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Figure

Educational attainment of the Aboriginal identity population

	Iqaluit, City			Nunavut		
	Total	Male	Female	Total	Male	Female
Total Aboriginal identity population 15 years and over ³⁴	2,395	1,120	1,280	15,510	7,785	7,720
No certificate, diploma or degree	1,410	670	740	10,655	5,310	5,345
High school certificate or equivalent ³⁵	370	170	205	1,485	705	775
Apprenticeship or trades certificate or diploma	95	75	20	1,045	790	260
College, CEGEP or other non-university certificate or diploma ³⁶	380	150	225	1,875	815	1,060
University certificate or diploma below the bachelor level	30	10	20	145	70	75
University certificate or degree	115	40	70	310	95	215
Total Aboriginal identity population aged 15 to 24 ³⁷	755	385	375	5,190	2,655	2,530
No certificate, diploma or degree	565	295	265	4,310	2,250	2,060
High school certificate or equivalent ³⁸	145	65	75	620	285	330
Apprenticeship or trades certificate or diploma	0	0	10	85	50	30
College, CEGEP or other non-university certificate or diploma ³⁹	40	15	25	155	65	90
University certificate or diploma below the bachelor level	0	0	0	0	10	0
University certificate or degree	0	0	10	15	0	10
Total Aboriginal identity population aged 25 to 34 ⁴⁰	575	265	305	3,480	1,730	1,750
No certificate, diploma or degree	255	130	125	2,025	1,020	1,005
High school certificate or equivalent ⁴¹	130	55	70	475	215	260
Apprenticeship or trades certificate or diploma	30	20	10	300	225	75
College, CEGEP or other non-university certificate or diploma ⁴²	110	45	70	555	220	340
University certificate or diploma below the bachelor level	10	0	10	45	25	25
University certificate or degree	40	15	25	80	25	60
Total Aboriginal identity population aged 35 to 64 ⁴³	990	430	560	6,135	3,025	3,110
No certificate, diploma or degree	525	215	310	3,680	1,715	1,960
High school certificate or equivalent ⁴⁴	100	45	55	385	195	190
Apprenticeship or trades certificate or diploma	60	50	10	630	485	150
College, CEGEP or other non-university certificate or	225	95	130	1,135	515	620

diploma ⁴⁵						
University certificate or diploma below the bachelor level	15	10	10	95	50	45
University certificate or degree	65	20	45	210	65	145

Major field of study of the Aboriginal identity population	Iqaluit, City			Nunavut		
	Total	Male	Female	Total	Male	Female
Total Aboriginal identity population 15 years and over ⁴⁶	2,395	1,115	1,280	15,505	7,790	7,725
No postsecondary certificate, diploma or degree	1,780	840	935	12,140	6,015	6,125
Education	75	15	65	350	65	285
Visual and performing arts, and communications technologies	15	10	10	105	60	45
Humanities	45	0	35	155	40	115
Social and behavioural sciences and law	90	25	60	375	95	280
Business, management and public administration	165	45	115	735	205	530
Physical and life sciences and technologies	10	10	0	50	50	0
Mathematics, computer and information sciences	20	15	10	100	45	55
Architecture, engineering, and related technologies	120	105	15	875	810	65
Agriculture, natural resources and conservation	10	15	0	60	55	10
Health, parks, recreation and fitness	35	10	25	205	75	135
Personal, protective and transportation services	35	20	15	360	270	90
Other ⁴⁷	0	0	0	0	0	0

Source: Statistics Canada, 2006 Census of Population.

How to cite: Statistics Canada. 2007. *Iqaluit, Nunavut* (table). *Aboriginal Population Profile*. 2006 Census. Statistics Canada Catalogue no. 92-594-XWE. Ottawa. Released January 15, 2008.
<http://www12.statcan.ca/census-recensement/2006/dp-pd/prof/92-594/index.cfm?Lang=E>
 (accessed July 21, 2009).

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

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2006 Aboriginal Population Profile

Definitions and symbols

Definitions:

34. 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.

35. 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.

36. 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.

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'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.

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'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.

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'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.

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'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.

41. 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.

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43. 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.

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'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.

45. College, CEGEP or other non-university certificate or diploma

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46. 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.

47. Other

Includes multidisciplinary/interdisciplinary studies (other).

Symbols:

A 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).

E 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.

X 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. *Nunavik, Quebec (table). Aboriginal Population Profile*. 2006 Census. Statistics Canada Catalogue no. 92-594-XWE. Ottawa. Released January 15, 2008.
<http://www12.statcan.ca/census-recensement/2006/dp-pd/prof/92-594/index.cfm?Lang=E>
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