

**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]

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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.

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.

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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 post-secondary 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*

*** Saskatchewan, 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.**

SCHOOL ATTENDANCE

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.

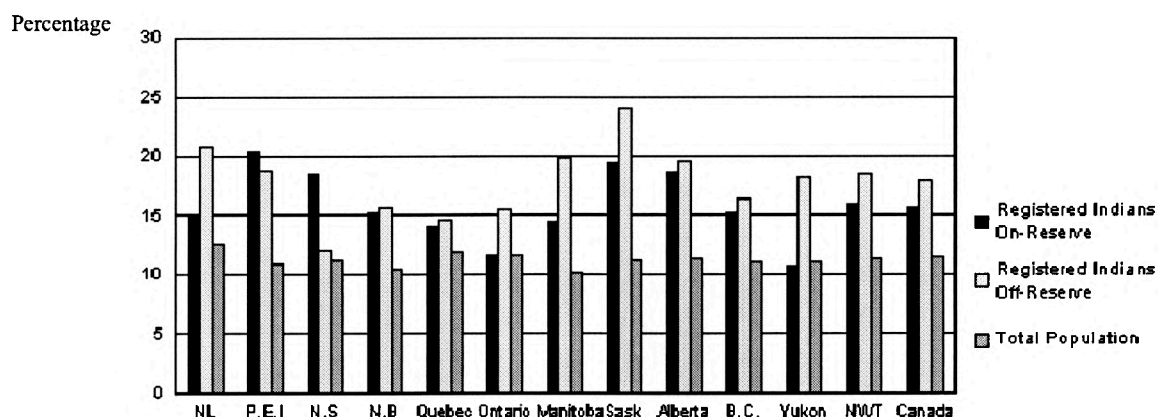


Table 1.1 Full time school attendance, Registered Indians On-Reserve, Off-Reserve and Total Population², Province/Territory, 2001.

Attending school full time	2001					
	Registered Indians On-Reserve ²		Registered Indians Off-Reserve ²		Total Population ^{1,2}	
	#	%	#	%	#	%
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	16.5	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.

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.

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.

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.

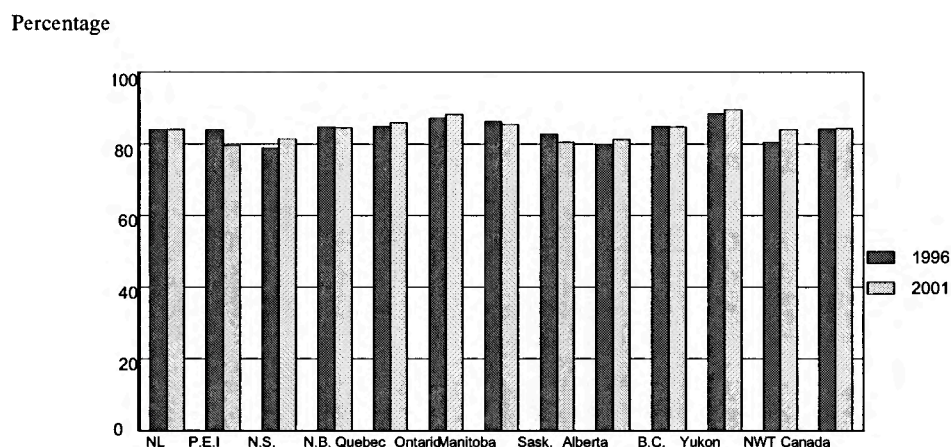


Table 1.2 Not attending school full time¹, Registered Indians On-Reserve, Province/Territory/Canada, 1996 and 2001.

Not attending school full time	Registered Indians On-Reserve			
	1996 ²		2001 ²	
	#	%	#	%
Newfoundland 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
Saskatchewan	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

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

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.

SCHOOL ATTENDANCE 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

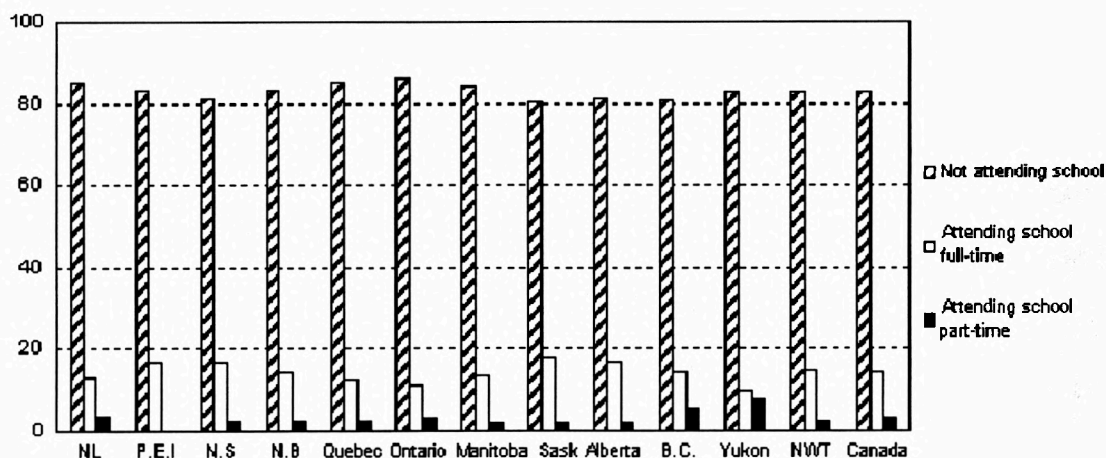


Table 1.3 School Attendance, Registered Indian Men On-Reserve, Province/Territory/Canada, 2001.

School Attendance - Men	2001					
	Not attending school ¹		Attending school full-time ¹		Attending school part-time ¹	
	#	%	#	%	#	%
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).

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.

Percentage

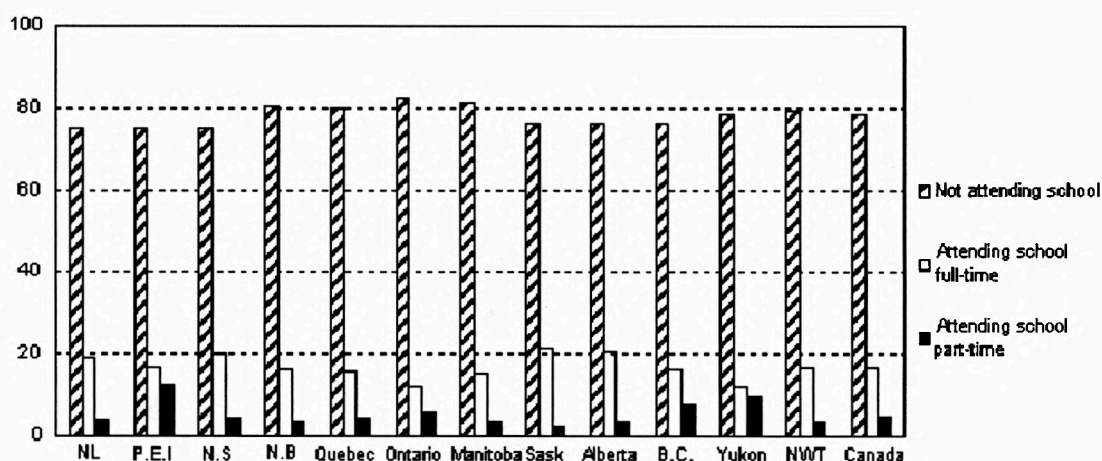


Table 1.4 School Attendance, Registered Indian Women On-Reserve, Province/Territory/Canada, 2001.

School Attendance - Women	2001					
	Not attending school ¹		Attending school full-time ¹		Attending school part-time ¹	
	#	%	#	%	#	%
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
Alberta	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).

¹ 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 than 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

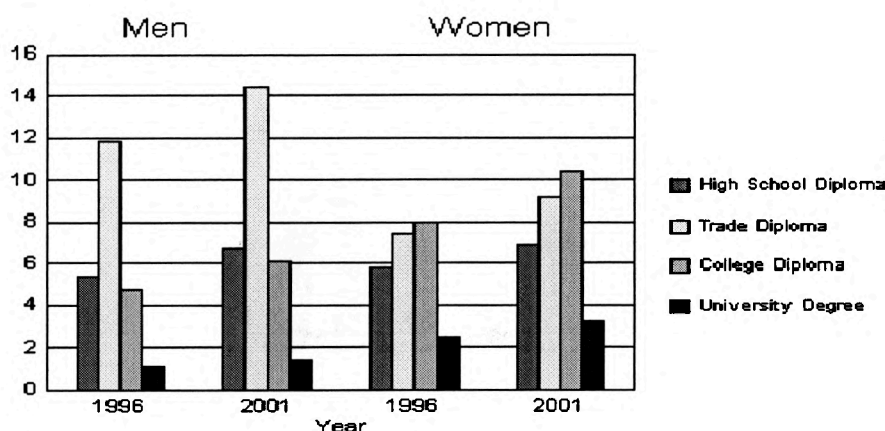


Table 2.1 Highest Level of Schooling, Registered Indians On-Reserve, Men and Women, Canada, 1996 and 2001.

Highest Level of Schooling	Men ²				Women ²			
	1996		2001		1996		2001	
	#	%	#	%	#	%	#	%
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

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 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 CONT'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.

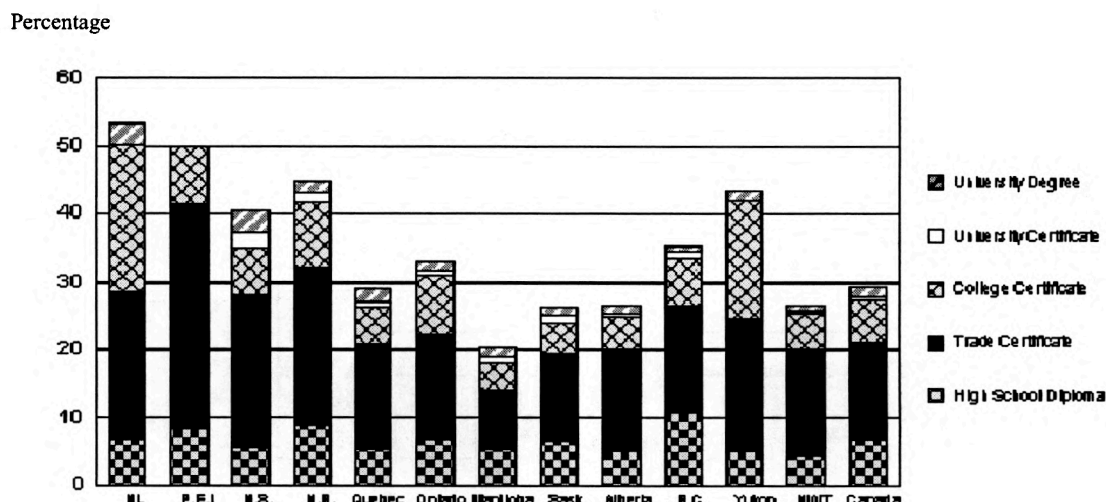


Table 2.2 Highest Level of Schooling, Registered Indian Men On-Reserve, Province/Territory/Canada, 2001.

Highest Level of Schooling	High School 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	1,810	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).

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 OF SCHOOLING 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

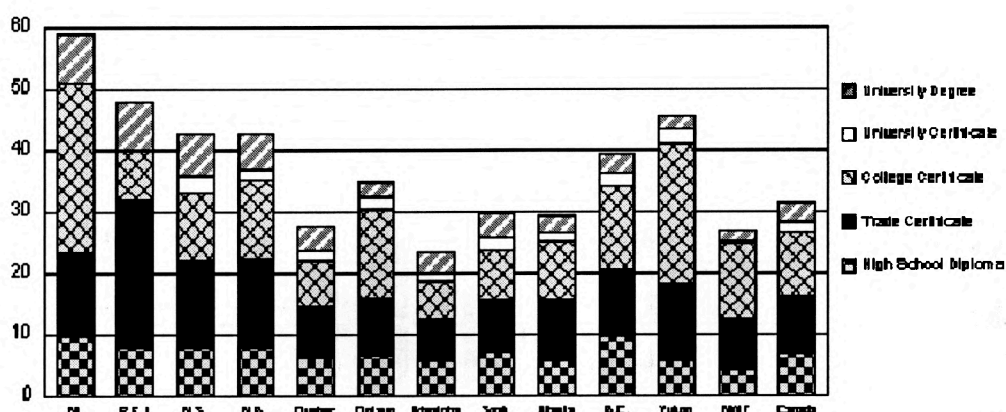


Table 2.3 Highest Level of Schooling, Registered Indian Women On-Reserve, Province/Territory/Canada, 2001.

Highest Level of Schooling	High School Diploma ²		Trade Certificate/Diploma ²		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

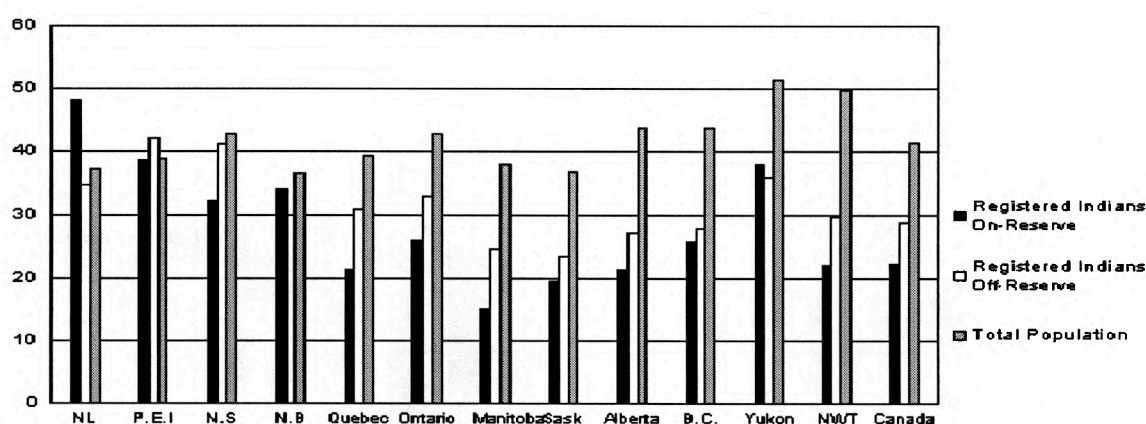


Table 2.4 Post-Secondary degree¹, Registered Indians On-Reserve, Off-Reserve and Total Population², Province/Territory/Canada, 2001.

Post-Secondary Degree ¹	2001					
	Registered Indians On Reserve ³		Registered Indians Off Reserve ³		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
Quebec	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).

¹ Post-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.

HIGHEST LEVEL OF SCHOOLING CONT'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

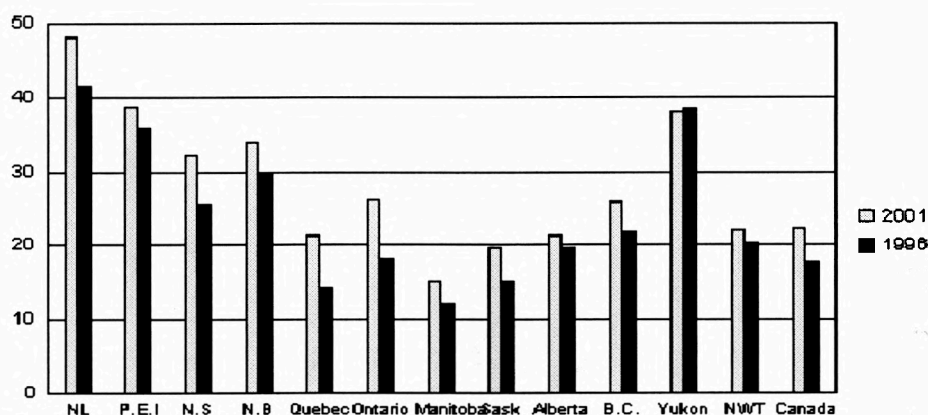


Table 2.5 Post-Secondary degree¹, Registered Indians On-Reserve, Province/Territory/Canada, 1996 and 2001.

Post-Secondary Degree ¹	1996 ²		2001 ²	
	#	%	#	%
Newfoundland and Labrador	210	41.5	270	48.2
Prince Edward Island	45	36.0	95	38.8
Nova Scotia	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

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

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.

HIGHEST LEVEL OF SCHOOLING CONT'D

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.

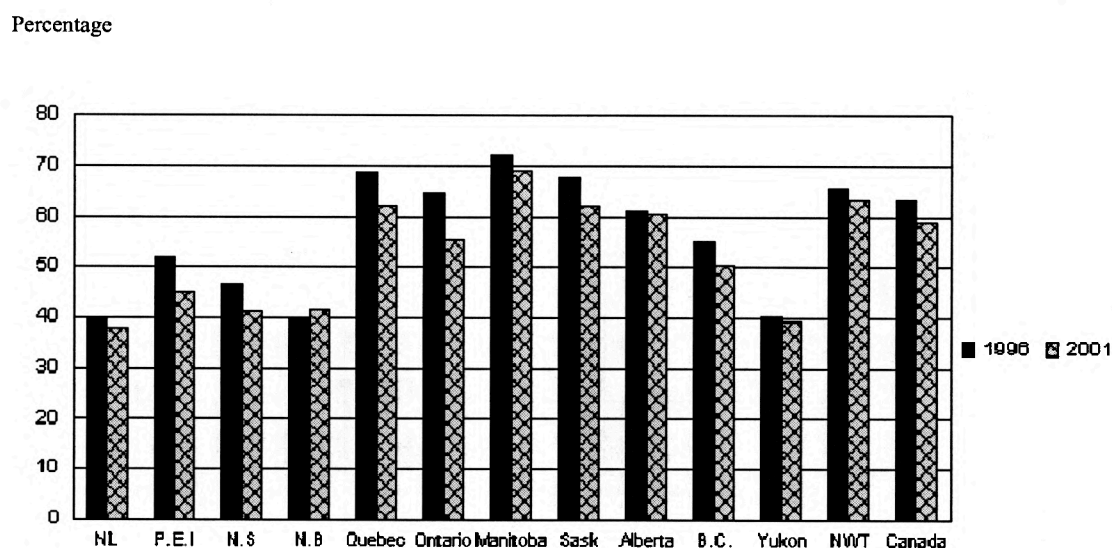


Table 2.6 Less Than High School Diploma, Registered Indians On-Reserve, Province/Territory/Canada, 1996 and 2001.

Less than High School Diploma	1996 ¹		2001 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	55.1	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

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

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.

HIGHEST LEVEL OF SCHOOLING 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

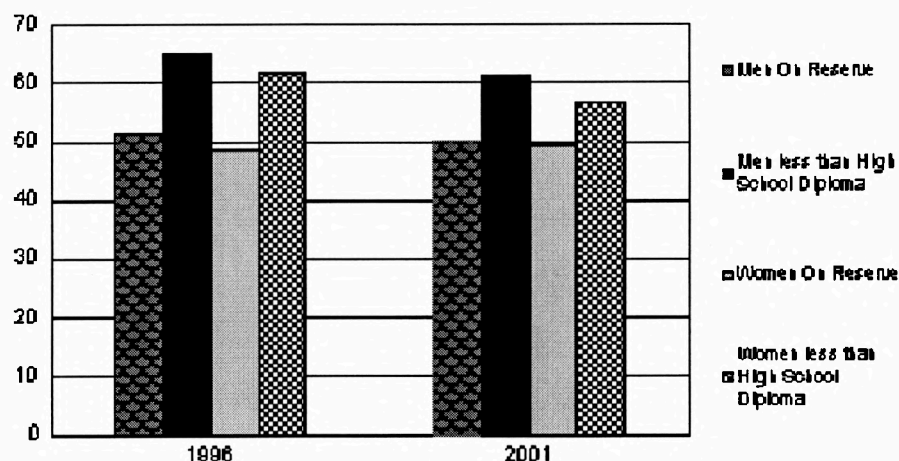


Table 2.7 Less than High School Diploma, Registered Indians On-Reserve, Men and Women, Canada, 1996 and 2001.

Less than High School Diploma		1996		2001	
		#	%	#	%
Total	Registered Indians On Reserve	148,150	100.0	173,655	100.0
	With less than High School Diploma	93,595	63.2	102,250	58.9
Men	Registered Indians On Reserve	75,970	51.3	87,460	50.4
	With less than High School Diploma	49,405	65.0	53,520	61.2
Women	Registered Indians On Reserve	72,190	48.7	86,195	49.6
	With less than High School Diploma	44,490	61.6	48,730	56.5

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

MAJOR FIELD OF STUDY

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.

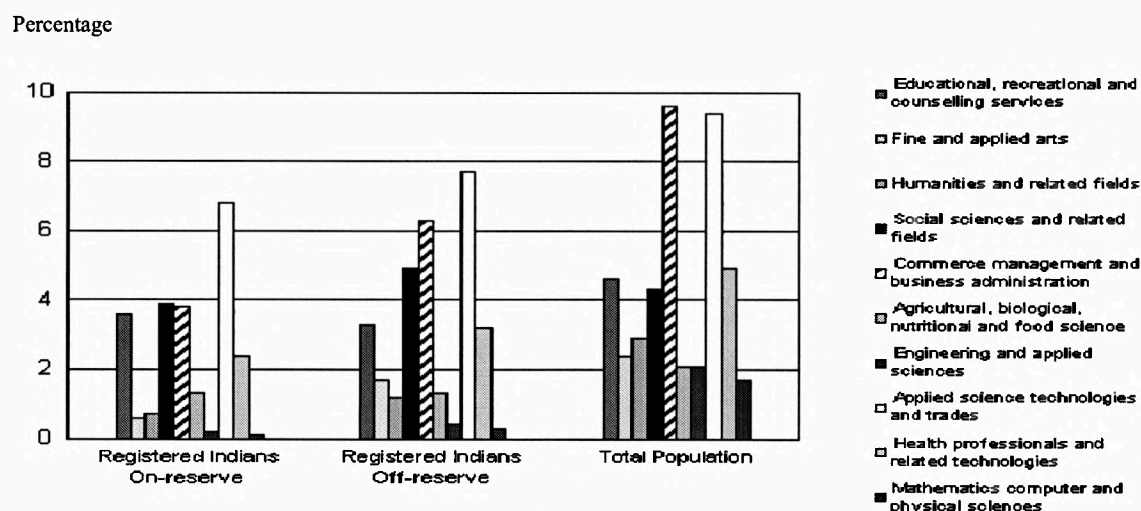


Table 3.1 Major Field of Study, Registered Indians On-Reserve, Off-Reserve and Total Population¹, Canada, 2001.

Major Field of Study	Registered Indians On-Reserve ²		Registered Indians Off-Reserve ²		Total Population ^{1,2}	
	#	%	#	%	#	%
Total	173,655	100	191,970	100	23,535,730	100
Educational, recreational and counselling services	6,305	3.6	6,260	3.3	1,071,135	4.6
Fine and applied arts	1,095	0.6	3,340	1.7	572,485	2.4
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	4.3
Commerce management and business administration	6,595	3.8	12,120	6.3	2,268,500	9.6
Agricultural, biological, nutritional and food science	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	1.7
No specialization	132,890	76.5	133,845	69.7	13,194,070	56.1

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.

Percentage

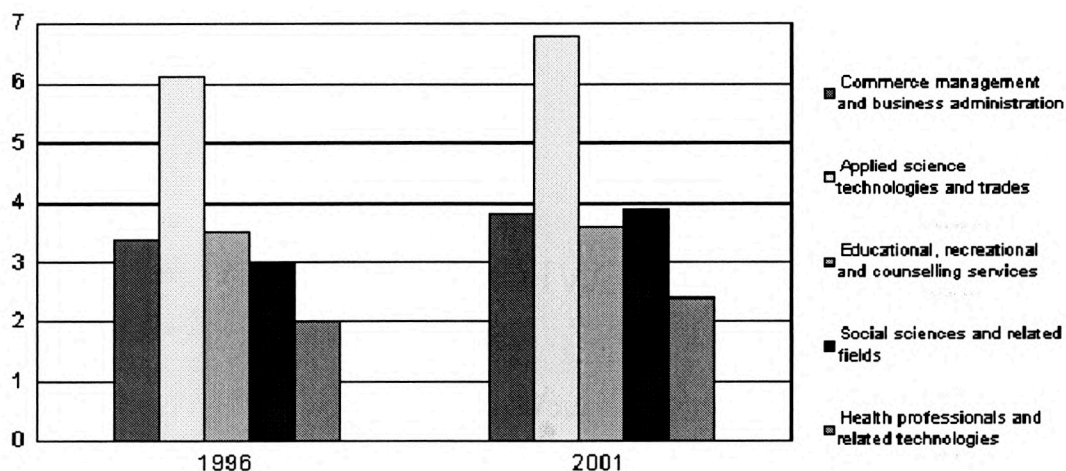


Table 3.2 Major Field of Study, Registered Indians On-Reserve, Canada, 1996 and 2001.

Major Field of Study	Registered Indians On-Reserve			
	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

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

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.

SCHOOL ATTENDANCE

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

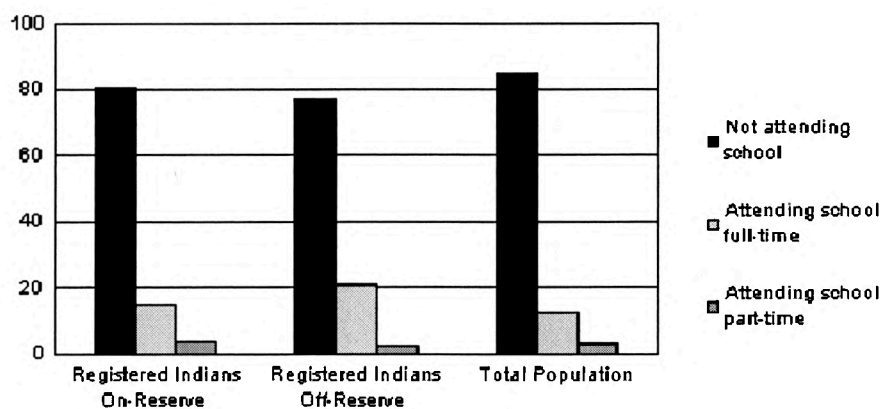


Table 1.1 School attendance, Registered Indians On-Reserve, Off-Reserve and Total Population¹, 2001.

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

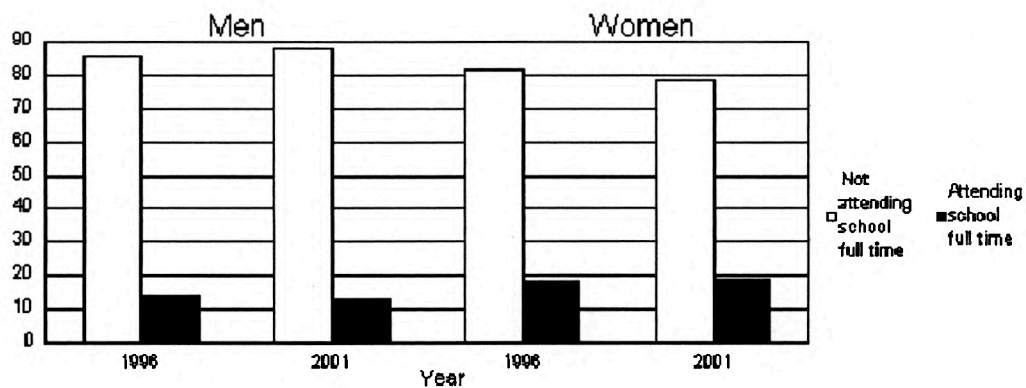


Table 1.2 School attendance, Registered Indians On-Reserve, Men and Women, 1996 and 2001.

School Attendance	Men				Women			
	1996		2001		1996		2001	
	#	%	#	%	#	%	#	%
Total	265	100.0	305	100.0	220	100.0	260	100.0
Not attending school full time	245	86.0	270	86.5	180	81.8	205	78.8
Attending school full time	40	14.0	40	13.1	40	18.2	50	19.2

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

HIGHEST LEVEL 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.

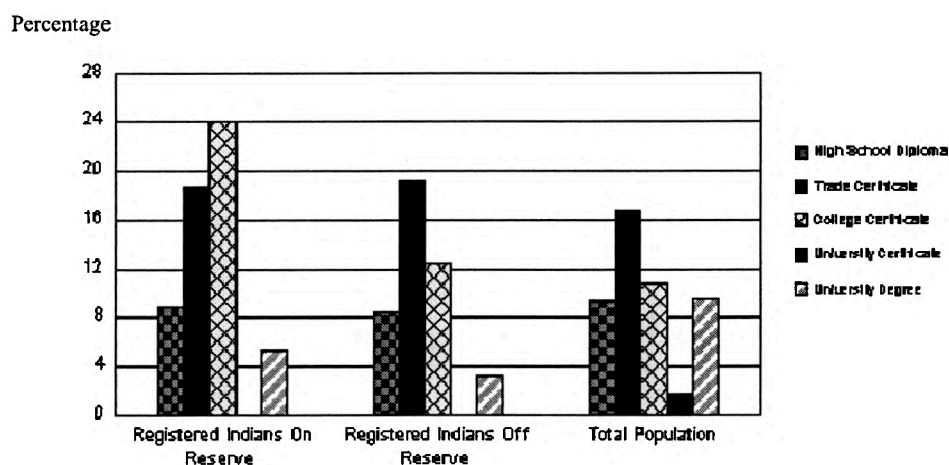


Table 2.1 Highest Level of Schooling, Registered Indians On and Off-Reserve and Total Population², 2001.

Highest Level of Schooling	Registered Indians On Reserve		Registered Indians Off Reserve		Total Population ²	
	#	%	#	%	#	%
Total	560	100.0	2,220	100.0	416,235	100.0
High School Diploma	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 Degree¹	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 OF SCHOOLING CONT'D

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.

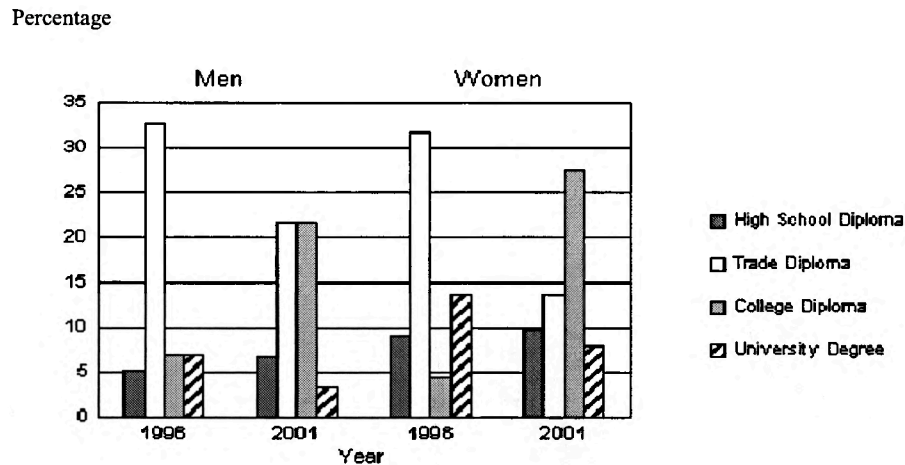


Table 2.2 Highest level of schooling, Registered Indians On-Reserve, Men and Women, 1996 and 2001.

Highest Level of Schooling	Men				Women			
	1996		2001		1996		2001	
	#	%	#	%	#	%	#	%
Total	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 Degree¹	10	3.4	10	3.3	15	6.8	20	7.8

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 OF SCHOOLING 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

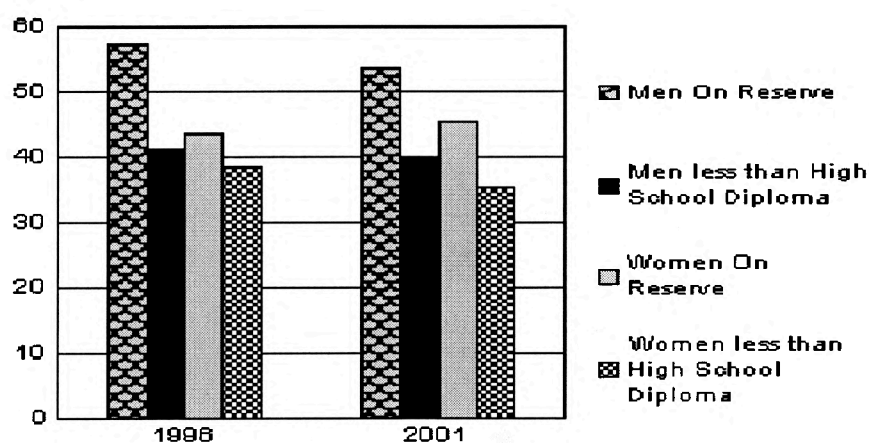


Table 2.3 Less than High School Diploma, Registered Indians On-Reserve, Men and Women, 1996 and 2001.

Less than High School Diploma		1996		2001	
		#	%	#	%
Total¹	Registered Indians On Reserve	505	100.0	560	100.0
	With less than High School Diploma	200	39.6	210	37.5
Men	Registered Indians On Reserve	290	57.4	300	53.6
	With less than High School Diploma	120	41.3	120	40.0
Women	Registered Indians On Reserve	220	43.6	255	45.5
	With less than High School Diploma	85	38.6	90	35.3

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 Newfoundland and Labrador.

MAJOR FIELD OF STUDY

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.

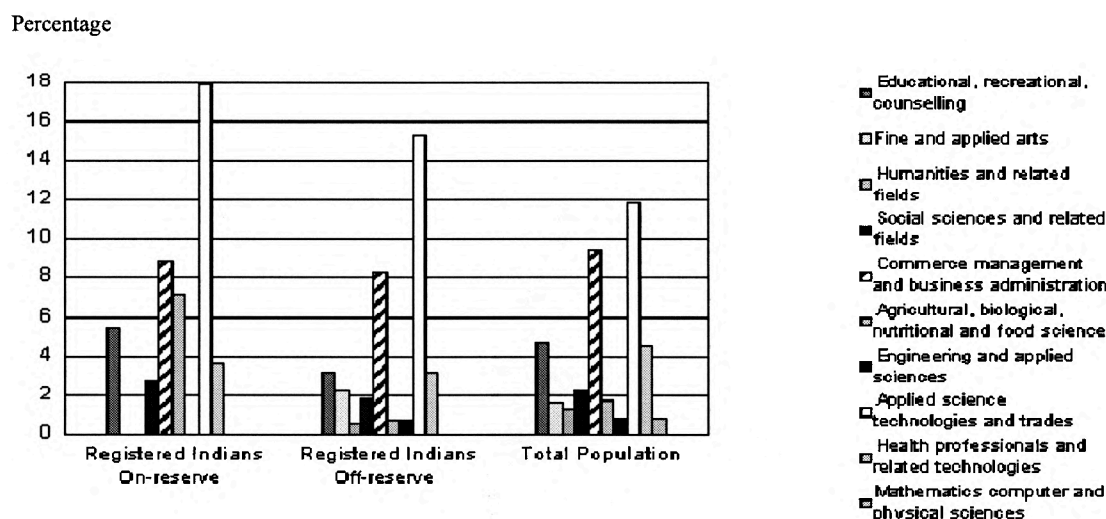


Table 3.1 Major Field of Study, Registered Indians On-reserve, Off-reserve and Total Population¹, 2001.

Major Field of Study	Registered Indians On-reserve		Registered Indians Off-reserve		Total Population ¹	
	#	%	#	%	#	%
Total	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:

- ❑ 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

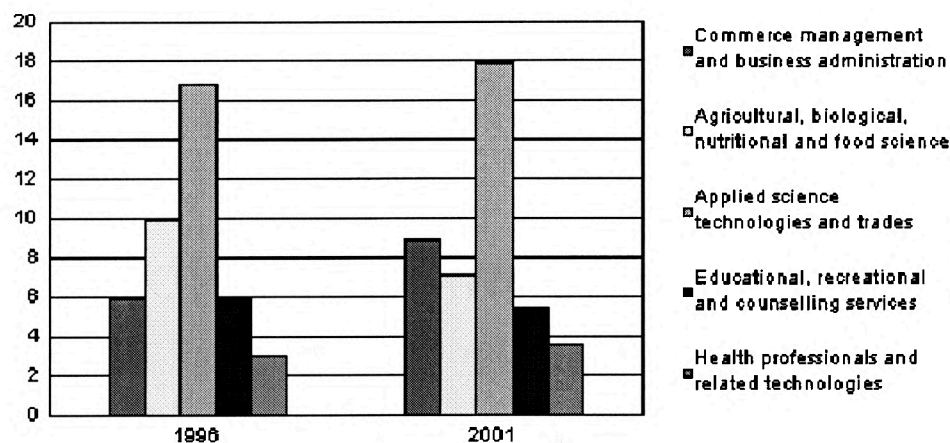


Table 3.2 Major Field of Study, Registered Indians On-Reserve, 1996 and 2001.

Major Field of Study	Registered Indians On-Reserve			
	1996		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	0	0.0
Social sciences and related fields	10	2.0	15	2.7
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

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

PRINCE EDWARD ISLAND*

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

SCHOOL ATTENDANCE

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.

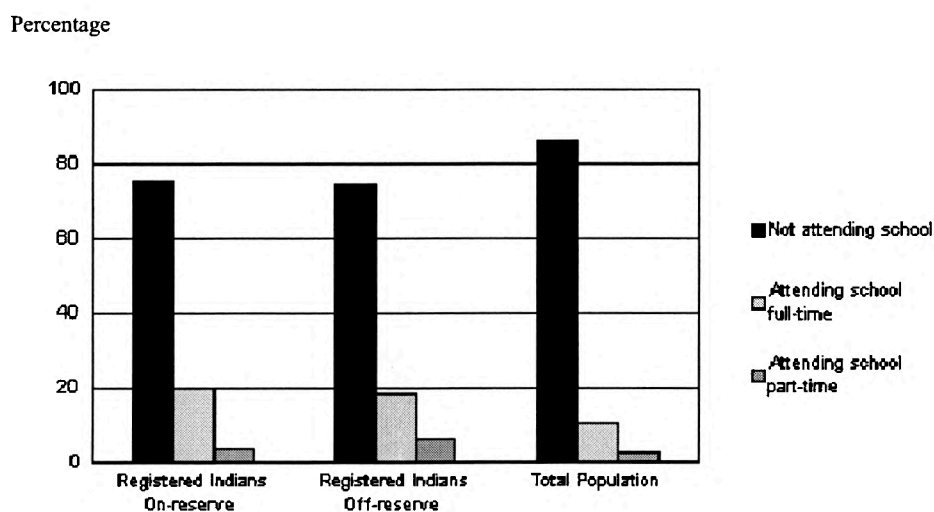


Table 1.1 School attendance, Registered Indians On-Reserve, Off-Reserve and Total Population¹, 2001.

School Attendance	Registered Indians On-reserve		Registered Indians Off-reserve		Total Population ¹	
	#	%	#	%	#	%
Total	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.

SCHOOL ATTENDANCE CONT'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.

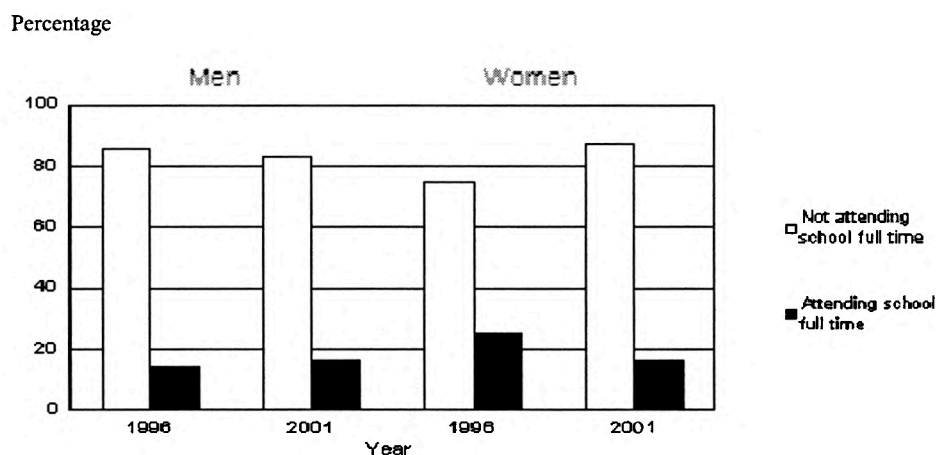


Table 1.2 School attendance¹, Registered Indians On-Reserve, Men and Women, 1996 and 2001.

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 time¹	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

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, 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.

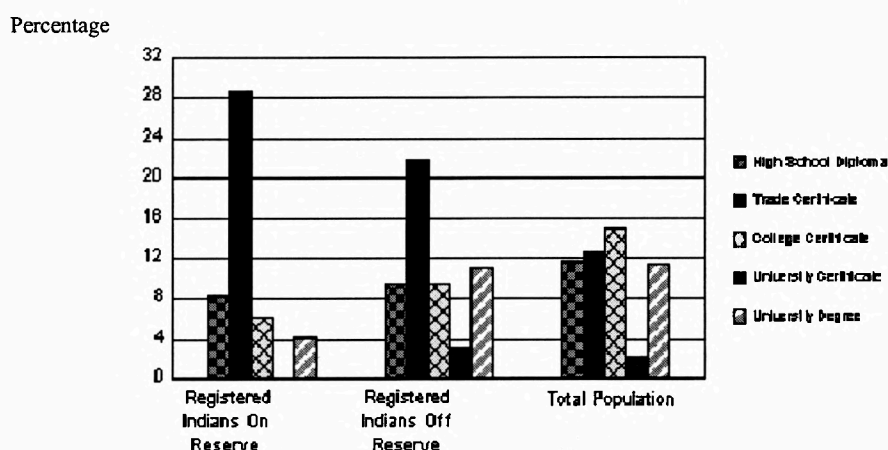


Table 2.1 Highest Level of Schooling, Registered Indians On and Off-Reserve and Total Population², 2001.

Highest Level of Schooling	Registered Indians On Reserve		Registered Indians Off Reserve		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 Degree¹	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.

HIGHEST LEVEL OF SCHOOLING CONT'D

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

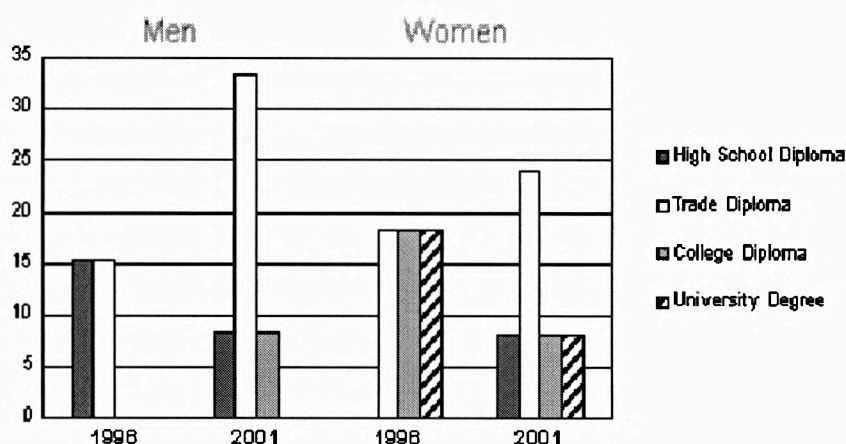


Table 2.2 Highest level of schooling, Registered Indians On-Reserve, Men and Women, 1996 and 2001.

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 Degree¹	0	0.0	0	0.0	10	18.2	10	8.0

S

ources: 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 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.

Percentage

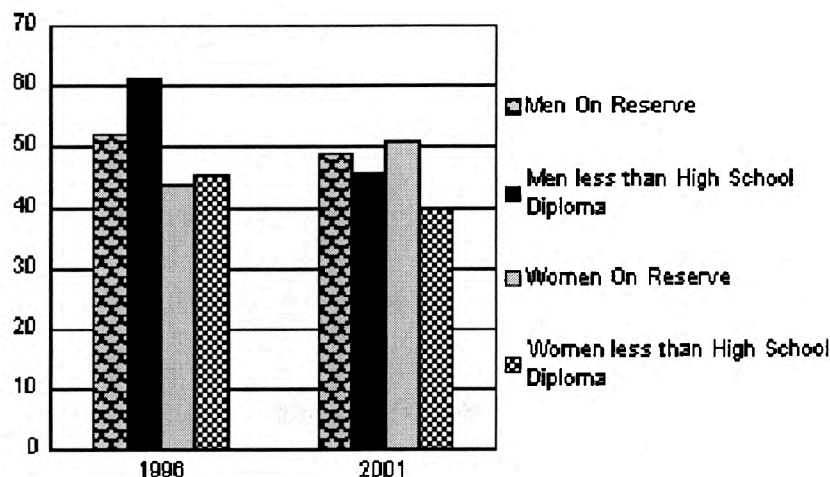


Table 2.3 Less than High School Diploma, Registered Indians On-Reserve, Men and Women, 1996 and 2001.

Less than High School Diploma		1996		2001	
		#	%	#	%
Total¹	Registered Indians On Reserve	125	100.0	245	100.0
	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
	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.

MAJOR FIELD OF STUDY

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.

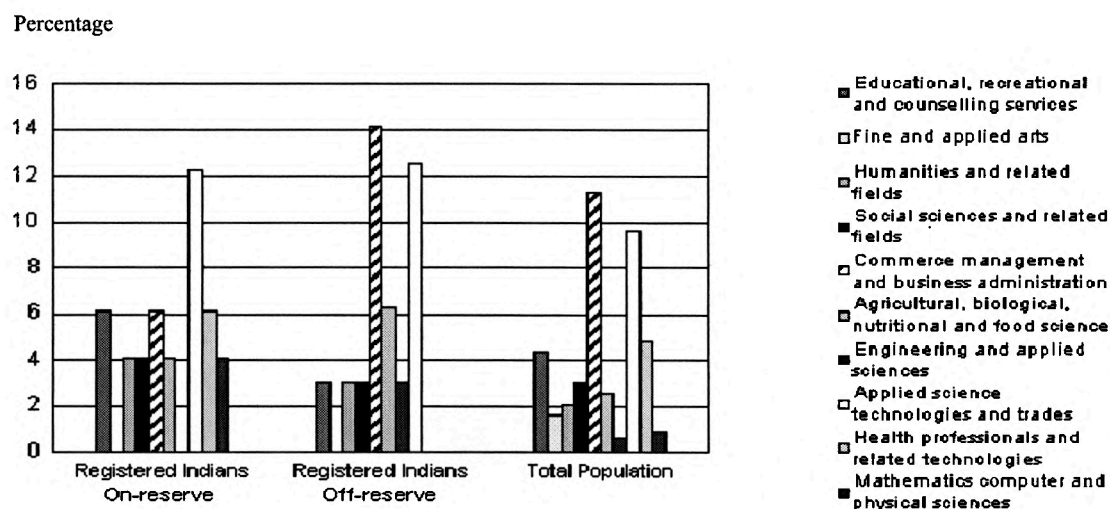


Table 3.1 Major Field of Study, Registered Indians On-Reserve, Off-Reserve and Total Population¹, 2001.

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

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

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

MAJOR FIELD OF STUDY

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.
- ❑ 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

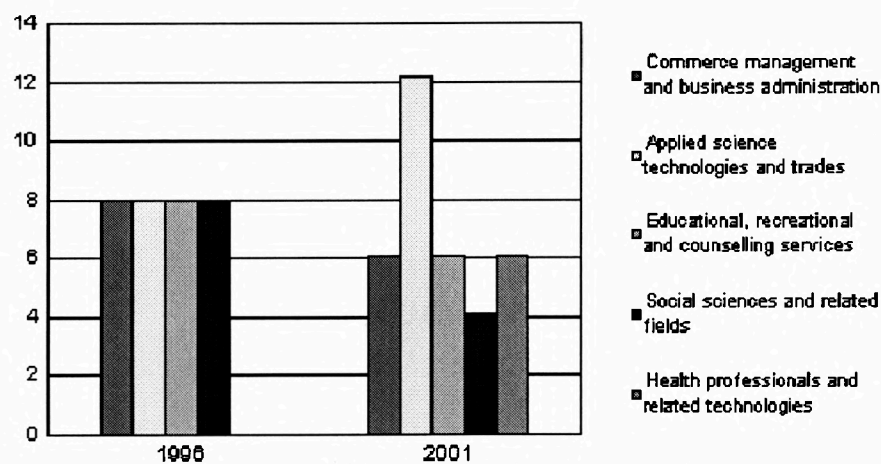


Table 3.2 Major Field of Study, Registered Indians On-Reserve, 1996 and 2001.

Major Field of Study	Registered Indians On-reserve			
	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 ATTENDANCE

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.

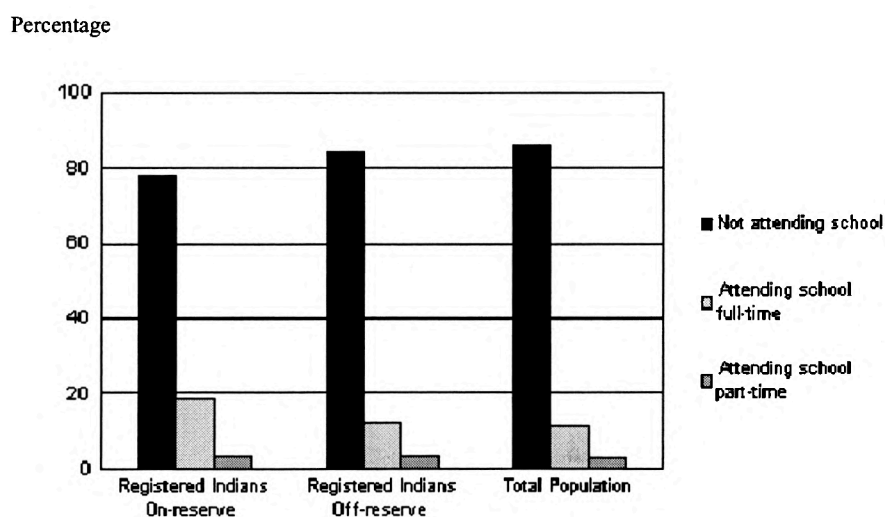


Table 1.1 School attendance, Registered Indians On-Reserve, Off-Reserve and Total Population¹, 2001.

School Attendance	Registered Indians On-reserve		Registered Indians Off-reserve		Total Population ¹	
	#	%	#	%	#	%
Total	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

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

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.

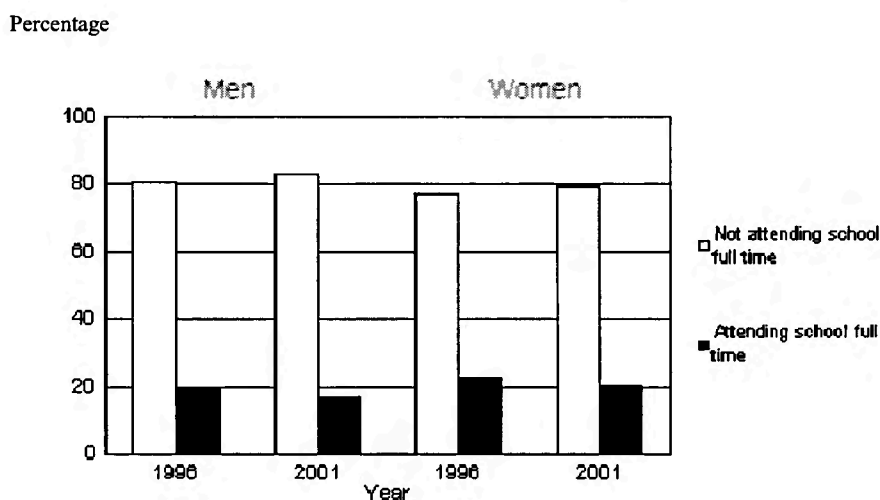


Table 1.2 School attendance¹, Registered Indians On-Reserve, Men and Women, 1996 and 2001.

School Attendance	Men				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:

- ❑ 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.

Percentage

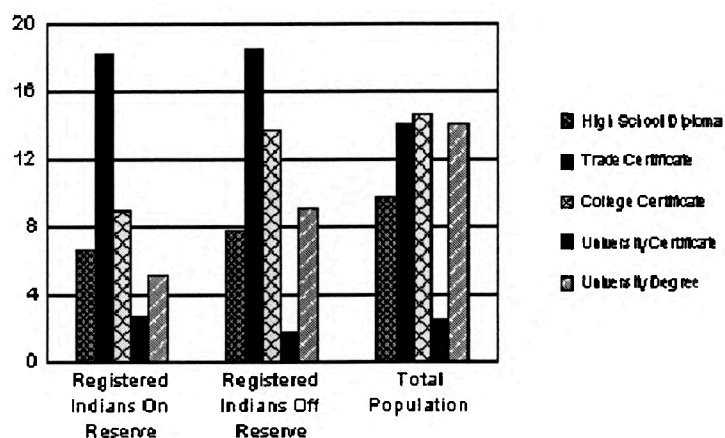


Table 2.1 Highest Level of Schooling, Registered Indians On and Off-Reserve and Total Population², 2001.

Highest Level of Schooling	Registered Indians On Reserve		Registered Indians Off Reserve		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 Degree¹	230	5.1	230	9.1	102,195	14.1

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

HIGHEST LEVEL OF SCHOOLING CONT'D

Highlights:

- In 2001, Registered Indian women reported 90 more University degrees¹ than 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.

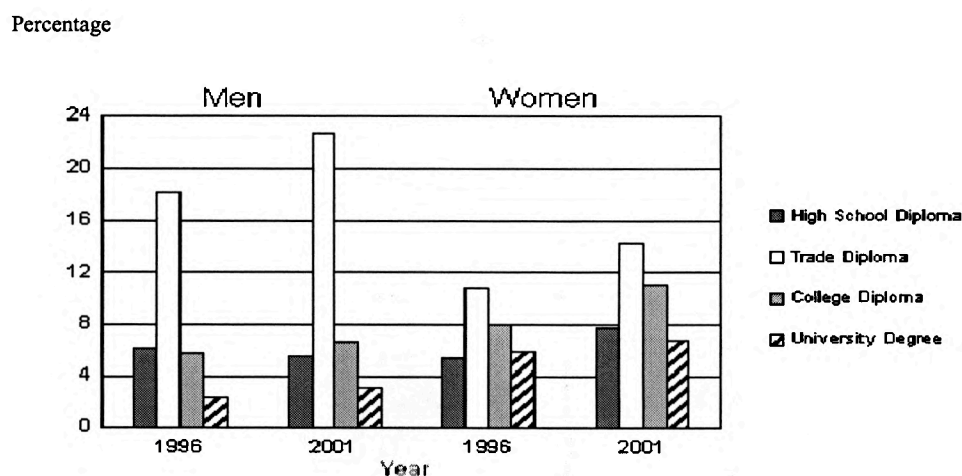


Table 2.2 Highest level of schooling, Registered Indians On-Reserve, Men and Women, 1996 and 2001.

Highest Level of Schooling	Men				Women			
	1996		2001		1996		2001	
	#	%	#	%	#	%	#	%
Total	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 Degree¹	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 OF SCHOOLING CONT'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.

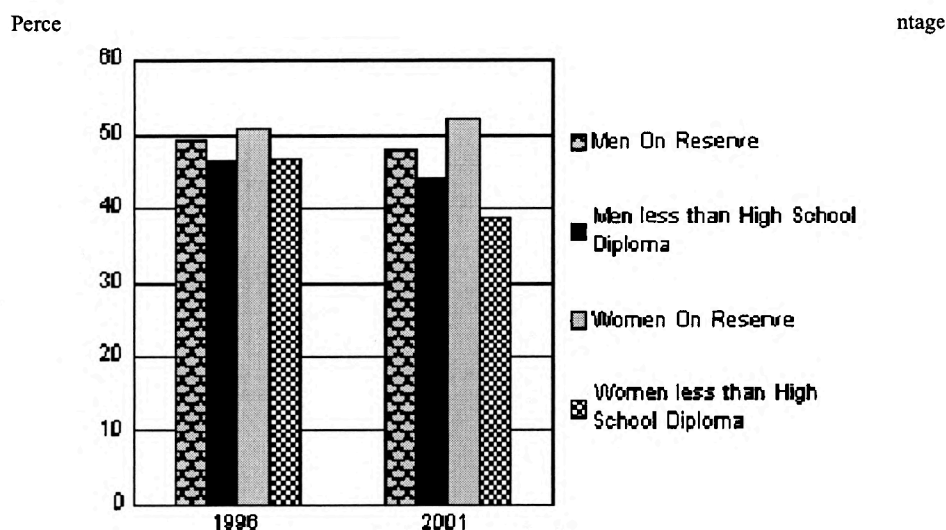


Table 2.3 Less than High School Diploma, Registered Indians On-Reserve, Men and Women, 1996 and 2001.

Less than High School Diploma		1996		2001	
		#	%	#	%
Total¹	Registered Indians On Reserve	4,200	100.0	4,535	100.0
	With less than High School Diploma	1,955	46.5	1,875	41.3
Men	Registered Indians On Reserve	2,065	49.2	2,170	47.9
	With less than High School Diploma	960	46.5	955	44.0
Women	Registered Indians On Reserve	2,135	50.8	2,365	52.1
	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.

MAJOR FIELD OF STUDY

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

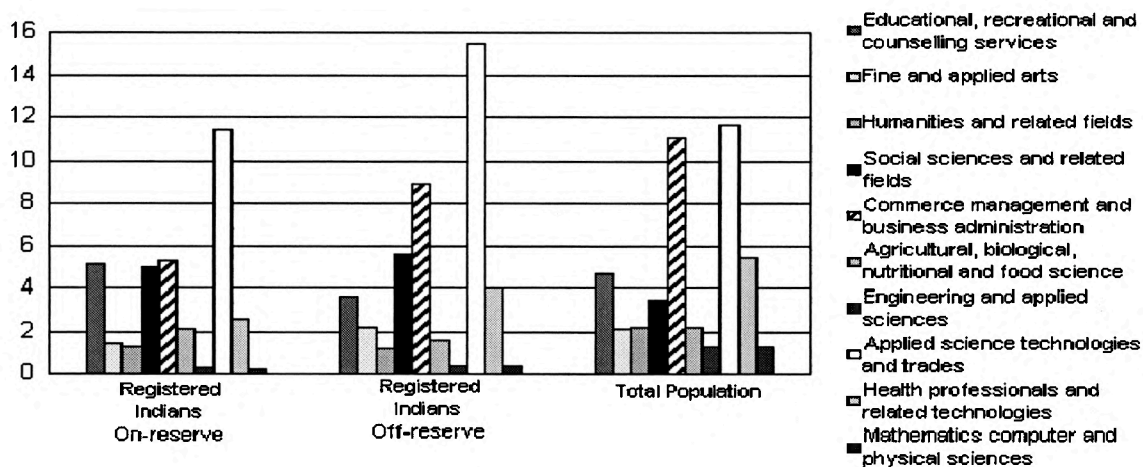


Table 3.1 Major Field of Study, Registered Indians On-Reserve, Off-Reserve and Total Population¹, 2001.

Major Field of Study	Registered Indians On-reserve		Registered Indians Off-reserve		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

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

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

MAJOR FIELD OF STUDY

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

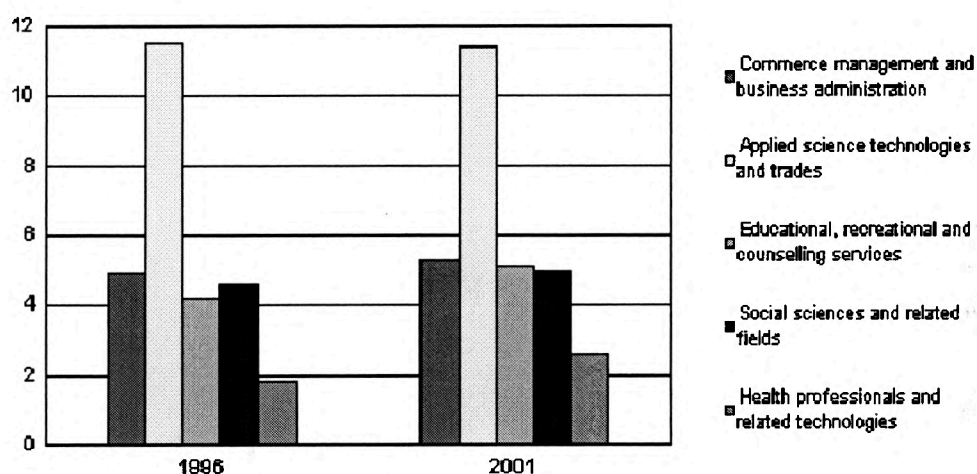


Table 3.2 Major Field of Study, Registered Indians On-Reserve, 1996 and 2001.

Major Field of Study	Registered Indians On-reserve			
	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.

SCHOOL ATTENDANCE

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.

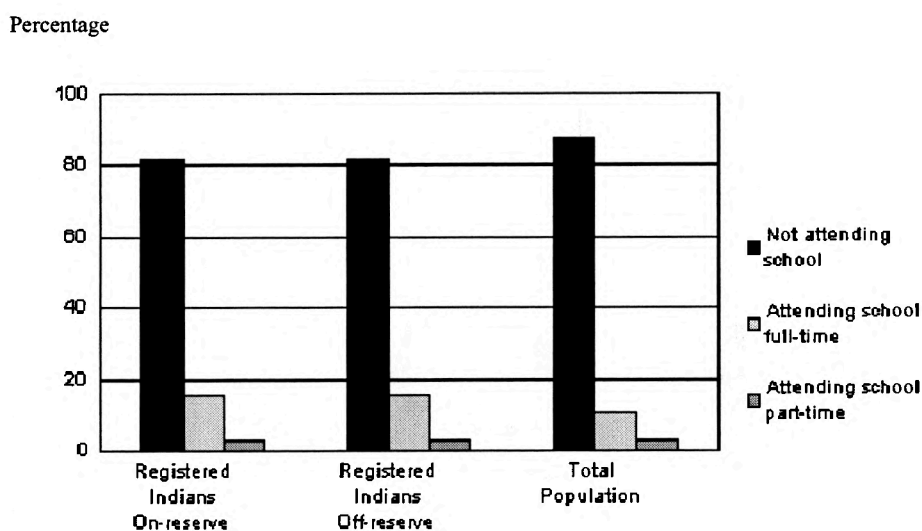


Table 1.1 School attendance, Registered Indians On-Reserve, Off-Reserve and Total Population¹, 2001.

School Attendance	Registered Indians On-reserve		Registered Indians Off-reserve		Total Population ¹	
	#	%	#	%	#	%
Total	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

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

¹ Total Population refers to the total population of New Brunswick excluding 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 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

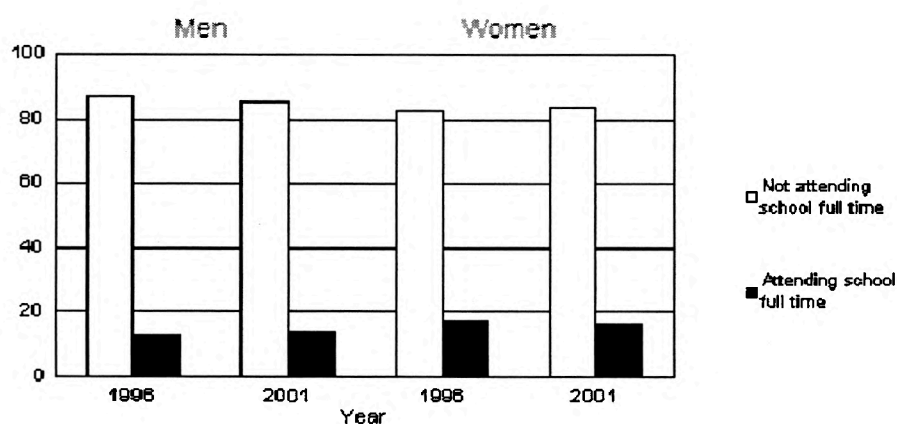


Table 1.2 School attendance¹, Registered Indians On-Reserve, Men and Women, 1996 and 2001.

School Attendance	Men				Women			
	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 time¹	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 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

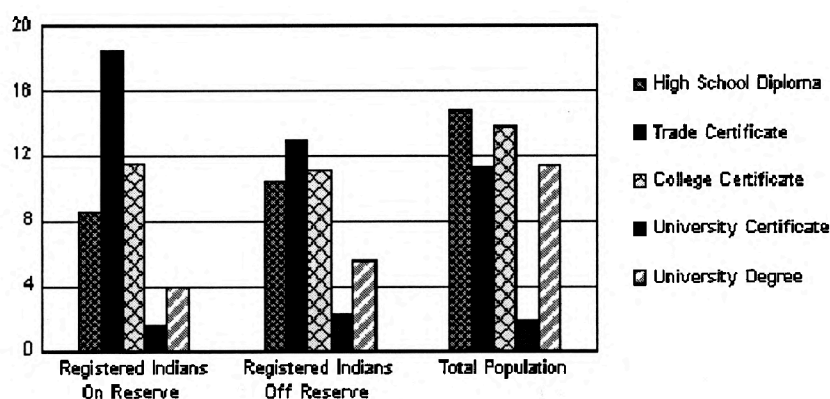


Table 2.1 Highest Level of Schooling, Registered Indians On and Off-Reserve and Total Population², 2001.

Highest Level of Schooling	Registered Indians On Reserve		Registered Indians Off Reserve		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 Degree¹	155	4.0	185	5.6	66,280	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 the total population of New Brunswick excluding Registered Indians living there to eliminate double counting.

HIGHEST LEVEL OF SCHOOLING CONT'D

Highlights:

- ❑ In 2001, On-Reserve Registered Indian women reported 80 more University degrees¹ than 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.
- ❑ 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.

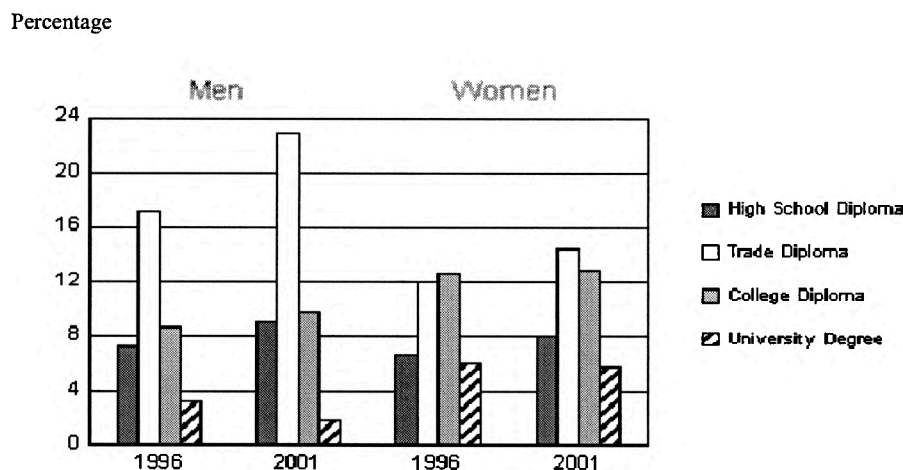


Table 2.2 Highest level of schooling, Registered Indians On-Reserve, Men and Women, 1996 and 2001.

Highest Level of Schooling	Men				Women			
	1996		2001		1996		2001	
	#	%	#	%	#	%	#	%
Total	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	280	12.9
University Certificate/Diploma	NA	NA	25	1.3	NA	NA	35	1.7
University Degree¹	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.

HIGHEST LEVEL OF SCHOOLING 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.

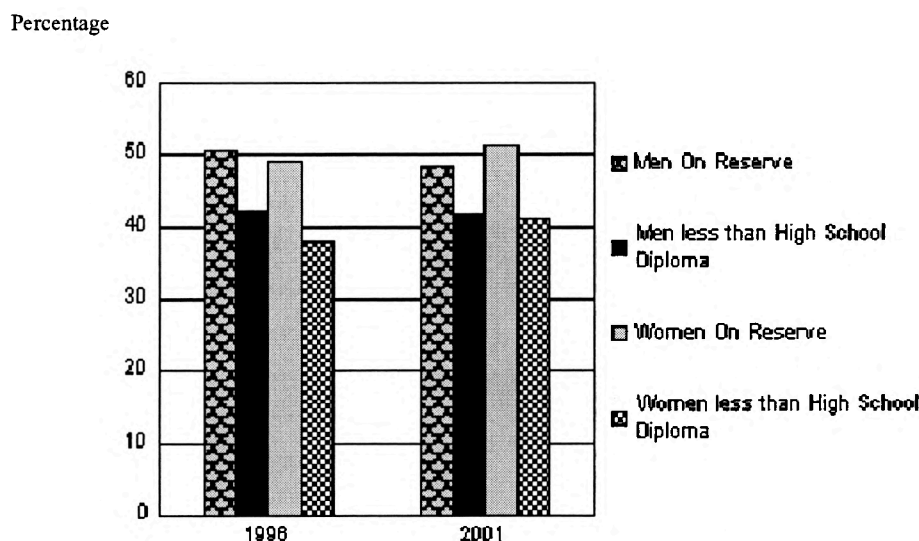


Table 2.3 Less than High School Diploma, Registered Indians On-Reserve, Men and Women, 1996 and 2001.

Less than High School Diploma		1996		2001	
		#	%	#	%
Total¹	Registered Indians On Reserve	3,385	100.0	3,900	100.0
	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
	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
	With less than High School Diploma	635	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.

MAJOR FIELD OF STUDY

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

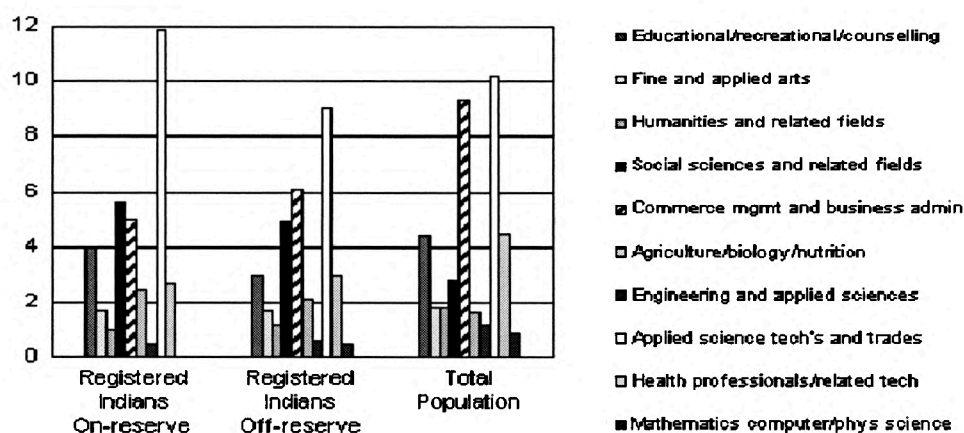


Table 3.1 Major Field of Study, Registered Indians On-Reserve, Off-Reserve and Total Population¹, 2001.

Major Field of Study	Registered Indians On-reserve		Registered Indians Off-reserve		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

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

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

MAJOR FIELD OF STUDY

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

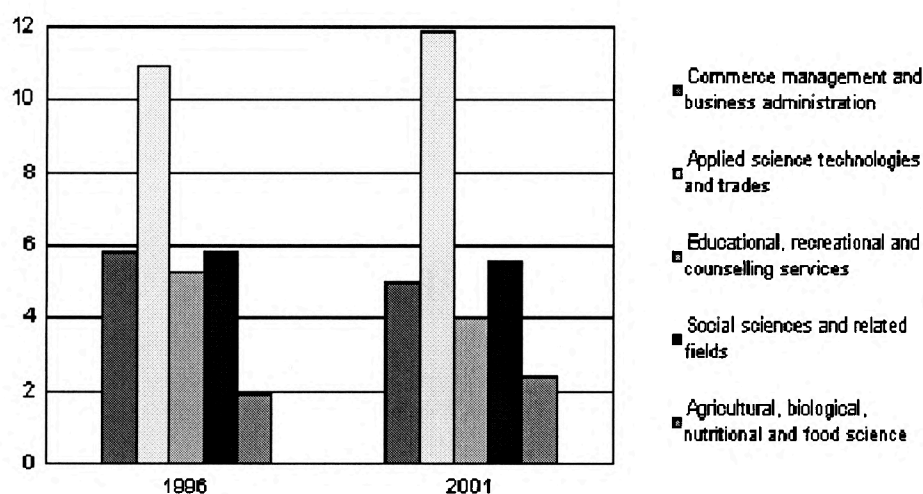


Table 3.2 Major Field of Study, Registered Indians On-Reserve, 1996 and 2001.

Major Field of Study	Registered Indians On-reserve			
	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

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.

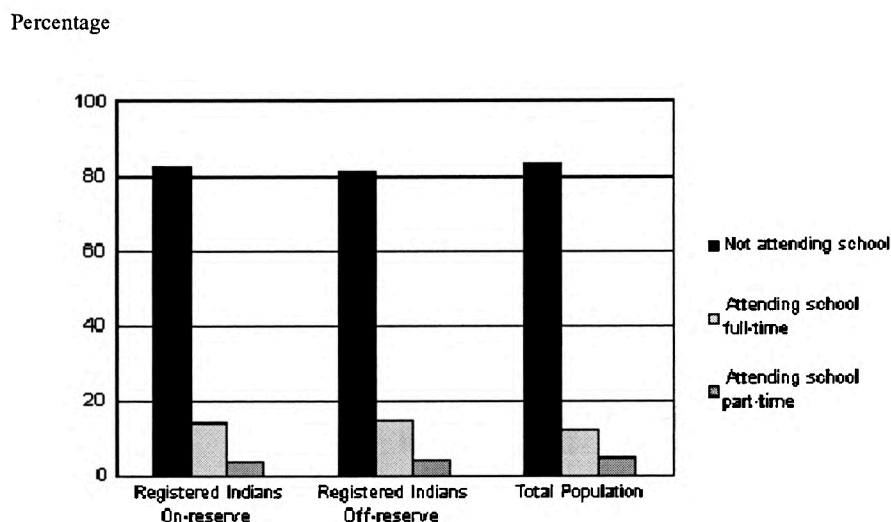


Table 1.1 School attendance, Registered Indians On-Reserve, Off-Reserve and Total Population¹, 2001.

School Attendance	Registered Indians On-reserve		Registered Indians Off-reserve		Total Population ¹	
	#	%	#	%	#	%
Total	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

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

¹ Total Population refers to the total population of Quebec excluding 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 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.

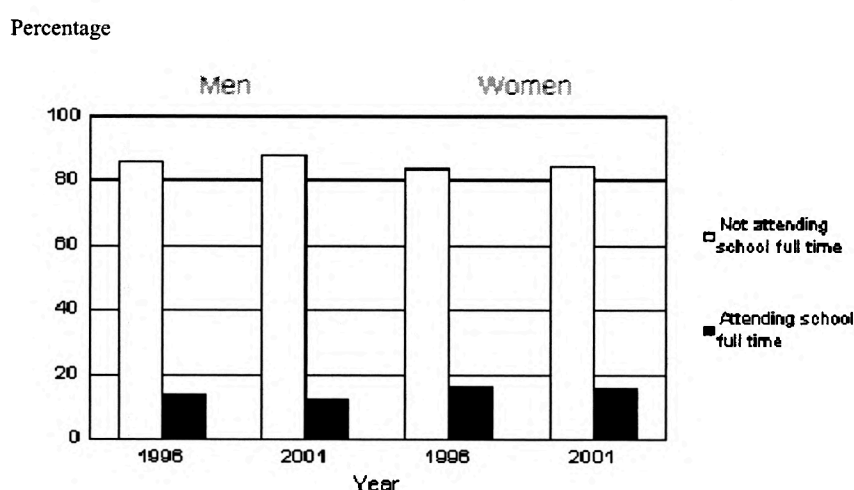


Table 1.2 School attendance¹, Registered Indians On-Reserve, Men and Women, 1996 and 2001.

School Attendance	Men				Women			
	1996		2001		1996		2001	
	#	%	#	%	#	%	#	%
Total	9,070	100.0	10,290	100.0	9,045	100.0	10,715	100.0
Not attending school full time¹	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).

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.

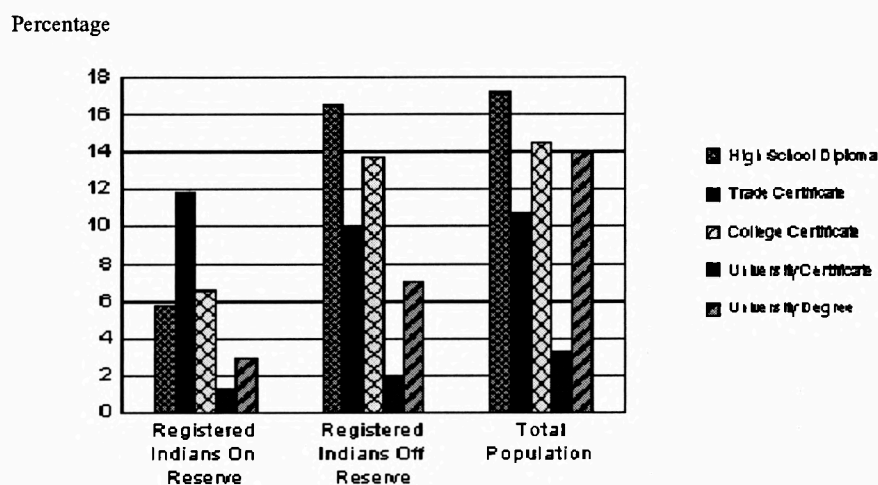


Table 2.1 Highest Level of Schooling, Registered Indians On and Off-Reserve and Total Population², 2001.

Highest Level of Schooling	Registered Indians On Reserve		Registered Indians Off Reserve		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 Degree¹	600	2.9	910	7.1	812,650	14.0

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 the total population of Quebec excluding Registered Indians living there to eliminate double counting.

HIGHEST LEVEL OF SCHOOLING CONT'D

Highlights:

- ❑ In 2001, Registered Indian women On-Reserve reported 215 more University degrees¹ than 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

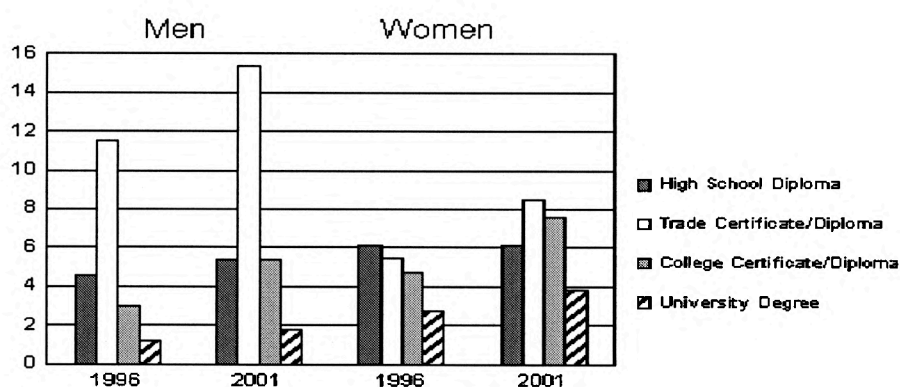


Table 2.2 Highest level of schooling, Registered Indians On-Reserve, Men and Women, 1996 and 2001.

Highest Level of Schooling	Men				Women			
	1996		2001		1996		2001	
	#	%	#	%	#	%	#	%
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 Degree¹	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.

HIGHEST LEVEL OF SCHOOLING CONT'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.

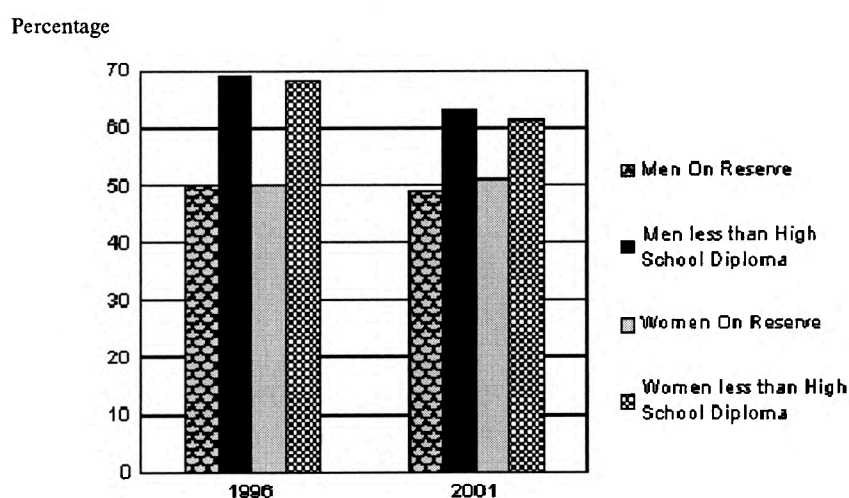


Table 2.3 Less than High School Diploma, Registered Indians On-Reserve, Men and Women, 1996 and 2001.

Less than High School Diploma		1996		2001	
		#	%	#	%
Total¹	Registered Indians On Reserve	18,115	100.0	21,010	100.0
	With less than High School Diploma	12,425	68.6	13,090	62.3
Men	Registered Indians On Reserve	9,065	50.0	10,290	49.0
	With less than High School Diploma	6,245	68.9	6,500	63.2
Women	Registered Indians On Reserve	9,050	50.0	10,715	51.0
	With less than High School Diploma	6,175	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.

MAJOR FIELD OF STUDY

Highlights:

- ❑ 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.

Percentage

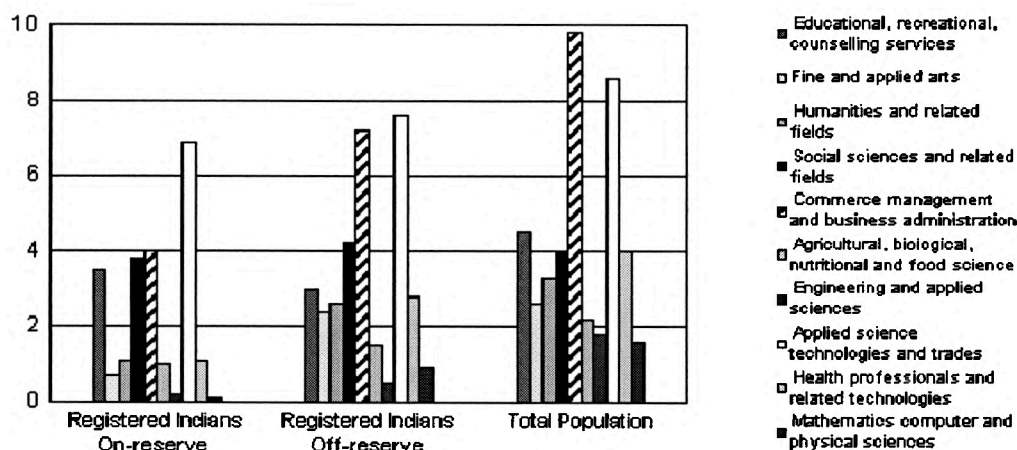


Table 3.1 Major Field of Study, Registered Indians On-Reserve, Off-Reserve and Total Population¹, 2001.

Major Field of Study	Registered Indians On-reserve		Registered Indians Off-reserve		Total Population ¹	
	#	%	#	%	#	%
Total	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

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

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

MAJOR FIELD OF STUDY

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

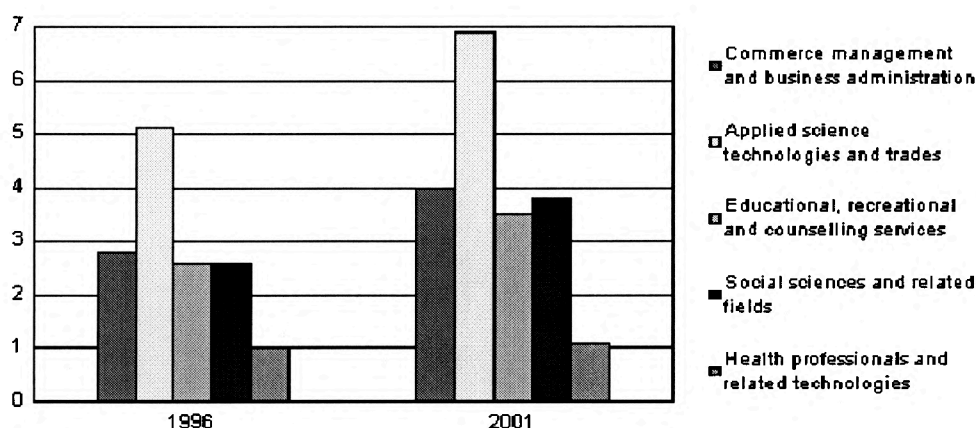


Table 3.2 Major Field of Study, Registered Indians On-Reserve, 1996 and 2001.

Major Field of Study	Registered Indians On-reserve			
	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	77.6

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.

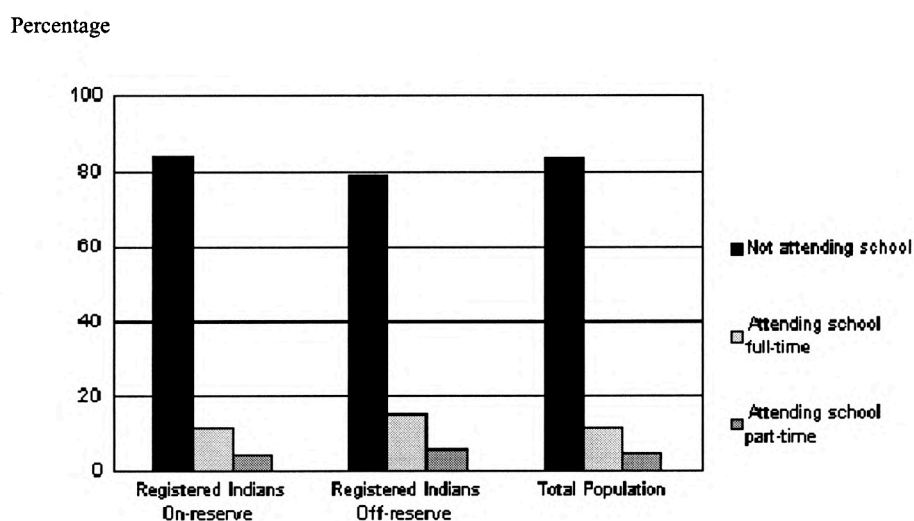


Table 1.1 School attendance, Registered Indians On-Reserve, Off-Reserve and Total Population¹, 2001.

School Attendance	Registered Indians On-Reserve		Registered Indians Off-Reserve		Total Population ¹	
	#	%	#	%	#	%
Total	26,245	100.0	50,090	100.0	6,971,695	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

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

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

SCHOOL ATTENDANCE CONT'D

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.

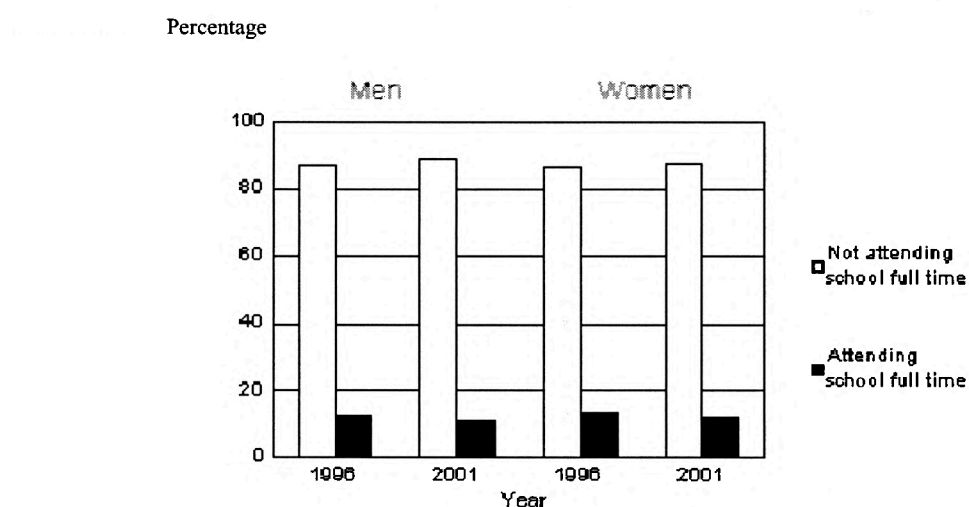


Table 1.2 School attendance¹, Registered Indians On-Reserve, Men and Women, 1996 and 2001.

School Attendance	Men				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 time¹	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).

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

HIGHEST LEVEL OF SCHOOLING

Highlights:

- ❑ 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.

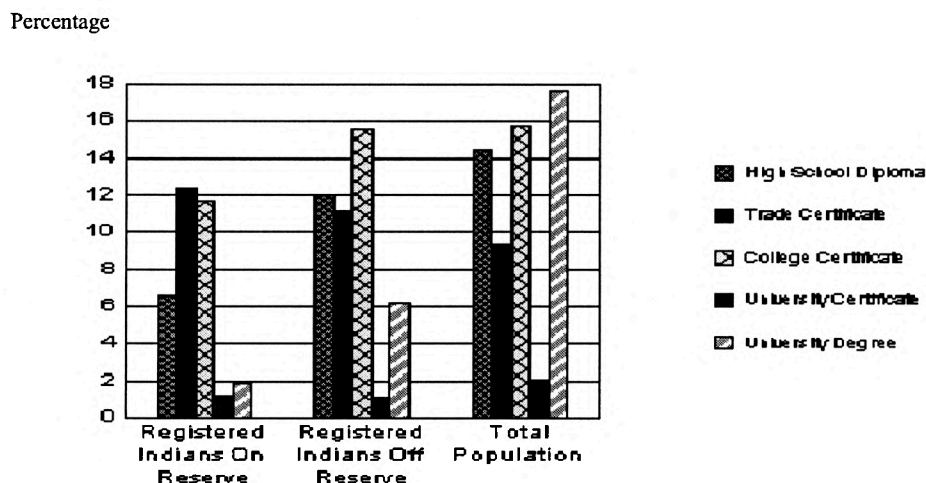


Table 2.1 Highest Level of Schooling, Registered Indians On-Reserve, Off-Reserve and Total Population², 2001.

Highest Level of Schooling	Registered Indians On Reserve		Registered Indians Off Reserve		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 Degree¹	490	1.9	3,115	6.2	1,563,720	17.7

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 the total population of Ontario excluding Registered Indians living there to eliminate double counting.

HIGHEST LEVEL OF SCHOOLING CONT'D

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

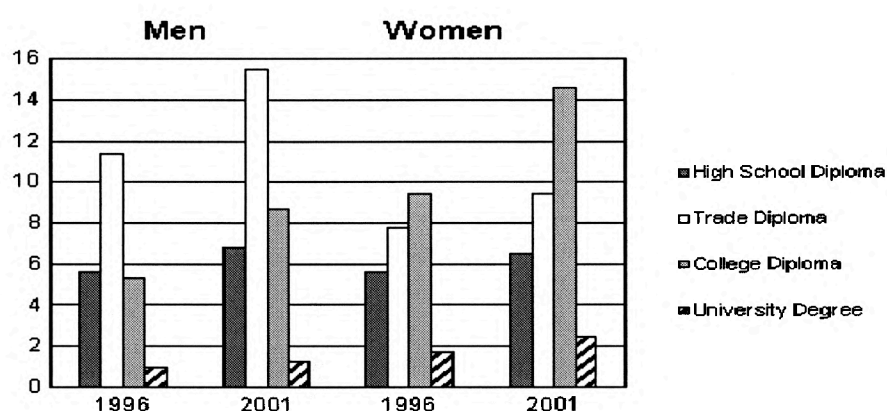


Table 2.2 Highest level of schooling, Registered Indians On-Reserve, Men and Women, 1996 and 2001.

Highest Level of Schooling	Men				Women			
	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 Degree¹	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.

HIGHEST LEVEL OF SCHOOLING CONT'D

Highlights:

- ❑ 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.

Percentage

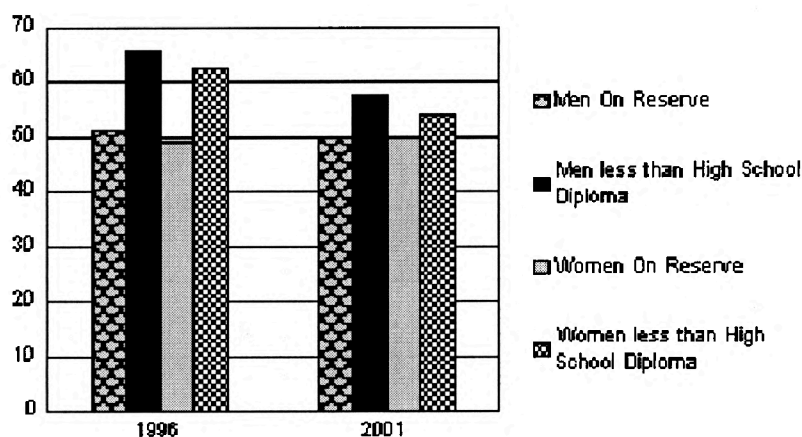


Table 2.3 Less than High School Diploma, Registered Indians On-Reserve, Men and Women, 1996 and 2001.

Less than High School Diploma		1996		2001	
		#	%	#	%
Total¹	Registered Indians On Reserve	20,325	100.0	26,250	100.0
	With less than High School Diploma	13,095	64.4	14,625	55.7
Men	Registered Indians On Reserve	10,360	51.0	13,155	50.1
	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
	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.

MAJOR FIELD OF STUDY

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.

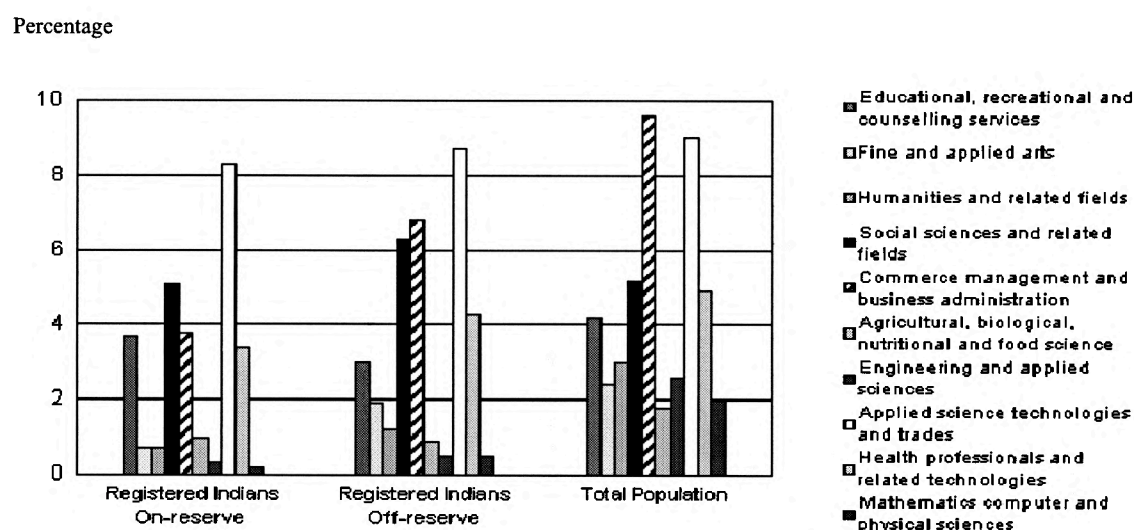


Table 3.1 Major Field of Study, Registered Indians On-Reserve, Off-Reserve and Total Population¹, 2001.

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	3.0
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	1.8
Engineering and applied sciences	90	0.3	245	0.5	226,905	2.6
Applied science technologies and trades	2,185	8.3	4,335	8.7	603,220	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	18,125	72.9	33,040	66.0	4,958,425	55.3

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

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

MAJOR FIELD OF STUDY

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

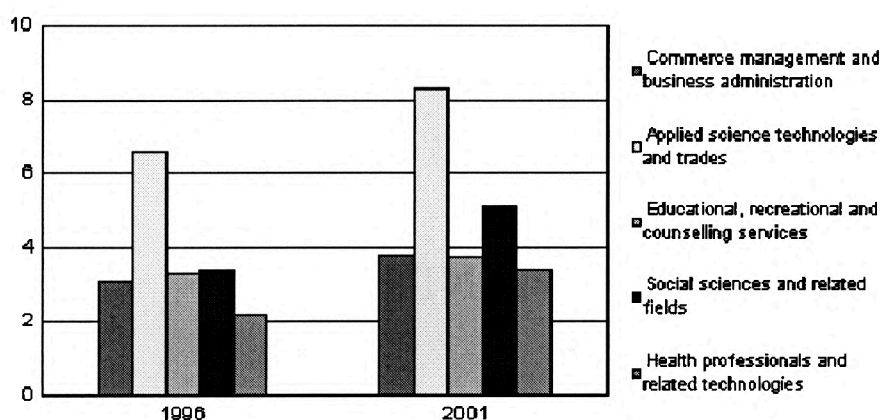


Table 3.2 Major Field of Study, Registered Indians On-Reserve, 1996 and 2001.

Major Field of Study	Registered Indians On-reserve			
	1996		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	0.2
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

SCHOOL ATTENDANCE

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.

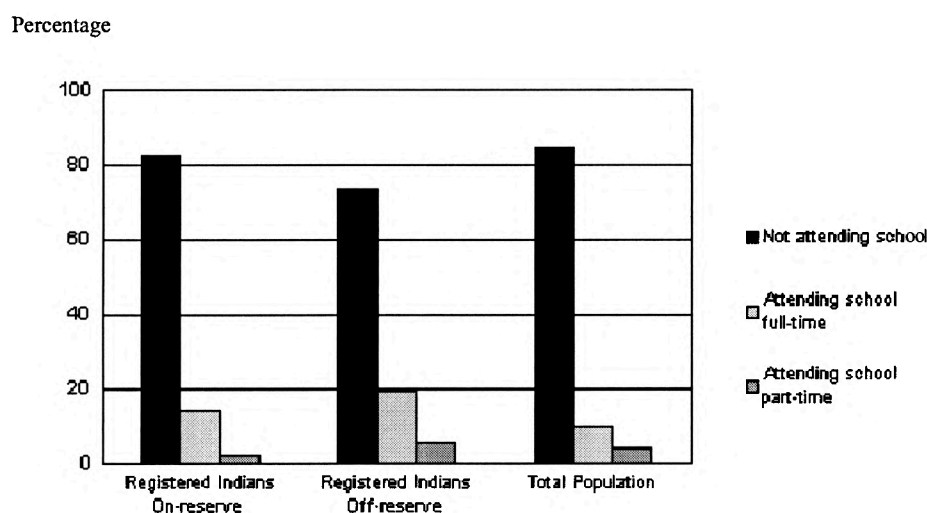


Table 1.1 School attendance, Registered Indians On-Reserve, Off-Reserve and Total Population¹, 2001.

School Attendance	Registered Indians On-reserve		Registered Indians Off-reserve		Total Population ¹	
	#	%	#	%	#	%
Total	30,815	100.0	24,035	100.0	814,865	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

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

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

SCHOOL ATTENDANCE 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.

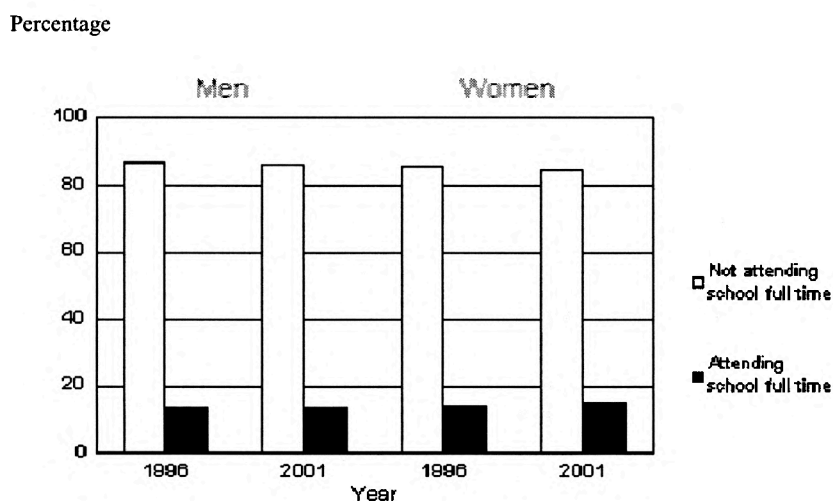


Table 1.2 School attendance¹, Registered Indians On-Reserve, Men and Women, 1996 and 2001.

School Attendance	Men				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 time¹	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

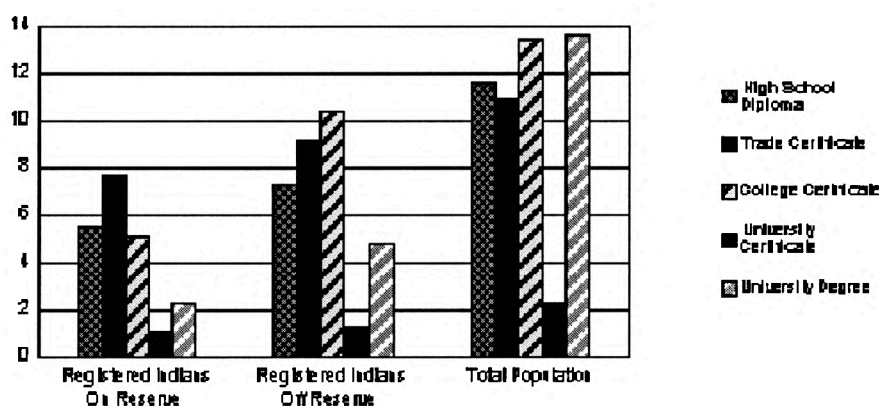


Table 2.1 Highest Level of Schooling, Registered Indians On-Reserve, Off-Reserve and Total Population², 2001.

Highest Level of Schooling	Registered Indians On Reserve		Registered Indians Off Reserve		Total Population ²	
	#	%	#	%	#	%
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 Degree¹	705	2.3	1,170	4.9	111,335	13.7

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 the total population of Manitoba excluding Registered Indians living there to eliminate double counting.

HIGHEST LEVEL OF SCHOOLING CONT'D

Highlights:

- ❑ 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.

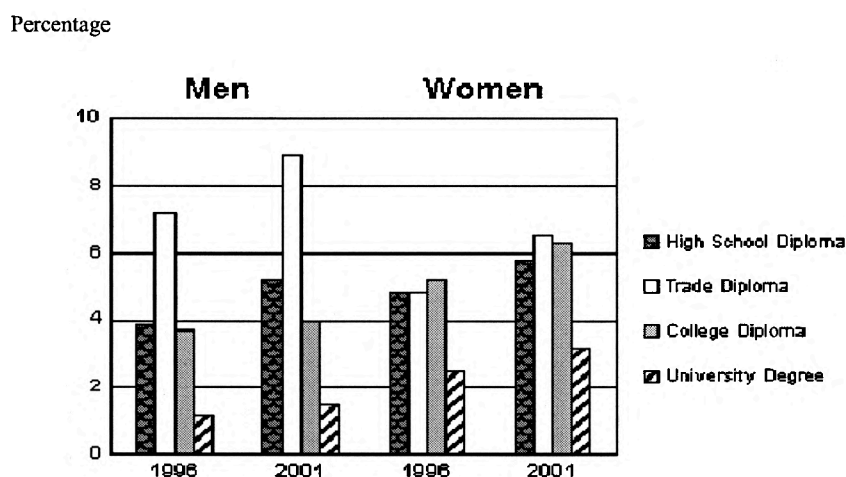


Table 2.2 Highest level of schooling, Registered Indians On-Reserve, Men and Women, 1996 and 2001.

Highest Level of Schooling	Men				Women			
	1996		2001		1996		2001	
	#	%	#	%	#	%	#	%
Total	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 Degree¹	170	1.2	230	1.5	335	2.5	475	3.2

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.

HIGHEST LEVEL OF SCHOOLING CONT'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.

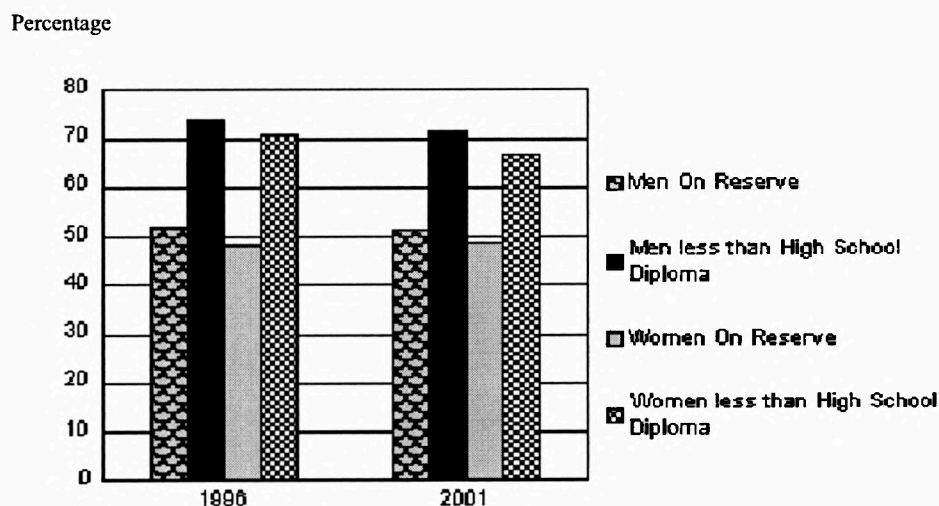


Table 2.3 Less than High School Diploma, Registered Indians On-Reserve, Men and Women, 1996 and 2001.

Major Field of Study	Registered Indians On-reserve		Registered Indians Off-reserve		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

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.

MAJOR FIELD OF STUDY

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.

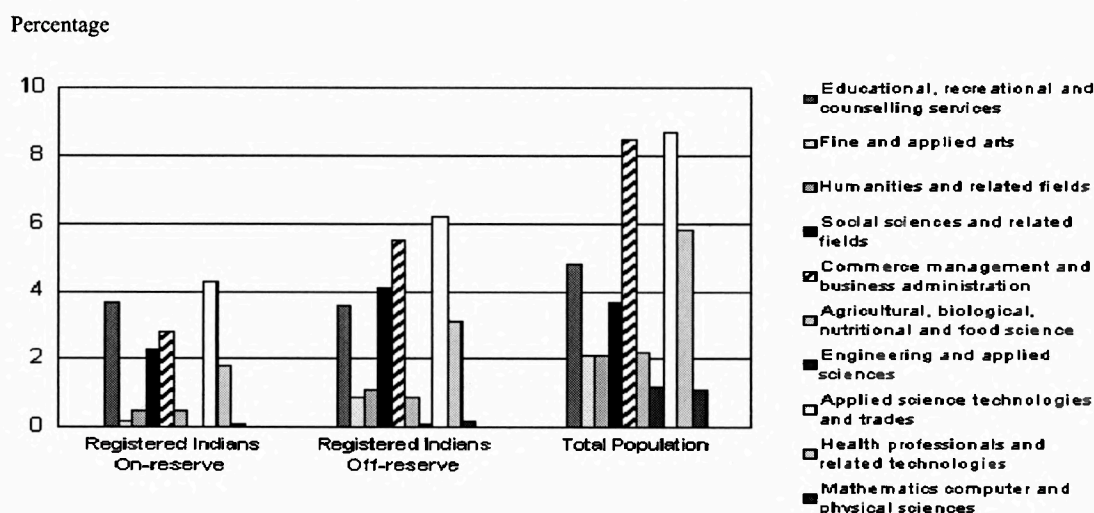


Table 3.1 Major Field of Study, Registered Indians On-Reserve, Off-Reserve and Total Population¹, 2001.

Major Field of Study	Registered Indians On-reserve		Registered Indians Off-reserve		Total Population ¹	
	#	%	#	%	#	%
Total	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

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

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

MAJOR FIELD OF STUDY

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

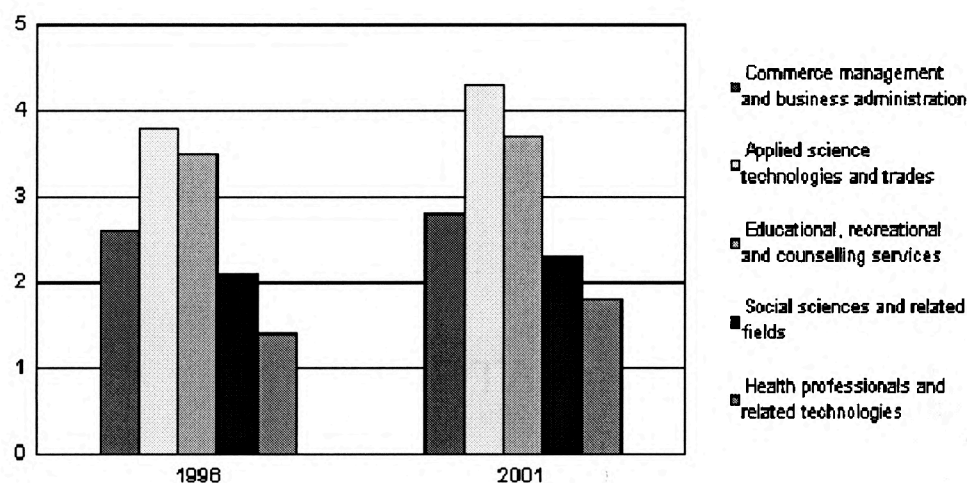


Table 3.2 Major Field of Study, Registered Indians On-Reserve, 1996 and 2001.

Major Field of Study	Registered Indians On-reserve			
	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	0.1
No specialization	23,890	85.5	25,655	83.8

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

SASKATCHEWAN*

*** 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.**

SCHOOL ATTENDANCE

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.

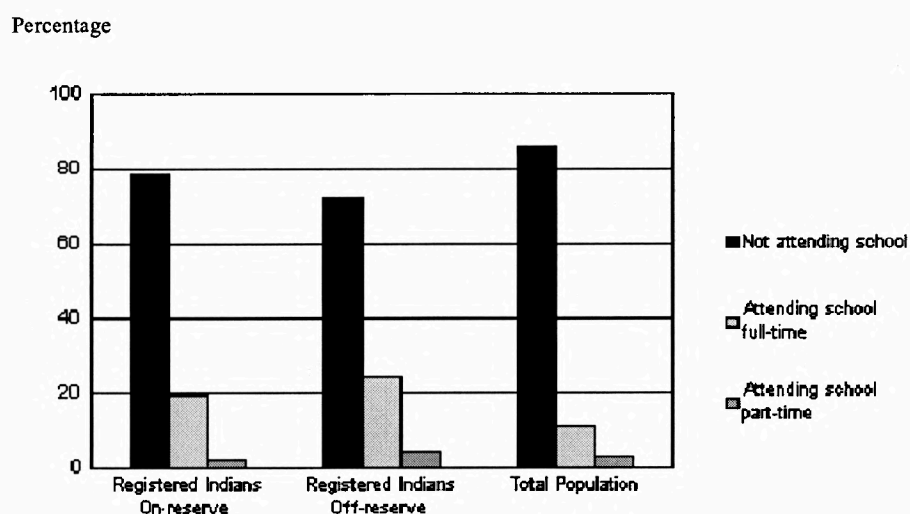


Table 1.1 School attendance, Registered Indians On-Reserve, Off-Reserve and Total Population¹, 2001.

School Attendance	Registered Indians On-reserve		Registered Indians Off-reserve		Total Population ¹	
	#	%	#	%	#	%
Total	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

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

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

SCHOOL ATTENDANCE 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.



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

School Attendance	Men				Women			
	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 time¹	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 OF SCHOOLING

Highlights:

- ❑ 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 (2,045).
- ❑ 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.

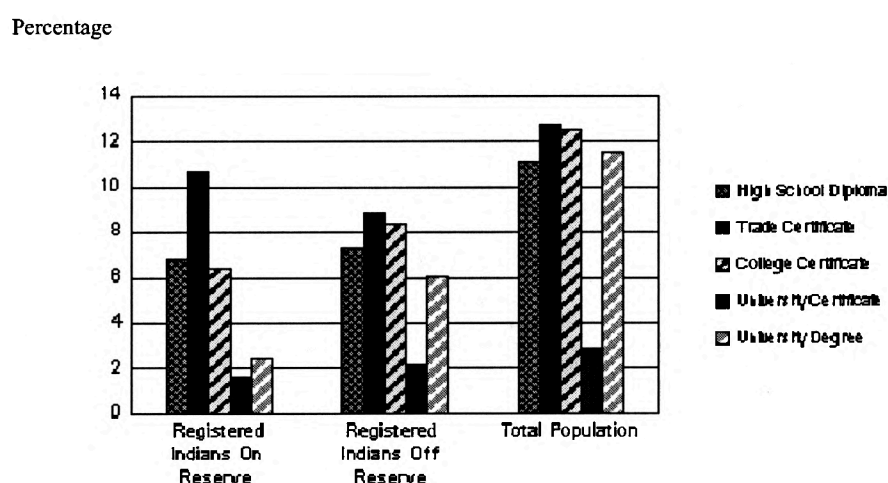


Table 2.1 Highest Level of Schooling, Registered Indians On-Reserve, Off-Reserve and Total Population², 2001.

Highest Level of Schooling	Registered Indians On Reserve		Registered Indians Off Reserve		Total Population ²	
	#	%	#	%	#	%
Total	25,575	100	22,990	100	706,965	100
High 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 Degree¹	630	2.5	1,390	6.0	81,555	11.5

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 the total population of Saskatchewan excluding Registered Indians living there to eliminate double counting.

HIGHEST LEVEL OF SCHOOLING CONT'D

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.

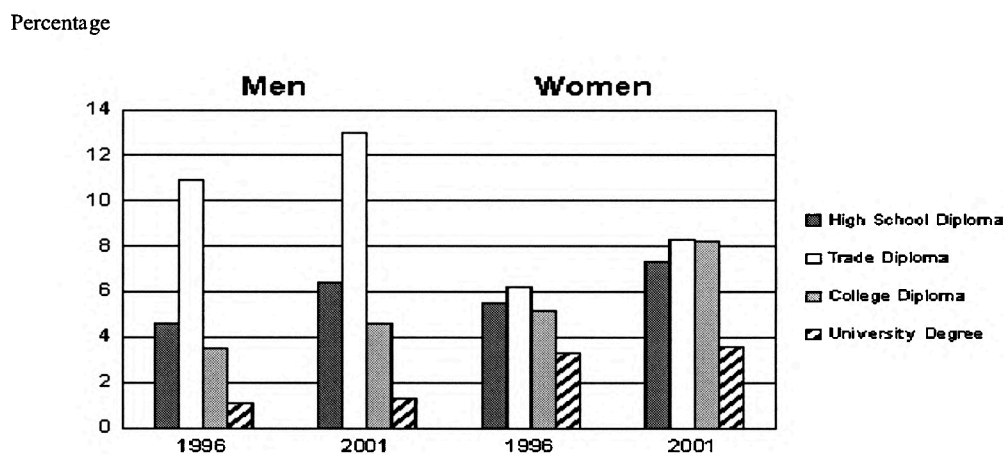


Table 2.2 Highest level of schooling, Registered Indians On-Reserve, Men and Women, 1996 and 2001.

Highest Level of Schooling	Men				Women			
	1996		2001		1996		2001	
	#	%	#	%	#	%	#	%
Total	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	NA	NA	125	1.0	NA	NA	285	2.2
University Degree¹	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 OF SCHOOLING CONT'D

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

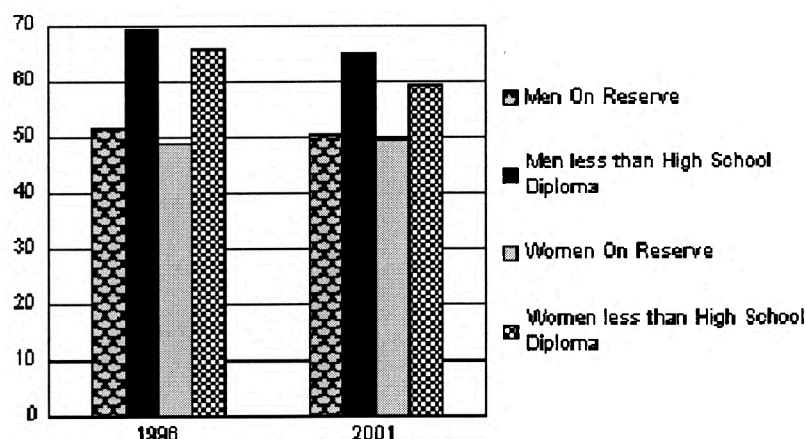


Table 2.3 Less than High School Diploma, Registered Indians On-Reserve, Men and Women, 1996 and 2001.

Less than High School Diploma		1996		2001	
		#	%	#	%
Total¹	Registered Indians On Reserve	21,800	100.0	25,575	100.0
	With less than High School Diploma	14,695	67.4	15,860	62.0
Men	Registered Indians On Reserve	11,190	51.3	12,875	50.3
	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
	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.

MAJOR FIELD OF STUDY

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.

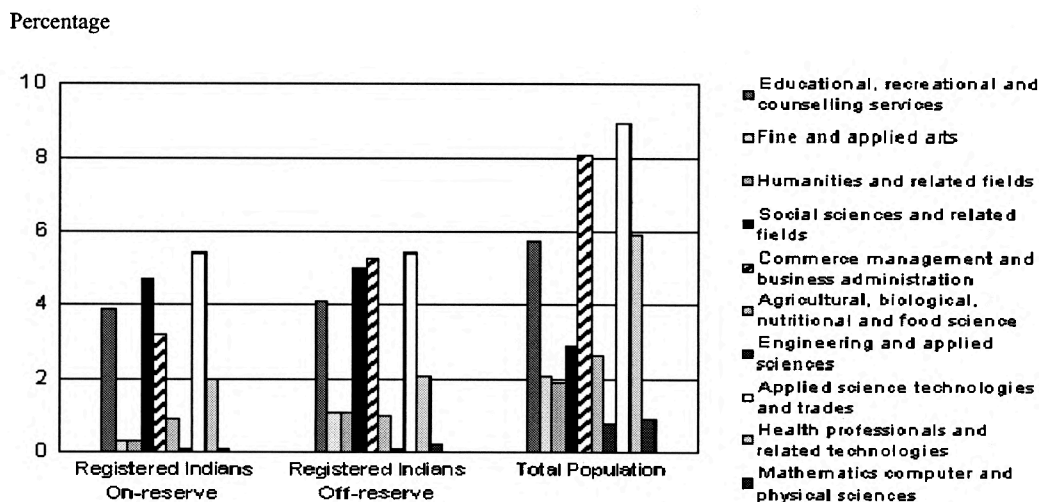


Table 3.1 Major Field of Study, Registered Indians On-Reserve, Off-Reserve and Total Population¹, 2001.

Major Field of Study	Registered Indians On-reserve		Registered Indians Off-reserve		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	1.9
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	0.8
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

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

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

MAJOR FIELD OF STUDY

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

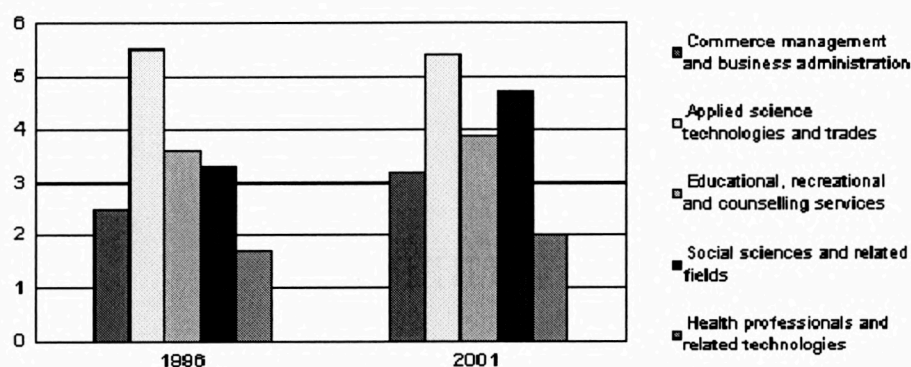


Table 3.2 Major Field of Study, Registered Indians On-Reserve, 1996 and 2001.

Major Field of Study	Registered Indians On-reserve			
	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

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.

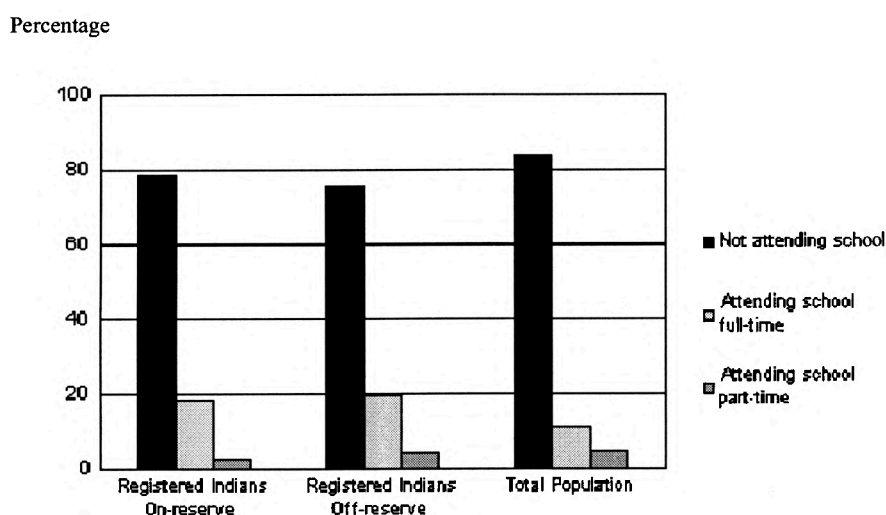


Table 1.1 School attendance, Registered Indians On-Reserve, Off-Reserve and Total Population¹, 2001.

School Attendance	Registered Indians On-reserve		Registered Indians Off-reserve		Total Population ¹	
	#	%	#	%	#	%
Total	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

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

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

SCHOOL ATTENDANCE 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.

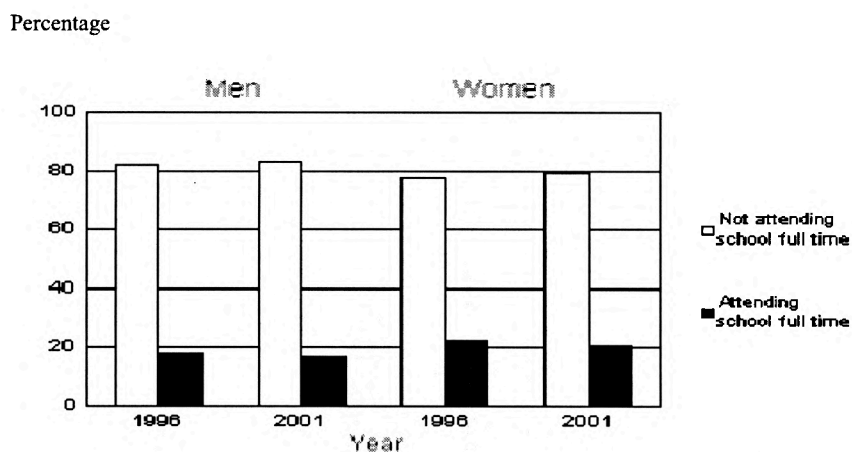


Table 1.2 School attendance¹, Registered Indians On-Reserve, Men and Women, 1996 and 2001.

School Attendance	Men				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 time¹	7,095	82.1	9,020	83.3	6,580	77.8	8,800	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).

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.

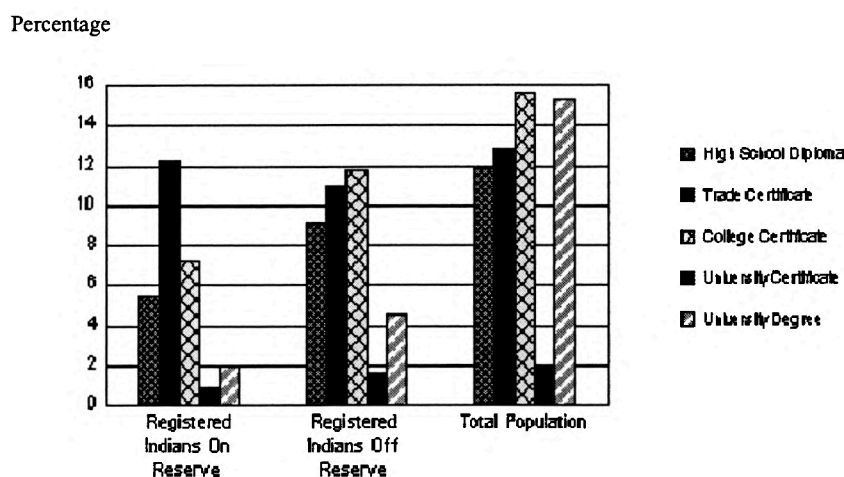


Table 2.1 Highest Level of Schooling, Registered Indians On-Reserve, Off-Reserve and Total Population², 2001.

Highest Level of Schooling	Registered Indians On Reserve		Registered Indians Off Reserve		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 Degree¹	430	2.0	1,310	4.5	348,230	15.3

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 the total population of Alberta excluding Registered Indians living there to eliminate double counting.

HIGHEST LEVEL OF SCHOOLING CONT'D

Highlights:

- ❑ In 2001, On-Reserve Registered Indian women reported 175 more University degrees¹ than 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

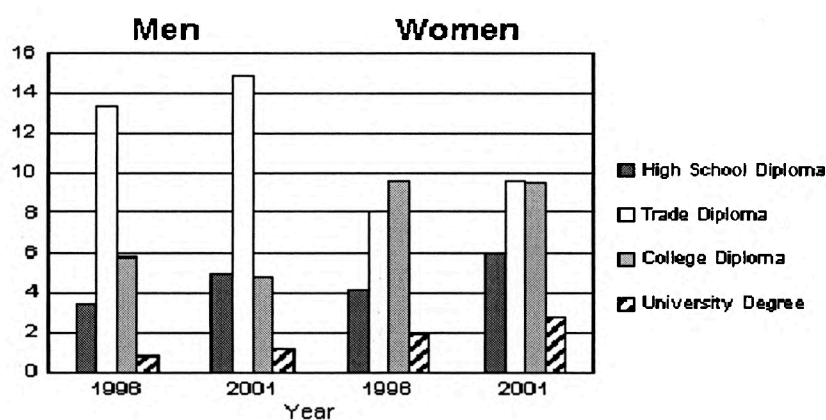


Table 2.2 Highest level of schooling, Registered Indians On-Reserve, Men and Women, 1996 and 2001.

Highest Level of Schooling	Men				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 Degree¹	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.

HIGHEST LEVEL OF SCHOOLING CONT'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.

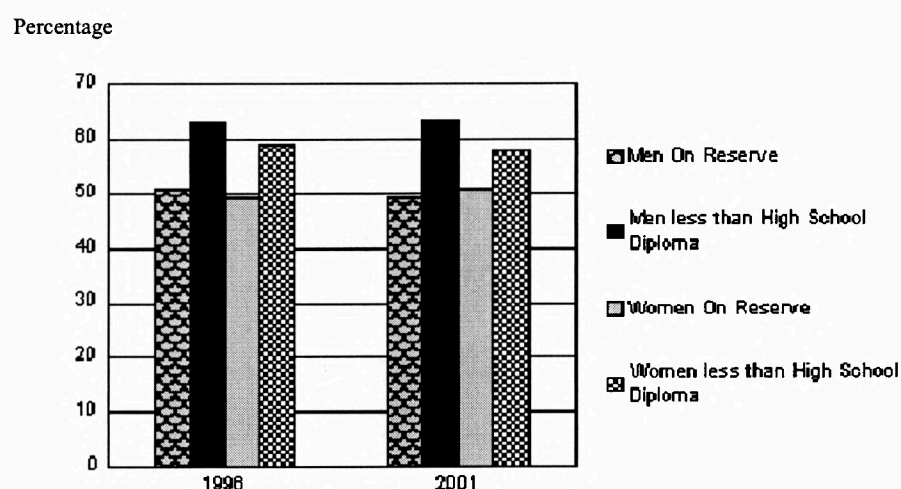


Table 2.3 Less than High School Diploma, Registered Indians On-Reserve, Men and Women, 1996 and 2001.

Less than High School Diploma		1996		2001	
		#	%	#	%
Total¹	Registered Indians On Reserve	17,095	100.0	21,910	100.0
	With less than High School Diploma	10,430	61.0	13,255	60.5
Men	Registered Indians On Reserve	8,645	50.6	10,830	49.4
	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
	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.

MAJOR FIELD OF STUDY

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

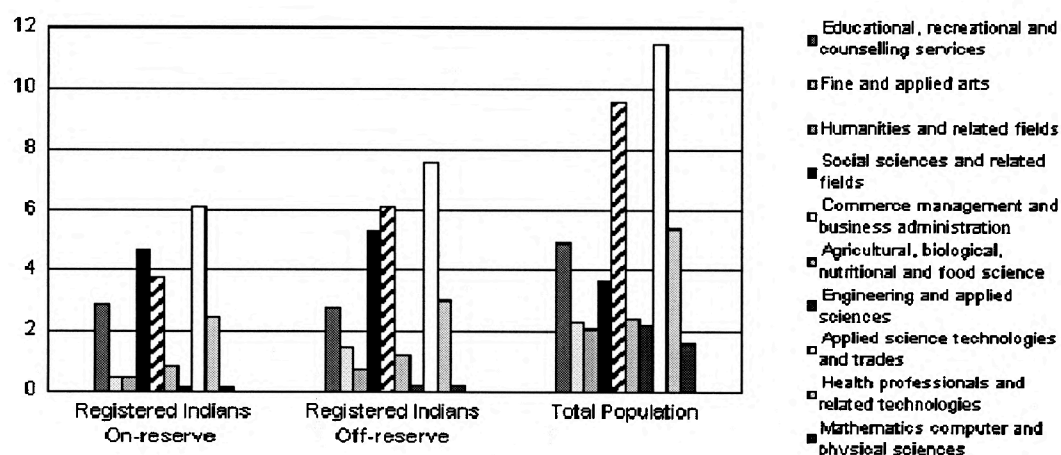


Table 3.1 Major Field of Study, Registered Indians On-Reserve, Off-Reserve and Total Population¹, 2001.

Major Field of Study	Registered Indians On-reserve		Registered Indians Off-reserve		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

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

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

MAJOR FIELD OF STUDY

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

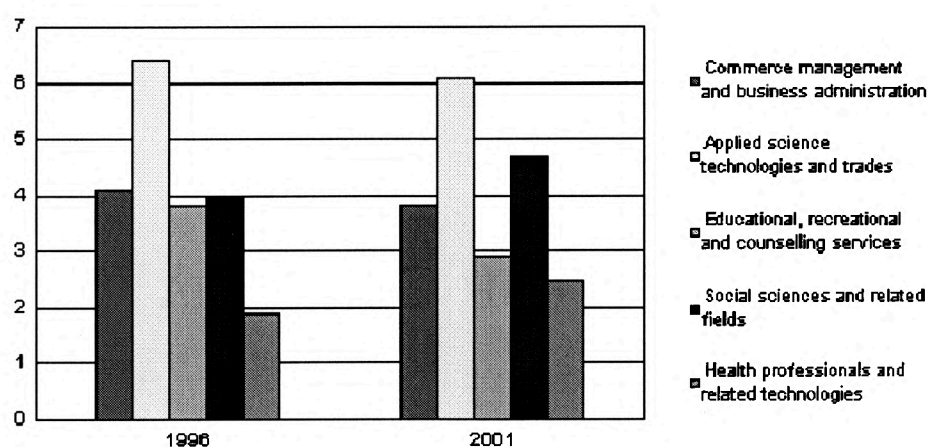


Table 3.2 Major Field of Study, Registered Indians On-Reserve, 1996 and 2001.

Major Field of Study	Registered Indians On-reserve			
	1996		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

SCHOOL ATTENDANCE

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

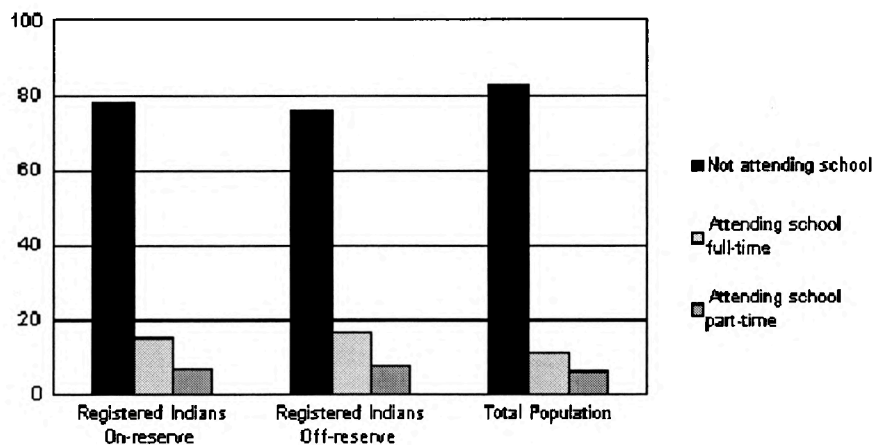


Table 1.1 School attendance, Registered Indians On-Reserve, Off-Reserve and Total Population¹, 2001.

School Attendance	Registered Indians On-Reserve		Registered Indians Off-Reserve		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

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

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.

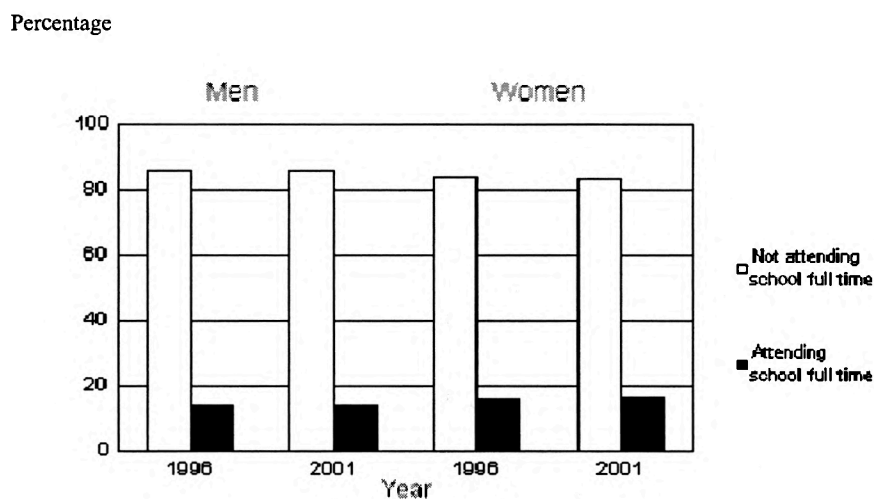


Table 1.2 School attendance¹, Registered Indians On-Reserve, Men and Women, 1996 and 2001.

School Attendance	Men				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 time¹	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.

HIGHEST LEVEL OF SCHOOLING

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.

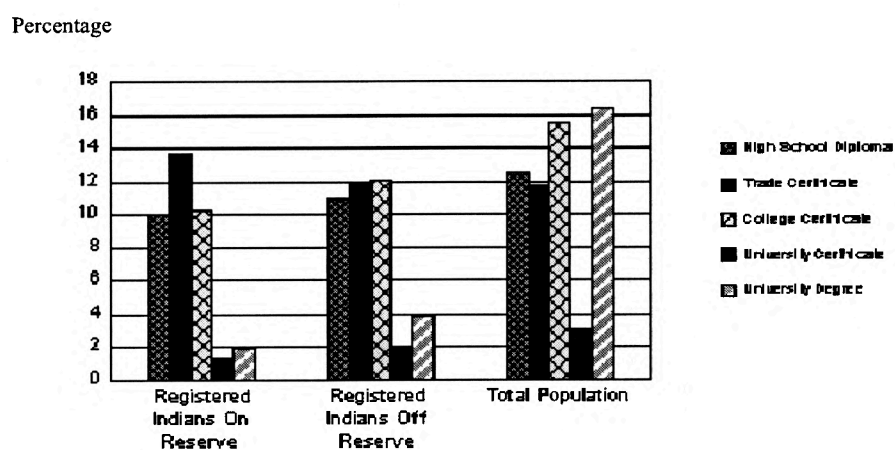


Table 2.1 Highest Level of Schooling, Registered Indians On-Reserve, Off-Reserve and Total Population², 2001.

Highest Level of Schooling	Registered Indians On Reserve		Registered Indians Off Reserve		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 Degree¹	600	1.9	1,600	3.9	507,325	16.4

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

HIGHEST LEVEL OF SCHOOLING CONT'D

Highlights:

- ❑ In 2001, On-Reserve Registered Indian women reported 285 more University degrees¹ than 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

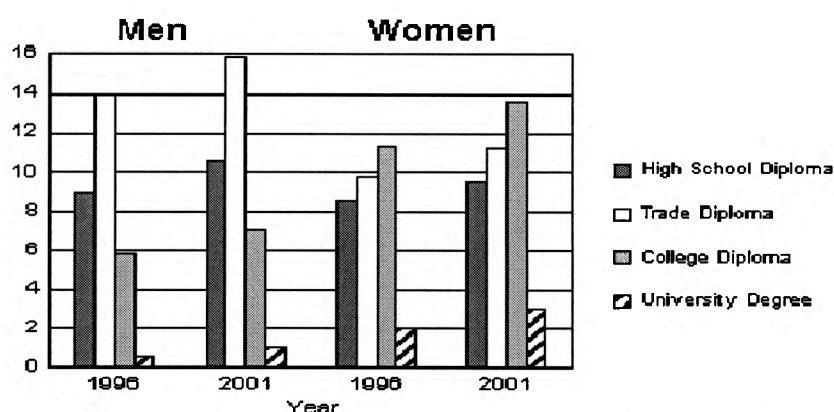


Table 2.2 Highest level of schooling, Registered Indians On-Reserve, Men and Women, 1996 and 2001.

Highest Level of Schooling	Men				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 Degree¹	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 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.

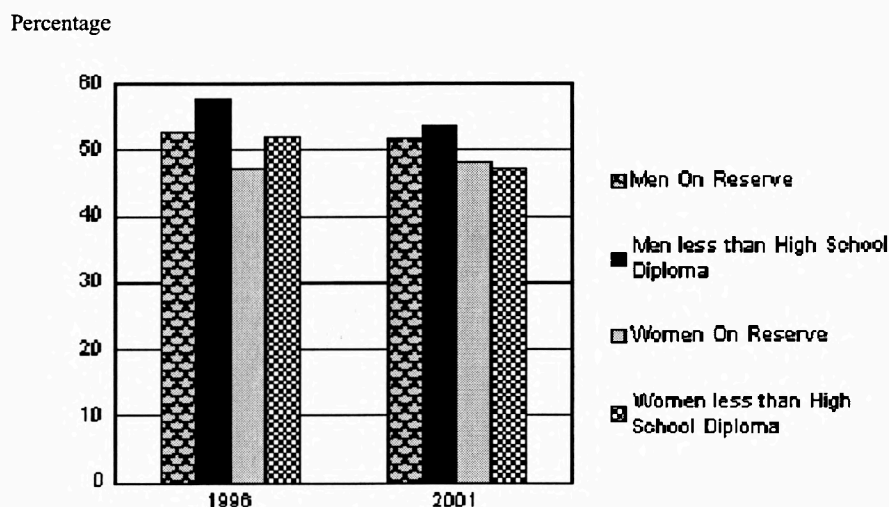


Table 2.3 Less than High School Diploma, Registered Indians On-Reserve, Men and Women, 1996 and 2001.

Less than High School Diploma		1996		2001	
		#	%	#	%
Total¹	Registered Indians On Reserve	27,960	100.0	31,255	100.0
	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.

MAJOR FIELD OF STUDY

Highlights:

- ❑ 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.

Percentage

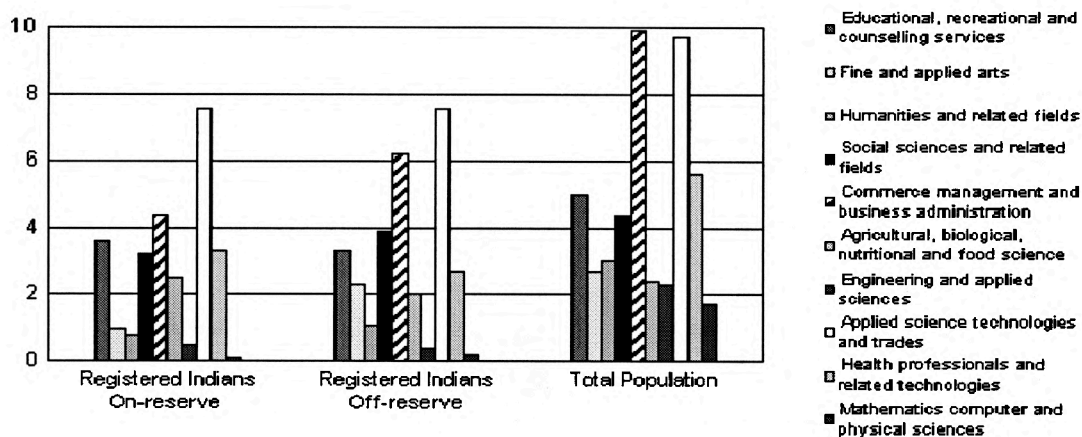


Table 3.1 Major Field of Study, Registered Indians On-Reserve, Off-Reserve and Total Population¹, 2001.

Major Field of Study	Registered Indians On-reserve		Registered Indians Off-reserve		Total Population ¹	
	#	%	#	%	#	%
Total	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	620	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

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

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

MAJOR FIELD OF STUDY CONT'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

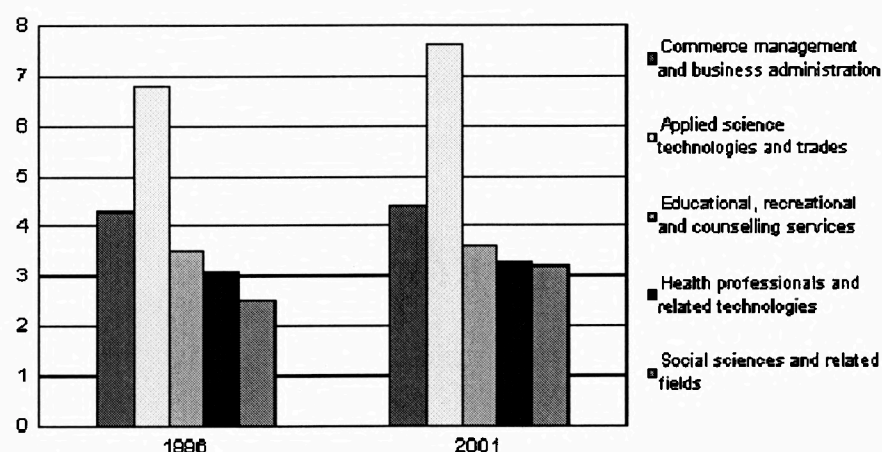


Table 3.2 Major Field of Study, Registered Indians On-Reserve, 1996 and 2001.

Major Field of Study	Registered Indians On-reserve			
	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 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 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

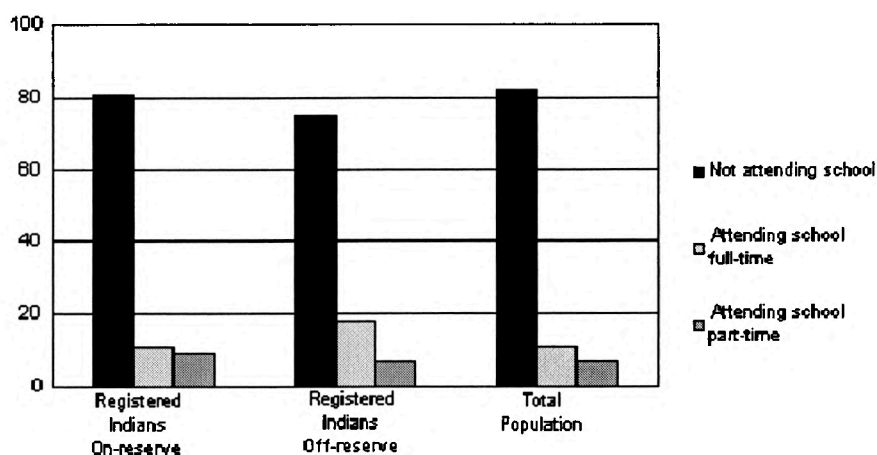


Table 1.1 School attendance, Registered Indians On-Reserve, Off-Reserve and Total Population¹, 2001.

School Attendance	Registered Indians On-reserve		Registered Indians Off-reserve		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

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

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.
- ❑ 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.

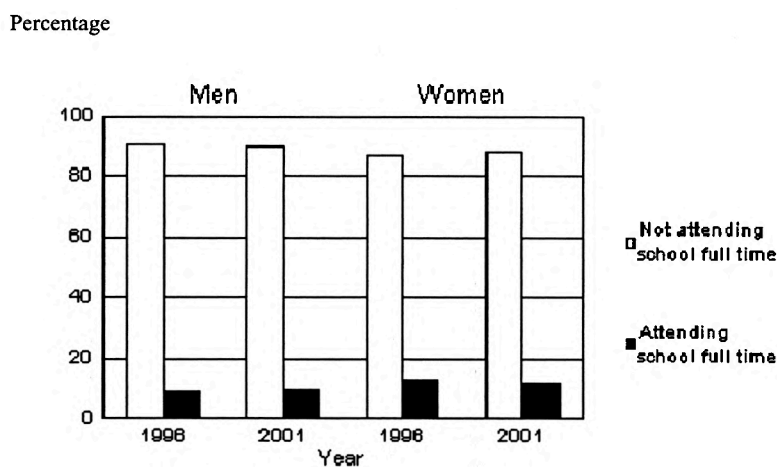


Table 1.2 School attendance¹, Registered Indians On-Reserve, Men and Women, 1996 and 2001.

School Attendance	Men				Women			
	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.

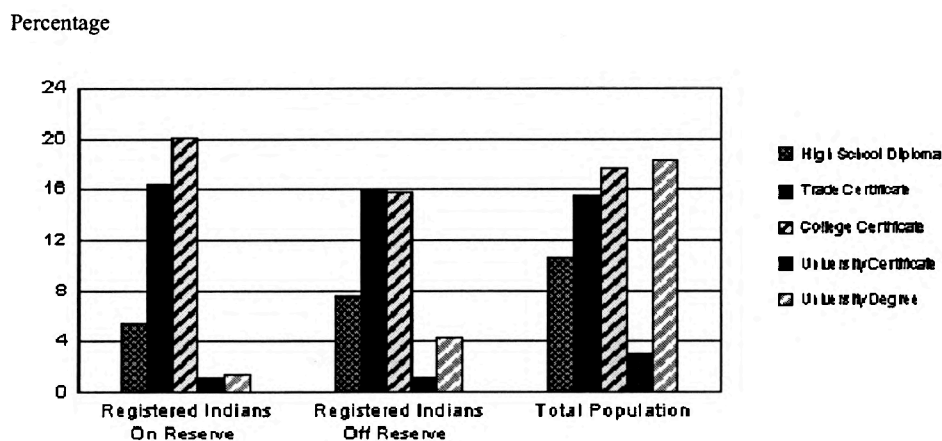


Table 2.1 Highest Level of Schooling, Registered Indians On-Reserve, Off-Reserve and Total Population², 2001.

Highest Level of Schooling	Registered Indians On Reserve		Registered Indians Off Reserve		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 Degree¹	20	1.4	95	4.3	3,460	18.3

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

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 than 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

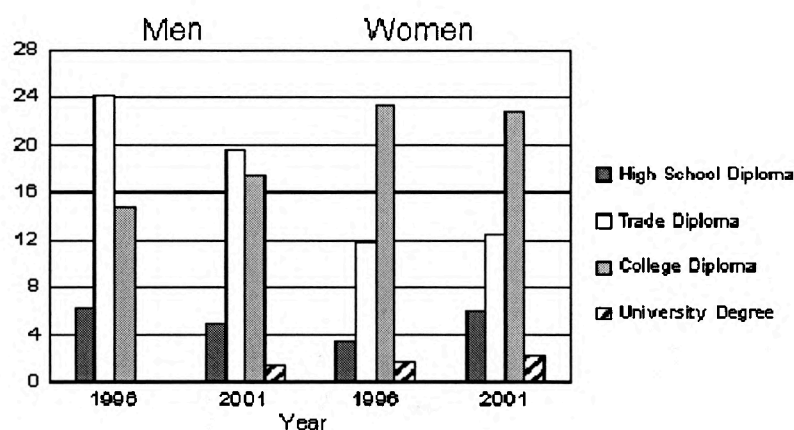


Table 2.2 Highest level of schooling, Registered Indians On-Reserve, Men and Women, 1996 and 2001.

Highest Level of Schooling	Men				Women			
	1996		2001		1996		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 Degree¹	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.

HIGHEST LEVEL OF SCHOOLING CONT'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.

Percentage

Major Field of Study	Registered Indians On-reserve		Registered Indians Off-reserve		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

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

Less than High School Diploma		1996		2001	
		#	%	#	%
Total¹	Registered Indians On Reserve	1,230	100.0	1,395	100.0
	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.

MAJOR FIELD OF STUDY

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

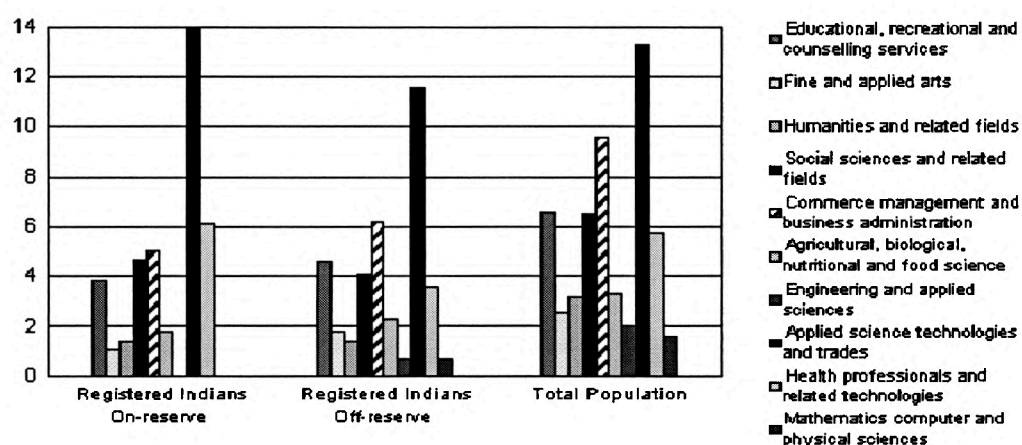


Table 3.1 Major Field of Study, Registered Indians On-Reserve, Off-Reserve and Total Population¹, 2001.

Major Field of Study	Registered Indians On-reserve		Registered Indians Off-reserve		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).

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

MAJOR FIELD OF STUDY 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

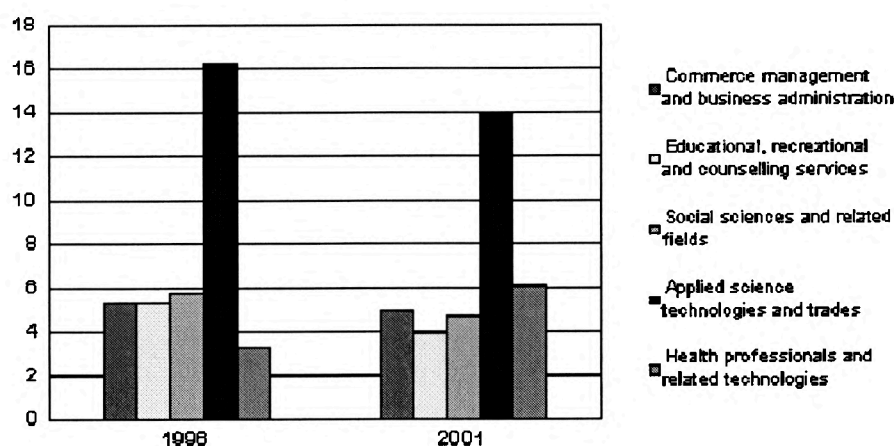


Table 3.2 Major Field of Study, Registered Indians On-Reserve, 1996 and 2001.

Major Field of Study	Registered Indians On-reserve			
	1996		2001	
	#	%	#	%
Total	1,230	100	1,395	100
Educational, recreational and counselling 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.

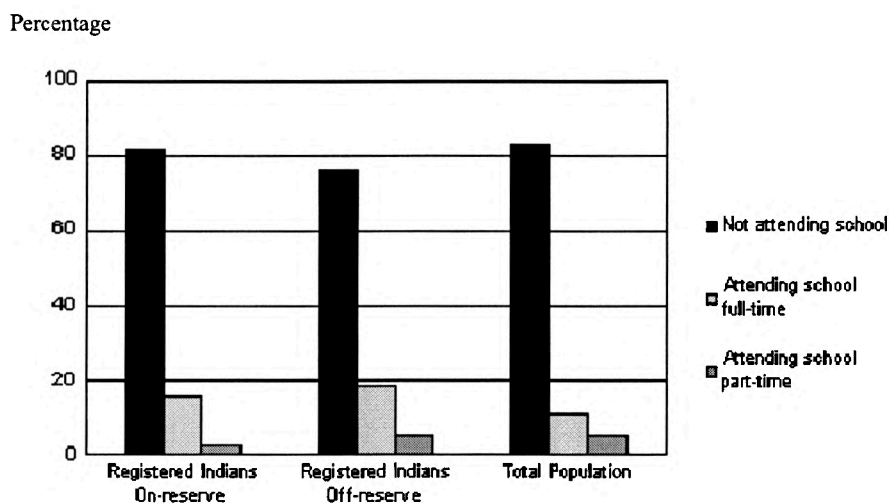


Table 1.1 School attendance, Registered Indians On-Reserve, Off-Reserve and Total Population¹, 2001.

School Attendance	Registered Indians On-reserve		Registered Indians Off-reserve		Total Population ¹	
	#	%	#	%	#	%
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.

SCHOOL ATTENDANCE 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.

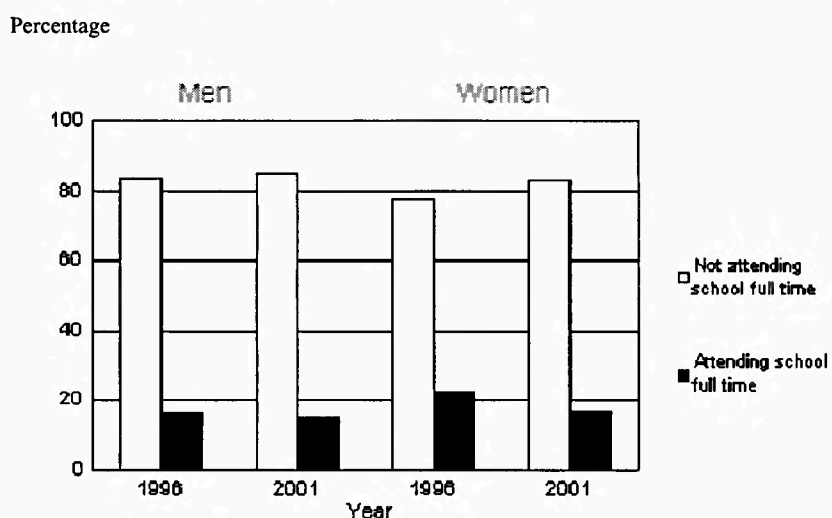


Table 1.2 School attendance¹, Registered Indians On-Reserve, Men and Women, 1996 and 2001.

School Attendance	Men				Women			
	1996		2001		1996		2001	
	#	%	#	%	#	%	#	%
Total	2,745	100.0	3,240	100.0	2,720	100.0	3,160	100.0
Not attending school full time¹	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

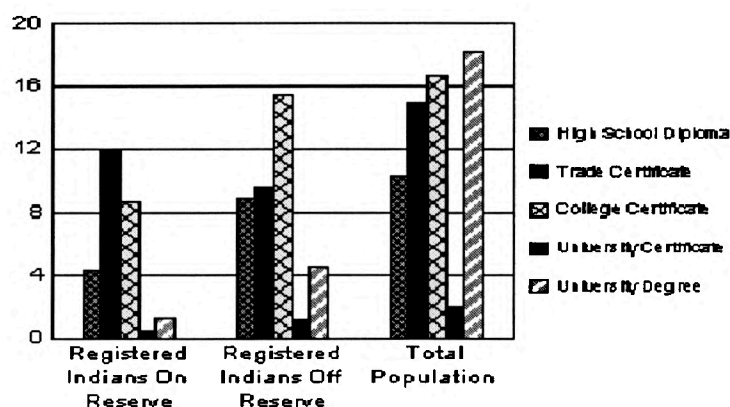


Table 2.1 Highest Level of Schooling, Registered Indians On-Reserve, Off-Reserve and Total Population², 2001.

Highest Level of Schooling	Registered Indians On Reserve		Registered Indians Off Reserve		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 Degree¹	85	1.3	60	4.6	3,520	18.3

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

HIGHEST LEVEL OF SCHOOLING CONT'D

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

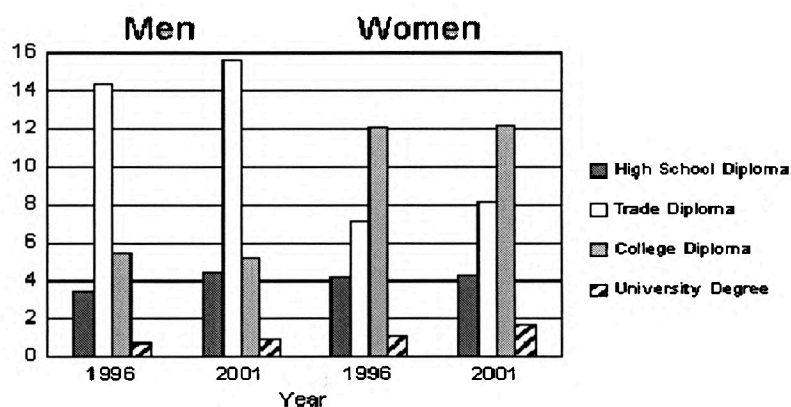


Table 2.2 Highest level of schooling, Registered Indians On-Reserve, Men and Women, 1996 and 2001.

Highest Level of Schooling	Men				Women			
	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 Degree¹	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.

HIGHEST LEVEL OF SCHOOLING CONT'D

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.

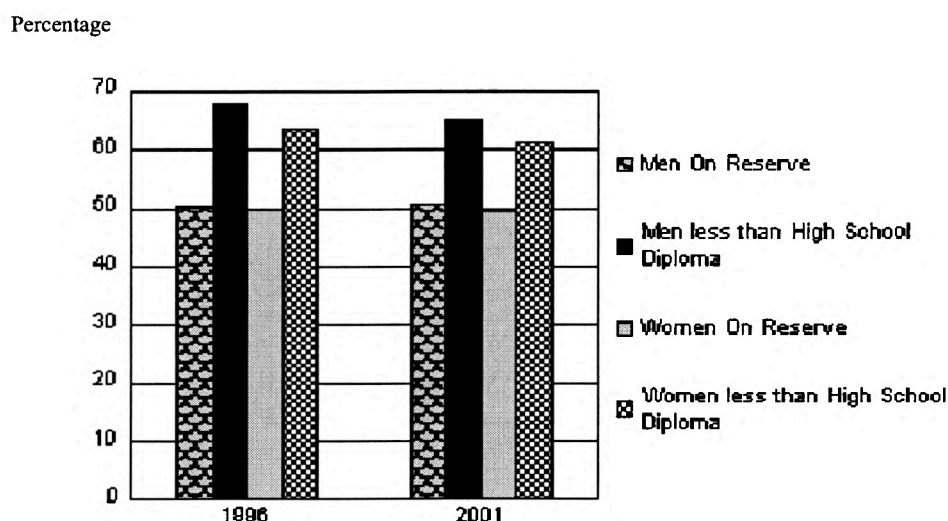


Table 2.3 Less than High School Diploma, Registered Indians On-Reserve, Men and Women, 1996 and 2001.

Less than High School Diploma		1996		2001	
		#	%	#	%
Total¹	Registered Indians On Reserve	5,470	100.0	6,400	100.0
	With less than High School Diploma	3,595	65.7	4,045	63.2
Men	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
	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 FIELD 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.

Percentage

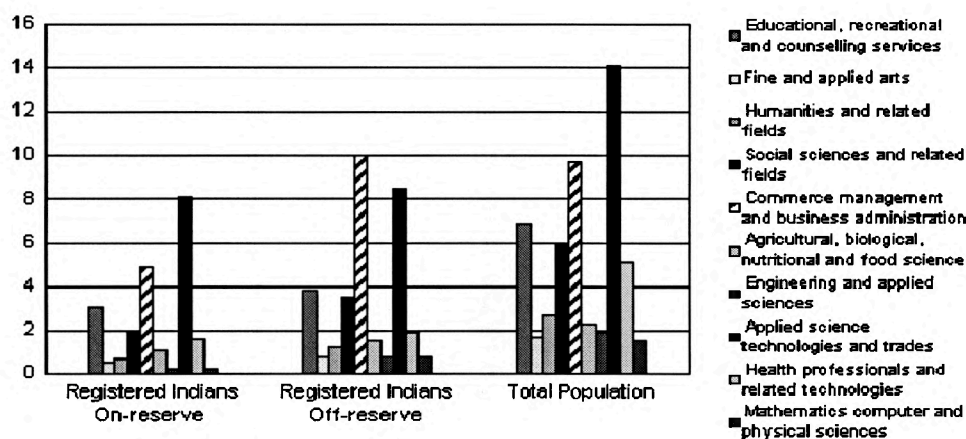


Table 3.1 Major Field of Study, Registered Indians On-Reserve, Off-Reserve and Total Population¹, 2001.

Major Field of Study	Registered Indians On-Reserve		Registered Indians Off-Reserve		Total Population ¹	
	#	%	#	%	#	%
Total	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.

MAJOR FIELD OF STUDY 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

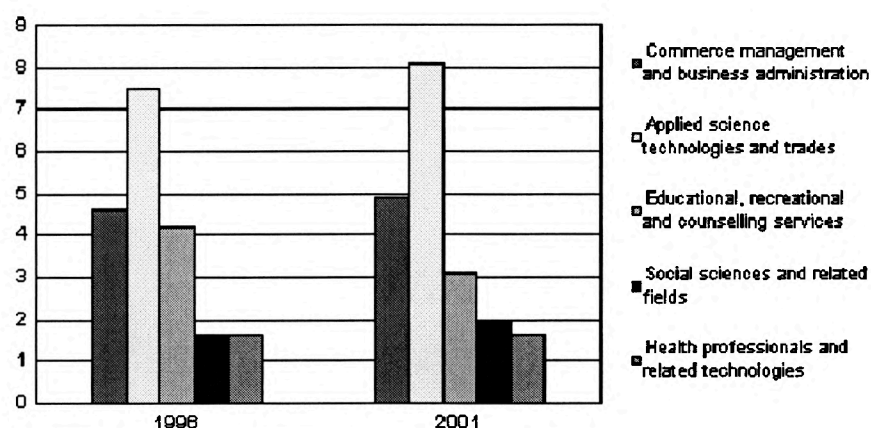


Table 3.2 Major Field of Study, Registered Indians On-Reserve, 1996 and 2001.

Major Field of Study	Registered Indians On-reserve			
	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

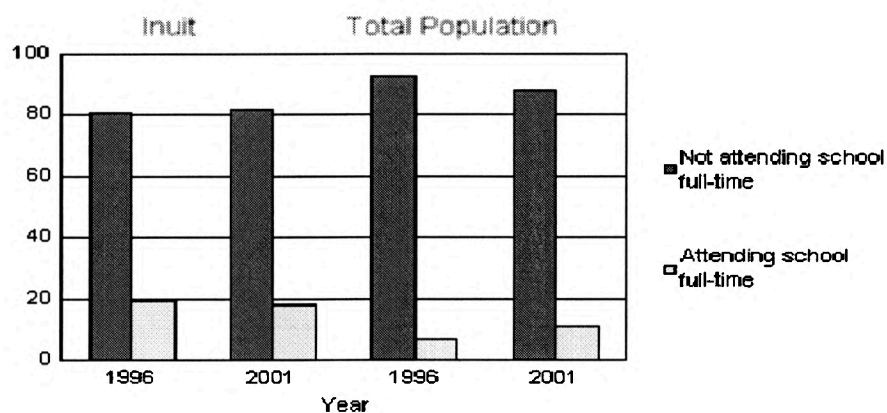


Table 1.1 School attendance¹, Inuit and Total Population², Nunavut, 1996 and 2001.

School Attendance	Inuit				Total Population ²			
	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 time¹	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.

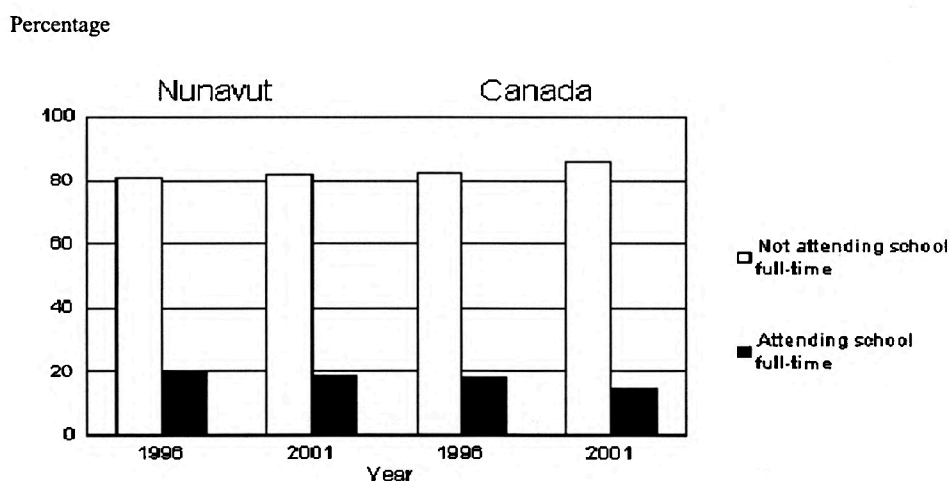


Table 1.2 School attendance¹, Inuit in Nunavut and Inuit in Canada², 1996 and 2001

School Attendance	1996				2001			
	Inuit in Nunavut		Inuit in Canada		Inuit in 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.

HIGHEST LEVEL OF SCHOOLING

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

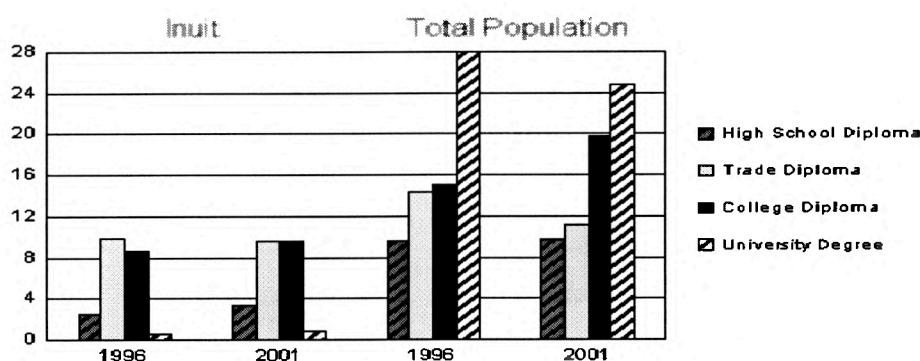


Table 2.1 Highest Level of Schooling, Inuit and Total Population¹, Nunavut, 1996 and 2001.

Highest Level of Schooling	Inuit				Total Population ²			
	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 Degree¹	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).

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.

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 CONT'D

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.

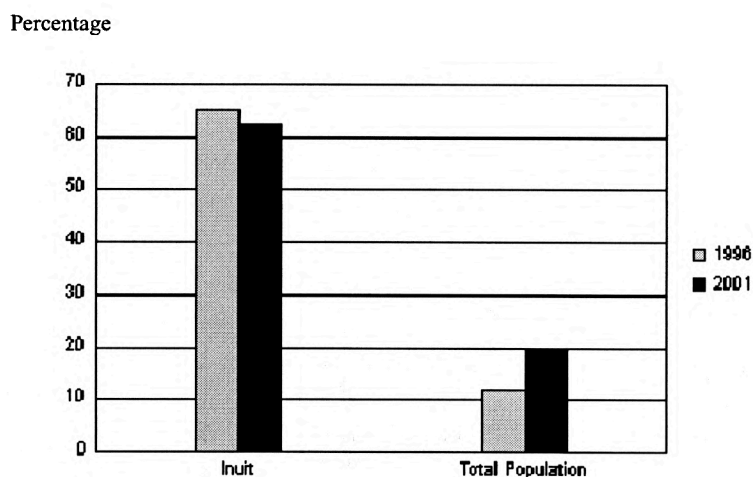


Table 2.2 Less than High School Diploma, Inuit and Total Population¹, Nunavut, 1996 and 2001.

Less Than High School Diploma	1996		2001	
	#	%	#	%
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 Inuit living there to eliminate double counting.

HIGHEST LEVEL OF SCHOOLING 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

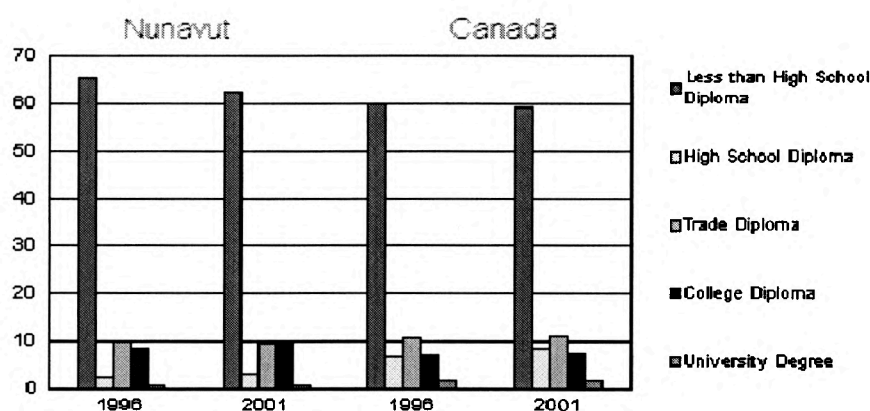


Table 2.3 Highest level of schooling, Inuit in Nunavut and Inuit in Canada¹, 1996 and 2001.

Highest Level of Schooling	1996				2001			
	Inuit in Nunavut		Inuit in Canada ²		Inuit in Nunavut		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).

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.

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.

MAJOR FIELD OF STUDY

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

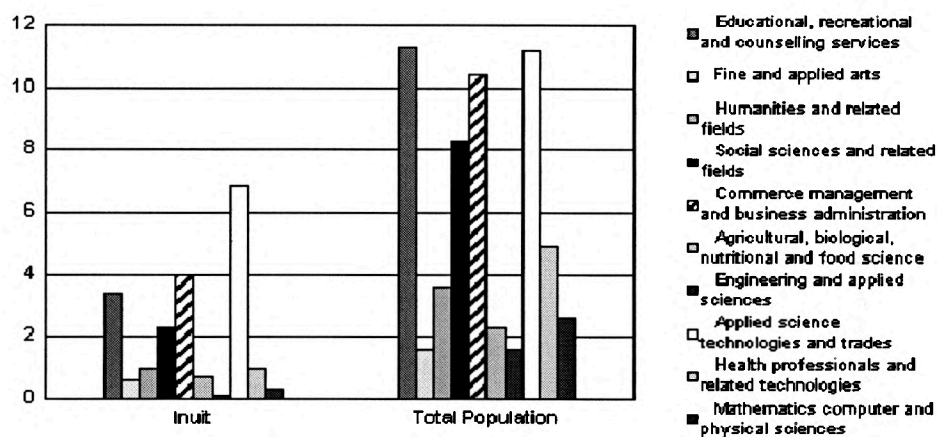


Table 3.1 Major Field of Study, Inuit and Total Population¹, Nunavut, 2001.

Major Field of Study	Inuit		Total Population ¹	
	#	%	#	%
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	1,965	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.

MAJOR FIELD OF STUDY

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.

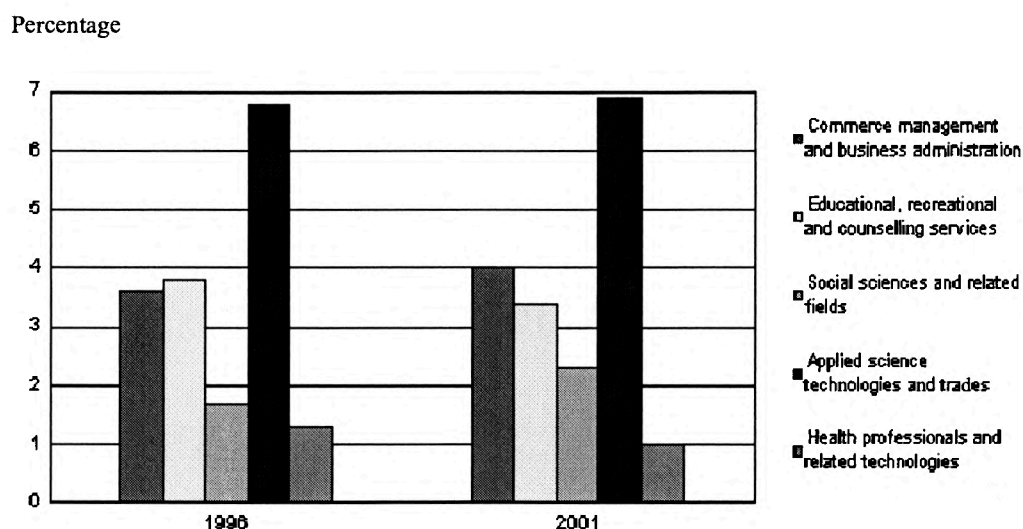


Table 3.2 Major Field of Study, Inuit, Nunavut, 1996 and 2001.

Major Field of Study	Inuit			
	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

CANADA - 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)

School Attendance	2001															1996									
	Registered Indians On Reserve ²					Registered Indians Off Reserve					Total Registered Indians					Total Population ¹					Registered Indians On Reserve ²				
	Total	Male		Female		Total	Male		Female		Total	Male		Female		Total	Males		Female		Total	Male		Female	
		#	%	#	%		#	%	#	%		#	%	#	%		#	%	#	%		#	%		
Total	173,603	87,460	56.4	86.155	42.6	161,970	82,680	45.1	106,230	56.3	365,826	173,140	46.5	192,430	53.5	23,535,735	11,460,660	48.7	12,078,090	51.3	148,156	75,965	51.3	72,185	48.7
Not attending school full time	146,645	74,965	51.1	71.660	48.8	167,650	88,240	45.3	89,400	55.7	304,295	143,215	47.1	161,035	52.9	20,313,840	10,126,010	48.3	10,193,830	51.4	124,916	64,875	51.5	60,030	48.1
Not attending school	140,193	72,460	51.7	67.730	48.3	147,140	64,695	44.0	82,440	56.3	267,338	137,066	47.7	150,170	52.3	19,717,165	9,348,245	48.3	10,368,916	51.1	NA	NA	NA	NA	NA
Attending school part time	6,465	2,505	38.6	3.263	61.2	10,516	3,545	33.7	6,963	66.2	16,965	6,055	35.7	10,915	64.3	1,002,665	477,766	40.3	624,815	59.7	NA	NA	NA	NA	NA
Attending school full time	27,110	12,490	46.2	45.15	53.7	34,320	14,435	42.1	19,860	58.3	61,325	26,925	43.9	34,400	56.1	2,715,605	1,330,345	49.3	1,385,260	51.0	23,240	11,060	47.7	12,155	52.3

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)

School Attendance	2001															1996									
	Registered Indians On Reserve ²					Registered Indians Off Reserve					Total Registered Indians					Total Population ¹					Registered Indians On Reserve ²				
	Total	Male		Female		Total	Male		Female		Total	Male		Female		Total	Male		Female		Total	Male		Female	
		#	%	#	%		#	%	#	%		#	%	#	%		#	%	#	%		#	%		
		#	%	#	%		#	%	#	%		#	%	#	%		#	%	#	%		#	%		
Total	173,300	37,460	100.0	36,165	160.0	161,970	82,380	100.0	106,230	100.0	365,826	170,140	100.0	192,430	103.8	23,635,735	11,460,660	100.0	12,177,090	100.0	148,156	75,965	100.0	72,185	103.8
Not attending school full time	146,345	74,965	85.7	71,680	83.2	167,650	88,240	82.5	86,400	81.6	304,295	143,215	84.2	161,035	82.4	20,819,840	10,126,010	88.4	10,693,830	86.5	124,316	64,875	85.4	60,030	83.2
Not attending school	140,190	72,460	82.3	37,730	78.6	147,140	64,395	78.2	82,440	75.4	287,338	137,160	80.8	150,170	73.8	19,717,165	9,848,245	84.2	10,088,910	83.4	NA	NA	NA	NA	NA
Attending school part time	6,465	2,505	2.3	3,960	4.8	10,516	3,545	4.3	6,930	6.4	18,965	6,055	3.6	10,915	5.8	1,112,865	477,765	4.2	624,015	5.2	NA	NA	NA	NA	NA
Attending school full time	27,110	12,490	14.3	14,515	16.6	34,320	14,435	17.5	16,830	18.2	61,325	26,925	15.8	34,400	17.8	2,715,905	1,330,645	11.8	1,365,280	11.5	23,240	11,080	14.3	12,155	13.1

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

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

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

2) Saskatchewan, 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, Male and Female, 2001; Registered Indians On-reserve, Male and Female, 1996 (Horizontal Analysis - percentages indicate the gender distribution of each level of schooling)

Highest Level of Schooling	2001														1996										
	Registered Indians On Reserve ³					Registered Indians Off Reserve					Total Registered Indians				Total Population ¹				Registered Indians On Reserve ³						
	Total	Male		Female		Total	Male		Female		Total	Male		Female		Total	Male		Female						
		#	%	#	%		#	%	#	%		#	%	#	%		#	%	#	%					
Total	79,666	37,460	52.4	35,186	44.6	121,006	62,063	45.1	109,260	66.6	306,626	173,140	46.5	125,486	63.6	22,536,735	11,488,353	46.7	12,076,000	51.3	14,166	76,674	61.3	72,160	48
Less than high school graduation certificate	61,226	33,620	52.4	49,730	47.7	35,880	38,885	45.3	46,676	64.7	88,116	32,405	40.1	25,705	60.0	7,288,703	3,690,373	46.3	3,716,020	51.0	80,866	40,466	62.0	44,460	47
High School graduation certificate only	11,766	5,825	49.4	5,065	60.6	12,706	8,745	44.2	11,660	66.6	31,676	14,676	46.2	17,006	63.0	3,336,323	1,605,535	46.1	1,630,815	54.0	8,216	4,126	46.8	4,166	60
High School graduation and some postsecondary	8,666	3,335	44.7	12,320	66.3	23,016	11,175	36.3	16,640	60.1	48,676	12,610	41.3	27,000	68.2	2,543,405	1,218,535	47.3	1,324,865	52.1	10,666	6,666	46.0	10,670	54
Trades certificate or diploma	20,616	12,670	51.3	7,940	66.7	21,000	11,405	64.4	9,616	46.6	41,616	24,066	57.3	17,660	42.2	2,567,315	1,018,433	65.3	1,548,882	35.7	14,246	8,666	62.7	6,540	37
College certificate or diploma	4,276	5,315	37.2	3,065	62.7	23,066	8,063	55.3	15,660	60.4	38,226	13,370	36.3	24,880	65.0	3,540,175	1,441,755	46.7	2,098,420	53.3	8,416	3,646	38.7	6,770	61
University certificate or diploma	2,216	700	31.7	1,605	66.1	3,066	893	30.1	2,160	70.0	6,266	1,630	30.3	3,600	60.3	500,535	240,535	46.3	260,000	52.7	NA	NA	NA	NA	NA
University degree ²	3,666	1,100	29.0	2,700	70.1	12,000	3,413	33.3	8,760	60.4	14,146	4,605	32.5	3,640	67.5	3,373,613	1,000,333	65.3	1,613,400	49.4	2,666	666	38.7	1,620	60

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)

Highest Level of Schooling	2001														1996										
	Registered Indians On Reserve ³					Registered Indians Off Reserve					Total Registered Indians				Total Population ¹				Registered Indians On Reserve ³						
	Total	Male		Female		Total	Male		Female		Total	Male		Female		Total	Male		Female		Total	Male		Female	
		#	%	#	%		#	%	#	%		#	%	#	%		#	%	#	%		#	%		
Total	79,666	37,460	100.0	35,186	100.0	121,006	62,063	100.0	109,260	100.0	306,626	173,140	100.0	125,486	100.0	22,536,735	11,488,353	100.0	12,076,000	100.0	14,165	7,676	100.0	7,160	100.0
Less than high school graduation certificate	61,226	33,620	31.2	49,730	66.5	35,880	38,885	47.3	46,676	43.0	88,116	32,405	54.3	25,705	40.0	7,288,703	3,690,373	51.2	3,716,020	33.8	80,862	40,426	85.0	44,450	61.0
High School graduation certificate only	11,766	5,825	3.7	5,065	6.9	12,706	8,745	10.3	11,660	10.1	31,676	14,676	8.3	17,006	8.7	3,336,323	1,605,535	15.1	1,630,815	15.2	8,316	4,126	6.4	4,165	6.0
High School graduation and some postsecondary	8,666	3,335	2.5	12,320	12.0	23,016	11,175	15.5	16,640	15.4	48,676	12,610	11.5	27,000	13.8	2,543,405	1,218,535	10.3	1,324,865	11.0	8,862	8,666	11.8	10,670	14.0
Trades certificate or diploma	20,616	12,670	14.4	7,940	6.2	21,000	11,405	15.9	9,616	8.8	41,616	24,066	14.1	17,660	9.0	2,567,315	1,018,433	14.1	1,548,882	7.8	4,346	8,666	11.8	6,540	7.4
College certificate or diploma	4,276	5,315	3.1	3,065	10.4	23,066	8,063	6.7	15,660	14.6	38,226	13,370	7.9	24,880	12.7	3,540,175	1,441,755	12.3	2,098,420	17.4	8,416	8,646	4.0	6,770	8.0
University certificate or diploma	2,216	700	2.8	1,605	1.7	3,066	893	1.1	2,160	2.0	6,266	1,630	1.0	3,600	1.0	500,135	240,535	2.1	260,000	2.0	NA	NA	NA	NA	NA
University degree ²	3,666	1,100	1.4	2,700	5.2	12,000	3,413	4.1	8,760	8.0	14,146	4,605	2.7	3,640	4.8	3,373,613	1,000,333	16.2	1,613,400	15.0	2,856	660	1.1	1,620	2.0

Sources: 1996 Census, IMAC Core and Custom Tabulations (T11)

2001 Census, IMAC Core and Custom Tabulations (T2-2)

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

2) "University degree" includes Undergraduate, Graduate and Post-graduate degrees

3) Saskatchewan, 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 reserve communities in the 1996 and 2001 Census and have therefore been included in the on-reserve count.

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.

Major Field of Study	2001								1996 ¹	
	Registered Indians On Reserve ³		Registered Indians Off Reserve		Total Registered Indians		Total Population ²		Registered Indians On Reserve ³	
	Total		Total		Total		Total		Total	
	#	%	#	%	#	%	#	%	#	%
Total	173,655	100	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 applied arts	1,095	0.6	3,340	1.7	4,435	1.2	572,485	2.4	975	0.7
Humanities and related fields	1,195	0.7	2,215	1.2	3,410	0.9	671,150	2.9	780	0.5
Social sciences and related fields	6,695	3.9	9,490	4.9	16,185	4.4	1,022,035	4.3	4,420	3.0
Commerce, management and business administration	6,595	3.8	12,120	6.3	18,715	5.1	2,268,500	9.6	5,070	3.4
Agricultural, biological, nutritional and food science	2,190	1.3	2,445	1.3	4,635	1.3	492,870	2.1	1,540	1.0
Engineering and applied sciences	390	0.2	680	0.4	1,070	0.3	488,590	2.1	240	0.2
Applied science, technologies and trades	11,870	6.8	14,820	7.7	26,690	7.3	2,207,455	9.4	9,075	6.1
Health professionals and related technologies	4,235	2.4	6,115	3.2	10,350	2.8	1,153,750	4.9	2,895	2.0
Mathematics, computer and physical sciences	190	0.1	630	0.3	820	0.2	393,695	1.7	95	0.1
No specialization	132,890	76.5	133,845	69.7	266,735	73.0	13,194,070	56.1	117,855	79.5

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)

School Attendance	2001															1996									
	Registered Indians On Reserve					Registered Indians Off Reserve					Total Registered Indians					Total Population ¹					Registered Indians On Reserve				
	Total	Male		Female		Total	Male		Female		Total	Male		Female		Total	Male		Female		Total	Male		Female	
		#	%	#	%		#	%	#	%		#	%	#	%		#	%	#	%		#	%	#	%
Total	536	505	64.0	250	46.0	2,223	1,683	49.8	1,140	51.4	2,789	1,383	49.6	1,400	50.4	416,235	202,045	48.6	214,190	51.4	536	236	56.4	223	43.6
Not attending school full time	476	270	53.8	215	43.2	1,765	840	47.9	920	52.4	2,236	1,113	49.7	1,120	50.1	353,680	176,700	48.4	137,300	51.6	426	246	57.5	183	42.4
Not attending school	456	260	57.1	165	42.9	1,713	825	48.2	886	51.8	2,166	1,083	49.6	1,060	49.3	353,615	171,310	48.4	132,310	51.6	N/A	N/A	N/A	N/A	N/A
Attending school part time	20	10	53.0	10	50.0	45	15	33.3	35	77.8	70	33	42.6	40	57.1	10,535	4,800	45.9	5,400	53.1	N/A	N/A	N/A	N/A	N/A
Attending school full time	36	40	47.1	20	58.8	40	240	52.2	225	46.8	546	275	50.6	275	50.5	22,580	25,865	48.6	20,400	50.6	30	40	50.0	40	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)

School Attendance	2001															1996									
	Registered Indians On Reserve					Registered Indians Off Reserve					Total Registered Indians					Total Population ¹					Registered Indians On Reserve				
	Total	Male		Female		Total	Male		Female		Total	Male		Female		Total	Male		Female		Total	Male		Female	
		#	%	#	%		#	%	#	%		#	%	#	%		#	%	#	%		#	%		
Total	536	505	100.0	250	100.0	2,223	1,083	100.0	1,140	100.0	2,789	1,383	100.0	1,400	100.0	416,235	202,045	100.0	214,190	100.0	536	235	100.0	223	100.0
Not attending school full time	476	270	83.6	215	78.8	1,765	840	77.8	920	80.7	2,236	1,113	80.4	1,120	80.3	353,680	176,700	87.2	137,300	67.7	426	246	80.3	183	81.8
Not attending school	456	260	85.2	165	75.0	1,713	825	73.4	886	77.0	2,166	1,083	78.5	1,060	77.1	353,615	171,310	84.8	132,310	65.1	N/A	N/A	N/A	N/A	N/A
Attending school part time	20	10	3.3	10	3.8	45	15	1.4	35	3.1	70	33	2.2	40	2.9	10,535	4,800	2.4	5,400	2.6	N/A	N/A	N/A	N/A	N/A
Attending school full time	35	40	13.1	20	19.2	40	240	22.2	225	19.7	546	275	19.6	275	19.3	22,590	25,865	12.8	20,400	12.5	30	40	14.3	40	19.2

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

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

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

NEWFOUNDLAND AND LABRADOR - 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)

Highest Level of Schooling	2001														1996											
	Registered Indians On Reserve					Registered Indians Off Reserve					Total Registered Indians				Total Population ¹				Registered Indians On Reserve							
	Total	Male		Female		Total	Male		Female		Total	Male		Female		Total	Male		Female		Total	Male		Female		
		#	%	#	%		#	%	#	%		#	%	#	%		#	%	#	%		#	%	#	%	
Total	660	333	50.3	255	48.5	2,220	1,083	48.3	1,140	51.4	2,733	1,380	49.8	1,400	50.4	419,235	202,045	48.2	214,190	51.8	655	290	44.3	222	43.9	
Less than high school graduation certificate	210	123	57.1	90	42.9	695	333	55.5	425	44.2	1,153	600	55.6	515	44.4	76,345	40,075	46.2	91,265	51.8	200	120	60.0	35	42.5	
High School graduation certificate only	50	23	46.0	25	50.0	190	83	42.1	110	57.5	233	100	43.2	140	59.8	59,185	10,225	46.5	23,695	53.5	55	15	42.9	23	57.1	
High School graduation certificate and some postsecondary	35	15	42.9	15	42.9	265	83	30.2	165	62.6	333	95	31.7	200	36.7	58,310	18,330	47.3	23,110	52.2	55	25	63.6	23	36.4	
Trades certificate or diploma	105	55	51.9	35	33.3	425	245	57.5	165	40.2	533	315	59.4	215	40.6	69,990	39,950	57.1	33,030	42.9	165	85	57.6	73	42.4	
College certificate or diploma	135	55	40.1	70	51.9	275	105	38.2	170	61.6	415	175	42.2	235	56.8	45,150	18,975	42.3	25,175	59.0	25	20	80.0	13	40.0	
University certificate or diploma	0	0	0.0	0	0.0	40	0	0.0	40	100.0	45	0	0.0	40	88.9	2,325	11.4	5,095	69.8	NA	NA	NA	NA	NA	NA	NA
University degree ²	30	13	33.3	20	66.7	70	45	64.3	30	42.9	133	60	53.0	50	50.0	59,845	19,175	46.1	23,670	51.9	20	10	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)

Highest Level of Schooling	2001														1996										
	Registered Indians On Reserve					Registered Indians Off Reserve					Total Registered Indians					Total Population ¹					Registered Indians On Reserve				
	Total	Male		Female		Total	Male		Female		Total	Male		Female		Total	Male		Female		Total	Male		Female	
		#	%	#	%		#	%	#	%		#	%	#	%		#	%	#	%		#	%	#	%
Total	660	333	100.0	255	100.0	2,220	1,083	100.0	1,140	100.0	2,733	1,380	100.0	1,400	100.0	419,235	202,045	100.0	214,190	100.0	655	290	100.0	223	100.0
Less than high school graduation certificate	210	123	40.0	90	35.3	695	330	40.1	425	37.3	1,153	600	47.1	515	36.9	76,346	40,075	42.1	91,265	42.6	200	120	41.4	35	30.6
High School graduation certificate only	50	23	6.7	25	9.9	190	93	7.4	110	9.6	233	100	7.2	140	10.0	59,185	10,225	5.0	23,655	9.8	55	15	5.2	23	9.1
High School graduation certificate and some postsecondary	35	15	5.0	15	5.9	265	93	7.4	165	15.2	333	95	5.6	200	14.3	58,310	18,330	9.1	23,110	9.3	55	35	12.1	23	9.1
Trades certificate or diploma	105	55	21.7	35	13.7	425	245	22.7	165	15.2	533	315	22.6	215	15.4	69,990	39,950	19.3	33,030	14.0	165	85	32.0	73	31.9
College certificate or diploma	135	55	21.7	70	27.5	275	105	9.7	170	14.9	415	175	12.7	235	16.9	45,150	18,975	9.4	25,175	12.2	25	20	8.0	13	4.5
University certificate or diploma	0	0	0.0	0	0.0	40	0	0.0	40	3.5	45	0	0.0	40	2.9	7,410	2,325	1.2	5,085	2.4	NA	NA	NA	NA	NA
University degree ²	30	13	3.3	20	7.8	70	45	4.2	30	2.6	133	60	3.6	50	3.6	59,846	19,175	9.5	23,670	9.7	20	10	3.4	15	6.9

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

Notes: 1) Total Population refers to the population of the province excluding Registered Indians to eliminate double counting
2) "University degree" includes Undergraduate, Graduate and Post-graduate degrees.

NEWFOUNDLAND AND LABRADOR - Major Field of Study

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.

Major Field of Study	2001								1996 ¹	
	Registered Indians On Reserve		Registered Indians Off Reserve		Total Registered Indians		Total Population ²		Registered Indians On Reserve	
	Total		Total		Total		Total		Total	
	#	%	#	%	#	%	#	%	#	%
Total	560	100.0	2 220	100.0	2 780	100.0	416 255	100.0	505	100.0
Educational, recreational and counselling services	90	5.4	70	3.2	105	3.8	19 715	4.7	30	6.0
Fine and applied arts	0	0.0	50	2.3	60	2.2	6 355	1.6	0	0.0
Humanities and related fields	0	0.0	10	0.5	20	0.7	5 555	1.3	0	0.0
Social sciences and related fields	15	2.7	40	1.8	60	2.2	9 375	2.3	10	2.0
Commerce management and business administration	50	8.9	185	8.3	235	8.5	39 155	9.4	30	6.0
Agricultural, biological, nutritional and food science	40	7.1	15	0.7	55	2.0	6 360	1.7	50	10.0
Engineering and applied sciences	0	0.0	15	0.7	20	0.7	3 210	0.8	0	0.0
Applied science technologies and trades	100	17.9	340	15.3	445	16.0	49 175	11.8	85	17.0
Health professionals and related technologies	20	3.6	70	3.2	85	3.1	18 320	4.5	15	3.0
Mathematics computer and physical sciences	0	0.0	0	0.0	0	0.0	3 405	0.8	0	0.0
No specialization	290	51.8	1 405	63.3	1 695	61.0	254 350	61.0	260	51.4

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

2001 Census, INAC Core and Custom Tabulations (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 the population of the province excluding Registered Indians to eliminate double counting

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)

School Attendance	2001														1996										
	Registered Indians On Reserve					Registered Indians Off Reserve					Total Registered Indians				Total Population¹				Registered Indians On Reserve						
	Total	Male		Female		Total	Male		Female		Total	Male		Female		Total	Male		Female						
		#	%	#	%		#	%	#	%		#	%	#	%		#	%	#	%					
Total	246	120	49.0	120	49.0	320	150	46.8	175	54.7	495	265	46.9	285	52.2	106,265	51,135	48.2	54,980	51.8	126	70	56.0	60	48.0
Not attending school full time	196	100	51.3	105	53.8	260	125	48.1	140	53.8	400	225	46.5	235	51.8	64,860	46,875	49.3	43,880	51.7	106	60	57.1	45	42.0
Not attending school	186	100	54.1	80	48.8	240	115	47.8	130	54.2	370	210	46.4	215	50.8	61,470	44,475	49.8	43,995	51.4	N/A	N/A	N/A	N/A	N/A
Attending school part time	10	0	0.0	5	100.0	20	10	50.0	10	50.0	30	15	50.0	20	33.3	3,090	1,230	33.8	1,885	61.1	N/A	N/A	N/A	N/A	N/A
Attending school full time	50	20	40.0	20	40.0	60	20	33.3	35	58.3	105	50	47.6	60	57.1	11,570	5,490	47.4	3,085	52.1	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)

School Attendance	2001														1996							
	Registered Indians On Reserve					Registered Indians Off Reserve					Total Registered Indians				Total Population¹				Registered Indians On Reserve			
	Total	Male		Female		Total	Male		Female		Total	Male		Female		Total	Male		Female			
		#	%	#	%		#	%	#	%		#	%	#	%		#	%	#	%		
Total	246	120	100.0	120	100.0	320	150	100.0	175	100.0	495	265	100.0	205	100.0	106,265	51,135	100.0	54,980	100.0		
Not attending school full time	106	100	83.3	105	87.5	260	125	83.3	140	80.0	400	225	84.9	235	79.7	64,860	46,875	83.3	43,880	88.5		
Not attending school	186	100	83.3	80	75.0	240	115	76.7	130	74.3	370	210	76.2	215	72.9	61,470	44,475	83.9	43,995	85.1		
Attending school part time	10	0	0.0	5	12.5	20	10	6.7	10	5.7	30	15	5.7	20	6.8	3,090	1,230	2.3	1,885	3.4		
Attending school full time	50	20	16.7	20	16.7	60	20	13.3	35	20.0	105	50	18.9	60	20.3	11,570	5,490	13.7	3,085	11.1		

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

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

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

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)

		2001															1996										
		Registered Indians On Reserve					Registered Indians Off Reserve					Total Registered Indians					Total Population ¹					Registered Indians On Reserve					
		Male		Female			Male		Female			Male		Female			Male		Female			Male		Female			
Highest Level of Schooling	Total	#	%	#	%	Total	#	%	#	%	Total	#	%	#	%	Total	#	%	#	%	Total	#	%	#	%		
Total	246	120	48.0	126	51.0	320	146	45.3	175	54.7	660	270	40.9	390	59.1	106,135	51,160	48.2	54,985	55.3	122,661	62,000	50.5	60,661	59.5		
Less than high school graduation certificate	110	55	50.0	55	43.3	115	70	60.9	45	39.1	225	125	55.6	100	44.4	30,675	20,960	68.7	19,720	64.2	66,441	45,100	67.7	21,341	32.0		
High School graduation certificate only	20	10	50.0	10	50.0	30	0	0.0	30	100.0	55	10	18.2	40	72.7	12,295	5,970	48.6	6,325	53.4	11,111	5,300	47.7	5,811	52.3		
High School graduation certificate and some postsecondary	25	10	40.0	15	60.0	30	15	50.0	15	50.0	55	20	36.4	35	63.6	10,525	4,885	46.4	5,645	55.3	15,111	7,000	46.3	8,111	53.0		
Trades certificate or diploma	70	40	57.1	30	42.9	70	35	50.0	35	50.0	135	75	55.6	60	44.4	13,295	7,895	59.4	5,400	67.3	22,111	13,300	60.2	8,811	39.4		
College certificate or diploma	15	10	66.7	5	33.3	30	10	33.3	20	66.7	40	10	25.0	30	75.0	15,810	5,250	33.2	10,560	66.9	15,111	5,000	33.1	10,111	66.9		
University certificate or diploma	0	0	0.0	0	0.0	10	10	100.0	0	0.0	15	15	100.0	0	0.0	2,375	635	26.7	1,730	72.3	NA	NA	NA	NA	NA		
University degree ²	0	0	0.0	0	0.0	35	10	28.6	25	71.4	40	10	25.0	30	75.0	12,150	5,770	47.5	6,380	52.5	11,111	5,300	47.7	5,811	52.3		

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)

Highest Level of Schooling	2001															1996										
	Registered Indians On Reserve					Registered Indians Off Reserve					Total Registered Indians					Total Population ¹					Registered Indians On Reserve					
	Total	Male		Female		Total	Male		Female		Total	Male		Female		Total	Male		Female		Total	Male		Female		
		#	%	#	%		#	%	#	%		#	%	#	%		#	%	#	%		#	%	#	%	#
Total	246	120	100.0	126	100.0	320	146	100.0	175	100.0	660	270	100.0	295	100.0	106,135	51,160	100.0	54,975	30,000	100.0	126	66	100.0	55	100.0
Less than high school graduation certificate	110	55	45.8	55	43.7	115	70	48.3	45	25.7	225	125	45.7	100	33.9	39,675	20,960	41.0	18,715	9,715	26.8	66	40	61.5	25	45.5
High School graduation certificate only	20	10	8.3	10	7.9	30	0	0.0	30	17.1	55	10	3.7	40	13.6	12,295	5,970	11.7	6,325	3,355	10.1	10	10	15.4	0	0.0
High School graduation certificate and some postsecondary	25	10	8.3	15	11.9	30	15	10.3	15	8.6	55	20	7.4	35	11.9	10,525	4,885	9.6	5,845	2,655	15	10	15.4	0	0.0	
Trades certificate or diploma	70	40	33.3	30	23.8	70	35	24.0	35	19.4	135	75	27.8	60	20.3	13,295	7,895	15.4	6,400	3,400	20	10	15.4	10	18.2	
College certificate or diploma	15	10	8.3	5	3.9	30	10	6.9	20	11.4	40	10	3.7	30	10.2	15,810	5,250	10.3	10,560	3,310	10	0	0.0	10	18.2	
University certificate or diploma	0	0	0.0	0	0.0	10	10	6.9	0	0.0	15	5	1.8	0	0.0	2,375	635	1.2	1,730	315	NA	NA	NA	NA	NA	NA
University degree ²	0	0	0.0	0	0.0	35	10	6.9	25	14.3	40	10	3.7	30	10.2	12,150	5,770	11.3	6,380	3,020	10	0	0.0	10	18.2	

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

Note: 1) Total Population refers to the population of the province excluding Registered Indians to eliminate double counting
2) "University degree" includes Undergraduate, Graduate and Post-graduate degrees

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.

Major Field of Study	2001								1996 ¹	
	Registered Indians On Reserve		Registered Indians Off Reserve		Total Registered Indians		Total Population ²		Registered Indians On Reserve	
	Total		Total		Total		Total		Total	
	#	%	#	%	#	%	#	%	#	%
Total	245	100	320	100	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	0.0	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	10,165	9.6	10	8.0
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	0.0	945	0.9	0	0.0
No specialization	150	61.2	180	56.3	335	59.8	62,560	58.9	80	64.0

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

2001 Census, INAC Core and Custom Tabulations (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 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, Male and Female, 2001; Registered Indians On-Reserve, Male and Female, 1996 (Horizontal Analysis - percentages indicate the gender distribution of each variable)

School Attendance	2001																1996									
	Registered Indians On Reserve					Registered Indians Off Reserve					Total Registered Indians						Total Population¹				Registered Indians On Reserve					
	Total	Male		Female		Total	Male		Female		Total	Male		Female		Total	Male		Female		Total	Male		Female		
		#	%	#	%		#	%	#	%		#	%	#	%		#	%	#	%		#	%			
Total	4 635	2,170	47.3	2,376	51.3	2,656	1,196	47.4	1,330	52.8	7,066	3,355	47.7	3,536	52.4	726,310	347 520	47.9	377,785	52.1	4,230	2,065	49.2	2 140	51.0	
Not attending school full time	3 695	1 810	49.3	1,885	51.3	2,516	1,370	48.3	1,146	46.7	5,016	2,835	48.8	2,330	46.3	845,770	337 620	47.0	336,845	52.2	3,315	1,665	50.2	1 655	49.8	
Not attending school	3 645	1,700	46.5	1,785	50.4	2,126	1,386	48.7	1,000	47.3	5,076	2,735	48.2	2,376	46.7	822,815	328 400	47.0	324,325	52.1	NA	NA	NA	NA	NA	NA
Attending school part time	160	60	37.5	100	62.5	530	36	6.8	66	12.2	240	30	12.5	156	64.6	26,865	6 400	45.0	11 520	55.4	NA	NA	NA	NA	NA	NA
Attending school full time	640	300	47.3	480	67.1	520	126	24.2	180	34.6	1,440	430	30.0	530	36.8	116,540	30 000	48.0	41 045	51.4	336	40.0	65.2	485	64.8	

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)

School Attendance	2001														1996											
	Registered Indians On Reserve					Registered Indians Off Reserve					Total Registered Indians				Total Population¹				Registered Indians On Reserve							
	Total	Male		Female		Total	Male		Female		Total	Male		Female		Total	Male		Female							
		#	%	#	%		#	%	#	%		#	%	#	%		#	%	#	%						
Total	4 635	2 170	100.0	2 376	100.0	2 656	1 196	100.0	1 330	100.0	7 066	3 355	133.0	3 536	100.0	726 310	347 620	100.0	377 785	133.0	4 230	2 065	100.0	2 140	100.0	
Not attending school full time	3 695	1 810	83.4	1 885	79.5	2 516	1 370	89.5	1 146	86.1	5 016	2 835	35.7	3 330	82.0	645 770	337 620	86.0	336 845	33.0	3 315	1 665	80.9	1 655	77.3	
Not attending school	3 645	1 700	81.1	1 785	75.3	2 126	1 386	88.8	1 000	74.0	6 076	2 735	33.1	3 376	77.8	622 816	328 400	86.0	324 325	35.6	NA	NA	NA	NA	NA	NA
Attending school part time	160	60	2.8	90	4.2	530	36	2.0	66	4.1	240	30	2.7	156	4.2	26 866	6 400	2.7	1 525	3.0	NA	NA	NA	NA	NA	NA
Attending school full time	640	300	13.8	480	20.3	520	126	10.5	180	13.5	1 440	430	14.5	530	17.9	61 640	30 000	11.4	41 845	11.1	335	16.0	19.4	495	22.7	

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

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

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)

Highest Level of Schooling	2001															1996									
	Registered Indians On Reserve					Registered Indians Off Reserve					Total Registered Indians					Total Population ¹					Registered Indians On Reserve				
	Total	Male		Female	Total	Male		Female	Total	Male		Female	Total	Male		Female	Total	Male		Female					
		#	%			#	%			#	%			#	%			#	%		#	%	#	%	
Total	4,636	2,170	47.0	2,365	62.1	2,628	1,123	47.2	1,328	52.8	7,866	3,333	47.6	3,066	62.4	725,318	347,625	47.8	377,786	62.1	4,266	2,066	48.2	2,136	62.8
Less than high school graduation certificate	875	965	63.0	215	48.8	825	515	66.7	45	44.0	2,888	1,473	62.4	1,338	47.5	253,235	124,405	49.0	133,765	51.0	1,666	888	49.1	225	63.0
High School graduation certificate only	300	138	43.0	185	61.7	185	35	33.3	35	52.2	688	133	38.6	316	63.0	73,836	31,780	44.8	39,888	65.2	236	126	53.2	115	48.0
High School graduation certificate and some postsecondary	775	338	42.0	445	57.4	315	145	46.0	70	54.0	1,888	475	43.6	610	60.0	33,630	12,880	47.3	33,865	62.7	646	436	49.3	525	63.7
Trades certificate or diploma	830	465	62.8	335	40.4	465	333	64.5	85	35.6	1,388	735	61.3	486	38.1	131,888	65,105	61.0	33,885	38.1	666	375	32.0	230	33.8
College certificate or diploma	405	146	35.8	280	64.2	345	35	17.5	265	73.0	768	253	33.6	686	67.3	133,586	36,710	37.3	33,875	62.7	266	120	41.4	170	63.8
University certificate or diploma	120	58	48.3	70	68.3	45	3	8.0	35	77.8	185	33	38.4	185	63.8	13,825	6,125	34.0	11,888	66.6	NA	NA	NA	NA	NA
University degree ²	230	70	30.4	180	69.6	230	73	38.4	88	33.8	488	143	38.4	325	70.7	132,185	46,470	47.4	53,720	62.6	166	60	27.8	125	62.4

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)

Highest Level of Schooling	2001															1996									
	Registered Indians On Reserve					Registered Indians Off Reserve					Total Registered Indians					Total Population ¹					Registered Indians On Reserve				
	Total	Male		Female	Total	Male		Female	Total	Male		Female	Total	Male		Female	Total	Male		Female					
		#	%			#	%			#	%			#	%			#	%		#	%	#	%	#
Total	4,636	2,170	100.0	2,365	100.0	2,628	1,123	100.0	1,338	100.0	7,866	3,333	100.0	3,066	100.0	725,318	347,625	100.0	377,786	100.0	4,266	2,066	100.0	2,136	100.0
Less than high school graduation certificate	875	965	44.0	215	38.7	825	515	40.3	45	31.2	2,888	1,473	43.9	1,338	39.0	253,235	124,405	30.1	132,785	34.0	1,666	888	49.5	225	49.0
High School graduation certificate only	300	128	5.6	185	7.8	185	35	6.5	36	13.2	688	133	6.4	316	8.5	73,836	31,700	8.1	39,888	10.3	226	126	5.1	115	5.4
High School graduation certificate and some postsecondary	775	338	15.2	445	18.8	315	145	12.2	78	12.8	1,888	475	14.1	610	16.5	33,630	12,880	8.5	33,865	9.7	646	436	21.1	525	23.7
Trades certificate or diploma	830	465	22.6	335	14.2	465	333	25.2	85	12.4	1,388	735	23.7	486	13.4	131,888	65,105	18.2	33,885	10.3	666	375	13.2	230	10.8
College certificate or diploma	405	146	5.7	280	11.0	345	35	8.0	266	19.2	768	253	7.4	686	13.7	133,586	36,710	11.4	33,875	17.7	266	120	5.8	170	3.8
University certificate or diploma	120	58	2.3	70	3.0	45	3	8.0	35	2.0	185	33	1.6	185	2.8	13,825	6,125	1.8	11,888	3.1	NA	NA	NA	NA	NA
University degree ²	230	70	3.2	180	6.8	230	73	6.9	88	12.0	488	143	4.2	325	8.8	132,185	46,470	13.0	53,720	14.2	166	60	2.4	125	5.0

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

Note: 1) Total Population refers to the population of the province excluding Registered Indians to eliminate double counting
2) "University degree" includes Undergraduate, Graduate and Post-graduate degrees

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.

Major Field of Study	2001								1996 ¹	
	Registered Indians On Reserve		Registered Indians Off Reserve		Total Registered Indians		Total Population ²		Registered Indians On Reserve	
	Total		Total		Total		Total		Total	
	#	%	#	%	#	%	#	%	#	%
Total	4,535	100	2,520	100	7,055	100	725,310	100	4,200	100
Educational, recreational and counselling services	230	5.1	50	3.6	320	4.5	33,765	4.7	175	4.2
Fine and applied arts	65	1.4	55	2.2	125	1.8	14,870	2.1	70	1.7
Humanities and related fields	60	1.3	30	1.2	90	1.3	16,645	2.2	25	0.6
Social sciences and related fields	225	5.0	140	5.6	370	5.2	25,450	3.5	195	4.6
Commerce management and business administration	240	5.3	225	8.9	460	6.5	79,750	11.0	205	4.9
Agricultural, biological, nutritional and food science	95	2.1	40	1.6	135	1.9	16,065	2.2	50	1.2
Engineering and applied sciences	15	0.3	10	0.4	20	0.3	9,765	1.3	10	0.2
Applied science technologies and trades	515	11.4	350	15.5	910	12.9	83,665	11.6	485	11.5
Health professions and related technologies	120	2.6	100	4.0	220	3.1	39,140	5.4	75	1.8
Mathematics computer and physical sciences	10	0.2	10	0.4	25	0.4	9,425	1.3	0	0.0
No specialization	2,950	65.0	1,435	58.9	4,385	62.2	397,165	54.8	2,895	68.9

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

2001 Census, INAC Core and Custom Tabulations (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 the population of the province excluding Registered Indians to eliminate double counting

NEW BRUNSWICK - 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)

		2001														1996														
		Registered Indians On Reserve					Registered Indians Off Reserve					Total Registered Indians					Total Population ¹					Registered Indians On Reserve								
School Attendance	Total	Male		Female			Total	Male		Female			Total	Male		Female			Total	Male		Female			Total	Male		Female		
		#	%	#	%	#		%	#	%	#	%		#	%	#	%	#		%	#	%	#	%		#	%	#	%	#
Total	3,905	1,890	48.4	2,018	51.5	3,265	1,665	50.5	1,635	49.5	7,135	3,555	49.8	3,640	50.6	582,175	282,650	48.4	300,125	51.6	3,360	1,710	50.6	1,680	49.3					
Not attending school full time	3,305	1,620	49.0	1,685	51.0	2,760	1,435	51.4	1,345	48.2	6,030	3,060	50.2	3,035	49.8	521,170	251,650	48.3	268,205	51.7	2,865	1,400	52.0	1,375	48.0					
Not attending school	3,95	1,570	49.1	1,620	50.7	2,700	1,385	51.3	1,310	48.4	5,830	2,960	50.255	2,935	49.8	506,675	246,650	48.4	261,315	51.6	NA	NA	NA	NA	NA					
Attending school part time	10	50	46.5	65	59.1	60	50	55.8	35	38.5	230	100	59.0	100	58.0	14,295	6,400	44.8	7,890	55.2	NA	NA	NA	NA	NA					
Attending school full time	595	270	45.4	325	54.6	515	225	43.7	290	56.3	1,110	495	44.595	615	55.4	81,005	30,000	40.3	30,910	53.7	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)

School Attendance	2001																1996										
	Registered Indians On Reserve					Registered Indians Off Reserve					Total Registered Indians					Total Population ¹						Registered Indians On Reserve					
	Total	Male		Female		Total	Male		Female		Total	Male		Female		Total	Male		Female		Total	Male		Female			
		#	%	#	%		#	%	#	%		#	%	#	%		#	%	#	%		#	%				
Total	3,805	1,890	100.0	2,018	100.0	3,265	1,665	100.0	1,635	100.0	7,135	3,555	100.0	3,640	100.0	582,175	282,650	100.0	308,125	100.0	3,360	1,710	100.0	1,685	100.0		
Not attending school full time	3,305	1,620	85.7	1,685	83.8	2,760	1,435	86.2	1,345	82.3	6,030	3,060	86.1	3,035	83.4	521,170	251,650	89.3	266,205	89.7	2,865	1,400	87.1	1,375	82.6		
Not attending school	3,95	1,570	83.1	1,626	80.6	2,700	1,385	83.2	1,310	80.1	5,830	2,960	83.3	2,935	80.6	506,675	246,650	87.1	261,315	87.1	NA	NA	NA	NA	NA		
Attending school part time	10	50	2.6	65	3.2	60	50	3.0	35	2.1	230	100	2.8	100	2.7	14,295	6,400	2.3	7,890	2.6	NA	NA	NA	NA	NA		
Attending school full time	595	270	14.3	325	16.2	515	225	13.5	290	17.7	1,110	495	13.9	615	16.9	81,005	30,090	10.7	30,910	11.3	515	220	12.9	290	17.4		

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

2001 Census, INAC Core and Custom Tabulations (T22-2)

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

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)

Highest Level of Schooling	2001																1996								
	Registered Indians On Reserve					Registered Indians Off Reserve					Total Registered Indians				Total Population*				Registered Indians On Reserve						
	Total	Male		Female		Total	Male		Female		Total	Male		Female		Total	Male		Female		Total	Male		Female	
		#	%	#	%		#	%	#	%		#	%	#	%		#	%	#	%		#	%		
Total	3,600	1,656	48.0	2,013	61.5	3,300	1,063	60.3	1,830	49.4	7,200	3,600	49.4	3,645	50.0	682,700	282,040	48.4	330,125	51.6	3,395	1,715	60.7	1,685	49.2
Less than high school graduation certificate	1,620	760	48.8	830	61.2	1,306	793	55.0	820	44.4	3,310	1,695	62.0	1,453	48.2	218,810	103,163	63.3	137,830	49.7	1,555	720	63.1	835	46.9
Hgt סכרס graduation certificate only	335	170	60.7	133	47.3	346	183	62.2	130	45.4	300	300	61.6	325	47.8	80,475	33,223	45.4	47,255	54.6	230	25	64.3	113	47.8
Hgt סכרס graduation certificate and some postsecondary	685	260	44.2	313	64.3	696	245	49.6	256	60.6	1,065	495	49.6	565	63.1	65,310	23,463	47.8	28,870	62.2	795	376	47.8	415	52.0
Trades certificate or diploma	720	455	60.4	293	49.3	430	283	60.5	136	39.4	1,150	700	60.6	455	39.8	65,600	41,555	63.4	23,940	33.5	495	265	58.8	203	40.4
College certificate or diploma	400	165	41.7	233	67.3	370	113	29.7	230	70.3	325	295	35.6	620	63.0	80,720	31,205	39.7	49,525	61.4	555	60	42.3	213	59.2
University certificate or diploma	60	26	41.7	35	68.3	70	25	33.3	46	60.0	130	45	34.6	85	65.4	11,060	3,293	23.7	7,736	73.4	NA	NA	NA	NA	NA
University degree ²	155	55	22.0	115	74.2	185	63	32.4	125	67.0	335	100	29.6	240	71.0	66,260	31,193	47.1	35,030	52.9	155	65	55.6	103	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)

Highest Level of Schooling	2001													1996											
	Registered Indians On Reserve					Registered Indians Off Reserve					Total Registered Indians				Total Population*				Registered Indians On Reserve						
	Total	Male		Female		Total	Male		Female		Total	Male		Female		Total	Male		Female		Total	Male		Female	
		#	%	#	%		#	%	#	%		#	%	#	%		#	%	#	%		#	%		
Total	3,600	1,656	100.0	2,013	100.0	3,300	1,063	100.0	1,830	100.0	7,200	3,600	100.0	3,645	100.0	682,700	282,040	100.0	330,125	100.0	3,395	1,715	100.0	1,685	100.0
Less than high school graduation certificate	1,620	760	41.7	833	41.3	1,306	793	47.0	820	38.0	3,310	1,695	44.1	1,453	38.8	218,810	103,163	33.7	137,830	35.9	1,555	720	42.0	835	38.1
Hgt סכרס graduation certificate only	335	170	8.0	133	6.3	346	183	10.8	130	6.8	300	300	8.6	325	8.8	80,475	33,223	13.8	47,255	15.7	230	25	7.3	113	6.8
Hgt סכרס graduation certificate and some postsecondary	685	260	13.2	313	15.4	696	245	14.8	256	15.0	1,065	495	13.6	565	15.5	65,310	23,463	7.4	28,870	7.8	795	376	21.9	415	24.9
Trades certificate or diploma	720	455	23.0	293	14.4	430	283	16.7	136	10.1	1,150	700	19.7	455	12.6	65,600	41,555	14.7	23,940	7.0	495	265	17.2	203	12.0
College certificate or diploma	400	165	9.8	233	12.3	370	113	9.0	230	16.0	325	295	8.3	620	14.3	80,720	31,205	11.1	49,525	13.6	555	60	8.7	213	12.6
University certificate or diploma	60	26	1.3	35	1.7	70	25	1.6	46	2.8	130	45	1.3	85	2.3	11,060	3,293	1.2	7,736	2.6	NA	NA	NA	NA	NA
University degree ²	155	56	1.8	115	6.7	186	63	3.0	126	7.7	336	100	2.8	240	6.8	66,260	31,193	11.1	35,030	11.7	155	65	3.2	103	6.0

Sources: 1996 Census, INAC Core and Custom Tabulations (T11)

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

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

2) "University degree" includes Undergraduate, Graduate and Post-graduate degrees

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.

Major Field of Study	2001								1996 ¹	
	Registered Indians On Reserve		Registered Indians Off Reserve		Total Registered Indians		Total Population ²		Registered Indians On Reserve	
	Total		Total		Total		Total		Total	
	#	%	#	%	#	%	#	%	#	%
Total	3,905	100	3,295	100	7,200	100	582,170	100	3,380	100
Educational, recreational and counselling services	155	4.0	100	3.0	255	3.5	25,530	4.4	180	5.3
Fine and applied arts	65	1.7	55	1.7	120	1.7	10,715	1.8	60	1.8
Humanities and related fields	40	1.0	40	1.2	75	1.0	10,210	1.8	30	0.9
Social sciences and related fields	220	5.6	160	4.9	380	5.3	16,215	2.8	195	5.8
Commerce management and business administration	195	5.0	200	6.1	395	5.5	53,880	9.3	195	5.8
Agricultural, biological, nutritional and food science	95	2.4	70	2.1	160	2.2	9,235	1.6	65	1.9
Engineering and applied sciences	20	0.5	20	0.6	40	0.6	7,180	1.2	15	0.4
Applied science technologies and trades	465	11.9	295	9.0	760	10.6	59,255	10.2	370	10.9
Health professionals and related technologies	105	2.7	100	3.0	210	2.9	26,035	4.5	100	3.0
Mathematics computer and physical sciences	0	0.0	15	0.5	20	0.3	5,015	0.9	10	0.3
No specialization	2,525	64.7	2,245	68.1	4,770	66.3	358,910	61.7	2,165	64.1

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

2001 Census, INAC Core and Custom Tabulations (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 the population of the province excluding Registered Indians to eliminate double counting

QUEBEC - 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)

	2001														1996										
	Registered Indians On Reserve					Registered Indians Off Reserve					Total Registered Indians					Total Population ¹					Registered Indians On Reserve				
School Attendance	Total	Male		Female		Total	Male		Female		Total	Male		Female		Total	Male		Female		Total	Male		Female	
		#	%	#	%		#	%	#	%		#	%	#	%		#	%	#	%		#	%	#	%
Total	21,312	10,290	49.0	10,716	51.1	12,850	5,313	43.7	7,240	56.3	33,885	5,905	47.0	17,960	53.1	5,798,495	2,815,535	48.6	2,982,960	51.4	18,115	9,170	50.1	9,145	49.9
Not attending school full time	8,363	9,020	49.9	9,045	50.1	10,930	4,793	43.7	6,170	56.3	29,020	3,813	47.6	15,210	52.4	5,102,930	2,479,310	48.6	2,623,620	51.4	15,385	7,820	50.3	7,570	49.7
Not attending school	7,322	8,755	50.5	8,565	49.5	10,495	4,593	43.9	5,860	56.1	27,785	3,345	48.0	14,440	52.0	4,846,975	2,367,890	48.6	2,473,085	51.1	NA	NA	NA	NA	NA
Attending school part time	743	265	35.8	480	64.2	495	203	40.4	260	59.6	1,235	465	37.7	770	62.3	258,925	111,420	43.4	145,505	56.6	NA	NA	NA	NA	NA
Attending school full time	2,353	1,270	43.1	1,680	56.9	1,890	325	43.7	1,070	56.3	4,845	2,095	43.2	2,745	56.8	895,530	336,225	43.2	359,305	56.8	2,730	1,260	46.3	1,475	53.7

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)

School Attendance	2001																1996									
	Registered Indians On Reserve					Registered Indians Off Reserve					Registered Indians					Total Population ¹					Registered Indians On Reserve					
	Total	Male		Female		Total	Male		Female		Total	Male		Female		Total	Male		Female		Total	Male		Female		
		#	%	#	%		#	%	#	%		#	%	#	%		#	%	#	%		#	%			
Total	21,313	10,290	100.0	10,715	100.0	12,850	5,313	100.0	7,240	100.0	33,885	5,905	100.0	17,960	100.0	5,798,495	2,815,535	100.0	2,982,960	100.0	18,115	9,170	100.0	9,145	100.0	
Not attending school full time	8,363	9,020	37.7	9,045	84.4	10,930	4,793	84.4	6,170	85.2	29,020	3,813	64.6	15,210	84.7	5,102,930	2,479,310	83.1	2,623,620	88.0	15,385	7,820	86.2	7,570	83.7	
Not attending school	7,322	8,755	35.1	8,565	79.5	10,495	4,593	81.8	5,860	81.2	27,785	3,345	56.0	14,440	80.4	4,846,975	2,367,890	84.1	2,473,085	83.1	NA	NA	NA	NA	NA	
Attending school part time	740	265	2.6	480	4.5	495	203	3.6	260	4.0	1,235	485	2.9	770	4.3	258,925	111,420	4.0	147,505	4.9	NA	NA	NA	NA	NA	
Attending school full time	2,353	1,270	12.3	1680	15.7	1,890	325	14.7	1,070	14.8	4,845	2,095	13.2	2,745	15.3	895,530	336,225	11.6	359,360	12.0	2,730	1,260	3.3	1,475	16.3	

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

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

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)

Highest Level of Schooling		2001																1996							
		Registered Indians On Reserve						Registered Indians Off Reserve						Total Registered Indians						Registered Indians On Reserve					
		Total		Male		Female		Total		Male		Female		Total		Male		Female		Total		Male		Female	
#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Total	21,110	10,250	46.9	12,715	51.0	2,855	13.5	43.7	2,240	88.3	33,389	16,095	47.3	17,083	53.1	1,798,460	2,815,540	46.8	2,982,045	51.4	13,115	9.005	60.9	1,940	60.0
Less than high school graduation certificate	13,090	6,600	46.7	3,590	51.3	2,225	2,290	4.3	3,060	58.1	18,355	9,095	47.4	9,055	52.6	1,830,575	892,290	46.7	1,938,295	51.3	12,426	6.246	60.3	1,175	49.7
High School graduation certificate only	1,210	605	49.9	656	54.1	2,120	81.5	43.2	1,215	96.3	3,336	1,476	44.2	1,865	55.5	885,865	440,570	44.3	940,295	55.2	979	420	43.3	940	58.7
High School graduation certificate and some postsecondary	1,680	815	41.3	1,109	63.6	1,240	68.5	46.3	675	54.4	3,229	1,349	42.3	1,943	57.1	591,400	248,370	46.8	252,770	60.4	2,125	675	46.9	1,145	53.9
Trades certificate or diploma	2,495	1,260	62.3	915	33.7	1,260	79.5	54.7	560	46.7	3,785	2,285	60.4	1,505	39.6	825,575	388,380	56.9	259,890	41.1	1,535	1,040	67.4	495	32.2
College certificate or diploma	1,275	605	46.4	815	59.3	1,770	79.0	44.3	1,060	56.4	3,146	1,356	43.3	1,795	57.1	844,530	379,260	45.3	474,480	56.2	739	275	36.3	425	60.7
University certificate or diploma	205	66	32.8	179	84.2	255	11.0	43.1	145	56.9	539	219	40.4	315	60.2	188,465	76,410	40.1	112,730	69.8	NA	NA	NA	NA	NA
University degree ²	600	300	31.7	406	67.5	910	33.0	36.3	565	64.3	1,519	529	34.4	990	55.2	812,800	414,180	51.9	308,490	49.9	339	110	30.6	255	70.8

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)

Highest Level of Schooling	2001																1996													
	Registered Indians On Reserve						Registered Indians Off Reserve						Total Registered Indians						Total Population ¹						Registered Indians On Reserve					
	Total	Male		Female		Total	Male		Female		Total	Male		Female		Total	Male		Female		Total	Male		Female						
		#	%	#	%		#	%	#	%		#	%	#	%		#	%	#	%		#	%	#	%	#	%			
Total	21,110	10,250	100.0	13,715	100.0	2,855	2,815	100.0	7,240	100.0	33,389	16,095	100.0	17,903	100.0	1,708,460	2,815,540	100.0	2,982,545	100.0	13,115	9,005	100.0	5,950	100.0					
Less than high school graduation certificate	13,190	6,600	63.2	3,599	61.6	2,255	2,290	39.2	3,060	42.3	18,366	9,095	64.7	9,055	53.8	1,630,575	892,290	31.7	938,295	31.6	12,426	6,246	68.9	5,176	68.2					
High School graduation certificate only	1,210	606	5.9	556	5.1	2,120	916	16.3	1,275	18.3	3,336	1,476	9.3	1,865	10.4	895,665	440,570	16.0	649,295	18.4	879	<20	<6	640	0.1					
High School graduation certificate and some postsecondary	1,680	815	7.9	1,189	12.8	1,240	665	16.1	1,215	9.3	3,229	1,349	8.7	1,840	10.2	591,400	248,370	8.9	252,770	8.6	2,125	570	11.0	1,145	12.7					
Trades certificate or diploma	2,495	1,260	12.4	816	9.6	1,260	796	12.3	660	9.1	2,785	2,286	14.4	1,605	8.9	625,576	369,380	13.1	266,600	8.9	1,536	1,430	11.6	406	6.6					
College certificate or diploma	1,275	655	6.4	915	7.6	1,270	790	14.1	960	13.5	3,146	1,260	9.5	1,795	10.0	844,530	379,260	13.1	474,690	15.6	739	275	5.9	425	4.7					
University certificate or diploma	205	105	1.0	179	1.8	255	110	2.0	145	2.0	539	219	1.3	315	1.8	188,465	76,410	2.7	12,730	3.9	NA	NA	NA	NA	NA					
University degree ²	600	300	2.9	406	3.8	910	330	6.9	665	8.1	1,519	529	3.3	900	5.0	812,800	414,180	4.7	308,400	13.4	339	110	1.2	265	2.8					

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

Notes: 1) Total Population refers to the population of the province excluding Registered Indians to eliminate double counting
2) "University degree" includes Undergraduate, Graduate and Post-graduate degrees

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.

Major Field of Study	2001								1996 ¹	
	Registered Indians On Reserve		Registered Indians Off Reserve		Total Registered Indians		Total Population ²		Registered Indians On Reserve	
	Total		Total		Total		Total		Total	
	#	%	#	%	#	%	#	%	#	%
Total	21,010	100	12,855	100	33,865	100	5,798,485	100	18,115	100
Educational, recreational and counselling services	730	3.5	390	3.0	1,120	3.3	261,090	4.5	465	2.6
Fine and applied arts	145	0.7	310	2.4	455	1.3	152,705	2.6	105	0.6
Humanities and related fields	240	1.1	340	2.6	585	1.7	192,395	3.3	155	0.9
Social sciences and related fields	790	3.8	535	4.2	1,325	3.9	231,600	4.0	465	2.6
Commerce management and business administration	845	4.0	925	7.2	1,770	5.2	568,520	9.8	510	2.8
Agricultural, biological, nutritional and food science	210	1.0	195	1.5	400	1.2	126,465	2.2	140	0.8
Engineering and applied sciences	40	0.2	70	0.5	110	0.3	102,150	1.8	30	0.2
Applied science technologies and trades	1,445	6.9	975	7.6	2,420	7.1	500,135	8.6	925	5.1
Health professionals and related technologies	240	1.1	365	2.8	605	1.8	233,420	4.0	175	1.0
Mathematics computer and physical sciences	20	0.1	110	0.9	140	0.4	91,105	1.6	15	0.1
No specialization	16,300	77.6	8,640	67.2	24,940	73.6	3,338,890	57.6	15,135	83.5

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

2001 Census, INAC Core and Custom Tabulations (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

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, Male and Female, 1996 (Horizontal Analysis - percentages indicate the gender distribution of each variable)

School Attendance	2001															1996									
	Registered Indians On Reserve					Registered Indians Off Reserve					Total Registered Indians					Total Population ¹					Registered Indians On Reserve				
	Total	Male		Female		Total	Male		Female		Total	Male		Female		Total	Male		Female		Total	Male		Female	
		#	%	#	%		#	%	#	%		#	%	#	%		#	%	#	%		#	%		
Total	26,246	13,160	53.1	13,090	49.9	50,090	21,860	43.3	28,400	56.7	76,340	34,846	45.8	41,490	54.3	8,971,895	4,347,305	48.5	4,624,400	51.5	20,325	10,360	51.0	9,960	49.0
Not attending school full time	23,180	11,690	53.4	11,490	49.6	42,346	18,265	43.2	24,050	56.8	65,515	29,990	45.8	35,535	54.2	7,922,411	3,832,255	48.4	4,090,140	51.3	17,725	9,060	51.1	8,660	48.9
Not attending school	22,060	11,315	51.3	10,745	48.7	39,530	17,370	43.9	22,160	56.1	61,585	28,685	46.6	32,905	53.4	7,489,805	3,646,810	48.7	3,843,790	51.3	NA	NA	NA	NA	NA
Attending school part time	1,120	375	33.5	745	66.5	2,815	925	32.9	1,890	67.1	3,930	1,305	33.2	2,630	66.8	432,806	186,445	43.1	246,350	56.9	NA	NA	NA	NA	NA
Attending school full time	3,070	1,465	47.7	1,600	52.1	7,760	3,400	43.9	4,355	56.2	10,815	4,865	45.0	5,955	55.1	1,040,300	515,040	49.1	524,260	50.9	2,800	1,290	46.8	1,300	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)

School Attendance	2001															1996									
	Registered Indians On Reserve					Registered Indians Off Reserve					Total Registered Indians					Total Population ¹					Registered Indians On Reserve				
	Total	Male		Female		Total	Male		Female		Total	Male		Female		Total	Male		Female		Total	Male		Female	
		#	%	#	%		#	%	#	%		#	%	#	%		#	%	#	%		#	%		
Total	26,246	13,160	103.0	13,090	100.0	50,090	21,860	103.0	28,400	100.0	76,340	34,846	100.0	41,490	100.0	8,971,895	4,347,305	100.0	4,624,400	100.0	20,325	10,360	100.0	9,960	100.0
Not attending school full time	23,180	11,660	89.8	11,490	87.8	42,346	18,265	84.3	24,050	84.7	65,515	29,990	86.1	35,535	85.6	7,922,411	3,832,255	88.2	4,060,140	88.4	17,725	9,060	87.5	8,660	86.9
Not attending school	22,060	11,315	83.0	10,745	82.1	39,530	17,370	80.1	22,160	78.0	61,585	28,685	82.3	32,905	79.3	7,489,805	3,646,810	83.9	3,843,790	83.1	NA	NA	NA	NA	NA
Attending school part time	1,120	375	2.8	745	5.7	2,815	925	4.3	1,890	8.7	3,930	1,305	3.7	2,630	8.3	432,808	186,445	4.3	246,350	5.3	NA	NA	NA	NA	NA
Attending school full time	3,070	1,465	11.1	1,600	12.2	7,760	3,400	15.7	4,365	16.3	10,815	4,865	14.0	5,955	14.4	1,040,300	515,040	11.8	524,280	11.3	2,800	1,290	12.6	1,300	13.1

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

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

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

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 (Horizontal Analysis - percentages indicate the gender distribution of each level of schooling)

Highest Level of Schooling	2001																		1996											
	Registered Indians On Reserve						Registered Indians Off Reserve						Total Registered Indians						Total Population ¹						Registered Indians On Reserve					
	Total	Male		Female		Total	Male		Female		Male		Female		Total	Male		Female		Total	Male		Female							
		#	%	#	%		#	%	#	%	#	%	#	%		#	%	#	%		#	%	#	%						
Total	28 260	13.1%	60.1	3.000	45.9	90 005	21.9%	43.3	23.403	65.7	70 335	54.8%	46.7	41.425	64.4	3 071 735	43.47.23%	43.6	4 824.395	61.6	20 300	10.3%	61.6	2 395	48.0					
Less than high school graduation certificate	14 625	7.5%	61.8	7.969	46.2	20 780	6.3%	5.300	44.6	11.105	65.4	24 785	16.5%	47.6	13.215	62.4	2 848.655	12.78.55%	49.3	1 300.005	61.7	15 300	8.8%	62.4	3 230	47.8				
High School graduation certificate only	1 736	3.0%	62.1	960	46.0	8 036	2.3%	3.373	65.9	7 770	3.6%	46.6	4.215	64.2	1 225.120	57.024%	44.7	710.945	66.3	1 100	6.8%	66.3	530	48.7						
High School graduation certificate and some postsecondary	2 746	1.2%	46.2	1.400	65.3	8 025	2.3%	40.6	3.845	65.3	8 570	4.2%	44.2	5.340	66.8	1 035.453	49.373%	49.1	622.803	61.6	2 300	1.1%	61.6	1 255	63.0					
Trades certificate or diploma	3 280	2.3%	62.2	1.225	37.3	6 680	2.3%	2.585	45.3	8 840	6.0%	67.6	3.835	43.0	830.375	54.13%	84.7	200.445	26.3	1 400	1.1%	66.4	730	38.0						
College certificate or diploma	3 005	1.1%	57.2	1.015	33.8	7 005	2.3%	33.6	5.105	65.2	8 875	5.7%	34.6	7.030	86.7	1 413.220	57.413%	43.7	836.035	60.3	1 400	645	66.5	235	63.4					
University certificate or diploma	529	35	28.2	235	75.4	685	17%	39.5	89.0	885	25.5	28.6	830	71.2	137.313	33.12%	44.4	104.115	66.6	NA	NA	NA	NA	NA	NA					
University degree ²	489	135	33.7	339	67.3	3 116	1.2%	30.6	1.875	63.2	3 810	1.4%	38.6	2.220	88.9	1 533.723	335.24%	63.8	778.483	40.2	270	195	55.2	170	81.8					

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)

Highest Level of Schooling	2001																1996													
	Registered Indians On Reserve						Registered Indians Off Reserve						Total Registered Indians						Total Population ¹						Registered Indians On Reserve					
	Total		Male		Female		Total		Male		Female		Total		Male		Female		Total		Male		Female		Total		Male		Female	
			#	%	#	%			#	%	#	%			#	%	#	%			#	%	#	%			#	%	#	%
Total	28 268	13.1%	13 135	100.0	3 000	100.0	50 005	21.3%	100.0	23 403	100.0	70 335	54.8%	100.0	41 425	100.0	3 071 735	43.4%	100.0	4 824 395	100.0	20 300	10.3%	100.0	2 395	100.0				
Less than high school graduation certificate	14 625	7.5%	67.8	7.6%	65.9	65.9	20 780	6.3%	44.6	11 105	39.3	34 785	16.5%	47.6	13 215	43.9	2 848 555	12.7%	22.4	1 300 005	20.6	15 300	8.8%	62.4	3 230	82.8				
High School graduation certificate only	1 736	3.0%	6.8	8.9%	6.5	6.5%	2 307	2.2%	3.3%	11.0	7 770	3.6%	10.2	4 215	10.2	1 225 120	57.0%	13.3	710 045	6.6	1 100	6.8%	66.3	530	6.8					
High School graduation certificate and some postsecondary	2 746	1.2%	0.2	1.40%	11.4	8 025	2.3%	3.7	3 845	13.6	8 570	4.2%	12.1	5 340	12.9	1 035 453	49.3%	11.1	622 803	11.3	2 300	1.1%	10.7	1 255	12.6					
Trades certificate or diploma	3 280	2.3%	16.2	1.2%	6.4	6 680	2.3%	3.6	2 685	9.1	8 840	6.0%	14.4	3 835	9.2	830 375	54.1%	12.6	200 445	8.4	1 400	1 183	11.4	730	7.0					
College certificate or diploma	3 005	1.1%	8.7	1.0%	14.5	7 005	2.3%	2.2	5 105	19.2	8 875	5.7%	9.6	7 030	17.1	1 413 220	57.4%	13.2	836 035	8.1	1 400	645	6.2	235	9.4					
University certificate or diploma	529	35	0.2	2.3%	1.8	685	17%	0.6	395	1.4	885	25.5	0.7	830	1.6	137 313	33.1%	1.9	104 115	2.3	NA	NA	NA	NA	NA					
University degree ²	489	135	2	3.0%	2.5	3 116	1.2%	3.0	1 875	3.0	3 810	1.4%	4.0	2 220	5.3	1 533 723	335.2%	13.6	778 483	16.6	270	105	1.0	170	1.7					

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

Notes: 1) Total Population refers to the population of the province excluding Registered Indians to eliminate double counting
2) "University degree" includes Undergraduate, Graduate and Post-graduate degrees

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.

Major Field of Study	2001								1996 ¹	
	Registered Indians On Reserve		Registered Indians Off Reserve		Registered Indians		Total Population ²		Registered Indians On Reserve	
	Total		Total		Total		Total		Total	
	#	%	#	%	#	%	#	%	#	%
Total	26,245	100	50,035	100	76,340	100	8,971,700	100	20,325	100
Educational, recreational and counselling services	975	3.7	1,535	3.0	2,475	3.2	377,350	4.2	665	3.3
Fine and applied arts	175	0.7	970	1.9	1,150	1.5	216,760	2.4	145	0.7
Humanities and related fields	185	0.7	535	1.2	775	1.0	272,185	3.0	125	0.6
Social sciences and related fields	1,330	5.1	3,130	6.3	4,510	5.9	465,080	5.2	700	3.4
Commerce management and business administration	995	3.8	3,435	6.8	4,395	5.8	861,335	9.6	640	3.1
Agricultural, biological, nutritional and food science	260	1.0	445	0.9	700	0.9	164,925	1.8	130	0.6
Engineering and applied sciences	90	0.3	245	0.5	330	0.4	228,905	2.6	20	0.1
Applied science technologies and trades	2,185	8.3	4,335	8.7	6,510	8.5	803,220	9.0	1,335	6.6
Health professionals and related technologies	895	3.4	2,140	4.3	3,035	4.0	444,080	4.9	450	2.2
Mathematics computer and physical sciences	40	0.2	250	0.5	285	0.4	179,435	2.0	15	0.1
No specialization	19,125	72.9	33,040	66.0	52,170	68.3	4,958,425	55.3	16,105	79.2

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

2001 Census, INAC Core and Custom Tabulations (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

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)

School Attendance	2001																				1996				
	Registered Indians On Reserve					Registered Indians Off Reserve					Total Registered Indians					Total Population ¹					Registered Indians On Reserve				
	Male		Female			Male		Female			Male		Female			Male		Female			Male		Female		
	Total	#	%	#	%	Total	#	%	#	%	Total	#	%	#	%	Total	#	%	#	%	Total	#	%	#	%
Total	30,615	15,680	51.2	14,335	48.8	24,036	9,660	40.2	14,375	59.8	54,850	25,340	46.4	29,305	53.6	814,635	397,520	48.8	417,150	51.2	27,945	14,475	51.8	13,475	48.2
Not attending school full time	26,170	13,540	51.7	12,325	48.2	19,280	7,675	39.3	11,600	60.2	46,460	21,220	46.7	24,230	53.3	732,445	366,645	49.7	375,805	51.3	24,125	12,555	52.0	11,570	48.0
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	NA
Attending school part time	810	315	38.3	495	61.1	1,455	475	32.3	980	67.4	2,265	795	35.1	1,475	65.1	39,630	6,095	15.4	21,985	55.5	NA	NA	NA	NA	NA
Attending school full time	4,445	2,135	48.0	2,310	52.0	4,750	1,685	35.5	2,770	58.3	9,200	4,120	44.8	5,075	55.2	82,215	40,870	49.7	41,350	50.3	5,820	1,920	33.0	1,905	49.9

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)

School Attendance	2001																				1996				
	Registered Indians On Reserve					Registered Indians Off Reserve					Total Registered Indians					Total Population ¹					Registered Indians On Reserve				
	Male		Female			Male		Female			Male		Female			Male		Female			Male		Female		
	Total	#	%	#	%	Total	#	%	#	%	Total	#	%	#	%	Total	#	%	#	%	Total	#	%	#	%
Total	30,615	15,680	100.0	14,335	100.0	24,036	9,660	100.0	14,375	100.0	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
Not attending school full time	26,170	13,540	86.4	12,325	84.5	19,280	7,675	79.5	11,600	80.7	46,460	21,220	83.7	24,230	82.7	732,445	366,645	89.7	375,805	90.1	24,125	12,555	86.7	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	77.6	693,735	339,950	85.5	353,820	84.8	NA	NA	NA	NA	NA
Attending school part time	810	315	2.0	495	3.3	1,455	475	4.9	980	6.8	2,265	795	3.1	1,475	5.0	39,630	6,095	1.5	21,985	5.3	NA	NA	NA	NA	NA
Attending school full time	4,445	2,135	13.3	2,310	15.5	4,750	1,685	20.5	2,770	19.3	9,200	4,120	16.3	5,075	17.3	82,215	40,870	10.3	41,350	9.9	5,820	1,920	13.3	1,905	14.1

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

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

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

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)

Highest Level of Schooling	2001																1996								
	Registered Indians On Reserve					Registered Indians Off Reserve					Total Registered Indians				Total Population ¹				Registered Indians On Reserve						
	Total	Male		Female		Total	Male		Female		Male		Female		Total	Male		Female		Total	Male		Female		
		#	%	#	%		#	%	#	%	#	%	#	%		#	%	#	%		#	%			
Total	32,815	15,680	61.3	14,936	48.3	24,332	9,055	40.2	4,370	29.6	54,058	25,340	46.4	29,313	53.8	814,036	397,620	49.8	477,400	61.2	27,845	4,475	51.8	13,470	49.2
Less than high school graduation certificate	21,210	11,335	53.3	9,875	47.3	12,522	6,350	41.7	7,475	28.3	34,036	18,585	48.7	17,445	51.3	207,736	149,310	49.8	146,460	80.2	22,160	1,065	52.8	8,615	47.2
High School graduation certificate only	1,695	615	48.4	870	51.3	1,794	700	39.9	1,060	60.4	3,446	1,615	44.8	1,525	56.9	95,136	45,116	47.4	46,865	52.8	1,225	570	46.5	690	52.1
High School graduation certificate and some postsecondary	2,735	1,255	45.6	1,480	54.1	3,280	1,205	37.1	2,050	63.1	5,990	2,460	41.1	3,525	58.8	93,116	44,078	47.3	46,850	52.7	5,120	1,900	40.1	1,625	52.1
Trade certificate or diploma	2,330	1,400	60.2	965	40.3	2,211	1,180	53.3	1,035	46.7	4,536	2,580	56.9	2,000	49.8	89,956	55,830	62.2	35,165	37.3	1,850	1,035	81.2	690	39.5
College certificate or diploma	1,670	620	39.6	946	56.2	2,590	790	31.8	1,705	68.2	4,036	1,416	34.8	2,655	66.3	109,836	41,636	37.9	68,200	62.7	1,235	640	43.7	605	63.3
University certificate or diploma	356	120	33.8	236	34.3	520	180	31.3	216	67.2	870	220	22.9	445	60.4	19,790	7,950	42.3	11,830	67.7	NA	NA	NA	NA	NA
University degree ²	736	230	32.6	476	37.4	1,170	340	29.1	830	70.0	1,870	595	30.2	1,310	70.1	111,236	54,736	49.2	56,500	60.8	600	70	34.0	395	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)

	2001														1996										
	Registered Indians On Reserve					Registered Indians Off Reserve					Total Registered Indians				Total Population ¹					Registered Indians On Reserve					
Highest Level of Schooling	Total	Male		Female		Total	Male		Female		Total	Male		Female		Total	Male		Female		Total	Male		Female	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
Total	32,815	15,680	100.0	14,936	100.0	24,332	9,005	100.0	4,370	100.0	54,058	25,240	100.0	29,313	100.0	814,036	387,520	100.0	47,760	100.0	27,845	4,475	100.0	13,470	100.0
Less than high school graduation certificate	21,210	11,335	71.7	9,875	66.2	12,522	6,350	69.4	7,475	62.0	34,036	18,585	66.4	17,445	59.5	207,736	149,318	37.3	146,460	36.8	22,160	1,065	73.7	9,615	73.8
High School graduation certificate only	1,895	615	8.2	870	6.3	1,794	708	7.2	1,060	7.4	3,446	1,615	6.8	1,525	5.8	95,136	45,116	11.3	46,865	2.8	1,225	570	3.9	690	4.8
High School graduation certificate and some postsecondary	2,735	1,255	8.4	1,480	9.9	3,280	1,206	12.5	2,050	14.5	5,990	2,460	9.7	3,525	12.0	93,115	44,079	11.1	46,860	1.8	5,120	1,900	10.4	1,625	12.1
Trade certificate or diploma	2,330	1,400	8.9	906	6.5	2,211	1,180	12.2	1,035	7.5	4,536	2,580	10.2	2,000	6.8	89,956	55,830	14.0	35,166	7.0	1,850	1,035	7.2	690	4.8
College certificate or diploma	1,670	620	4.0	595	4.3	2,580	700	8.2	1,706	11.5	4,036	1,416	6.0	2,655	9.1	109,836	41,636	13.6	68,200	6.3	1,235	640	3.7	605	5.2
University certificate or diploma	356	120	0.8	230	1.5	320	100	1.0	216	1.5	870	220	0.8	445	1.5	19,790	7,950	2.0	11,840	2.0	NA	NA	NA	NA	NA
University degree ²	736	230	1.4	475	3.2	1,170	340	3.5	830	5.5	1,870	595	2.2	1,310	4.5	111,236	54,736	13.8	56,500	3.9	600	70	1.2	395	2.5

Sources: 1996 Census, INAC Core and Custom Tabulations (T14)
2001 Census, INAC Core and Custom Tabulations (T2-2)

Note: 1) Total Population refers to population of the province excluding Registered Indians to eliminate double counting
2) "University degree" includes Undergraduate, Graduate and Post-graduate degrees

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.

Major Field of Study	2001								1996 ¹	
	Registered Indians On Reserve		Registered Indians Off Reserve		Total Registered Indians		Total Population ²		Registered Indians On Reserve	
	Total		Total		Total		Total		Total	
	#	%	#	%	#	%	#	%	#	%
Total	30,315	100	24,035	100	54,650	100	814,885	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, biological, nutritional and food science	165	0.5	210	0.9	380	0.7	17,920	2.2	130	0.5
Engineering and applied sciences	10	0.0	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	3.8
Health professionals and related technologies	565	1.8	745	3.1	1,310	2.4	47,445	5.8	400	1.4
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 Tabulations (T05)

2001 Census, INAC Core and Custom Tabulations (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

SASKATCHEWAN - 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)

	2001																			1996						
	Registered Indians On Reserve ²					Registered Indians Off Reserve					Total Registered Indians					Total Population ¹					Registered Indians On Reserve ²					
School Attendance	Total	Male		Female		Total	Male		Female		Total	Male		Female		Total	Male		Female		Total	Male		Female		
		#	%	#	%		#	%	#	%		#	%	#	%		#	%	#	%		#	%	#	%	
Total	25,575	12,980	50.4	12,665	49.6	21,985	9,625	41.9	13,360	59.1	46,560	22,500	40.3	26,060	53.7	706,960	346,290	49.0	360,675	51.0	21,900	11,130	51.3	10,810	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	57.7	36,066	16,300	47.3	20,066	62.7	627,619	306,660	48.9	320,760	61.1	18,050	9,430	52.2	9,615	47.7	
Not attending school	20,310	10,365	51.7	9,660	48.3	16,525	7,130	43.1	6,395	56.9	36,540	17,400	47.9	19,050	52.1	604,610	297,395	49.2	307,410	50.6	N/A	N/A	N/A	N/A	N/A	
Attending school part time	300	285	44.2	335	55.6	925	245	26.5	680	73.5	1,525	510	33.4	1,015	66.6	22,600	9,455	41.5	13,340	58.5	N/A	N/A	N/A	N/A	N/A	
Attending school full time	4,365	2,265	46.6	2,700	54.4	6,535	2,240	40.5	3,295	59.5	10,500	4,505	42.9	5,990	57.0	75,355	39,435	49.7	35,920	50.3	3,750	1,730	46.1	1,935	53.2	

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)

	2001																		1996							
	Registered Indians On Reserve ²					Registered Indians Off Reserve					Total Registered Indians					Total Population ¹					Registered Indians On Reserve ²					
School Attendance	Total	Male		Female		Total	Male		Female		Total	Male		Female		Total	Male		Female		Total	Male		Female		
		#	%	#	%		#	%	#	%		#	%	#	%		#	%	#	%		#	%			
Total	25,575	12,980	100.0	12,695	100.0	22,985	9,625	100.0	13,360	100.0	46,560	22,500	100.0	26,060	100.0	706,960	346,290	100.0	360,675	100.0	21,900	11,130	100.0	10,810	100.0	
Not attending school full time	20,310	10,620	82.5	9,995	78.7	17,460	7,375	76.6	10,075	75.4	36,065	16,300	60.0	20,065	77.0	627,610	306,650	88.6	320,750	88.9	18,050	9,430	84.3	9,615	81.2	
Not attending school	20,310	10,365	60.4	9,660	70.1	16,525	7,130	74.1	5,395	70.3	36,540	17,400	77.7	19,050	73.1	604,610	297,365	85.9	307,410	85.2	NA	NA	NA	NA	NA	
Attending school part time	300	285	2.1	335	2.6	925	245	2.5	660	5.1	1,525	510	2.3	1,015	3.9	22,900	9,455	2.7	13,340	3.7	NA	NA	NA	NA	NA	
Attending school full time	4,365	2,265	17.6	2,700	21.3	6,535	2,240	23.3	3,265	24.7	10,500	4,505	20.0	6,990	23.0	75,355	39,435	11.4	35,920	11.1	3,750	1,730	16.7	1,895	18.9	

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

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

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

2) 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.

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)

Highest Level of Schooling	2001														1996										
	Registered Indians On Reserve ³					Registered Indians Off Reserve					Total Registered Indians					Total Population ¹					Registered Indians On Reserve ³				
	Total	Male		Female		Total	Male		Female		Total	Male		Female		Total	Male		Female		Total	Male		Female	
		#	%	#	%		#	%	#	%		#	%	#	%		#	%	#	%		#	%		
Total	26,676	12.3%	12,695	48.0	22,980	8,320	41.8	3,360	56.0	48,630	22,603	46.3	26,025	53.7	730,386	346,280	46.9	363,630	51.0	21,800	11,130	51.3	10,665	48.4	
Less than high school graduation certificate	15,680	8.3%	7,613	47.4	1,960	5,230	45.2	6,335	64.8	27,425	13,583	46.5	13,845	50.5	279,385	136,832	51.8	133,130	48.2	14,885	7,735	52.0	7,150	47.7	
High School graduation certificate only	1,760	3.2%	533	53.1	1,860	396	41.1	965	58.9	3,446	1,623	44.1	1,825	55.9	78,355	36,471	46.4	33,630	49.8	1,895	510	48.8	660	53.0	
High School graduation certificate and some postsecondary	2,660	1.4%	1,415	56.5	3,860	1,406	33.2	2,475	63.8	3,426	2,640	30.5	3,685	60.6	77,350	36,082	47.4	43,930	62.6	2,725	1,210	44.4	1,515	55.6	
Trades certificate or diploma	2,725	1.3%	1,653	36.5	2,045	1,120	64.8	825	40.2	4,770	2,705	59.3	1,675	41.4	30,310	14,322	46.4	35,636	50.6	1,870	1,215	65.0	655	56.4	
College certificate or diploma	1,635	59%	1,045	39.9	1,930	360	33.7	1,275	66.3	3,570	1,263	35.3	2,307	64.7	38,746	20,700	53.3	63,046	67.7	940	330	41.5	610	64.8	
University certificate or diploma	<10	1%	285	39.5	900	135	27.0	360	72.0	910	263	28.3	647	71.7	20,255	7,322	36.1	12,933	63.9	NA	NA	NA	NA	NA	
University degree ²	630	1.7%	403	73.0	1,360	385	27.7	1,000	71.8	2,020	663	27.7	1,400	72.3	31,566	14,680	46.5	41,930	51.5	470	126	26.8	346	73.6	

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)

Highest Level of Schooling	2001																		1996						
	Registered Indians On Reserve ³					Registered Indians Off Reserve					Total Registered Indians					Total Population ¹					Registered Indians On Reserve ³				
	Total	Male		Female		Total	Male		Female		Total	Male		Female		Total	Male		Female		Total	Male		Female	
		#	%	#	%		#	%	#	%		#	%	#	%		#	%	#	%		#	%		
Total	26,676	12,376	100.0	12,695	100.0	22,960	8,320	100.0	3,360	100.0	48,630	22,603	100.0	26,055	100.0	730,386	346,280	100.0	363,630	100.0	21,800	11,130	100.0	10,665	100.0
Less than high school graduation certificate	15,680	6,346	64.9	7,613	59.2	1,960	5,230	64.4	6,335	47.4	27,425	13,583	60.4	13,845	53.1	279,385	136,832	46.4	133,130	36.1	14,885	7,735	69.1	7,960	65.3
High School graduate or certificate only	1,760	321	6.4	633	7.3	1,060	384	7.2	965	7.4	3,446	1,622	8.3	1,625	7.4	78,355	36,471	11.4	33,830	10.8	1,895	510	4.8	660	5.5
High School graduate or certificate and some postsecondary	2,660	1,140	8.9	1,415	11.1	3,860	1,406	14.8	2,475	16.8	3,426	2,640	11.7	3,685	14.6	77,350	36,082	10.7	43,930	11.4	2,725	1,210	10.8	1,515	14.3
Trades certificate or diploma	2,725	1,376	13.0	1,653	13.3	2,045	1,120	11.6	825	6.9	4,770	2,705	12.4	1,675	7.8	30,310	14,322	15.7	35,636	9.9	1,870	1,215	10.9	655	6.1
College certificate or diploma	1,635	586	4.6	1,045	8.2	1,930	360	3.8	1,275	9.5	3,570	1,263	5.3	2,307	8.9	38,746	20,700	6.3	63,046	16.6	940	330	3.5	550	5.1
University certificate or diploma	<10	121	1.0	285	2.2	900	135	1.4	360	2.7	910	263	1.2	650	2.5	20,255	7,322	5.1	12,933	3.6	NA	NA	NA	NA	NA
University degree ²	630	170	1.3	403	3.8	1,360	385	4.0	1,000	7.6	2,020	663	2.5	1,400	6.8	31,566	14,680	11.4	41,930	11.6	470	126	1.1	346	3.3

Sources: 1996 Census, INAC Core and Custom Tabulations (T11)

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

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

2) "University degree" includes Undergraduate, Graduate and Post-graduate degrees

3) 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.

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.

Major Field of Study	2001								1996 ¹	
	Registered Indians On Reserve ³		Registered Indians Off Reserve		Total Registered Indians		Total Population ²		Registered Indians On Reserve ³	
	Total		Total		Total		Total		Total	
	#	%	#	%	#	%	#	%	#	%
Total	25,570	100	22,985	100	48,560	100	706,965	100	21,800	100
Educational, recreational and counselling services	1,010	3.9	935	4.1	1,945	4.0	40,315	5.7	775	3.6
Fine and applied arts	85	0.3	260	1.1	350	0.7	14,620	2.1	75	0.3
Humanities and related fields	85	0.3	245	1.1	330	0.7	13,090	1.9	65	0.3
Social sciences and related fields	1,190	4.7	1,145	5.0	2,330	4.8	20,500	2.9	710	3.3
Commerce management and business administration	830	3.2	1,210	5.3	2,040	4.2	57,390	8.1	545	2.5
Agricultural, biological, nutritional and food science	235	0.9	235	1.0	470	1.0	18,510	2.6	175	0.8
Engineering and applied sciences	20	0.1	25	0.1	50	0.1	5,505	0.8	10	0.0
Applied science technologies and trades	1,390	5.4	1,250	5.4	2,645	5.4	63,010	8.9	1,195	5.5
Health professionals and related technologies	505	2.0	490	2.1	995	2.0	41,475	5.9	375	1.7
Mathematics computer and physical sciences	15	0.1	45	0.2	60	0.1	6,015	0.9	10	0.0
No specialization	20,185	79.0	17,145	74.6	37,335	76.9	426,545	60.3	17,870	82.0

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

2001 Census, INAC Core and Custom Tabulations (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

3) 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.

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)

School Attendance	2001																				1996				
	Registered Indians On Reserve					Registered Indians Off Reserve					Total Registered Indians					Total Population ¹					Registered Indians On Reserve				
	Total	Male		Female		Total	Male		Female		Total	Male		Female		Total	Male		Female		Total	Male		Female	
		#	%	#	%		#	%	#	%		#	%	#	%		#	%	#	%		#	%		
Total	21,811	13,830	40.4	11,980	50.6	28,875	12,300	42.6	16,575	57.4	50,730	23,125	45.5	27,605	54.5	2,271,235	1,132,380	49.8	1,138,855	50.1	7,085	8,445	50.8	8,465	49.5
Not attending school full time	17,820	3,620	50.6	8,800	40.4	23,225	10,340	44.5	12,885	55.5	4,040	19,080	46.4	21,930	53.6	2,015,305	1,006,160	49.9	1,009,140	50.1	3,675	7,095	51.9	6,580	48.1
Not attending school	17,230	3,600	51.1	8,425	48.9	21,985	9,595	43.6	12,390	56.4	30,215	18,400	46.3	20,820	53.7	1,903,200	956,100	50.2	947,100	49.8	NA	NA	NA	NA	NA
Attending school part time	690	210	30.4	375	53.6	1,240	445	35.9	795	64.1	1,825	680	37.2	1,145	62.8	112,105	50,080	44.7	62,025	55.3	NA	NA	NA	NA	NA
Attending school full time	4,091	1,810	44.2	2,280	55.7	6,890	2,260	40.1	4,630	59.9	8,745	4,070	41.3	4,675	58.7	265,925	126,130	47.4	139,795	52.6	3,420	1,550	45.3	1,375	54.8

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)

School Attendance	2001															1996									
	Registered Indians On Reserve					Registered Indians Off Reserve					Total Registered Indians					Total Population ¹					Registered Indians On Reserve				
	Total	Male		Female		Total	Male		Female		Total	Male		Female		Total	Male		Female		Total	Male		Female	
		#	%	#	%		#	%	#	%		#	%	#	%		#	%	#	%		#	%	#	%
Total	21,811	13,830	100.0	11,980	100.0	28,875	12,300	100.0	16,575	100.0	50,730	23,125	100.0	27,605	100.0	2,271,235	1,132,380	100.0	1,138,855	100.0	7,085	8,445	100.0	8,465	100.0
Not attending school full time	17,820	3,620	83.3	8,800	79.4	23,225	10,340	81.6	12,885	79.5	4,040	19,080	82.4	21,930	79.5	2,015,305	1,006,160	83.9	1,009,140	88.6	3,675	7,095	82.1	6,580	77.8
Not attending school	17,230	3,600	81.3	8,425	76.0	21,985	9,595	78.1	12,395	74.8	30,215	18,400	79.3	20,820	75.3	1,903,200	956,100	84.4	947,100	83.2	NA	NA	NA	NA	NA
Attending school part time	690	210	2.0	375	3.4	1,240	446	3.5	795	4.8	1,825	680	2.9	1,170	4.2	112,105	50,080	4.4	62,040	5.4	NA	NA	NA	NA	NA
Attending school full time	4,091	1,810	16.7	2,280	20.6	6,890	2,260	18.4	3,390	20.4	8,745	4,070	17.3	4,675	20.5	265,925	126,130	11.6	129,790	11.4	3,420	1,550	17.9	1,375	22.2

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

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

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

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)

Highest Level of Schooling	2001														1996										
	Registered Indians On Reserve					Registered Indians Off Reserve					Total Registered Indians				Total Population ¹				Registered Indians On Reserve						
	Total	Male		Female		Total	Male		Female		Total	Male		Female		Total	Male		Female						
		#	%	#	%		#	%	#	%		#	%	#	%		#	%	#	%					
Total	21,970	10,830	49.4	11,066	53.6	28,675	12,295	42.8	16,380	57.4	50,733	23,130	45.5	27,603	54.5	2,271,230	1,132,280	49.3	1,138,950	50.7	17,095	8,946	52.3	8,149	47.7
Less than high school graduation certificate	15,266	8,000	51.8	8,300	48.2	19,085	9,175	47.2	8,900	52.3	28,340	13,040	46.5	13,300	53.5	885,210	348,035	40.2	540,175	40.8	10,433	5,408	52.3	4,980	47.7
High School graduation certificate only	1,200	540	45.0	660	55.0	2,620	1,140	43.5	1,480	56.5	3,820	1,680	44.0	2,140	56.0	265,385	123,705	46.6	141,680	54.0	653	295	45.4	355	54.6
High School graduation certificate and some postsecondary	2,585	1,100	42.8	1,485	57.1	4,805	1,873	34.3	3,190	66.3	7,425	2,770	37.3	4,655	62.7	280,385	132,225	47.2	147,880	52.8	2,045	1,175	44.4	1,470	55.6
Trades certificate or diploma	2,875	1,100	60.2	1,065	39.6	3,155	1,875	57.2	1,350	42.8	6,830	3,415	58.8	2,415	41.4	201,310	130,755	64.9	91,555	31.4	1,825	1,165	63.3	875	37.0
College certificate or diploma	1,680	520	33.2	1,065	63.8	3,380	950	28.1	2,430	71.9	4,930	1,475	29.7	3,455	70.3	355,430	139,975	39.5	213,455	60.4	1,313	500	38.2	810	61.8
University certificate or diploma	285	80	28.3	105	36.3	485	120	26.8	345	74.2	835	180	21.1	655	73.7	40,385	18,620	46.1	21,765	54.0	N/A	N/A	N/A	N/A	N/A
University degree ²	430	100	23.3	300	73.6	1,310	440	33.8	870	66.3	1,735	585	33.8	1,150	37.7	340,230	178,920	50.3	171,240	40.2	225	85	38.0	180	77.1

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)

Highest Level of Schooling	2001														1996										
	Registered Indians On Reserve					Registered Indians Off Reserve					Total Registered Indians					Total Population ¹					Registered Indians On Reserve				
	Total	Male		Female		Total	Male		Female		Total	Male		Female		Total	Male		Female		Total	Male		Female	
		#	%	#	%		#	%	#	%		#	%	#	%		#	%	#	%		#	%	#	%
Total	21,970	100.0	100.0	100.0	21,970	100.0	100.0	100.0	50,733	23.130	100.0	27,066	133.0	100.0	2,271,230	113.280	100.0	1,138,832	100.0	17,095	6.846	100.0	6,460	100.0	
Less than high school graduation certificates	15,266	69.5	63.4	67.7	13,085	6.175	50.2	6.000	41.3	20,343	13.040	66.4	13,300	49.1	885,210	348,035	30.3	540,175	29.8	10,433	6.460	63.0	4,980	59.9	
High School graduation certificate only	1,200	5.4	5.0	5.0	3,620	1.140	9.3	1.480	6.3	3,823	1.680	7.3	2,140	7.8	265,385	123,705	10.2	141,680	12.8	653	295	3.4	365	4.2	
High School graduation certificate and some postsecondary	2,585	11.8	10.3	14.0	4,805	21.9	13.0	3.100	12.2	7,425	2.770	12.0	4,855	13.8	280,385	132,225	11.7	147,880	13.0	2,045	1,175	13.8	1,470	17.4	
Trades certificate or diploma	2,876	13.1	14.0	1.000	3.155	1.875	14.7	1.360	6.1	6,833	3.415	14.8	2,410	3.7	201,310	130,755	11.5	91,555	8.0	1,825	1,165	13.4	875	9.0	
College certificate or diploma	1,680	7.7	4.8	1.000	3,380	9.5	7.7	2,430	11.7	4,933	1.475	8.4	3,455	12.6	355,430	139,975	12.4	213,455	18.7	1,313	500	5.8	810	9.6	
University certificate or diploma	285	1.3	0.6	1.0	485	1.2	1.0	345	2.1	835	1.80	0.8	400	1.8	40,385	18,620	1.5	20,260	2.0	N/A	N/A	N/A	N/A	N/A	
University degree ²	430	2.0	1.2	3.0	1,310	4.40	3.8	875	4.3	1,735	6.95	2.4	1,175	4.2	340,230	178,920	15.3	171,310	15.0	225	85	0.8	180	2.8	

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

Notes: 1) Total Population refers to population of the province excluding Registered Indians to eliminate double counting
2) "University degree" includes Undergraduate, Graduate and Post-graduate degrees

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.

Major Field of Study	2001								1996 ¹	
	Registered Indians On Reserve		Registered Indians Off Reserve		Total Registered Indians		Total Population ²		Registered Indians On Reserve	
	Total		Total		Total		Total		Total	
	#	%	#	%	#	%	#	%	#	%
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	0.7	300	0.6	47,990	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	6.1	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	0.2	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	1.3	1,425	2.8	121,930	5.4	325	1.9
Mathematics computer and physical sciences	15	0.1	45	0.2	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

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

2001 Census, INAC Core and Custom Tabulations (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/T41 and the difference between the total populations from T05 and those from T22/T41 were added to the "No Specialization" category.

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

BRITISH COLUMBIA - 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)

School Attendance	2001															1996									
	Registered Indians On Reserve					Registered Indians Off Reserve					Total Registered Indians					Total Population ¹					Registered Indians On Reserve				
	Total	Male		Female		Total	Male		Female		Total	Male		Female		Total	Male		Female		Total	Male		Female	
		#	%	#	%		#	%	#	%		#	%	#	%		#	%	#	%		#	%	#	%
Total	31,256	16.83	61.8	15,676	48.2	41,216	18,140	44.0	23,076	68.0	72,470	34,323	47.4	38,145	52.6	3,088,096	1,506,885	48.8	1,581,211	51.2	27,080	14,710	54.0	13,260	47.4
Not attending school full time	26,610	13.885	52.4	12,826	47.6	34,470	15,285	44.3	19,175	55.6	60,880	28,75	47.6	32,130	52.3	2,747,946	1,338,415	48.7	1,409,531	51.3	23,780	12,585	53.0	11,180	47.0
Not attending school	24,606	13.055	53.3	11,456	46.7	31,350	14,215	45.3	17,135	54.7	56,855	27,273	46.8	28,582	53.2	2,580,236	1,257,885	49.1	1,302,351	50.9	NA	NA	NA	NA	NA
Attending school part time	2,006	6.33	41.4	1,170	58.6	3,120	1,070	34.3	2,050	65.4	5,125	1,805	35.2	3,320	64.8	187,850	80,530	42.9	107,320	57.1	NA	NA	NA	NA	NA
Attending school full time	4,746	2.303	48.5	2,450	51.6	6,750	2,850	42.2	3,900	57.6	11,400	5,445	47.8	6,000	52.2	340,150	168,385	49.5	171,765	50.5	4,210	2,125	50.5	2,080	49.5

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)

School Attendance	2001															1996									
	Registered Indians On Reserve					Registered Indians Off Reserve					Total Registered Indians					Total Population ¹					Registered Indians On Reserve				
	Total	Male		Female		Total	Male		Female		Total	Male		Female		Total	Male		Female		Total	Male		Female	
		#	%	#	%		#	%	#	%		#	%	#	%		#	%	#	%		#	%	#	%
Total	31,256	16.83	100.0	15,676	100.0	41,215	18,140	100.0	23,075	100.0	72,470	34,323	100.0	38,145	100.0	3,088,096	1,506,885	100.0	1,581,211	100.0	27,080	14,710	100.0	13,260	100.0
Not attending school full time	26,610	13,885	85.8	12,625	83.7	34,470	15,285	84.3	19,175	83.1	60,880	28,755	86.1	32,125	84.3	2,747,946	1,338,415	88.8	1,409,525	89.1	23,780	12,585	85.6	11,180	84.2
Not attending school	24,606	13,055	80.7	11,456	76.0	31,350	14,215	78.4	17,135	74.3	56,855	27,273	79.6	29,582	76.0	2,580,236	1,257,885	83.5	1,302,351	82.4	NA	NA	NA	NA	NA
Attending school part time	2,006	6.33	6.1	1,170	7.8	3,120	1,070	6.0	2,040	8.8	5,125	1,805	5.6	3,215	8.4	187,850	80,530	5.3	107,205	6.8	NA	NA	NA	NA	NA
Attending school full time	4,746	2,203	14.2	2,450	16.3	6,750	2,850	15.7	3,900	16.9	11,400	5,445	16.6	6,340	16.6	340,150	168,385	11.2	171,775	10.9	4,210	2,125	14.4	2,080	15.8

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

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

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

BRITISH COLUMBIA -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)

Highest Level of Schooling	2001															1996									
	Reserve					Reserve					Total Registered Indians					Total Population ¹					Reserve				
	Male		Female		Total	Male		Female		Total	Male		Female		Total	Male		Female		Total	Male		Female		Total
	#	%	#	%		#	%	#	%		#	%	#	%		#	%	#	%		#	%	#	%	
Total	31,255	16,133	61.8	15,076	48.2	41,210	18,140	44.0	23,075	58.0	72,470	34,320	47.4	38,150	62.6	3,068,006	1,506,806	49.1	1,561,200	61.2	27,960	14,706	52.6	13,253	47.4
Less than high school graduation certificate	16,813	8,875	52.8	7,938	47.1	16,180	8,366	51.7	7,814	48.3	33,686	17,040	50.6	16,640	49.4	662,100	47,806	7.2	614,294	61.3	15,396	8,460	55.0	6,935	44.9
High School graduation certificate only	3,146	1,713	54.4	1,433	45.6	4,629	2,160	46.7	2,469	53.3	7,686	3,870	50.4	3,816	49.6	368,970	175,886	47.7	213,084	66.2	2,466	1,350	54.7	1,115	46.8
High School graduation certificate and some postsecondary	3,813	1,775	46.6	2,038	53.4	6,326	2,856	45.3	3,470	54.7	13,040	4,410	43.8	8,630	65.1	44,030	18,410	41.8	25,620	63.4	4,036	1,870	46.3	2,165	53.4
Trades certificate or diploma	4,273	2,533	60.0	1,740	39.9	4,936	2,566	51.9	2,370	48.1	3,200	5,156	65.8	4,070	44.2	364,046	236,886	65.0	127,160	34.1	3,386	2,056	61.0	1,330	38.8
College certificate or diploma	3,205	1,155	36.0	2,050	64.0	4,989	1,726	34.6	3,263	65.4	3,186	2,866	35.2	5,052	64.4	478,796	186,476	39.0	292,320	61.5	2,366	860	36.4	1,505	63.5
University certificate or diploma	423	123	29.1	300	70.9	776	246	31.7	530	68.3	1,200	366	30.5	834	69.5	66,740	37,360	56.0	29,380	61.3	NA	NA	NA	NA	NA
University degree ²	603	133	21.7	470	78.3	1,000	466	46.6	1,135	70.0	2,196	620	28.2	1,576	71.8	67,326	206,796	30.7	246,530	46.3	360	66	18.3	273	75.0

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)

Highest Level of Schooling	2001																			1996									
	Registered Indians On Reserve					Registered Indians Off Reserve					Total Registered Indians					Total Population ¹					Registered Indians On Reserve								
	Total	Male		Female		Total	Male		Female		Total	Male		Female		Total	Male		Female		Total	Male		Female					
		#	%	#	%		#	%	#	%		#	%	#	%		#	%	#	%		#	%						
Total	31,255	10,133	100.0	15,076	130.0	41,210	18,140	100.0	23,075	130.0	72,470	34,320	100.0	38,150	100.0	3,068,006	1,506,806	100.0	1,561,200	100.0	27,960	14,706	100.0	13,253	100.0				
Less than high school graduation certificate	16,813	8,075	63.8	7,112	47.3	0.815	42.6	33,686	17,040	42.7	30,040	44.4	662,100	477,896	27.7	634,220	27.5	16,396	8,460	57.7	6,935	3,922	26.6	1,115	8.4				
High School graduation certificate only	3,146	1,713	10.8	1,433	9.5	4,629	2,160	11.9	2,469	10.3	7,686	3,870	11.3	3,765	9.9	368,970	175,886	11.6	214,236	13.7	2,466	1,350	9.2	1,125	8.5				
High School graduation certificate and some postsecondary	3,813	1,775	11.0	2,038	13.5	6,326	2,856	14.5	3,505	15.0	13,040	4,410	12.8	5,035	14.6	44,030	18,410	12.5	216,010	13.3	4,036	1,870	12.7	2,155	16.3				
Trades certificate or diploma	4,273	2,633	16.9	1,640	11.2	4,936	2,566	14.1	2,370	10.3	3,200	5,156	15.0	4,070	10.7	364,046	236,886	15.8	124,055	7.9	3,386	2,056	14.0	1,335	10.1				
College certificate or diploma	3,205	1,155	7.1	2,050	13.6	4,989	1,726	9.6	3,263	14.1	3,186	2,866	8.3	5,052	13.2	478,796	186,476	12.6	288,320	18.2	2,366	860	5.8	1,495	11.3				
University certificate or diploma	423	123	0.7	266	2.0	776	246	1.4	635	2.3	1,200	366	1.1	830	2.2	66,740	37,360	2.5	28,330	1.7	NA	NA	NA	NA	NA				
University degree ²	603	153	1.0	446	3.0	1,000	466	2.6	1,135	4.9	2,196	620	1.8	1,526	4.1	67,326	206,796	17.3	246,530	15.3	360	66	0.4	273	2.0				

Sources: 1996 Census, IMAC Core and Custom Tabulations (T11);

2001 Census, IMAC Core and Custom Tabulations (T2-2)

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

2) "University degree" includes Undergraduate, Graduate and Post-graduate degrees

BRITISH COLUMBIA -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.

Major Field of Study	2001								1996 ¹	
	Registered Indians On Reserve		Registered Indians Off Reserve		Total Registered Indians		Total Population ²		Registered Indians On Reserve	
	Total		Total		Total		Total		Total	
	#	%	#	%	#	%	#	%	#	%
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	26,980	70.3	51,760	71.4	1,647,425	53.3	21,205	75.8

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

2001 Census, INAC Core and Custom Tabulations (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

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)

School Attendance		2001																1996											
		Registered Indians On Reserve ²						Registered Indians Off Reserve				Total Registered Indians						Total Population ¹						Registered Indians On Reserve ²					
		Total		Male		Female		Total		Male		Female		Total		Male		Female		Total		Male		Female					
				#	%	#	%			#	%	#	%			#	%	#	%			#	%	#	%	#	%		
Total	1,395	715	51.3	680	48.7	2,200	1,010	45.9	1,190	54.1	3,530	1,720	48.7	1,805	51.3	18,895	9,510	50.3	9,385	48.6	1,230	635	51.6	590	48.0				
Not attending school full time	1,260	346	27.4	914	72.6	1,800	840	46.7	960	53.3	3,045	1,400	46.0	1,645	54.0	18,820	8,470	45.0	10,350	54.0	1,090	575	52.8	515	47.2				
Not attending school	1,125	360	32.0	765	68.0	1,050	800	76.2	250	23.8	2,775	1,390	50.1	1,385	49.9	15,465	7,875	51.3	7,485	48.7	NA	NA	NA	NA	NA				
Attending school part time	125	65	52.0	60	48.0	150	75	50.0	75	50.0	270	100	37.0	170	63.0	1,385	485	35.0	900	65.0	NA	NA	NA	NA	NA				
Attending school full time	160	70	43.8	90	56.2	400	130	32.5	270	67.5	545	230	42.2	315	57.8	2,075	1,040	50.1	1,035	49.9	140	80	57.1	60	42.9				

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)

		2001																1996							
		Registered Indians On Reserve ²				Registered Indians Off Reserve				Total Registered Indians				Total Population ¹				Registered Indians On Reserve ²							
School Attendance	Total	Male		Female		Total	Male		Female		Total	Male		Female		Total	Male		Female		Total	Male		Female	
		#	%	#	%		#	%	#	%		#	%	#	%		#	%	#	%		#	%	#	%
Total	1,395	715	100.0	680	100.0	2,200	1,010	100.0	1,190	100.0	3,530	1,720	100.0	1,805	100.0	18,895	9,510	100.0	9,385	100.0	1,230	635	100.0	590	100.0
Not attending school full time	1,260	346	48.2	914	83.2	1,800	840	83.7	960	79.3	3,045	1,400	81.4	1,580	87.1	18,820	8,470	89.1	8,355	89.0	1,090	575	90.6	515	87.3
Not attending school	1,125	560	32.5	565	73.7	1,050	800	76.2	850	71.4	2,775	1,390	80.8	1,380	74.0	15,455	7,975	83.3	7,485	79.7	NA	NA	NA	NA	NA
Attending school part time	125	65	7.7	60	8.8	150	40	4.5	110	8.4	270	100	5.8	170	8.1	1,395	495	5.2	870	9.2	NA	NA	NA	NA	NA
Attending school full time	160	70	9.8	90	11.8	400	130	15.8	235	19.7	545	230	13.4	315	16.9	2,075	1,040	10.3	1,030	11.0	140	80	12.6	75	12.7

Sources: 1996 Census, INAC Core and Custom Tabulations (T2a);

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

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

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.

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)

Highest Level of Schooling	2001															1996									
	Registered Indians On Reserve ³					Registered Indians Off Reserve					Total Registered Indians					Total Population ¹					Registered Indians On Reserve ³				
	Total	Male		Female		Total	Male		Female		Total	Male		Female		Total	Male		Female		Total	Male		Female	
		#	%	#	%		#	%	#	%		#	%	#	%		#	%	#	%		#	%		
Total	1,395	715	51.3	330	46.7	2,135	1,015	47.5	1,100	51.5	3,500	1,725	49.3	1,775	50.7	13,695	7,005	50.5	6,690	48.7	1,230	840	68.3	390	31.7
Less than high school graduation certificate	645	300	46.5	255	46.8	320	41.5	60.8	405	40.4	1,365	705	51.8	660	48.7	4,180	2,580	61.5	1,600	45.4	405	235	57.8	55	13.5
High School graduation certificate only	75	35	46.7	40	53.3	135	85	61.5	75	46.5	235	125	51.1	110	46.9	2,000	870	43.5	1,130	56.8	55	40	72.7	15	27.3
High School graduation certificate and some postsecondary	235	115	48.9	115	48.9	430	205	47.7	235	54.8	330	265	44.4	265	58.3	2,425	1,140	47.3	1,285	53.0	200	35	17.5	165	82.5
Trades certificate or diploma	233	140	60.0	35	15.0	350	215	61.4	135	38.6	580	365	63.1	225	38.8	2,620	2,010	76.7	610	23.3	225	155	68.9	70	31.1
College certificate or diploma	233	125	53.6	155	66.4	345	185	53.6	235	68.1	325	255	78.5	265	81.2	3,540	1,585	44.8	1,955	55.2	235	35	14.9	200	85.1
University certificate or diploma	15	0	0.0	15	100.0	25	1	4.0	20	80.0	45	10	22.2	35	77.8	670	170	25.4	500	74.6	NA	NA	NA	NA	NA
University degree ²	23	10	43.5	15	65.2	35	15	42.9	20	57.1	110	55	50.0	55	50.0	3,480	1,675	48.1	1,805	51.9	15	3	20.0	12	80.0

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)

Highest Level of Schooling	2001															1996									
	Registered Indians On Reserve ³					Registered Indians Off Reserve					Total Registered Indians					Total Population ¹					Registered Indians On Reserve ³				
	Total	Male		Female		Total	Male		Female		Total	Male		Female		Total	Male		Female		Total	Male		Female	
		#	%	#	%		#	%	#	%		#	%	#	%		#	%	#	%		#	%		
Total	1,335	715	100.0	330	100.0	2,135	1,015	100.0	1,100	100.0	3,500	1,725	100.0	1,775	100.0	13,695	7,005	100.0	6,690	100.0	1,230	840	100.0	390	100.0
Less than high school graduation certificate	645	300	42.0	255	37.5	320	41.5	41.1	405	34.0	1,365	705	40.9	660	36.7	4,180	2,080	24.3	1,815	27.3	405	235	28.0	55	14.1
High School graduation certificate only	75	35	4.9	40	12.1	135	85	8.4	75	6.8	235	125	7.3	110	6.2	2,000	870	12.4	1,135	16.9	55	40	4.8	15	3.8
High School graduation certificate and some postsecondary	235	115	16.2	115	34.8	430	185	18.3	235	21.4	330	265	15.4	265	15.0	2,425	1,140	16.3	1,285	19.2	200	35	4.2	165	42.3
Trades certificate or diploma	233	140	19.7	35	10.6	350	215	21.3	135	12.3	580	365	21.2	225	12.7	2,620	2,010	28.7	610	9.1	225	155	18.3	70	17.7
College certificate or diploma	233	125	17.5	155	47.3	345	185	18.4	235	21.4	325	255	14.8	265	15.0	3,540	1,585	22.6	2,055	30.7	235	35	4.2	200	51.0
University certificate or diploma	15	0	0.0	15	4.5	25	1	0.1	20	1.8	45	10	0.6	35	1.9	670	170	2.4	500	7.5	NA	NA	NA	NA	NA
University degree ²	23	10	1.4	15	4.5	35	15	1.5	20	1.8	110	55	3.2	55	3.1	3,480	1,675	23.9	1,805	27.1	15	3	0.4	12	3.1

Sources: 1996 Census, INAC Core and Custom Tabulations (T11);

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

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

2) "University degree" includes Undergraduate, Graduate and Post-graduate degrees

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.

YUKON -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.

Major Field of Study	2001								1996 ¹	
	Registered Indians On Reserve ²			Registered Indians Off Reserve		Total Registered Indians		Total Population ²		Registered Indians On Reserve ²
	Total			Total		Total		Total		Total
	#	%		#	%	#	%	#	%	#
Total	1,395	100		2,195	100	3,590	100	18,895	100	1,230
Educational, recreational and counselling services	55	3.9		103	4.6	160	4.5	1,255	6.6	35
Fine and applied arts	15	1.1		40	1.8	55	1.5	495	2.6	10
Humanities and related fields	20	1.4		30	1.4	45	1.3	600	3.2	20
Social sciences and related fields	65	4.7		90	4.1	160	4.5	1,235	6.5	70
Commerce management and business administration	70	5.0		135	6.2	205	5.7	1,805	9.6	35
Agricultural, biological, nutritional and food science	25	1.8		50	2.3	75	2.1	625	3.3	10
Engineering and applied sciences	0	0.0		15	0.7	15	0.4	385	2.0	0
Applied science technologies and trades	195	14.0		255	11.6	450	12.5	2,505	13.3	230
Health professionals and related technologies	85	6.1		80	3.6	165	4.6	1,090	5.8	40
Mathematics computer and physical sciences	0	0.0		15	0.7	20	0.6	295	1.6	0
No specialization	855	61.3		1,385	63.1	2,240	62.4	8,610	45.6	730

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

2001 Census, INAC Core and Custom Tabulations (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) 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.

NORTHWEST TERRITORIES - 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)

School Attendance	2001																1996								
	Registered Indians On Reserve ²					Registered Indians Off Reserve					Total Registered Indians					Total Population ¹					Registered Indians On Reserve ²				
	Total	Male		Female		Total	Male		Female		Total	Male		Female		Total	Male		Female		Total	Male		Female	
		#	%	#	%		#	%	#	%		#	%	#	%		#	%	#	%		#	%	#	%
Total	6,400	3,240	50.6	3,160	49.4	1,300	540	41.5	760	58.5	7,700	3,785	49.2	3,915	51.0	10,245	10,325	52.1	9,210	47.6	5,470	2,745	50.2	2,720	49.7
Not attending school full time	6,380	2,766	61.2	2,620	48.7	1,000	446	44.0	554	56.0	6,436	3,200	49.7	3,236	50.3	17,040	8,366	62.6	8,674	47.4	4,410	2,330	52.2	2,110	47.8
Not attending school	5,205	2,885	51.6	2,320	48.3	950	420	42.4	570	57.6	6,190	3,105	50.2	3,080	49.9	15,955	8,405	53.2	7,465	46.8	NA	NA	NA	NA	NA
Attending school part time	175	70	40.0	105	60.0	70	25	35.7	45	64.3	245	95	38.8	150	61.2	1,085	470	43.3	615	56.7	NA	NA	NA	NA	NA
Attending school full time	1,025	490	47.8	535	52.2	240	95	39.6	145	60.4	1,270	580	45.7	690	54.3	2,200	1,375	62.5	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)

School Attendance	2001																1996								
	Registered Indians On Reserve ²					Registered Indians Off Reserve					Total Registered Indians				Total Population ¹				Registered Indians On Reserve ²						
	Total	Male		Female		Total	Male		Female		Total	Male		Female		Total	Male		Female		Total	Male		Female	
		#	%	#	%		#	%	#	%		#	%	#	%		#	%	#	%		#	%	#	%
Total	6,400	3,240	100.0	3,160	100.0	1,300	540	100.0	760	100.0	7,700	3,785	100.0	3,915	100.0	19,246	10,326	100.0	9,210	100.0	6,470	2,746	100.0	2,720	100.0
Not attending school full time	6,380	2,766	86.0	2,620	82.9	1,000	446	82.4	516	83.9	6,436	3,200	84.6	3,240	82.6	17,040	8,366	89.3	8,089	87.7	4,410	2,330	83.8	2,110	77.6
Not attending school	5,205	2,885	82.9	2,515	79.8	960	420	77.8	570	75.0	6,190	3,105	82.0	3,080	78.7	15,955	8,405	84.8	7,485	81.1	NA	NA	NA	NA	NA
Attending school part time	175	70	2.2	105	3.3	70	25	4.6	45	5.9	245	95	2.5	150	3.8	1,085	470	4.7	615	6.7	NA	NA	NA	NA	NA
Attending school full time	1,025	490	15.1	535	16.9	240	95	17.6	145	19.1	1,270	580	15.3	685	17.5	2,200	1,375	10.7	1,130	12.2	1,060	445	16.2	610	22.4

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

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

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

2) 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.

NORTHWEST TERRITORIES -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)

Highest Level of Schooling	2001															1996														
	Registered Indians On Reserve ³					Registered Indians Off Reserve					Total Registered Indians					Total Population ¹					Registered Indians On Reserve ³									
	Male					Female					Male					Female					Male					Female				
	Total	#	%	#	%	Total	#	%	#	%	Total	#	%	#	%	Total	#	%	#	%	Total	#	%	#	%					
Total	6,400	3,240	50.6	3,160	49.4	1,300	640	49.2	660	50.8	7,705	3,760	48.8	3,945	51.2	19,240	9,030	47.0	10,210	52.0	5,470	2,753	50.3	2,717	49.7					
Less than high school graduation certificate	4,040	2,110	52.2	1,930	47.8	885	270	47.6	615	69.1	4,925	2,376	48.4	2,549	51.6	4,800	2,005	41.8	2,795	58.2	3,465	1,835	51.0	1,630	48.9					
High School graduation certificate only	280	146	51.8	135	48.2	115	90	47.8	25	21.7	400	200	50.0	200	50.0	1,090	546	50.1	544	50.0	215	35	44.2	180	52.5					
High School graduation certificate and some postsecondary	840	270	42.2	570	67.3	210	80	31.0	130	61.9	1,050	336	30.4	714	67.6	2,390	1,160	48.5	1,230	51.5	665	225	40.5	440	66.3					
Trades certificate or diploma	780	536	68.8	244	31.2	125	70	56.0	55	44.0	905	670	74.0	235	26.0	2,870	2,060	71.8	810	28.2	660	335	50.8	325	49.2					
College certificate or diploma	660	170	25.8	490	74.2	200	80	33.3	120	60.0	760	236	30.9	524	68.9	3,210	1,436	44.7	1,774	55.3	475	153	31.8	322	67.5					
University certificate or diploma	30	10	33.3	20	66.7	15	5	33.3	10	66.7	60	16	26.7	44	73.3	380	146	38.4	234	61.6	NA	NA	NA	NA	NA					
University degree ²	60	30	50.0	30	50.0	60	30	50.0	30	50.0	140	60	42.9	80	57.1	3,520	1,705	48.4	1,815	51.6	20	23	40.0	30	60.0					

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)

Highest Level of Schooling	2001																			1996									
	Registered Indians On Reserve ³					Registered Indians Off Reserve					Total Registered Indians					Total Population ¹					Registered Indians On Reserve ³								
	Male		Female			Male		Female			Male		Female			Male		Female											
Total	#	%	#	%	Total	#	%	#	%	Total	#	%	#	%	Total	#	%	#	%	Total	#	%	#	%					
Total	6,400	3,240	100.0	3,160	100.0	1,300	640	100.0	660	100.0	7,705	3,760	100.0	3,945	100.0	19,240	9,030	100.0	10,210	100.0	5,470	2,753	100.0	2,726	100.0				
Less than high school graduation certificate	4,046	2,110	65.1	1,936	60.4	885	270	50.0	615	50.8	4,931	2,376	63.0	2,555	64.7	4,800	2,005	20.3	2,795	27.4	3,465	1,835	66.5	1,790	65.5				
High School graduation certificate only	280	146	4.5	135	4.3	115	60	13.2	55	7.9	400	200	5.3	230	5.1	1,890	946	9.4	1,045	11.4	215	35	3.5	180	6.2				
High School graduation certificate and some postsecondary	840	270	8.3	570	18.1	270	80	12.5	190	28.8	1,110	360	9.6	510	13.1	2,390	1,160	12.8	1,230	12.1	665	225	8.2	325	11.9				
Trades certificate or diploma	780	536	15.8	244	7.7	125	70	13.0	55	7.9	905	570	15.1	330	8.2	2,870	2,050	20.4	1,820	17.8	660	335	14.4	325	12.0				
College certificate or diploma	660	170	5.2	490	15.5	200	80	11.1	120	18.2	760	236	6.3	524	13.4	3,210	1,436	14.3	1,774	17.3	475	153	5.5	330	12.1				
University certificate or diploma	30	10	0.3	20	0.6	15	5	0.8	10	1.6	60	16	0.4	40	1.0	380	146	1.4	234	2.3	NA	NA	NA	NA	NA				
University degree ²	60	30	0.9	30	0.9	60	30	4.7	30	4.5	140	60	1.6	80	2.0	3,520	1,705	17.3	1,815	17.7	20	23	0.7	30	1.1				

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

Notes: 1) Total Population refers to population of the territory excluding Registered Indians to eliminate double counting

2) "University degree" includes Undergraduate, Graduate and Post-graduate degrees

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.

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.

Major Field of Study	2001								1996 ¹	
	Registered Indians On Reserve ³		Registered Indians Off Reserve		Total Registered Indians		Total Population ²		Registered Indians On Reserve ³	
	Total		Total		Total		Total		Total	
	#	%	#	%	#	%	#	%	#	%
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
Fine and applied 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 Tabulations (T05)

2001 Census, INAC Core and Custom Tabulations (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.

NUNAVUT - School Attendance

Table 1.1: School Attendance, Inuit and Total Population, Nunavut, 2001 and 1996.

School Attendance	2001				1996			
	Inuit		Total Population ¹		Inuit		Total Population ¹	
	#	%	#	%	#	%	#	%
Total	11,980	100	4,700	100	11,940	100	3,500	100
Not attending school full time	9,815	81.9	4,155	88.4	9,640	80.7	3,250	92.9
Not attending school	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

Note: 1) Total Population refers to population of the territory excluding Inuit to eliminate double counting

Table 1.2: School attendance, Inuit, Canada and Nunavut, 2001 and 1996.

School Attendance	2001				1996			
	Inuit in Nunavut		Inuit in Canada ¹		Inuit in Nunavut		Inuit in Canada ¹	
	#	%	#	%	#	%	#	%
Total	11,980	100	13,945	100	11,940	100	11,320	100
Not attending school full-time	9,815	81.9	3,370	85.6	9,640	80.7	3,315	82.3
Not attending school	9,515	79.4	3,995	82.2	NA	NA	NA	NA
Attending school part time	300	2.5	375	3.4	NA	NA	NA	NA
Attending school full-time	2,160	18.0	1,585	14.5	2,300	19.3	2,005	17.7

Note: 1) Inuit in Canada refers to population of Inuit in Canada excluding the Inuit in Nunavut to eliminate double counting

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

2001 Census, INAC Core and Custom Tabulations (T1)

NUNAVUT - Highest Level of Schooling

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

Highest Level of Schooling	2001				1996			
	Inuit		Total Population ¹		Inuit		Total Population ¹	
	#	%	#	%	#	%	#	%
Total	11,575	100	4,735	100	11,940	100	3,505	100
Less than high school graduation certificate	7,460	62.3	930	19.8	7,780	65.2	415	11.8
High School graduation certificate only	410	3.4	430	9.8	300	2.5	335	9.6
High School graduation certificate and some postsecondary	1,655	13.8	530	12.5	1,575	13.2	735	21.0
Trades certificate or diploma	1,155	9.6	525	11.2	1,185	9.9	505	14.4
College certificate or diploma	1,145	9.6	930	19.8	1,035	8.7	525	15.0
University certificate or diploma	60	0.5	110	2.3	NA	NA	NA	NA
University degree ²	95	0.8	1,135	24.8	70	0.6	980	28.0

Notes: 1) Total Population refers to population of the territory excluding Inuit 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.

Highest Level of Schooling	2001				1996			
	Inuit in Nunavut		Inuit in Canada ¹		Inuit in Nunavut		Inuit in Canada ¹	
	#	%	#	%	#	%	#	%
Total	11,575	100	10,950	100	11,940	100	11,320	100
Less than high school graduation certificate	7,460	62.3	6,530	59.4	7,780	65.2	6,800	60.1
High School graduation certificate only	410	3.4	950	8.7	300	2.5	780	6.9
High School graduation certificate and some postsecondary	1,655	13.8	1,140	10.4	1,575	13.2	1,525	13.5
Trades certificate or diploma	1,155	9.6	1,225	11.2	1,185	9.9	1,195	10.6
College certificate or diploma	1,145	9.6	845	7.7	1,035	8.7	805	7.1
University certificate or diploma	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

Notes: 1) Inuit in Canada refers to all Inuit excluding the Inuit in Nunavut to eliminate double counting

2) "University degree" includes Undergraduate, Graduate and Post-graduate degrees

Sources: 1996 Census, INAC Core and Custom Tabulations (T12)

2001 Census, INAC Core and Custom Tabulations (T1)

NUNAVUT -Major Field of Study

Table 3.1: Major Field of Study, Inuit and Total Population, Nunavut, 2001 and 1996.

Major Field of Study	2001				1996 ¹			
	Inuit		Total Population ²		Inuit		Total Population ²	
	#	%	#	%	#	%	#	%
Total	11,980	100	4,700	100	11,940	100	3,505	100
Educational, recreational and counselling services	410	3.4	530	11.3	450	3.8	450	12.8
Fire and applied arts	75	0.6	75	1.8	75	0.6	55	1.6
Humanities and related fields	120	1.0	170	3.6	110	0.9	140	4.0
Social sciences and related fields	270	2.3	350	8.3	200	1.7	270	7.7
Commerce management and business administration	480	4.0	450	10.4	430	3.6	355	10.1
Agricultural, biological, nutritional and food science	80	0.7	110	2.3	90	0.8	115	3.3
Engineering and applied sciences	10	0.1	75	1.6	10	0.1	70	2.0
Applied science technologies and trades	830	6.9	525	11.2	815	6.8	595	16.1
Health professionals and related technologies	125	1.0	230	4.9	160	1.3	245	7.0
Mathematics computer and physical sciences	35	0.3	120	2.6	35	0.3	80	2.3
No specialization	9,545	79.7	1,955	42.2	9,565	80.1	1,155	33.0

Notes: 1) Numbers for 1996 are derived. Table 5 from INAC's Core and Custom Tabulations is limited to the population which indicated having a postsecondary degree. Therefore, to show the count including others who may not have a post-secondary degree, the total numbers were taken from Table 22a and the residuals from that total and the total specified in Table 5 were added to the "No specialization" category.

2) Total Population refers to the population of the Territory excluding Inuit to eliminate double counting.

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

Major Field of Study	2001				1996 ¹			
	Inuit in Nunavut		Inuit in Canada ²		Inuit in Nunavut		Inuit in Canada ²	
	#	%	#	%	#	%	#	%
Total	11,980	100	10,950	100	11,940	100	11,320	100
Educational, recreational and counselling services	410	3.4	315	2.9	450	3.8	320	2.8
Fire and applied arts	75	0.6	110	1.0	75	0.6	100	0.9
Humanities and related fields	120	1.0	65	0.6	110	0.9	100	0.9
Social sciences and related fields	270	2.3	240	2.2	200	1.7	225	2.0
Commerce management and business administration	480	4.0	455	4.2	430	3.6	410	3.6
Agricultural, biological, nutritional and food science	80	0.7	145	1.3	90	0.8	105	0.9
Engineering and applied sciences	10	0.1	15	0.1	10	0.1	30	0.3
Applied science technologies and trades	830	6.9	800	7.3	815	6.8	1,065	9.4
Health professionals and related technologies	125	1.0	180	1.6	160	1.3	135	1.2
Mathematics computer and physical sciences	35	0.3	40	0.4	35	0.3	15	0.1
No specialization	9,545	79.7	8,600	78.5	9,565	80.1	8,815	77.9

Notes: 1) Numbers for 1996 are derived. Table 5 from INAC's Core and Custom Tabulations is limited to the population which indicated having a postsecondary degree. Therefore, to show the count including others who may not have a post-secondary degree, the total numbers were taken from Table 22a and the residuals from that total and the total specified in Table 5 were added to the "No specialization" category.

2) Inuit in Canada refers to all Inuit in Canada excluding Inuit in Nunavut to eliminate double counting.

Sources: 1996 Census, INAC Core and Custom Tabulations (T86, T22a)
2001 Census, INAC Core and Custom Tabulations (T1)

INUIT POPULATION IN CANADA, 1996 AND 2001

Population of Inuit, Canada and Provinces, 1996 and 2001.

	1996		2001	
	#	%	#	%
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
Nova 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
Yukon	65	0.3	40	0.2
Northwest Territories ¹	2,000	8.6	1,925	8.4
Nunavut	11,940	51.3	11,980	52.2

Note: 1) For 1996, the portion of Nunavut that was part of Northwest Territories has been excluded making the counts in 1996 comparable to that of 2001.

Sources: 1996 Census, INAC Core and Custom Tabulations (T01b)
2001 Census, INAC Core and Custom Tabulations (T01)

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