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ı.llı Figure Educational attainment	Yellowknife, City			Northv		
of the Aboriginal identity population	Total	Mala	Formalo.	Total	Mole	Famala
Total Aboriginal identity population 15 years and	Total 2,905	<u>Male</u> 1,285	Female 1,625	_	Male_ 7,075	Female 7,395
over ³⁴	_,		.,,			
No certificate, diploma or degree	1,145	615	530	7,920	4,080	3,835
High school certificate or equivalent ³⁵	640	245	400	2,070	875	1,195
Apprenticeship or trades certificate or diploma	325	215	110	1,455	1,050	395
College, CEGEP or other non- university certificate or diploma ³⁶	530	135	390	2,380	865	1,515
University certificate or diploma below the bachelor level	70	10	60	180	45	135
University certificate or degree	190	65	130	460	155	310
Total Aboriginal identity population aged 15 to 24 ³⁷	795	445	345	3,880	2,020	1,860
No certificate, diploma or degree	565	330	235	2,915	1,535	1,380
High school certificate or equivalent ³⁸	140	70	70	620	290	325
Apprenticeship or trades certificate or diploma	25	20	0	120	100	15
College, CEGEP or other non- university certificate or diploma ³⁹	40	10	25	175	70	105
University certificate or diploma below the bachelor level	10	0	10	15	0	10
University certificate or degree	20	10	10	30	15	15
Total Aboriginal identity population aged 25 to 34 ⁴⁰	640	230	415	2,770	1,270	1,500
No certificate, diploma or degree	185	110	75	1,180	650	530
High school certificate or equivalent ⁴¹	135	20	115	510	190	320
Apprenticeship or trades certificate or diploma	110	60	55	345	225	125
College, CEGEP or other non- university certificate or diploma ⁴²	140	20	120	580	170	410
University certificate or diploma below the bachelor level	25	0	25	50	10	35
University certificate or degree	35	10	30	100	25	75
Total Aboriginal identity	1,435	595	840	6,695	3,245	3,445
population aged 35 to 64 ⁴³ No certificate, diploma or degree	365	155	210	2,870	1,460	1,410
High school certificate or equivalent ⁴⁴	360	150	210	910	375	535
Apprenticeship or trades certificate or diploma	185	130	55	915	670	245
and the state of diploma				1		

College, CEGEP or other non- university certificate or diploma ⁴⁵	345	100	245	1,560	595	960
University certificate or diploma below the bachelor level	35	0	30	115	35	80
University certificate or degree	135	50	85	325	115	210

Major field of study of the Aboriginal identity	Yellowknife, City			Northwest Territories		
population	Total	Male	Female	Total	Male	Female
Total Aboriginal identity population 15 years and over ⁴⁶	2,910	1,280	1,625	14,465	7,075	7,395
No postsecondary certificate, diploma or degree	1,790	860	930	9,990	4,955	5,035
Education	105	20	85	345	55	295
Visual and performing arts, and communications technologies	35	20	20	85	35	45
Humanities	45	10	35	125	40	90
Social and behavioural sciences and law	85	20	70	275	60	215
Business, management and public administration	355	45	310	1,225	195	1,030
Physical and life sciences and technologies	10	0	10	40	20	20
Mathematics, computer and information sciences	10	10	10	65	25	40
Architecture, engineering, and related technologies	205	175	25	1,055	975	80
Agriculture, natural resources and conservation	25	15	10	185	140	45
Health, parks, recreation and fitness	115	25	95	400	95	305
Personal, protective and transportation services	120	90	30	665	465	195
Other ⁴⁷	10	0	0	10	0	0

Source: Statistics Canada, 2006 Census of Population.

How to cite: Statistics Canada. 2007. *Yellowknife, Northwest Territories* (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:

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.

37. 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.

38. High school certificate or equivalent

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

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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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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 <u>2001 population and dwelling count amendments</u> or the <u>2006 population and dwelling count amendments</u> 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'.)

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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 (\cdots) 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 (accessed July 21, 2009).

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