NA	NA	13
Altending school part time	20	10	500	10	50 0	45	15	33.3	35	77.8	70	3)	42.5	40	57,1	10,335	4,850	469	5,49C	£3.1	NA	NA	NA	NA.	<i>1</i> ,9
Attending school full time	36	40	47 1	£0	58 8	48)	24)	52.2	225	4€.9	546	275	£0.£	275	50.5	£2,290	25,885	495	20,40C	£0.£	30	40	50.0	4)	50.0

Table 1.2: School Attendance, Registered Indians On-Reserve, Off-Reserve and Total Population, Male and Female, 2001; Registered Indians On-Reserve, Male and Female, 1996 (Vertical Analysis - percentages Indicate the distribution of each variable from the total of male or the total of female population)

	1. C.			1	- P.,	1.56	1.1	area II.		2	001	1.0		1.1		·	1.1.1		3.14		1.20.5	50	1996	5 S.L.	
	Regis	tered I	ndlans	On Res	serve	Regis	tered l	ndians	Off Res	serve	To	tal Reg	istered	lindiar	1S		Total	Popula	tion ¹		Regis	stered I	ndians	On Res	erve
School Attendance		Ma	ie i	Fen	ale		Ma	ale	Fein	ale		Ма	е	Fere	ale		Ve	e	Fen	ale	1.5	Ма	le	≃em	āe
School Allendance	Tctel	¢	86	#	\$	Tctal	*	80	*	*	Total	#	*	*	ð0	Tctal	#	ų.	#	*	Totel	*	%	*	%
Total	536	205	100 0	260	100 0	2,22)	1,680	10) D	1,140	10C.0	2 780	1 382	100.0	1,400	100.0	416,235	202.045	100 0	214,19E	100.0	5)6	235	100.0	220	100 נ
Not etlending school full time	475	270	83 5	205	78 8	1,755	£4)	77.8	920	96.7	2 236	1 112	£0.4	1,120	30.J	3£3,660	176, 60	87 2	197,30C	87.7	425	245	30.J	180	81 /
Not attending school	456	260	85 2	·€5	75 0	1,710	825	73.A	885	77.0	2 166	1 080	78.5	1,080	7.1	363,615	171,010	848	132,3.0	£5.1	NA	NA	NA	NA	N/
Attending school part time	20	10	33	10	38	45	15	1.4	35	5.1	70	3)	2.1	40	2.3	10,335	4,860	24	6,40C	2.ť	NA	NA	NA	NA	N.9
Attending school fulltime	35	40	13 1	£0	19 2	48)	240	22.2	225	 €.7	546	275	19.6	275	19.3	£2,290	25,885	12 8	28,40C	12.5	30	40	14.3	4)	19.3
Sources: 1996 Census, INAC	Core and	d Custo	m Tabula	tions (1	(22a)																				
2001 Census, NAC	Core and	Custon	n Tebula	tions (T	2-2)																				

-123-

NEWFOUNDLAND AND LABRADOR - Highest Level of Schooling

Table 2.1: Highest Level of Schooling, Registered Indians On-Reserve, Off-Reserve and Total Population, Nale and Female, 2001; Registered Indians On-Reserve, Male and Female, 1996 (Horizontal Analysis - percentages indicate the gender distribution of each level of schooling)

	· · · · ·		-	1.10			100	N .			2001								1			1.2	1996		
	Reg		ed In eserv		: On	R	-	ed Ind eservi	lians () e	ff	Tota	l Reg	İstere	d Indi	ans		Total F	opula	rtion ¹		Reg		red Ind Reserve		On
Highest Level of Schooling	Trital	M	ale	Fe	male	Tcta	₩a	le	Fem	ale	Total	Ma	le	Ferr	naic	Tcta	Vial	e	Fem	ale	Trai	V	lais	Fer	nale
ingreat Level of Scilboling	1 T.MI	#	*	*	Ж	ICIA	#	%	#	%	(Juan	*	%	*	*	ILIA	#	%	#	56	1.7.81	#	%	*	36
otel	580	300	53 8	255	45.5	2 2 2 2 0	1,080	48.3	1,140	51.4	2,733	1 380	49.E	400	50 4	419,235	202.045	4€.5	214,190	ē1.5	€£5	290	57 A	22)	43 9
Less then high school grequation certificate	3.0	123	57 1	90	42.9	\$55	533	\$5.5	-25	44.0	150	650	55.C	515	44 4	76,346	85 D75	46.2	91,265	£1.8	200	.50	60 D	35	42 5
High Echool greduation certificate only	50	20	40 D	25	50.0	190	8)	42.1	110	57.5	200	100	43.5	140	30 8	39,185	18,225	46.5	23,555	\$3.5	- 35	• •	42.9	23	57 1
High Echool greduation certificate and some postsecondary	35	15	42 9	15	42.9	265	8)	30.2	165	62.6	300	95	31.7	200	36 7	38,3.0	18,333	47.3	20,010	£2.2	£5	30	63.6	20	36 4
Trades certificete or aplome	105	55	51 9	36	33.3	425	245	57.5	165	40.0	500	315	59.4	215	40 6	(9.990	39,950	57.1	33,030	42.9	165	92	57.0	73	42 4
College cert ficate or cliploma	135	55	48 1	70	51.9	275	105	38.2	170	61.8	415	175	42.2	235	56 6	45,150	18,975	42.3	25,175	683	25	20	0.0\$	1)	40 0
University certiticate or disional	0)	00	Û	0.0	40)	0.0	40	100.C	45	0	J.C	40	38 9	7,4.0	2,325	31.4	5,095	69.6	NA	VA.	N.A	NA	NA
University degrees ²	30	1)	33 3	20	00.7	70	45	64.3	30	42.5	100	50	5).C	50	50.0	39,645	19,175	48.1	23.670	\$1.9	20	1	50.0	15	75 0

Table 2.2: Highest Level of Schooling, Registered Indians On-Reserve, Off-Reserve and Total Population, Male and Female, 2001; Registered Indians On-Reserve, Male and Female, 1996 (Vertical Analysis - percentages Indicate the distribution from the total of male or total of female population)

			6.1	1.1						. t	2001								- A - 1		1.1	-	1996		
	Reț		ed In leserv		: On	Re	· .	ed Ind leservi	lians () e	ff	Tota	al Reg	iste re	d Indl	ans		Total F	opula	ntion ¹		Reg		ed Ind lesen/		On
Highest Level of Schooling	Total	M	ale	Fe	nale	Tcta	Vs	ile	Fen	ale	Total	Ma	le	Fer	nale	Tcta	Ve	e	Fem	ale	Total	V	ela	Fer	nela
		\$	74	*	35		#	%	#	%		*	%	#	*	Tuta	#	×,	#	%	1.5.4	#	%	*	*
olei	560	3))	100 0	255	100.0	2 220	1,080	C.001	1.140	100.0	2,730	1 380	100.0	.,400	100.0	410,235	202 D45	C. 301	214,190	10.0	CC5	290	100.0	223	100 0
Less then high school graduation certificate	2.0	120	40 0	90	35.3	\$55	53)	49.1	-425	37.5	.,150	650	47.1	515)6 B	76,345	95 075	42.1	91,265	42.6	200	·2C	41.4	35	39 6
High School greduation certificate only	50	20	67	25	9.9	190	9)	7.4	110	2.6	233	100	7.2	140	10 0	39,185	18,225	£.)	23,955	9.8	35	· • ₹	52	20	9 1
High School graduation certificate and some postsecondary	36	15	50	15	5.9	205	9)	7.4	185	15.2	300	95	5.€	200	143	38,3 0	18,300	£.1	20,010	9.3	65	×	12.1	23	91
Trades certificets or diplome	105	35	217	36	13.7	425	245	22.7	165	15.2	500	315	22.8	215	15 4	E9,990	39,950	C3'	33,630	14.0	165	95	32.8	7)	51.9
College cert ficate or clipiona	106	55	217	70	27.5	275	105	9.7	170	14.5	415	175	12.7	235	16 9	45,150	18 975	٤.4	23,175	12.2	25	21	8.0	1)	4 4
University certificate or disional	D)	00	Û	0.0	40)	C.0	40	3.0	45	D	D.C	40	29	7.4.0	2.325	1.2	5,185	2.4	NA	VA.	N.A	NA	Né
Unversity dogreo ²	00	1)	33	20	7.8	70	45	4.2	50	2.6	100	50).E	50	36	39,845	19,175	£.5	23,670		20	٦.	3.4	15	-
Sources: 1996 Census, INAC Core and Custom Tabulat	ione (T1	1)						-									-								
2001 Census, INAC Core and Custom Tabulat	ians (12	-2)																					paran :		
Notes: 1) Total Population refere to the population of th 2) "University degree" includes Undergraduate.		ice Bi	koludin	g Reg	i stere	l Indiana	e ta elir	ninate	double (countin	g														

-124-

Table 3.1: Major Field of Study, Registered Indians On-Reserve and Off-Reserve. Total Registered Indians and Total Population, 2001; Registered Indians On-Reserve, 1996.

				20	D1				1996	1
	Registered in Reserv		Registered in Reser		Total Register	ed Indians	Total Popu	lation ²	Registered in Reserv	
Major Field of Study	Total	N	Tota		Total		Total		Total	
	*	%	#	*	#	46	#	%	#	%
Total	560	C.00 '	2 220	103.0	2,780	100.0	416,235	100.0	505	100.
Ecucational, recreational and counselling services	30	5.4	70	3.2	105	3.8	19,715	4.7	30	ε.
Fine and applied arts	C	0.0	50	2.3	60	2.2	6,355	1.6	0	C.
Hurranities and related fields	C	C.D	-^O	J.5	20	0.7	5,595	1.3	0	С.
Social sciences and related fields	15	2.7	40	1.8	60	2.2	9,375	2.3	10	2.
Commerce management and business administration	Σ C	8.9	185	Э.3	235	8.5	39,195	9,4	30	ξ.
Agricultural, biological, nutritional and food science	4C	7.1	′ 5	J.7	55	2.0	6,360	1.7	50	۶.
Engineering and applied sciences	C	C.O	^ 5	ז.כ	20	0.7	3,210	0.8	0	С.
Applied science technologies and trades	10C	17.3	340	15.3	445	16.0	49,175	11.8	85	18.
Heath professionals and related technologies	2C	3.5	70	3.2	85	3.1	18,320	4.5	15	ε.
Viathematics computer and physical sciences	C	C.0	0	D.C	0	0.0	3,405	0.8	0	С.
No specialization	290	51.3	1 405	63.3	1,695	6′ .0	254,350	61.0	260	56.
Sources: 1996 Census, INAC Core and Custom Ta	muse and an and the second of the second									
2001 Census, NAC Core and Custom Tal	bulations (11)									
Notes: 1: The 1996 numbers are derived since To	5 from the 1996 Cer	sus is limited t	to the population :	who specified h	aving a Post-Secon	dary degree. To	remove this limit	ation. the total		
populations were taken from T22/T11 and the diffe										

-125-

-



PRINCE EDWARD ISLAND - School Attendance

Table 1.1: School Attendance, Registered Indians On Reserve, Off-Reserve and Total Population, Male and Female, 2001; Registered Indians On-Reserve, 1996 (Horizontal Analysis - percentages indicate the gender distribution of each variable)

		•	-	1			1			2	001		÷						1				1996		
	Re	•	red Ind Reserve		n	Re	u	ed Ind leserve		ff	То	tal Re	gistere	d India	ns		Total	Popula	ation ¹	L.	Re		red Inc Reserv)n
School Attendance	To:al	Ma	e	Fem	ale	Totel -	Na	ale	Ferr	ale	Total	M	ale	Ferr	nale	Tetel	Viel	e	Fem	ale	7.1.1	Ма	e	Fer	nale
SCHOOL AUGHUANCE	TU.al	*	%	#	%	TOLEI -	#	%	#	%	TORI	#	%	#	%	Total	#	%	#	%	Tctal	*	%	#	%
Ictal	24	120	40 D	120	49.0	320	150	46.0	175	54.7	665	265	46.9	205	52.2	166,125	51,135	43.2	54,960	51.8	126	70	56 D	€D	48.0
Not attending school full time	195	100	513	105	£3.8	260	125	48.1	140	63.8	455	225	46.5	205	51.8	\$4,560	46,675	43.3	43,880	51.7	105	60	57.1	45	42.0
Not attending school	185	100	541	00	48.6	240	115	47.0	130	54.2	-25	210	4€.4	2.2	50.6	£1,470	44,475	43.6	43,995	51.4	NÁ	NA	NA	NA	N/
Attending schoo part time	11	0	00	•5	1ĉD.0	20	10	50.0	10	5C.D	30	15	50.0	20	36.7	3,090	1,200	33.8	1,885	61.£	NA	NA	N.A	NA	N/
Attending school full time	50	20	40.0	20	40.0	00	20	23.2	35	58.3	105	50	47.6	60	57.1	11.570	\$,430	47.4	3,085	52.E	20	10	50.0	15	30.0

Table 1.2: School Attendance, Registered Indians On Reserve, Off-Reserve and Total Population, Male and Female, 2001; Registered Indians On-Reserve, 1996 (Vertical Analysis - percentages indicate the distribution of each variable from the total of male or the total of female population)

									10	2	001			-									1996		
	Re	~	red Ind Reserve		Dn	Re	-	ed Indi eserve		ff	To	tal Re	gistered	d India	ans		Total	Popula	ation ¹	-	Re	~	red Inc Reserv		Dn
School Attendance	To:al	Ma	ae	Fer	nale	Total -	Na	le	Fent	rale	Tolai	M	ale	Fer	nale	Total	Visi	e	Fena	ale	Total	Ма	ae	Fer	nale
School Adendance	10.41	*	*	#	%		#	95	4	%	TUIAI	#	%	#	95	IOCAL	#	%	#	%	Tctal	*	%	#	%
Tctal	246	120	100 0	120	100	320	150	100.0	175	0.301	£65	265	100.0	205	100 <i>D</i>	106, 25	51,135	103.0	54,960	100.C	125	70	130.0	60	100.
Not attending school full time	195	100	83 3	105	87.5	260	125	83.3	140	80.38	455	225	84.9	235	79.7	\$4,560	46,675	83.3	43,880	3.88	105	60	35.7	45	75.
Not attending school	185	100	83 3	00	75.0	240	115	76.7	130	74.3	-25	210	76.2	2.2	72.9	£1,470	44 475	83.9	43,995	95.£	NÁ	NA	NA	NA	N
Attending schoo part time	10	D	0.0	'5	12.5	20	10	6.7	10	£.7	30	15	£.7	20	6.8	3,090	1,200	2.3	1,885	3.4	N/A	N/A	N.A	NA	N.
Attending school full tirre	50	20	16 7	20	16.7	60	20	·3.0	35	2(.0	105	50	18.9	60	20.3	11,570	\$,430	13.7	3,085	11.1	20	10	143	15	25.
Sources: 1995 Census, INAC				***************																					
2001 Census, INAC	Core and	d Custi	um Tabu	lation	s (T2-2)																				

-126-

PRINCE EDWARD ISLAND - Highest Level of Schooling

Table 2.1: Highest Level of Schooling, Registered Indians On-reserve, Off-reserve and Total Population, Male and Female, 2001; Registered Indians On-reserve, 1996 (Horizontal Analysis percentages indicate the gender distribution of each level of schooling)

								1222	1000	2	001			1.12		1					1.000	2.02	1996		1.1.1
	Re	•	ed Ind Reserv		On	Re		ed Ind Reserve		Off	Tota	al Re	gistere	ed Ind	lians		Total F	opula	tion ¹		Re	•	red Ind Reserv		; On
	1000	vla	ale	Fer	rale		t/	lale	Fer	гаlэ		k,	ele	= = =	nale		Va	le	Fen	ale	1.1.4.2	Ma	sle	Fer	male
Highest Level of Schooling	Total	¢.	%	#	*	Totel	*	%	*	%	Total	*	%	4	*	Total	*	86	*	%	Tota	¢	80	#	%
Total	245	120	4E.D	125	§°.)	320	146	45.3	175	547	560	270	4€.2	295	52.7	106,135	£1,160	48.2	54,965	5.3	128	EE	52 D	55	44.0
Less than high school graduation certificate	110	55	0.35	50	46.5	115	70	60.9	¢0	43 C	225	125	65.5	100	44.4	39,675	20,960	52.8	18,720	47.2	ee	4	6.2	25	38 2
High School graduation partificate only	20	IÛ	Q. 35	10	50.D	30	0	0.0	30	100 C	55	.0	1€.2	40	72.7	12,295	5,970	48.6	6,325	5.4	10	10	0.0	0	00
High School graduation partificate and some postseconcary	25	10	46.0	20	80.J	30	15	50.0	10	33 3	55	20	€.4	35	63.6	10,525	4,685	44.5	5,945	55.5	18	10	66.7	Û	01
Trades certiticate cr diplome	70	40	67.1	30	42.3	70	35	50.0	30	42 E	135	75	6.33	60	44.4	13,295	7,895	59.4	5,400	40.5	20	10	50 D	.0	50 1
College certificate or diploma	15	10	€€.7	10	66.7	30	10	33.3	25	33 3	40	.0	28.0	30	75.0	15,810	5,260	33.2	10,585	66.3	16	C	0.0	.0	66.7
University certificate or cipicma	0	Û	C.0	0	0.D	10	10	100.0	0	00	15	•5	0.33	0	D.O	2,375	635	26.7	1,730	72.3	NA.	NA.	N.A	NA	N/
University cegree ²	0	0	C.0	10	0.0	35	10	28.6	25	71 4	40	.0	20.0	30	75.0	12,150	5,770	47.5	6,380	52.5	10	C	0.0	0	1001

Table 2.2: Highest Level of Schooling, Registered Indians On-reserve, Off-reserve and Total Population, Male and Female, 2001; Registered Indians On-reserve, 1996 (Vertical Analysis - percentages indicate the distribution from the total of male or total of female population)

	1	1.9.5						1.1		2	2001	1	19		1						1.00	100	1996		1.1
	Re		red Ind Reserv		Ön	Reg		red Ind Reserve		Ōſſ	Tota	il Reg	istere	d Ind	lians		Total F	opula	tion ¹		Re	•	red In Reserv		s On
Highest Level of Schooling		V	ele	Fer		2.4	V	leie	Fe	rale	5	l/a		÷.	nale		Va		Fen			M	ale X	Fe	einela
	Total	4	%	*	З	Totel	#	%	7	%	Total	¢	ઝં	ę.	*	Total	7	%	*	<u>%</u>	Tota	Ŧ	%	Ŧ	%
Total	246	120	0.33*	125	C. 00 .	320	146	100.0	175	130 C		270	0. 33*	295	100.0	106,135	£1,160	0.001	54,905	C.00.	126	et.	0.001	55	
Less than high school graduation certificate	110	66	4.8	50	46.5	115	70	48.3	€0	26 E	115	126	4.3	100	33.0	30,675	30,060	4.0	18,720	34.1	66	4	6.5	26	46
High School graduation cartificate only	20	10	6.3	10	9.1	30	0	0.0	30	17.1	55	.0	5.7	40	13.0	11,295	5,070		6,325		10	10	15.4	Û	0
High School graduation partificate and some postseconcary	25	10	E.3	20	.8.2	30	15	10.3	10	57	55	20	7.4	35	11.9	10,525	4.685	92	5,845	'0.3	16	10	15.4	Û	0
Trades certiticate cr diplome	78	ŧ	35.3	30	27.3	70	35	24.	30	17 1	135	75	27.8	60	23.3	13,295	7,895	·6.4	6,400	9.3	3C	10	16.A	.0	16
College certificate or diploma	16	10	£.3	10	9.1	30	10	28.6	25	143	40	.0		30	10.2	15,810	5,250	.03	10,505	.9.2	15	ſ	00	.0	16.
University certificate or clpicma	0	D	E.0	0	0.3	10	10	6.9	0	00	15	. 2	£.8	Û	3.0	2,375	635	• 2	1,730	3.1	NA.	NA.	N,A	NA	N
University cegree 2	0	0	C.0	10	0.1	35	10	6.9	35	143	40	.0	5.7	30	13.2	12,150	5,770	3	6,390		10	C	0.0	.O	16
Sources: 1996 Census, INAC Core and Custom Tabulati	ons (T11)																							
2001 Census, INAC Core and Custom Tabulati		a																							
Note: 1) Total Population refers to the population of the	e provina	eezc	luding	Regist	ered In	diane 1a	elim	inate do	uble	countir	Ŋ														

-127-

	A dealers			200	1	1		-	1996	;1
	Registered In Reserv	ve	Registered In Reserv		Total Regi Indiar	and the second	Total Popu	lation ²	Registered Ir Reser	ndians On
Major Field of Study			Total		Total		Totel		Tota	
	#	%	#	%	1	%	#	%	#	%
Fotal	245	100	320	⁷ 00	560	100	106,135	100	125	100
Educational, recreational and counselling services	15	6.1	10	3.1	25	4.5	4,715	4.4	10	8.0
Fine and applied arts	0	0.0	0	0.0	0	C.O	1,650	1.6	0	0.0
Humanities and related fields	10	4.1	10	3.1	10	1.8	2,225	2.1	0	0.0
Social sciences and related fields	10	4.1	10	3.1	15	2.7	3,245	3.1	10	8.0
Commerce management and business administration	15	6.1	45	14.1	65	11.6	12,045	11.3	10	8.0
Agricultural, biological, nutritional and food science	10	4.1	20	6.3	- 30	5.4	2,735	2.6	0	0.0
Engineering and applied sciences	0	0.0	10	3.1	10	1.8	660	0.6	0	0.0
Applied science technologies and trades	30	12.2	40	12.5	65	11.6	10,185	9.6	10	0.8
Health professionals and related technologies	15	6.1	0	0.0	15	2.7	5,145	4.8	0	0.0
Mathematics computer and physical sciences	10	4.1	0	0.0	- 0	C.0	945	0.9	0	0.0
No specialization	150	61.2	180	56.3	335	55.8	£2,5 5 0	58.9	80	54.0
Sources: 1996 Census, INAC Core and Custom Ta	bulations (TOS)									
2001 Census, INAC Core and Custom Ta	bulations (T1)									

PRINCE EDWARD ISLAND - Major Field of Study

Table 3.1: Major Field of Study, Registered Indians On and Off-Reserve, Total Registered Indians and Total Population, 2001; Registered Indians On-Reserve, 1996.

Notes: 1) The 1996 numbers are derived since T05 from the 1996 Census is limited to the population who specified having a Post-Secondary degree. To remove this limitation, the total populations were taken from T22/T11 and the difference between the total populations from T05 and those from T22/T11 were added to the "No Specialization" category.
2) Total Population refers to the population of the province excluding Registered Indians to eliminate double counting

NOVA SCOTIA - School Attendance

Table 1.1: School Attendance, Registered Indians On-Reserve, Off-Reserve and Total Population, Nale and Female, 2001; Registered Indians On-Reserve, Male and Female, 1996 (Horizontal Analysis - percentages indicate the gender distribution of each variable)

	1 A			10.00			1.00	67.7	1994	20	01			2.2									1996	· · · ·	
	Regi	steredi	ndians	On Res	erve	Regis	stered l	ndians	Off Res	erve	T	otal Re	gistered	Indian	S		Total	Popula	ation	A	Regi	stered li	ndians	On Res	erve
School Attendance		Ма	e	Fen	ae		Ma	la	Fain	ala		Ma	e	Fem	sie		Va	le	Faτ	ala	1.2	Mal	э	F∋m	alə
School Auenuance	Total	*	*	*	%	Tatal	#	*	*	%	Tcta	4	%	*	*	Total	*	%	#	%	Totel		<u>%</u>	1.1	%
istai	4 €35	2,170	47.2	2,370	\$2.3	2,620	1,195	47.4	1,330	52.8	7,055	3,355	477	0,595	52 4	126,310)47 520	47.9	377,785	52 1	4,238	2.065	49.2	2 140	51.
Not attending school full time	3 695	1,8.0	40.3	1,885	61.J	2,216	1,370	48.3	1,146	5.7	5,0 C	2,835	43 8	3,030	ól 3	045,770	3)7 920	47.8	335,845	52.2	3,315	1,665	č0.2	1 855	49.0
Not ettending school	3 645	1,700	49.5	1,785	5C.4	2,156	1,035	48.7	1,000	5.3	5,070	2,795	49 3	2,375	50 7	022,815	238 490	47.0	324,325	52 1	NA	NA	ha	NA.	N
Atlending school pert time	150	50	30.3	.DC	DE.7	şC	35	38.9	55	61.1	240	3)	37 €	155	046	20,056	0 430	45.0	1. 52)	55 C	NA	NA	NA	NA.	N
Attending school full time	840	380	42.2	48C	57.1	SEE	125	41.0	180	50 D	1. *	43)	41 €	330	676	£1.540	JØ 600	48.0	4.945	51 4	336	40	45.2	485	54.

Table 1.2: School Attendance, Registered Indians On-Reserve, Off-Reserve and Total Population, Male and Female, 2001; Registered Indians On-Reserve, Male and Female, 1996 (Vertical Analysis - percentages indicate the distribution of each variable from the total of male or the total of female population)

	1.0	6.0		ster.		- 1. A.		1.1.1	1.5.5	20	01	100	1.1.1										1996		
	Regis	stered l	ndians	On Res	erve	Regis	dered in	1 di ans (Off Res	erve	T	otal Reg	jistere d	Indian	s		Total	Popula	tion ¹	-	Regis	steredir	ndians	On Res	erve
School Attendance		Ма	e I	Fen	8E		le Ma	e	Fern	ale	1 mar 10	Ma	E	Fem	sle	1.11	Val	e	Fera	ale		Mal	3	Fern	ale
School Auchaence	Total	*	%	*	*	Total	*	36	#	%	Tcta	*	%	*	*	Total		۵¢	A.	%	Totsi		*		ŝ
[]	4 636	2,170	C.001	2,070	C.30	2,620	1,105	100 D	1,330	Q 001	7,865	3,355	100 0	3,536	100 D	726,310)47 620	100.0	377,785	100 6	4,230	2,065	100.0	2 140	100.
Not attending school full time	3 695	1,810	83.4	1,885	76.5	2,515	1,378	89.5	1,146	80.1	5,0°C	2,835	35 7	0,000	82 D	645,770))" 92D	88.0	335,845	33 \$	3,315	1.665	£D.0	1 655	77.
Not atlanding school	3 6 46	1,780	8.1	1,785	76.3	2,126	1,036	88.6	1,090	82 D	5,07C	2,735	33 1	2,376	77 8	022,816	238 490	85.0	324,325	35 E	NA	NA	NA	N.A	N
Attending school per, time	160	60	2.0		4.2	£C	36	2.9	55	4.1	240	30	27	156	42	20,056	0 430	2.7	1. (52)	30	NA	NA	NA.	N,A	N
Attendrg school full tine	E40	300	°0.5	48C	X.)	306	125	10.5	180	·3.5	1.**	43)	143	530	971	£1,540	30 600	11.4	4.945	11 1	335	40	19.4	495	22.1
iources: 1996 Census, INAC (
2001 Census, INAC (Core and C	ustom i	abulation	ns (T2-2)																_					

Note: 1) Total Population refers to the population of the province excluding Registered Indians to Eliminate double counting

-129-

NOVA SCOTIA - Highest Level of Schooling

Table 2.1: Highest Level of Schooling, Registered Indians On Reserve, Off-Reserve and Total Population, Male and Female, 2001; Registered Indians On-Reserve, Male and Female, 1996 (Horizontal Analysis - percentages indicate the gender distribution of each level of schooling)

	1.1									2	001				5.6								199	6	
	Re	-	ed Ind eservi	lians () B	n	Re	•	red Indi Reserve		ff.	Τα	tal Re	giste	red Indi	ans		Total P	opula	ation ¹	1	Regi	stere d	Indiar	ns On Re	eserve
Highest Level of Schooling	otal	Me	la	Ferra	ale	-otal	Wa	ale -	Fen	ale	-otal	Me	le	Ferr	ale	⊤ata	Val	·	Ferra	ele	Total	Va	13	"eme	ela
nignest Level di Schooling	o.ai	#	%	*	Ж	0.81	*	%	#	*	o.ai	#	%	*	%	αα	#	%	*	×	ICIAI	#	35	#	%
Tctal	4,535	2.170	47.0	2,305	52.1	2,520	1,190	472	1,000	52.8	7,055	5,330	47 6	3,605	52.4	725,316	347,525	47.0	377,785	62. I	4200	2,065	49.2	2,135	6) .8
Less than high school graduet on carlificets	875	955	6).0	915	48.8	825	515	55.7	4.2	44.0	2,866	1,470	52 C	1,336	47.5	253,235	120,405	49.0	133,765	51.0	1 666	066	49.1	335	6).(
High School graduation certificate only	300	120	40.0	185	61.7	105	35	33.3	. 35	59.2	566	130	36 C	315	63 D	73,835	\$1,760	44.8	39,080	55.2	236	.25	53.2	115	43.0
High School graduation certificate and some postsecondary	775	330	42.0	445	57.4	316	145	46 D	07 .	54.0	1,000	475	43 C	610	50 D	59,630	32,880	47.3	33,065	52.7	£4C	435	43.3	536	\$3.7
Tredas certificala or diploma	830	495	69.6	335	40.4	465	300	64.5	. 65	35.6	1,366	795	61 2	405	38.1	101,066	€2,105	61.0	33,805	38.1	6 ((076	32.0	230	33.6
Colage certificate or clipoine	405	146	35.8	200	64.2	346	25	27.5	255	73.0	758	253	33 3	565	67.3	105,585	36,710	37.3	33,875	62.7	260	120	41.4	170	63.6
University certificate or dploma	120	50	41.7	70	68.3	46	3	0.0	35	77.8	165	30	36 4	105	62.6	13,025	€,125	34.0	11,000	66.6	NA.	- 14	1A	N.A	v
University degree ²	230	70	33.4	160	69.6	230	73	30.4	- 66	39.8	466	140	30 4	326	70.7	102,105	4.470	47.4	53,720	52.6	1EC	50	27.8	125	67.4

Table 2.2: Highest Level of Schooling, Registered Indians On Reserve, Off-Reserve and Total Population, Male and Female, 2001; Registered Indians On-Reserve, Male and Female, 1996 (Vertical Analysis - percentages indicate the distribution from the total of male or total of female population)

	1.00			1.1		1.5	0.1	and see	1.1	2	001		1 · · ·										199	6	
	R	-	red Inc Reserv	lians C e	n	R	•	red Indi Reserve		ff	To	tal Re	g iste	red India	ns		Total P	opula	ation ¹	-	Regi	stere d	Indiar	ns On Re	eserve
Highest Level of Schooling	-o:al	Me	le	Fen	ala	"oral	W	als	Fen	ale	_o.al	Me	le	Ferr	ale	-ota	Viał		Farr	ale	Total	Va	le	en	ele
ingliest Level of Schooling	0.01	t.	26	*	*	U.ai	#	86	*	ž	Ų, ai	7	*	*	*	ua	#	*	*	80	TUIAN	*	*5	*	80
Tctal	4,535	2,170	10).0	2,305	100.6	2,628	1,190	00 D	1,006	100.6	7,866	\$,350	100 C	3,605	C 00	725,310	347,525	166.0	377,785	100.0	4 200	2,065	100.0	2,136	16).
Less than high school graduet on cartificets	\$75	055	44.0	915	38.*	025	515	43.3	4.6	31.2	2,\$00	1,470	43 E	1,330	0.00	253,235	125,405	30.1	130,765	34.0	1 665	060	43.5	335	43.
High School graduation certificate only	300	126	5.6	195	7.8	105	35	5.5	. De	17.2	500	130	54	3 5	8.5	73,835	\$1,760	0.1	33,080	10.3	255	25	3.1	115	5
High School graduet on certificets and some postsacondary	775	336	15.2	445	18.\$	316	145	.22		12.8	1,000	475	141	610	18.5	39,536	32,890	0.5	33,855	9.7	\$4	405	21.1	536	23.
Tradas canificala or dpiona	830	405	12.6	335	14.2	465	300	252	.62	12.4	1,309	735	237	405	.0.4	101,966	£5,105	18.2	33,805	10.3	ece	375	13.2	230	10.
Collage certificata or clip one	405	146	3.7	280	11.0	346	95	*D	255	19.2	750	253	74	505	.37	135,585	36,710	11.4	33,875	17.7	360	120	5.8	170	3.
University certificate or diptome	120	50	2.3	70	3.0	46)	0.0	35	2.0	105	30	18	105	28	13,625	£,125	1.8	11,000	3.1	NA.	¥4	NA.	NA	è
Univarsity dagrea ²	230	70	3.2	160	6.8	230	n	5.9	-66	12.0	460	140	42	325	\$8	132,105	48,470	13.0	53,720	14.2	1EC	50	2.4	125	5.
Sources: 1996 Cenous, INAC Core and Custom Tabulatic	ns (111	}																							
2001 Census, IHAC Cera and Custom Tabulatio														0.											
Note: 1) Total Population refers to the population of the	provinc	a azciu	ding R	egistera	d India	ns to el	iminete	e double	counti	ng															
2) "University dagree" Includes Undargraduate, Gr	aduate a	and Pes	rt-grad	uate de	arees																				

-130-

NOVA SCOTIA - Major Field of Study

Table 3.1: Major Field of Study, Registered Indians On-Reserve, Off-Reserve, Total Registered Indians and Total Population, 2001; Registered Indians On-Reserve, 1996.

				20	01				1996	1
	Registered In Reserv		Registered In Reserv		Total Registere	d Indians	Total Popul	ation ²	Registered In Reserv	
Major Field of Study	Tota		Total		Total		⊺o:al		Totei	
Major Fleta of Stady	#	%	#	%	\$	%	¢	*	#	%
	4,535	100	2,520	100	7,055	100	725,310	100	4,200	10
Educational, represtional and counseling services	230	5.1	50	3.6	320	4.5	33,765	4.7	175	4
Fine and applied arts	65	1.4	5 5	2.2	125	* .8	14,870	2.1	70	1
Humanities and related fields	60	13	30	1.2	90	1.3	16,045	2.2	25	0
Social sciences and related fields	225	5D	140	5.6	370	5.2	25,450	3.5	195	4
Commerce management and business administration	240	53	225	8.9	460	6.5	79,750	11.0	205	4
Agricultural, piological, nutritional and food science	95	2.1	40	1.6	135	2.9	16,065	2.2	50	1:
Engineering and applied sciences	15	0.3	10	0,4	20	0.3	9,765	1.3	10	0:
Appled science technologies and traces	515	11.4	350	15.5	910	12.9	83,865	11.6	485	11 :
Health protessionals and related technologies	120	26	100	4.0	220	3.1	39,140	5.4	75	11
Vathematics computer and physical sciences	10	02	10	0,4	25	0.4	9,425	1.3	0	0
Vc specialization	2,950	65 D	1,435	58.9	4,385	62.2	397,165	54.8	2,895	68
Sources: 1996 Census, INAC Core and Custom Tab	chan come harmonic here a chan a service of service									••••••
2001 Census, INAC Core and Custom Tab	ulations (T1)	e								

populations were taken from T22/T11 and the difference between the total populations from T05 and those from T22.T11 were added to the "No Specialization" category.

2) Total Population refers to the population of the province excluding Registered Indians to eliminate double counting

-131-

•



Table 1.1: School Attendance, Registered Indians On-Reserve, Off-Reserve and Total Population, Male and Female, 2001; Registered Indians On-Reserve, 1996 (Horizontal Analysis - percentages indicate the gender distribution of each variable)

						·			1.1		2001				1							2.5	1996		
	Re	-	red Inc leserv		Dn	Re	gistere R	ed Ind eservi)ff	To	ial Reg	gistere	d India	ns		Total F	opula	tion ¹		R		ed Ind leservi	lians () e	n
School Attendance	Total	Ма	le	Fen	nale	Totel	Мэ	le	Fem	ale	Total	Ma	le	Fern	ale	-otal	Mal	e	Ferna	ae	Totel	Na	ie	Fem	ae
	Tutai	#	%	#	%	IOLEI	*	%	*	%	I OCAI	#	%	#	%	Otal	#	%	#	%	IOCEI	*	%	#	%
Total	3,905	1,89)	48.4	2,016	51.5	3,265	1,665	50.5	1,035	49.E	7,195	3,555	49.409	3,640	50.6	582,175	282,050	48.4	300,125	51.6	3,360	1,710	50.6	1,665	49.3
Not attending school full time	3,305	1,623	49.0	1,685	51.0	2,790	1,435	51.4	1,045	48.2	6,070	3,060	50.246	3,035	49.8	521,170	251,950	48.3	266,205	51.7	2,865	1,490	52.0	1,375	48.0
Not attending school	3, 95	1,57)	49.1	1,620	50.7	2,700	1,385	51.3	1,310	48.6	5,890	2,960	50.255	2,935	49.8	506,875	245,550	48.4	261,315	51.6	NA	NA	NA	NA	NA
Attending school part lime	10	5)	45.5	65	59.1	60	50	55.6	35	38.£	200	100	50.0	100	56.0	14,295	6,400	44.8	7,890	55.2	NA	NA	NA	NA	NA
Attending school full time	595	273	45.4	325	54.6	515	225	437	290	56.3	1,110	405	44,595	615	55.4	61,005	30,090	49.3	30,910	57.7	515	220	42.7	290	56.3

Table 1.2: School Attendance, Registered Indians On-Reserve, Off-Reserve and Total Population, Male and Female, 2001; Registered Indians On-Reserve, 1996 (Vertical Analysis percentages Indicate the distribution of each variable from the total of male or the total of female population)

						1.11				2001										A	1.1	1996		
Re	-			Dn	Re	•			ff	Tot	al Reg	istere	d India	ans		Total P	opula	tion ¹		R	-			n
(dal	Ma	e	Ferr	ale	Total	Мэ	ie	Fen	ale	Total	Ma	ε	Fern	ale	- crtal	Mele		Ferne	ae	Total	Ne	le 🛛	Fern	ae
uai	#	%	#	%	IOLEI	*	%	*	%	TOGE	#	%	#	%	Otal	#	%	#	%	IOCEI	ŧ	%	4	%
3,605	1,89)	100.0	2,016	100.0	3,295	1,665	0.00	1,635	100.0	7,195	3,555	106.0	2,640	100.0	582,175	2\$2,050	000	300,125	100.0	3,360	1,710	100.0	1,665	100
3,305	1,62)	85.7	1,685	83.8	1,790	1,435	86.2	1,345	\$2.3	6,030	3,060	86.1	3,035	83.4	521,170	2\$1,\$50	89.3	266,205	89.7	2,865	1,490	87.1	1,375	82.
3, 95	1,573	80.1	1,626	80.6	2,700	1,385	832	1,010	\$0.1	5,830	2,960	83.3	2,935	80.6	506,875	245,550	87.1	261,315	87.1	NA	NA	NA	NA.	N
10	5)	2.6	65	3.2	£0	50	30	35	2.1	200	100	2.8	100	2.7	14,295	6,400	23	7,890	2.6	NA	NA	NA	N/	N
595	273	14.3	325	16.2	515	225	13.5	290	17.7	1,110	495	13.9	615	10.9	01,005	30 ,C90	10.7	30,910	13.3	515	220	12.9	290	17.
Соге а	ind Cu:	stom T	abulatio	ons (T2	2a)										<u> </u>	~ •								
core a	nd Cus	stom T	abulatio	ons (T2-	-2)										-	-								
3.	tal 605 305 10 595	R tal Ma # 005 1,893 305 1,623 105 1,673 10 53 595 273 ore and Cut	Reserv Male Male # % 605 1,890 100.0 305 1,622 85.7 '96 1,672 80.1 '10 53 2.6 5965 273 14.3	Reserve Male Fem # % # 005 1,890 100.0 2,016 005 1,620 85.7 1,685 195 1,673 83.1 1,626 110 53 2.6 65 5965 273 14.3 325	Male Female # % # % 005 1,890 100.0 2,016 100.0 005 1,621 85.7 1,685 83.8 105 1,572 83.1 1,626 80.0 110 53 2.6 65 3.2 595 273 14.3 325 10.2	Reserve Maie Female Totel # % # % 005 1.890 100.0 2.016 100.0 3.265 005 1.620 85.7 1.685 83.8 2.760 96 1.570 83.1 1.626 80.0 3.700 10 50 2.6 65 3.2 60	Reserve R tal Maie Female Totel Ma # % # % Ma # 005 1,800 100.0 2,016 100.0 3,245 1,665 005 1,621 85.7 1,685 83.8 2,700 1,335 10 53 2.6 65 3.2 50 50 506 273 14.3 325 16.2 516 225	Reserve Reserve Male tal Maie Female Totel Male # % # % Male # 005 1,800 100.0 2,016 100.0 3,265 1,665 00.0 005 1,620 85.7 1,685 83.8 2,700 1,435 86.2 196 1,672 83.1 1,028 80.0 2,700 1,685 83.2 110 53 2.6 65 3.2 50 30 30 5965 2771 14.3 325 16.2 515 225 13.5	Reserve Reserve Male Female Totel Male Female # % # % # % # 105 1,800 100.0 2,016 100.0 3,265 1,605 100.0 1,435 105 1,621 85.7 1,686 83.8 2,760 1,435 88.2 1,346 196 1,672 89.1 1,028 80.0 2,700 1,385 83.2 1,310 10 53 2.6 65 3.2 £0 50 3.0 35 696 277 14.3 325 16.2 516 225 13.5 290	Registered Indians On Reserve Registered Indians Off Reserve Male Female Totel Male Female # % # </td <td>Main Female Total Maie Female Total tal Maie Female Total Maie Female Total Total</td> <td>Registered Indians On Reserve Registered Indians Off Reserve Total Reg Male Female Total Male Female Total Male Male Total Male Male Total Male Male</td> <td>Registered Indians On Reserve Registered Indians Off Reserve Total Registered Reserve Male Female Total Male Male Male Total Male Male</td> <td>Registered Indians On Reserve Registered Indians Off Reserve Total Registered Indians Off Reserve tal Male Female Total Male Female Male Female Total Male Female Total Male Female Male Male Female Male Female Male Female Male Female Male Male</td> <td>Registered Indians On Reserve Total Registered Indians Off Reserve tal Male Female Total Registered Indians tal Male Female Total Registered Indians tal Male Female Total Male Female # % # % Male Female # % # % Male Female # % # % # % # % % 100.0 2,016 100.0 2,016 1,625 6,030 3,000 88.4 % 1,620 83.8 2,700 1,345 82.2 1,346 82.2 6 0.0 2,700 1,620 3,000</td> <td>Registered Indians On Reserve Total Registered Indians Total Registered Indians Male Female Total Male Female Total # % Male Female Total # % Total Male Female Total # % % Total Male Female Total 1,620 1,00.0 2,016 3,32 % 1,620 83.8 2,700 1,330 2,036 8</td> <td>Registered Indians On Reserve Registered Indians Off Reserve Total Registered Indians Total Period Male Female Total Male Female Male Female Male Female Male Female Total Male Female Total Male Female Total Male Female Male Female Total Male</td> <td>Registered Indians On Reserve Total Registered Indians Total Population tal Male Female Total Registered Indians Total Registered Indians Total Population tal Male Female Total Registered Indians Total Population tal Male Female Total Registered Indians Total Population # % # % Total Registered Indians Total Registered Indians Total Population # % # % Total Registered Indians Total Registered Indians Total Registered Indians # % # % % # % # % Total Registered Indians # % # % Total # % Total # % Total % # % # % Total % Total % 100.0</td> <td>Registered Indians On Reserve Total Registered Indians Total Population¹ Total Registered Indians Off Reserve Total Registered Indians Total Population¹ tal Male Female Total Registered Indians Total Population¹ tal Male Female Total Male Female Total Registered Indians Total Population¹ tal Male Female Total Male Female Total Registered Indians Total Population¹ tal Male Female Total Male Female # % Total Male Female 1,620 100.0 3.2,655 100.0 Solution 1 1,620 83.8 9.700 1,966 83.3</td> <td>Registered Indians On Reserve Total Registered Indians Total Population¹ Total Registered Indians Off Reserve Total Registered Indians Total Population¹ tal Male Female Total Registered Indians Total Population¹ tal Male Female Total # % % Total Registered Indians Total Registered Indians Total Population¹ tal Male Female Total # % % Total # % % tal Male Female Total Registered Indians Total % % # % % % % % % Male Female Total Registered Indians % 100.0 % % % 100.</td> <td>Registered Indians On Reserve Total Registered Indians Total Population¹ Reserve tal Male Female Total Registered Indians Total Registered Indians Total Population¹ Reserve Reserve Reserve Total Registered Indians Total Population¹ Reserve Total Registered Indians Total # % </td>	Main Female Total Maie Female Total tal Maie Female Total Maie Female Total Total	Registered Indians On Reserve Registered Indians Off Reserve Total Reg Male Female Total Male Female Total Male Male Total Male Male Total Male Male	Registered Indians On Reserve Registered Indians Off Reserve Total Registered Reserve Male Female Total Male Male Male Total Male Male	Registered Indians On Reserve Registered Indians Off Reserve Total Registered Indians Off Reserve tal Male Female Total Male Female Male Female Total Male Female Total Male Female Male Male Female Male Female Male Female Male Female Male Male	Registered Indians On Reserve Total Registered Indians Off Reserve tal Male Female Total Registered Indians tal Male Female Total Registered Indians tal Male Female Total Male Female # % # % Male Female # % # % Male Female # % # % # % # % % 100.0 2,016 100.0 2,016 1,625 6,030 3,000 88.4 % 1,620 83.8 2,700 1,345 82.2 1,346 82.2 6 0.0 2,700 1,620 3,000	Registered Indians On Reserve Total Registered Indians Total Registered Indians Male Female Total Male Female Total # % Male Female Total # % Total Male Female Total # % % Total Male Female Total 1,620 1,00.0 2,016 3,32 % 1,620 83.8 2,700 1,330 2,036 8	Registered Indians On Reserve Registered Indians Off Reserve Total Registered Indians Total Period Male Female Total Male Female Male Female Male Female Male Female Total Male Female Total Male Female Total Male Female Male Female Total Male	Registered Indians On Reserve Total Registered Indians Total Population tal Male Female Total Registered Indians Total Registered Indians Total Population tal Male Female Total Registered Indians Total Population tal Male Female Total Registered Indians Total Population # % # % Total Registered Indians Total Registered Indians Total Population # % # % Total Registered Indians Total Registered Indians Total Registered Indians # % # % % # % # % Total Registered Indians # % # % Total # % Total # % Total % # % # % Total % Total % 100.0	Registered Indians On Reserve Total Registered Indians Total Population ¹ Total Registered Indians Off Reserve Total Registered Indians Total Population ¹ tal Male Female Total Registered Indians Total Population ¹ tal Male Female Total Male Female Total Registered Indians Total Population ¹ tal Male Female Total Male Female Total Registered Indians Total Population ¹ tal Male Female Total Male Female # % Total Male Female 1,620 100.0 3.2,655 100.0 Solution 1 1,620 83.8 9.700 1,966 83.3	Registered Indians On Reserve Total Registered Indians Total Population ¹ Total Registered Indians Off Reserve Total Registered Indians Total Population ¹ tal Male Female Total Registered Indians Total Population ¹ tal Male Female Total # % % Total Registered Indians Total Registered Indians Total Population ¹ tal Male Female Total # % % Total # % % tal Male Female Total Registered Indians Total % % # % % % % % % Male Female Total Registered Indians % 100.0 % % % 100.	Registered Indians On Reserve Total Registered Indians Total Population ¹ Reserve tal Male Female Total Registered Indians Total Registered Indians Total Population ¹ Reserve Reserve Reserve Total Registered Indians Total Population ¹ Reserve Total Registered Indians Total # % Total # %			

-132-

NEW BRUNSWICK -Highest Level of Schooling

Table 2.1: Highest Level of Schooling, Registered Indians On Reserve, Off-Reserve and Total Population, Male and Female, 2001; Registered Indians On-Reserve, 1996 (Horizontal Analysis - percentages indicate the gender distribution of each level of schooling)

	1. 2.5									1	2001									•		1.1.1	1996		1
	Re	gisten R	ed Inc eserv		Dn	R	egister F	ed Ind leserv		ff	Tat	al Reg	listere	d India	Ins		Total F	opula	ation'	-	Re	-	ed Indi leserve		Jn
Highest Level of Schooling	-otal	Ma	ile 🛛	Fen	I∃€	Treat	Me	ie	Ferr	ale	Total	łAa	E	F31	6 8	Tctal	Velu	e	- ริงา	ala	7.4	Ma	ala	Fem	nala
nignest Level of Schooling	ota	*	°¢	#	%	Total	*	×	#	*	1,2.81	*	%	#	%	ICtal	*	*	#	*	Tota	#	%	#	%
Tolel	3,600	1,865	48.0	2,010	6.5	\$,300	1 660	50.0	1,630	49.4	7,200	3 600	49.4	3,645	¢0.0	č82, 70	282 043	43 4	330,125	51 6	3,385	1,715	č0.7	1 005	49 :
Less than high school graduation certificate	1.620	760	48.8	800	5.2	1.306	78)	55.0	620	44.4	3,310	1 685	52.0	1.453	48.2	216.810	109 160	5) 3	137 ,530	497	1.055	720	£3.*	635	46.
High School graduation certificate only	335	170	¢0.7	130	47.3	346	18)	52.2	130	46.4	380	260	61.£	325	47.8	80,475	33 223	45 4	47 255	546	230	- 25	č4.3	112	47 1
Her School graduation certificate and soma postsecondary	<i>€</i> 85	20%	44.2	31)	64.3	506	245	48.6	256	60.6	· ,)66	495	46.t	665	£3.'	66,010	23 45)	478	28,870	62 2	785	376	47.8	415	52.0
Trades 33 titicate or diploma	720	≪5	60.4	293	40.3	400	26)	60.5	136	38.4	· ,1 50	700	80.9	465	39.0	65,5CD	41 555	e) 4	23,940	33 5	495	295	£8.6	200	40.4
College certificale or diploma	-60	185	41.1	250	67.3	370	112	29.7	250	70.0	926	295	35.5	52)	£3.0	80,720	31 205	397	49,525	61 4	365	·¢0	42.3	213	59.2
University certificate or diplome	80	26	41. 7	35	58.J	70	25	33.3	46	60.0	130	45	34.E	85	£6.4	11,080) 29)	297	7,796	734	N.9	Aγ	NA.	NA	N.ª
University cegree ²	166	35	22.0	115	74.2	185	6)	32.4	125	67.0	335	100	29.6	240	71.0	66.250	31 192	471	36 D30	52.9	155	£5	35.5	102	34.5

Table 2.2: Highest Level of Schooling, Registered Indians On-Reserve, Off-Reserve and Total Population, Male and Female, 2001; Registered Indians On-Reserve, 1996 (Vertical Analysis - percentages Indicate the distribution from the total of male or total of female population)

	-			4			- 13	1.1		- 2	2001			1				1.1					1996	-	- 1
	Re	gisten R	ed ind eserv		On	Re	egister R	ed Ind eserve)ff	Tot	al Reg	istere	d India	ans		Total I	Popul	ation'		Re	-	ed Ind leservi		Jn
Highest Level of Schooling	-otal	Ma	ila 🛛	Fen	N∋€	Tzal	Ma	le	Ferr	nele	Total	Ma	e	F 31	rele	Tctal	٧s	le		ale	Tota	M	ele	Fer	male
		*	%	#	%	, 9 . di	*	*	#	*	1.0.01	4	%	#	%	retur	*	*	#	*	1010	#	×	¢	*
loisi	3,600	1,695	CO.0	2,01)	100.0	5,300	1 66)	100.0	1,630	100.0	7,200	0 660	100.0	3,645	· CD.0	682, 70	282 043	100.0	330,125	100.0	3,385	1,715	·CO.0	1 665	100
Lass than high school graduation certificate	1,620	760	41.7	8))	4.0	1,396	783	47.0	620	38.0	\$,310	1 665	44.C	1,453	38.8	216,810	103 163	397	107,630	35.0	1,266	720	<2.0	635	38.
High School graduation certificate only	\$35	170	8.0	130	8.3	346	183	10.8	130	8.8	380	360	3.8	325	8.9	80,475	33 223	138	47 256	157	230	'25	7.3	11)	81
High School graduation certificate and some postsecondary	:05	200	13.2	313	15.4	505	245	14.8	255	15.0	,005	495	13.9	565	15.5	55,010	23 463	24	28,870)e	785	375	21.9	415	24.5
Trades certificate or diploma	720	<5	23.0	290	14.4	430	26)	15.7	135	10.1	150	700	19.7	465	12.5	65,600	41 565	147	23,940	90	\$	285	17.2	20)	121
Colaga certificate or diploma	450	185	9.8	230	12.3	370	112	6.0	230	10.0	325	295	8.3	52)	14.3	80,720	31 205	11.1	49,525	13.5	365	·:{D	8.7	21)	12.0
University certificate or diplotte	60	25	1.3	35	.1	75	25	1.5	46	2.8	130	45	1.5	85	2.3	11,0ED	3 29)	12	7,796	26	N.A	٩V	NA.	NA	N.
University cogree ²	155	35	1.8	115	6.7	185	6)	3.0	125	7.5	335	100	2.8	24)	6.0	65.360	31 193	111	25 090	117	155	ć5	3.2	100	01
Sources: 1995 Census, INAC Core and Custom Tabulatio	ons (11	I)																			~~~~				
2001 Census, IHAC Core and Custom Tabulatio	000 (T2-	2)													,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,										
Note: 1) Total Population rafers to the population of the	: provinc	ce excli	uding 1	Registe	ered in	ilans to	elimin	ne dou	ble cat	unting															
2) "University degree" includes Undergraduate, Gi	aduate	and Po	st-gra	duate d	leuree	8												-							1

-133-

NEW BRUNSWICK - Major Field of Study

Table 3.1: Major Field of Study, Registered Indians On-Reserve, Off-Reserve, Total Registered Indians and Total Population, 2001; Registered Indians On-Reserve, 1996.

			1. A	200	1				1996	;1
	Registered In Reser		Registered In Reserv		Total Regi Indiar		Total Popu	lation ²	Registered Ir Reser	
Major Field of Study	Total		Total	19 m	Total	- c	Total		Tota	
Major Fleta of Stady	#	%	#	%	#	%	#	%	#	%
otal	3,905	100	3,295	100	7,200	100	582,170	100	3,380	10
Educational, recreational and counselling services	155	4.0	100	3.0	255	3.5	25,530	4.4	180	5.
Fine and applied arts	65	1.7	55	1.7	120	1.7	10,715	1.8	60	1.:
Humanities and related fields	40	1.0	40	1.2	75	1.0	10,210	1.8	30	0.
Social sciences and related fields	220	5.6	160	4.9	380	5.3	16,215	2.8	195	53
Commerce management and business administration	195	5.0	200	6.1	395	5.5	53,880	9.3	195	5.
Agricultural, biological, nutritional and food science	95	2.4	70	2.1	160	2.2	9,235	1.6	65	1.
Engineering and applied sciences	20	0.5	20	0.6	40	0.6	7,180	1.2	15	0.
Applied science technologies and trades	465	11.9	295	9.0	760	10.6	59,255	10.2	370	10.
Health professionals and related technologies	105	2.7	100	3.0	210	2.9	26,035	4.5	100	3.
Mathematics computer and physical sciences	0	0.0	15	0.5	20	0.3	5,015	0.9	10	0.
No specialization	2,525	64.7	2,245	68.1	4,770	66.3	358,910	61.7	2,165	64.
ources: 1996 Census, INAC Core and Custom Ta	ibulations (T05)							-		
2001 Census, INAC Core and Custom Ta	bulations (T1)									
lotes: 1) The 1996 numbers are derived since To opulations were taken from T22/T11 and the dif										al

-134-

						- L	6.0	1.1			2001			· ·		•						7.00	1996	S. X	
	R	egister R	ed Ind eserve		n	Re		ed Ind leserv	lians O e	ff	Tot	al Regi	stered	India	ns	•	Total F	opuk	ation ¹		Re	egister R	ed Ind eserve)n
School Attendance	1	Ma	le	Fem	ale		Ма	le	Fem	ae		Mal	•	Fen	ale		Mais) 	Ferra	ale		N٤	ale	Ferr	naie
	Total	#	%	*	%	Totai	*	%	#	%	Total	*	%	#	%	Total	#	%	¥	%	Tcta	#	ye.	#	%
Total	21,010	10,290	49 D	10 7 15	51.C	12,850	5,313	43.7	7,240	58.0	33 885	5,905	47.0	17,960	53.C	5,798,435	2,815,505	43.E	2,982,945	51.4	18 1 15	9,070	5D.1	€ ,£45	49
Not attending school full time	.8'79)	9,020	49.9	9 0 45	50.1	10,930	4,79)	40.7	6,170	58.3	29 020	3,81)	47.6	15,210	52.4	5,102,900	2,479,3'0	48.E	2,623,590	51.4	15 385	7,820	60.3	7,570	49.
Not attending school	'7,323	8,755	50 5	8 565	49.5	10,435	4,590	43.9	5,880	58.2	27 785	3,345	48.D	14,440	52.0	4,846,975	2,367,890	43.5	2,473,085	51.1	NA.	NA	NA	NA	N.
Attending school part time	74)	265	35 8	480	64.£	495	200	40.4	290	58.6	1 235	465	37.7	770	62.5	256,925	111,420	43.4	145,505	56.6	N.A	NA	NA	NA	N.
Attending school full time	2,35)	1,270	43 1	1 680	53.£	1,89D	325	43.7	1,070	58.6	4 845	2,095	43.2	2,745	53.7	696,53D	336,225	48.3	369,360	51.7	2 7 30	1,250	45.3	1,475	<i>{</i> 4.
Table 1.2: School Atte percentages indicate	endanc the dis	e, Reg tributi	istere: on of e	l India ach va	ns On- Iriable	Reserve	re, Off the tot	Reser al of n	ve and nale or	the to	otal of f	ition, N emale	ale a sopul	nd Fen ation)	nale,	2001; Re	gistered	India	ns On-Re	serve	1996 (lysis -	
Table 1.2: School Atte percentages indicate	the dis	tributio egister	on of e ed Ind	ach va ians O	riable	from	the tot egister	al of n ed ind	nale or lians O	the to	otal of fi 2001	emale	opul	ation)	nale,	2001; Re				serve		gister	1996 ed Ind	ians C	
Table 1.2: School Atte percentages indicate	the dis	tributio egister R	on of e ed Ind eserve	ach va ians O	n	from	the tot egister F	al of n ed ind leserv	nale or lians O e	ff	otal of fi 2001	emale) Registe	oopul	ation) dians		2001; Re	Total P	opuk	ation ¹			egister R	1996 ed Ind eserve	ians C	Dn
Table 1.2: School Atte percentages indicate School Attendance	the dis	stributio egister R	ed Ind eserve	ach va ians O Fem	n ale	from 1 Re	the tot egister F	al of n ed Ind leserv	nale or lians O e Fem	ff ae	otal of fi 2001	emale Registe Mai	opul red In	ation) dians Fem	ale		Total P Nala	opuk	ntion ¹ Ferra	ıla	Re	egister R Ma	1996 ed Ind eserve	ians () Fem) n nale
percentages indicate School Attendance	the dis R To:al	stributio egister R Ma	ed Ind eserve is %	ach va ians O e Fem ≭	n ale %	from 1 Re Total	ihe tot egister Ma z	ed Ind leserv le %	nale or lians O e Fem #	ff ae %	otal of fr 2001 I	emale Registe Mai	red In %	ation) Idians Fam	ale %	Total	Total F Nal:	opuk	ation ¹ Ferra	113 %	Re Tcta	egister R Ma	1996 ed Ind eserve lle %	ians () ; Fem #)n naie %
percentages indicate School Attendance	the dis R Total 21,010	tributio egister R Ma # 10,290	ed Ind eserve is % 100 0	ach va ians O Fem ¥ 10715	n ale % 10).(From 1 Re Total 12,850	egister F Ma \$,310	ed Ind leserv le % 100.0	lians O e Fem # 7,240	ff ae % 100.0	otal of fr 2001 ⁻ c:al 33 885	Registe Mai *	red In * %	dians Fam 17,960	ale % 100.0	Total 5,798,435	Total F Naiz # 2,£15,536	opuk , % 100.(nt ion ¹ Ferra ¥ 2,982,\$46	il∋ % 100.0	Re Tcta 18 115	gister R Va # 9,070	1996 ed Ind eserve serve % 100.0	ians () Fem # 3,(46)n nale % 1(0.0
percentages indicate School Attendance Total Not attending school full time	the dis R Total 21,010 -8,060	tributi egister R 10,290 9,020	ed Ind eserve is % 100 0 37 7	ach va ians O Fem ¥ 10715 9045	n ale % 103.C 84.4	From 1 Re Total 12,850 10,930	the tot egister R Ma 5,310 4,790	ed Ind eservi le % 100.0 85.4	nale or lians O e Fem # 7,240 6,170	ff ae % 100.0 85.2	2001 2001 -or.al 33 985 29 020	emale Registe Mai \$,905 (3,813	red In * * * * * *	ation) dians Fam # 17,960 15,210	ale _% 100.c 84.7	Total 5,798,485 5,102,930	Total P Nai: # 2,£15,535 2,479,3*0	Popula % 100.c 83.1	at ion ¹ Ferra ≠ 2,982,¢46 2,623,¢90	li∋ % 100.0 88.0	Re Tcta 18 115 15 385	egister R ¥ \$.070 7,820	1996 ed Ind eserve lie % 100.3 *8.2	ians () Fem # 3,(46 7,(70)n male % 1(0.1 83.7
School Attendance Total Not attending school	Total 21,010 8,060 '7,320	tributi egister R Ma # 10,290 9,020 8,755	ed Ind eserve eserve b 377 351	ach va ians O 9 Fem 10715 9045 8565	n ale % 103.C 84.4 73.6	From 1 Re Total 12,850 10,930 10,436	the tot egister F Ma \$ 5,310 4,790 4,590	al of n ed Ind leserv ie % 100.0 85.4 81.8	nale or lians O e Fem ¢ 7,240 6,170 5,860	ff ae % 100.0 85.2 81.2	2001 2001 -cr.al 33 865 29 020 27 785	Registe Mai: 5,905 3,813 3,345	red In * * * * * * * *	ation) dians Fam # 17,900 15,210 14,440	ale % 103.(84.7 83.4	Total 5,798,435 5,102,900 4,846,975	Total P Val: # 2,£15,535 2,479,310 2,367,890	Popula % 103.(83.1 84.1	tion ¹ Ferra ≠ 2,982,€46 2,623,€90 2,473,€85	ti∋ % 100.0 88.0 83.1	Re Tcta 18 115	gister R Va # 9,070	1996 ed Ind eserve % 100.3 *8.2 NA	ians 0 Fem # 3,046 7,570 NA)n naie %
percentages indicate School Attendance rota Not attending school full time	the dis R Total 21,010 -8,060	tributi egister R 10,290 9,020	ed Ind eserve is % 100 0 37 7	ach va ians O Fem ¥ 10715 9045	n ale % 103.C 84.4	From 1 Re Total 12,850 10,930	the tot egister R Ma 5,310 4,790	ed Ind eservi le % 100.0 85.4	nale or lians O e Fem # 7,240 6,170	ff ae % 100.0 85.2	2001 2001 -or.al 33 985 29 020	emale Registe Mai \$,905 (3,813	red In * * * * * *	ation) dians Fam # 17,960 15,210	ale _% 100.c 84.7	Total 5,798,485 5,102,930	Total P Nai: # 2,£15,535 2,479,3*0	Popula % 100.c 83.1	at ion ¹ Ferra ≠ 2,982,¢46 2,623,¢90	li∋ % 100.0 88.0	Re Tcta 18 115 15 385 NA	egisteri R # 9,070 7,520 NA	1996 ed Ind eserve lie % 100.3 *8.2	ians () Fem # 3,(46 7,(70	0n 381e 560 100 833 N
School Attendance Total Not attending school full time Attending school part time	R Total 21,010 '8,060 '7,320 740	tributio egister R Ma # 10,290 9,020 8,755 285	ed Ind eserve b 100 0 37 7 36 1 26	ach va ians O Fem 10715 9045 8565 480	n ale % 10).(84.4 73.(4.5	From 1 Re Total 12,850 10,930 10,435 495	egister F Ma 5,310 4,790 4,590 200	al of n ed Ind leservi ile % 100.0 85.4 81.8 3.6	nale or lians O e 7,240 6,170 5,860 200	ff ae % 100.0 85.2 81.2 4.0	2001 - or.al - or.al - 33 985 29 020 27 785 1 235	emale Registe Mai 5,905 3,813 -3,345 465	red In * * * * * * * * * * * * * * * * * * *	ation) dians Fam f 17,960 15,210 14,440 770	ale _% 10).(Total 5,798,485 5,102,930 4,846,975 258,925	Total P Ival: # 2,£15,535 2,479,310 2,567,890 111,420	90 pul 9% 100.C 83.1 84.1 4.C	ation ¹ Ferra ≭ 2.982.€45 2.623.€90 2.473.€85 145.€05	l∃ % 100.0 88.0 83.1 4.9	Re Tcta 18 115 15 385 NA NA	egister R ¥ 9,070 7,820 NA NA	1996 ed Ind eserve % 100.0 \$6.2 NA NA	ians () Fem # 9.(46 7.570 NA NA	

QUEBEC - School Attendance

-135-

QUEBEC -Highest Level of Schooling

Table 2.1: Highest Level of Schooling, Registered Indians On-Reserve, Off-Reserve and Total Population, Male and Female, 2001; Registered Indians On-Reserve, Male and Female, 1996 (Horizontal Analysis - percentages indicate the gender distribution of each level of schooling)

											2001										1.1.2		1996	Ъ.,	
•	Re		d Ind serv	lians O e	n	Re	gistere Re	d Indeserve		Th	Tota	il Regi	stere	d India	ans		Total Po	opula	tion ¹		Re	-	ed Ind eservi		On
Highest Level of Schooling	Tctal	Ma	e	Fen	ala	Totel	Via	ê	Fen	ale	Totel	Mel	e	Fen	ale	Tota	Mae	222	Ferna	le 🛛	Total	Na	sle	Fei	τsle
ingliest Level of Schooling	TELOI	#	*	*	58		#	*	#	%	1.00	#	*	#	46		t,	%	#	%	1	#	%	*	*
Tota	21.0 10	°0.2€0	4€.9	10 716	51 0	2,865	č.6'5	43.7	7,240	56.3	33,360	15,905	47.3	17 96)	€3.C	€,708,4€0	2,815,540	45.6	2,982,645	- 61.4	13 115	9.065	ő[.9	6,060	ć0.
Less then high school graduation certificate	13,090	6,5CD	46.7	3 590	5) 3	¢,265	2,200	4.3	3,06D	58.1	18,355	8,095	47.4	9 655	£2.€	1,830,575	892,285	4€.7	\$38,295	£1.3	12 425	6,245	őC.3	€,175	40.
High School graduation certificate only	1,210	505	4Ć.D	055	541	2,120	9.5	43.2	1,205	56.3	3,335	1,475	44.2	1 865	¢5.§	995,865	448,57	44.8	549,295	£5.2	979	420	45.3	55D	C6.
High School graduation certificate and some postsecondary	1,980	\$15	41.2	1 169	63 6	1,240	585	46.3	675	54.4	3,220	1,389	42.3	1 840	\$7.1	591, 40	248,3*6	46.6	:52,770	CD.4	2 125	\$75	46.0	1,145	£3.
Trades certificate or diplome	2,495	1,560	65.3	915	337	1,260	795	54.7	560	46.7	3,785	2,285	69.4	1 505	3.00	625,575	368,380	58.9	250,690	41.1	1 535	1,(40	67.8	495	32.
College certificate or discrite	1,575	505	4C.4	815	59 3	1,770	790	44.3	DED	55.4	3,146	1,359	42.3	1 795	\$7.1	844,500	379,365	4 €.\$	474,400	č8.2	739	275	38.3	425	£0.
University certificate or dipoma	265	£6	36.8	179	642	265	I.D	43.1	146	6.8¢	529	219	40.4	315	£0.¢	188, 45	76,4IC	40.1	12,730	(8.9	NA	N.A.	NA	NA	N
University degree ²	¢00	·c0	31.7	405	67 5	\$1D	300	36.3	585	64.3	1.519	529	34.4	99)	£5.£	\$*2,65D	414,160	51.9	398,490	49.0	339	110	3[.6	265	70.

Table 2.2: Highest Level of Schooling, Registered Indians On-Reserve, Off-Reserve and Total Population, Male and Female, 2001; Registered Indians On-Reserve, Male and Female, 1996 (Vertical Analysis - percentages Indicate the distribution from the total of male or total of female population)

	P	1.16					A. C.		11.	-	2001						6.1			- 73			1996	1.1	
	Re	gistere Ro	d Ind)n	Re	gistere Re	ed Ind eservi		Diff	Tota	l Regi	stere	d Indi	ans		Total P	opula	tion ¹		Re	-	ed Inc eserv		On
Highest Level of Schooling	Tctal	Me	-	Fen	-	Total	Vie	e	Fen	nale	Totel	Me	-	Fer	-	"ota	Mae	E. 24	Fene	le	Total	N	Ele	Fet	rele
		#	*	*	×.		ţ.	%	#	%		#	*	#	%		*	%	#	%		*	%	*	*
ota	21,010	10,260	100.0	13 715	103 D	3,655	6.6 5	199.3	7,240	100.0	33,369	15,995	100.0	17 963	°CD.C	C,708,46D	2,815,540	19C.9	2,982,545	100.9	13 115	9,005	10C.9	£,05D	ICD.
Less then high school graduation dentificate	13,000	6,5CD	65.2	3 599	61.6	č,205	2,290	39.2	3,060	42.3	18,355	8,695	64.7	9 005	£3.£	1,630,575	802,285	21.7	\$38,295	\$1.6	12 425	6,245	66.9	6,176	£8.
High School graduation certificate only	1,210	626	6.4	055	31	2,120	9.0	16.3	1,16	16.3	3,335	1,475	9.3	1 805	10.4	005,665	440,5"[9.31	649,295	18.4	879	<20	4.6	550	6.
High School graduation certificate and some postsecondary	1,580	615	7.9	1 169	1) 8	1,240	565	16.1	675	9.3	3,229	1,389	\$.7	1 840	10.2	501,140	240,375	8.3	252,770	8.5	2 125	\$75	10.0	1,145	12.
Tracies certificate or diplorra	2,405	1,660	16.4	81 6	36	1,260	796	12.3	éco	D,1	3,786	2,286	14.4	1 605	8.4	\$25,676	360,380	·s.I	256,690	8.6	1 636	1,040	11.5	496	6.
Colege certificale or discma	1,375	665	£.4	915	78	1,770	790	14.1	960	10.5	3,146	1,350	9.5	1 705	10.C	844,530	379,355	15.1	474,490	15.6	739	375	5.0	425	4.
University certificate or dipicma	205	£5	C.9	179	18	265	1.0	20	145	2.3	529	219	• 3	315	1.8	188. 45	75,4IC	2.7	12,730	3.8	NA	NA	NA	NA	M
University degree ²	£00	.60	1.\$	405	38	9 10	300	6.7	685	\$.1	1,510	520	2.3	99)	5.¢	8-2,660	414,160	27	398,490	13.4	339	110	1.2	265	2
Sources: 1996 Census, INAC Core and Custom Tabulat	ions (Ti	6)					•																		
2001 Census, INAC Core and Custom Tabulati	ians (T2	-2)																							
lote: 1) Total Population refers to the population of th	e provin	CB ezel	uding	Regist	ered in	diane t	o elimi	nate d	oubie	counti	ng														
2) "University degree" includes Undergraduate, G											-								1				ō		

-136-

QUEBEC	-Major	Field	of Study
--------	--------	-------	----------

Table 3.1: Major Field of Study, Registered Indians On-Reserve, Off-Reserve, Total Registered Indians and Total Population, 2001; Registered Indians On-Reserve, 1996.

									6 ¹
	Indians On erve		Indians Off erve		gistered ans	Total Pop	ulation ²	Registered Rese	
То	tal	To	tai	To	tal	Tot	ai	To	.al
#	%	#	%	#	%	#	%	#	%
21,010	100	12,855	100	33,865	100	5,798,485	100	18,115	100
730	3.5	390	3.0	1,120	3.3	261,090	4.5	465	2.6
145	0.7	310	2.4	455	1.3	152,705	2.6	105	0.6
240	1.1	340	2.6	585	1.7	192,395	3.3	155	0.9
790	3.8	535	4.2	1,325	3.9	231,600	4.0	465	2.6
845	4.0	925	7.2	1,770	5.2	568,520	9.8	510	2.8
210	1.0	195	1.5	400	1.2	126,465	2.2	140	0.8
40	0.2	70	0.5	110	0.3	102,150	1.8	30	0.2
1,445	6.9	975	7.6	2,420	7.1	500,135	8.6	925	5.1
240	1.1	365	2.8	605	1.8	233,420	4.0	175	1.0
20	0.1	110	0.9	140	0.4	91,105	1.6	15	0.1
16,300	77.6	8,640	67.2	24,940	73.6	3,338,890	57.6	15,135	83.5
bulations (T05)									
bulations (T1)									
									tai
	Rese To To 21,010 730 145 240 790 845 210 40 1,445 240 16,300 bulations (T05) bulations (T1) 5 from the 1996	Reserve Total # % 21,010 100 730 3.5 145 0.7 240 1.1 790 3.8 845 4.0 210 1.0 40 0.2 1,445 6.9 240 1.1 20 0.1 16,300 77.6 bulations (T05) bulations (T1) 5 from the 1996 Census Is lin	Reserve Res Total Total Total Total # % # 21,010 100 12,855 730 3.5 390 145 0.7 310 240 1.1 340 790 3.8 535 845 4.0 925 210 1.0 195 40 0.2 70 1,445 6.9 975 240 1.1 365 20 0.1 110 16,300 77.6 8,640 bulations (T05) 5 5 bulations (T1) 5 5	Reserve Reserve Total Total # % # % 21,010 100 12,855 100 730 3.5 390 3.0 145 0.7 310 2.4 240 1.1 340 2.6 790 3.8 535 4.2 845 4.0 925 7.2 210 1.0 195 1.5 40 0.2 70 0.5 1,445 6.9 975 7.6 240 1.1 365 2.8 20 0.1 110 0.9 16,300 77.6 8,640 67.2 bulations (T05) 5 from the 1996 Census Is limited to the population who sp	Reserve Reserve Indi Total Total Total Total # % # % # 21,010 100 12,855 100 33,865 730 3.5 390 3.0 1,120 145 0.7 310 2.4 455 240 1.1 340 2.6 585 790 3.8 535 4.2 1,325 845 4.0 925 7.2 1,770 210 1.0 195 1.5 400 40 0.2 70 0.5 110 1,445 6.9 975 7.8 2,420 240 1.1 365 2.8 605 20 0.1 110 0.9 140 16,300 77.6 8,640 67.2 24,940 bulations (T05) 5 5 5 5 bulations (T1) 5 5	Reserve Reserve Indians Total Total Total Total # % # % # % 21,010 100 12,855 100 33,865 100 730 35 390 3.0 1,120 3.3 145 0.7 310 2.4 455 1.3 240 1.1 340 2.6 585 1.7 790 38 535 4.2 1,325 3.9 845 4.0 925 7.2 1,770 5.2 210 1.0 195 1.5 400 1.2 40 0.2 70 0.5 110 0.3 1,445 6.9 975 7.8 2,420 7.1 240 1.1 365 2.8 605 1.8 20 0.1 110 0.9 140 0.4 16,300 77.6 8,640 67.2 <td>Reserve Reserve Indians Foral Point Total Total Total Total Total Total # % # % # % # % # 21,010 100 12,855 100 33,865 100 5,798,485 730 3.5 390 3.0 1,120 3.3 261,090 145 0.7 310 2.4 455 1.3 152,705 240 1.1 340 2.6 585 1.7 192,395 790 3.8 535 4.2 1,325 3.9 231,600 845 4.0 925 7.2 1,770 5.2 568,520 210 1.0 195 1.5 400 1.2 126,465 40 0.2 70 0.5 110 0.3 102,150 1,445 6.9 975 7.6 2,420 7.1 500,135 240<</td> <td>Reserve Indians Total Total Total Total Total Total Total # % # % # % # % 21,010 100 12,855 100 33,865 100 5,798,485 100 730 3.5 390 3.0 1,120 3.3 261,090 4.5 145 0.7 310 2.4 455 1.3 152,705 2.6 240 1.1 340 2.6 585 1.7 192,395 3.3 790 38 535 4.2 1,325 3.9 231,600 4.0 845 4.0 925 7.2 1,770 5.2 568,520 9.8 210 1.0 195 1.5 400 1.2 126,465 2.2 40 0.2 70 0.5 110 0.3 102,150 1.8 240 1.1 365 <t< td=""><td>Reserve Reserve Indians Total Total Reserve Total Total</td></t<></td>	Reserve Reserve Indians Foral Point Total Total Total Total Total Total # % # % # % # % # 21,010 100 12,855 100 33,865 100 5,798,485 730 3.5 390 3.0 1,120 3.3 261,090 145 0.7 310 2.4 455 1.3 152,705 240 1.1 340 2.6 585 1.7 192,395 790 3.8 535 4.2 1,325 3.9 231,600 845 4.0 925 7.2 1,770 5.2 568,520 210 1.0 195 1.5 400 1.2 126,465 40 0.2 70 0.5 110 0.3 102,150 1,445 6.9 975 7.6 2,420 7.1 500,135 240<	Reserve Indians Total Total Total Total Total Total Total # % # % # % # % 21,010 100 12,855 100 33,865 100 5,798,485 100 730 3.5 390 3.0 1,120 3.3 261,090 4.5 145 0.7 310 2.4 455 1.3 152,705 2.6 240 1.1 340 2.6 585 1.7 192,395 3.3 790 38 535 4.2 1,325 3.9 231,600 4.0 845 4.0 925 7.2 1,770 5.2 568,520 9.8 210 1.0 195 1.5 400 1.2 126,465 2.2 40 0.2 70 0.5 110 0.3 102,150 1.8 240 1.1 365 <t< td=""><td>Reserve Reserve Indians Total Total Reserve Total Total</td></t<>	Reserve Reserve Indians Total Total Reserve Total Total

-137-

.

ъ.

ONTARIO -School Attendance

Table 1.1: School Attendance, Registered Indians On-Reserve, Off-Reserve and Total Population, Male and Female, 2001; Registered Indians On-Reserve, Nale and Female, 1996 (Horizontal Analysis - percentages indicate the gender distribution of each variable)

	1.1					220	É.T.				2001	(. *	~			-		12	1		120	1	996		
	Re	gister R	ed Ind eserv		Dn	Re	gistere Re	ed Ind eserve		Off	Tot	al Reg	istere	d Indi	ans	-	Total Po	opula	tion ¹		Re	g is tere Re	ed Ind eserve)n
School Attendance		Ma	le	Fen	ale		Ма	le	Fen	ale	. 1.	Ma	e	Fem	ale	1.0	Male		Fema	e		Ma	le	Fem	ale
School Allendance	Total	#	86	#	%	Total	#	86	#	%	Total	#	%	#	%	Totai	#	%	#	%	Total	#	%	#	%
Total	26,245	13,160	5).1	13,090	49.9	50,090	21,6€0	4).3	28,400	56.7	76,340	34,845	46.6	41,490	54.3	8,971,695	4,347,305	48.5	4,624,400	51.5	20,325	10,360	51.0	9,960	49.0
Not attending school full tirre	23,180	11,690	5).4	11,490	49.6	42,345	18,295	4).2	24,050	56.8	65,515	29,990	45.8	35,535	54.2	7,922,411	3,832,255	48.4	4,0\$0,140	51.3	17,725	9,085	51.1	8,660	48.
Not attending school	22,080	11,315	51.3	10,745	48.7	39,530	17,370	43.9	22,180	58.1	81,585	28,685	46.5	32,905	53.4	7,489,805	3,846,810	48.7	3,843,790	51.3	NA	N.A.	NA	NA	N/
Atlending school part time	.120	375	33.5	745	66.5	2,815	825	32.9	1,890	87.1	3,830	1,305	33.2	2,630	66.8	432,806	186,445	43.1	246,350	56.9	NA	NÆ	NA	NA	N/
Attending school full time	3,070	1,465	47.7	1,800	52.1	7,750	3,40	43.9	4.355	56.2	10,815	4,865	45 D	5,955	55.1	1.049.300	515.040	49.1	534,260	50.3	2,800	1,295	46.8	1,300	50.

Table 1.2: School Attendance, Registered Indians On Reserve, Off Reserve and Total Population, Male and Female, 2001; Registered Indians On Reserve, Nale and Female, 1996 (Vertical Analysis - percentages Indicate the distribution of each variable from the total of male or the total of female population)

				te et i	1. 1	1.00	A. 6. 6	1.1			2001	•									101	1	996		5.
	Re	gister R	ed In eserv		Dn	Re	gistere Re	od Ind eservo)ff	Tota	al Regi	istere	ed India	ans		Total P	opula	tion ¹		Re	gistere Re	od Ind eserve		On
School Attendance		Ma	le	Fen	ale		Ma	le	Fen	ale	ž.	Mai	e	Fem	ale		Male		Fema	e	i.	Na	ile	Fen	nale
School Alternatice	Total	#	86	#	%	Total	#	88	#	%	Total	#	%	#	%	Total	*	%	#	%	Total	#	%	#	%
Total	26,245	13,160	103.0	13,090	100.0	50,090	21,8€0	103.0	28,400	100.0	76,340	34,845	100.0	41,490	100.0	8,971,695	4,347,305	100.0	4,624,400	100.)	20,325	10,360	100.0	9,960	100
Not attending school full tirre	23,180	11,690	83.8	11,490	87.8	42,345	18,295	84.3	24,050	84.7	65,515	29,990	86.1	35,535	85.6	7,922,411	3,832,255	88.2	4,0€0,140	88.4	17,725	9,065	87.5	8,660	86
Not attending school	22,060	11,315	83.D	10,745	82.1	39,530	17,370	83.1	22,160	78.0	61,585	28,685	82.3	32,905	79.3	7,489,605	3,645,810	83.9	3,843,790	83.1	NA	NA.	NA	NA	N.
Atlending school part time	120	375	2.8	745	5.7	2,815	925	4.3	1,890	8.7	3,930	1,305	3.7	2,830	8.3	432,808	186,445	4.3	248,350	5.3	NA	NA	NA	NA	N,
Attending school full time	\$,070	1,485	11.1	1,600	12.2	7,760	3,400	15.7	4,365	16.3	10,916	4,865	140	6,966	14.4	1,049,300	616,040	11.8	694,280	11.3	2,800	1,296	12.6	1,300	13.
Sources: 1996 Census, INA	C Core	and Cu	stom '	Tabulati	ions (T	22a)																			
2001 Census, INA	C Core	and Cu	stom 1	Tabulati	ions (T	2.21																			

-138-

ONTARIO -Highest Level of Schooling

Table 2.1: Highest Level of Schooling, Registered Indians On-Reserve, Off-Reserve and Total Population, Male and Female, 2001; Registered Indians On-Reserve, Male and Female, 1996 (Horlzontal Analysis - percentages Indicate the gender distribution of each level of schooling)

			(_ B		- 67		1.6				2	101	<u>.</u>	1.1									1996		
	R	•	ed in leserv	dians O re	חי	R	•	red In Reserv	dians O e	H	т	otal Re	egi s ter	e d In di	ans		Tatal I	Populati	ion'		Regis	tered l	ndians	On R	eserve
Web and Street and	Total	Ma	le	Fan	sle		M	ele	Fen	sie	Total	1/6	sia	Fer	nale	Total	Visie/	•	Fensi	e	Tota	Via	ic	Fe	naic
Highest Level of Schooling	FODE	*	\$5	*	*	Tota	*	%	*	%	100.81	#	%	*	%		*	%	#	%	IOIA	#	%	*	35
Total	28 250	13,155	ED.1	3,000	46.9	50 005	21,39C	40 0	23,403	65.7	76,335	34,800	46 7	41,495	544	3,071,735	4,347,22	43.6	4 824,395	5.€	21,326	10,363	215	2,235	49.0
Less than high school graduation certificate	14 625	7,575	€. 8	7,959	€2	29 '69	(.m	44 €	11,165	65.4	34,785	16,570	47 E	13,215	62 4	2,643,655	1,278,55	43.3	1 369,905	5.2	12,36	6,833	62.2	5,230	47.8
High School graduation certificate only	. 736	330	e 2	950	4 D	6 006	2,370	44 2	3,373	65.9	7,770	3,525	46 E	4,215	64 2	1,225,123	579,24	44.7	716,945	66 3	1,1€C	685	£C.S	530	48.7
High School graduation certificate and some costsecondary	2 746	1,250	46.5	1,409	543	8 825	2,375	40 €	3,845	65.3	9,570	÷,2:0	44 2	5,34)	55 8	1,005,450	433,7X	43.1	611,80)	5.6	2,370	1,115	46.8	1,255	63.0
Traces cart licate or diciona	0 260	2,340	62.6	1,225	37.6	5 680	2,305	63 7	2,685	45.3	8,840	6,006	67 C	3,835	43 0	\$39,275	543,1X	84.7	206,145	35 3	1,26	1,18)	€C.4	730	30.0
Colleg∋ certificata or diplome	3 666	1,150	51	610,1	62.5	7 006	2.34	33 6	5,185	65.2	.0'842	5,766	34 6	7.03)	86 ·	1,410,200	574,1X	4).7	036,035	60 G	1,476	645	36.6	236	83.4
University pertificate or diplome	829	35	26.4	235	7.A	685	170	39 1	395	67.0	885	255	28 8	6))	71.2	137,310	33,12	44.4	104,115	55 E	NA.	NA.	N.A.	N.A	NA
University degree ²	-499	135	20.7	339	67.3	39	1,240	3 00	1,875	63.2	3,610	1.405	386	2.233	60 9	1,533,723	336,24	63.8	778,483	40 2	276	195	38.2	170	61.8

Table 2.2: Highest Level of Schooling, Registered Indians On-Reserve, Off-Reserve and Total Population, Male and Female, 2001; Registered Indians On-Reserve, Male and Female, 1996 (Vertical Analysis - percentages indicate the distribution from the total of male or total of female population)

						5					20	01										-	1996		11
	R	~	ed ind	dians C e)n	R		ned Ind Reserv	lians C e	lf	Т	otal Re	gister	e d In di	ans		Talal	Populat	ion'		Regist	tered i	ndians	: On R	ese rve
Highest Level of Schooling	Total	Ma	ile	Fen	sle	Tota	М	sie	Fen	sle	Total	1/ie	le	Fer	nale	Total	Viale	e	Fansl	e	Tota	Vie	le	Fe	nsle
Highest Level of Schooling	1000	*	ų.	*	*	10.4	¥	۶R	*	¥.	10101	#	*	#	\$5	10101	*	×	#	%	1014	#	¥	#	*
Total	28 259	13,155	1691	'3,999	10C D	50 005	21,390	100 C	23,40)	103.0	76,035	34,800	100 C	41,495	.00 0	3,071,735	4,347,22	103.0	4 824,395	199 C	2,32	19,36)	1000	2,235	°00.
Less than high school graduation cartificate	14 625	7,575	67.£	7,050	55.9	20 '60	(.M	418	11,165	37.3	34,785	16,579	47€	13,215	43 9	2,843,555	1,278,55	29.4	1 360,005	20 €	12,068	6,833	2.53	3,230	62.
High School graduation certificate only	705	330	8£	859	€.5	6 005	2,370	22	3,373	11.0	7,770	3,566	.0 2	4,215	.0 2	1,295,193	579,2 4	13.3	716,045	.5 E	1,140	685	23	530	5 .
High School graduation certificate and some costsecondary	2 746	1,250	0.2	1,490	11.4	6 825	2.375	.37	3,845	10.6	9.570	4,2:0	121	5,343	.5 8	1,005,450	433,7¥	— II.İ.	622,60D	5	2,370	1.110	10.7	1,255	12.
Traces cart licate or diciona	3 269	2,340	15 £	1,225	6.4	5 580	2,305	36.	2,685	9.1	8,840	£,006	.44	3,835	0 2	\$39,275	540,13C	12.6	206, 45	8 4	1,200	1,18D	11,4	730	7.1
College certificate or diploma	3 685	1,150	8.7	1,015	14.6	7 806	2.34	.22	5,165	13.2	10,876	5,766	3.01	7,033		1,410,200	574,13C	13.2	836,035	*8 1	1,475	545	€2	335	9.
University pertificate or diploms	329	35	20	235	1.8	585	170	98	395	1.4	885	2:5	07	600	16	137,310	33,1 2	1.9	104,115	23	NA.	ħA.	N.A.	N.A	N
University degrae ²	-490	135	 2	330	25	32	1,24E	57	1,875	3.6	3,610	1,405	40	2,200	50	1,533,723	305,240	13.6	778,483	38.	Zit	105	1£	170	<u>.</u>
ources: 1998 Census, INAC Core and Custom Tabulati	ons (111	0														0									
2001 Census, INAC Core and Custom Tabulation	305 (T2-	2)																							
lates: 1) Total Population refers to the population of th	e provi	nce exc	luding	Registe	red inc	liens 10	dimin	ate dou	ble cou	nting															
2) "University degree" includes Undergraduate,	Graduat	e and P	net-ora	duste d	ienree:		1							******		Constant		~~~~~		*****					

-139-

ONTARIO -Major Field of Study

Table 3.1: Major Field of Study, Registered Indians On and Off-Reserve, Total Registered Indians and Total Population, 2001; Registered Indians On-Reserve, 1996.

			200	1				1996	1
•	the second second second second second second second second second second second second second second second se	•		Registered	Indians	Total Popu	lation ²	Registered In Reser	
Total	a second second	Total	1	Total	× .	Total		Total	1
#	%	#	%	#	%	#	%	#	%
26,245	100	50,035	100	76,340	100	8,971,700	100	20,325	100
975	3.7	1,505	3.0	2,475	3.2	377,350	4.2	665	3.3
175	0.7	970	1.9	1,150	1.5	216,760	2.4	145	0.
185	0.7	535	1.2	775	1.0	272,185	3.0	125	0.0
1,330	5.1	3,130	6.3	4,510	5.9	465,080	5.2	700	3.4
995	3.8	3,435	6.8	4,395	5.8	861,335	9.6	640	3.1
260	1.0	445	0.9	700	0.9	164,925	1.8	130	0.0
90	0.3	245	0.5	330	0.4	228,905	2.6	20	0.1
2,185	8.3	4,335	8.7	6,510	8.5	803,220	9.0	1,335	6.0
895	3.4	2,140	4.3	3,035	4.0	444,080	4.9	450	2.3
40	0.2	250	0.5	285	0.4	179,435	2.0	15	0.1
19,125	72.9	33,040	66.0	52,170	68.3	4,958,425	55.3	16,105	79.:
hulations (T05)									
oulations (T1)									
	Reservent Total # 26,245 975 175 185 1,330 995 260 90 2,185 895 40 19,125 pulations (T05)	# % 26,245 100 975 3.7 175 0.7 185 0.7 1,330 5.1 995 3.8 260 1.0 90 0.3 2,185 8.3 895 3.4 40 0.2 19,125 72.9	Reserve Reserve Total Total # % # 26,245 100 50,035 975 3.7 1,535 175 0.7 970 185 0.7 535 1,330 5.1 3,130 995 3.8 3,435 260 1.0 445 90 0.3 245 2,185 8.3 4,335 895 3.4 2,140 40 0.2 250 19,125 72.9 33,040	Registered Indians On Reserve Registered Indians Off Reserve Total Total # % # % 26,245 100 50,035 100 975 3.7 1,535 3.0 175 0.7 970 1.9 185 0.7 535 1.2 1,330 5.1 3,130 6.3 995 3.8 3,435 6.8 260 1.0 445 0.9 90 0.3 245 0.5 2,185 8.3 4,335 8.7 895 3.4 2,140 4.3 40 0.2 250 0.5 19,125 72.9 33,040 66.0	Reserve Reserve Registered Total Total Total Total # % # % # 26,245 100 50,035 100 76,340 975 3.7 1,535 3.0 2,475 175 0.7 970 1.9 1,150 185 0.7 535 1.2 775 1,330 5.1 3,130 6.3 4,510 995 3.8 3,435 6.8 4,395 260 1.0 445 0.9 700 90 0.3 245 0.5 330 2,185 8.3 4,335 8.7 6,510 895 3.4 2,140 4.3 3,035 40 0.2 250 0.5 265 19,125 72.9 33,040 66.0 52,170	Registered Indians On Reserve Registered Indians Off Reserve Registere Indians Total Total Total Total Italians 1 # % # % # % # % Italians 100 975 100 50,035 100 76,340 100 1.55 3.2 100 1.55 1.00 1.55 1.00 1.55 1.00 1.55 1.00 1.55 1.00 1.55 1.00 1.55 1.00 1.55 1.00 1.55 1.00 1.55 1.00 1.55 1.00 1.55 1.00 1.55 1.00 1.55 1.00	Registered Indians On Reserve Registered Indians Off Reserve Registere Indians Total Total Total Total	Registered Indians On Reserve Registered Indians Off Reserve Registered Indians Total Total	Registered Indians On Reserve Registered Indians Off Reserve Registered Indians Total Total Population2 Registered In Reserve Total Total Total Total Total Total Total Total Total Reserve Registered In Reserve # % # % # % # % # % # % # % # % # % # % # % # % # % # % # % # % # % # % # % # # % # # % # # % #

2) Total Population refers to population of the province excluding Registered Indians to eliminate double counting

-140-

MANITOBA -School Attendance

Table 1.1: School Attendance, Registered Indians On-Reserve, Off-Reserve and Total Population, Male and Female, 2001; Registered Indians On-Reserve, Male and Female, 1996 (Horizontal Analysis - percentages indicate the gender distribution of each variable)

	1.1									2	001										1.1		1996		
	Re	egister R	ed Inc eserv		n	Re	•	ed Ind eservi	lians (e	Dff	Tot	al Reg	istere	d India	ns		Total F	opula	ation ¹	Con	R	egister R	ed Ind eserve		n
School Attendance		Ma	le	Fem	ale		Ma	le	Fer	ale		Mai	e	Ferna	ale		Mal	8	Fena	ale		Ma	le	Fem	ale
action Alternatice	Total	*	%	t.	%	Total	#	%	ŧ	%	Total	*	%	#	%	Total	#	%	ŧ	%	Total	¥	%	#	%
Totel	30,615	15,680	51.2	14,335	48.8	24,035	9,680	40.2	14,375	59.8	54,650	25,340	46.4	29,305	53.8	814,635	397,520	48.8	417,150	51.2	27,945	14,475	51.8	12,475	48.:
No: attending school full time	26,170	13,640	61.7	12,325	48.2	19,280	7,675	30.3	11,600	60.2	45,450	21,220	46.7	24,230	62.3	732,445	366,645	48.7	375,806	61.3	24,125	12,666	62.0	11,670	48.
Not attending school	25,360	13,225	52.1	12,130	47.8	17,825	7,200	40.4	10,620	59.6	43,185	20,425	47.3	22,755	52.7	693,735	339,950	49.0	353,820	51.0	NA	NA	NA	NA	N/
Attending school part time	810	315	38.3	405	81.1	1,455	475	32.3	980	67.4	2,265	795	35.1	1,475	85.1	38,630	6,695	43.2	21,985	58.8	NA	NA	NA	NA	N/
Attending school full time	4 445	2,135	48.)	2,310	52.0	4,750	1,685	41.3	2,770	58.3	9,200	4,120	44.8	5,075	55.2	82,215	40,870	49.7	41,350	50.3	3.82)	1,920	50.3	1.905	49.

Table 1.2: School Attendance, Registered Indians On-Reserve, Off-Reserve and Total Population, Male and Female, 2001; Registered Indians On-Reserve, Male and Female, 1996 (Vertical Analysis - percentages indicate the distribution of each variable from the total of male or the total of female population)

	•	1.1						1	44.5	2	001			2.4									1996	12.1	
	Re	egister R	ed Inc eserv)n	Re	egistere Ru	ed Inc eserv)fí	Tot	tal Reg	istere	d India	Ins		Total F	opula	ntion ¹	•	Re	÷ _	ed Ind eserve	ians O e	n
- School Attendance		Ma	le	Fer	nale		Ma	e	Fer	ale	1	Mai	e	Fern	ale		Mai	B	Fene	ale		Ma	ie	Fern	ale
School Attendance	Total	*	%	*	%	Total	#	%	#	%	Total	*	%	#	%	Total	#	%	*	%	Total	¥	%	#	%
Totel	30,615	15,680	100.)	14,935	100.0	24,035	9,660	100.)	14,375	C 00.	54,850	25,340	100.0	29,305	100.0	814,635	397,520	100.0	417,150	100.0	27,945	14,475	100.0	13,475	100.0
No: attending school full time	26,170	13,540	86.4	12,325	84.5	19,280	7,675	79.5	11,600	80.7	45,450	21,220	83.7	24,230	82.7	732,445	356,645	89.7	375,805	90.1	24,125	12,555	8£.7	11,570	85.9
Not attending school	25,360	13,225	84.3	12,130	81.2	17,825	7,200	74.5	10,620	73,9	43,185	20,425	80.6	22,755	77.8	693,735	339,950	65.5	353,820	84.8	NA	NA	NA	NA	NA
Attending school part lime	810	315	2.J	495	3.3	1,455	475	4.3	98D	6.8	2,265	795	3.1	1,475	\$.D	38,630	6,695	4.2	21,985	5.3	NA	NA	NA	N.A	NA
Attending school full time	4,446	2,135	13.3	2,310	15.5	4,750	1,985	20.5	2,770	19.3	9,200	4,120	16.3	5,075	17.3	82,215	40,870	·0.3	41,350	9.9	3,82)	1,920	13.3	1,905	14.1
Sources: 1996 Census, INA	C Core a	and Cus	tom T	abulatic	ons (T2	2a)								5											
2001 Census, INA	C Core a	and Cus	tam Ta	abulatio	ins (T2	-2)																			

-141-

MANITOBA - Highest Level of Schooling

Table 2.1: Highest Level of Schooling, Registered Indians On Reserve, Off-Reserve and Total Population, Male and Female, 2001; Registered Indians On Reserve, Male and Female, 1996 (Horizontal Analysis - percentages Indicate the gender distribution of each level of schooling)

										2	001											1	996		
	Re	-	ed Ind eserve	ilans O	n	Re	•	ed In leserv	dlans ('e	Diff	Tota	al Regi	stere	d India	ons		Total F	Popula	ation ¹		Re	gistere Re	ed in d serve)n
Highest Level of Schooling	Total	Ma	e	Fem	ale	T	M	ale	Fer	ale	Tctal	Ma	e	Fen	ele	Total	Mak	3	Ferre	ile		Ma	le	Fen	ale
nignesi Level of Schooling	ICCOL	#	%	*	*	Total	*	%	#	%	ICTAI	*	*	*	*	10.41	*	%	#	%	-ota	#	%	#	%
'ota	33,615	15,68)	£1.2	14,936	48.3	24,035	9 006	40.2	·=,370	£9.6	54 058	25,340	46.4	29,310	53.0	814,036	397 620	43.8	4 7, 60	61.2	27,945	-,475	51 8	13,470	432
Less than high school graduation certificate	21,210	11,235	2.63	0.970	47.3	12,326	6 350	417	7,476	68.0	34 005	10,585	48.7	17,445	513	297,735	143 310	49.8	146,460	50.2	20,160	°C,065	528	8,615	472
High School grequetion certificate only	1,035	615	48.4	870	51.3	· .75t	700	39.9	1,060	€0.4	3 446	1,515	44.0	1,925	56.9	95,126	45 116	47.4	46,965	52.0	1,225	570	405	650	57.1
High School grecuetion certificate and some postsecondary	2,735	1,265	45.5	1,480	54.1	3,25C	1 205	37.1	2.050	€3.1	5 990	2,460	41.1	3.625	58.8	92,115	44 078	47.3	46,050	52.7	5,120	1,500	481	1,625	52.1
Trades certificate or dictoria	2,350	1,400	69.5	905	40.3	2,2.6	1 180	61.3	1,005	48.7	4 536	2,580	50.3	2,000	43.6	83,956	55 8 3 0	62.7	35,165	37.3	1,6€0	1,005	81 2	650	33.5
College certificate cr ciploms	1,570	(2)	3.80	946	30.2	2,500	708	31.6	1,705	68.2	4 0 36	1,416	34.8	2,665	66.3	103,636	41 636	37.9	05,036	82.	1,296	640	437	£95	63.2
University certificate cr cipiona	356	12)	3.63	230	34.3	320	100	31.3	215	67.2	670	220	32.8	-45	60.4	13,730	7 950	42.3	028,3*	67.7	AV A	VA.	NA	N.A.	1.9
University degree ²	726	233	32.6	476	37.4	1.170	340	29.1	030	70.C	1 870	505	30.2	1.510	70.1	111,336	54 736	49.1	56,820	60.0	500	•70	340	335	67.0

Table 2.2: Highest Level of Schooling, Registered Indians On-Reserve, Off-Reserve and Total Population, Male and Female, 2001; Registered Indians On-Reserve, Male and Female, 1996 (Vertical Analysis - percentages indicate the distribution from the total of male or total of female population)

			1.1					1.7		2	001							÷.,	5			1	996	1	1
	Re	-	ed Ind eserve	ians O	n	Re	-	ed Ind eserv	tians () e	ff	Tot	al Reg	iste re	d India	ans	-	Total I	Popula	ation ¹	1.	Re	gistere Ri	ed Ind eserve		Dn
Highest Level of Schooling	Total	Ma	le	Fen	aic	Triel	M	els	Fen	alə	Tctal	Ма	c	Fem	ele	To:al	Mai	8	Ferre	sie	-ota	t/a	iic	Fer	nale
	1 GAM	#	%	*	*	1.5.01	#	%	#	*6	- Certer	#	*	¢.	%	10.01	*	%	#	%	01.0	#	*6	#	ž
Tota	33,615	15,683	1.01 [°]	14,935	100.0	24,305	9 005	100 D	°≤,070	-CO.C	54 050	25,340	100.0	29,210	100 D	814,035	387 528	102.0	4'7,'60	100.0	27,045	·=.475	100 0	13,470	100.0
Less then high school graduation certificate	21,210	11,235	71.7	9,970	30.3	12,326	6 350	55.4	7,475	€2.£	34 0 36	10,585	85.4	17,445	59.5	297,755	148 310	37.3	146,400	35.8	20,160	°C ,865	737	9,615	77.6
High School greeution certificets only	1,635	€15	5.2	870	6.3	.76e	700	72	1,000	7.4	3 446	1,515	6.0	1,£25	6.6	95,135	45 116	11.3	46,065	· 2.0	1,225	\$70	39	650	4.8
High School grecuetion certificate and some postsecondary	2,735	1,265	1.6	1,400	6.9	3,260	1 206	12.5	2,050	14.5	5 990	2,460	\$.7	3,625	12 D	90,115	44 070	11.1	46,000	1.8	5,120	1,600	10 4	1,625	12.1
Trades certificate or diploma	2,350	1,40)	8.6	906	8.5	2,2.6	1 180	12.2	1,056	7.2	4 636	2,580	10.2	2,000	6.8	83,956	65 830	14.0	35, '66	7.0	1,8€0	1,056	72	660	4.6
Colege certificata cr cipiona	1,570	£20	4.0	946	0.3	2,500	708	\$2	1,706	11.9	4036	1,416	6.0	2,665	9.1	109,636	41 536	13.5	850,30	16.3	1,296	640	37	605	5 52
University certificate or cipiona	356	12)	3.0	230	1.5	320	100	10	215	1.č	870	220	0.9	445	1.5	13,730	7 950	2.0	020,1	2.0	VA	VA	NA	NA	. 4/
University deçree ²	736	233	1.6	475	3.2	170	340	3.5	030	5.8	1 870	505	2.2	1,910	4.5	111,306	54 736	13.8	6E,020	.3.0	600		12	\$35	2.4
Sources: 1996 Census, INAC Core and Custom Tabulati	ons (111																								
2001 Census, INAC Core and Custom Tabulation																									
Note: 1) Total Population refers to population of the pro 2) "University degree" includes Undergraduate, G						to elimi	nate d	ouble	counting	9															

-142-

MANITOBA -Major Field of Study

Table 3.1: Major Field of Study, Registered Indians On-reserve, Off-reserve, Total Registered Indians and Total Population, 2001; Registered Indians On-reserve, 1996.

				200	1	e • 12 - 14		5	1996	;1
	Registered In Reserv		Registered In Reserv		Total Regi India		Total Popu	lation ²	Registered Ir Reser	
Major Field of Study	Total	5	Total		Total	1.000	Total	10 A	Tota	
Majur Fleid of Study	#	%	#	%	#	%	#	*	#	%
Total	30,315	100	24,035	100	54,650	100	814,665	100	27,945	100
Educational, recreational and counselling services	1,125	3.7	850	3.6	1,985	3.6	39,270	4.8	965	3.5
Fine and applied arts	75	0.2	210	0.9	285	0.5	17,515	2.1	85	0.3
Humanities and related fields	145	0.5	270	1.1	415	0.8	16,955	2.1	90	0.3
Social sciences and related fields	390	2.3	935	4.1	1,690	3.1	29,755	3.7	595	2.1
Commerce management and business administration	350	2.8	1,325	5.5	2,170	4.0	69,395	8.5	720	2.6
Agricultural, blological, nutritional and food science	165	3.5	210	0.9	380	0.7	17,920	2.2	130	0.6
Engineering and applied sciences	10	0.C	35	0.1	40	0.1	9,520	1.2	10	0.0
Applied science technologies and trades	1,315	4.3	1,435	6.2	2,800	5.1	71,235	8.7	1,055	3.6
Health professionals and related technologies	565	1.8	745	3.1	1,310	2.4	47,445	5.8	400	С. 4
Mathematics computer and physical sciences	20	0.1	55	0.2	70	0.1	9,310	1.1	10	0.0
No specialization	25,355	83.8	17,850	74.3	43,505	79.6	486,340	59.7	23,890	85.5
Sources: 1996 Census, INAC Core and Custom To	abulations (TOS)					-				
2001 Census, INAC Core and Custom Te	abulations (T1)									
Notes: 1) The 1996 numbers are derived since T populations were taken from T22/T11 and the dif										al
2) Total Population refers to population of					and a second second second second second second second second second second second second second second second				-	Alternation of the second seco

-143-



Table 1.1: School Attendance, Registered Indians On-Reserve, Off-Reserve and Total Population, Male and Female, 2001; Registered Indians On-Reserve, Male and Female, 1996 (Horizontal Analysis - percentages indicate the gender distribution of each variable)

					<u>.</u>		1.1		12.5		2001	~		_			4			5	1.00		996	1.	
	Re	~	ed ind serve	lians C 1 ²)n	Re	gistere Re	d Ind serve)ff	Tot	al Regi	stera	d India	ns		Total P	opula	ntion ¹		Re	egistere Re	ed Indi serve ²		n
School Attendance	Total	Ма	le	Ferr	nele	Tota	Mal	e	Ferr	ale	Tutol	Mal	e	Fen	ale	Tetal	Mal	e i	Fena	ale	Tutal	Mε	le	Fem	ale
School Allendance	TU.ai	#	%	#	%	i Jia	#	%	#	%	Total	#	%	*	%	Total	#	%	7	%	Total	#	%	#	%
[otal	25,575	12,980	50.4	12,665	49.6	21,985	9,625	41.9	1336)	59 1	46,560	22,500	46.3	26,060	53.7	706,960	346 290	49.0	366,675	510	21,900	1,130	51.5	10,610	48.7
Not attending school full time	20,310	10,620	61.6	9,995	48.6	17,460	7,376	42.3	10,075	677	38,066	16,000	47.3	20,066	62.7	627,610	306 660	48.9	320,760	611	16,050	9,430	52.2	9,615	47.7
Not attending school	20,010	10,355	51.7	9,660	48.3	16,525	7,130	43.1	¢,395	56 9	36,540	17,490	47.9	19,050	52.1	604,610	297 395	49.2	307,410	50.6	NA	NA	NA	NA	NA
Attencing school part time	300	265	44.2	335	55.6	925	245	28.5	66)	735	1,525	510	33.4	1,015	66.8	22,600	9 455	41.5	15,340	58 5	N₽	NA	NA	NA	N/
Attending school full time	4,365	2,265	46.6	2,700	54.4	5.535	2.240	40.5	3.295	59 5	10.500	4,505	42.9	5.990	57.0	78.355	39 435	49.7	38.920	50 3	3.75L	1.730	48.6	1,995	53.

Table 1.2: School Attendance, Registered Indians On-Reserve, Off-Reserve and Total Population, Male and Female, 2001; Registered Indians On-Reserve, Male and Female, 1996 (Vertical Analysis - percentages indicate the distribution of each variable from the total of male or the total of female population)

										1	2001												996		
	Re	egister Re	ed Ind serve		Dn	Re	gistere Re	ed Ind eserve		Dff	Tot	al Regi	istere	d India	ns		Total P	opula	ntion ¹	1	Re	gistere Re	ed Ind serve		n
School Attendance	To:al	Ма	le	Fen	nsle	Tota	Ma	le	Fern	nale	Total	Mal	e	Feir	ale	Total	Mal	e	Feine	ale	Total	Ma	le	Fern	nale
School Allenhance	10.01	#	*	*	%	1 Jta	#	%	#	%	TULAI	#	%	*	%	TOLAI	*	%	#	%	Total	#	%	#	%
folal	25,575	12,980	100.0	12,695	108.0	22.985	9,625	100.0	12,360	100 0	48,560	22,500	100 D	26,060	0 00.	706,960	346 290	000	360,675	100 0	21,900	1,100	100.0	10,610	100
Not ettending school full time	20,310	10,620	82.5	9,995	78.7	17,450	7,375	76.6	10,075	754	38,065	16,300	60 D	20,065	77 D	627,610	306 850	88.8	320,750	88 9	18,050	9,430	34.3	8,615	81.
Not attending school	20,010	10,355	60.4	9,660	70.1	10,525	7,130	74.1	£,395	703	36,540	17,490	77.7	19,050	73.1	604,610	297 365	65.9	307,410	95 2	NA.	NA	NA	NA	N
Attencing school part time	300	205	2.1	335	2.6	625	245	2.5	66)	51	1,525	510	2.3	1,015	3.9	22,900	6 455	2.7	15,340	37	NA	NA	NA	NA	N/
Attending school full fime	4,365	2,265	17.6	2,700	2.3	6,535	2,240	23.3	\$,265	247	10,600	4,505	20 D	5,990	23 D	76,355	39 435	11.4	3€,920	11.1	3,760	1,730	16.7	1,695	18.
Sources: 1996 Census, INA	C Core a	ind Cus	torn Ta	obulatio	ons (T22	?a)										-			-	2					
2001 Census, INA	C Core a	nd Cus	tom Ta	bulatio	ns (T2-	2)	• • • • • • • • • • • • • • • • • • •																		

been considered as reserve communities in the 1996 and 2001 Census and have therefore been included in the on-reserve court.

-144-

,

SASKATCHEWAN -Highest Level of Schooling

Table 2.1: Highest Level of Schooling, Registered Indians On-Reserve, Off-Reserve and Total Population. Male and Female, 2001; Registered Indians On-Reserve, Male and Female, 1996 (Horizontal Analysis - percentages indicate the gender distribution of each level of schooling)

					_			100	5.6	20	001	1.1		-	-				1.1				1996		
	Re	egisteri Re	ed Ind serve		n	Re	•	ed ind eserv	lians (e	Off	Tot	al Reg	istere	d India	ns		Total P	opul	ation1		Re	-	ed Ind serve	lians (³)n
Makent Level of Sekenling	"ota	Vəl	le	Fen	ale	Total	Ma	ale :	Fer	96	Total	Ma	e	Fen	ale	Total	Mal	Э	- 6m	a€	Total	Ma	le	Fen	ale
Highest Level of Schooling	ULS	#	%	#	%		#	%	*	%	TULA	#	%	#	%	ISIL	#	*	#	×	TULAI	*	%	*	%
Tota	25,575	12,376	50.3	12,695	49.5	22,650	0,320	41.8	13,3ED	6 .	43 530	22,000	46.3	26,155	\$3.7	730,305	346,290	46.0	363 630	51 D	21,600	11,190	51.3	C.0C5	48.6
Less then high school graduation certificate	15,800	8,35	52.7	7,613	47.4	1,500	5,200	45.2	6,325	£4.8	27 425	13,583	49.5	13,645	£0.5	279,385	135,835	51.8	130 150	482	14,695	7,735	52.6	£,860	47.0
High School graduator certificate only	1,750	320	46.9	\$3)	53.1	1,650	395	41.1	955	\$6.9	3 446	1,623	44.1	1,625	ć5.9	78,355	35,47E	5C.4	33 630	496	1,895	510	48.5	5ED	£3.0
High School graduation certificate and some postsecondary	2,650	14C	44.7	1,415	56.5	3,660	',40č	33.2	2,475	£3.\$	3 426	2,643	30.5	3,695	ć0.6	77,250	36,066	47.4	43 930	526	1,725	1,210	44.4	1,615	ć5.6
Trades certificate or diploma	2,725	· ,376	61.5	1,660	36.5	2,045	120	64.8	026	45.2	4 770	2,705	59.3	1,076	-1.4	010,00	64,326	6C.4	35 636	30.6	1,970	1,216	66 D	665	36.0
College certificate or diporta	1,635	595	36.4	1,045	33.9	1,000	350	33.7	1,275	£6.*	3 570	1,250	36.3	2,320	£5.0	36,746	26,700	32.3	63 046	677	\$40	390	41.5	5CD	66.
University certificate or diploma	~10	125	30.5	205	39.5	\$CD	105	27 D	JED	72.0	910	26)	26.3	650	71.4	20,255	7,320	3E.I	12 935	639	NA	NA	N.A.	NA	h.A
University degree ²	£30	170	27.0	-6)	73D	1.000	385	27.7	1.000	71.8	2 020	(6)	27.7	1.400	72.0	31,566	35,500	46.5	41 930	51 5	470	125	20.6	\$45	73.4

Table 2.2: Highest Level of Schooling, Registered Indians On-Reserve, Off-Reserve and Total Population, Male and Female, 2001; Registered Indians On-Reserve, Male and Female, 1996 (Vertical Analysis - percentages indicate the distribution from the total of male or total of female population)

				1			100			20	001			1	1	- 0-							1996		_
	Re	egisten Re	ed Ind eserve	-	n	Reg		ed Ind eservi	lians (e	Dff	Tot	al Reg	iste re	d India	ans	٠	Total F	popul	ation ¹		Re	gistera Re	ed Ind serve		Dn
Highest Level of Schooling	"ota	٧s	le	Fen	ale	Tolel	Ma	le	Fem	ae	Total	Ma	e	Fen	nale	Totel	Mal	e	=em	ae	Total	Ma	le	Ferr	nale
mgnest Level of Schooling	013	#	%	#	%	10101	#	%	*	%	1010	¢.	%	#	%	12101	#	*	#	%		#	%	*	%
ota	26,675	12,376	100.0	12,695	100 D	22,060	0,320	103.0	3,360	100.0	43 530	22,603	100.0	26,065	100.0	730,306)4€,28 €	100.0	363 630	100.0	21,600	11,190	100 D	10,805	.00
Less then high school greduction contribute	15,680	6,355	64.9	7,610	56.2	1,560	5,200	54.4	6,005	47.4	27 425	13,68)	30.4	13,645	£3.1	270,385	136,805	4C.4	130 130	36 1	14,695	7,735	60.1	E,960	ć5.
High School graduation certificate only	1,750	326	6.4	(3)	7.3	1,860	365	72	062	7.4) 446	1,620	\$.3	1,625	7.4	78,355	36,470	11.4	33 830	10 8	1,095	510	4.0	őED	5
High School graduation certificate and some postsecondary	2.650	.140	8.9	1,415	11.1	3,660	405	14.6	2.475	16.5	3 425	2,64)	11.3	3,685	14.6	77,950	36,665	10.7	43 930	114	2,725	1,210	10.8	1,615	14
Trades certificate or dioloma	2,725	.,37£	13.0	1,050	8.3	2,045	120	11.5	925	6.9	4 778	2,795	12.4	1,£75	7.0	39,310	54,325	16.7	35 635	9.0	1,870	1,215	10.9	DÉS	6
Colege certificale or dipona	1,635	59ć	4.6	1,045	82	1,930	350	38	1,275	9.5	3 570	1,253	5. 3	2,320	6.9	38,746	28,70C	8.3	6) 046	166	940	330	3.5	śćD	6
University certificate or diploma	<10	126	1.0	265	22	śCO	136	1.4	360	2.7	910	36)	1.2	650	2.5	20,255	7,320	5.1	12 935	36	NA	NA	NA	NA	N
University degree ²	£30	170	1.3	46)	3.8	1,000	380	40	1,000	7.6	2 020	(6)	2.5	1,480	5.8	31,566	36,660	11.4	41 030	116	470	126	1.1	345	3
Sources: 1996 Census, INAC Core and Custom Tabulatio																									
2001 Census, INAC Core and Custom Tabulation	ons (T2-2	2)																							
Note: 1) Tatal Population refers to population of the pro 2) "University degree" includes Undergraduate, Gi 3) Saskatchewan contain First Nations living on la	raduate (end Pas	t-grade	uate deg	rees					Ē.	nding 1	'rom Ind	dian an	d North	iern Af	fairs. Co	nsēque	ritly, ti	ı⊨se						

4

SASKATCHEWAN -Major Field of Study

Table 3.1: Major Field of Study, Registered Indians On-Reserve, Off-Reserve, Total Registered Indians and Total Population, 2001; Registered Indians On-Reserve, 1996.

			200	1				1996	;1
				•		Total Popu	lation ²		
Total		Total		Total		Total	1.0	Tota	
#	%	#	%	#	%	#	%	#	%
25,570	100	22,985	100	48,560	100	706,965	100	21,800	100
1,010	3.9	935	4.1	1,945	4.0	40,315	5.7	775	3.0
85	0.3	260	1.1	350	0.7	14,620	2.1	75	0.3
85	0.3	245	1.1	330	0.7	13,090	1.9	65	0.:
1,190	4.7	1,145	5.0	2,330	4.8	20,500	2.9	710	3.:
830	3.2	1,210	5.3	2,040	4.2	57,390	8.1	545	2.
235	0.9	235	1.0	470	1.0	18,510	2.6	175	0.0
20	0.1	25	0.1	50	0.1	5,505	0.8	- 10	0.0
1,390	5.4	1,250	5.4	2,645	5.4	63,010	8.9	1,195	5.
505	2.0	490	2.1	995	2.0	41,475	5.9	375	1.
15	0.1	45	0.2	60	0.1	6,015	0.9	10	0.
20,195	79.0	17,145	74.6	37,335	76.9	426,545	60.3	17,870	82.
hulatione (TBS)									
	Reserv Total # 25,570 1,010 85 85 1,190 830 235 20 1,390 505 15	# % 25,570 100 1,010 3.9 85 0.3 85 0.3 1,190 4.7 830 3.2 235 0.9 20 0.1 1,390 5.4 505 2.0 15 0.1 20,195 79.0	Reserve ³ Reserve Total Total # % # 25,570 100 22,985 1,010 3.9 935 85 0.3 260 85 0.3 245 1,190 4.7 1,145 830 3.2 1,210 235 0.9 235 20 0.1 25 1,390 5.4 1,250 505 2.0 490 15 0.1 45 20,195 79.0 17,145 <td>Registered Indians On Reserve³ Registered Indians Off Reserve Total Total # % # % 25,570 100 22,965 100 1,010 3.9 935 4.1 85 0.3 260 1.1 1,010 3.9 935 4.1 85 0.3 260 1.1 1,190 4.7 1,145 5.0 830 3.2 1,210 5.3 235 0.9 235 1.0 20 0.1 25 0.1 1,390 5.4 1,250 5.4 505 2.0 4300 2.1 15 0.1 45 0.2 20,195 79.0 17,145 74.6 <td>Registered Indians On Reserve³ Registered Indians Off Reserve³ Total Registered Indians Off Reserve Total Registered Indians Off Total Total Total Total Indians Off # % # % # Indians Off Indians Off # % # % # # # # 25,570 100 22,985 100 48,560 # # 1,010 3.9 935 4.1 1,945 #</td><td>Registered Indians On Reserve³ Registered Indians Off Reserve Total Registered Indians Total Total Total # % # % # % 25,570 100 22,965 100 48,560 100 1,010 3.9 935 4.1 1,945 4.0 85 0.3 260 1.1 330 0.7 85 0.3 245 1.1 330 0.7 1,190 4.7 1,145 5.0 2,330 4.8 830 3.2 1,210 5.3 2,040 4.2 235 0.9 235 1.0 470 1.0 20 0.1 25 0.1 50 0.1 1,390 5.4 1,250 5.4 2,645 5.4 505 2.0 430 2.1 995 2.0 15 0.1 45 0.2 60 0.1 20,195 79.</td><td>Registered Indians On Reserve³ Registered Indians Off Reserve Total Registered Indians Total Population Total Total Total Total Total Total # % # % # % # % 25,570 100 22,985 100 48,560 100 706,965 1,010 3.9 9.355 4.1 1,945 4.0 40,315 85 0.3 260 1.1 350 0.7 14,620 85 0.3 245 1.1 330 0.7 13,090 1,190 4.7 1,145 5.0 2,330 4.8 20,500 830 3.2 1,210 5.3 2,040 4.2 57,390 235 0.9 235 1.0 470 1.0 18,510 20 0.1 25 0.1 50 0.1 5,505 1,390 5.4 1,250 5.4 2,645 5.4 <t< td=""><td>Registered Indians On Reserve³ Registered Indians Off Reserve Total Registered Indians Total Population² Total Total</td><td>Registered Indians On Reserve³ Registered Indians Off Reserve Total Registered Indians Total Population² Registered In Reserve Total Total Total Total Total Total Reserve Total Reserve Reserve</td></t<></td></td>	Registered Indians On Reserve ³ Registered Indians Off Reserve Total Total # % # % 25,570 100 22,965 100 1,010 3.9 935 4.1 85 0.3 260 1.1 1,010 3.9 935 4.1 85 0.3 260 1.1 1,190 4.7 1,145 5.0 830 3.2 1,210 5.3 235 0.9 235 1.0 20 0.1 25 0.1 1,390 5.4 1,250 5.4 505 2.0 4300 2.1 15 0.1 45 0.2 20,195 79.0 17,145 74.6 <td>Registered Indians On Reserve³ Registered Indians Off Reserve³ Total Registered Indians Off Reserve Total Registered Indians Off Total Total Total Total Indians Off # % # % # Indians Off Indians Off # % # % # # # # 25,570 100 22,985 100 48,560 # # 1,010 3.9 935 4.1 1,945 #</td> <td>Registered Indians On Reserve³ Registered Indians Off Reserve Total Registered Indians Total Total Total # % # % # % 25,570 100 22,965 100 48,560 100 1,010 3.9 935 4.1 1,945 4.0 85 0.3 260 1.1 330 0.7 85 0.3 245 1.1 330 0.7 1,190 4.7 1,145 5.0 2,330 4.8 830 3.2 1,210 5.3 2,040 4.2 235 0.9 235 1.0 470 1.0 20 0.1 25 0.1 50 0.1 1,390 5.4 1,250 5.4 2,645 5.4 505 2.0 430 2.1 995 2.0 15 0.1 45 0.2 60 0.1 20,195 79.</td> <td>Registered Indians On Reserve³ Registered Indians Off Reserve Total Registered Indians Total Population Total Total Total Total Total Total # % # % # % # % 25,570 100 22,985 100 48,560 100 706,965 1,010 3.9 9.355 4.1 1,945 4.0 40,315 85 0.3 260 1.1 350 0.7 14,620 85 0.3 245 1.1 330 0.7 13,090 1,190 4.7 1,145 5.0 2,330 4.8 20,500 830 3.2 1,210 5.3 2,040 4.2 57,390 235 0.9 235 1.0 470 1.0 18,510 20 0.1 25 0.1 50 0.1 5,505 1,390 5.4 1,250 5.4 2,645 5.4 <t< td=""><td>Registered Indians On Reserve³ Registered Indians Off Reserve Total Registered Indians Total Population² Total Total</td><td>Registered Indians On Reserve³ Registered Indians Off Reserve Total Registered Indians Total Population² Registered In Reserve Total Total Total Total Total Total Reserve Total Reserve Reserve</td></t<></td>	Registered Indians On Reserve ³ Registered Indians Off Reserve ³ Total Registered Indians Off Reserve Total Registered Indians Off Total Total Total Total Indians Off # % # % # Indians Off Indians Off # % # % # # # # 25,570 100 22,985 100 48,560 # # 1,010 3.9 935 4.1 1,945 #	Registered Indians On Reserve ³ Registered Indians Off Reserve Total Registered Indians Total Total Total # % # % # % 25,570 100 22,965 100 48,560 100 1,010 3.9 935 4.1 1,945 4.0 85 0.3 260 1.1 330 0.7 85 0.3 245 1.1 330 0.7 1,190 4.7 1,145 5.0 2,330 4.8 830 3.2 1,210 5.3 2,040 4.2 235 0.9 235 1.0 470 1.0 20 0.1 25 0.1 50 0.1 1,390 5.4 1,250 5.4 2,645 5.4 505 2.0 430 2.1 995 2.0 15 0.1 45 0.2 60 0.1 20,195 79.	Registered Indians On Reserve ³ Registered Indians Off Reserve Total Registered Indians Total Population Total Total Total Total Total Total # % # % # % # % 25,570 100 22,985 100 48,560 100 706,965 1,010 3.9 9.355 4.1 1,945 4.0 40,315 85 0.3 260 1.1 350 0.7 14,620 85 0.3 245 1.1 330 0.7 13,090 1,190 4.7 1,145 5.0 2,330 4.8 20,500 830 3.2 1,210 5.3 2,040 4.2 57,390 235 0.9 235 1.0 470 1.0 18,510 20 0.1 25 0.1 50 0.1 5,505 1,390 5.4 1,250 5.4 2,645 5.4 <t< td=""><td>Registered Indians On Reserve³ Registered Indians Off Reserve Total Registered Indians Total Population² Total Total</td><td>Registered Indians On Reserve³ Registered Indians Off Reserve Total Registered Indians Total Population² Registered In Reserve Total Total Total Total Total Total Reserve Total Reserve Reserve</td></t<>	Registered Indians On Reserve ³ Registered Indians Off Reserve Total Registered Indians Total Population ² Total Total	Registered Indians On Reserve ³ Registered Indians Off Reserve Total Registered Indians Total Population ² Registered In Reserve Total Total Total Total Total Total Reserve Total Reserve Reserve

Notes: 1) The 1996 numbers are derived since T06 from the 1996 Census is limited to the population who specified having a Post-Secondary degree. To remove this limitation, the total populations were taken from T22/T11 and the difference between the total populations from T05 and those from T22/T11 were added to the "No Specialization" category.

2) Total Population refers to population of the province excluding Registered Indians to eliminate double counting

3) Saskatchewan contain First Nations living on lands other than reserve or crown land who receive on-reserve type funding from Indian and Northern Affairs. Consequently, these locations have been considered as reserve communities in the 1996 and 2001 Census and have therefore been included in the on-reserve count.

ALBERTA -School Attendance

Table 1.1: School Attendance, Registered Indians On Reserve, Off Reserve and Total Population, Male and Female, 2001; Registered Indians On Reserve, Male and Female, 1996 (Horizontal Analysis - percentages indicate the gender distribution of each variable)

		h	1.1	1			0		1		2001	1							1.1				1996	2.1	
	R	•	ed Ind eservi	ians Or 9	1	R	egister R	ed Inc eserv)ff	Ta	tal Reg	istere	d India	ıs		Total P	opula	tlon ¹		Re	-	ed Ind eserve	ians () B)n
School Attendance	Tedal	Mai	5	Feina	sle 🛛	Totel	Ma	le	Ferr	nele	Totel	Ma	e	Fema	ale	Total -	Male		Fema	e	Table	Ma	le l	Fem	ale
School Adendance	Total	#	%	#	%	TULET	*	%	#	%	TULEI	#	%	#	%		#	%	¢	%	Tctal	#	%	*	%
Total	21,010	10,630	49.4	11,080	60.6	28,875	12,300	42.E	16,530	\$7.4	50,730	23,125	45.5	27,635	645	2,271,235	1,132,300	49.0	1 138,936	50.1	7 095	8,645	50 B	8,465	40.
Nct attending school full time	17,820	ə ,C2C	50.6	8,800	49.4	23,225	10,340	43.2	15,190	56.8	4 ,040	19,060	46.4	21,930	536	2,015,305	1,CDE,160	49.9	1009,140	50.1	3,675	7,095	61.9	6,58)	48.
Not ettending school	17,230	3,605	51.1	8,425	48.9	21,985	9,595	43.E	12,395	56.4	30,215	18,400	46.)	20,820	63 1	1,903,200	\$5E,100	5).2	947,100	49.8	NA.	NA	N.A.	NA	M
Atlending school part time	690	51E	36.4	375	63.6	1,240	446	36.6	735	64.1	.825	660	36.2	1,170	641	112,105	5C ,060	44.7	£2,040	56.3	NA	NA	N.A	NA	M
Attending school full time	4.095	1.810	44.2	2.280	55.7	5.655	2.260	40.0	5,390	59.9	0,745	4,070	41.3	£.675	68 2	265,925	125,130	42.3	129,790	50.7	3,420	1.650	45.3	1.375	54.

Table 1.2: School Attendance, Registered Indians On Reserve, Off Reserve and Total Population, Male and Female, 2001; Registered Indians On Reserve, Male and Female, 1996 (Vertical Analysis - percentages Indicate the distribution of each variable from the total of male or the total of female population)

	() () () () () () () () () ()	1.00	5.1		5	_		_		1.12	2001												1996		
	R		ed Ind eservi	ians Or e	1	Re	egister R	ed Inc eserv		ff	Ta	tal Reg	istere	d India	ns		Total P	opula	tion ¹		Re	~	ed Ind eserve)n
School Attendance	Total	Ma	3	Feina	sle	Totel	Ma	le	Ferr	ele	Totel	Vla	e	Fena	ale	Total	Male		Fena	a	Tctal	Na	la la	=em	ale
School Amenuance	TOICI	#	%	#	%	TULEI	*	%	#	ŝ	TULEI	#	ŝĉ	*	%	TULAI	#	%	#	%	TCLA	#	%	#	%
otal	21,010	10,630	100.0	11,080	100.0	28,875	12,300	100.0	16,530	100.0	50,730	23,125	100.0	27,635	100.0	2,271,235	1,132,300	100.0	1 138,035	100.0	°7,095	8,545	100 D	8,465	100.0
Nct attending school full time	17,820	9,020	83.3	8,800	79.4	23,225	10,340	81.E	15,130	79.6	4 .040	19,060	82.4	21,930	79 5	2,015,305	1,005,160	83.9	1009,140	38.6	3,575	7,095	\$2.1	6,58)	77.8
Not ettending school	17,230	3,605	81.3	8,425	76.D	21,985	9,596	78.C	12,395	74.8	39,215	18,400	79.3	20,820	75 3	1,903,200	\$56,100	84.4	947,100	33.2	NA	NA	NA	NA	M
Atlending school part time	59C	216	2.0	375	3.4	1,240	446	3.E	795	4.8	,825	660	2.3	1,170	42	112,105	50,060	4.4	£2,040	5.4	N.A	N,A	N.A	NÀ	М
At ending school full time	4,095	1,610	16.7	2,280	20.6	5,665	2,260	18.4	\$,390	:0.4	0,745	4.0*0	•7.3	£,675	20 5	265,925	12€,13D	11.*	129,790	11.4	3,420	1,650	17.9	1,375	22.3
ources: 1996 Census, INAC	Соге а	nd Cust	lom Ta	bulation	s (T22a	•)					- 1977 - 1975 - 1977 - 1977 - 1977 - 1977 - 1977 - 1977 - 1977 - 1977 - 1977 - 1977 - 1977 - 1977 - 1977 - 1977 - 1977 - 1977					6									•
2001 Census, INAC	Core a	nd Cust	om Tal	hulation	s (T2.2	2																			

-147-



٩.

ALBERTA -Highest Level of Schooling

Table 2.1: Highest Level of Schooling, Registered Indians On-Reserve, Off-Reserve and Total Population, Male and Female, 2001; Registered Indians On-Reserve, Male and Female, 1996 (Horizontal Analysis - percentages Indicate the gender distribution of each level of schooling)

		×				v					2001		ing a	-				1					1996	· · · ·	
	Re	•	ed Ind	ians Or e	1	Re		ed Ind eserv	ians O e	fí	Tota	al Reg	istere	d Indian	8		Total P	opula	tion ¹		Re	gisten R	ed Ind eserve		Jn
Makest Level of Cohe dies	Tctal	Va	la	Ferna	a	Tcta	Ma	e	Fen	ale	Total	vla	э	Fenals	3	Total	Mala		Ferna	e	Total	Ma	ila	Fert	nale
Highest Level of Schooling	ICIAI	*	%	¥	%	1018	7	*	#	*	I OT.AI	Ŧ	*	#	%	12.81	¥	*	¢	%	ICTAI	#	%	*	%
Foxal	21,910	10,830	49.4	11,080	6) .6	28 875	12,235	42.0	10,58C	57.4	50,793	23 130	46.5	27,665	545	2,271,230	132 290	49.3	1 138,935	50 . '	17,095	8,846	50.6	8,460	49.
_ess than high school graduation certificate	15,265	8,865	€1.8	8,390	48.2	13 095	0,175	472	8,905	52.3	28,340	13 040	49.5	13,300	53 6	883,210	343 035	50.2	340,170	40.8	10,433	£,460	52.3	4,980	47.
High School graduation cert flcate only	1,200	54C	45.0	860	55.C	2 620	.140	43.5	1,480	5E.5	3,823	1 680	44 .D	2, 4	53 2	265,305	123 795	46.)	145,290	54.0	65)	295	45.4	365	54.
-igh School graduation cert ficate and some postsecondary	2,585	1,100	42.9	1,466	67.1	4 965	· ,67)	34.3	3, 90	ØČ.3	7,425	2 770	37.3	4,066	527	280,385	102 225	47.2	147,805	52.8	2,045	1,175	44.4	1,470	55.
Trades certificate or ciploma	2.875	1.8 .	£0.2	1,065	39.6	3 155	.835	572	1,350	42.3	5,833	3 415	58.6	2.41	41 4	201.310	130 755	68.5	91,55C	31.4	1,825	1,155	63.3	875	37.
College certiticale or dipicma	1,588	526	33.1	1,000	63.6	3 380	950	28.1	2,430	71.3	4,950	1 475	20.7	3,465	733	353,438	139 975	39.5	213,465	60.4	1,310	500	38.2	810	6.
Liniversity certificate or diploma	205	8C	29.3	.4	83.5	486	120	25 B	346	74.2	835	190	27.1	460	737	46,385	10 520	30.)	29,005	64.0	NA	NA	N4	NA	N.
Lriversty cecree ²	430	. 00	30.2	300	73.6	1 310	44)	33.6	876	86.3	'.735	565	32.8	1.176	377	348,230	176 990	50.3	171.240	49.2	225	65	28.0	180	7.

Table 2.2: Highest Level of Schooling, Registered Indians On-Reserve, Off-Reserve and Total Population, Male and Female, 2001; Registered Indians On-Reserve, Male and Female, 1996 (Vertical Analysis - percentages indicate the distribution from the total of male or total of female population)

											2001	2				8				- 3		1	1996		
	Re	giste re Re	ed Ind eserve		'n	Re	-	ed Ind eservi	lians O e	fí	Tot	al Reg	istere	d India	ns		Total P	opula	tion ¹		Re	gistere Re	ed Ind eserve)n
Highest Level of Schooling	Tctal	Va	le	Ferr	36	Tcta	Ma	e	Fen	ala	To:ai	Vla	la 🛛	Fana	b	To:al	Mais		Fema	e	Total	Ma	le 🛛	Fen	ale
ingital tevel of schooling	1 CLON	*	%	#	×,	icra	#	*	#	¥	TO.al	7	*	#	8	1 J.ai	¥	*	¥	%	I GE GI	t.	%	*	%
<u>yal</u>	21,910	10,830	·CO.0	11,080	100.0	28 875	12,235	100.0	16,58C	100.0	50,790	23 130	100 D	27,865	100.0	2,271,230	132 290	100.D	1 138,035	100.0	17,095	8,845	100.0	8,460	100 D
_ess than high school graduation certificate	10,255	6,865	£3.4	6,390	57.7	13 095	6,175	50.2	6,005	413	26,343	13 040	66.4	13,300	491	685,210	343 035	30.J	\$40,170	29.8	10,433	¢,460	63.0	£,980	58.9
-ligh School graduation cert ficate only	1,200	54C	5.0	960	3.6	2 620	140	93	1.48C	63	3,823	1 680	73	2.4	78	205,395	123 795	10.2	145,290	12.8	65)	295	3.4	365	42
righ School graduation cert ficate and some postsecondary	2,505	1, 00	10.2	1,466	13.2	4 805	67)	13.6	3, 00	.63	7,425	2 770	12.0	4,665	158	280,385	102 225	1.7	147,865	13.0	2,645	1,176	13.6	1,470	17.4
Trades cartificate or cipiona	2,876	1,0 °C	14.0	1,066	3.6	3 166	· 835	14.7	1,360	٤.1	6,833	3 415	14.8	2,415	37	291,310	138 765	17.3	01,66C	8.0	1,825	1,166	13.4	876	8.0
College certificate or dipiona	1,580	52£	4.8	1,066	3.6	3 380	950	77	2,430	.63	4,930	1 475	8.4	3,465	12.6	350,430	109 975	12.4	213,466	18.7	1,310	500	5.8	810	0.6
Inversity certificate or diploma	205	6C	0.6	.4	1.5	405	12)	מו	346	2.1	835	180	0.8	460	18	46,385	18 520	• 5	29,065	2.0	NA	NA	N4	NA.	NA.
	430	·3C	1.2	30.6	2.8	310	44)	3.6	875	£.3	• 735	585	:4	1,176	42	34E ,230	178 990	15.3	171,240	15.0	225	65	0.8	160	و٠
aurces: 1996 Census, IHAC Core and Custom Tabulatia	ins (111)														-				-						
2001 Census, INAC Core and Custom Tabulatio	ns (T2-2															_			2	_			8		
otes: 1) Total Population refers to population of the pri	puince e	acludin	a Reai:	stered	Indiana	s to elim	inate d	louble	countin	0															
2) "University degree" includes Undergraduate, G			······································								S		Summer and									é			

ALBERTA - Major Field of Study

Table 3.1: Major Field of Study, Registered Indians On Reserve, Off-Reserve, Total Registered Indians and Total Population, 2001; Registered Indians On Reserve, 1996.

				200	1				1996	:1
	Registered In Reserv		Registered In Reserv	the second second second second second second second second second second second second second second second se	Total Regi India	and the second se	Total Popu	lation ²	Registered Ir Reser	
Major Field of Study	Total		Total	5	Total	6 T	Totel		Tota	
Major Heru or Study	#	%	#	%	#	%	#	%	#	%
Total	21,915	100	28,375	100	50,785	100	2,271,240	100	17,095	100
Educational, recreational and counselling services	635	2.9	315	2.8	1,450	2.9	111,990	4.9	655	3.8
Fine and applied arts	110	0.5	435	1.5	545	1.1	52,195	2.3	130	0.8
Humanities and related fields	105	0.5	195	J.7	300	0.6	47,950	2.1	70	0.4
Social sciences and related fields	1,040	4.7	1,525	5.3	2,570	5.1	83,180	3.7	690	4.0
Commerce management and business administration	840	3.8	1,765	5.1	2,600	5.1	217,275	9.6	700	4.1
Agricultural, biological, nutritional and food science	180	0.8	340	1.2	520	1.0	53,615	2.4	200	1.2
Engineering and applied sciences	15	0.1	70	J.2	85	0.2	50,200	2.2	25	0.1
Applied science technologies and trades	1,335	6.1	2,205	7.6	3,540	7.0	262,100	11.5	1,095	6.4
Health professionals and related technologies	550	2.5	380	3.0	1,425	2.8	121,930	5.4	32€	1.9
Mathematics computer and physical sciences	15	0.1	45	J.2	60	0.1	36,445	1.6	15	0.1
No specialization	17,085	78.0	20,310	71.4	37,695	74.2	1,234,345	54.3	13,195	77.2
							<u> </u>			
Sources: 1996 Census, INAC Core and Custom Ta										
2001 Census, INAC Core and Custom Ta	bulations (T1)									

Notes: 1) The 1996 numbers are derived since T05 from the 1996 Census is limited to the population who specified having a Post-Secondary degree. To remove this limitation, the total populations were taken from T22/T11 and the difference between the total populations from T05 and those from T22/T11 were added to the "No Specialization" category.

2) Total Population refers to population of the province excluding Registered Indians to eliminate double counting

-149-

٠

BRITISH COLUMBIA -School Attendance

Table 1.1: School Attendance, Registered Indians On-Reserve, Off-Reserve and Total Population, Maie and Female, 2001; Registered Indians On-Reserve, Nale and Female, 1996 (Horizontal Analysis - percentages Indicate the gender distribution of each variable)

							(e)				2001			1.5									1996		
	Re	•	ed Ind eserve	lians Or e	1	Re	gistered Re:	d Indi serve		Ē	To	al Regi	sterec	l Indian	15		Total P	opulat	ion ¹		Ri	egistere Re	ed Indi eserve		1
School Attendance	Total ·	Mel	E	Ferra	ae	Total	Mak	9	Fern	ale	Total	Mala		Ferr	ae	Total	Vae		Fena	e	Total	Ma	lэ	Fem	ale
School Adendance	TULA	#	×	#	%	IU.GI	#	%	#	%	TULAI	#	%	#	*	Total	#	%	#	*	10130	#	%	#	×
otal	31,255	16,°83	61.8	16,076	48.2	41,215	18,140	44.0	23,070	66 D	72,470	34,323	47.4	38, 45	52.6	3,088,095	1,506 805	46.8	1,581,000	51.2	27,060	14,7.0	626	13,260	44
Not attending school full time	26,610	12,885	52.4	12.525	47.6	34,470	15,285	44.3	16,175	55.8	080,00	20, 75	47.8	31,805	52.2	2,747,94	1,338 415	48.7	1,400,525	61.3	23,750	12,585	£3 D	11,160	470
Not attending school	24,606	13,055	63.3	11,455	46.7	31,350	14.2.5	46.3	17,135	54.7	55,855	27,273	46.8	28,693	52	2,580,235	1,267 885	49.1	1,302,400	50.9	NA	NA	NA	hA	NA
Attending school part time	\$,005	833	41.4	1,170	58.4	3,120	1,070	34.3	3,640	85.4	5,125	.905	37.2	0,215	62.7	187,65C	ED 530	42.9	107, 25	57.1	N.A	NA	NA	hA	N4
Attending school full time	4,745	2,000	48.5	2,450	5.6	6,750	2,850	42.2	3,690	57.8	11,490	5. 45	44.8	6,343	55.2	340,150	168 385	49.5	17:,775	50.5	4,210	2,125	505	2,000	49

Table 1.2: School Attendance, Registered Indians On-Reserve, Off-Reserve and Total Population, Maie and Female, 2001; Registered Indians On-Reserve, Male and Female, 1996 (Vertical Analysis - percentages Indicate the distribution of each variable from the total of male or the total of female population)

	· ·		1.1	1. 6.							2001		2.1.2		1 V.								1996	P_{1}	
	Re	•	ed Ind eserve	ians Or I	1	Re	gistere Re	d Indi serve		F	Tot	al Regi	sterec	l Indian	5		Total P	opulat	ion ¹		R	egistere Re	ed Indieserve		1
School Attendance	Total	Me	le	Ferr	ae	Totel	Mal	8	Fem	ale	Total	Viais		Ferre	ae	Total	Vae	ē —	Femal	e	Tatal	Va	e	Fern	ale
School Adendance	Turai	*	%	#	%	luci	#	%	#	%	TULA	#	%	#	×	TULA	7	%	#	%	Total	*	%	#	%
Total	31,255	16, '83	100.0	16,076	100.8	41,215	18,140	100.0	25,070	100.0	72,470	34,323	1)0.0	38, 45	100.0	3,088,036	1,506 805	100.0	1,581,300	100.0	27,060	14,7'0	100 0	13,260	100
Not attending school full time	26,610	13,885	\$5.8	12,625	83.7	34,470	15,285	84.3	18,175	83.1	60,080	20, 75	3č.£	31,805	80.4	2,747,946	1,038 415	88.8	1,408,525	89.1	23,750	12,585	£5 B	11,160	£4 :
Not attending school	24,605	13,055	\$0.7	11,455	76.0	31,350	14,2.5	78.4	17,136	74.3	55,855	27,273	76.6	28,603	75.0	2,560,236	1,267 885	83.5	1,302,400	82.4	NA	NA	NA	NA.	Nź
Attending school part time	2,005	\$33	5.1	1,170	7.8	3,120	1,070	5.0	2,040	8.8	5,125	· ,005	£.£	0,215	8.4	187,65C	ED 53D	53	107,125	6.8	N.A	NA	NA	NA.	N4
Atending school full time	4,746	2,300	14.2	2,450	16.3	6,750	2,850	15.7	0,890	16.9	11,490	6, 45	1€.£	6,34)	16.6	340,150	168 385	11.2	17 . ,775	°0.9	4,210	2,125	144	2,000	15 1
Sources: 1996 Census, INAC	C Core a	nd Cust	am Təl	oulation	s (T22a																				
2001 Census, NAC	Core ar	nd Cust	om Tel	ulation	s (T2-2)																		_		
Note: 1) Total Population re																									

-150-

BRITISH COLUMBIA -Highest Level of Schooling

Table 2.1: Highest Level of Schooling, Registered Indians On Reserve, Off-Reserve and Total Population, Nale and Female, 2001; Registered Indians On reserve, Male and Female, 1996 (Horizontal Analysis - percentages indicate the gender distribution of each level of schooling)

	0.00						1.1.1.1		100		2001							100			11	1	996		
	· · · · · · · · · · · · · · · · · · ·	R	eserve	9	11112	CHE N	R	eserv	e		Tot	al Reg	istere	d India	NS		Total P	opula	tion		1.1	Re	serve	1 () () ()	
Highest Level of Schooling	100	Ma	E	Fein	ae		Via	ele	Fem	ale	1.0	Mak	8	Fema	le		Vele		Fernal	Э		Mak	9	Fem	ale
Ingliest Level of Schooling	Total	¥	%	#	%	-otel	*	%	¥	%	Total	#	%	¥	%	-otal	*	*	#	%	Total	*	۵¢	#	%
Total	31,255	16,130	51.8	15,075	48 2	41,2.0	18,140	44.0	23,075	56 D	72,470	34,320	47.4	38, 60	52 E	3,028,095	1,506,805	46.79	1,58 235	51.2	27,960	14,705	52.6	13,253	47 :
Less then high school graduation partitionse	15,81)	8,675	54.9	7, 36	46 1	18,180	8,366	4E.0	9,815	540	33,£85	17,040	5).1	16,940	49 8	££2,100	4'7,905	49.0	434,200	51.J	15,395	8,4€D	55.	6,905	44.
High School graduation certificate crity	3,145	1,713	54.4	1,430	465	4,520	2, '£C	47.6	2,37)	52 4	7,685	3,870	5).ć	3,765	49 č	368,070	175,865	44.8	214,235	6č.2	2,465	1,000	54.2	.125	46.
High School graduation certificate and some postsaccroary	3,81)	1,775	46.6	2,035	53 4	£,225	2,655	42.3	3,595	578	13,040	4,410	43.6	5,835	53 1	404,000	·8E,410	48.6	215,610	55.4	4,035	1,870	48.3	2,155	53.
Trades certificets or diplome	4,27)	2,530	60.4	1,685	39 5	4,935	2,566	£1.8	2,38)	48 2	9,200	6, 36	55.E	4,070	44 2	364,046	236,985	£5.9	124,055	34.1	3,365	2,065	61.	· ,305	38)
Colleg∋ cert f cate or siplo⊤a	3,205	1,155	36 D	2,055	34 1	¢,980	1,726	34.6	3,25)	36 3	3,185	2,885	35.2	5,305	648	476,795	·8E,475	39.5	288,320	6C.5	2,355	8ED	36.5	.,495	63 .
University certiticate or ciploma	42)	120	28.6	266	70 2	775	24	31.6	535	39 D	1,200	330	33.4	830	69 2	\$5,740	37,360	39.0	58,330	61.J	VA.	AV	N4	NA	N.
University degree ²	60)	130	26.7	44	742	1,600	466	26.1	1,135	70 9	2,195	620	23.2	1,575	71 8	££7,325	260,795	£1.4	246,530	46.3	360	\$5	26.4	27)	751

Table 2.2: Highest Level of Schooling, Registered Indians On and Off Reserve and Total Population, 2001; Registered Indians On Reserve, 1996 (Vertical Analysis - percentages Indicate the distribution from the total of male or total of female population)

			1.5			1.2.		1.	(Sector)		2001			S. 4									1996	2	
	Re	gistera Re	ed Ind eservi)n	Re	egister: Re	e d in d e serv i		MT	Tot	al Reg	istere	d India	ns		Total P	opula	ation ¹		Re	gistere Re	ed Indi eserve		n
Highest Level of Schooling	T-1-1	Ma	e	Ferr			Via		Fen	ale		Ma	-	Fem			ivsie ↓		Ferna	ile 📈		Ma		Fen	ale
olai	Total	7	76	*	%	Totel		*	7	76	Total	*	%	*	%	Total		*	F.	76	Totel	*	%	F	- *
	31,255 16,810	10,133 8,675	53.B	15,07t	130 0	41,2°0	18,14C	·CC.0	0,815		72,470		103.0	38, 60	1000	3,008,005	1,500,805	10.0			27,960	14,705		13,253	
Less then high school graduation cartificate chip	3,145	1,713	53.0	1.40	4.3	4,529	2. 2	11.9	1,370				11.5	3,765	35	368,970	75,805	11.5			15,395	1,330	9.9	125	-
High School greduation certificate and some postsaccincary	3,810		110	2,000	13 5	6,225	2,035	14.5	3,595		13,040		12.6	5,005	146	424,030	*8E,410	12.5		10.3	4,935	1,870	12.7	2,155	
Trades certificets or diclome	427)	2,530	15.9	1,665	11.2	4,935	2,555	14.1	2,383	10 3	3,200	_	15.0	4,070	127	364,046	205,985	15.9			3,365	2,055	14.0	305	
College certificate or alpiona	3,205	1,155	7.1	2,055	13 6	4,989	1,726	£.5	3,250		3,185	2,865	3.4	5,005	126	476,795	88,476	12.5			2,365	860		. 495	
University cartificate or cipicma	42)	122	0.7	365	20	775	244	1.4	635	23		390	1.1	8:0	22	\$5,740	37,360	2.6			NA.	NA		NA	
University dagrees ²	60)	150	10	44	30	1,000	466	2.0	1,135	49		DEC	1.8	1,576	41	£C7,325	20C,705	17.3	-		38C	\$6	0.0	27)	
Sources; 1996 Census, INAC Core and Custom Tabulatic	one (T11	;																							
2001 Census, INAC Core and Custom Tabulatic	m s (T2-;	2)																							
Note: 1) Total Population refers to population of the pro	wince ea	cluding	Regis	stered l	Indians	to elin	i ninate d	ouble	countin	0															
2) "University degree" includes Undergraduate, Gr	aduate	and Pos	t-orad	luate de																					

-151-

Table 3.1: Major Field of Study, Registered Indians On-Reserve, Off-Reserve, Total Registered Indians and Total Population, 2001; Registered Indians On-Reserve, 1996.

				200	01				199	6 ¹
	Registered On Res	and the second second second second second second second second second second second second second second second	Registered Off Res		Total Regi India		Total Popu	ulation ²	Registere On Re	d Indians
Major Field of Study	Tota		Total	· · · ·	Total		Tota	1.2. is	To	al
Major rierd or Study	#	%	#	%	#	%	#	%	#	%
Total	31,255	100	41,215	100	72,470	100	3,088,100	100	27,960	100
Educational, recreational and counselling services	1,130	3.6	1,340	3.3	2,470	3.4	153,870	5.0	985	3.5
Fine and applied arts	320	1.0	940	2.3	1,255	1.7	83,780	2.7	285	1.0
Humanities and related fields	255	0.8	450	1.1	710	1.0	93,095	3.0	150	0.5
Social sciences and related fields	1,000	3.2	1,610	3.9	2,610	3.6	134,590	4.4	695	2.5
Commerce management and business administration	1,365	4.4	2,570	6.2	3,930	5.4	305,095	9.9	1,195	4.3
Agricultural, biological, nutritional and food science	795	2.5	820	2.0	1,615	2.2	75,170	2.4	550	2.0
Engineering and applied sciences	155	0.5	185	0.4	340	0.5	70,645	2.3	110	0.4
Applied science technologies and trades	2,375	7.6	3,130	7.6	5,505	7.6	298,715	9.7	1,910	6.8
Health professionals and related technologies	1,040	3.3	1,110	2.7	2,150	3.0	173,855	5.6	860	3.1
Mathematics computer and physical sciences	40	0.1	85	0.2	125	0.2	51,855	1.7	15	0.1
No specialization	22,785	72.9	28,960	70.3	51,760	71.4	1,647,425	53.3	21,205	75.8
Sources: 1996 Census, INAC Core and Custom Ti	abulations (TR									•••••••••••••••••••••••••••••••••••••••
2001 Census, INAC Core and Custom T	******	· · · · · · · · · · · · · · · · · · ·				-				
		•								

limitation, the total populations were taken from T22/T11 and the difference between the total populations from T05 and those from T22/T11 were added to the "No Specialization" category.

2) Total Population refers to population of the province excluding Registered Indians to eliminate double counting

Yukon	-School	Attendance
-------	---------	------------

Table 1.1: School Attendance, Registered Indians On-Reserve, Off-Reserve and Total Population, Male and Female, 2001; Registered Indians On-Reserve, 1996 (Horizontal Analysis - percentages indicate the gender distribution of each variable)

	Registered Indian		1.00							2001											1	996			
	Reserve ²				Re	gistere Re	d Indi serve		Ť	Tot	al Regi	stered	Indian	s		Total P	opulat	lon'		Re	egistere Re	ed Indi serve ²		n	
Salaal Attandance	Tele	Mai	e	Ferna	ala	Table	Ma	le	Fem	aie	Tatel	Mak		Fens	ile 🛛	Tota	Mae		Fema	le	Total	Mai	e	Ferra	ale
School Attendance		#	×	#	%	Total	#	%	#	%	ICCEI	#	*	#	%		¢	%	#	%	TOCAL	#	%	#	%
o;a	1,395	715	51.3	\$80	43.7	2,200	1,010	45.9	·, 90	54.1	3,530	1,720	47.6	1,365	£1.9	18,895	9 510	57.3	\$,39D	49.7	1 2 3 0	635	£16	690	-481
Not attending school full time	1,250	345	51.6	\$00	43.0	1,800	846	48.9	950	52.3	3,046	1,400	46.6	1,550	ć0 8	18,820	8 470	57.4	8,355	49.7	1 090	575	£28	£16	47
Not attending school	1,125	560	52.4	\$35	47.0	1,050	800	48.5	85)	51.5	2,775	1,390	42.2	1,380	497	15,465	7 875	51.3	7,485	48.4	NA.	NA	NA	NA	NA
Not attending school Attending school part time	125	£5	44.0	65	52.0	150	46	30.0	.00	66.7	270	100	37.C	170	£3 D	1,365	495	35.3	873	63.7	NA :	٨A	NA	NA	N
Attending school full time	150	70	4E.7	80	53.3	400	130	40.0	235	58.3	545	230	42.2	315	£78	2,075	1 040	57.1	1,033	49.E	140	80	-28	75	£3 (

Table 1.2: School Attendance, Registered Indians On-Reserve, Off-Reserve and Total Population, Male and Female, 2001; Registered Indians On-Reserve, Male and Female, 1996 (Vertical Analysis - percentages indicate the distribution of each variable from the total of male or the total of female population)

		101.5	2.6.7		-						2001												1996		
	Re		ed Indeserve	ians Or	n	Re	gistere Re	ed Indi eserve		ff	Tot	al Regi	stered	Indian	s		Total P	opulat	ion'		R	egistero Re	ed Indi serve²		n
School Attendance	Tala	Mai	le	Fem	ala	Tatal	Ma	le	Fem	ale	Total	Male		Fens	ale	Tola	Mae	,	Fema	le	Total	Ma	e	Ferr	ale
School Adendance	Tola	*	×	#	%	Total	#	%	#	%	ICtel	#	%	#	%	TOIA	¢,	%	#	%	TOCAL	#	95	#	%
Tota	1,395	7 15	100.0	680	1000	2,200	1,010	1CO D	. 9D	100.)	3,590	1,720	10C.C	1,365	1 CD O	18,895	9510	103.3	\$,090	100.C	1 230	635	100 0	690	1000
Not attending school full time	1,250	345	əc.2	600	83.2	1,800	84	£3.7	95)	79.3	3,045	1,490	8E.E	1,550	£3 1	16,820	8 470	89.1	8,055	89.C	1 090	575	£0 6	€15	87 3
Not attencing school	1,125	560	32.5	635	73.7	1,050	800	79.2	85)	71.4	2,775	1,390	8C.E	1,380	740	16,465	7 975	83.3	7,485	70.7	NA	NA.	NA	NA	NA
Attending school part time	125	£5	7.7	65	6.8	15C	46	4.5	.03	8.4	270	100	3.3	170	81	1,385	495	5.2	87)	9.2	NA	٨A	NA	NA	NA
Attending school full time	150	70	6.8	80	11.8	40(130	15.8	235	19.7	545	230	12.4	315	16 9	2,075	1 040	13.3	1,033	1.7	140	60	94	75	12 7
Saurces: 1996 Census, INAC	Core and	Custo	m Tabi	ulations	(1 * 22a)		6																		
2001 Census, NAC	Core and	Custo	m Tabe	lations	(T2-2)																				

2: Yukon contain First Nations living on lands other than reserve or crown land who receive on reserve type funding from Indian and Northern Affairs. Consequently, these locations have been considered as reserve communities in the 1996 and 2001 Census and have therefore been included in the on-reserve count.

-153-

YUKON -Highest Level of Schooling

Table 2.1: Highest Level of Schooling, Registered Indians On Reserve, Off Reserve and Total Population, Male and Female, 2001; Registered Indians On Reserve, Male and Female, 1996 (Horizontal Analysis - percentages indicate the gender distribution of each level of schooling)

	1																				6	_	4 3	-	_
							10.00			1	2001							1.14					1996	6.1	
	Re	-	ed in a	dians (e ³	Dn	Re	egistere Ro	ed ind eserve		ff	Tota	l Røg	stere	d India	ns		Total P	opulat	tion ¹		Reg	gistere Re	ed Ind serve		On
UR-based and a CR-baseRea	7.4	Me	ale 🛛	Fen	nale	7.4.1	Mal		Fem	aic	-olal	Me	e	Fem	de	Total	Male		Fema	e	Tcta	Ma	le i	Ferr	male
Highest Level of Schooling	Tcta	*	%	*	*	Total	*	4	#	*	OISI	*	ð,	#	%	IOUR	*	%	¥	%	ILIA	*	%	*	%
[xel	1,395	7 5	51.3	330	48.7	2,195	1,0°C	46.0	1,190	542	\$,500	1,725	48.1	1,865	51.9	13 895) £05	\$C.3	0,390	₩.?	1 230	64)	\$2.0	505	4
Less then high school graduation certificate	545	200	53.2	255	46.8	320	4.5	. fC.8	405	49.4	. 365	765	51.6	950	48.7	4 190	2 360	5E.5	1,815	4:.4	495	235	£7.0	3°C	4
High School grequetion bertiticate only	75	35	40.7	40	53.3	135	8ť	£1.6	75	46.5	235	.30	51.1	16	48.9	2 600	£70	45.5	1,135	5E.8	55	¢	72.7	20	- 36
-igh School graculation cartificate and some postsecondary	235	115	48.0	115	48.9	400	-06	-41.3	235	58 8	330	280	44.4	36E	58.3	2 425	1 140	47.3	1,235	65.0	200	35	32.5	36	e
Tradas certificate or diploma	233	140	60.0	35	370	350	2.6	E1.4	136	38 B	580	350	61.2	226	38.6	2 (20	2 C 10	06.3	915	01.3	225	155	£8.0	70	5
College cert f cate or d ploma	23)	125	44.0	156	56.4	346	'0č	31.4	236	68.1	325	230	36.8	390	33.2	3 340	1 285	38.5	2,053	01.4	235	35	40.4	·4C	e
Jriversity continicate or clipiona	15	0	0.0	15	100.3	25	. C	4.0	20	\$0 D	46	10	22.2	26	77 B	€70	170	29.3	400	76.2	NA	NA	ha	44	
Liversity degree 2	23	10	50.0	15	750	35	1.16	15.8	75	78.9	110	2	22.7	5	773	3 480	1 675	48.4	1,730	51.4	15	2	0.0	· · r	Et

Table 2.2: Highest Level of Schooling, Registered Indians On-Reserve, Off-Reserve and Total Population, Male and Female, 2001; Registered Indians On-Reserve, Male and Female, 1996 (Vertical Analysis - percentages indicate the distribution from the total of male or total of female population)

									2001										1 Pr. 1		1996		
)n	Re	-			hff	Tota	l Regi	sterec	l India	ns		Total P	opula	tion ¹	1	Reg				Dn
M	ale	Fen	elo	Total	Ma	b	Fem	ale	- alei	Ma	le	Fem	ale	Total	Mak	1	Fema	le –	Tcta	Ma	ls	Fen	als
*	ŝ.	*	*	TULAI	*	4	*	*	OIGI	*	80	*	%	101.3	#	*	*	%	ICIA	¥	*	*	%
715	100.0	330	·CO.0	2,196	1.0 °C	0.33	1,190	100.0	0,500	1,725	100.0	1,866	130 D	13 695) (05	100.0	0,393	°0C.0	1 230	64)	·CO.0	505	10.0
5 200	40.6	256	375	320	4'£	41. I	405	34D	,365	706	40.0	86E	36.7	4 190	2 380	:4.3	1,815	· €.3	495	235	44. 5	210	35.
5 35	4.0	40	6.0	130	85	£.4	З	\$3	235	•20	7.0	- 16	\$2	2 COD	£7D	6.2	1,135	- 2.1	55	4)	0.3	:0	3.
5 115	10.*	115	18.9	400	30	1E.3	336	10.7	330	26C	16.2	330	10.0	2 425	1 140	-5.3	1,235	12.7	200	35	10.2	· 96	52.
140	19.6	36	12.5	350	2.5	21.3	55	11.3	580	390	20.6	226	11.1	2 \$ 20	2 C 10	21.1	915	٤.7	225	155	24.2	70	11.2
125	17.5	155	22.8	346	-0č	1C.4	236	10.7	325	230	13.3	390	212	3 340	1 295	12.5	2,053	21.8	235	35	14.8	·4C	23.
5 0	0.0	15	2.1	25	 J.	1.0	20	1.7	46	10	0.0	35	1.9	£70	170	1.3	4)3	4.3	NA.	NA	NA.	¥۴.	M
3 10	1.4	15	2.2	36	÷	1.5	CK CK	03	110	25	1.4	et	4.6	3 460	1 675	•7.3	1,733	0.2	15)	D.0	·C	1.
15																							
-2)																							
excludin	g Regi	stered l	indiana	to elin	linate d	ouble d	ountin	٥									-						
	R M 5 716 5 200 5 36 5 116 3 140 3 125 5 0 3 10 141; 2-2) excludin	Reserv. Maie # % 5 716 100.0 5 200 40.8 5 316 10.3 3 140 19.8 3 126 17.6 5 0 0.0 3 10 1.4 41 2.2) excluding Regit	Reserve ³ Male Ferr X % % 5 716 100.0 330 5 206 40.8 256 5 36 4.0 40 5 116 10.* 115 3 140 19.8 36 3 126 17.6 156 5 0 0.0 15 3 10 1.4 16 41; 2.2) excluding Registered	Male Ternals \$\$ %6 \$\$ %6 \$\$ 716 100.0 330 '00.0 \$\$ 200 40.8 256 37.6 \$\$ 300 40.8 256 37.6 \$\$ 116 10.° 118 16.9 \$\$ 116 10.° 115 16.9 \$\$ 116 10.8 36 12.5 \$\$ 0 0.8 16 2.1 \$\$ 0 0.8 16 2.1 \$\$ 10 1.4 15 2.2 \$\$ 10 1.4 15 2.2 \$\$ 0.8 16 2.1 3 \$\$ 0.9 16 2.2 14 \$\$ \$\$ \$\$ \$\$ \$\$ \$\$ 10 1.4 15 2.2 \$\$ \$\$ \$\$ \$\$ \$\$ \$\$ \$\$ <td>Roservo³ Male Femals Tctal x % % % 5 716 100.0 330 *C0.0 2,136 5 200 40.6 255 3*.5 320 5 35 4.0 40 C.0 136 5 116 10.* 115 16.0 330 3 140 10.6 36 12.6 350 3 126 17.5 156 22.8 346 5 0 0.16 2.2 36 3 10 1.4 15 2.2 36 411; 2.2) 2.4 36 36 36</td> <td>Reserve3 Rate Male Fenals Total Ma # % % % Ma Ma # % % % Total Ma Ma # % % % Total Ma Ma Ma 5 716 100.0 330 'CO.0 2.136 1.91C S 5 200 40.0 255 37.5 330 4:4 G S 136 02.7 S 136 02.0 136 02.7 S 140 10.8 36 12.5 350 2:4 S 2:5 346 '02 346 '02 5 0 0.0 16 2:2 2:6 'C '23 10 1.4 16 2:2 36 '2 '24 '24 '24 '24 '24 '24 '24 '24 '24 '24 '24 '24 '24 '24 '24<!--</td--><td>Reserve3 Reserve3 Noie Tenals Total Mole 2 % a % Mole a % 5 716 100.0 330 'CO.0 2,136 1.0*C 'CC.0 5 200 40.6 255 37.5 320 4.4</td><td>Reserve³ Reserve Male Tenals Total Mals Fem # % # % # % # 5 716 10.0.0 330 10.0.0 2,136 1.0.C C.C.0 1.105 5 200 40.16 255 37.5 320 4.4 4.0 4.0 4.0 4.0 1.0.0 230 4.4 4.0 3.0 4.1</td><td>Reserve³ Reserve Noie Tenale Total Male Female \$ 76 30 100 2136 10°C CC.0 1.100 1000 5 716 100.0 330 CO.0 2.136 1.0°C CC.0 1.000 340 1000 5 200 0.0 255 37.5 320 4'C 4'L 405 340 5 316 4.0 4.0 0.0 126 6'C £4 75 6:3 5 116 10.° 115 16.9 400 0'C 16:3 236 10.7 3 140 19.6 36 12.5 350 2'C 21.3 103 113 3 126 17.6 156 2.2 36'C 1.6 20 1.7 3 10 1.4 15 2.2 36'C 1.5 78 0.3 411;</td><td>Reserve³ Reserve 10/0 Male Tenals Total Male Female odd <thodd< th=""> odd <thodd< th=""></thodd<></thodd<></td><td>Reserve Total Male Male Total Male Male Total Male Male Total Male Male Total Male Total Male Total Male Total </td></td>	Roservo ³ Male Femals Tctal x % % % 5 716 100.0 330 *C0.0 2,136 5 200 40.6 255 3*.5 320 5 35 4.0 40 C.0 136 5 116 10.* 115 16.0 330 3 140 10.6 36 12.6 350 3 126 17.5 156 22.8 346 5 0 0.16 2.2 36 3 10 1.4 15 2.2 36 411; 2.2) 2.4 36 36 36	Reserve3 Rate Male Fenals Total Ma # % % % Ma Ma # % % % Total Ma Ma # % % % Total Ma Ma Ma 5 716 100.0 330 'CO.0 2.136 1.91C S 5 200 40.0 255 37.5 330 4:4 G S 136 02.7 S 136 02.0 136 02.7 S 140 10.8 36 12.5 350 2:4 S 2:5 346 '02 346 '02 5 0 0.0 16 2:2 2:6 'C '23 10 1.4 16 2:2 36 '2 '24 '24 '24 '24 '24 '24 '24 '24 '24 '24 '24 '24 '24 '24 '24 </td <td>Reserve3 Reserve3 Noie Tenals Total Mole 2 % a % Mole a % 5 716 100.0 330 'CO.0 2,136 1.0*C 'CC.0 5 200 40.6 255 37.5 320 4.4</td> <td>Reserve³ Reserve Male Tenals Total Mals Fem # % # % # % # 5 716 10.0.0 330 10.0.0 2,136 1.0.C C.C.0 1.105 5 200 40.16 255 37.5 320 4.4 4.0 4.0 4.0 4.0 1.0.0 230 4.4 4.0 3.0 4.1</td> <td>Reserve³ Reserve Noie Tenale Total Male Female \$ 76 30 100 2136 10°C CC.0 1.100 1000 5 716 100.0 330 CO.0 2.136 1.0°C CC.0 1.000 340 1000 5 200 0.0 255 37.5 320 4'C 4'L 405 340 5 316 4.0 4.0 0.0 126 6'C £4 75 6:3 5 116 10.° 115 16.9 400 0'C 16:3 236 10.7 3 140 19.6 36 12.5 350 2'C 21.3 103 113 3 126 17.6 156 2.2 36'C 1.6 20 1.7 3 10 1.4 15 2.2 36'C 1.5 78 0.3 411;</td> <td>Reserve³ Reserve 10/0 Male Tenals Total Male Female odd <thodd< th=""> odd <thodd< th=""></thodd<></thodd<></td> <td>Reserve Total Male Male Total Male Male Total Male Male Total Male Male Total Male Total Male Total Male Total </td>	Reserve3 Reserve3 Noie Tenals Total Mole 2 % a % Mole a % 5 716 100.0 330 'CO.0 2,136 1.0*C 'CC.0 5 200 40.6 255 37.5 320 4.4	Reserve ³ Reserve Male Tenals Total Mals Fem # % # % # % # 5 716 10.0.0 330 10.0.0 2,136 1.0.C C.C.0 1.105 5 200 40.16 255 37.5 320 4.4 4.0 4.0 4.0 4.0 1.0.0 230 4.4 4.0 3.0 4.1	Reserve ³ Reserve Noie Tenale Total Male Female \$ 76 30 100 2136 10°C CC.0 1.100 1000 5 716 100.0 330 CO.0 2.136 1.0°C CC.0 1.000 340 1000 5 200 0.0 255 37.5 320 4'C 4'L 405 340 5 316 4.0 4.0 0.0 126 6'C £4 75 6:3 5 116 10.° 115 16.9 400 0'C 16:3 236 10.7 3 140 19.6 36 12.5 350 2'C 21.3 103 113 3 126 17.6 156 2.2 36'C 1.6 20 1.7 3 10 1.4 15 2.2 36'C 1.5 78 0.3 411;	Reserve ³ Reserve 10/0 Male Tenals Total Male Female odd odd <thodd< th=""> odd <thodd< th=""></thodd<></thodd<>	Reserve Total Male Male Total Male Male Total Male Male Total Male Male Total Male Total Male Total Male Total												

-154-

YUKON - Major Field of Study

Table 3.1: Major Fleid of Study, Registered Indians On Reserve, Off Reserve, Total Registered Indians and Total Population, 2001; Registered Indians On Reserve, 1996.

		A		200	1				199	51
	Registered In Reserv		Registered In Reserv		Total Regi Indiar	the second second second second second second second second second second second second second second second se	Total Popu	lation ²	Registered Reser	ndians On
Major Field of Study	Totai		Total	1	Totai		Tctal		Tot	al
Major Field of Surdy	#	%	#	%	#	%	#	95	#	%
Total	1,395	100	2,195	100	3,590	100	18,895	100	1,230	100
Educational, recreational and counselling services	55	3.9	10)	4.6	160	4.5	1,255	6.6	35	5.3
Fine and applied arts	15	1.1	40	1.8	55	1.5	495	2.6	10	0.8
Humanities and related fleids	20	1.4	30	1.4	45	1.3	600	3.2	20	1.6
Social sciences and related fields	65	4.7	9)	4.:	160	4.5	1,235	6.5	70	5.7
Commerce management and business administration	70	5.0	135	6.2	205	5.7	1,805	9.6	55	5.3
Agricultural, biological, nutritional and food science	25	1.8	5)	2.3	75	2.1	625	3.3	10	0.8
Engineering and applied sciences	0	0.0	15	0.7	15	0.4	385	2.0	0	0.0
Applied science technologies and trades	195	14.0	255	11.6	450	12.5	2,505	13.3	200	16.3
Health professionals and related technologies	85	6.1	83	3.6	165	4.6	1,090	5 .8	40	3.3
Mathematics computer and physical sciences	0	0.0	15	0.7	20	0.6	295	1.6	0	0.0
No specialization	855	61.3	1,385	63.1	2,240	62.4	8,610	45.6	730	59.3
Sources: 1996 Census, INAC Core and Custom Tat	oulations (TOS)			• 1	4					
2001 Census, INAC Core and Custom Tab	ulations (T1)				- (P		-			

populations were taken from T22/T11 and the difference between the total populations from T05 and those from T22/T11 were added to the "No Specialization" category.

2) Total Population refers to population of the territory excluding Registered Indians to eliminate double counting

3) Yukon contain First Nations living on lands other than reserve or crown land who receive on-reserve type funding from Indian and Northern Affairs. Consequently, these locations have been considered as reserve communities in the 1996 and 2001 Census and have therefore been included in the on-reserve count.

-155-

Table 1.1: School Attendance, Registered Indians On-Reserve, Off-Reserve and Total Population, Male and Female, 2001; Registered Indians On-Reserve, Male and Female, 1996 (Horizontal Analysis - percentages indicate the gender distribution of each variable)

							1	6		- 2	2001											<u>_</u>	1996		
	Reț	jister Re	ed Ind serve		On	Reg		ed inc øserv		Off	Tota	l Reg	istere	d Indi	ians		Total I	Popul	ation ¹		Re	•	ed Ind eserve)n
School Attendance	Tota	Ma	ie 🛛	Fei	nale	Total	M	ale	Fer	naie	Total	Na	le	Ferr	18.8	Total	Ma	8	Ferr	nale	Total	Me	ale	Fen	ale
School Adendance	TOLO	#	%	#	%	TOLAT	#	%	#	%	TOLAI	#	%	#	%	TULA	#	%	#	%	Total	#	%	#	ě,
Total	6,400	3,240	50.6	3,160	49.4	1,300	540	41.5	760	53.5	7,700	3,785	49.2	3,925	51.D	19 245	10,025	521	9,210	47.5	5 470	2,745	50 2	2,720	49.7
Not atlending school full time	6,380	2,755	61.2	2,620	48.7	1,060	445	42.0	616	63.0	6,436	\$,200	49.7	3,240	60.3	17 040	8,966	626	8,080	47.4	4 4 10	2,330	52.2	2,110	47.8
Not attending school	5.20÷	2,685	51.6	2,515	48.3	990	420	42.4	570	57.6	6,190	3,105	\$0.2	3,090	49.9	15 955	8,405	53 2	7,465	46.E	NA	NA	NA	NA	٩A
Attending school part time	175	70	40.0	105	60.0	70	25	38.7	45	64.3	245	95	38.8	150	61.2	1085	470	433	615	56.7	NA	NA	NA	NA	٨V
Atending school full time	1.025	490	47.8	535	52.2	240	95	36.6	145	67.4	1.270	580	45.7	0:5	53.9	2 200	1,375	48.9	1,130	51.4	1 060	445	42.0	610	57.5

Table 1.2: School Attendance, Registered Indians On Reserve, Off Reserve and Total Population, Male and Female, 2001; Registered Indians On Reserve, Male and Female, 1996 (Vertical Analysis - percentages indicate the distribution of each variable from the total of male or the total of female population)

										1	2001												1996		
	Re	gistere Re	ed in serv	-	On	Reg	-	ed ind eserv		Off	Tota	l Reg	Istere	d Ind	lans		Total	Popul	ation ¹		Re	•	ed Ind eserve		On
School Attendance	Tota	Me	ale	Fet	nale	Total	M	ale	Fer	nale	Total	Na	ie	Fen	nac	Total	Ма	e e	Fen	nale	Tatel	м	ale	Fe1	nale
School Adendance	TOLO	#	*	#	ye.	TULA	#	%	#	%	TULGI	#	*	*	%	LOFOIL	*	%	*	%	Total	*	%	#	%
Total	6,400	3,240	100.0	0,160	100.0	1,300	640	100.0	760	103.0	7,700	\$,786	100.0	3,026	100.0	19 246	10,026	100 0	9,210	100.C	6 470	2,746	100 0	2,720	10).
Not atlending school full time	6,380	2,766	86.0	2.620	82.9	1.060	446	82.4	616	83.9	6,436	\$,200	\$4.6	3,240	82.6	17 040	8,366	803	980.8	87.7	4 4 1 0	2,300	83 8	2,110	77.
Not attending school	5.205	2,685	82.9	2,515	79.6	960	420	77.8	570	75.0	6,190	3,105	82.0	3,090	78.7	15 955	8,405	848	7,465	81.1	NA	hA	NA	NA	N.
Attending school part time	175	70	2.2	105	3.3	70	25	4.0	45	5.9	245	95	2.5	150	3.8	1 085	470	47	615	8.7	NA	٨K	NA	NA	N/
Attending school full tirre	1,025	490	15.1	535	16.9	240	95	17.6	145	17.1	1,270	580	5.3	6\$5	17.5	2 200	1,075	10 7	1,130	12.5	1 060	445	162	610	22.
Sources: 1996 Census, INAC	: Core	and Cı	stom	Tabula	ntions	(T22a)															-				
2001 Census, INAC	Core	and Cu	stom	Tabuk	tions	(T2-2)																			

these locations have been considered as reserve communities in the 1996 and 2001 Census and have therefore been included in the on-reserve count.

-156-

NORTHWEST TERRITORIES -Highest Level of Schooling

Table 2.1: Highest Level of Schooling, Registered Indians On-Reserve, Off-Reserve and Total Population, Nale and Female, 2001; Registered Indians On-Reserve, Male and Female, 1996 (Horizontal Analysis - percentages Indicate the gender distribution of each level of schooling)

		1				100		1.1		200)1									_		1.	1996	1	
	Re	•	ed in eserve	lians (9 ³	Dn	R		ied Ind Reserve		ff	Tot	al Reg	lstere	d India	ans		Total I	opula	ntion ⁴		Re		ed Ind eserve	lians (³	Ju
Million I and the Data Mark		M	sle	- 51	ele	1.000	M	ele	Fen	als		Ma	ls l	Fer	13 C		Ma	le	Ferr	ale		M	e	Fem	ale
Highest Level of Schooling	Total	#	*	#	%	Tcta	*	*	*	*	-olei	*	%	#	%	-otel	*	*	*	88	Total	#	*	¥	%
Focal	6.40C	3,240	53 6	0 160	49.4	1 300	54C	41 t	705	58.8	7 705	3,760	49.1	3,925	50.9	19,240	C,030	52.1	9.205	47.8	5,470	2,753	50.3	2,726	4€.
Less than high school graduation certificate	4.04	2,110	62 2	1 €40	48.)	685	270	47 8	300	63.1	4620	2,376	51.4	2,240	48.5	4,802	2,606	63.5	2,285	46.6	3,666	1,835	51.0	1,700	45.
High School graduation certificate only	28C	146	51 8	135	48.2	115	55	47 8	60	52.2	400	200	50 D	200	50 D	1,090	046	47.5	1,046	\$2.5	215	95	44.2	1.4	52.
High School graduation certificate and some postseconcary	04C	270	422	370	67.3	210	90	31 C	146	3.08	860	335	30.4	616	00 B	2,300	1,160	48.1	1,240	₹1.0	626	225	10.5	325	68.
Trades certifizate cr diocma	786	536	63 D	280	34.3	125	70	53 C	00	48.0	695	570	33.7	320	35.8	2,875	2,060	7.3	825	28.7	5€D	335	30.0	195	32.
College certificete or diploma	555	170	3) 6	385	09.4	200	OC	33.0	140	7D.C	760	235	9.00	526	09.1	3,2°C	1,435	44.7	1,775	£5.3	475	150	31.6	33C	DÇ.
University certificate or sigioma	30	10	33 3	20	86.7	15	٦.	637	16	10D.C	50	15	30 D	40	80 D	30C	146	38.2	235	E1.0	VA.	NA	NA	NA.	N.
University degrea ²	85	30	35 3	55	04.7	60	۰ŧ	25 C	46	75.C	140	50	36.7	26	07.0	3.520	1,705	48.4	1.610	₹1.4	ť0	23	40.0	30	PC.

Table 2.2: Highest Level of Schooling, Registered Indians On-Reserve, Off-Reserve and Total Population, Nale and Female, 2001; Registered Indians On-Reserve, Male and Female, 1996 (Vertical Analysis - percentages Indicate the distribution from the total of male or total of female population)

		1.1	Г. I,	c		100.00	1.74		1.1.1	200)1	1.000		1		-					1.2	10.1	1996		
	Re	-	ed ind eserve		Dn	R	-	ed Indi eserve		ff	Tot	al Reg	jistere	d Indi	ans		Tatal	Popula	ation ⁴		Re	gister Re	ed in: eserve		Ĵn
Highest Level of Schooling		1/6	le		ale		Ma	le	Ferr	nale		Ma	ele	Fen	136		Ma	le	Ferr	ele		IA:	36	Fen	nale
Ingreet Level of Beneding	Total	#	*	#	8	Tcta	*	*	*	*	Total	*	%	#	%	_opel	*	%	*	×.	To:al	#	*	*	%
Forel	6,40C	3,240	103.0	3 160	100.3	1 300	64C	103 C	705	10D.C	7 705	3,780	130 D	3,925	100 D	19,240	°C ,030	100.3	9,205	1CD.0	5,470	2,753	100 D	2,72€	IDC.
Less than high school graduation certificate	4,046	2,110	65 1	1 \$40	01,4	585	270	5) C	300	39.2	4620	2,375	32.9	2,240	57,1	4,805	2,005	20.3	2,265	24.0	3,565	1,935	37.8	1,730	60.5
High School graduation certificate only	280	14ŏ	45	136	4.3	115	66	10.2	eD.	7.8	400	200	53	200	ś.1	1,890	046	0.4	1,045	11.4	215	95	3.5	1.5	٤.
High School graduation certificate and some postseconcery	04C	270	33	370	•• .7	210	₽€	12 C	146	19.0	£50	335	8.0	515	13.1	2,390	1,150	11.5	1,240	13.5	565	225	82	326	1.
Trades certificate cr dio cma	706	5)5	158	260	8.2	125	70	13.0	00	7.8	£95	570	15.1	320	\$2	2,875	2,050	20.4	825	9.0	\$\$D	395	14.4	105	7.3
College certificate or diploma	65£	170	52	385	12.2	200	ØC	11.1	140	18.3	760	235	02	525	13.4	3,2.0	1,435	14.3	1,775	19.3	475	153	\$5	30C	12.1
University certificate or cliptoma	30	10	33	20	0.3	15	<u>ع</u> .	1 6	•5	2.0	50	15	0.4	40	10	300	146	4	335	2.6	Aγ	NA	NA	NA	N.A
University degree 2	95	30	39	55	• 7	60	÷	28	46	5.£	140	50	13	95	1.4	3,52C	1,705	17.3	1,E1D	19.7	£0	23	0.7	90	1.1
Sourcee: 1995 Census, IHAC Coro and Custom Tabulatic	ans (111)									-	_					•								_
2001 Census, IHAC Core and Custom Tabulatic	ms (T2 -1	2)																							
lutes: 1) Total Population refers to population of the te	rritory e	excludi	ng Regi	stered	Indiana	s to elim	inate do	ouble co	unting												1				
2) "University degree" includes Undergraduate, (Graduate	e end P	ost-gre	duete	degree																				

3) Northwest Territorics contain First Nations living on lands other than reserve or crown land who receive on-reserve type funding from Indian and Northern Affairs. Consequently, these locations have been considered as reserve communities in the 1996 and 2001 Census and have therefore been included in the on-reserve count.

157-



NORTHWEST TERRITORIES - Major Field of Study

Table 3.1: Major Field of Study, Registered Indians On-Reserve, Off-Reserve, Total Registered Indians and Total Population, 2001; Registered Indians On-Reserve, 1996.

				200	1				1996	1
	Registered In Reserv		Registered Inc Reserv		Total Regis Indiar		Total Popu	lation ²	Registered Ir Reserv	
Major Field of Study	Total		Total		Total		Total		Total	
major ricia or Sway	#	%	#	%	#	%	#	%	#	%
Total	6,405	100	1,300	100	7,700	100	19,245	100	5,470	100
Educational, recreational and counselling services	200	3.1	50	3.8	250	3.2	1,325	6.9	230	4.2
Fina and appliad arts	30	0.5	10	0.8	40	0.5	335	1.7	15	0.3
Humanities and related fields	45	0.7	15	1.2	60	0.8	510	2.7	45	0.8
Social sciences and related fields	125	2.0	45	3.5	170	2.2	1,140	5.9	85	1.6
Commerce management and business administration	315	4.9	130	10.0	440	5.7	1,860	9.7	250	4.6
Agricultural, biological, nutritional and food science	70	1.1	20	1.5	90	1.2	450	2.3	50	0.9
Engineering and applied sciences	15	0.2	10	0.8	20	0.3	360	1.9	0	0.0
Applied science technologies and trades	520	8.1	110	8.5	630	8.2	2,710	14.1	410	7.5
Health professionals and related technologies	100	1.6	- 25	1.9	125	1.6	975	5.1	85	1.6
Mathematics computer and physical sciences	10	0.2	10	0.8	10	0.1	290	1.5	10	0.2
No specialization	4,970	77.6	895	68.8	5,870	76.2	9,280	48.2	4,285	78.3
Sources: 1996 Census, INAC Core and Custom To	abulations (T05)									
2001 Census, INAC Core and Custom Ta	bulations (T1)									

Notes: 1) The 1996 numbers are derived since T05 from the 1996 Census is limited to the population who specified having a Post-Secondary degree. To remove this limitation, the total populations were taken from T22/T11 and the difference between the total populations from T05 and those from T22/T11 were added to the "No Specialization" category.

2) Total Population refers to population of the territory excluding Registered Indians to eliminate double counting

3) Northwest Territories contain First Nations living on lands other than reserve or crown land who receive on-reserve type funding from Indian and Northern Affairs. Consequently, these locations have been considered as reserve communities in the 1996 and 2001 Census and have therefore been included in the on-reserve count.

		20	01			19:	96	
School Attendance	Inui	t	Total Popu	lation ¹	Inui	t	Total Popu	
	#	%	#	%	#	%	#	%
Fotal .	11,980	100	4,700	100	11,940	10)	3,500	ŕ00
Not attending school full tirre	9,815	81.9	4,155	88.4	9,640	80.7	3,250	92.9
Not attending schoo	9,515	79.4	3,855	82.0	NA	NA	NA	NA
Attending school part time	300	2.5	300	6.4	NA	NA	NA	NA
Attending school full time	2,160	18.0	550	11.7	2,300	19.3	250	7.1
lole: 1) Total Population refe Fable 1.2: School attenda						Duble cou	ting	
	nce, Inuit, C	anada ai 20	nd Nunavut, 01	2001 and	1996.	19:	96	
	nce, Inuit, C	anada aı 20 unavul	nd Nunavut, D1 Inuit in Ca	2001 and	1996. Inuit in Nu	19: unavut	96 Inuit in C	
Fable 1.2: School attenda School Attendance	ince, Inuit, C Inuit in Ni	anada aı 20 unavut %	nd Nunavut, 01 Inuit in Ca #	2001 and mada ¹ %	1996. Inuit in Nu #	19: unavut %	96 Inuit in C: #	%
Fable 1.2: School attenda School Attendance ^{Total}	Ince, Inuit, C	čanada ar 20 unavut % 100	nd Nunavut, 01 Inuit in Ca # 13,945	2001 and mada ¹ % 100	1996. Inuit in Nu # 11,940	19: unavut % 10)	96 Inuit in C: # 11,320	% ^00
Fable 1.2: School attenda School Attendance Fotal Not attending school full-time	Ince, Inuit, C	anada aı 20 unavul % 100 81.9	nd Nunavut, 01 Inuit in Ca # 13,945 3,370	2001 and mada ¹ % 100 85.6	1996. Inuit in Ne # 11,940 9,640	19 unavut % 100 80.7	96 Inuit in Ca # 11,320 £,315	% 100 82.3
Fable 1.2: School attenda School Attendance ^{Total}	Ince, Inuit, C	čanada ar 20 unavut % 100	nd Nunavut, 01 Inuit in Ca # 13,945	2001 and mada ¹ % 100	1996. Inuit in Nu # 11,940	19: unavut % 10)	96 Inuit in C: # 11,320	% ^00
Fable 1.2: School attenda School Attendance Fotal Not attending school full-time	Ince, Inuit, C	anada aı 20 unavul % 100 81.9	nd Nunavut, 01 Inuit in Ca # 13,945 3,370	2001 and mada ¹ % 100 85.6	1996. Inuit in Ne # 11,940 9,640	19 unavut % 100 80.7	96 Inuit in Ca # 11,320 £,315	%

NUNAVUT - School Attendance

-159-

Table 2.1: Highest Level of Schooling, inult and Total Population, Nunavut, 2001 and 1996. 2001 1996 Inuit Total Population¹ Inuit **Total Population¹ Highest Level of Schooling** # % # % # % # % Tctal 11,575 100 4,735 100 11,940 100 3,505 7,460 62.3 930 652 19.8 7,780 Less than high school graduation certificate 415 High School graduation certificate only 410 3.4 430 9.8 300 25 335 1,655 13.8 530 12.5 1,575 132 735 High School graduation certificate and some postsecondary Trades certificate or disione 1,155 9.6 525 11.2 1,185 99 505 College certificate or dipicma 1,145 9.6 930 19.8 1,035 8.7 525 60 0.5 110 2.3 NA N٩ NA University certificate or diploma University degree² 95 0.8 1,135 24.8 70 0.0 980

100

11.8

9.6

21.0

14.4

15.0

NA

28.0

Notes: 1) Total Population refere to population of the territory excluding lnuit to eliminate double counting 2) "University degree" includes Undergraduate, Graduate and Post-graduate degrees

Table 2.2: Highest Level of Schooling, inuit, Canada and Nunavut, 2001 and 1996.

	-	200	21			199	96	
Highest Level of Schooling	Inuit in N	unavut	Inuit in Ca	anada ¹	Inuit in N	unavut	inult In Ca	anada ¹
ingrest Lever of Schooling	#	%	#	%	#	%	#	%
Tdal	11,£75	100	10,950	100	11,940	100	11,320	10
Less than high school graduation certificate	7,460	62.3	6,530	59.4	7,780	652	6,800	EO.1
High School graduation certificate only	410	3.4	950	8.7	300	2.5	783	6.9
High School graduation certificate and some postsecondary	1,655	13.8	´,140	10.4	1,575	132	1,525	13.9
Trades certificate or dislome	1,155	9.6	· ,225	11.2	1,185	99	1,195	10.0
College certificate or diploma	1,145	9.6	845	7.7	1,035	87	805	7.:
University certificate or diplome	60	0.5	110	1.0	NA	NA	NA	NA
University degree ²	95	0.8	130	1.7	70	0.6	205	1.8
lotes: 1) Inuit In Canada refers to all inuit excluding the	Inuit Kunavud	l to eilmina	te double cou	nting	. 1000000000000000000000000000000000000			
2) "University degree" includes Undergraduate, (Graduate and I	Post-gradu	ate degrees					
Sources: 1996 Census, INAC Core and Custom Tabulatio	ms (T02)							
2001 Census, INAC Core and Custom Tabulatio	ns (T1)					*****		

-160-

ſ

5

NUNAVUT - Major Field of Study

		01			199	0.			
	Inu	it I	Total Popu	ulation ²	Inui		Total Popu	lation ²	
Major Field of Study	#	%	#	%	- #	%	#	%	
otal	11,960	100	4,700	100	11,940	100	3,505	100	
Educational, recreationel and courseling services	41C	3.4	530	11.3	450	3.8	450	12.8	
Fire and epplied ents	75	0.6	75	1.8	75	0.6	55	1.6	
Humenities and related fields	12C	1.0	170	3.6	110	0.9	140	4.0	•
Socie sciences and related fields	27C	2.3	350	8.3	200	1.7	270	7.7	
Commerce management and business administration	48C	4.0	450	10,4	430	3.6	355	10.1	
Agricultural, biologica, nutrilional and tood eclance	36	0.7	110	2.3	90	8.0	115	3.3	1.1
Engineering and applied sciences	10	0.1	75	1.6	10	0.1	70	2.0	
Applied science technologies and trades	83C	6.9	525	11.2	815	6.8	565	16.1	-
Health professionals and related technologies	125	1.0	250	1,9	160	1.3	245	7.0	<u> </u>
Mathematics computer and physical sciences	35	0.3	120	2.6	35	0.3	80	2.3	
No specialization	9,545	79.7	1,985	42.2	9,565	80.1	1,155	33.0	
egree. Therefore, to vhow the count including siduals from that lotal and the total specified 2) Total Population refers to the populatio	othere who r in Table 5 wei in of the Terri	mey net hee re edded to itory exclud	e a post-sec the "No vpe ling inuit lo c	ondery deg islization" liminate do	ree, the tota category.	i numbere	which indicate wore taken t	ed having a p frem Table 2	iceteccond 2e and the
egree. Therefore, to vhew the count including esiduals from that lotal and the total specified 2) Total Population refers to the populatio	othere who r in Table 5 wei in of the Terri	mey net hee re edded to itory exclud	e a post-sec the "No vpe ling inuit lo c	ondery deg islization" liminate do	ree, the tota category.	i numbere	which indicate wore taken	ed having a p frem Table 2	iosteccond 2e and the
egree. Therefore, to vhew the count including esiduals from that lotal and the total specified 2) Total Population refers to the populatio	othere who r in Table 5 wei in of the Terri	mey net hee re edded to itory exclud	e a post-sec the "No uper ing inuit lo e D1 and 1996	ondery deg islization" liminate do	ree, the tote category. uble countin	i numbere ig. 199	wore taken 1	rem Table 2	in the second se
legres. Therefore, to show the count including esiduals from that lotal and the total specified 2) Total Population refers to the populatio	othere who r in Table 5 wei in of the Terri	mey net hev re added to itory exclud inavut, 200 200	e a post-sec the "No uper ing inuit lo e D1 and 1996	ondery deg ielization" Ilminate do	ree, the tota category.	i numbere ig. 199	ware taken 1	rem Table 2	osteccond 2e and the
legree. Therefore, to whow the count including exiduals from that lotal and the total specified 2) Total Population refers to the population fable 3.2: Major Field of Study, Inuit, Can Major Field of Study	othere who r n Teble 5 wer n of the Terri a da and Nu a lnuit in N	mey net hev re added to itory exclud inavut, 200 200 unavut	e apost-sec the "No uper ling Inuit Io s D1 and 1996 D1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	ondery deg ielization" Ilminate do	ree, the tote cetegory. uble countin	l numbere g. 199 unavut	were taken 1 6 1 Inuit in C:	rem Table 2	besteecond 2a and the
legres, Therefore, to vhow the count including exiduals from that total and the total specified 2) Total Population refers to the population fable 3.2: Major Field of Study, Inuit, Can Major Field of Study Intel Construction	othere who r in Table 5 wer n of the Terri ada and Nu ada and Nu Inuit in N	mey net hev re edded to itory exclud anavut, 200 2000 lunavut %	e apost sec the "No yper ling louit to e 01 and 1996 01 101 the C #	ondery deg ielization" liminate do , , <u>anada² %</u>	Invit in N 4 11,940 450	l numbere g. 199 unavut %	ie wore taken i 16 1 Inuit in C: #	rrem Table 2	posteccond 2a and the
legree. Therefore, to whow the count including exiduels from that lotal and the total specified 2) Total Population refers to the populatio Table 3.2: Major Field of Study, Inuit, Can Major Field of Study	othere who r in Table 5 wer n of the Terri ada and Nu Inuit in N # 11,980 410 75	ney not heu re eddedto itory exclud unavut, 200 <u>2000</u> <u>100</u> <u>3.4</u> 0.6	e a post sec the "iko uper ling inuit lo e 01 and 1996 01 inuit in C # 10,950 315 110	ondery deg islization" Ilminate do anada ² % 100 2.9 1.0	Invit in N 11,940 450 75	I numbere g. 195 unavut % 100 3.8 0.6	6 1 100 100 100 100 100	rrem Table 2	ixetescond 2e and the
tegres, Therefore, to uhow the count including eviduals from that total and the total specified 2) Total Population refers to the population Table 32: Major Field of Study, Inuit, Can Major Field of Study Intel Educational, recreational and courseling services	othere who r in Table 5 wei a da and Nu Inuit in N # 11,980 410 75 120	re edded to itory exclud anavut, 200 200 lunavut % 100 3.4 0.6 1.0	e a post sec the "No uper ling inuit lo e 01 and 1996 01 <u>Inuit in C</u> # 10,950 315 110 €5	ondery deg ielizetion" Ilminete do anada: % 120 120 1.0 0.6	Inuit in N 4 11,940 75 110	1 numbere 192 195 unavut % 106 0.6 0.9	6 1 11,320 100 100	rrem Table 2 anada ² % 100 28 09 0.9	posteccond 2e and the
tegree, Therefore, to uhow the count including eviduels from that lotal and the total specified 2) Total Population refers to the population Fable 3.2: Major Field of Study, Inuit, Can Major Field of Study fotal Educational, recreational and courseling services Fire end applied arts	othere who r in Table 5 wei a da and Nu inuit in N # 11,980 410 75 120 270	mey not heu re added to itory exclud un avut, 200 lun avut % 100 3.4 0.6 1.0 2.3	s a post acc the "No uper ing Inuit lo c 01 and 1996 01 Inuit In C # 10,950 315 110 5 240	ondery deg ielization" liminate do 	ree, the tota category. uble countin <u>4</u> 11,940 450 75 110 200	I numbere g. 199 199 199 199 100 3.8 0.6 0.9 1.7	6 1 11,320 320 100 225	rrem Table 2 anada ² % 100 28 09 09 09 20	postaccond 2e and the
legree, Therefore, to uhow the count including eviduals from that total and the total specified 2) Total Population refers to the populatic Table 3.2: Major Field of Study, Inuit, Can Major Field of Study Idal Educational, recreational and courseling services Fire end applied arts Humarities and related 16/00	othere who is in Table 5 we ada and Nu ada and Nu in uit in N # 11,980 410 75 120 270 480	mey net hea re edded to itory exclud anavut, 200 <u>lunavut</u> % 100 3.4 0.6 1.0 2.3 4.0	s sport-scc the "No uper ing inuit to c 01 and 1996 01 <u>Inuit In C</u> # 10,950 315 110 65 240 455	ondery deg ielization" liminete do anada ² % 120 2.9 1.0 0.6 2.2 2 2 2 2 2 2 2 2 2	Ineit in N Ineit in N 4 11,940 -550 -75 -110 -200 -430	199 199 199 199 199 199 199 199 199 199	wore taken 10 11.320 320 100 100 225 410	nrem Teble 2 anada ² % 100 28 09 09 09 20 38	ixisteccond 2e and the
tegree, Therefore, to uhow the count including eviduals from that lotal and the total specified 2) Total Population refers to the population Table 32: Major Field of Study, Inuit, Can Major Field of Study Total Educational, recreational and courseling services Fire and applied arts Humanities and related fields Social sciences and releved fields	othere who r in Table 5 wei a da and Nu inuit in N # 11,980 410 75 120 270	mey net hee re edded to ktory exclud anavut, 200 200 lunavut % 100 3.4 0.6 1.0 2.3 4.0 0.7	s sport-sec the "No uper ing inuit to c 11 and 1996 10 and 1996 10,950 315 110 €5 240 455 455	ondery deg iolizition" liminate do 	Ineit in N 4 11,940 4 11,940 4 11,940 4 5 110 200 4 30 9 0	g. 199 199 199 199 100 3.8 0.6 0.9 1.7 3.6 0.8	ware taken 1 6 1 Inuit In C: # 11,320 320 100 225 410 105	anada ² % 100 28 09 20 20 36 09 20 30 9 20 30 9	posteccond 2e end the
tegres, Therefore, to whow the count including eviduals from that lotal and the total specified 2) Total Population refers to the population rable 3.2: Major Field of Study, Inuit, Can Major Field of Study fotal Educational, recreational and courseling services Fire and applied arts Humanities and related fields Social sciences and related fields Converce management and business administration	othere who r n Table 5 wer a da and Nu ada and Nu inuit in N # 11,960 41C 72 12C 27C 48C 6C 6C 1C	mey net hea re edded to itory exclud anavut, 200 <u>lunavut</u> % 100 3.4 0.6 1.0 2.3 4.0	s sport sec the "No uper ing mult to p 01 and 1996 01 10,950 315 315 315 315 315 315 315 315 315 315	ondery deg ialization" liminate do anada' % 100 2.9 1.0 0.6 2.2 4.2 1.3 0.1	Ineit in N 	1 numbere g. 1995 unavut % 0.0 3.8 0.8 0.9 1.7 3.6 0.8 0.1	Kere taken Inukt in C: # 11,320 100 100 100 100 100 100 30 410 105 30	anada ² % 00 28 09 20 38 09 09 20 38 09 09 20 38 30 9 09 20 38 30 9 09 38	posteccond 2e and the
Table 3.2: Major Field of Study, Inuit, Can Major Field of Study Educational, recreational and courseling services Fire and applied arts Fire and applied arts Converse nerosent fields Socia science: and related fields Converse nerosent and business administration Agricultural, biologie nutritional and food science	othere who (n Table 5 weak a of the Terri- a da and Nu	may not have re-edded to krory exclud an avut, 200 200 lun avut % 100 3.4 0.6 1.0 2.3 4.0 0.6 1.0 2.3 3 4.0 0.7 0.1 1.0 2.3 6.9	e s post-sec the "No uper ing inuit to e 01 and 1996 01 <u>Inuit in C #</u> 10,950 315 110 65 240 455 145 15 800	ondery deg ialization" liminate do	Ineit in N 4 11,940 4 50 76 110 200 4 30 90 10 10 15	g. 195 unavut % 100 3.8 0.5 0.9 1.7 3.6 0.8 0.8 0.8 0.8	# # 1 Inult In C: # 11,320 320 100 100 285 410 105 30 1,065	rem Teble 2 anada ² % 100 28 09 09 09 09 09 09 09 09 09 09 09 09 09	postectond 2a end the
tegree, Therefore, to whow the count including caiduals from that total and the total epocified 2) Total Population refers to the population Table 3.2: Major Field of Study, Inuit, Can Major Field of Study, Inuit, Can Major Field of Study Interference of the study Interference of the study Social science and refered fields Social science and refered fields Commerce nergement and business administration Agricultral, biologics, nutrifornal and food science Engineering and expelied sciences Applied sciences toorhoogies and trades	othere who (n Table 5 were a da and Nu a da and Nu 	may not have re-edded to krory exclude anavut, 200 200 <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>300</u> <u>300</u> <u>200</u> <u>300</u> <u>300</u> <u>200</u> <u>300</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u> <u>200</u>	s s post sec the "lo uper ing hull to e 11 and 1990 11	ondery deg isilization" liminate do i	Ineit in N category. uble countin 4 11,940 450 76 110 200 430 900 10 10 115 160	g. 199 199 199 199 100 3.8 0.9 1.7 3.6 0.8 0.8 0.1 6.8 1.3	ware taken 1 16 1 Inut In C: # 11,320 320 100 228 400 105 30 1,065 135	nada ² % 100 28 09 20 36 09 00 36 09 03 4 4 12	postecond 2e endthe
tegree, Therefore, to whow the count including eviduals from that total and the total specified 2) Total Population refers to the population refers to the population refers to the population refers to the population refers to the population referse to the population refers to the population Major Field of Study, Inuit, Can Major Field of Study total Educational, recreational and courseling services Fire and applied arts Humaities and related fields Social sciences and related fields Social sciences and related to the saministration Agricultural, biologice, nutritional and food science Engineering and applied sciences Applied sciences technologies and trades	othere who (n Table 5 weak a of the Terri- a da and Nu	may not have re-edded to krory exclud an avut, 200 200 lun avut % 100 3.4 0.6 1.0 2.3 4.0 0.6 1.0 2.3 3 4.0 0.7 0.1 1.0 2.3 6.9	e s post-sec the "No uper ing inuit to e 01 and 1996 01 <u>Inuit in C #</u> 10,950 315 110 65 240 455 145 15 800	ondery deg ialization" liminate do	Ineit in N 4 11,940 4 50 76 110 200 4 30 90 10 10 15	g. 195 unavut % 100 3.8 0.5 0.9 1.7 3.6 0.8 0.8 0.8 0.8	# # 1 Inult In C: # 11,320 320 100 100 285 410 105 30 1,065	rem Teble 2 anada ² % 100 28 09 09 09 09 09 09 09 09 09 09 09 09 09	posteccond 2a end the

-161-

3

ſ

INUIT POPULATION IN CANADA, 1996 AND 2001

	199	6	2001	1. S. C. S.
	#	%	#	%
Canada	23,260	100.0	22,930	100.0
Newfoundland and Labrador	2,700	11.6	2,200	9.6
Prince Edward Island	0	0.0	20	0.1
Vova Scotia	135	0.6	105	0.5
New Brunswick	55	0.2	65	0.3
Quebec	4,605	19.8	5,160	22.5
Ontario	740	3.2	475	2.1
Manitoba	145	0.6	115	0.5
Saskatchewan	105	0.5	100	0.4
Alberta	380	1.6	505	2.2
British Columbia	380	1.6	240	1.0
rukon	65	0.3	40	0.2
Northwest Territories'	2,000	8.6	1,925	8.4
Vunavut	11,940	51.3	11,980	52.2

Sources: 1996 Census, INAC Core and Custom Tabulations (T01b) 2001 Census, INAC Core and Custom Tabulations (T01)

-162-

