



[Home](#) > [2006 Community Profiles](#) > [Search results for "kuujuaq"](#) > [Data table](#) >


**Figure**

**Educational attainment**

	Région du Nunavik (HR)			Quebec		
	Total	Male	Female	Total	Male	Female
Total population 15 years and over <sup>51</sup>	6,680	3,415	3,270	6,184,490	3,007,830	3,176,660
No certificate, diploma or degree	4,065	2,045	2,020	1,547,875	750,215	797,660
High school certificate or equivalent <sup>52</sup>	710	345	360	1,377,585	625,295	752,290
Apprenticeship or trades certificate or diploma	960	580	375	945,965	571,855	374,115
College, CEGEP or other non-university certificate or diploma <sup>53</sup>	395	215	180	992,365	437,890	554,475
University certificate or diploma below the bachelor level	115	35	80	301,140	123,700	177,440
University certificate, diploma or degree	440	190	250	1,019,550	498,880	520,680
Total population aged 15 to 24 <sup>54</sup>	2,040	1,055	985	944,770	480,525	464,245
No certificate, diploma or degree	1,650	860	790	347,860	193,810	154,050
High school certificate or equivalent <sup>55</sup>	245	110	135	271,780	137,325	134,455
Apprenticeship or trades certificate or diploma	100	55	45	84,495	51,075	33,415
College, CEGEP or other non-university certificate or diploma <sup>56</sup>	35	20	10	168,685	71,235	97,455
University certificate or diploma below the bachelor level	0	0	10	19,290	7,825	11,465
University certificate, diploma or degree	15	10	10	52,660	19,255	33,400
Total population aged 25 to 34 <sup>57</sup>	1,605	795	810	955,545	475,005	480,540
No certificate, diploma or degree	765	390	375	113,280	67,330	45,945
High school certificate or equivalent <sup>58</sup>	255	125	135	151,140	81,910	69,225
Apprenticeship or trades certificate or diploma	270	160	115	179,115	104,245	74,865
College, CEGEP or other non-university certificate or diploma <sup>59</sup>	130	70	65	205,210	93,560	111,645
University certificate or diploma below the bachelor level	20	0	10	44,125	18,715	25,410
University certificate, diploma or degree	155	50	110	262,685	109,235	153,445
Total population aged 35 to 64 <sup>60</sup>	2,745	1,405	1,340	3,283,280	1,618,280	1,665,000
No certificate, diploma or degree	1,395	660	735	611,840	305,290	306,550
High school certificate or equivalent <sup>61</sup>	205	115	90	743,790	329,075	414,720
Apprenticeship or trades certificate or diploma	565	350	210	586,215	349,950	236,265
College, CEGEP or other non-university certificate or diploma <sup>62</sup>	220	120	105	537,325	239,090	298,235

University certificate or diploma below the bachelor level	95	30	65	186,105	77,785	108,325
University certificate, diploma or degree	260	130	135	617,990	317,085	300,905

Major field of study	Région du Nunavik (HR)			Quebec		
	Total	Male	Female	Total	Male	Female
Total population 15 years and over <sup>63</sup>	6,680	3,415	3,270	6,184,490	3,007,830	3,176,660
No postsecondary certificate, diploma or degree	4,770	2,390	2,380	2,925,465	1,375,505	1,549,950
Education	320	85	240	253,465	60,615	192,850
Visual and performing arts, and communications technologies	55	30	25	135,195	61,265	73,930
Humanities	70	35	35	195,940	78,420	117,520
Social and behavioural sciences and law	210	45	165	296,070	104,205	191,865
Business, management and public administration	260	100	160	744,150	266,295	477,860
Physical and life sciences and technologies	45	35	10	111,905	61,635	50,265
Mathematics, computer and information sciences	20	15	10	142,565	94,065	48,500
Architecture, engineering, and related technologies	335	300	35	721,800	669,985	51,815
Agriculture, natural resources and conservation	45	35	10	73,760	52,590	21,170
Health, parks, recreation and fitness	220	70	155	364,510	76,110	288,405
Personal, protective and transportation services	330	275	55	218,580	106,760	111,820
Other <sup>64</sup>	0	0	0	1,080	375	700

 **Figure**  
**Location of study**

	Région du Nunavik (HR)			Quebec		
	Total	Male	Female	Total	Male	Female
Total population 15 years and over <sup>65</sup>	6,680	3,410	3,270	6,184,490	3,007,825	3,176,660
No postsecondary certificate, diploma or degree	4,770	2,390	2,380	2,925,465	1,375,505	1,549,950
Postsecondary certificate, diploma or degree	1,910	1,020	885	3,259,025	1,632,320	1,626,705
Inside Canada	1,865	995	870	2,976,490	1,480,120	1,496,370
Outside Canada	45	20	20	282,540	152,195	130,340

**Source:** Statistics Canada, 2006 Census of Population.

**How to cite:** Statistics Canada. 2007. *Région du Nunavik, Quebec* (table). *2006 Community Profiles*. 2006 Census. Statistics Canada Catalogue no. 92-591-XWE. Ottawa. Released March 13, 2007.  
<http://www12.statcan.ca/census-recensement/2006/dp-pd/prof/92-591/index.cfm?Lang=E>  
 (accessed July 23, 2009).

[Print definitions and symbols included in this table](#)

Date Modified: 2009-07-08



## 2006 Community Profiles

### Definitions and symbols

#### Definitions:

##### 51. Educational attainment - 20% sample data

'Highest certificate, diploma or degree' refers to the highest certificate, diploma or degree completed based on a hierarchy which is generally related to the amount of time spent 'in-class.' For postsecondary completers, a university education is considered to be a higher level of schooling than a college education, while a college education is considered to be a higher level of education than in the trades. Although some trades requirements may take as long or longer to complete than a given college or university program, the majority of time is spent in on-the-job paid training and less time is spent in the classroom.

##### 52. High school certificate or equivalent

'High school certificate or equivalent' includes persons who have graduated from a secondary school or equivalent. Excludes persons with a postsecondary certificate, diploma or degree. Examples of postsecondary institutions include community colleges, institutes of technology, CEGEPs, private trade schools, private business colleges, schools of nursing and universities.

##### 53. College, CEGEP or other non-university certificate or diploma

'College, CEGEP or other non-university certificate or diploma' replaces the category 'Other non-university certificate or diploma' in previous censuses. This category includes accreditation by non-degree-granting institutions such as community colleges, CEGEPs, private business colleges and technical institutes.

##### 54. Educational attainment - 20% sample data

'Highest certificate, diploma or degree' refers to the highest certificate, diploma or degree completed based on a hierarchy which is generally related to the amount of time spent 'in-class.' For postsecondary completers, a university education is considered to be a higher level of schooling than a college education, while a college education is considered to be a higher level of education than in the trades. Although some trades requirements may take as long or longer to complete than a given college or university program, the majority of time is spent in on-the-job paid training and less time is spent in the classroom.

##### 55. High school certificate or equivalent

'High school certificate or equivalent' includes persons who have graduated from a secondary school or equivalent. Excludes persons with a postsecondary certificate, diploma or degree. Examples of postsecondary institutions include community colleges, institutes of technology, CEGEPs, private trade schools, private business colleges, schools of nursing and universities.

##### 56. College, CEGEP or other non-university certificate or diploma

'College, CEGEP or other non-university certificate or diploma' replaces the category 'Other non-university certificate or diploma' in previous censuses. This category includes accreditation by non-degree-granting institutions such as community colleges, CEGEPs, private business colleges and technical institutes.

##### 57. Educational attainment - 20% sample data

'Highest certificate, diploma or degree' refers to the highest certificate, diploma or degree completed based on a hierarchy which is generally related to the amount of time spent 'in-class.' For postsecondary completers, a university education is considered to be a higher level of schooling than a college education, while a college education is considered to be a higher level of education than in the trades. Although some trades requirements may take as long or longer to complete than a given college or university program, the majority of time is spent in on-the-job paid training and less time is spent in the classroom.

##### 58. High school certificate or equivalent

'High school certificate or equivalent' includes persons who have graduated from a secondary school or equivalent. Excludes persons with a postsecondary certificate, diploma or degree. Examples of postsecondary institutions include community

colleges, institutes of technology, CEGEPs, private trade schools, private business colleges, schools of nursing and universities.

#### **59. College, CEGEP or other non-university certificate or diploma**

'College, CEGEP or other non-university certificate or diploma' replaces the category 'Other non-university certificate or diploma' in previous censuses. This category includes accreditation by non-degree-granting institutions such as community colleges, CEGEPs, private business colleges and technical institutes.

#### **60. Educational attainment - 20% sample data**

'Highest certificate, diploma or degree' refers to the highest certificate, diploma or degree completed based on a hierarchy which is generally related to the amount of time spent 'in-class.' For postsecondary completers, a university education is considered to be a higher level of schooling than a college education, while a college education is considered to be a higher level of education than in the trades. Although some trades requirements may take as long or longer to complete than a given college or university program, the majority of time is spent in on-the-job paid training and less time is spent in the classroom.

#### **61. High school certificate or equivalent**

'High school certificate or equivalent' includes persons who have graduated from a secondary school or equivalent. Excludes persons with a postsecondary certificate, diploma or degree. Examples of postsecondary institutions include community colleges, institutes of technology, CEGEPs, private trade schools, private business colleges, schools of nursing and universities.

#### **62. College, CEGEP or other non-university certificate or diploma**

'College, CEGEP or other non-university certificate or diploma' replaces the category 'Other non-university certificate or diploma' in previous censuses. This category includes accreditation by non-degree-granting institutions such as community colleges, CEGEPs, private business colleges and technical institutes.

#### **63. Major field of study - 20% sample data**

'Field of study' is defined as the main discipline or subject of learning. It is collected for the highest certificate, diploma or degree above the high school or secondary school level.

#### **64. Other**

Includes multidisciplinary/interdisciplinary studies (other).

#### **65. Location of study - 20% sample data**

'Location of study' refers to the province, territory or country where the highest certificate, diploma or degree above the high school level was completed.

#### **Symbols:**

##### **<sup>A</sup> adjusted figure due to boundary change**

Users wishing to compare 2006 Census data with those of other censuses should then take into account that the boundaries of geographic areas may change from one census to another. In order to facilitate comparison, the 2001 Census counts are adjusted, as needed, to take into account boundary changes between the 2001 and 2006 censuses. The 2001 counts that were adjusted are identified by the letter 'A'. The letter 'A' may also refer to corrections to the 2001 counts; however, most of these are the result of boundary changes. This symbol is also used to identify areas that have been created since 2001, such as newly incorporated municipalities (census subdivisions).

##### **<sup>E</sup> use with caution**

After the release of the 2001 or 2006 Census population and dwelling counts, errors are occasionally uncovered in the data. It is not possible to make changes to the 2001 or 2006 Census data presented in these tables.

Refer to the [2001 population and dwelling count amendments](#) or the [2006 population and dwelling count amendments](#) for further information.

##### **<sup>X</sup> area and data suppression**

In addition to random rounding, area and data suppression has been adopted to further protect the confidentiality of individual respondents' personal information.

Area and data suppression results in the deletion of all information for geographic areas with populations below a specified size. For example, areas with a population of less than 40 persons are suppressed. If the community searched has a population of less than 40 persons, only the total population counts will be available.

Whenever income data are shown, those areas with populations below 250 persons, or where the number of private households is less than 40, income data are suppressed. If a community searched has less than 250 persons, or if the number of private households is less than 40, the income data will not be available. All suppressed cells and associated averages, medians and standard errors of average income have been replaced with zeros. In all cases, suppressed data are included in the appropriate higher-level aggregate subtotals and totals.

Persons living on Indian reserves and Indian settlements who were enumerated with the 2006 Census Form 2D questionnaire were not asked the questions on citizenship and immigration. Consequently, data are suppressed for Indian reserves and Indian settlements at the census subdivision level. These data are, however, included in the totals for larger geographic areas such as provinces and territories.

To view the extent to which data are suppressed, see '[suppression criteria](#)'.

**† excludes census data for one or more incompletely enumerated Indian reserves or Indian settlements**

Excludes census data for one or more incompletely enumerated Indian reserves or Indian settlements (For further information, see the '[Notes](#)'.)

**†† incompletely enumerated Indian Reserve or Indian settlement (For further information, see the '[Notes](#)'.)**

Due to incompletely enumerated Indian reserves and Indian settlements, data are not available for either the 2006 Census, the 2001 Census or for both the 2001 and 2006 censuses.

Refer to a complete list of these [geographic areas](#).

**... not applicable**

The possible reasons for the use of the three dots (...) symbol are:

- A value that cannot be calculated such as a percentage change where the denominator is zero;
- A figure is deemed inappropriate for areas that had a population and/or dwelling count amendment in 2001.

Refer to the [2001 population and dwelling count amendments](#) for further information.

---

**Source:** Statistics Canada, 2006 Census of Population.

**How to cite:** Statistics Canada. 2007. *Région du Nunavik, Quebec (table). 2006 Community Profiles*. 2006 Census. Statistics Canada Catalogue no. 92-591-XWE. Ottawa. Released March 13, 2007.  
<http://www12.statcan.ca/census-recensement/2006/dp-pd/prof/92-591/index.cfm?Lang=E>  
(accessed July 23, 2009).

[Return to previous page](#)

Date Modified: 2009-07-08